**Unit-1**

**Errors based on Parts of Speech**



**Errors** related to parts of speech are mistakes that people make with the words they use. These mistakes can happen when people are speaking or writing. There are many different types of errors. Let’s take a closer look at each one.

**Common Noun Errors**

**Definition of Noun –**

Nouns make up the largest class of words in most languages, including English. A noun is a word that refers to a thing (book), a person (Noah Webster), an animal (cat), a place (Omaha), a quality (softness), an idea (justice), or an action (yodeling). It's usually a single word, but not always: cake, shoes, school bus, and time and a half are all nouns.

**1. The nouns such as Poetry, Scenery, Advice, Bread, Luggage, Stationery, Cutlery, Furniture, Baggage, etc. are always used in singular form and take singular verbs –**

e.g. The Furniture of the house is beautiful.

The Poetry of Keats is sensual.

**2. The following nouns look plural due to their structure, but in reality they are singular and take singular verbs with them –**

The nouns are – News, Politics, Physics, Statistics, Ethics, Economics etc.

e.g. This news is not good.

Note – But if we use the or Possessive Adjectives (My, Your, our etc.) before them, they are used as plural and take plural likewise.

e.g. My mathematics are very good.

Here mathematics is not a subject but the power of calculation.

**3. The Nouns such as Sheep, Deer, Cattle, Gentry, Poultry, Folk, People, Cavalry, Police, Infantry etc. are used only as plural nouns and carry plural verbs with them.**

e.g. The Cattle are grazing in the field.

The Police have arrested the thief.

**4. The nouns such as Committee, Jury, Council, Team, Opposition, Club, Choir, Orchestra etc are used as singular if taken as Collective Nouns. But if the same nouns are used as Nouns of Multitude they are considered plural and take plural verbs.**

e.g. The team has given a very good performance. (Unity)

The team are fighting like street boys

**Common Errors – Rules of Nouns**

**5. If the structure – Any Singular Noun + Preposition + Same Noun is given. it is followed by singular verb –**

e.g. Man after man is being killed.

In this structure only Singular nouns shall be used at both the positions.

**6. The nouns such as Wood, Brick, Stone, Glass etc. are generally used as uncountable nouns –**

e.g. This house is made of brick.

**7. When stone is used for weight, it remains same. But when it comes for other meaning, it can have its plural.**

For Example –

Diamond and Emerald are precious stones.

He weighs only 10 stone.

**8. Use of Yoke –**

Yoke means A piece of wood placed on the necks of oxen. It remains unchanged as singular. But it can take ***a, one, two, three*** etc. before it.

A yoke, Two yoke etc.

**9. Use of Brother –**

It has two plurals. Brothers and Brethren.  When there is the blood relationship, it is brothers and when it is used in the general sense, it is brethren. e.g.

Ram and Sam are brothers.

All Indians are brethren.

**Learn Some more usage of Nouns –**

**Use of People –**

People are not good here. (Group of persons)

The French are an old people (Tribe, Community)

Peoples of Europe and the USA are friends. (People of two different places)

**Use of Wood –**

This table is made of wood. (Material)

There is a woods near our village. (Forest)

**Common Errors regarding the Use of Nouns –**

**Use of Abuse –**

He showered abuse on me. (Called me names)

He showered abuses on me. (Evils)

Social reformers tried to do away many abuses prevalent in society. (Evils)

**Use of Pain –**

He has pain in his tooth.

He took pains to educate his children. (Make great efforts)

# Common Pronoun Errors

### Definition of Pronoun

Pronouns replace nouns with words like she, they, your, their, it,*and* others. See the following sentences:

No pronoun: **Employees** can view the ***employees’*** paychecks online.

Pronoun: **Employees** can view **their** paychecks online.

In the first sentence, no pronoun is used. In the second sentence, the pronoun ‘their’ is used to replace the word employees’. Let’s look at two more sentences:

No pronoun: My **computer** broke, so tech support fixed my **computer**.

Pronoun: My **computer** broke, so tech support fixed **it.**

Notice that the second sentence uses the pronoun it to refer to computer. The pronoun makes the sentence more concise. As you can see, pronouns can be useful. Now, let’s study some guidelines about how to use pronouns correctly.

### Principle 1: Choose a pronoun based on the audience and the formality of the situation.

Sometimes writers want to express an idea about people in general. For example, the writer may want to share advice or state a fact. The formal way to do that is to use the pronoun one, which means “a person.” See the example below:

If ***one*** wants to achieve a dream, ***one*** must make a goal.

The example sentence above is correct for formal situations. However, sometimes using the pronoun one can be too formal. In informal situations, it may be better to use the pronoun you. See the example below:

If ***you*** want to achieve a dream, ***you*** must make a goal.

However, it can be rude to use the pronoun you too often in sentence, because it can seem like the writer is accusing or pointing a finger. Look at the following sentences:

Accusing: When **you**understand this system, **you** can increase your production.

Better: When **people**understand this system, **they** can increase their production.

Notice that the “better” sentence had a different way to make a general statement. The writer used the noun people and the pronoun they, and it did not seem as rude as the “accusing” sentence.

Remember that deciding which pronoun to use depends on the audience and the formality of the situation.

### Principle 2: A pronoun must agree in number with the noun it replaces.

When using a pronoun, be sure it agrees in number with the noun it refers to. Let’s look at the following sentence:

Incorrect: I hate it when a ***customer*** doesn’t know what ***they*** want.

In the sentence above, the noun customer is singular. However, the pronoun they, used later in the sentence, is plural. Let’s look at the correction of that sentence:

Correct: I hate it when ***customers*** don’t know what ***they*** want.

In the correct sentence, the writer changed the noun to be plural, which made it easier to express the idea and ensure that the noun and pronoun would agree in number.

### Principle 3: Avoid using “he” and “she” when expressing general ideas.

Do not refer to one gender when writing about people in general. This mistake happens a lot when a writer refers to a particular activity or profession. See the sentence below:

Incorrect: A good ***doctor*** will always listen to ***his*** patients.

The pronoun in the sentence above is incorrect because it expresses the idea that all doctors are male, which is not true. Let’s look at a correction:

Correct: Good **doctors** will always listen to ***their*** patients.

The writer of the correct sentence made the noun and pronouns plural so that they refer to all people, not just one gender.

### Principle 4: Ensure each pronoun matches the type of noun that it replaces.

Be sure the pronoun you use correctly matches the noun it replaces. Use the pronoun who when referring to people, that when referring to things, when when referring to time, and where when referring to places. See the following example:

Incorrect: I know a woman **that** can type 80 words per minute.

Correct: I know a woman **who** can type 80 words per minute.

In the incorrect sentence, the writer used the pronoun that to replace the noun woman. Since woman is a person, the correct pronoun in this sentence is who.

### Principle 5: Use a pronoun only if it is clear which noun the pronoun replaces.

Remember that a pronoun replaces a noun, so be sure it is clear which noun the pronoun replaces. Look at the following passage:

Unclear: All of the patients arrived late for their appointments, and I missed my lunch hour. ***This*** made me upset for the rest of the day.

In the sentence above, it is not clear what this refers to. Was the employee upset because the patients arrived late or because he missed lunch? Was he upset because of both situations? It is not clear. See the correction below:

Better: All of the patients arrived late for their appointments, and I missed my lunch hour. ***Missing lunch*** made me upset for the rest of the day.

In the correction, the writer makes it clear which situation made him feel upset. In this passage, it was best to not use a pronoun.

## Errors Related to Verbs in a Sentence

## Definition of Verb

## Verbs are words that show an action (sing), occurrence (develop), or state of being (exist)

**Verb tense errors**

Verb tense error is one of the most common errors made when it comes to verbs. It is the use of the wrong verb in a sentence. Tenses are important because they tell the time of an action or event. If the tense of the action is wrong, it will send the wrong message. To avoid this error, you must be sure of the tense and write it down correctly to pass the right message across.

**For example:**

I am going to the store to bought milk

Have you did your chores?

She always swept the class when she comes in the morning.

**The correct sentences are:**

I am going to the store to buy some milk.

Have you done your homework?

She always sweeps the class when she comes in the morning.

**Subject-Verb agreement errors**

The subject-verb agreement error has to do with the mismatch of the subject with the verbs. This means that the verb tense does not match the number of the subject in the sentence. Let’s look at a few rules to keep in mind to avoid the subject-verb agreement error:

**1. If the subject (i.e. is, has, was) is singular, then the verb must be singular. If the subject is plural (i.e. are, have, were) the verb must be plural.**

For example,

He sleeps, they sleep

**2. If the word joins two subjects, then the verb must be plural.**

For example,

Sean and I are skating

**3. Two subjects that are joined with neither…nor, either…. or etc. will agree with the nearest subject.**

For example,

1. Neither the father nor the mother is home right now.
2. Neither the father nor the mother is home right now.

**4. A proper noun in plural form takes a singular verb.**

For example,

Measles is common among children.

Mathematics is dreaded by many students.

Here are some examples of disagreement verb errors:

The boys loves sandwiches

My mother and I is going to the market

Hilda eat lunch by1 pm every day

The correct sentences are:

The boys love sandwiches

My mother and I are going to the market

Hilda eats lunch by 1pmevery day.

# Errors in the use of adverbs

**Definition of an adverb**

An adverb is a word that modifies (describes) a verb (“he sings loudly”), an adjective (“very tall”), another adverb (“ended too quickly”), ...

Different kinds of **adverbs** go in different positions in a sentence. The usage is sometimes very different, too. Students often find it difficult to use adverbs correctly. Here are some common mistakes in the use of adverbs.

Incorrect: He plays tennis good.

Correct: He plays tennis well.

**Good** is an adjective. The adverb for this meaning is **well**.

Incorrect: I am very much sorry.

Correct: I am very sorry.

**Very** is used without**much** before adjectives and adverbs in the positive degree.

Incorrect: I am much tired.

Correct: I am very tired.

**Much**does not mean the same as **very.**

Incorrect: She is so poor to pay the dues.

Correct: She is too poor to pay the dues.

Incorrect: It is very hot to go out.

Correct: It is too hot to go out.

Note the structure**too…to.**

Incorrect: She carefully drove.

Correct: She drove carefully.

Incorrect: She angrily spoke.

Correct: She spoke angrily.

**Adverbs of manner usually go in the end-position.**

Incorrect: The room is enough spacious for us.

Correct: The room is spacious enough for us.

**The adverb enough goes after the adjective or adverb it modifies.**

Incorrect: I know to swim.

Correct: I know how to swim.

**Know cannot be directly followed by an infinitive. Instead we use the structure know how to.**

Incorrect: He is not clever to solve the problem.

Correct: He is not clever enough to solve the problem.

Incorrect: He is now too strong to walk.

Correct: He is now strong enough to walk.

Many errors with adverbs are spelling errors:

*It happened quite accidentally.*

Not: … ~~quite accidentaly~~.

*Actually, I’ve been very busy.*

Not: ~~Actualy~~ …

*It’s not something that can be done easily.*

Not: … ~~that can be done easly~~.

*They were happily married for 20 years.*

Not: ~~They were happyly married~~ …

*The building was completely destroyed.*

Not: … ~~completly destroyed~~.

*I felt extremely unhappy about it all.*

Not: ~~I felt extremly unhappy~~ …

[end of a formal letter/email]

*Yours sincerely, Mark Johnson*

Not: ~~Yours sincerly~~ …

*I am truly sorry for what happened.*

Not: ~~I am truely sorry~~ …

See also:

[Adverbs: forms](https://dictionary.cambridge.org/grammar/british-grammar/adverbs-forms)

**Adverbs and adverb phrases indicating frequency don’t usually go after the verb phrase. They usually go in mid position:**

*He usually goes to the park after school.*

Not: ~~He goes usually to the park after school~~.

*Our next door neighbors sometimes come here for dinner. We hardly ever go to theirs.*

Not: ~~We go hardly ever to theirs~~.

*At the end of the day, do you often come home from work feeling tired?*

Not: … ~~do you come often home from work~~ …

**Adverbs and adverb phrases indicating time usually go in end position:**

*I’ll post the CDs to you tomorrow.*

Not: ~~I’ll post tomorrow the CDs to you~~.

*I received your email about the meeting late.*

Not: ~~I received late your email about the meeting~~.

**We don’t often put *always, usually, never*, etc. at the beginning of a sentence or clause:**

*She was always comparing herself to other people.*

Not: ~~Always she was comparing herself to other people~~.

**Errors related to Adjectives.**

**Definition of an adjective**

An adjective is a part of speech that can be used to describe or provide more information about a noun or pronoun that acts as the subject in a sentence.

The first error involves the word “enough”:

**Don’t say:**

This box isn’t **enough big** for all the books.

**Say:**

This box isn’t **big enough** for all the books.

**Enough goes after adjectives, adverbs, and verbs:**

Are you **old enough** to see this movie?

She’s **smart enough**to take the advanced class.

You sing **well enough**to be a professional!

The teacher speaks **slowly enough**for me to understand.

I play the piano, but I don’t **practice enough.**

Make sure you **eat enough**now so that you’re not hungry later.

Enough goes before nouns:

There are **enough chairs** for everybody to sit down.

There isn’t **enough information** in this report; I need more details.

We don’t have **enough people**to form a soccer team.

Do you have **enough money** to buy that motorcycle?

**Don’t say:**

I can’t believe **how much stubborn** he is.

**Say:**

I can’t believe **how stubborn**he is.

We only use **how much**and **how many**before nouns.

With adjectives and adverbs, we use only **how:**

**How tall**are you?

I want to see **how comfortable**the couch is before buying it.

**How quickly**can they finish the project?

This software measures **how efficiently**the employees are working.

**Don’t say:**

These are my **favorites shoes.**

**Say:**

These are my **favorite shoes.**

These shoes are my **favorites.**

**Adjectives before nouns are always singular in English, even if the noun is plural!**

Our house has three **small rooms.**

The forest is filled with**giant trees.**

I have a couple of **friendly dogs.**

I’ve finished this book, now I’ll read the **other ones**I borrowed from the library.

Some adjectives – especially “others” – can be used in plural form, if the noun was mentioned earlier (and is not directly after the adjective). Here are two examples:

I have many pairs of shoes, but these red shoes are my **favorites.**(= favorite shoes)

The boss gave raises to some employees but not **others.**  
(= other employees)

Some of the shows on this channel are great, and **others**are terrible.  
(= other shows on this channel)

**Don’t say:**

Last night I was **a lot**tired.

**Say:**

Last night I was **so/very/really**tired.

The words **so, very, really,**are all used before adjectives and adverbs to add emphasis or describe something that is intense:

This book is **so/very/really**interesting.

She plays the piano **so/very/really** well!

They moved here **so/very/really**recently.

**A lot of / lots of**are used before nouns to describe a large quantity:

I ate **a lot of / lots of**pizza last night.

There were **a lot of / lots of**kids at the playground.

Note that it’s always **a lot**and never **alot**.

We can also use **a lot**after verbs to describe something we do frequently/often:

I read **a lot.**

Do you exercise **a lot**?

**Don’t say:**

My new computer is **more better** than my old one.

**Say:**

My computer is **better** than my old one.

My computer is **much better** than my old one.

Let’s review how we form comparative adjectives

1 syllable: fast → **faster**

Words ending in Y: easy → **easier**

2+ syllables: popular → **more popular**

Irregular: good/bad → **better/worse**

We only use “more” to make comparisons using adjectives of 2+ syllables: more popular, more interesting, more efficient, more comfortable, etc. The word “better” is already a comparative, so we shouldn’t add “more.”

If you want to add extra emphasis to a comparative, you can add “much”:

My new computer is **much**better than my old one.  
(not just a little bit better… MUCH better)

This lesson is **much**easier than yesterday’s.

My sister is **much**more popular than me.

The problem is **much**worse than we imagined.

**Don’t say:**

My apartment is ten miles **far** from here.

**Say:**

My apartment is ten miles **away**from here.

When talking about general long distances, we can say **far from** or**far away from**:

My apartment is **far (away) from**here.

However, when talking about a specific distance, we say **away from** or **simply from**:

My apartment is ten miles**away from**here.

My apartment is ten miles **from**here.

This is confusing because the question might ask **“How far…?”** but we don’t use the word “far” when giving an answer with a specific distance:

**How far** is the nearest gas station? / **Where**is the nearest gas station?

It’s about two blocks **away**.

**How far**is the museum from here?

At least five miles – you should probably take the bus.

You can only use “far” in the answer when speaking in general terms:

**It’s not far.** (it’s a short distance away)

**It’s pretty/quite/very far.** (it’s a long distance away)

**Errors related to Prepositions**

**Definition of Preposition**

A preposition is a short word that is employed in sentences to show the relationship nouns, pronouns or phrases have with other parts within the respective ..

# Common Prepositional Errors

Due to the large number of **prepositions** in English, as well as the fact that many prepositions serve multiple purposes, it can be quite difficult to determine *which* preposition to use in a particular situation. This is especially tricky for the prepositions we use **after verbs**.

In this section, we’ll look at some common errors that arise when trying to determine the appropriate preposition to use with a particular kind of verb, as well as identifying patterns to help us make the correct choice.

## Verbs of motion — *to* vs. *in*

Verbs that describe the movement from one place to another generally take the preposition *to*. However, when a verb describes a movement from one place into another, we use the prepositions *in* or *into*. This can lead to confusion between the two prepositions when using a motion verb that can describe either scenario. For example:

* “I went **to** London last year.” (correct)
* “I went **in** London last year.” (incorrect)

When we use a motion verb this way, we use the preposition of movement *to*. The only exception to the rule is the verb phrase *go home*, where *home* is an [**adverbial noun**](https://www.thefreedictionary.com/Adverbial-Nouns.htm) that modifies the verb. Otherwise we need to use *to* to express going from A **to** B.

Here are some more examples of motion verbs that take the preposition *to*:

* “Walk **to** school.”
* “Run **to** the store.”
* “Move **to** the left.”
* “Turn **to** the right.”
* “Swim **to** the shore.”
* “Drive **to** the country.”
* “Cycle **to** work.”

Of course we can use other prepositions of movement when we describe different relationships between the verb and the object of the preposition. For example:

* “Walk **across** the road.”
* “Run **along** the river.”
* “Cycle **round** the park.”
* “Drive **over** the bridge.”
* “Swim **up** and **down** the pool.”
* “Went **in** the school.”

## Static verbs — *at* vs. *to*

* “I arrived **at** the airport late.” (correct)
* “I arrived **to** the airport late.” (incorrect)

Remember, we use **to** with motion verbs when we describe the movement from one location to another. *Arrive*, however, is considered a “static” verb, meaning it indicates no movement from point A to point B. In this case, we need to use the preposition *at*, which is used to indicate being in a location.

Other examples of static verb are *be* and *stay*; we also use *at* rather than *to* with these verbs, as in:

* “I was **at** the theater last night.” (correct)
* “I was **to** the theater last night.” (incorrect)
* “I stayed **at** my brother’s house last night.” (correct)
* “I stayed **to** my brother’s house last night.” (incorrect)

## Possession and access — *to* vs. *of*

The prepositions *to* and *of* can both be used to signify that something belongs to or is a property of another thing. However, we use *to* to indicate that something grants access or leads into another thing, which is a relationship that *of* does not describe. For example:

* “This is the key **to** my room.” (correct)
* “This is the key **of** my room.” (incorrect)

There are also certain instances in which we could use either preposition and still have a correct sentence, but the meaning would be subtly different:

* “This is the main door **of** the house.” (correct—meaning the primary door belonging to the house)
* “This is the main door **to** the house.” (also correct—meaning the primary door to gain access to the house)

## Different media — *in* vs. *on*

Another pair of similar prepositions is *in* and *on*, which can both be used to describe the medium by which something is seen. We use *in* when we are talking about something appearing ***in* printed media**, while *on* is used to talk about something appearing ***on* televised or digital media**. Let’s look at two sets of examples to better see this difference:

* “I read it **in** the newspaper.” (correct)
* “I saw it **on** the newspaper.” (incorrect)
* “I saw it **on** TV.” (correct)
* “I saw it **in** TV.” (incorrect)

## Containment and nativity — *in* vs. *of*

* “The Nile is the longest river **in** the world.” (correct)
* “The Nile is the longest river **of** the world.” (incorrect)

Remember that *of* relates to belonging, while *in* refers to being inside or within someplace. We speak about countries and things being ***in*** the world, not *of* the world. On the other hand, when we describe someplace to which a person or thing is native, we use *of* and **not** *in*. For example:

* “He is a citizen **of** Greece.” (correct)
* “He is a citizen **in** Greece.” (incorrect)
* “The gray wolf **of** North America is a beautiful creature.” (correct)
* “The gray wolf **in** North America is a beautiful creature.” (incorrect)

## Performance — *in* vs. *at*

When we describe how well someone does something, we often use the verb phrase *is good* followed by the preposition *at*. However, if we use the verb phrase *does well*, we usually use the preposition *in*, which can lead to a confusion between the two. For example:

* “My brother is good **at** English.” (correct)
* “My brother is good **in** English.” (incorrect)
* “My sister does well **in** school.” (correct)
* “My sister does well **at** school.” (incorrect)

When we are talking about a particular subject, we use *is good at*, but if we’re talking about a particular setting, we use *does well in*.

## *Over*, *on*, and *at* the weekend

When we talk about our plans for an upcoming weekend, there are a number of prepositional constructions we can use. In American English, the most common prepositions to use are *over* and *on*. In British English, the most common preposition is *at*, though *over* is also used. Note that the preposition *during* is not used in either American **or** British English.

* “I will do my homework **on** the weekend.” (American English)
* “I will do my homework **over** the weekend.” (American and British English)
* “I will do my homework **at** the weekend.” (British English)
* “I will do my homework **during** the weekend.” (incorrect)

## [Transitive and intransitive verbs](https://www.thefreedictionary.com/Transitive-and-Intransitive-Verbs.htm)

We must be careful with prepositions when it comes to **transitive and intransitive verbs**. Remember, transitive verbs can take direct (and sometimes indirect) objects, while intransitive verbs cannot.

### Prepositions with intransitive verbs

If we want to express a direct relationship between an intransitive verb and something that seems to be receiving its action, we often use a preposition. For example:

* “I listened **to** the radio last night.” (correct)
* “I listened the radio last night.” (incorrect)
* “I’ll wait **for** you.” (correct)
* “I’ll wait you.” (incorrect)

If we leave out the prepositions *to* and *for*, we make *the radio* and *you* the objects of the intransitive verbs *listen* and *wait*, which is incorrect.

### Prepositions with transitive verbs

Likewise, we must be careful **not** to use a preposition with the objects of **transitive** verbs:

* “I’ll answer the phone.” (correct)
* “I’ll answer **to** the phone.” (incorrect)
* “She is going to marry a lawyer.” (correct)
* “She is going to marry **with** a lawyer.” (incorrect)
* “I asked him to\* buy some bread.” (correct)
* “I asked **to** him to\* buy some bread.” (incorrect)

(\*Note that *to buy* in the last two examples is an infinitive, not a prepositional phrase; it is functioning as an [**adverb of purpose**](https://www.thefreedictionary.com/Adverbs-of-Purpose.htm) to modify the verb *ask*.)

The verb *ask* can also be an **intransitive** verb in some instances, in which case we can use the preposition *for*:

* “I asked Jeff.” (transitive)
* “I asked **for** Jeff.” (intransitive)

Be careful, though, because this changes the verb’s meaning. When we use *ask* with just a person’s name, as in the first example, it means to ask the person something, such as a question. When we ask **for** someone, it means we are requesting to see or speak to that person.

#### Prepositions and indirect objects

Some transitive verbs are able to take both direct objects and **indirect objects** (people or things that receive the direct object of the verb). If a verb is capable of taking an indirect object, that person or thing appears immediately after the verb and before the direct object. We can also place it after the direct object with the preposition *to*, in which case it is no longer a true indirect object but an **adverbial prepositional phrase**. For example:

* “John sent *me* a letter.” (correct—indirect object)
* “John sent a letter ***to****me*.” (correct—adverbial prepositional phrase)

However, not all transitive verbs can take indirect objects. If a verb is unable to have a true indirect object, we have to put the person or thing receiving the direct object in a prepositional phrase with *to*. For instance:

* “I’ll explain the problem ***to****you*.” (correct)
* “I’ll explain *you* the problem.” (incorrect)

## Verbs that take both *to* and *at*

Many verbs are able to take multiple prepositions after them. However, this often results in a change in the sentence’s meaning. The most common of these pairs is *to* and *at*—a large number of verbs are able to take both. We’ll look at a number of such constructions below.

### Shout *to* vs. shout *at*

When you shout *to* someone, you raise your voice to ensure that he or she can hear you. If, on the other hand, you shout *at* someone, you raise your voice because you are angry with him or her. For example:

* “I shouted **to** Mary, but she was too far away to hear me.”
* “He just kept shouting **at** me, even though I had apologized.”

### Throw *to* vs. throw *at*

If you throw something *to* someone, such as a ball, you intend for that person to catch it. For example:

* “She threw the ball **to** the dog. He caught it and ran away with it.”

If you throw something *at* someone, you want to hit them with it. This could be because you are angry with them, as in:

* “She was so angry with her husband that she threw her wedding ring **at** him.”

### Point *to* vs. point *at*

You can point *to* or *at* a person as well as an object.

If we point *to* someone or something, we are indicating a location or direction. For example:

* “She pointed **to** the sky.”

If we point *at* someone or something, we draw attention to that specific person or thing, as in:

* “‘You’re the one who stole my bag!’ she shouted, pointing **at** the thief.”

Sometimes the difference between the two is very subtle, and we can use either preposition with little to no change in meaning.

* “He pointed **at/to** his watch and said, ‘I must go. It’s very late.’”

**Errors related to Conjunctions**

**Definition of Conjunction**

A Conjunction in English Grammar is merely a connecting word and it has no other function except joining two words, phrases or clauses in a sentence.

There are certain common errors made in English Grammar by the user. Let us highlight a few of them for our better understanding:

1.       There must not a repetition of Conjunction for the same function:

Error 1

(Incorrect): Though he is poor, still he dreams big.

(Correct): Though he is poor, he dreams big.

(Incorrect): As he is tall, so he can’t fit inside.

(Correct): As he is tall, he can’t fit inside. OR He is tall, so he can’t run inside.

 (Incorrect): As I rung the bell, at that time he opened the door.

(Correct): As I rung the bell, he opened the door.

2.       Since the conjunction ‘because’ is enough to join two sentences, ‘therefore’ becomes extraneous.

Example:

Error 2

(Incorrect): Because he was not hungry therefore we ate without him.

(Correct): Because he was not hungry we ate without him.

(Incorrect) Because he is affluent so he gets a lot of privileges.

(Correct): Because he is affluent he gets a lot of privileges.

OR

He is affluent so he gets a lot of privilege.

Incorrect: Since he was upset therefore I said nothing.

 Correct: Since he was upset I said nothing.

OR

He was angry; therefore, I said nothing. (It is important to note here that therefore is not a Conjunction and hence it cannot connect two clauses. As a transitional verb is must be separated from the rest of the sentence using a comma.)

 3.  Subordinate conjunctions must immediately be followed by the dependent clause without using a full stop or any other punctuation mark.

Example:

Error 3

(Incorrect): She did not attend the wedding. Because she was committed elsewhere.

(Correct): She did not attend the wedding because she was committed elsewhere.

4.   In case of ‘No sooner’ an inverted word order is used which means that the auxiliary verb precedes the subject .

Example:

Error 4

(Incorrect): No sooner I had reached the office than the boss left.

(Correct): No sooner had I reached the station than the boss left.

5.  In case if the first part is negative, the auxiliary verb shall again precede the subject.

Example:

(Incorrect): Neither he calls nor he messages.

(Correct): Neither does he call nor does he message.

OR

He neither calls nor messages.

6. When the second clause gives an information which is sudden or unexpected “but” must be used instead of “and”.

 Error 6

(Incorrect): Their front door was ajar and there seemed to be nobody at home.

(Correct): Their front door was ajar but there seemed to be nobody at home.

7.  Unless

Unless in itself means ‘if not’, so it will be incorrect to introduce a second ‘not’ in the sentence

Example:

Correct:         Unless you give the code of the locker, you will be killed.

OR                  If you do not give the code of the locker, you will be killed.

Incorrect:      Unless you do not give the code of the locker, you will be killed.

Lest

8.  Lest also means that-- not, and, therefore, it will be wrong to add another not in the following clause. ‘Lest’ must always be followed by modal auxiliary ‘should’.

Example:

Incorrect: Take care lest you fail. (Or Take care lest you do not fail.)

Correct:   Take care lest you should fail.

Book your tickets early lest you should miss this opportunity.

9.  Than, as and that

‘Than’ is used after comparative adjectives and adverbs, not ‘As’ or ‘That’

Example:    She is fairer than me.

**Errors based on Interjection**

**Definition of Interjection**

A sentence, word or phrase, that expresses meaning, emotion, or feeling is called an interjection. These emotional words are followed by exclamation points, which are most often but not always used as punctuation marks.

Now that we know what interjections are, let’s look at how to spot them in a sentence. First, let’s look at an example of a sentence with an interjection:

“Wow! That was a close call.”

In this sentence, the interjection is “Wow!” You can tell it’s an interjection because it expresses a spontaneous feeling and it’s not grammatically related to the rest of the sentence. It’s also placed at the beginning of the sentence.

Now let’s look at an example of a sentence without an interjection:

“That was a close call.”

This sentence doesn’t have an interjection because it doesn’t express a spontaneous feeling. It’s also grammatically related to the rest of the sentence.

**Shit! My essay and project are due tomorrow**!

This word does not imply that there is something bad in the area. Instead, it expresses disappointment and dissatisfaction at not being able to meet a deadline.

**Wow, what a view of the castle!**

You aren’t saying “whoa” to calm down your horse in this case. Rather, it expresses surprise at the beauty of the view.

One type of error that is often made in English is the interjection error. An interjection is a word or phrase that expresses emotion. It is often used to show surprise, anger, or excitement. An interjection can be a standalone word or phrase, or it can be used as part of a longer sentence. The most common interjection errors are as follows:

An interjection error is made when a speaker accidentally uses an interjection in place of a word that has a similar sound. For example, the interjection “Wow!” can be confused with the word “now”. This can happen when a speaker is trying to say “Now I understand” but accidentally says “Wow, I understand”.

While using interjection you need to keep following things in your mind-

-The context in which you are using interjection: Always use interjection according to the context. If you are angry, then using “Wow” won’t be appropriate. For example, if you are angry with your friend, then using “What the hell!” would be more appropriate than “Wow!”.

-The tone of your voice: The tone of your voice also matters a lot while using interjection. If you use the wrong tone, then it might change the meaning of your sentence. For example, if you use the interjection “What the hell!” in a soft voice, then it would sound like you are confused rather than angry.

-The facial expression: Your facial expression also needs to match the interjection that you are using. For example, if you use the interjection “What the hell!” but have a smile on your face, then it would again sound confusing.

Thus, while using interjection, always keep the context, tone of your voice and facial expression in mind. This will help you use interjection more effectively and avoid making interjection errors.

**PRACTICE EXERCISES**

**Exercise-1**

Read the following sentences and identify and correct the errors.

1. Many peoples attended the funeral of the great man.
2. The shepherd took the cattles to the field.
3. Sita could not understands what the teacher was saying.
4. Do you know the importance for clean water?
5. Laugh is the best medicines.
6. The flock of sheeps blocked the road.
7. The children was playing in the Giant’s garden.
8. The children decided to surprise Miss Holmes on teacher’s day.
9. I saw Richard when I’m on the flight.
10. Man have depended on nature for a long time.
11. Raj is a honest man.
12. Bread and butter are Sheldon’s favorite breakfast.
13. Birds of feathers flock together.
14. The teacher called me on 12 o’clock.
15. The sweets was distributed between all the children.

### **Exercise 2 – Correct the Errors**

Read the following passage, identify the errors and correct them.

My little sister Lisa was practising how to riding a bicycle yesterday. Suddenly I hear a loud crash and ran to see what had happened. I saw that she was lying in the ground. I quickly pulled her up and bought her home. She was crying out loud. I quickly go inside the house and brought the first aid box. After cleaning the wound, I apply antiseptic to the wound. Lisa has scratches on her hand and knee. To calm her down, I took her to the nearby shop and brought her a big chocolate. Seeing her favorite chocolate, she immediately stop crying. Within two day, her wounds healed, and she went to play again.

**Exercise-3**

**Directions:** Every sentence is divided into four sections (1, 2, 3). There is some error in one of these sections. Read the sentence carefully and mark the incorrect section. However, if you feel the sentence contains no error, mark part '4'.  
  
**1. Although he was late (1)/ but he stopped on the way(2)/ to have coffee with his friends. (3) / No error. (4)**  
  
a. 1  
b. 2  
c. 3  
d. 4

2. **She was taking care of her baby for two hours (1)/ before she (2)/ was called by her mother. (3)/ No error. (4)**  
  
a. 1  
b. 2  
c. 3  
d. 4

3. **No sooner did he see his teacher (1)/ when he (2)/ stopped copying. (3)/ No error(4).**  
  
a. 1  
b. 2  
c. 3  
d. 4

4. **Had you been to Mumbai, (1)/ I would also go (2)/ with you (3)/ No error(4).**  
  
a. 1  
b. 2  
c. 3  
d. 4

5. **She ran so fastly (1)/ that she was able to catch (2)/ the running bus (3)/ No error.(4)**  
  
a. 1  
b. 2  
c. 3  
d. 4

6. **He met me two days ago (1)/ but he never told me (2)/ about his grandmother's death. (3)/ No error (4).**  
  
a. 1  
b. 2  
c. 3  
d. 4

7. **Don't accuse him (1) / to the grave crime (2) / he has not committed. (3) / No error (4)**  
  
a. 1  
b. 2  
c. 3  
d. 4

8. **Many people who are otherwise (1) / law-abide citizens (2) / break traffic rules knowingly. (3) / No error (4)**  
  
a. 1  
b. 2  
c. 3  
d. 4

9. **Phonetics (1) / are (2) / my favorite subject. (3) / No error (4)**  
  
a. 1  
b. 2  
c. 3  
d. 4

10. **Air pollution has been studied for years (1) / but has the harmful effects (2) / of noise pollution become known? (3) / No error (4)**  
  
a. 1  
b. 2  
c. 3  
d. 4

**Exercise-4**

**Directions Each questions in this section has a sentences with three underlined parts labelled (a), (b) and (c). Read each sentence to find out whether there is any error is any underlined part and indicate you response in the Answer Sheet against the corresponding letter i.e.(a) or (b) or (c). If you find no error, you response should be indicated as (d).**

1. This hardly won freedom (a)/should not be lost (b)/so soon. (c)/No error (d)

2. I tried to meet the person (a)/whom you said (b)/was looking for me. (c)/No error (d)

3. We looked after the thief (a)/but he was nowhere (b)/to be found. (c)/No error (d)

4. I hoped that the train (a)/will arrive on time, not. (c)/ No error (d) (b)/but it did

5. Their all belongings (a)/were lost (b)/in the fire. (c)/No error (d)

6. He was in the temper (a)/and refused (b)/to discuss the matter again. (c)/No error (d)

7. The decorations in your house (a)/are similar (b)/to his house. (c)/ No error (d)

8. Despite of the increase in air fares, (a)/most people still prefer (b)/to travel by plane. (c)/No error (d)

9. He told the boys that (a)/if they worked hard, (b)/they will surely pass. (c)/No error (d)

10. I shall write (a)/to you (b)/when I shall reach Chennai. (c)/No error (d)

11. Neither of these two documents (a)/support your claim (b)/on the property. (c)/No error (d)

12. He is school teacher, (a)/but all his sons (b)/are doctors. (c)/No error (d)

13. His grandfather (a)/had told him to smoke (b)/was a bad habit (c)/No error (d)

14. My book, which (a)/1 gave it to you yesterday, (b)/is very interesting. (c)/No error (d)

**UNIT 2**

**Voice and Accent**

**Meaning**

A person's voice and accent are two different aspects of speech that can affect how they are perceived by others.

A **voice** refers to the sound produced by their vocal cords and other speech organs. It includes aspects such as pitch, volume, and tone. Some people may have a high-pitched voice, while others may have a low-pitched voice. Voices can also be characterized as raspy, breathy, or smooth, depending on the quality of the sound.

An **accent**, on the other hand, refers to the way a person pronounces words, based on their regional or cultural background. It includes aspects such as the stress placed on certain syllables, the rhythm of speech, and the pronunciation of certain vowels and consonants. Accents can vary greatly from one region to another, and they can also change over time as a person interacts with different language communities.

While a person's voice and accent are separate aspects of speech, they can both influence how they are perceived by others. A person with a deep, commanding voice may be perceived as authoritative, while someone with a high-pitched voice may be perceived as less confident. Similarly, a person's accent can affect how others perceive their intelligence, education, or social status, depending on the stereotypes associated with that accent.

**The 44 Phonemes in English**

Despite there being just 26 letters in the English language there are approximately 44 unique sounds, also known as phonemes. The 44 sounds help distinguish one word or meaning from another. Various letters and letter combinations known as graphemes are used to represent the sounds.

The 44 English sounds fall into two categories: consonants and vowels. Below is a list of the 44 phonemes along with their International Phonetic Alphabet symbols and some examples of their use.

**English Consonant letters and their sounds**

A consonant letter usually represents one consonant sound. Some consonant letters, for example, c, g, s, can represent two different consonant sounds.

Consonant sounds are produced when airflow is obstructed or restricted in some way by the articulatory organs (such as the lips, tongue, teeth, or vocal cords).

**Voiced and Voiceless consonants**

**Voiced Consonants –** These are the consonant sounds which is produced from the

larynx and the pronunciation of the same will make the vocal cords vibrate e.g.

[b], [d], and [z].

**Voiceless Consonants –** These are the consonant sounds which is produced from the tongue tip and there will be no vibration of vocal cord while pronouncing the same. e.g. [p], [t], and [s].

| Phoneme | IPA Symbol | Graphemes | Examples | Voiced? |
| --- | --- | --- | --- | --- |
| 1 | B | b, bb | bug, bubble | Yes |
| 2 | D | d, dd, ed | dad, add, milled | Yes |
| 3 | F | f, ff, ph, gh, lf, ft | fat, cliff, phone, enough, half, often | No |
| 4 | G | g, gg, gh,gu,gue | gun, egg, ghost, guest, prologue | Yes |
| 5 | H | h, wh | hop, who | No |
| 6 | dʒ | j, ge, g, dge, di, gg | jam, wage, giraffe, edge, soldier, exaggerate | Yes |
| 7 | K | k, c, ch, cc, lk, qu ,q(u), ck, x | kit, cat, chris, accent, folk, bouquet, queen, rack, box | No |
| 8 | L | l, ll | live, well | Yes |
| 9 | M | m, mm, mb, mn, lm | man, summer, comb, column, palm | Yes |
| 10 | N | n, nn,kn, gn, pn, mn | net, funny, know, gnat, pneumonic, mnemonic | Yes |
| 11 | P | p, pp | pin, dippy | No |
| 12 | R | r, rr, wr, rh | run, carrot, wrench, rhyme | Yes |
| 13 | S | s, ss, c, sc, ps, st, ce, se | sit, less, circle, scene, psycho, listen, pace, course | No |
| 14 | T | t, tt, th, ed | tip, matter, thomas, ripped | No |
| 15 | V | v, f, ph, ve | vine, of, stephen, five | Yes |
| 16 | W | w, wh, u, o | wit, why, quick, choir | Yes |
| 17 | Z | z, zz, s, ss, x, ze, se | zed, buzz, his, scissors, xylophone, craze | Yes |
| 18 | ʒ | s, si, z | treasure, division, azure | Yes |
| 19 | tʃ | ch, tch, tu, te | chip, watch, future, righteous | No |
| 20 | ʃ | sh, ce, s, ci, si, ch, sci, ti | sham, ocean, sure, special, pension, machine, conscience, station | No |
| 21 | Θ | Th | Thongs | No |
| 22 | Ð | Th | Leather | Yes |
| 23 | Ŋ | ng, n, ngue | ring, pink, tongue | Yes |
| 24 | J | y, i, j | you, onion, hallelujah | Yes |

**Consonant Drill**

**Consonant - Voiced**

Ba Ba Ba Ba Da Da Da Da

Ma Ma Ma Ma Na Na Na Na

Va Va Va Va Wa, Wa, Wa, Wa

Th Th Th Th Ng, Ng, Ng, Ng

Za Za Za Za Zsh Zsh Zsh Zsh

La La La La Ha, Ha, Ha, Ha

Ja, Ja, Ja, Ja Ya, Ya, Ya, Ya

Ra Ra Ra Ra Ga, Ga, Ga, Ga

**Consonant - Voiceless**

Ph Ph Ph Ph Fa Fa Fa Fa

Th Th Th Th Ta Ta Ta Ta

Sa Sa Sa Sa Sha Sha Sha Sha

Ch Ch Ch Ch Ka Ka Ka Ka

**Consonant Tongue Twisters Exercise**

Learn to articulate properly. It is simple and can BE INTERESTING. Tongue twisters are excellent for sharpening enunciation. They make your lips, jaw, and tongue EXERCISE and increase your ability to articulate.

**Twisters with "t" and "th"**

* *Those toes aren't these toes.*
* *These teas aren't those teas.*
* *This tike ties threads together twice.*
* *That tike ties together three threads.*
* *Those threads the two tikes tied are tight.*
* *Twist twice to tie tightly.*
* *Thirty tee-shirts are tan, and thirteen tee-shirts are tie-dyed teal green.*
* *The teal tee-shirts total thirteen, the tan tee-shirts total thirty.*

**Twisters with "r" and "l"**

* *The rickety ladder rattled right and left before it crashed through the glass.*
* *Rotten lettuce really reeks.*
* *Loose, leafy lettuce reminds me of really pretty, green trees.*
* *Real lemon, real lime, which would you pick every time?*
* *Ribbons rolled, ribbons loose, hair untied, what's your excuse?*
* *Tip and tap, rip and rap, lip and lap. Tip, rip, lip, tap, rap, lap.*

**Twisters with "s" and "sh"**

* *She's so sick, and she's so sore, I wish her well forevermore.*
* *A shout from the south woke the sleeping sherriff.*
* *Something sure is fishy in this city.*
* *Silver slivers shimmer softly in the sunlight.*

**Tongue Twisters for S T C F L**

* *Snickety snackety snuck, trickety trackety truck, clickety clackety cluck.*
* *Feely filly fay, freely frilly fray, reapy rippy ray, leapy lippy lay.*

**Tongue Twisters for: B, P, M, and W**

These consonants demand ACTIVE LIPS! Say "Boom". Explode that "b." Bring

those lips down hard, quick, and sharply for B, P, M. For the W, pucker the lips.

* *A big black bug bit a big black bear, made a big black bear bleed.*
* *Peter Piper picked a peck of pickled peppers. If Peter Piper picked a peck of pickled peppers, where is the peck of pickled peppers Peter Piper picked.*
* *Military malarkey makes monstrous madmen into maligned martyrs.*
* *If a woodchuck would chuck wood, how much wood would a woodchuck chuck, if a woodchuck would? But if a woodchuck would chuck wood, how much wood would a woodchuck chuck, if a woodchuck could and would chuck wood?*

**Th (thing)**

Touch the tip of the tongue to the rim of the upper teeth. The tongue tip

should protrude ever so slightly.

* *Theophilus Thistle, the thistle sifter, sifted a sieve of unsifted*

*thistles. If Theophilus the thistle sifter sifted a sieve of unsifted thistles,*

*where is the sieve of sifted thistles Theophilus the thistle sifter sifted?*

**English vowel letters and their sounds**

A vowel is a particular kind of speech sound made by changing the shape of the upper vocal tract, or the area in the mouth above the tongue. In English it is important to know that there is a difference between a vowel sound and a [letter] in the [alphabet]. In English there are five vowel letters in the alphabet: a, e, i, o and u.

Vowel sounds are produced when airflow passes freely through the vocal tract without significant obstruction. The articulatory organs shape the oral cavity to produce different vowel sounds. Vowel sounds can be further classified based on their position in the mouth and the shape of the tongue.

**Monophthongs:** These are single, pure vowel sounds that do not change in quality during pronunciation. Examples include /i/ as in "feet" and /æ/ as in "cat."

**Diphthongs:** These are vowel sounds that involve a glide or movement from one vowel to another within a single syllable. Examples include /aɪ/ as in "fly" and /əʊ/ as in "goat."

It's important to note that the English language has a relatively complex vowel system, and the exact number and quality of vowel sounds can vary depending on the specific accent or dialect.

| Phoneme | IPA Symbol | Graphemes | Examples |
| --- | --- | --- | --- |
| 25 | Æ | a, ai, au | cat, plaid, laugh |
| 26 | eɪ | a, ai, eigh, aigh, ay, er, et, ei, au, a\_e, ea, ey | bay, maid, weigh, straight, pay, foyer, filet, eight, gauge, mate, break, they |
| 27 | ɛ | e, ea, u, ie, ai, a, eo, ei, ae | end, bread, bury, friend, said, many, leopard, heifer, aesthetic |
| 28 | i: | e, ee, ea, y, ey, oe, ie, i, ei, eo, ay | be, bee, meat, lady, key, phoenix, grief, ski, deceive, people, quay |
| 29 | ɪ | i, e, o, u, ui, y, ie | it, england, women, busy, guild, gym, sieve |
| 30 | aɪ | i, y, igh, ie, uy, ye, ai, is, eigh, i\_e | spider, sky, night, pie, guy, stye, aisle, island, height, kite |
| 31 | ɒ | a, ho, au, aw, ough | swan, honest, maul, slaw, fought |
| 32 | oʊ | o, oa, o\_e, oe, ow, ough, eau, oo, ew | open, moat, bone, toe, sow, dough, beau, brooch, sew |
| 33 | ʊ | o, oo, u,ou | wolf, look, bush, would |
| 34 | ʌ | u, o, oo, ou | lug, monkey, blood, double |
| 35 | u: | o, oo, ew, ue, u\_e, oe, ough, ui, oew, ou | who, loon, dew, blue, flute, shoe, through, fruit, manoeuvre, group |
| 36 | ɔɪ | oi, oy, uoy | join, boy, buoy |
| 37 | aʊ | ow, ou, ough | now, shout, bough |
| 38 | ə | a, er, i, ar, our, ur | about, ladder, pencil, dollar, honour, augur |
| 39 | eəʳ | air, are, ear, ere, eir, ayer | chair, dare, pear, where, their, prayer |
| 40 | ɑ: | A | Arm |
| 41 | ɜ:ʳ | ir, er, ur, ear, or, our, yr | bird, term, burn, pearl, word, journey, myrtle |
| 42 | ɔ: | aw, a, or, oor, ore, oar, our, augh, ar, ough, au | paw, ball, fork, poor, fore, board, four, taught, war, bought, sauce |
| 43 | ɪəʳ | ear, eer, ere, ier | ear, steer, here, tier |
| 44 | ʊəʳ | ure, our | cure, tourist |

**Syllables**

Syllables are the sound units of organization in spoken language. They are used to segment words into smaller, manageable units and are fundamental to the rhythm and structure of language. A syllable typically consists of a vowel sound or a vowel sound in combination with consonant sounds.

Here are some key points to understand about syllables:

Definition: A syllable is a unit of speech that contains a single vowel sound or a vowel sound with surrounding consonant sounds. It is usually a single, uninterrupted sound that can be pronounced in one breath.

**Components of a Syllable**

Vowel (nucleus): A syllable must have a vowel sound. The vowel sound is considered the core or nucleus of the syllable.

Consonants (onset and coda): Syllables can be surrounded by consonant sounds before (onset) and after (coda) the vowel sound.

**Examples of Syllables**

**One-syllable words:** "cat," "dog," "run" (each word consists of a single syllable).

**Multi-syllable words:** "but-ter-fly" (three syllables: "but-," "-ter," "-fly"), "el-e-phant" (three syllables: "el-," "-e-," "-phant").

**Importance of Syllables**

**Rhythm and Stress:** Syllables contribute to the rhythmic flow of speech. Stressed syllables are typically emphasized more in terms of loudness, pitch, and duration.

**Word Recognition:** Understanding syllables helps with word recognition and decoding, especially for language learners or individuals with reading difficulties.

**Spelling and Pronunciation:** Syllables can provide clues about spelling patterns and help determine correct pronunciation.

It's worth noting that the concept of syllables may vary across different languages and dialects, as syllable structures and rules can differ. However, in general, syllables provide a useful framework for analysing and understanding the organization of spoken words.

**Types of Syllables**

**1. The first type of syllable is the closed syllable, which is the most common type.**

If a syllable has a short vowel, like in the words “cat,” “cut,” “hat,” and “bet,” then it must end with at least one consonant. When followed by another syllable that begins with a consonant, the two letters are split between each vowel. For example, the word “happen” has two syllables, “hap-” and “-pen.” Closed syllables help to remind writers that there is an extra P in the word even though it is a silent consonant. This is particularly useful when learning to spell.

**2. The next type is the open syllable, which ends in a vowel.**

These syllables always end in single long vowel sound without a consonant. Some easy examples to remember are “me,” “go,” “she,” and “be.” Open syllables do not, however, have to be monosyllabic or at the end of a word. For example, polysyllabic words with open syllables include “spider,” “bonus,” and “slogan.” This type of syllable is different from closed syllables in that it usually doesn’t include a double consonant.

**3. Similar to open syllables, the vowel-consonant-e type includes a long vowel.**

Often abbreviated VCe, this type occurs when a long vowel is followed by a single consonant and a silent E. Examples include “bare,” “care,” “woke,” and “cute.”

**4. The next type are vowel team syllables, which can be two to four letters that represent a new speech sound.**

They are not considered digraphs because there can be more than two vowels. The vowel teams can create long, short, or diphthong sounds. These are some of the more difficult syllables to learn in the English language because of the tendency to try to pronounce each vowel. They are also equally difficult to remember how to spell, as the individual vowels bend together.

In the word “boat,” for example, the OA vowels form a new speech sound. The individual sounds for O and A are not pronounced. The word “beautiful” is another good example, as all three vowels, EAU, blend to form a new sound that is different from each individual vowel. Other examples include “looking,” “toast,” and “read.” Vowel team syllables can also come at the end of a word, like in “Monday” and “tie.”

**5. A more straightforward type of syllable is called r-controlled or vowel-r.**

These syllables are just as they sound, a vowel followed by the letter R. For example, “perform,” “charm,” and “store” are all r-controlled syllables. The R “controls” the way the vowel is articulated.

**6. The last type is the consonant plus LE syllable, often abbreviated as C-le.**

These syllables only come at the end of words. There are many C-le syllables, including “apple,” “title,” “little,” and even “syllable.”

While it may seem complicated to learn all of the types of syllables, breaking them down into their specific functions can help both pronounce and spell a word. As you learn to master the English language, these rules will become second nature.

**Syllable Count**

The number of syllables in a word corresponds to the number of vowel sounds or vowel sound combinations. To determine the syllable count, you can often count the number of vowel letters (a, e, i, o, u) in a word, although this method has some exceptions due to silent letters and specific pronunciation patterns.

***Note:*** *‘Y’ and ‘W’ are semi vowels. Semi vowel is a speech sound that is produced like a vowel but that functions as a consonant: The words "yes" and "well" start with semivowels. Semivowels are glides like /w/ and /j/ that act as part of a diphthong.*

There are different ways to figure out how many syllables a word has. Some of these techniques will come naturally to you, and others may not be as comfortable. Try out a few and see which you like best.

**Chin method**

Your chin is an excellent syllable counter. Place your hand underneath your chin and say a word out loud. Each time your chin pushes down into your hand, you count one syllable. You may have to exaggerate your pronunciation because some sounds don’t cause a big chin movement. The word *drop* will cause a big drop, but the word *beat* will yield a more subtle one. (Note: Both of these words are *monosyllabic*, or words with only one syllable. You will only feel your chin hit your hand once.)

**Clap method**

For the clap method, say a word out loud and clap every time you hear a vowel sound. Don’t think too hard; just clap whenever you *think*the sound is changing.

**Listen method**

Once you begin to recognize what a syllable is, you won’t need to break into applause to read a paragraph anymore. The listen method is simple: Listen for new vowel sounds. Each new vowel sound is a new syllable.

**Written method**

If you’re more of a visual learner, the written method might be for you. First, count all of the vowels in the word. Then:

* Subtract 1 for every pair of vowels that makes a sound together (for example: *oo*, *ie*, *ou*, *au*).
* Subtract 1 for every silent vowel (like an ‘e’ at the end of a word)

**Example:** The word *universe*

First, count the vowels: *u*,*i*, *e*, and *e*. There are 4.

The *e* at the end is silent, so subtract one. Now there are 3.

There are no vowel pairs, so we’re done! The word*universe*has 3 syllables.

All of these rules have exceptions, but they are a good way to get started until counting syllables comes naturally to you.

**Advice about extra-long words**

If you encounter a long or complicated word on the page, one way you can learn its pronunciation is by reading it in reverse. This might sound more confusing at first, but if you can count syllables, then you can use this trick.

For example, let’s break down the word *monosyllabic*.

If we try to plow through it from beginning to end, it might come out as a mishmash of *m*’s, *s*’s, and *b*’s.

Now try practicing the pronunciation backward, adding one syllable at a time:

*bic la-bic syl-la-bic mon-o-syl-la-bic*

It takes a bit longer to learn words this way, so this is a practical method only for particularly long or complicated words.

Another trick is to learn common prefixes and suffixes. These will almost always stand out as separate syllables.

**Practice Exercises**

1. **Speak up the words and decide whether it has s sound or z sound.**

1. eyes nose wrist ears
2. walls waltz wells ways
3. carrots apples peas raisins
4. pleasing pleasant please pasta
5. deserve daisy serve design
6. single seize size sings

**2. Fill in the blanks**

1. A farm animal with broad snouts and a curly tail. P\_ G
2. Another farm animal with curly hair or fleece. SH\_ \_P
3. A male ruler of a country who is a member of a royal family. K\_ NG
4. A female ruler of a country or the wife of a king. QU\_ \_ N
5. A large stream of water. R \_ VER
6. The river runs to it. S\_ \_
7. To speak or say something very quietly. WH\_ SPER
8. A sound made when one is frightened. SC\_EAM

**3. Fill the blanks with ‘eh’ and ‘ae’ sounds:**

1. I love s\_ndwi\_ \_ \_ es made of brown br\_ \_ \_.
2. The r\_d \_pp\_e is so tasty.
3. The c\_n\_ \_e h\_s a bright y\_ll\_ \_ flame.
4. My b\_ \_ck sw\_ \_t\_r has r\_ \_ stripes on it.
5. Green leafy v\_ \_ \_t\_bl\_ \_s are a must for good h\_ \_lth.
6. The air h\_st\_ss is st\_ \_ \_ing in the plane.
7. The fruit sa\_ \_ d is v\_ \_ y delicious.
8. C\_bb\_ge and pumpkin are not fruit

**4.Choose the correct response:**

A. **flowers/flavours)**

The garden has a lot of ---------.

The ice cream has different ----------.

B. **(power/paper)**

The king had a lot of ------------.

We write on ------------

C. **(barks/break)**

The cat mews and the dog ----------.

The children were playing during the ----------.

D.**(Shark/Shake)**

The most dangerous fish in sea is the ------------.

My favorite drink is the mango ------------.

**E.(farm/fame)**

My grandfather lives on a -----------.

Tendulkar has earned a lot of ----------------.

**5.** Fill in the blanks using the given ‘uh’ sound words.

took pudding book put sugar wood

wolf would took looked push

1. Let me ……. some ………. in the tea.
2. Keep the ………. on the shelf.
3. Pineapple ………… is too sweet.
4. He …….. bath at seven in the morning.
5. He ……… at the ………and fainted.
6. ………..you mind if I ask you something?
7. A ………pecker is a very pretty bird.
8. ……… the door to open it.

6. **Unscramble the jumbled words.**

1. Lopf ………
2. Peho ………
3. Iptr ………
4. Ovle ………
5. Feefoc ………
6. Myonrah ………
7. Shiinf ………
8. Moaees ………
9. Dounp ………

7. **Put the words into the correct columns according to the number of syllables.**

bring answer awful balloon bored bought cheap clever clothes crashed concrete friend funny ghost habit improve lorry match miner plants played problem shampoo sign

|  |  |
| --- | --- |
| **One syllable** | **Two Syllable** |
|  |  |

**8**. **Look at the adjectives below. Each one has a syllable missing. Choose an appropriate syllable to complete each word. Then put them in the right column.**

1. cheer - \_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_ - gry

3. beau - \_\_\_\_\_\_\_ - ful

4. fan - tas - \_\_\_\_\_\_\_

5. dis - \_\_\_\_\_\_\_ - poin– ted

6. \_\_\_\_\_\_\_ - vy

7. pleas - \_\_\_\_\_\_\_

8. po - \_\_\_\_\_\_\_ - lar

9. ex - pen - \_\_\_\_\_\_\_

10. cir - cu - \_\_\_\_\_\_\_

11. \_\_\_\_\_\_\_ - er - ge - tic

12. po - \_\_\_\_\_\_\_

13. fi - \_\_\_\_\_\_\_

14. an - \_\_\_\_\_\_\_

15. \_\_\_\_\_\_\_ - pleas - ant

16. sen - \_\_\_\_\_\_\_ - ble

17. at - \_\_\_\_\_\_\_ - tive

18. heal - \_\_\_\_\_\_\_

19. sur - \_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Put those words into groups according to the number of syllables** | | |
| Two syllables | Three syllables | Four syllables |
|  |  |  |

9

Ba

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **9. Divide these words into syllables** | | | | |
| **Word** | | **Syllable1** | **Syllable2** | **Syllable 3** | **Syllable4** | |
| Correctly | | cor | rec | tly |  | |
| Classroom | |  |  |  |  | |
| Computer | |  |  |  |  | |
| Conversation | |  |  |  |  | |
| Calculator | |  |  |  |  | |
| Delicious | |  |  |  |  | |
| Engineer | |  |  |  |  | |
| Politician | |  |  |  |  | |
| Question | |  |  |  |  | |
| School | |  |  |  |  | |
| Shampoo | |  |  |  |  | |
| Smiling | |  |  |  |  | |
| Table | |  |  |  |  | |
| Understand | |  |  |  |  | |

**10. Choose the correct option:**

1. Which syllable is stressed in the word "elephant"?

a) el

b) e

c) phant

d) None of the above

2. In the word "technology," where does the primary stress fall?

a) tech

b) nol

c) ogy

d) All syllables are stressed equally

3. Which syllable is stressed in the word "beautiful"?

a) beau

b) ti

c) ful

d) None of the above

4. In the word "communication," where does the primary stress fall?

a) com

b) mu

c) nic

d) All syllables are stressed equally

5. Which syllable is stressed in the word "environment"?

a) en

b) vi

c) ment

d) None of the above

6. In the word "opportunity," where does the primary stress fall?

a) op

b) por

c) ty

d) All syllables are stressed equally.

**Unit-3**

**Vocabulary**

**Introduction to Vocabulary**

Vocabulary forms an integral part of the process of reading and readers’ comprehension. It refers to the words needed for communicating effectively. It implies receptive vocabulary and expressive vocabulary. Receptive vocabulary refers to the words that we hear and read while expressive vocabulary implies the words that we speak and write. It is rightly said that without vocabulary, it is not possible to convey anything.

### Importance of Vocabulary

Vocabulary is an essential part of anyone’s life and the following points describe the importance of vocabulary.

1. Vocabulary is critical for communication and expression
2. Vocabulary forms the basis of reading comprehension
3. Linguistic vocabulary and thinking vocabulary work parallel
4. Vocabulary also forms a basis for judgment many times
5. For conveying anything, vocabulary is important

**Understanding how to use prefixes and suffixes will help you expand your vocabulary!**

What are Prefixes

Prefixes are added at the beginning of words to change their meaning

For Example: dis-trust, im-mature, counter-productive.

Prefixes: meanings and use

The most commonly-used prefixes are those that change an adjective with a positive meaning into one with a negative or opposing meaning, for example: **un**comfortable.

Prefixes that change the word to a negative meaning include: in-, ir-, im- and dis-. Examples formed using this type of prefix are: **in**active, **ir**regular, **im**possible and **dis**honest.

|  |  |  |
| --- | --- | --- |
| **Prefix** | **Meaning** | **Example** |
| anti- | opposed/to prevent | **Anti**dote, |
| counter- | opposite/ opposed to | **counter**productive |
| de- | something is removed or reduced | **de-**activate |
| dis- | negative/opposite | **dis**advantage |
| ex- | former | **ex-**wife |
| extra- | outside/beyond | **extra-**curricular |
| fore- | before | **fore**warn |
| homo- | same | **homo**sexual |
| hyper- | very/extremely | **hyper**-sensitive |
| il- | negative/opposite | **il**logical |
| im- | negative/opposite | **im**mature |
| in- | negative/opposite | **in**expensive |
| inter- | between | **inter**national |
| ir- | negative/opposite | **ir**regular |
| mal- | bad/wrong | **mal**practice |
| mid- | middle | **mid**winter |
| mis- | bad/wrong | **mis**place |
| mono- | one | **mono**rail |
| neo- | new | **neo**classical |
| non- | not | **non**descript |
| omni- | all | **omni**vore |
| out- | outside/beyond/bigger | **out**weigh |
| pre- | before | **pre-**date |
| re- | again | **re-**arrange |
| semi- | half | **semi**circle |
| sub- | under | **sub**merge |
| super- | bigger/more powerful | **super**hero |
| un- | negative/opposite | **un**believable |
| under- | beneath/not enough | **under**play |

Some groups of prefixes have very specific meanings and uses. The table below summarises the most common prefixes for metric measures, those that describe multiples of units and those indicating fractions of units.

|  |  |  |
| --- | --- | --- |
| **Prefix** | **Meaning** | **Example** |
| deca- | ten times a unit | **deca**thlon |
| kilo- | one thousand times a unit | **kilo**metre |
| mega- | one million times a unit | **mega**byte |
| giga- | one billion units | **giga**watt |
|  | | |
| deci- | one tenth of a unit | **deci**litre |
| centi- | one hundredth of a unit | **centi**metre |
| milli- | one thousandth of a unit | **milli**metre |
| micro- | one millionth of a unit (also means extremely small) | **micro-**organism |

##### Prefixes examples with sentences

**Anti-**

*antiseptic, anti-climax, antifreeze, antibiotic, antibody, anticlockwise*The atheletes ran around the track in an *anticlockwise* direction.  
Many infections can be treated with *antibiotics*.

**Counter-**

*counterpart, counterproductive, counterclaim*Putting too much pressure on young people can be *counterproductive*.

**De-**

*deteriorate, derail, deactivate*The discussion*deteriorated* into an argument.

**Dis-**

*dissatisfied, disappointed, disloyal, disobedient, disruptive, distrust*Jane never did what she was told. She was a *disobedient*child*.*Rob was *disappointed*when he didn’t get the job.

**Ex-**

*ex-wife, ex-teacher, ex-husband, ex-policeman*I still meet my *ex-husband* sometimes.  
No, he wasn’t a teacher before. He’s an *ex-policeman*.

**Extra-**

*extracurricular, extracellular, extraordinary*Her journey across the world was *extraordinary*.

**Fore-**

*forewarn, foreground, forefathers, forecast, forego, forefront*This robotics company is at the*forefront*of modern technology.  
The weather*forecast* for tomorrow is good.

**Homo-**

*homogeneous, homophone, homosexual*Air is a *homogeneous* mixture.

**Hyper-**

*hypersensitive, hyperlink, hyper-intelligent*A *hyperlink*connects one page to another.

**Il-**

*illogical, illegal, illiterate, illuminate*Driving under the age of 17 is *illegal* in the UK*.*

**Im-**

*immature, immaterial, immediately, immense, impersonal, impatient*You need to speak to the headteacher *immediately*.  
Jamie looks sensible but he is actually quite *immature*.

**In-**

*inevitable, incorrect, indifferent, indoors, ineffective, insincere*The examiner told me that some of my answers were *incorrect.*Unfortunately, the cancer medicine was *ineffective*.

**Inter-**

*international, intermediate, interpreter, interval, interfere, interest*My husband is working for an *international*company.  
Maggie decided not to be a teacher; she is training to be an *interpreter*.

**Ir-**

*irresponsible, irrational, irregular, irrelevant  
Irregular*verbs are difficult to learn!

**Mal-**

*malpractice, malfunction, malnourished, malnutrition*I couldn’t complete the work because laser cutting machine *malfunctioned.*

**Mid-**

*mid-July, midweek, mid-September, mid-sentence*I’m going to go out for a walk *midweek.*

**Mis-**

*misunderstanding, mistrust, misuse, misspell, misrepresent, mispronounce*We didn’t fall out – it was just a *misunderstanding*.  
The newspaper report *misrepresented* what I said!

**Mono-**

*monorail, monotone, monochrome, monotonous, monosyllable, monopoly*That song has a boring tune; it’s *monotonous*.  
A *monorail* has just one rail.

**Neo-**

*neonatal, neoclassical, Neolithic*Yes, that museum is a *neoclassical* building.

**Non-**(note the prefix ‘non’ is usually used with a hyphen)

*non-event, non-stop, non-smoking, non-alcoholic, non-member, non-resident*Sorry, this is a *non-smoking* building.  
*Non-residents* are welcome in the restaurant.

**Omni-**

*omnivore, omnipresent*An *omnivore* eats plants and animals.

**Out-**

*outbreak, outgrow, outrun, outweigh, outbuilding, outspoken*He has *outgrown* all his baby clothes now.  
Overall, the advantages*outweigh* the disadvantages.

**Pre-**

*pre-war, pre-recorded, pre-pay, pre-set, pre-tax*She has a *pre-recorded* message on her phone.  
You can *pre-pay* for your dental treatment.

**Re-**

*replay, rerun, re-record, re-write*She had to *re-write* her essay to get a higher grade.  
The football match last weekend was a *replay*.

**Semi-**

*semicircle, semi-darkness, semi-detached, semi-literate, semi-professional*They left the restaurant in *semi-darkness*.  
Mary is a great tennis player. She is *semi-professional*.

**Sub-**

*subtropical, subsection, sub-zero, subnormal, subsoil*They had to cope with *sub-zero* temperatures.  
Much of North Africa has a *sub-tropical*climate*.*

**Super-**

*supermarket, supernatural, super-tanker, super-rich, supervisor  
Supermarkets*have a greater range of products than local shops.  
John has been my *supervisor* for the past year.

**Un-**

*unbelievable, unkind, unusual, unable, uncomfortable, uncanny*My new shoes are *uncomfortable*.  
That film was *unbelievable*!

**Under-**

*underplay, underwear, under-valued, under-rated, under-paid*He was an *under-rated* actor.  
I’m not selling that vase. I think it has been *under-valued*.

**What are the Suffixes**

Suffixes are added at the end of words to change their form: wonder-ful, improve-ment, adapt-able.

**Suffixes: common suffixes for nouns & adjectives**

Suffixes enable root words to change in different ways in order to form different classes of word. For example, the root word ‘create’ can be modified to creat***ion*** (noun), creat***ive*** (adjective) and creatively (adverb). Different classes of words (nouns, verbs, adjectives) have their own common suffixes.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Common suffixes for adjectives** | **Example** |  | **Common noun suffixes** | **Example** |
| -able / -ible | ador**able**  terr**ible** | -ance / -ence | endur**ance**  consci**ence** |
| -ant / -ent | pleas**ant**  confid**ent** | -ant | contest**ant** |
| -ate | passion**ate** | -dom | free**dom** |
| -ful | wonder**ful** | -ee | employ**ee** |
| -ian | Canad**ian** | -er / -or | paint**er**  conduct**or** |
| -ic | energet**ic** | -ery | scen**ery** |
| -ical | method**ical** | -hood | neighbour**hood** |
| -ish | self**ish** | -ion | elect**ion** |
| -ive | posit**ive** | -ism | social**ism** |
| -less | point**less** | -ist | novel**ist** |
| -like | business**-like** | -ity | regular**ity** |
| -ous | adventur**ous** | -ment | improve**ment** |
| -some | weari**some** | -ness | sad**ness** |
| -y | nois**y** | -ship | friend**ship** |
|  |  | -ure | clos**ure** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Adverb suffixes** | **Examples** |  | **Verb suffixes** | **Examples** |
| -ly | quick**ly** | -en | eat**en** |
| -wise | clock**wise** | -ise | energ**ise** |
| -ward | north**ward** | -ate | Altern**ate** |

**Suffixes examples with sentences**

**able**

*unbelievable, comfortable, washable, likeable, knowledgeable, fashionable*(adjectives)  
Do you prefer *fashionable* or *comfortable*clothes?  
Professor Smith is very *knowledgeable* about insects.

**-ance**

*performance, allowance, disturbance, appearance, brilliance*(nouns)  
Tom is given a weekly*allowance* by his parents.  
The police were called to a *disturbance* in the street.

**-ant**

*pleasant, brilliant, disinfectant, servant, assistant,*(nouns and adjectives)  
We had a *brilliant*holiday in Spain.  
He decided to employ an *assistant*.

**-ate**

*activate, affectionate, regulate, electorate, mediate, fortunate*(nouns and adjectives)  
You can *activate* your PayPal account now.  
His dog is well-behaved and *affectionate*.

**-dom**

*freedom, kingdom, boredom*(nouns)  
*Freedom* of choice means you have more opportunity to make decisions.

**-ence**

*presence, existence, occurrence, permanence*(nouns)  
I could feel a ghostly *presence*when I went into the room!  
Most people dispute the *existence* of ghosts.

**-ent**

*different, resident, president*(nouns and adjectives)  
She has been a*resident* in this area for many years.

**-er**

*carpenter, painter, hotter, bigger, diner, photographer*(nouns and adjectives)  
He is training to be a *painter.*She would love to be a *photographer*.

**-ery**

*bravery, machinery, bakery, flattery*(nouns)  
You can buy bread at the *bakery*.  
The fireman was praised for his *bravery*.

**-ful**

*beautiful, wonderful, colourful, eventful, restful, careful*(adjectives)  
It was an*eventful* day.  
I hope you have a *wonderful* holiday!

**-hood**

*neighbourhood, childhood, priesthood*(nouns)  
This is a very quiet *neighbourhood*.

**-ible**

*terrible, horrible, visible, edible*(adjectives)  
Is that plant *edible?*Our house is *visible* from the road.

**-ic**

*photographic, alcoholic, supersonic*(adjectives)  
SpaceX is planning to launch a *supersonic*plane.  
The local pub serves *alcoholic* and *non-alcoholic*drinks.

**-ical**

*historical, identical, satirical*(adjectives)  
John and Steve are *identical*twins.

**-ion**

*decision, promotion, completion, election, exhaustion, deception*(nouns)  
The results of the*election* will be announced tomorrow.  
She made an important *decision* today.

**-ism**

*Cubism, socialism, criticism, heroism*(nouns)  
*Cubism* was one of the most influential art movements of the twentieth century.

**-ish**

*childish, selfish, reddish, snobbish, Spanish, English*(adjectives)  
She looks grown-up but she is a little *childish*.  
He has *reddish* hair.

**-ist**

*socialist, novelist, guitarist, pianist, sexist, racist*She is a brilliant*guitarist*.  
*Sexism* and *racism* are not to be tolerated in schools.

**-ity**

*creativity, popularity, regularity, sexuality, eventuality, familiarity*(nouns)  
Her strength is her *creativity*.  
Jenny carefully planned her trip to allow for any *eventuality*.

**-ive**

*creative, positive, negative, transitive, explosive, detective*(nouns and adjectives)  
My brother-in-law is working as a private *detective*.  
My mother is a *creative* person.

**-less**

*careless, ruthless, pointless, meaningless, tasteless, powerless*(adjectives)  
It was a *careless* mistake.  
Sorry, but this soup is *tasteless*.

**-ment**

*permanent, government, employment, arrangement, management*(nouns and adjectives)  
She is really pleased that she now has a *permanent* job.  
Have you got any *management* experience?

***–*ness**

*shyness, loudness, sadness, loneliness*(nouns)  
He had to try hard to overcome his *shyness*.  
*Loneliness* can be a big problem for older people.

**-ous**

*adventurous, pretentious, cautious, dangerous, spacious*(adjectives)  
Her new flat is very *spacious*.  
She is really *adventurous*. She often travels to faraway places.

**-ship**

*friendship, hardship, fellowship, premiership, citizenship*(nouns)  
He has kept his *friendship* with Tony going for 20 years.  
They suffered a lot of *hardship* when they first arrived in the country.

**-some**

*troublesome, bothersome, loathsome*(adjectives)  
Wasps can be *troublesome* in late summer.

**-ure**

*closure, fracture, measure, exposure, failure*(nouns)  
He said the marriage broke down due to a *failure* to communicate openly.  
She was disappointed about the *closure* of the business.

**-y**

*funny, scary, wintry, feathery, scaly, messy*My room is always *messy*!  
It was a beautiful *wintry*scene on Christmas Day.

##### **Word families**

“Word families” are groups of words where different suffixes have been added to the same root word. It would be very difficult to learn all the word families in English, but knowing a few common word families can help you to learn spelling patterns and common prefix and suffix meanings.

English examinations often require students to ‘transform’ words by adding the appropriate prefixes and suffixes. So, familiarising yourself with prefixes and suffixes could help with your exam skills as well as your vocabulary.

The following word families demonstrate how root words can be transformed to create different forms with similar meanings.

|  |  |  |  |
| --- | --- | --- | --- |
| **Verb** | **Noun** | **Adjective** | **Adverb** |
| succeed | success | successful | successfully |
| specialise | specialism | special | especially |
| attract | attraction | attractive | attractively |
| surprise | surprise | surprising | surprisingly |

One Word Substitution

One Word Substitution is an essential topic of vocabulary. As the name suggests, questions based on this concept ask you to replace a given sentence with an appropriate word. One word substitution is an important concept in the English language as it makes communication much more concise, lucid, and easy.

## One Word Substitution Examples

Let's understand One Word Substitution with few examples as below-

• This person is a hater of mankind: **This person is a misanthrope.**

• Her younger son has an extreme fear of dogs: **Her son has cynophobia.**

• I am interested in the study of ancient things: **I am interested in archaeology.**

• That boy keeps himself very reserved and conservative: **That boy is an introvert.**

• She is someone who puts forth an idea that she herself doesn’t believe: **She is a Hypocrite**

### One Word Substitution with Examples

**One word for many and their use in sentences**

1. Easily made angry irritable

**Example:-** A baby becomes irritable when he is sleepy.

2. Something written by an unknown person anonymous.

**Example:-** It is an anonymous letter as it does not bear the name of the writer.

3. A written declaration made on oath in the presence of a affidavit

magistrate or a government official .

**Example:-** The applicant was asked to produce an affidavit that he was an Indian citizen.

4. One who does not believe in God atheist

**Example:-** He does not go to any temple because he is an atheist.

5. A government by one person or one party autocracy

**Example:-** Most of the countries of the world have abolished autocracy

and have switched on to the democratic form of the government.

6 Medicine to counteract the effect of poison antidote

**Example:-** Do you know the antidote for this poison ?

9. A word the meaning of which is not clear ambiguous

**Example:-** The minister's statement on the issue was quite ambiguous.

10. Place for keeping birds aviary

**Example:-** All types of birds can be seen in this aviary.

11. A place for the storage of weapons arsenal

**Example:-** When the arsenal in Islamabad caught fire,

the Pakistan government had to suffer a great loss.

12. To increase the gravity of a situation aggravate

**Example:-** Scratching a mosquito bite aggravates the itching.

13. A list of things to be discussed at meeting agenda

**Example:-** Here is the agenda for the meeting to be held tomorrow

14. Objects having life animate

**Example:-** It is our sacred duty to safeguard all animates.

15. A state where no government exists anarchy

**Example:-**After the President lost control of the state,

there was complete anarchy in the country.

16. A game or work done for pleasure amateur

**Example:-**The players of our college team are amateurs.

17. Government by the officials bureaucracy

**Example:-**Bureaucracy is more important in offices

than the elected government.

18. That which can be broken easily brittle

. **Example:-**Be careful in handling those articles of glass as they are brittle.

19. One who believes everybody credulous

**Example:-** He is so credulous that he will never doubt anything that you say.

20. A list of names of books catalogue

**Example:-** I have brought a catalogue of books recently published by the NCERT.

21. A place where dead are buried cemetery

**Example:-** The dead body was carried to the cemetery for burial.

21. One who eats human flesh cannibal

**Example:-** All the giants in old stories were cannibals.

22. One who is at home in many lands cosmopolitan

**Example:-** He is a statesman with a cosmopolitan outlook.

23. To injure one's reputation defame

**Example:-** Many enemies tried to defame me in all possible ways,

but my friends knew that everything said about me was

cooked up.

24 To root out an evil eradicate

**Example:-** Small pox has been eradicated from our country.

25. One who loves his own religion and hates other religions fanatic

**Example:-** He will not attend any religious congregation

except the one in which he believes as he is a fanatic.

26. One who is not easily pleased fastidious

**Example:-** He is very fastidious about his food and dress.

27. A period of two weeks fortnight

**Example:-** I am going to Mumbai and will be back in a fortnight.

28. That which ends in death fatal

**Example:-** He met with a fatal accident.

29. Money paid to an employee after his retirement gratuity

**Example:-** The college management paid to the retiring

professor his gratuity on the day he was relieved

of his services.

30. A post for which no salary is paid honorary

**Example:-** He is holding an honorary post in this office.

**Study-related One Word Substitution with Examples**

|  |  |  |
| --- | --- | --- |
| Study-related | One Word Substitution | Examples |
| Study of Stars | Astronomy | I love this book on |
|  |  | Astronomy. |
| Study of statistics is known | Demography | The demography of the whole |
| as |  | town’s population has been |
|  |  | mapped. |
| The study of ancient writing | Paleography | These three university |
| and scriptures |  | professors have been |
|  |  | immersed in the research and |
|  |  | study of Paleography for over |
|  |  | a decade. |
| The study of rocks and soil | Geology | My Geology homework is not |
|  |  | going to be completed by the |
|  |  | final submission date. |
| The ancient search for a | Alchemy | The magician wanted to learn |
| universal panacea, and of the |  | Alchemy to master some |
| philosopher’s stone. The |  | ancient spells. |
| medieval version of the study |  |  |
| of Chemistry |  |  |
| The study of evolution of | Anthropology | Anthropological research |
| mankind |  | helps us trace our civilization. |
| The study of Human Mind | Psychology | I am really interested in |
|  |  | studying Psychology and how |
|  |  | the mind works. |

|  |  |  |
| --- | --- | --- |
| The practice of writing dictionaries | Lexicography | She works in the Lexicography department of the publishing house. |
| The study of plants | Botany | Her interests in plants motivated her to pursue this course in Botany. |
| The study of rocks and soils | Geology | Do I need to study Geology before going rock climbing? |
| The study of languages | Philology | How many languages does Philology covers? |

**Group/Collection-related One Word Substitution**

|  |  |  |
| --- | --- | --- |
| Group/Collection | One Word Substitution | Examples |
| A group of sheep | Flock | I saw a shepherd down the hill with a flock of sheep. |
| A family of young animals | Brood | Mr. Styles like spending hours bathing the brood of horses in the stable. |
| A number of people travelling together in a big van or jeep | Caravan | A caravan of hippies just passed by. |
| A series of stars | Constellation | This constellation looks like a burger! |

|  |  |  |
| --- | --- | --- |
| A large group of people | Horde | A horde of college students were gathered around the voting booth. |
| A group of cattle or sheep | Herd | Keep your herd of cows in the backyard. |
| A number of fish swimming together | Shoal | I saw a shoal of mackerel on that side of the river. |
| A group of worshippers | Congregation | The congregation will happen at St. Mary’s Church at 4pm tomorrow. |

**Person/People-related One Word Substitution**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Person/People | One Word Substitution | | | Examples |
| The one who loves mankind | Philanthropist | | | He became a renowned |
|  |  | | | philanthropist after joining |
|  |  | | | Buddhism. |
| The one who looks at the | Optimist | | | Louis has always been the |
| brighter side of everything |  | | | biggest optimistic person I |
|  |  | | | know. |
| The one who looks at the | Pessimist | | | I am always on the edge of |
| negative/dark side of |  | | | becoming a total pessimist. |
| everything. |  | | |  |
| The one who loves good food | | Gourmet | I could have been a Gourmet | |
| and knows a lot about it | |  | if I liked spicy food! | |
| Someone who lives in | | Recluse | I want to become a recluse | |
| solitude | |  | after I retire. | |
| Someone who speaks more | | Polyglot | I took up Turkish to become a | |
| than one language | |  | Polyglot. | |
| A person who boasts of one’s | | Egotist | She saw him as a | |
| achievements | |  | thoughtless egotist. | |
| People who can vote in an | | Electorate | Last year’s electorate | |
| election: | |  | comprised of many first-time | |
|  | |  | voters. | |
| A person who loves himself | | Narcissist | John is a narcissist and will | |
| the most | |  | never love anyone else but | |
|  | |  | himself. | |

|  |  |  |
| --- | --- | --- |
| A person who abandons his religion | Apostate | Watching his daughter die of cancer made Steve become an apostate. |
| A person was appointed to | Arbitrator | In their final judgement, the |
| settle a dispute between two |  | jury presented that it is |
| parties |  | necessary for the parties to |
|  |  | have an arbitrator to reach |
|  |  | mutual consent. |
| The one who knows | Omniscient | He is such a know-it-all but |
| everything |  | he is not an omniscient. |
| The one who is all powerful | Omnipotent | We often stereotype a |
|  |  | superhero as an Omnipotent |
|  |  | but it’s important to have |
|  |  | some flaws to make them |
|  |  | human. |
| The one who is present | Omnipresent | Technology has become |
| everything |  | synonymous with |
|  |  | omnipresent nowadays. |
| Someone who is eighty years | Octogenarian | My grandpa is an |
| old. |  | octogenarian. |
| The one who settles in | Immigrant | It isn’t easy being an |
| another country. |  | immigrant in the USA. |
| Someone who cares about | Humanitarian | She is known for her |
| mankind. |  | humanitarian efforts. |

**Profession-related One Word Substitution**

**Person/People One Word Substitution Examples**

|  |  |  |
| --- | --- | --- |
| Someone trained to travel and operate a spacecraft. | Astronaut | Kalpana Chawla is one of the greatest women astronauts. |
| The one who makes maps or | Cartographer | We need a cartographer to |
| charts |  | decode these cryptic maps. |
| Someone who sells or grows | Florist | Harry is my favorite florist and |
| flowers or studies or writes |  | I like how he gives unique |
| about flowers. |  | facts about what every flower |
|  |  | symbolises. |
| Someone with a beautiful | Calligrapher | I started as a calligrapher and |
| handwriting |  | then became a tattoo artist. |
| Someone who presents or | Radio Jockey | A radio jockey needs to have |
| hosts a radio show |  | brilliant communication skills. |
| Someone who choreographs | Choreographer | Can you find me a wedding |
| dances attuning certain |  | choreographer? |
| sequences of steps and |  |  |
| movements along music |  |  |
| Someone who is the | Curator | I like being a curator as I get |
| custodian or the keeper of a |  | to meet artists from different |
| museum |  | parts of the world. |
| A person who doesn’t like | Misanthrope | Grinch wasn’t the |
| humankind devoids himself |  | mean-spirited misanthrope |
| of human society |  | most of us took him to be. |

|  |  |  |
| --- | --- | --- |
| Someone employed to drive  a hired car | Chauffeur | The chauffeur will come by 4 pm to the venue. |
| Someone who walks by foot. | Pedestrian | This side of the road is for Pedestrians. |
| Someone who is reserved and shy. | Introvert | I like being an introvert and I am happy with a small social circle. |

**Terms-related One Word Substitution**

|  |  |  |
| --- | --- | --- |
| Terms | One Word Substitutions | Example |
| Indefinite period of time | Aeon | Those days became boring, aeon and too long to pass. |
| Appreciation of beauty, by a set of principles. | Aesthetics | I found this website quite appealing especially because of its aesthetics |
| Spartan snowstorms with uncontrollable winds | Blizzard | On our way back to the hotel, we got caught in a blizzard. |
| An eccentric manner of living | Bohemian | She felt embarrassed when her friends made fun of her bohemian clothing. |

|  |  |  |
| --- | --- | --- |
| Huge fire for celebration | Bonfire | The campers spent their night |
|  |  | by the bonfire. |
| Dwarfed varieties of trees | Bonsai | Her room was filled with |
| and shrubs in pots |  | bonsai plants. |
| The remote regions of a | Hinterland | Her cottage was situated in a |
| country which are far away |  | hinterland deprived of any |
| from the rivers |  | beautiful scenery. |
| Complex situation or a | Imbroglio | The romantic imbroglio |
| mix-up |  | happened when he met my |
|  |  | landlords assuming they were |
|  |  | my parents. |
| Make someone feel young | Rejuvenate | This exfoliating scrub can |
|  |  | completely rejuvenate your |
|  |  | skin. |
| Not showing enough care | Remiss | I realised that she was totally |
| and attention |  | remiss in finishing her daily |
|  |  | tasks. |
| A shelter for a Dog | Kennel | Our new pup spent all his day |
|  |  | hiding inside the kennel. |
| Where wild animals live: | Lair | I found a hidden lair in the |
|  |  | forest but was too afraid to go |
|  |  | inside it. |

|  |  |  |
| --- | --- | --- |
| A place where coins are made | Mint | This industrial facility is actually a mint which manufactures coins. |
| Ordinary and Dull | Mundane | I am bored with the mundane |
|  |  | life of the quarantined days. |
| Published after someone’s | Posthumous | Mr Smith’s posthumous |
| death |  | works brought him an |
|  |  | immense number of |
|  |  | accolades. |
| The profession of teaching or | Pedagogy | It was his unique approach to |
| the approach or style of |  | pedagogy that made him |
| teaching |  | every student’s favourite. |
| The symbols of royalty | Regalia | The queen was adorned in |
|  |  | full regalia. |
| A political system solely | Thearchy | The village was ruled by the |
| based on the government of |  | system of thearchy. |
| men by God |  |  |
| A person promises to tell the | Oath | I couldn’t disrespect the oath |
| truth in court |  | and thus revealed everything. |
| Ethically good behaviour one | Virtue | Patience is seen as the virtue |
| has |  | of a man. |

|  |  |  |
| --- | --- | --- |
| Humour that describes the weaknesses | Satire | Ghasiram Kotwal is an incredibly written satire on the political scenario of Maharashtra in the early 20th century. |
| Enjoy something for an extended time | Savour | Don’t forget to savour this delectable wine! |
| Someone who is wrongly blamed for things that others have done | Scapegoat | They used him as a scapegoat to accuse him of the whole conspiracy |
| Determined to achieve something | Tenacious | She was tenacious enough to chase after her dream of becoming a film actor. |
| The sound of Parrots: | Screech | I woke up to the screeching of birds by the window. |
| Using a word or name that is inappropriate | Misnomer | It’s quite a misnomer to call it a victory since he scored the lowest marks in the test. |
| A government that has a monarch as the head | Monarchy | With a king ruling the country, the Monarchy is different from a democracy. |

|  |  |  |
| --- | --- | --- |
| The sound of Camels | Grunt | In the vastness of the desert, the only sound you can hear is the constant grunting of camels from far away. |
| Events manifested by | Fiesta | Last night’s party was a total |
| festivities |  | fiesta. |
| People who are extremely | Destitute | Ajay grew up in a destitute |
| poor |  | existence. |
| A person who is unsure | Agnostic | Though he was raised in a |
| about God’s existence: |  | conservative Hindu family, he |
|  |  | remained agnostic most of |
|  |  | his life. |
| Extreme physical or mental | Agony | He fell to the ground in |
| sufferings |  | agony. |
| A soldier who fights for the | Mercenary | You are a mercenary and you |
| sake of money |  | kill people with any guns! |

|  |  |  |
| --- | --- | --- |
| An accolade or honour bestowed in recognition for an achievement: | Laurel | She enjoyed the laurels of her acting achievements. |
| A person who behaves | Immoral | Lying is completely immoral |
| without moral principles |  | even if it is done for a good |
|  |  | purpose. |
| Charging a politician with a | Impeach | Trump was impeached |
| serious crime |  | recently but it didn’t really |
|  |  | affect his position as the |
|  |  | president. |
| Government instructions that | Embargo | With the danger of virus |
| limit trade in some way |  | hovering over the whole |
|  |  | world, an embargo on |
|  |  | international trade was |
|  |  | mutually decided upon. |
| Believer of fate | Fatalist | I am fatalist for I believe that |
|  |  | our destiny has already been |
|  |  | written. |
| Loves being social and | Gregarious | Gurleen is a gregarious girl |
| enjoys the company of others |  | and we often call her the |
|  |  | social butterfly of our class! |
| Trees grow without | Grove | This garden is filled with |
| underbrush. |  | beautiful groves that |
|  |  | amazingly complemented the |
|  |  | tall trees |
| An office with high salary but | Sinecure | After listening to the perks |
| no work |  | that Seema has at her office, |
|  |  | Vishal assumes as if she |
|  |  | works at a Sinecure. |

|  |  |  |
| --- | --- | --- |
| A person who betrays and descents and organisation or country | Renegade | It is currently flashing in the news that a renegade policeman shot three innocent people. |
| One who is expelled from a | Excommunicate | His misconduct at the |
| religious community |  | previous religious gathering |
|  |  | led to his ex-communication. |
| A person who eats too much | Glutton | As soon as the guests left, |
|  |  | Riya didn’t miss a chance to |
|  |  | call our cousin glutton. |
| Something which can be | Immitable | As the captain’s approach for |
| copied |  | the finale was imitable, he is |
|  |  | still called a legend. |

**Killing-related One Word Substitution**

**Killing-related One Word Substitution**

**Examples**

When someone kills their own father

Patricide Jean was arrested for patricide.

The act of killing a king Regicide The monarchy fell with the regicide.

The killing of a person by another

Homicide He went to jail on the charge of homicide.

### **Ways to Improve Your Vocabulary**

Students can adopt several ways to improve their vocabulary. A few important ways to improve vocabulary are given here:

* **Develop a Reading Habit:** Students can improve their vocabulary if they develop a reading habit. It is easy to improve vocabulary when they come across new words while reading a novel or a newspaper article. They can add new and unfamiliar words to their list.
* **Dictionary and Thesaurus:** Students can use online dictionaries and thesauruses for improving vocabulary. They can find synonyms to the words that are far better than the words used by them. Dictionaries can help students to learn about root words, related words, and antonyms.
* **Word Games:** Word games such as scrabble are useful for students to expand and enhance their vocabulary. Students can note down the important words that they learn while playing the game and can use them in their writing.
* **Flashcards:** Students can use flashcards to learn different words. There are many smartphone apps that can help students to make flashcards and they can make a number of words everyday to increase their vocabulary.
* **Use new Words in Conversation:** Students must try to use new words in their conversation. They can use the words that they learn from reading or while watching TV in their conversation to remember them.

**Practice Exercises**

**Exercise 1.1**

1. What is the effect of adding a prefix to an adjective?  
   **a.** It makes the adjective negative.  
   **b.** It changes the ending of the adjective.  
   **c.** It changes the form of the word.  
   **d.** It changes the meaning of the adjective.
2. Which suffix is *not* an adjective suffix?  
   **a.** -able  
   **b.** -ion  
   **c.** -ive  
   **d.** -ful
3. What is the meaning or the prefix pre-?  
   **a.** before  
   **b.** not  
   **c.** under  
   **d.** after
4. Which word is spelled **incorrectly**?  
   **a.** knowledgeable  
   **b.** disatisfied  
   **c.** uncreative  
   **d.** immature
5. Which of the following adjectives does *not*have a negative meaning?  
   **a.** extraordinary  
   **b.** unhelpful  
   **c.** disappointed  
   **d.** unimaginative

*Questions 6-10. Match the prefix with the word.*

1. Tom never waits for me. He is very ***\_\_\_patient***.  
   **a.** un-     **b.** im-       **c.** il-
2. The table did not cost much. It was ***\_\_\_expensive.*a.** in-     **b.** non-     **c.** un-
3. The President was ***\_\_\_elected.*a.** re-    **b.** non-     **c.** un-
4. The workers are not really appreciated. A lot of them are ***\_\_\_paid.*a.** over-     **b.** non-     **c.** under-
5. The court found that the company funds were ***\_\_\_used.*** The director was arrested.  
   **a.** non-   **b.** mis-     **c.** de-
6. Which sentence has a positive meaning?  
   **a.** She was *unsuccessful* in the interview.  
   **b.** She was *over-joyed* at the news.  
   **c.** The competition was an *anti-climax*.  
   **d.** She felt *dissatisfied*.
7. Which sentence includes an American spelling?  
   ***a.****Travelling*is one of my favourite pastimes.  
   **b.** It was a *colourful*painting.  
   **c.** The company introduced *computerization* in the 1990s.  
   **d.** I have to get a new driving *license*.
8. In which of the following words can a hyphen (-) be used?  
   **a.** de-activate    **b.** dis-appointed       **c.** un-popular   **d.** in-complete
9. Which suffix correctly changes the adjective *regular* into a noun?  
   **a.** -ness    **b.** -ity     **c.** -ment       **d.** ion
10. The prefix *mis-* cannot occur before which of the following verbs?  
    **a.** interpret  
    **b.** understand  
    **c.** survive  
    **d.** inform
11. Which one of the following words is incorrect?  
    **a.** anti-climax  
    **b.** antibiotics  
    **c.** antisuccessful  
    **d.** anticlockwise
12. Which word in this word family is an adverb?  
    **a.** success  
    **b.** successful  
    **c.** succeed  
    **d.** successfully
13. Which of the following measures indicates that it is one thousandth of a unit?  
    **a.** centimetre  
    **b.** kilometre  
    **c.** millimetre
14. Which one of the following verbs cannot be transformed into a noun using the suffix*-ance?***a.** tolerate  
    **b.** persevere  
    **c.** accept  
    **d.** notice
15. The prefix *in-* can be added to which one of the following adjectives?  
    **a.** costly  
    **b.** expensive  
    **c.** dear  
    **d.** pricy

**Exercise 1.2**

**Add the correct prefix to the word to complete each sentence. Write the word on your own sheet of paper.**

1. I wanted to ease my stomach \_\_\_\_\_\_\_\_comfort, so I drank some ginger root tea.
2. Lenny looked funny in his \_\_\_\_\_\_\_\_matched shirt and pants.
3. Penelope felt \_\_\_\_\_\_\_\_glamorous at the party because she was the only one not wearing a dress.
4. My mother said those \_\_\_\_\_\_\_\_aging creams do not work, so I should not waste my money on them.
5. The child’s \_\_\_\_\_\_\_\_standard performance on the test alarmed his parents.
6. When my sister first saw the meteor, she thought it was a \_\_\_\_\_\_\_\_natural phenomenon.
7. Even though she got an excellent job offer, Cherie did not want to \_\_\_\_\_\_\_\_locate to a different country.
8. Peter let his soda sit so long that the fizz went out and it was\_\_\_\_\_\_\_carbonated..
9. I slipped on the ice because I did not heed the \_\_\_\_\_\_\_\_cautions about watching my step.
10. A \_\_\_\_\_\_\_\_combatant is another word for civilian.

**Exercise 1.3**

Use Prefixes To Find The Opposite Of These Verbs:

|  |  |
| --- | --- |
| 1- **wrap** |  |
| 2- **use** |  |
| 3- **agree** |  |
| 4- **engage** |  |
| 5. **behave** |  |
| 6- **understand** |  |
| 7- **fold** |  |
| 8- **spell** |  |
| 9- **connect** |  |
| 10- **close** |  |

**Exercise 1.4**

#### Put The Words In Brackets In The Appropriate Form (Use Prefixes Or Suffixes):

* 1. He was acting in a very  way. (child)
  2. She looked  .She started to cry. (happy)
  3. He passed his exam. He was  for the second time. (succeed)
  4. The team that he supported was able to win the  . (champion)
  5. I couldn't find any  in his theory. (weak)
  6. He wants to be a  when he grows up. (mathematics)
  7. There were only a  of people at the match. (hand)
  8. The road was too narrow, so they had to  it. (wide)
  9. I think that you should  your decision. It may not be the best thing to do. (consider)
  10. You need a  of motivation, organization and hard work to realize your dreams. (combine)

Exercise 1.5

1. Select the suitable prefix for the given word.  
\_\_\_\_measureable

(A) Im

(B) In

(C) Un

(D) Pre

2. Select the suitable prefix for the given word.  
\_\_\_\_corruptible

(A) un

(B) In

(C) Im

(D) Re

3.Select the suitable prefix for the given word.  
resistible

(A) Un

(B) In

(C) Ir

(D) Pre

4. Select the suitable prefix for the given word.  
\_\_\_\_consolable

(A) Un

(B) In

(C) Im

(D) Re

5. Select the suitable prefix for the given word.  
\_\_\_\_valuation

(A) De

(B) Im

(C) In

(D) Un

6. Choose the correct suffix to make an opposite of the word:  
Smart (Adverb)

1. .........ness
2. .........ly
3. ............ment
4. ..........ed

7. Choose the correct prefix to make an opposite of the word:  
Archy

1. Ab
2. Ad
3. A
4. An

8. What does the prefix "sub" in words like subheading, subtitles and sub-zero mean?

1. below
2. before
3. after

9. What does the prefix "pre" in words like prepaid, pre-teen and prehistoric mean?

1. below
2. before
3. after

10. What does the prefix "post" in words like postpaid, postgraduate and post-war mean?

1. below
2. before
3. after

11. Choose the correct suffix to make an opposite of the word:  
Moist

1. ................ify
2. ............ure
3. ............en
4. .......ed

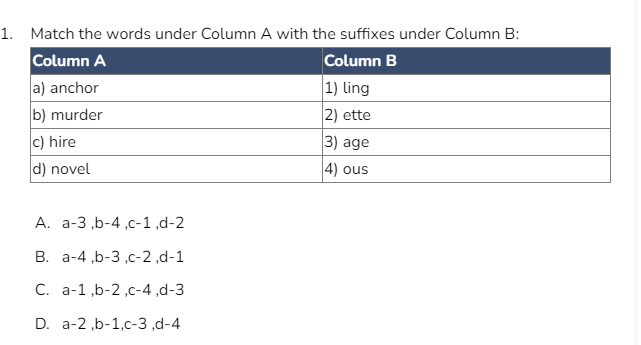
12. Choose the correct Prefix to make an opposite of the word:  
Do

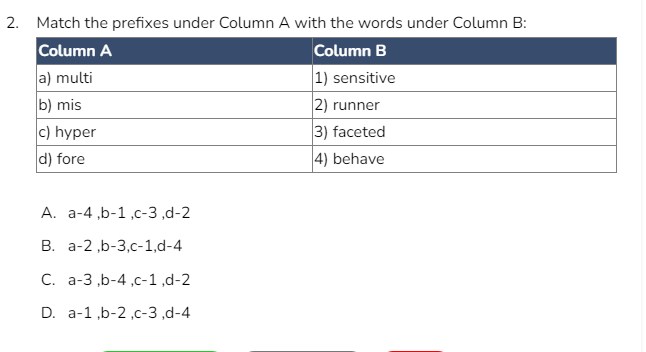
1. To
2. Mis
3. Un
4. In

Exercise 1.6

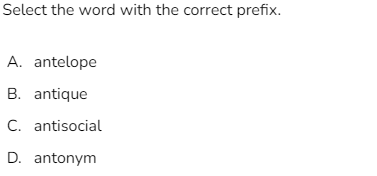
Write a paragraph describing one of your life goals. Include five words with prefixes and five words with suffixes. Exchange papers with a classmate and circle the prefixes and suffixes in your classmate’s paper. Correct each prefix or suffix that is spelled incorrectly.

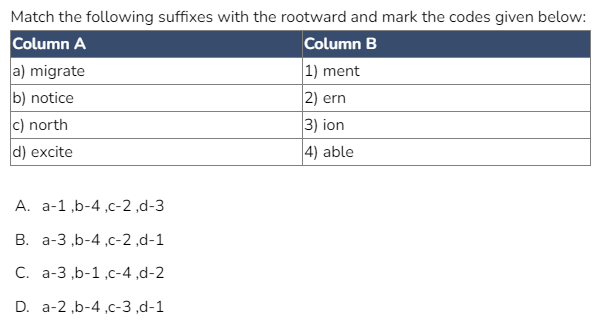
Exercise 1.7

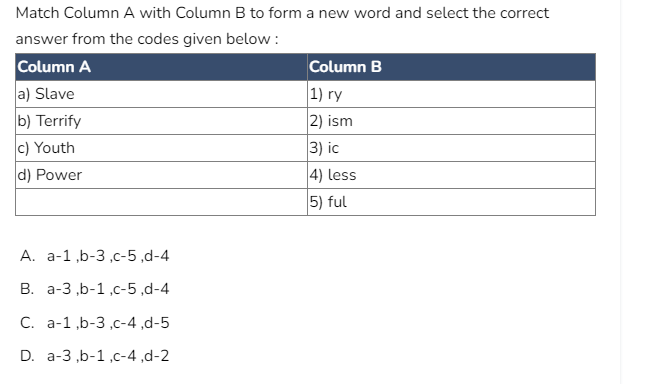




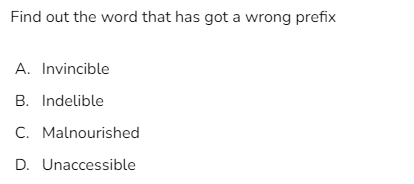
3.

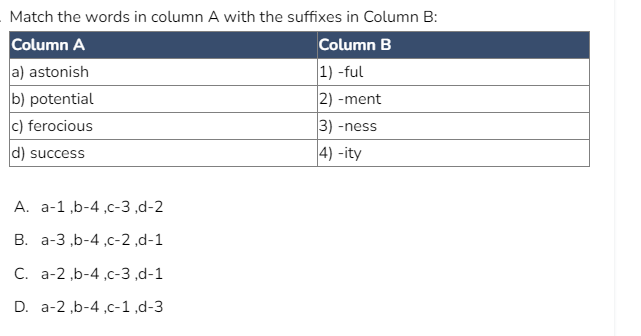


4. 

5. 

6.



7. 

Exercise 1.8

1. A fourteen-line poem
   1. sonnet (2) lyric

(3) ballad (4) ode

1. To free a person by a verdict of ‘not guilty’.
   1. acquaint (2) acquit

(3) acquiesce (4) acquire

1. One who hates mankind
   1. philanthropist (2) misogynist

(3) humanitarian (4) misanthrope

1. Walking in sleep
   1. Somnambulism (2) Insomnia

(3) Somnolence (4) Sleepyhead

1. Continuing for a long period of time without interruption
   1. continuum (2) recurring

(3) perpetual (4) frequenting

1. One who is concerned with the welfare of others.
   1. Ascetic (2) Hedonist

(3) Egoist (4) Altruist

1. Someone who is designated to hear both sides of a dispute and make a judgement
   1. Counsellor (2) Arbitrator

(3) Magistrate (4) Manager

1. A person who leaves his own country In order to go and live in another.
   1. Emigrant (2) Refugee

(3) Immigrant (4) Expatriate

1. A person who has had one or more limbs removed
   1. amputee (2) handicap

(3) limber (4) fatalist

1. One who is known widely but usually unfavourably is
   1. famous (2) illustrious

(3) notorious (4) tarnished

Exercise 1.9

Fill in the blanks with the most suitable words given below

|  |
| --- |
| cannibal, defaming , fanatic, fatal, flock, polyglot, egotist, omnipotent , curator, incredible |

Once upon a time in a small village nestled deep within the dense forests, a peculiar \_\_\_\_1. named Mr. Anderson presided over a museum that held an assortment of oddities and artifacts from around the world. Known for his eccentricities, he was a\_\_\_\_\_\_\_\_2. who could converse fluently in multiple languages, captivating visitors with his tales of ancient civilizations. However, Mr. Anderson had a dark secret hidden behind his charismatic facade. He was an \_\_\_\_\_3\_\_\_\_\_who craved power and control. As his thirst for omnipotence grew, he devised a plan to gain supernatural abilities that would elevate him above all others. Obsessed with the idea, he embarked on a treacherous journey into the heart of the forest. As fate would have it, deep within the woods dwelled a\_\_\_\_\_\_\_\_\_4,5, known only as the Butcher. This malevolent figure had terrorized the region for years, feeding on unsuspecting travelers who crossed his path.

The villagers lived in constant fear of the Butcher, never daring to venture too far into the wilderness. Undeterred by the stories of the Butcher's \_\_\_6\_\_\_encounters, Mr. Anderson sought him out. He believed that by \_\_\_\_\_7\_\_\_\_\_the Butcher and stealing his dark powers, he would achieve his dream of becoming\_\_\_\_\_\_8\_\_\_. With a calculated plan in mind, he lured the Butcher into a trap, using his linguistic skills to communicate with the cannibal in his native tongue. The Butcher, known for his animalistic instincts, fell into Mr. Anderson's carefully orchestrated scheme. The egotistic curator, filled with a dangerous mix of excitement and arrogance, revealed his intentions to consume the flesh of the cannibal, believing it would grant him unparalleled power. Unbeknownst to Mr. Anderson, the Butcher was no ordinary man. He possessed a mystical amulet that conferred upon him the strength of the forest itself.

As Mr. Anderson approached, knife in hand, ready to satiate his cannibalistic desires, the Butcher unleashed the power of the amulet. A sudden burst of energy enveloped the area, startling a nearby \_\_\_\_\_9\_\_of birds. Their wings beat against the sky, their squawks echoing through the forest. The Butcher's eyes glowed with an otherworldly light as he lunged at the curator, overpowering him with \_\_\_\_\_\_\_10\_\_\_ strength. In the ensuing struggle, Mr. Anderson realized the error of his ways. His obsession with power had led him down a path of darkness, but it was too late to turn back. The Butcher, driven by rage and a desire to protect the forest, brought the egotistic curator's plan to a swift end. As the forest fell silent once more, the villagers breathed a sigh of relief, unaware of the imminent danger that had threatened their peaceful existence. The Butcher, having thwarted Mr. Anderson's insidious plot, returned to the shadows, a formidable guardian of the woods. Meanwhile, the polyglot curator's fate served as a chilling reminder of the perils of unchecked ambition. His story became a cautionary tale, passed down through generations, reminding all who heard it of the dangers that lurk beneath the surface of seemingly ordinary individuals.

Exercise 1.10

1. Which term refers to a person walking along a road or in a public area?

a) Pedestrian b) Chauffeur c) Misanthrope d) Astronaut

2. Who is responsible for driving a private vehicle for someone else?

a) misogynist b) Chauffeur c) Humanitarian d) imposter

3. Which term refers to a person who dislikes or avoids human society?

a) Thespian b) sadist c) Misanthrope d) caravan

4. What is the occupation of someone who travels and explores outer space?

a) Translucent b) nepotism c) numismatist d) Astronaut

5. Which word describes a large group or crowd of people?

a) Congruent .b) Cajole c) Autocracy . d) Horde

6. What is the term for a group of animals, especially cattle or sheep?

a) Anomaly . b) Herd c) Apostate d) Blizzard

1. Which word refers to a person who renounces or abandons their religious or political beliefs?

a) Amateur b) Notorious c) Apostate d) Omniform .

1. What is a severe snowstorm with strong winds called?

a) Narcotics b) Omniscient c) Blizzard d) Amnesia

1. What is a place where dogs are kept, such as for breeding or boarding?

a) Kennel b) Satire c) Misnomer d) Monarchy

1. Which term refers to a genre of literature or performance that uses humor, irony, or ridicule to critique or mock society?

a) Oligarchy b) Satire c) Obsolete d) Panacea

11. What is a term used to describe a name or term that is incorrect or misleading?

a) Patricide b) Opaque c) Misnomer d) Massacre

12.What is a form of government with a king or queen at the head?

a) Irrevocable b) Impromptu c) Gregarious d) Monarchy

13. Which word describes a person who eats excessively or has an insatiable appetite?

a) Glutton b) Immitable c) Homicide d) Frenzy

14.What is the act of killing another person called?

a) Germicide b) Fratricide c) Homicide d) Patricide

15. Which term refers to the act of killing one's own father?

a) Infanticide b) Homicide c) Mariticide d) Patricide

**Reading Comprehension**



**Reading comprehension** is the ability to read text, process it, and understand its meaning. An individual's ability tocomprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.

Although word recognition, decoding, and fluency are building blocks of effective reading, the ability to comprehend text is the ultimate goal of reading instruction. Comprehension is a prerequisite for acquiring content knowledge and expressing ideas and opinions through discussion and writing.

Reading comprehension is a crucial component of verbal ability tests that assess an individual's ability to understand written passages and draw meaningful conclusions from them. It evaluates one's proficiency in comprehending and interpreting information presented in written form.

In a reading comprehension section, candidates are typically provided with a passage or several passages of varying lengths and complexity. These passages cover diverse topics, such as social sciences, humanities, natural sciences, literature, or current affairs. The passages may be accompanied by questions that require the test-takers to demonstrate their understanding of the content.

**The questions in a reading comprehension test assess various skills, including:**

**Comprehension:** Readers must demonstrate their ability to grasp the main ideas and important details presented in the passage. They need to understand the context, identify relationships between ideas, and comprehend the overall message.

**Inference:** Candidates are expected to draw logical conclusions based on the information provided in the passage. They may need to make educated guesses or connect the dots to arrive at an implied meaning.

**Vocabulary and Contextual Understanding:** Test-takers should possess a strong vocabulary to comprehend the passage effectively. They may encounter unfamiliar words, and their ability to deduce the meaning from the context is assessed.

**Critical Thinking:** The questions may assess the candidate's ability to analyze, evaluate, and interpret the information critically. They may be asked to identify the author's tone, purpose, bias, or assumptions, as well as evaluate the strengths and weaknesses of arguments presented in the passage.

**Summarization:** Test-takers might be required to summarize the main idea, theme, or purpose of the passage concisely. This demonstrates their ability to extract and condense relevant information effectively.

**Various types of questions that can be asked in reading comprehension exercises include:**

1. **Literal comprehension questions:** These questions require you to find explicit information directly stated in the passage. They test your ability to locate and understand specific details.

***Example:*** *"According to the passage, what is the main character's profession?"*

1. **Inference-based questions:** These questions require you to make logical deductions or draw conclusions based on the information presented in the passage. They test your ability to understand implied meaning and make connections.

***Example:*** *"Based on the information provided, what can be inferred about the protagonist's feelings towards the antagonist?"*

1. **Vocabulary-based questions:** These questions assess your understanding of the vocabulary used in the passage. They may ask you to determine the meaning of a specific word or phrase based on the context.

***Example:*** *"What does the word 'indignant' mean in the context of the passage?"*

1. **Main idea or central theme questions:** These questions ask you to identify the primary purpose or central theme of the passage. They test your ability to grasp the main point or overall message conveyed in the text.

***Example:*** *"Which of the following best summarizes the main idea of the passage?"*

1. **Tone or attitude questions:** These questions require you to identify the author's tone or attitude towards the subject matter. They test your ability to discern the author's perspective.

***Example:*** *"How does the author feel about the current state of education, as expressed in the passage?"*

1. **Structure or organization questions:** These questions assess your understanding of the passage's structure, such as the relationship between different paragraphs, the overall organization, or the flow of ideas.

***Example:*** *"Which of the following would be the most appropriate title for the third paragraph of the passage?"*

**Vocabulary based Reading Comprehension**

Vocabulary-based reading comprehension focuses on understanding the meaning of words and phrases used in a passage to comprehend the overall content. Readers need to have a strong vocabulary and the ability to infer meanings from context to grasp the intended message effectively.

Let’s understand vocabulary-based reading comprehension with the help of examples:

**Example 1:**

**Passage:**

The jubilant crowd erupted into applause as the maestro took the stage. With his baton poised in the air, he began to conduct the orchestra, coaxing melodic harmonies from the musicians. The crescendo swelled, filling the concert hall with an enchanting symphony that left the audience spellbound.

**Question:**

What does **"jubilant"** mean in the context of the passage?

**Answer:**

In the context of the passage, "jubilant" means feeling or expressing great happiness and joy. The word is used to describe the crowd's reaction, indicating that they were excited and delighted when the maestro took the stage.

**Example 2:**

**Passage:**

Sarah's dedication and tenacity were evident as she trained tirelessly for the upcoming triathlon. Each morning, she would embark on a grueling regimen, swimming laps at the pool, biking along hilly terrains, and running for miles without a hint of fatigue. Her unwavering commitment to her goal was truly commendable.

**Question:**

What does **"tenacity"** mean in the context of the passage?

**Answer:**

In the context of the passage, "tenacity" means the quality of being persistent and determined in achieving a goal. It is used to describe Sarah's unwavering commitment and determination to train for the triathlon despite the challenges. The word emphasizes her resilience and perseverance in pursuing her objective.

**Tone based Reading Comprehension**

Tone-based reading comprehension is an approach where readers focus on understanding the emotional or attitudinal tone of a passage or text. It involves identifying the author's feelings or opinions towards the subject matter and recognizing how those emotions shape the overall meaning of the text. This method helps readers grasp the subtleties and nuances of the content beyond just the literal meaning of the words.

Let’s understand tone-based reading comprehension with the help of examples given below:

**Example 1:**

**Passage:**

"In a quaint little town, nestled between rolling hills and lush greenery, lies a charming cottage. Its white-picket fence and colorful flower beds exude an air of warmth and tranquility. The sound of chirping birds and the gentle rustling of leaves complete the picturesque scene, making it the perfect getaway for weary souls seeking solace."

**Question:**

What is the tone of this passage?

**Answer:**

The tone of this passage is "peaceful" or "serene." The use of words such as "quaint," "lush greenery," "charming," "tranquility," and "perfect getaway" creates a sense of calm and relaxation, evoking positive emotions associated with a peaceful setting.

**Example 2:**

**Passage:**

"The scorching sun beat down mercilessly, casting its unforgiving rays upon the barren land. The cracked, parched earth cried out for relief, but the drought showed no mercy. The wilting crops and dried-up rivers mirrored the despair in the hearts of the villagers, who struggled to find hope amidst the relentless heat."

**Question:**

What is the tone of this passage?

**Answer:**

The tone of this passage is "desolate" or "hopeless." The words "scorching," "mercilessly," "barren," "cracked," "parched," "wilting," "dried-up," and "despair" convey a sense of bleakness and hopelessness. The passage emphasizes the challenging and dire conditions the villagers are facing, creating an emotional atmosphere of despair and desolation.

**List of Tones for RC Passages**

***Tone is nothing but the writer or the author’s attitude toward the topic***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Positive Tone** |  |  |
| blithe |  | Fervent | poignant |  |
| compassionate |  | Flippant | reassuring |  |
| complimentary |  | Gleeful | reflective |  |
| conciliatory |  | Gushy | reverent |  |
| earnest |  | Hilarious | sanguine |  |
| ebullient |  | Introspective | sprightly |  |
| effusive |  | Laudatory | tranquil |  |
| euphoric |  | Modest | whimsical |  |
| exhilarated |  | Nostalgic | wistful |  |
| facetious |  | Placid | zealous |  |
|  |  | **Negative Tone** |  |  |
| abhorring | Curt | gloomy | outraged | self-deprecating |
| acerbic | cynical | grave | paranoid | sinister |
| ambivalent | derisive | grim | patronizing | skeptical |
| antagonistic | Derogatory | hostile | pedantic | sly |
| belligerent | diabolic | indignant | pensive | solemn |
| bewildered | enraged | inflammatory | pessimistic | somber |
| biting | evasive | insolent | pretentious | stern |
| conceited | fatalistic | irreverent | reticent | stolid |
| condescending | Foreboding | melancholy | sardonic | strident |
| contemptuous | frantic | ominous | scornful | wry |

**Unit 4**

**Sentence Completion**



Sentence completion is a type of question or exercise where a sentence is provided with one or more blanks, and you are required to fill in the blanks with appropriate words or phrases to complete the sentence. The purpose of sentence completion is to assess your understanding of grammar, vocabulary, and context.

These problems contain a single sentence expressing a complete idea that can be understood without any additional information. This is quite unlike the reading comprehension questions, which require you to read long passages.

Each sentence contains one, two or three blanks, which need to be filled up appropriately. These questions typically contain four options to fill in the blanks in the sentence. From these choices, you need to select the words or phrases that fit into the blanks to best complete the sentence.

* This question type tests the student’s ability to understand the main idea of the sentence and the logical structure of the sentence.
* It also tests the ability of the student to anticipate what idea conveyed by a particular word will most aptly fit into the blank provided.
* Besides, your vocabulary is also tested because there is not much you can do if you are unaware of the word/s contained in the question or in the options. Your knowledge of roots, prefixes and suffixes will come in handy.

**Single and Double blanks**

Single and double blanks questions in sentence completion are types of questions that require filling in one or two missing words in a given sentence. In single blank questions, there is one blank space to fill, and the answer options provide different choices. The correct answer is the option that best fits the context of the sentence.

In double blank questions, there are two blank spaces to fill, and the answer options consist of pairs of words or phrases. The correct answer is the pair of options that together complete the sentence accurately and meaningfully.

**Here are examples of single and double blanks questions, along with possible answers:**

Single Blank Question:

***The \_\_\_ flew across the sky, leaving a trail of sparkling light.***

Options: a) bird, b) airplane, c) shooting star, d) cloud

Answer: c) shooting star

***Sarah's favourite hobby is \_\_\_ because it allows her to express her creativity.***

Options: a) painting, b) reading, c) swimming, d) cooking

Answer: a) painting

Double Blanks Question:

***The \_\_\_ and \_\_\_ are two essential elements of a healthy lifestyle.***

Options: a) exercise, diet, b) sleep, relaxation, c) socializing, entertainment, d) work, study

Answer: a) exercise, diet

***The \_\_\_ of the story was captivating, and the \_\_\_ were well-developed.***

Options: a) plot, characters, b) setting, conflict, c) climax, resolution, d) theme, tone

Answer: a) plot, characters

**Tips and Tricks**

As a conscious strategy, you are advised to use your anticipation by following the below mentioned three-step process while solving sentence completion exercises:

**Step 1. Understand the Message and the Tone of the Author:** In simple language this implies understanding what he is trying to say (message) and how he is trying to say it (tone).

1. **Understanding the Message**: While doing this, the student should focus on identifying the principal subject/idea of the sentence—about what or whom the sentence is trying to talk. Note here that many a time, there might be more than one idea in the sentence. In such cases, the key is to understand how the two ideas are connected to each other. While doing this, one should also try to identify the key words which the author has used to convey his message. Briefly, key words include words such as therefore, because, similarly, although, in contrast, etc.
2. **Identify the Logical Structure of the Sentence:** While doing this, look for whether the sentence has one or more parts, i.e., whether it is a simple sentence or it is a complex sentence having more than one part/s, which are connected to each other through a sentence connector.
3. **Understanding the Tone:** Ask yourself questions like whether the author is talking about the subject in a positive, neutral or negative way. Also, try to identify the degree to which the author is positive or negative about the subject.

**Step 2. Anticipating Words**: This implies anticipating the meaning of the word/s that will fill in the blanks appropriately and in particular, that it should be in sync with what the author’s message and tone are.

**Step 3. Scanning**: Scan the choices to see if the word/s you have thought of figure(s) in these choices. If not, look for a synonym/s of the word/s. However, do look through all the choices before you actually select one. Try each answer choice in the blank to see which one suits the best. Step 4. The Final Answer Reread the sentence with your answer choice and make your assessments about the smoothness of the flow of the idea. If you find that everything matches, then you have got the correct answer to the question.

**Let’s look at an example of how to apply this process to reach the correct answer.**

*Because scientific research and the consequential assessments of whether or not global warming is occurring have been \_\_\_\_\_\_, it has been difficult to convince the public that this phenomenon is a critical problem that needs to be addressed.*

**Step 1) What are the ideas in this sentence?**

The first idea in the sentence describes the “research and the consequential assessments of the occurrence of global warming.” From this part of the sentence, we are getting no clue about the nature of these assessments. Hence, we get no clue about the nature of the word to be used in the blank in the sentence (i.e., whether it is a positive word, a negative word or a neutral word.) The second part of the sentence talks about the difficulty in convincing the public about the importance of global warming. How are these two parts of the sentence connected? Essentially, both the parts of the sentence are dealing with the issue of global warming. The kind of connecting/ key words used in the sentence will help us further determine the nature of the connection between the ideas contained in the two parts of the sentence. The first word is “because.” What does this tell us? It tells us that the information in the second part of the sentence in some way, is caused by the first part of the sentence.

**Step 2) Think of a word that would make sense in the blank**

Without even looking at the answer choices, use the information you have learned from the ideas and key words in the sentence, to guess at a possible choice of word to fill the blank. While doing this, just allow your instincts to run freely and simply react to the sentence—assuming you were the author of the same and try to fit in word/s with the most appropriate meanings into the blank/s. If there are two blanks, think of a set of two words that would make sense for each one. In our example, the presence of the word “because” tells us that the second idea is caused by the first idea. We know that some factor about the scientific research and the consequential assessments of global warming has made it difficult to convince the public that it is a problem.

What type of scientific research and assessments must these be?

They must not be convincing/believable or in some way, must be lacking in credibility, otherwise the

public would know that this issue was important. Therefore, some appropriate words that might make

sense in the blank would be words that describe the scientific studies as lacking in some way: unpersuasive, not credible, deficient, or unbelievable. If we again read the sentence with one of these

words substituted into the blank, the sentence makes sense.

**Step 3) Scan the Choices**

Let us suppose that the options given to us were:

1. well-designed
2. inconclusive
3. substantial
4. irrefutable

We are looking for an answer choice that is similar in meaning to not credible, deficient, or unbelievable. Something that will make the public unconvinced about the gravity of the problem. Well-designed is opposite to the idea we need; if the assessments were well-designed, it would be easy to convince the public.

Inconclusive seems to be similar to the idea we were looking for, so we can hold onto that one. The last two choices, substantial and irrefutable are again more opposite in meaning to our guess word, so we can eliminate these two.

Even though inconclusive fits our idea in the first place, make it a habit to check out all the options. Very often, more than one word will have the same general meaning as your guess word, and you will

need to narrow it down and then choose the best-fitting word. It is quite common in these problem types to find words opposite in meaning to your guess word among the answer choices.

**Step 4) The Final Answers**

If you have narrowed down to a particular answer choice that reflects the idea of your guess word, reread the sentence to see if the logic follows when you substitute that word into the blank. If you have only narrowed down your choices to a few, read the sentence with each of the possible choices.

For problems with two blanks, it is often the case that you will be able to eliminate some of the choices

because the first word does not fit well into the blank and others because the second word doesn’t fit. Together, you can eliminate more of the incorrect answer choices and narrow it down to the correct choice.

**Types of Sentence Completion:**

Having seen the process applied to one particular problem, let us now look at the four common types of sentence structures and some key words, which are the basis of the basic problem types, viz: Cause & Effect, Reiteration, Similarities/Parallelisms & Contrast.

**Type I. Cause and Effect**

As seen in the solved example above, a common sentence structure seen is one that contains two ideas, where one causes the other. In other words, one is the cause of the other (which then becomes the effect). Needless to say, the two ideas have to be related to the same principal topic.

Key words that may indicate cause and effect include: because, as a result, thus, resulting from, hence, therefore, consequently, causes, leading to, due to.

**Let’s look at an example:**

*Because of Jim Carrey’s reputation as a comic actor, suited best for playing hilarious roles, the director was \_\_\_\_\_\_\_\_ considering him for the more serious role of the solemn monk.*

(A) discouraged from

(B) encouraged to

(C) irrelevant to

(D) ambivalent of

The sentence structure here is:

Because A, Hence B.

Note here that the ‘hence’ is silent in this sentence and its meaning is implied. The key word ‘because’ should indicate to you that this is a cause and effect sentence. The first part of the sentence gives us the cause—Jim Carrey’s reputation as an actor playing comic roles. What impact would this history have on the suitability of the actor to play a more serious role? It is most likely, to cause some doubts in the director’s mind, and he might be unwilling or reluctant to cast him in this new role. Looking through the answer choices, the **correct answer is A, discouraged from**.

Many a times, the effect is a chronological follow up of the cause, i.e., the effect comes later in time to the cause.

**Here’s an example:**

*The mass release of greenhouse gases causes a detrimental effect on the environment of the whole world. Today, advanced computer technology can \_\_\_\_\_\_\_\_\_\_\_\_ information from a number of sources, then automatically \_\_\_\_\_\_ the data and draw conclusions from the same.*

(A) collate…analyse

(B) extrapolate…assemble

(C) adjudicate…assemble

(D) research…expand

The first part of the sentence deals with something that computer technology can do; the second part

deals with the next part of a two-part process. First, guess at a word that would fill the first blank and

look through the answer choices. One possible guess would be that computers “collect” or “compare” information.

Choice A, collate, means to compare or examine, so this is a reasonable choice.

Choice B—extrapolate —means to use existing data to make predictions. Although this does not fit with our guess word, this seems a reasonable thing to do with information, so let’s keep this choice for now.

Choice C—adjudicate —means to settle a dispute; this can be eliminated since it does not make sense in this situation.

Choice D—research—can also be eliminated since computers are tools of research and cannot do

research themselves.

Now move on to the second blank. Remember, the first part of the sentence describes something that

must be done before what is done in the second part of the sentence (we know this because of the ‘then’). Can we select between choices A and B now? Choice A makes sense: information is collated and then analysed to draw conclusions. Choice B does not make sense in terms of cause and effect. Extrapolation is done from existing information, and an assembly would not be a consequence. Hence, choice A is the correct answer.

**Type II. Reiteration or Restatement/Parallelisms**

Sentences of this type again, will usually have two ideas, one of which clarifies or further supports the other. The ideas will have the same general meaning, but will be restated in a slightly more explanatory way. Sometimes, such sentences will also have the reiteration in the form of an explanatory example.

**Here is an example:**

He was the most \_\_\_\_\_\_ person he had ever met; in fact, his magnanimity knew no limits.

(A) charitable

(B) miserly

(C) reclusive

(D) prolific

Looking for the key words in the sentence, we notice the in fact connecting the two ideas contained in the two parts of the sentence. Hence, you should be able to identify the sentence as one wherein the two ideas are reiterations of one another. Hence, the second idea reiterates or supports the first idea. In this case, the second idea is complete in itself, describing the magnanimity of the person. The first part of the sentence has to be parallel to this part. Hence, the blank has to be filled in with a synonym for magnanimity. When we read the answer choices, we can see that the best match to our requirement is Option A.

**Type III. Similarity or Support**

Key words for similarity sentence completions are: likewise, in the same way, for instance, similarly, furthermore, as, same, just as, specifically, such as, as an example, resembles, like and also.

**Here’s an example:**

Just as television surpassed radio as the major source of entertainment and information for the world, it seems destined that the Internet will eventually \_\_\_\_\_\_ television.

(A) invigorate

(B) alter

(C) eliminate

(D) supplant

The key words here are ‘just as,’ and they suggest that this is a sentence based on the similarity of the argument. Hence, we should look for a word that will allow the two ideas of the sentence to be similar. The defining word in the first idea is surpassed. Since we need a word that will convey the same meaning as the first idea, we are looking for a word similar to surpass. If we work through the options, we can eliminate all but C and D. Both might make sense in the context of the sentence, but D, supplant, is more similar to the original idea of surpassing, rather than eliminating, which is too drastic in the context of the question.

**Type IV. Contrast**

Contrast sentences contain ideas that are opposite to one another or are dissimilar to each other. Key words indicating a contrast in the ideas of the sentence include: Although, but, despite, in spite of, however, as against, as opposed to, whereas, on the contrary, yet, on the other hand, On the other hand, surprisingly, unlike, in contrast, rather, and even though.

**Let’s understand it with an example:**

In a large group of people consisting of strangers, Aishwarya often seemed \_\_\_\_\_\_\_ and aloof, although among her friends and family she was quite \_\_\_\_\_\_\_.

(A) reticent…convivial

(B) gregarious…outgoing

(C) detrimental…multifarious

(D) unattainable…. Taciturn

The “although” tells us that this is a sentence that contains a contrast in its ideas, so the two parts of the sentence should contain opposite ideas. Since both the parts describe Aishwarya’s behaviour, the two words should logically describe opposite behaviours. Hence, the description of Aishwarya’s behaviour in a large group of people should be different from her behaviour when she is with her friends and family. (If we look through our answer choices, choices B and D can be removed immediately since they contain synonyms, not antonyms.)

What else do we know about the words that will best fit the blanks? Notice the use of the conjunction

‘and’ used to connect the word in the first blank and aloof. The use of and between two descriptive adjectives describing behaviours can only mean that the two should be similar to each other and should

mean the same thing. Of our answer choices, which of the first words in the pair is most similar to aloof? Both reticent and unattainable are reasonable choices. Gregarious and detrimental don’t seem to make a lot of sense, so we can exclude those. Once you have narrowed down your options as much as possible on the basis of the first word, look at the second word, which has to be opposite in meaning to the first word. Between A and D, **option A is the best choice**.

**Exercises**

Q. 1 **Fill in the blanks with the appropriate words from the options given below. Do not use the same word twice.**

**Options:** abolished, abated, abdicated, abandoned, able, rebates, capable, abridged, banished, capacious, abbreviation, about, bear, exile, bared, sale, war, barter, battle, above

1. Lord Buddha …………his kingship and became a hermit.

2. The Indian government ………..slavery.

3. The residents ……………the haunted house.

4. The rain ……………after some time.

5. The shops offer ……….in the off season.

6. Our government is ……….to confront any type of situation.

7. He is ……….of solving this problem.

8. Confucius possessed a ……….mind.

9. B.A. is an …………of ‘Bachelor of Arts’.

10. ……versions of classics are easier to read than the original versions.

11. It was …….ten in the night when we reached home.

12. The painting was hung ………the window.

13. The Shah of Iraq was ……….from his country.

14. Prospero, a character of Shakespeare’s play ‘The Tempest’, was living in………….

15. The patient ……….his chest when the doctor examined him.

16. We have to ……..our own burdens.

17. Napoleon was killed in the ……….of Waterloo.

18. The world is on the verge of a third world……..

19. ………..is an economic transaction involving exchange of articles.

20. This premises is for…………

Q. 2 **Choose the best option.**

1. This is a ………..on his character.

(a) blot

(b) blur

(c) slur

(d) spot

(e) mark

2. This is a good ………..for a picnic.

(a) plot

(b) spot

(c) scene

(d) landscape

(e) blot

3. The ………..of the state is efficient.

(a) administration

(b) democracy

(c) policy

(d) autocracy

(e) plutscracy

4. The ………..of private limited companies is in the hands of its directors.

(a) managers

(b) administrators

(c) management

(d) department

(e) society

5. Ram the prince of Ayodhya ………..his siblings.

(a) adorned

(b) adored

(c) vitiated

(d) endangered

(e) abhored

6. The Christmas tree was ………..with stars and other decorative items.

(a) adorned

(b) endowed

(c) encased

(d) enticed

(e) encompassed

7. There is no place for ………..in an accountant’s job.

(a) assets

(b) asserts

(c) errors

(d) duffers

(e) slime

8. A wise person is one who learns from his ……….

(a) errors

(b) mistakes

(c) falsities

(d) lies

(e) bad manners

9. Many companies ask their employees to sign a ………..of secrecy.

(a) agreement

(b) bond

(c) bondage

(d) espionage

(e) treaty

10. Slaves were freed from ………..only after they died.

(a) ablution

(b) pilferage

(c) agreement

(d) bondage

(e) abolition

11. Before the ………..of the Europeans in India, India was a free country.

(a) entry

(b) amalgamation

(c) emigration

(d) advent

(e) immigration

12. Duryodhana was the main ………..of the Pandavas.

(a) enmity

(b) adversary

(c) effrontery

(d) adversity

(e) disparage

13. Gandhi ………..the cause of the untouchables.

(a) blessed

(b) held

(c) advocated

(d) argued

(e) confronted

14. All citizens should be ready to ………..their country.

(a) defend

(b) uphold

(c) nurture

(d) assert

(e) convoy

15. Smoking ………..health.

(a) effects

(b) kills

(c) affects

(d) rejects

(e) underestimates

16. The theory of cause and ………...explains many mysteries of the universe.

(a) affect

(b) effect

(c) reasons

(d) concept

(e) conquer

17. It is difficult to drink from a cup which is full to the ……….

(a) top

(b) edge

(c) brim

(d) circumference

(e) topmost

18. ………..and ecstasy are two sides of a puzzle called life.

(a) pain

(b) penury

(c) agony

(d) anguish

(e) elation

19. Leo experienced great ………. when his pet dog died.

(a) pain

(b) anguish

(c) losses

(d) serendipity

(e) mourning

20. A ………. of fresh air relaxes a tense mind.

(a) breathe

(b) volley

(c) gulp

(d) breath

(e) brush

21. Pollution causes a lot of ………. problems.

(a) breath

(b) breathe

(c) breather

(d) breathing

(e) brethren

22. If a rider doesn’t hold the ………..correctly, he can fall.

(a) bridle

(b) bridal

(c) whip

(d) saddle

(e) pedal

23. Ali’s horse is of an excellent ………..

(a) brood

(b) steed

(c) breed

(d) stood

(e) quality

24. Her complaints ………..with the complaints we have received from others.

(a) agree

(b) similar

(c) identical

(d) tally

(e) accord

25. His opinion ………..with the general opinion of the experts on this matter.

(a) concurs

(b) tally

(c) assert

(d) assimilate

(e) simulate

26. The ruling party found itself in full ………..with the opposition.

(a) opinion

(b) accord

(c) concord

(d) discordant

(e) swing

27. The jury’s views ………..with those of the lawyer on the issues of crime and punishment.

(a) coincided

(b) ally

(c) approve

(d) apprise

(e) assert

28. Her ideas do not ………..to the general definition of civilization.

(a) review

(b) conform

(c) opine

(d) confirm

(e) contrite

29. The committee ………..of all the changes in the report.

(a) dissent

(b) assented

(c) approved

(d) argued

(e) accorded

30. The political ………..of the1980s and 90s resulted in a civil war.

(a) accord

(b) discord

(c) contentment

(d) discretion

(e) descent

Q. 3 **Find out which pair of words can be filled up in the blanks in the sentence in the sentence in the same sequence to make the sentence grammatically correct.**

1. Most people are too \_\_\_\_\_\_\_\_\_\_ in their own lives to \_\_\_\_\_\_\_\_ much about the agonies of others.

a) absorbed, care

b) concerned, think

c) indulged, eradicate

d) involved, console

e) entangling, worry

1. Lawyers and doctors \_\_\_\_\_\_\_\_\_ that advertising will certainly \_\_\_\_\_\_\_\_ their profession adversely.

a) trust, damage

b) believe, affect

c) plead, escalate

d) argue, effect

e) contemplate, boost

1. Because the \_\_\_\_\_\_\_\_\_\_ leading to cancellation of flight were murky, the Minister appointed a commission to \_\_\_\_\_\_\_\_ and report the matter.

a) staff members, undertake

b) decisions, decide

c) facts, underplay

d) events, camouflage

e) circumstances, investigate

1. Several plots \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ in various television episodes.

a) screen, concurrently

b) televised, consequently

c) about, repeatedly

d) exhibit, frequently

e) demonstrate, violently prone

1. By \_\_\_\_\_\_\_ of their athletic activities, a few sportsmen are able to escape the pressures that living in \_\_\_\_\_\_\_\_\_\_ can create.

a) knowledge, affluence

b) way, prosperity

c) contract, adversity

d) virtue, poverty

e) order, vicinity

1. Liberalization has removed all the legal \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_ floodgates to multinational companies.

a) hurdles, awarded

b) barriers, opened

c) obstacles, guarded

d) manipulation, closed

e) battles, threw

1. The \_\_\_\_\_\_\_\_\_ on some of the towns has created \_\_\_\_\_\_\_\_\_ among the residence of the other part of the country.

a) attack, ambition

b) raid, awareness

c) bombardment, panic

d) spell, satisfaction

e) shower, dampness

1. \_\_\_\_\_\_\_\_ to the popular belief that every astrologer nurtures blind faith in fate, out astrologer believes in \_\_\_\_\_\_\_\_.

a) Contrary, action

b) According, thoughts

c) Bowing, present

d) Proving, forecasting

e) Pointing, devotion

1. His \_\_\_\_\_\_\_\_ has yielded him that \_\_\_\_\_\_\_ fruit.

a) fate, undesirable

b) efforts, unwanted

c) action, viable

d) perseverance, desired

e) emphasis, expected

1. His \_\_\_\_\_\_\_\_\_ contribution to the Tsunami relief fund was \_\_\_\_\_\_\_\_\_\_ by his staff numbers.

a) meagre, admired

b) spontaneous, nullified

c) negligible, sanctioned

d) noteworthy, improved

e) generous, appreciated

1. The \_\_\_\_\_\_\_ you work, the \_\_\_\_\_\_\_\_ for your prosperity.

a) more, best

b) least, best

c) harder, better

d) decent, brightest

e) better, brighter

1. Please do not \_\_\_\_\_\_\_ time on such \_\_\_\_\_\_\_ issues.

a) take, significant

b) spend, important

c) take, vital

d) waste, trivial

e) synchronise, insignificant

1. \_\_\_\_\_\_\_\_ you need a duplicate ration card, you must submit the \_\_\_\_\_\_\_\_ of your residence.

a) Should, proof

b) If, numbers

c) Had, guarantee

d) Do, number

e) Would, document

1. The chairman \_\_\_\_\_\_\_\_ that you should \_\_\_\_\_\_\_\_ your help to him to solve the riddles.

a) express, give

b) desires, extend

c) wanted, take

d) mentioned, assist

e) pointed, evolve

1. I shall not be able to \_\_\_\_\_\_\_\_ the meeting due to the \_\_\_\_\_\_\_\_ of our employees.

a) conduct, need

b) address, salary

c) run, absence

d) proceed, participation

e) attend, strike

1. He \_\_\_\_\_\_\_ all his money \_\_\_\_\_\_\_\_\_.

a) squandered, wisely

b) deposited, prudence

c) expanded, notoriously

d) earned, decent

e) spent, foolishly

1. It was my \_\_\_\_\_\_\_\_ that \_\_\_\_\_\_\_\_ to the serious problems.

a) desire, brought

b) negligence, led

c) fault, lauded

d) mistake, subjected

e) decision, put

1. If you are \_\_\_\_\_\_\_\_ you can \_\_\_\_\_\_\_ any task effectively.

a) interested, avoid

b) diligent, perform

c) busy, accomplish

d) expert, prepare

e) able, neglect

1. Because he was \_\_\_\_\_\_\_\_\_ he left the party earlier and \_\_\_\_\_\_\_ home.

a) tired, brought

b) precarious, approached

c) preoccupied, sent

d) ill, contacted

1. The present system is \_\_\_\_\_\_\_\_\_ and needs \_\_\_\_\_\_\_\_\_.

a) adequate, betterment

b) wrong, improve

c) defective, reforming

d) good, no change

e) excellent, improvement

1. An impartial person \_\_\_\_\_\_\_\_\_ others without any \_\_\_\_\_\_\_\_\_.

a) likes, reservation

b) judges, bias

c) blames, prudence

d) praises, point

e) wishes, malice

1. A dull student sometimes gets \_\_\_\_\_\_\_ marks than does a \_\_\_\_\_\_\_\_ students.

a) better, mediocre

b) good, better

c) more, brilliant

d) less, wiser

e) excellent, brilliant

1. Many people coming from villages \_\_\_\_\_\_\_\_ themselves so \_\_\_\_\_\_\_\_ that they don’t go back.

a) enjoy, immensely

b) earn, well

c) feed, much

d) strain, well

e) make, well

1. As I was his \_\_\_\_\_\_\_\_ companion, he naturally\_\_\_\_\_\_\_\_ all his comments to me.

a) genuine, told

b) fond, contested

c) extreme, positioned

d) sole, addressed

e) best, executed

1. He expressed \_\_\_\_\_\_\_\_\_ for his hasty \_\_\_\_\_\_\_\_.

a) regret, told

b) pleasure, speech

c) repentance, movement

d) anguish, provocation

e) displeasure, win