# VOCABULARY

## LEARNING OUTCOMES

The learners will be able to:

* Acquire the concept of word formation
* understand how important it is to have a good vocabulary
* know the various ways to learn new words
* Learn a large number of words through their roots, prefixes, suffixes, synonyms, and antonyms
* Improve speaking ability in English both in terms of fluency and comprehensibility

## Content:

## Introduction

## What is vocabulary?

1. Types of vocabulary
2. Techniques of teaching vocabulary:

## The concept of word formation

## What needs to be taught?

## Root words from foreign languages and their use in English

## Benefits of learning root words

## Acquaintance with prefixes and suffixes from foreign languages in English to form derivatives:

## Synonyms and antonyms

## Homophones & homonyms

## Collocations & Contractions

## Idioms & Phrases

## Figure of Speech

## Conclusion

## INTRODUCTION

Our world is a world of words. Every single idea, belief, emotion, sentiment requires thoughtful words to express. Words empower us; they distinguish us from one another. In walks of life, we need to have words to keep us meaningfully engaged in our human affairs.

Vocabulary teaching and learning begin from the first day of school and continue throughout one’s academic career. We do vocabulary learning whenever we come into contact with a new language and try to use it. We are considered ‘good’ users of language when we are capable of using words effectively. Words colour our lives; they empower us; they distinguish us from one another. Indeed, humans, without words, are inexpressive. In all walks of life, we need to have words to keep us meaningfully engaged in our human affairs.

## WHAT IS VOCABULARY?

Vocabulary can be defined as ‘words known and used by a particular person’ in a language. However, a new item of vocabulary may be more than a single word: for example, *at once, in a minute, portable TV, post office* and *father-in-law,* which are made up of two or three words but express a single idea. There are also multi-word idioms such as *call it a day,* where the meaning of the phrase cannot be deduced from an analysis of the component words.

When it comes to the professional front, the importance of words grow manifold. In an age of technological advancements, what establishes our credentials is our ability to use words – powerful words. It is in the sense that a professional requires powerful words to express itself. However, it is not just the power of words but also their appropriate usage that is required for us to be good comunicators.

1. **TYPES OF VOCABULARY**

The vocabulary items to be taught generally fall into three categories:

1. Active vocabulary: It refers to the words which a student will require for his/her own use, in speech or writing.

2. Passive vocabulary: It refers to the words that the students understand but don’t use yet. Such words are likely to be encountered frequently, in speech or writing, and which, therefore, the student should be able to recognize, though s/he may never use them in his/her own speech or writing.

3. Ad- hoc vocabulary: It refers to the words which may be important for a given piece or text, but are unlikely to have any utility outside the text.

1. **TECHNIQUES OF TEACHING VOCABULARY:**

In presenting vocabulary items, context is important and hence words should not be taught in isolation. Words get their full meaning from context so we need proper techniques for “contextual orientation”. Before the actual teaching of the words, the teacher has to decide upon the words for productive purposes, those meant for mere recognition and ad-hoc words. The selection of the classroom techniques depends upon the relative importance of the different categories of words.

A further distinction is to be made between concrete nouns such as chair, pen, dog, man, etc., and abstract nouns such as honesty, sweetness, virtue, beauty, etc. The techniques have to be changed suitably to teach these different categories of words. The relative difficulty of the words selected can only be studied in these different categories. Between verbs and nouns, verbs are usually more difficult than nouns; abstract nouns are more difficult than concrete nouns.

**Classroom Techniques**

**A. Using objects**

i. Labels: pasting labels on objects

ii. Magazine pictures: pictures that illustrate words in dialogue; blackboard sketches, etc.

iii. Props: objects that can be shown in the class

iv. Class-room objects: calendar and clock

v. Slides-for conveying the cultural differences of ordinary words: ‘House’ in a villag

In a city In England In Greenland

These dwelling places are different in different geographical regions and climate.

**B. Using gestures and symbols**

i. Descriptive adjectives: fat, thin, young, tall, short, happy, etc.

ii. Prepositions of place: on, at, in, over, under, above, etc.

iii. Action verbs: go, play, eat, jump, run, throw, etc.

iv. Symbols: for morning and noon

**C. Using known vocabulary**

i. Synonyms: abandon – forgo (The same ideas are expressed by two or more different words or phrases and one of these may be familiar to the reader).

ii. Antonyms: give – take

iii. Synonyms and antonyms in sentence –contexts: (For example, Ram was a kind

and noble king whereas Ravana was a cruel man.

**D. Using word categories**

Names of categories can be taught verbally if students know some names of items that belong to a particular category:

Stationery – book, pen, pencil, ink, paper … Cosmetics – powder, oil, cream, soap, scent … Furniture – chair, sofa, table, bed, shelves … Utensils – plate, kettle, mug, glass, cup, spoon …

A number of related words can be introduced under a particular category:

A farm -- farmer, plough, harvest, sow, reap, farm, …

Meals -- breakfast, lunch, dinner, dessert, cream, salad…

**E. Definition and paraphrase**

Extrovert: a person more interested in what goes on around him than in his own thoughts and feelings

**F. Using the mother tongue**

The prime consideration for the teacher should be to provide as much practice in the use of target language as possible. The use of mother tongue in teaching new words is the best way to provide this. But the mother tongue in the class should be used judiciously.

**G. Verbal context**

Example: expensive – A diary costs fifty rupees. A book costs one hundred and fifty rupees. A diary is cheap but a book is expensive. Glass bangles are cheap but gold bangles are expensive.

**H. Finding meanings from the context**

Definition: This is a technique for determining the meanings of unknown words. This is to guess the meanings from context. The most common way of finding meaning from the context is by inference. Many students can read the new word getting its meaning without being aware that they have already learned the meaning from the reading text. For example, on his right hand, the gentleman wore a gauntlet of heavy leather with an embroidered cuff.

The sentence actually tells what the meaning of gauntlet is. It describes a gauntlet and tells where it is worn. The meanings of the new words are explained so obviously that we may not even have been aware of the explanation if we were reading rapidly.

1. **THE CONCEPT OF WORD FORMATION**

According to Merriam Webster—the definition of word formation is “The formation

of words in a language by the process of derivation and composition”.

So, word formation is the creation of new word or words. In another way, word formation is a process of creating new longer, more complex words from smaller and simpler words from the existing words. This formation of new words ranges from prefixation or suffixation, blending to compounding forms (combining two words to create a new word). Compounding is the most common type of word formation in most languages of the world.

Word formation increases the importance of any language and helps maintain the vitality of that language. A language can die in absence of word formation process. On the other hand, word formation is a process that gives birth to many new words through existing elements of language after following certain patterns or rules.

Vocabulary items, whether one-word or multi-word, can often be broken down into their component ‘bits’. Exactly how these bits are put together is another piece of useful information – perhaps mainly for more advanced learners.

The teacher may teach the common prefixes and suffixes: for example, if learners know the meaning of *sub-*, *un- and –able*, this will help them guess the meanings of words like *substandard, ungrateful and untranslatable*.

Another way vocabulary items are built is by combining two words (two nouns, or a gerund and a noun, or a noun and a verb) to make one item: a single compound word, or two separate, sometimes hyphenated words (*bookcase, follow-up, walking stick*).

## WHAT NEEDS TO BE TAUGHT?

Part of effective vocabulary teaching involves working out what needs to be taught about a word. This is called the learning burden of a word and differs from word to word according to the ways in which the word relates to first language knowledge or other known languages. The following components are considered important while teaching vocabulary.

### Form: Pronunciation and Spelling

The learner should know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both of these aspects are accurately presented and learned.

### Grammar

The teacher should also teach the students the grammar of a new word if this is not obviously covered by general grammatical rules. A word may have an unpredictable change of form in certain grammatical contexts; it is important to provide students with this information at the same time as we teach the base form. For example, while teaching a new verb, we may teach its past form, if this is irregular *(buy, bought)*, and we may note if it is transitive or intransitive. Similarly, when teaching a noun, we may present our students its plural form, if irregular *(foot, feet)*, or draw their attention to the fact that it has no plural at all *(advice, information, furniture)*. We may present verbs such as *want* and *enjoy* together with the verb from that follows them *(want to, enjoy –ing)*, or adjectives or verbs together with their following prepositions *(proud of, responsible for)*.

### Collocation

The collocations of particular words are another factor that makes a particular combination sound ‘right’ or ‘wrong’ in a given context. So this is another piece of information about a new word which may be considered worth teaching. When introducing words like *decision* and *conclusion*, for example, we may note that you *take* the one, but usually *come* to the other; similarly, you *throw a ball* but *toss a coin*; you may talk about someone being *dead tired* but it sounds odd to say *dead fatigued*.

### Aspects of Meaning: Denotation, Connotation, Appropriateness

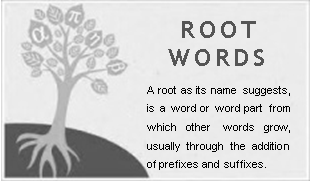
The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the short of definition that is given in a dictionary. For example, *dog* denotes a kind of animal; more specifically, a common, domestic carnivorous mammal.

A less obvious component of the meaning of a word is its connotation; the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. The word *dog*, for example, as understood by most British people, has positive connotations of friendship and loyalty; whereas the equivalent in Arabic, as understood by most people in Arab countries has negative associations of dirt and inferiority.

A subtler aspect of meaning that often needs to be taught is whether a particular word is the appropriate one to use in a certain context or not. Thus it is useful for a learner to know that a certain word is very common, or relatively rare. For example, the word *weep* is virtually synonymous in denotation with *cry*, but it is more formal, tends to be used in writing more than in speech, and is in general much less common.

1. **Root words from foreign languages and their use in English:**

A root word is a word or part of a word that can formulate the basis of new words through the addition of prefixes, bases and suffixes. Therefore, learning root words in English is not only helpful to fetch good marks in the verbal ability section of competitive exams but also help to hone up the English vocabulary skills in general. Learning just one root word can help you understand several words in English. So, by learning just 20 or 30 root words, we can expand our English vocabulary to include hundreds of new words. Therefore, root words in English are a powerful method to learn numerous words at the same time.



Most English root words came from the Greek and Latin languages. The root of the word - vocabulary for example, is -voc, a Latin root meaning ‘word’ or ‘name’. Let’s explore various other root words in English, their combination and different new words formed by them.

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| --- | --- | --- | --- |
| **S. No.** | **Root Word** | **Meaning** | **Examples** |
| 1. | acr- | height, summit, tip | acrobatics, acromegaly, acronym, acrophobia |
| 2. | aesthet- | feeling, sensation | aesthetics, anaesthetic |
| 3. | agr- | field | agronomy |
| 4. | andr- | male, masculine | androgen, android |
| 5. | anem- | wind | anemometer |
| 6. | anthrop- | human | anthropology,anthropomorphic |
| 7. | archae-, arche- | ancient | archaeology or archeology,archaic |
| 8. | arist- | excellence | aristocracy |
| 9. | arthr- | joint | arthritis, arthropod |
| 10. | astr- | star, star-shaped | asterisk, astrology,astronomy,disaster |
| 11. | bar- | weight, pressure | barograph, barometer |
| 12. | bibl- | book | bible, bibliography |
| 13. | bio- | life | biography, biology, biosphere,bioluminescent |
| 14. | chrom- | color | chromium, chromosome, monochrome |
| 15. | chron- | time | chronic, chronology, chronometer |
| 16. | cine- | motion | cinema |
| 17. | cosm- | universe | cosmic, cosmonaut |
| 18. | cub- | cube | cubic, cuboid |
| 19. | cycl- | circular | bicycle, cycle, cyclone |
| 20. | dem- | people | demagogue, democracy |
| 21 | acu- | sharp | acupuncture, acute, acutifoliate |
| 22 | ac- | sharp or pointed | acupuncture |
| 23 | agri-, -egri- | field | agriculture, peregrine |
| 24 | amic-, -imic- | friend | amicable, inimical |
| 25 | ann-,-enn- | year, yearly | anniversary, annual, biannual, millennium |
| 26 | ben- | good, well | benefit, benignity |

**Latin and Greek Root Words**

* a = without
* auto = self
* bio = life
* carni = flesh
* chemo = chemical
* de = away from
* eco = house
* herb = plant
* hetero = other
* –ology = study of
* omni = all
* photo = light
* phyte = plant
* –troph = feeder
* –vore = one who eats
* –zoa = animal

**Greek / Latin Root Words**

The table below defines and illustrates some of the most common Greek/Latin roots:

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| **S. No.** | **Root Word** | **Meaning** | **Examples** |
| 1. | calc- | stone | calcite, calcitrant, calcium, calculate, calculus, chalicothere, chalk, recalcitrant |
| 2. | carcin- | cancer (disease) | carcinogenic, carcinoma |
| 3. | chord- | cord | chordata |
| 4. | ego- | self, I (first person) | egocentric, egocentrism, egoism, egoistic, egomania, egomaniac |
| 5. | olecran- | skull of elbow | olecranon |

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| 6. | brachi-, brachio- | arm | brachiferous, brachial artery, brachiocubital |
| 7. | mus- | mouse | musophobia |
| 8. | Olecran- | skull of elbow | olecranon |
| 9. | torn- | turn, rotate | tornado, tournament, turn |
| 10. | sapphir- | a precious stone | sapphire, sapphirine |

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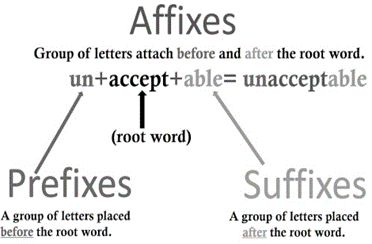
1. **Benefits of Learning Root Words:**

Think about any root word like fund-, or fus- which has a meaning to pour. When you add prefixes and suffixes to the root, you can create many new words that all have something to do with pouring, such as diffusion, dispersal, effusion, fusion, profuse, profusion, transfusion and effusive. It’s like an 8-for-1 deal: you learn one root word, and you get eight words in return. And when you come across a less familiar word like scriptorium, you can recognize the root script, which in turn helps you in understanding the meaning of that word as well as spelling.

There are hundreds of possible root words to choose from, but it is better for you to choose effective root words as a beginner. As long as you become familiar with the meanings, you must recognize the root in other words, and then spelling will become easier for you.

1. **Acquaintance with prefixes and suffixes from foreign languages in English to form derivatives:**

English is a dynamic language which is growing constantly. Every day, many new words get their entry into the language whereas those words are borrowed from other languages. Many new words are also created when words or word elements, such as roots prefixes, and suffixes, are combined in new ways.



Mastering prefixes and suffixes is like learning a secret code. Once you crack the code, you can not only spell words more correctly but also recognize and perhaps even define unfamiliar words. Therefore, before you use word parts, there are few things you need to know:

1. In most cases, a single word is built upon at least one root.
2. Words can have more than one prefix, root, or suffix.
3. Words can be made up of two or more roots (geo/logy).
4. Some words have two prefixes (in/sub/ordination).
5. Some words have two suffixes (beauti/ful/ly).
6. Words do not always have a prefix and a suffix.
7. Some words have neither a prefix nor a suffix (read).
8. Others have a suffix but no prefix (reading/ing).
9. Others have a prefix but no suffix (pre/read).
10. The spelling of roots may change as they are combined with suffixes.
11. Different prefixes, roots, or suffixes may have the same meaning. For example, the prefixes bi-, di- and duo - all mean -two.
12. Sometimes you may identify a group of letters as a prefix or root but find that it doesnot carry the meaning of that prefix or root.
13. For example, the letters -mis in missile are part of the root and are not the prefix mis-, which means ‘wrong; bad’.

**Prefixes**

A prefix is a group of letters that you put at the beginning of a word to change its meaning. These letters are also called affixes which generally have no meaning by their own or as individual, but can form meaningful words by adding before the stems.

The origin of such words is tremendously complex, therefore, be very careful while using any prefix, because often what appears to be a prefix is not a prefix sometimes as for example, basics like -auto or bio-, are ‘combining forms’ and not prefixes.

While adding a prefix to a word, spelling of the original word or of the prefix should never be changed. In case of a proper noun, you should use a hyphen (-) when joining a prefix, as in Pro- Vice Chancellor, pro-communist, pro-claimant etc. Same way, there should always be a hyphen after the prefix self- as in self-confidence, self-image, self-centred or self-pity, and after the prefix ex- when it means former, as in ex-wife, ex-husband, ex-con, ex-Scientologist or ex-serviceman.

**Here are some of the ways you can use prefixes in a word:**

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| **S. No.** | **Prefix** | | **Meaning** | | **Examples** |
| 1. | a-, an- | | without, not | | anesthetic, atheist |
| 2. | ab- | | away, from | | abject, abscess |
| 3. | bi- | | two, twice | | bicycle, bilingual, bifocals, bipolar |
| 4. | co-, com-, con- | | With, together | | cooperate, co-worker, companion, concurrent |
| 5. | dis- | | not | | disagree, disloyal |
| 6. | eu- | | good, normal | | eugenics, eulogy |
| 7. | ex- | | Former | | ex-student, ex-wife |
| 8. | fore- | | before, superior | | forecast, forehead |
| 9. | hemi- | | Half | | hemisphere |
| 10. | intra- | | inside, within | | intracranial, intramural |
| 11. | mal- | | badly, wrongly | | maladjusted, malfunction |
| 12. | macro- | | Large | | macrobiotic, macrocosm |
| 13. | non- | | Not | | non-alcoholic, non-stop, nonfatal, nonsense |
| 14. | ob-,o-, oc-, op- | | against, over, completely | | object, occur, omit, oppose |
| 15. | pseudo- | | False | | pseudo-intellectual, pseudo-scientific |
| 16. | quad- | | Four | | quadriplegic, quadrangle |
| 17. | re- | | again or back | | reread, retype |
| 18. | super-, supra- | | above, excessive | | superlative, suprarenal |
| 19. | trans- | | across, changing | | transformation, transatlantic |
| 20. | under- | | not enough | | undercooked, under-used |
|  |  | |  | |  |
| **Prefixes** | | **Definition** | | **Example** | | |
| Auto- | | Self | | Is this a manual or an **auto**-driven car? | | |
| Dis- | | Not, Opposite of | | His behaviour towards me was **dis**graceful. | | |
| Ex- | | Former, Older | | He is **Ex**-Vice Chancellor of this University. | | |
| Mis- | | Wrong or Wrongly | | There was some **mis**understanding in between the couple. | | |
| Post- | | Later | | She is doing her **post**-graduation from Oxford University. | | |
| Pre- | | Before | | The problem with many things is the **pre**conceived idea we have about them. | | |
| Semi- | | Half | | He was edged out of the **semi**-final by his younger rival. | | |
| Sub- | | Under | | We all live in a black **sub**marine. | | |
| Re- | | Again | | The critic gave the show a good **re**view. | | |
| Un- | | Not | | His handwriting is just an **un**tidy scrawl. | | |

**Suffix**

Suffixes go at the end of words. They change a word’s meaning, and sometimes they change the word’s part of speech. By learning suffixes, you can learn the meaning of hundreds of new words. For example, beauty + ful becomes beautiful, meaning full of beauty. Beauty is a noun, but beautiful is an adjective.

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| **Suffix** | **Grammatical Change** | **Original Word** | **Suffixed Word** |
| -ed | Past tense, past participle | work | Lata work**ed** Lata has work**ed** |
| -en | Plural (irregular) | child | Childr**en** are playing under the tree. |
| -en | Past participle (irregular) | eat | She has eat**en** her meal. |
| -er | Comparative | small | He is small**er** than his brother. |
| -est | Superlative | young | He is the young**est** in his family. |
| -s | plural | car | cars |
| -s | 3rd person singular present | drive | She drive**s** the car. |
| -ing | Continuous/progressive | change | He is chang**ing** his uniform. |

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| **Suffix** | **Meaning** | **Example** |
| -al | Act or process of | Refusal, emotional, educational, vocational, national |
| -acy | State or quality | Legacy, piracy, aristocracy, legitimacy, illiteracy |
| -dom | Place or state of being | Kingdom, freedom, stardom, boredom, wisdom |
| -ty, -ity | Quality of | Responsibility, respectability, clarity, gravity, density |
| -ment | Condition of | Payment, element, armament, monument, shipment |
| -ness | State of being | Illness, fatness, fitness, awareness, calmness |
| -ship | Position held | Authorship, censorship, kinship, township, ownership |
| -sion,  -tion | State of being | Collision, supervision, invasion, decision, abrasion Abduction, addition, rotation, education, ambition |
| -s, -es | Forms the third person singular for most verbs | Goes, runs, thinks, constructs, writes |
| -ed | past tense of verb | Asked, talked, walked, dared, opened |
| -ing | the quality of material, an activity | Building, hearing, seeing, suffering, swimming |
| -ate | to become | Negate, update, cremate, imitate, abrogate |
| -en | to become | Broaden, frighten, sharpen, strengthen, lengthen |
| -fy, -ify | to make or become | Terrify, modify, typify, pacify, liquefy |
| -ize, -ise | to become | Civilize, emphasize, hypothesize, capsize, oversize |
| -ly | in what manner, quality of | Brotherly, cowardly, elderly, quickly, scholarly |
| -ward(s) | specifies direction | Backward, forward, homeward, eastward, |
| -wise | in what manner or direction | Clockwise, lengthwise, otherwise, likewise, edgewise |
| -able, ble | possible, capable of | Readable, manageable, adorable, breakable, debatable |
| -al | relating to | Artificial, brutal, emotional, logical, spatial |
| -en | made of or resembling | Earthen, golden, leaden, waxen, wooden |
| -ic | having the characteristics of or relating to. | Acidic, heroic, ironic, magnetic, mythic, nostalgic |
| -less | lack of, without | Endless, powerless, meaningless, emotionless, thoughtless |
| -ful | full of, characterized by | Beautiful, careful, graceful, mournful, respectful |
| -ive | tending to | Sensitive, selective, beehive, amusive, abusive |
| -ous | possessing, characterized by; full of. | Advantageous, cautious, famous, glamorous, religious |

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| **S. No.** | **Suffix** | **Meaning** | **Example** |
| 1. | -age | a result | wreck**age** |
| 2. | -ance, -ence | an action or state | import**ance,** independ**ence** |
| 3. | -ant | a person | assis**tant** |
| 4. | -ee | a person | refer**ee** |
| 5. | -ence | an action or state | differ**ence** |
| 6. | -er, -or, -ian, -eer | a person who does something | teach**er**, doct**or**, comed**ian**, engin**eer** |
| 7. | -ery | a type or place of work | bak**ery** |
| 8. | -ess | makes a feminine form | waitr**ess** |
| 9. | -ful | as much as will fill | spoon**ful** |
| 10. | -ing | an action or result | paint**ing** |
| 11. | -sion, -tion | a process, state orresult | decora**tion,** obses**sion,** posi**tion,** promo**tion** |
| 12. | -ism | a belief or condition | Juda**ism** |
| 13. | -ist | a person | flor**ist** |
| 14. | -ment | an action or state | measure**ment,** argu**ment** |
| 15. | -acy | State or quality | democr**acy,** accur**acy** |
| 16 | -able, -ible | capable of being | Inflat**able,** ed**ible,** incred**ible,** cap**able** |
| 17 | -en | Made of | Wool**en** |
| 18 | -ful | Full of | Beauti**ful,** play**ful,** hop**eful,** |
| 19 | -ible | Ability | Flex**ible** |
| 20 | -ish | A little | Green**ish,** child**ish,** sheep**ish** |
| 21 | -less | Without | Care**less,** home**less,** hope**less** |
| 22 | -like | Similar to, like | Life**like** |
| 23 | -ous, -ious | characterized by, having the quality of | Joy**ous,** relig**ious,** ridicul**ous** |
| 24 | -some | A tendency to | Quarrel**some** |
| 25 | -able | Able to be | Inflat**able** |
| 26 | -al | having to form of character of, pertaining to | nation**al,** therm**al,** herb**al** |
| 27 | -ic, -ical | having the form or character of | com**ic,** musi**cal,** class**ical,** mag**ic** |
| 28 | -ive | having the nature of | attent**ive,** informat**ive** |
| 29 | -ant | inclined to or tending to | vigil**ant**, defi**ant**, brilli**ant**, reli**ant** |
| 30 | -ary | of or relating to | budget**ary,** planet**ary,** milit**ary,** honor**ary** |
| 31 | -ly | in the manner of | slow**ly**, happi**ly**, soft**ly** |
| 32 | -ward, -wards | in the direction of | back**wards**, to**wards**, in**ward** |
| 33 | -wise | in relation to | other**wise,** like**wise,** clock**wise** |
| 34 | -ways | in a manner of | crab**wise**, other**wise**, |
| 35 | -fully | full of | hope**fully**, respect**fully**, success**fully** |

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| **S. No.** | **Suffix** | **Meaning** | **Example** |
| 1. | -ate | become | cre**ate,** collabor**ate,** cooper**ate** |
| 2. | -en | become | sharp**en,** loos**en,** strength**en** |
| 3. | -fy, -fy | make or become | satis**fy,** justi**fy** |
| 4. | -ize, -ise | to cause or to become | real**ize,** public**ize, a**dvert**ise** |
| 5. | -ed | past-tense version of a verb | laugh**ed,** climb**ed,** call**ed,** miss**ed** |
| 6. | -er | action or process, making an adjective | fast**er**, bigg**er**, full**er**, long**er** |
| 7. | -ing | verb form/present participle of an action | laugh**ing**, swimm**ing**, driv**ing**, writ**ing** |

## Words that have both Prefixes and Suffixes

Following are the words that have both prefixes and suffixes:

|  |  |  |  |
| --- | --- | --- | --- |
| **S. No.** | **Prefix** | **Root Word** | **Suffix** |
| 1. | un- | faith | -ful |
| 2. | im- | moral | -ly, -ity |
| 3. | un- | conscious | -ness |
| 4. | en- | trust | -ed |
| 5. | dis- | advantage | -s, ious |
| 6. | em- | bitter | -ed |
| 7. | im- | passion | -ate |
| 8. | in- | access | -ible |
| 9. | re- | play | -ed |
| 10. | pre- | ordain | -ed |
| 11. | anti- | capital | -ist |
| 12. | anti-, dis- | establish | -ment, -arian, -ism |
| 13. | counter- | revolution | -ary |
| 14. | non- | conform | -st |
| 15. | ir- | reverse | -ble |

## Synonyms and antonyms

Synonyms are the words that have the same or nearly the same meaning as another in the same language. They are the words so close in meaning that in many contexts they are interchangeable. For example, the word ‘definition’ has other words, as answer, clarification, demarcation, interpretation, solution, rationale, diagnosis, denotation are all synonyms of one another; and are synonyms.

Synonyms are useful when someone is struggling to write something very important and is looking for just the right words. They are so significant that there is a whole reference work dedicated to them, called a thesaurus, which is a dictionary of synonyms!

You can get a better understanding of synonyms after understanding these three sentences.

* The small child was quickly eating an ice cream cone, which gave him a bad headache.
* The little kid was rapidly gobbling an ice cream cone, which gave him an awful headache.
* The youngster was speedily consuming an ice cream cone, which gave him a terrible headache.

The above three sentences share the same situation, but, Sentence No. 2 and 3 give a better understanding because we have used synonyms for some of the dull words in Sentence 1. Words like ‘rapidly’, ‘gobbling’, ‘awful’, and ‘terrible’ are much more descriptive than ‘quickly’, ‘eating’, and ‘bad’. They have the same meanings as Sentence 1, but stronger implications.

* + Amazing – incredible, unbelievable, improbable, fabulous
  + Anger – enrage, infuriate, arouse, nettle
  + Angry – mad, furious, enraged, excited
  + Ask – question, inquire of, seek
  + Awful – dreadful, terrible, abominable, bad, poor, unpleasant
  + Begin – start, open, launch, initiate, commence
  + Brave – courageous, fearless, dauntless, intrepid
  + Break – fracture, rupture, shatter, smash
  + Bright – shining, shiny, gleaming, brilliant
  + Calm – quiet, peaceful, still, tranquil
  + Come – approach, advance, near, arrive, reach
  + Cool – chilly, cold, frosty, wintry, icy, frigid
  + Crooked – bent, twisted, curved, hooked, zigzag
  + Cry – shout, yell, howl, scream
  + Cut – gash, slash, prick, nick, sever, slice
  + Dangerous – perilous, hazardous, risky, unsafe
  + Dark – shadowy, unlit, murky, gloomy
  + Decide – determine, settle, choose, resolve
  + Definite – certain, sure, positive, determined
  + Delicious – savory, delectable, appetizing, luscious
  + Describe – portray, characterize, picture, narrate
  + Destroy – ruin, demolish, raze, waste, kill, slay, end
  + Difference – disagreement, inequity, contrast, dissimilarity
  + Do – execute, enact, carry out
  + Dull – boring, tiring„ tiresome, uninteresting
  + Eager – keen, fervent, enthusiastic, involved
  + Enjoy – appreciate, delight in, be pleased, indulge in
  + Explain – elaborate, clarify, define, interpret
  + Fall – drop, descend, plunge, topple, tumble
  + False – fake, fraudulent, counterfeit, spurious, untrue
  + Famous – well-known, renowned, celebrated, famed, eminent
  + Fast – quick, rapid, speedy, fleet, hasty
  + Fear – fright, dread, terror, alarm
  + Fly – soar, hover, flit, wing, flee, waft
  + Funny – humorous, amusing, droll, comic
  + Get – acquire, obtain, secure, procure, gain
  + Go – recede, depart, fade, disappear, move
  + Good – excellent, fine, superior, wonderful
  + Great – noteworthy, worthy, distinguished, remarkable
  + Gross – improper, rude, coarse, indecent
  + Happy – pleased, contented, satisfied, delighted
  + Hate – despise, loathe, detest, abhor, disfavor
  + Have – hold, possess, own, contain, acquire
  + Hide – conceal, cover, mask, cloak
  + Hurry – rush, run, speed, race, hasten, urge
  + Hurt – damage, harm, injure, wound, distress, afflict, pain
  + Idea – thought, concept, conception, belief
  + Interesting – fascinating, engaging, sharp, keen, intelligent
  + Keep – hold, retain, withhold, preserve, maintain
  + Kill – slay, execute, assassinate, murder
  + Lazy – indolent, slothful, idle, inactive, sluggish
  + Little – tiny, small, diminutive, shrimp, runt
  + Make – create, originate, invent, beget
  + Mark – label, tag, price, ticket, impress, effect, trace
  + Mischievous – prankish, playful, naughty
  + Move – plod, go, jog, plug, trudge, slump
  + Moody – temperamental, changeable, short-tempered
  + Neat – clean, orderly, tidy, well-organized
  + New – fresh, unique, original, unusual, novel, modern, recent
  + Old – feeble, frail, ancient, weak,
  + Part – portion, share, piece
  + Place – space, area, spot, plot, region, location, situation
  + Plan – scheme, design, draw, map
  + Popular – well liked, approved, accepted
  + Predicament – quandary, dilemma, problem, plight
  + Put – place, set, attach, establish, assign
  + Quiet – silent, still, soundless, mute, tranquil, peaceful
  + Right – correct, accurate, factual, true, good, just, honest
  + Run – race, speed, hurry, hasten
  + Say/Tell – inform, notify, advise, relate
  + Scared – afraid, frightened, alarmed, terrified
  + Show – display, exhibit, present
  + Slow – unhurried, gradual, leisurely, behind, tedious, slack
  + Stop – cease, halt, stay, pause, discontinue
  + Story – tale, myth, legend, fable, yarn, account

## Antonyms

Antonyms are words in the English Language that means ‘opposite or contrary’. The word antonym comes from Greek and means ‘against a name’. The Greek word -anti means opposite, while -onym means name. So, antonym means the opposite or contrary name but that makes a complete sense! Therefore, after studying some of the examples of antonyms you will be clear to a greater extent, for choosing the most appropriate word every time.

|  |  |  |
| --- | --- | --- |
| * Abundant | x | Scarce |
| * Accept | x | Decline, Refuse |
| * Accord | x | Discord |
| * Adopt | x | Reject |
| * Borrow | x | Lend |
| * Bold | x | Timid |
| * Blunt | x | Sharp |
| * Bless | x | Curse |

|  |  |  |
| --- | --- | --- |
| * Benevolent | x | Malevolent |
| * Clockwise | x | Anticlockwise |
| * Clumsy | x | Graceful |
| * Credit | x | Cash |
| * Condense | x | Expand |
| * Demand | x | Supply |
| * Despair | x | Hope |
| * Diligent | x | Lazy |
| * Defensive | x | Offensive |
| * Economy | x | Extravagance |
| * Explicit | x | Implicit |
| * Examiner | x | Examinee |
| * Extensive | x | Intensive |
| * Fade | x | Brighten |
| * Famous | x | Unknown |
| * Fortune | x | Misfortune |
| * Feeble | x | Strong |
| * Generous | x | Stingy |
| * Get | x | Give |
| * Guest | x | Host |
| * General | x | Particular |
| * Hinder | x | Help |
| * Honest | x | Dishonest |
| * Humane | x | Cruel |
| * Hope | x | Despair |
| * Immense | x | Small |
| * Imperative | x | Optional |
| * Initial | x | Final |
| * Inhale | x | Exhale |
| * Just | x | Unjust |
| * Joint | x | Separate |
| * Justice | x | Injustice |
| * Known | x | Unknown |
| * Knowledge | x | Ignorance |
| * Kind | x | Cruel |
| * Likely | x | Unlikely |
| * Limited | x | Boundless |

|  |  |  |
| --- | --- | --- |
| * Logical | x | Illogical |
| * Liberty | x | Slavery |
| * Messy | x | Neat |
| * Minor | x | Major |
| * Modest | x | Immodest |
| * Miserly | x | Generous |
| * Nadir | x | Zenith |
| * None | x | Some |
| * Noble | x | Ignoble |
| * Neither | x | Either |
| * Offer | x | Refuse |
| * Optimist | x | Pessimist |
| * Organize | x | Disorganize |
| * Optional | x | Compulsory |
| * Plentiful | x | Scarce |
| * Polite | x | Rude |
| * Partial | x | Fair |
| * Punish | x | Reward |
| * Peace | x | War |
| * Real | x | Fake |
| * Raw | x | Ripe |
| * Religious | x | Secular |
| * Remarkable | x | Ordinary |
| * Shrink | x | Grow |
| * Scanty | x | Plentiful |
| * Sober | x | Excited |
| * Spiritual | x | Material |
| * Transparent | x | Opaque |
| * Tedious | x | Lively |
| * Timid | x | Bold |
| * Transient | x | Lasting |

## Homonyms and Homophones

## Homonyms are distinct words that have the same form. For example:

## Bank (where money is deposited)

## Bank (of a river)

## Duck (a water bird that swims)

## Duck (bend qquickly)

## Bear ( a large animal)

## Bear (carry)

## Face: (part of a body)

## Face: (encounter difficulties)

## Homophones, on the other hands are distinct words that are pronounced the same but they have different meanings and are usually spelled differently as well. ‘New’ and ‘Knew’; ‘No’ and ‘Know’; ‘To’, ‘Two’ and ‘Too’: are some of the examples of homophones.

#### Accept

Example: He did not accept your leave application.

#### Except

Example: Everyone in the room except Rita came out.

#### Access

Example: Please provide your access details.

#### Excess

Example: An excess of eating is not healthy.

#### Advise

Example: You advise him to continue his further studies.

#### Advice

Example: Do not ignore the doctor’s advice.

#### Affect

Example: Smoking will affect your health.

#### Effect

Example: It was the result of the magnetic effect.

#### Antic

Example: His clown-like antic behavior surprised me.

#### 10.Antique

Example: The showpiece was an antique one.

#### Altar

Example: The woman knelt down at the altar to pray.

#### Alter

Example: Please go to the shop to alter the dress.

#### Ascent

#### Example: The story of his ascent to success was a remarkable one.

#### Assent

Example: The bride’s father gave his assent to the marriage proposal.

#### Adapt

Example: It takes time to adapt to a new culture.

#### Adept

1. Example: She is adept in handicrafts.

#### Apposite

Example: He is famous for his apposite speeches.

#### Opposite

Example: Opposites attract.

#### Apprise

Example: Would you like to apprise the students about the hike in fees?

#### Appraise

Example: Appraise the situation before you act.

#### Assent

Example: The bride’s father gave his assent to the marriage proposal.

#### Adapt

Example: It takes time to adapt to a new culture.

#### Adept

Example: She is adept in handicrafts.

#### Apposite

Example: He is famous for his apposite speeches.

#### Opposite

Example: Opposites attract.

#### Apprise

Example: Would you like to apprise the students about the hike in fees?

#### Appraise

Example: Appraise the situation before you act.

## HOMONYMS

Homonyms are words that sound the same and are spelled the same but the meanings are different. Example: Pole and Pole

The first Pole refers to a citizen of Poland who could either be referred to as Polish or a Pole. The second Pole refers to a bamboo pole or any other wooden pole.

**club** (somewhere to dance)

**club** (a large, heavy object that people get hit with ) **fine**(money you owe for bringing things back late)

**fine** (feeling okay)

**rock** (a type of music)

**rock** (made of stone)

1. **Contractions & Collocation**

**Contraction:** A contraction is an abbreviation where the middle of the word or words has been cut out. They are the shortened words that use an apostrophe to combine two words into one. Proper use of contractions can help you master the English language. Contraction words are made out of common words and there are approx. over 90 standard contractions.

* 1. When should contractions be used?

There are no firm grammar rules restrictive the use of contractions, but they are normally omitted from formal writing like academic essays, business proposals, reports or professionally written documents.

In informal writing like blog posts, texts, personal emails, etc., contractions are more freely used as the writer see fit.

Contractions are most commonly used in spoken English, under casual conversation and often occur naturally.

* 1. Contractions with -Auxiliary Verb and with *–not*

|  |  |  |
| --- | --- | --- |
| **Contraction Word** | **Base Words** | **Example** |
| Aren’t | are not | Aren’t you coming? |
| Can’t | cannot | We can’t publish your work at this time. |
| Couldn’t | could not | I was so excited that I couldn’t sleep. |
| Didn’t | did not | He didn’t know. |
| Doesn’t | does not | He doesn’t want to go. |
| Don’t | do not | Don’t worry about the past. |
| Hadn’t | had not | I hadn’t thought of that. |
| Hasn’t | has not | He hasn’t responded yet. |
| Haven’t | have not | I haven’t got a clue. |
| Isn’t | is not | This book isn’t worth reading. |
| Mustn’t | must not | I mustn’t get too upset. |
| Mightn’t | might not | I mightn’t do it next year. |
| Needn’t | need not | You needn’t worry about that today. |
| Oughtn’t | ought not | You oughtn’t to try driving at night. |
| Shan’t | shall not | I shan’t be able to come to your party. |
| Shouldn’t | should not | It shouldn’t be hard to dig in this sand. |
| Should’ve | should have | You should’ve thought of that before you jumped. |
| Wasn’t | was not | He wasn’t kidding. |
| Weren’t | were not | They weren’t afraid. |
| Won’t | will not | I won’t let anything hurt you. |
| Wouldn’t | would not | He needed glasses, but he wouldn’t admit it. |
| (The contraction for not is n’t) | | |

* 1. **Common Contractions in English**

AM

|  |  |  |
| --- | --- | --- |
| **Contraction Word** | **Base Words** | **Example** |
| I’m | I am | I’m the Captain. |

ARE

|  |  |  |
| --- | --- | --- |
| **Contraction Words** | **Base Word** | **Example** |
| You’re | You are | You’re funny. |
| We’re | We are | We’re family. |
| They’re | They are | They’re going to the store. |
| Who’re | Who are | Who’re you? |

**Collocation:**

collocation is a pair of or group of words that are often used together (word partner). These combinations sound natural to native speakers, but students of English have to make a special effort to learn them because they are often difficult to guess. Some combinations just sound wrong to native speaker of English. For example, the adjective fast collocates with food, but not with a meal.

1. **Why should we learn collocations?**

Our brain tends to store language in chunks, rather than individual words, so when we speak or write, it is more efficient for us to remember and use phrases as chunks rather than constructing them one word at a time. This increased efficiency. Familiarity with collocations and the resulting ability to make guesses about a speaker/writer’s speech should increase a non-native speaker’s efficiency as a listener or reader.

### Types of Collocations

There are several different types of collocation made from various combinations of a verb, noun, adjective, etc in the English language. Some of the most common types are:

* **adverb + adjective:** completely satisfied
* **adjective + noun:** excruciating pain
* **noun + noun:** a surge of anger
* **noun + verb:** lions roar
* **verb + noun:** commit suicide
* **verb + expression with a preposition by its side:** burst into tears
* **verb + adverb:** wave frantically

Even though sometimes, it may not feel so common to use these combinations of words, it will be highly effective in conveying your message in a more appropriate sense. Collocation refers to a group of two or more words that usually go together and are found in pairs or in small phrases. Even though it is possible to use other word combinations, understanding collocations will definitely help English learners improve their fluency and communication skills because they are words that usually go together. There might be hard and quick rules in terms of grammar why some of these words belong together, or there may be no rules at all; the words are just that way because of regular colloquial use.

## How collocations differ from Compound words and Idioms?

Collocations should not be confused with idioms although both are similar in that there is a degree of meaning present in the collocation or idiom that is not entirely compositional. With idioms, the meaning is completely non - compositional whereas collocations are mostly compositional.

It is also not always easy to separate collocation and compounds and where they are useful for learners or an important part of the vocabulary of a topic.

1. **Idiom and Phrases**

Idioms are group of words in a fixed order that have a meaning that cannot be guessed by knowing meaning of the individual words.

Learning idioms and phrases may improve not only written vocabulary but overall language usage. An idiom is a phrase, saying or a group of words with a metaphorical (not literal) meaning, which has become accepted in common usage. An idiom’s symbolic sense is quite different from the literal meaning or definition of the words of which it is made. There are a large number of idioms and they are used very commonly in all languages. There are estimated to be at least 25,000 idiomatic expressions in the English Language. Idioms have a sense of mystery and fun about them.

Usually, they are observed to be difficult to learn due to their meanings. Idioms are not easy to understand – especially for non-native speakers, because their intentions are usually symbolic. This characteristic makes them strange and difficult to understand for English learners. If teachers set an example in the classroom by using them in their everyday conversation, student may not only be curious to know more but learn more on their own. For example, pass the buck is an idiom meaning to pass responsibility for a problem to another person to avoid dealing with it oneself.

Some of the most frequent used idioms are ‘A blessing in disguise’, ‘Don’t count your chickens before they hatch’, ‘Caught between a rock and a hard place’ etc.

### Figure of Speech

1. **Simile** - In a simile, two things which are completely unlocked are compared with each other. A simile is introduced by words such as like, so, as etc.

**Examples** -

* The flower is as pretty as a picture.
* He is as sober as a judge.
* The floor was as slippery as an eel.
* They looked like peas in a pod.
* He eats like a pig.

1. **Metaphor** - When you compare two unlike or different things or ideas, it is known as a metaphor. It is an informal or implied simile in which the words ‘like’ ‘as’ are avoided. For example, He is like a Giant - Simile and He is a Giant - Metaphor.

**Examples** -

* You are the apple of my eye.
* Ocean’s sound is music to my ear.
* Heart of gold.
* He is a night owl.
* Time is money.

1. **Personification** - In Personification, non-living things,  abstract ideas or qualities are mentioned as humans or living things.

**Example** -

* Angry clouds surrounded the island.
* Earth was thirsty for water.
* The flowers talked to them in the garden.
* The wind howled that night.
* The snowflakes danced at night.

1. **Apostrophe** - In this figure of speech, the writer mentions the absent or inanimate objects as alive and writes about them.

**Example** -

* “O, Romeo, Romeo, wherefore art thou Romeo?”
* “Twinkle, twinkle, little star, how I wonder what you are”
* “Walter, remember when the world was young and all the girls knew Walter's name? Walter, isn't it a shame the way our little world has changed.”

1. **Oxymoron** - An Oxymoron is when two words are used together in a sentence but they seem to be in contrast with each other. An oxymoron is a figure of speech that willingly uses two differing ideas. This contradiction creates a paradoxical image in the reader or listener's mind that creates a new concept or meaning for the whole.

**Example** -

* Life is bittersweet.
* They knew they could feel the joyful sadness on his arrival.
* Sweet sorrow.
* Peace force.
* Free market.
* Jumbo ant.

1. **Hyperbole** - Hyperbole is when you use words to exaggerate what you mean or emphasize a point. It is used to make something seem bigger or more important than it actually is.

**Example** -

* It has been ages since I have had a proper meal.
* Usain Bolt runs faster than the wind.
* I could do this forever.
* She’s older than this world.
* Everybody knows me.

1. **Pun** - A pun is generally used in plays where one word has two different meanings. It is used to create humour. Humorous use of words of different meanings or the words of the same sound but different meanings is known as Pun.

**Example** -

* A bicycle can’t stand on its own because it is two-tired.
* Where do you find giant snails? On the ends of the giants' fingers.

1. **Alliteration** - It is a series of words, which commence with the same letter. Alliteration consists of the repetition of a sound or of a letter at the beginning of two or more words.

**For Example** -

* Dirty dolphins dove across the ocean.
* Purple pandas painted portraits.
* She sells seashells.
* Nick needed new notebooks.
* Fred fried frogs’ legs on Friday.

1. **Onomatopoeia** - It is the figure of speech where the word is used to describe a sound. When we explain any action by putting the sounds into language, it is known as onomatopoeia. It is generally used in fiction or in nursery rhymes, for eg- Old Macdonald had a farm E-I-E-I-O. Words like whoosh, splat, buzz, oink, click, etc., are used to create this effect.

**Example** -

* I could hear the leaves rustling and the wind howling.
* Bam! He hit the truck at the speed of 80 kmph.

1. **Anaphora** - When many phrases or verses start with the same word, it is known as anaphora.

**Example** -

* I came, I saw, I conquered.
* We shall not stop. We shall go on and on. We shall move forward.

1. **Assonance**- When we use repetition of vowel sounds, it is known as assonance.

**Example** -

* Thee

1. **Euphemism** - It is known as a euphemism when we replace blunt, offensive, or harsh terms with soft, mild, vague, or indirect terms.

**Example** -

* Using letting you go instead of firing
* Using a little thin on top instead of getting bald
* Using  passed away instead of killed or died
* Using stick to the truth instead of calling someone a liar

1. **Irony** - If you use terms that contrast with what you say and what you do, it is known as irony. It’s like a difference between what is said and what is meant.

**Example** -

* A traffic cop got a ticket for parking in a no-parking zone.
* The Titanic was said to be unsinkable but got sunk on its first trip.
* When the viewer knows who the killer is in the movie, but the actor doesn’t know that.

1. **Synecdoche** - If a part is represented by a whole or a whole is represented by a part, it is known as synecdoche.

Example -

* Colgate – any toothpaste
* Wheels – a car
* Employed people – workers
* The traffic – many vehicles

1. **Understatement** - When you try to say or show something of no importance or less importance.

**Example** -

* Referring a big wound to just a scratch
* Saying it little dry instead of desert
* Referring big destruction to just an accident

## LET US SUM UP

Vocabulary is an essential and pivotal element of language competence. Conducting effective vocabulary building in students poses a great challenge to a language trainer or a teacher of English especially in higher level classes. Vocabulary cannot be built effectively by studying vocabulary lists or cramming words. On the other hand, success cannot be reached by relying on learning by the way, i.e., by listening and reading alone. Therefore, to promote and to accompany successful vocabulary building in students not only means to facilitate memorization in them by using proven didactic methods but to promote functional vocabulary building through sensible methods.

In order to build a strong foundation for your vocabulary, this chapter helps you to understand the roots of words. Many words have a common root and a prefix or suffix that helps you determine what the meaning might be. You can also look for clearer ways given in this chapter, to express yourself instead of relying on clichés that may be difficult for others to understand or twist your meaning. Word associations given in this chapter will help you remember certain words or phrases. Consider using your expanded vocabulary to replace words you used frequently throughout the document. So, by editing your own writing, you can improve clarity, style and tone

**Activities**

**Activity: CASE STUDY**

Rohan a village boy joined the Diploma course in a big city. He was having very limited vocabulary of English Language. He, with his limited vocabulary made a place in the heart of his teachers and became an example for other students who came from villages to study in city. Gradually he enriched his vocabu- lary with the help of his teachers and peers.

Questions:

1, Peer Group helps in vocabulary enrichment. Discuss.

2. Vocabulary helps in overcoming fear. Discuss.

**Activity:** Read the following sentences and figure out the meaning of the highlighted words by focusing on their beginnings:

1. Rohit felt an **acute** pain in his stomach and collapsed in the class.
2. Man’s **carnal** desires are not easily satisfied.
3. They knew that they were not meant for each other and hence decided to part ways

### amicably.

1. The journey did not seem taxing at all as the old woman sitting beside me chatted **amiably**

all the way

1. She was hurt as her boss spoke to her in an **acerbic** tone.

**Activity:** Read the passage below and find the words that fit the meaning. Write the original word back in the text*.*

One day a jackal was **wandering** about the forest in search of food. Suddenly from somewhere nearby he heard an **odd** noise. He was **held** by fear, for he thought it was an enemy who had come to attack him. At first he thought of running away, and then he **made up his mind** to discover what it was.

Find out, unusual, roaming, gripped, decided

**Activity:** Write ‘in’ or ‘un’ before the following words and make new words.

1. distinguishable
2. capable
3. intelligibility
4. hospitable
5. dependent
6. civilize
7. ability
8. wise compatible
9. complimentary

**Activity: Read the following sentences and try to guess the meaning of the highlighted words:**

* 1. The leader’s statement became **controversial** soon afterwards.
  2. The **loquacious** little girl kept talking all the while.
  3. You don’t have to spend much time reading it; just give a **cursory** look.
  4. His **eloquence** and sense of humor is admired all across the institute.
  5. If we go by his view, we can’t progress. He has a **retrogressive** attitude.

**Activity: Fill in the blanks with words opposite in meaning to the words in bold in each of these sentences:**

1. United we **stand**, divided we ………….
2. Better to **reign** in hell than to serve in heaven.
3. Glass is **transparent** but brass is ………….
4. This tract of land is **fertile** but that one is ………….
5. We have to depend on society from the **cradle** to the ………….

**Activity:** Find out the words from the passage “Torch Bearers”, chapter 17 of you book “The Spring Blossom”, which have the same meaning:

1. A shop where medicinal drugs are dispensed and sold: …………………..
2. Likely to shatter violently or burst apart: …………………..
3. Bound to a certain course or policy: …………………..
4. To invent something new: …………………..
5. Large and heavy: …………………..
6. Begin or introduce a system, policy: …………………..
7. Grant a degree: …………………..
8. A large amount of money: …………………..
9. A citizen of Sweden: …………………..
10. A person who believes that war and violence are always wrong: …………………..

**Activity: Choose the word which best expresses the meaning of the given word:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Avocation | - boredom | vocation | profession | main occupation |
| 2. Brief | - limited | little | small | short |
| 3. Résumé | - complete | a new start | halt | cease |
| 4. Diligent | - progressive | brilliant | inventive | hardworking |
| 5. Synopsis | - index | summary | mixture | puzzles |
| 6. Error | - misadventure | ambiguity | misgiving | blunder |
| 7. Malicious | - spurious | subjective | superfluous | spiteful |
| 8. Exude | - expose | expel | express | extol |
| 9. Priceless | - needless | excessive | valuable | winsome |
| 10. Perturbed | - worried | presentable | pious | Punctilious |

**Activity: Below are given some words followed by answers. Tick the answer which gives the opposite meaning of the word.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Accustomed | * Used | unusual | ready | usual |
| Arrogant | - sincere | Grave | Humble | vain |

Consequent -resultant outcome following unrelated

Devoid - vacant lacking empty diffident

Downright - frank questionable blunt simple

Elegant -ugly refined graceful rational

Effective - efficient dubious able capable

Intentional - undesirable deliberate unintended designed

Pragmatic - impractical rational wise cunning

Trespass - respect privacy encroach intrude trench

**Activity** : Choose the one that describe the words best:

# It was a scurrilous attack on him.

1. Serious
2. Unjustified
3. Insulting
4. Justified
5. Anomalous
6. Unusual
7. Unthinkable
8. Unbelievable
9. Unsuitable
10. Malicious
11. Spurious
12. Superfluous
13. Subjective
14. Spiteful
15. Excude
16. Expose
17. Express
18. Expel
19. Extol
20. Nupitals
21. A marriage garden
22. The engagement ring
23. Wedding ceremony
24. Newly-wed couple
25. Corpulent
26. Aggressive and annoying
27. Extremely rich
28. One who eats meats
29. Fat and overweight
30. Scathing
31. Critical and bitter intone
32. A speech that moves you to the core
33. A situation in which someone’s survival is difficult
34. Views that are lopsided
35. Hackneyed
36. Repetitive and boring
37. Repulsive and bold
38. Restrictive and binding
39. Revealing and bare
40. Disinter
41. To enter an alliance
42. To disengage oneself from an association
43. To dig out something from the ground
44. To disregard and disrespect someone
45. Resent
46. To send again
47. To feel angry at someone
48. To lament someone
49. To highlight your achievements