

VOCABULARY



GOALS

1. Provide students with skills and opportunities to learn words independently.
2. To teach students the meaning of specific words.
3. To help students build word power and vocabulary for better communication.

LEARNING OBJECTIVES

The learners will:

- ◆ Learn new words.
- ◆ Use new words while speaking and writing.
- ◆ Understand words in a variety of contexts from a variety of roots (Greek, Latin, etc.).
- ◆ Try to determine word meanings by analysing the textual content.
- ◆ Use their knowledge of a word's roots to determine its meaning.



INTRODUCTION

The term 'vocabulary' is defined as 'the body of words used in a particular language'. It is also called 'wordstock', 'lexicon', and 'lexis'. Vocabulary consists of the words we understand when we hear or read them and words we speak or write. However, it is 'more than words'; it is a measure of all that a person has learnt, experienced or felt. Vocabulary knowledge requires not only knowledge of word meaning, but it requires the usage of words in the appropriate context and in a natural way.

Vocabulary is developed gradually and serves as a fundamental tool for communication, and acquiring knowledge. We build vocabulary by picking up words that we read or hear and through direct instruction from teachers or other professionals. The more words we know, the more we will be able to understand what we hear and read. In turn, the better we will be able to say what we want to while speaking or writing. Therefore, it can be said that learning vocabulary is an important part of learning a language.

Why is rich vocabulary important?

Vocabulary knowledge is the heart of a language comprehension and use.

A good vocabulary helps us understand what other people are saying and what we are reading. Unfamiliar words become holes in the text, preventing us from completely understanding what we have read. To comprehend a text successfully we need to have sufficient word knowledge. A writer's message can only be understood if the reader knows the meaning of most of the words used in a text. Therefore, having extensive knowledge of vocabulary is essential to language comprehension.

It gives us the ability to articulate clearly, what we mean: Vocabulary helps us with language production. The more words we know the more precisely we can express ourselves. . Therefore, we have to overcome the lack of vocabulary knowledge in order to communicate effectively.

Vocabulary knowledge boosts our ability to grasp ideas and think more logically. The greater the number of words we know, the more we can interpret ideas from others, and express our own ideas.

Having a rich vocabulary helps us communicate in a more engaging way. Relying on one or two words to describe an idea will be repetitive and not as persuasive, as relying on a vocabulary of 10-15 similarly descriptive terms.

It helps us make a good impression on others. How we articulate our thoughts in words constitutes a big part of the impression we make on others.

Which Words to Learn

As we grow older, we come across thousands of words. However, not all words have equal importance in our lives. Then, how do we decide which words to learn? Since vocabulary knowledge is not something that can be fully mastered, we must concentrate on learning words that are of more use to us than others. Here are some suggestions:

- ◆ Words that are important to the subjects we are studying.
- ◆ Words that we read or hear repeatedly.
- ◆ Words we know we will want to use regularly.

Based on this we can say that there are three types of vocabulary words that we need to learn - **basic vocabulary, high frequency / multiple meaning vocabulary, and subject related vocabulary.**

A word's frequency of use, complexity, and meaning determines which type it will fall into.

The readers with mature vocabularies and literacy skills understand and use words from all three categories.

Types of Vocabulary

The term 'vocabulary' has a wide range of meanings and thus it can be divided in many different ways. Word knowledge is often divided into the following four types: listening, speaking, reading and writing.

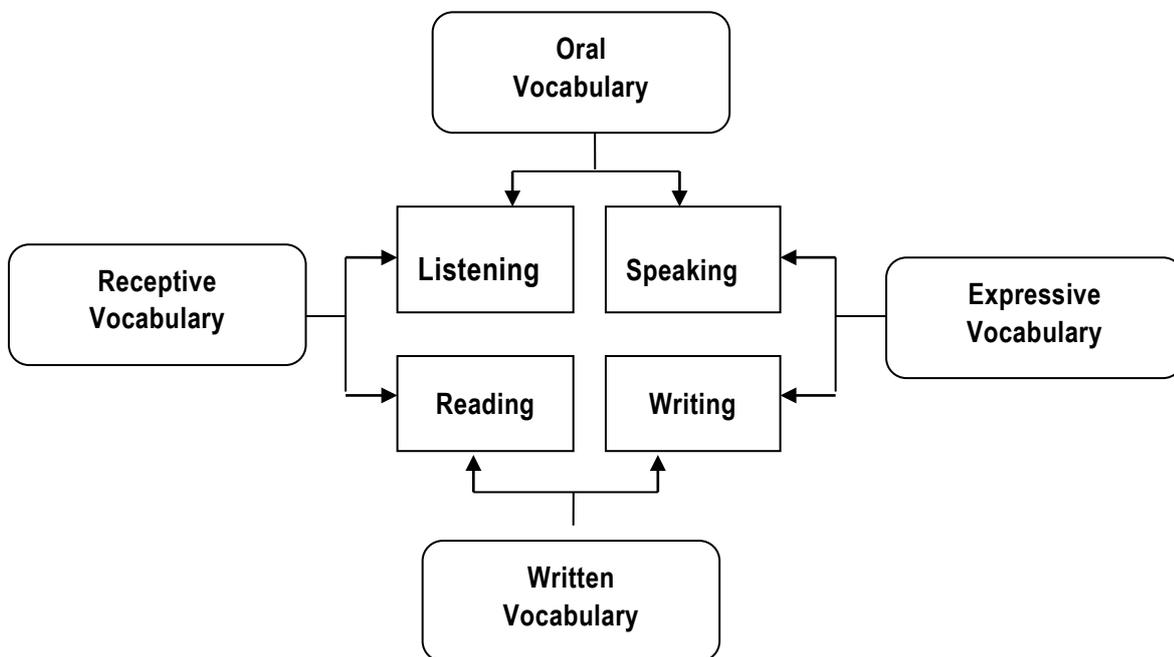
1. **Listening Vocabulary** - This type of vocabulary refers to the words we hear and comprehend. Most adults can identify and comprehend almost 50000 words.
2. **Speaking Vocabulary** - This type of vocabulary refers to the words we speak. We use barely 10000 words for communication. The number of words used during speaking is far less than listening. The reason behind this is the level of comfort in usage.

3. **Reading Vocabulary** - Reading vocabulary refers to the words we recognise when we read any text. If a person is a reader then this type of vocabulary happens to be the second largest vocabulary. Needless to say, vocabulary grows with reading.
4. **Writing Vocabulary** - It represents the words we use while writing to express ourselves. Our writing vocabulary is intensely affected by the words we can spell.

These types of vocabulary can further be categorised in two ways. The first is **expressive and receptive** vocabulary. Depending on how we 'use' or 'understand' vocabulary, we can categorise word knowledge into expressive or receptive vocabulary.

- ◆ The words that we use for 'speaking' and 'writing' are termed **expressive vocabulary** as these are vocabularies that we use to express our thoughts and feelings.
- ◆ The words that we need to know to understand what we read or listen to are termed as **receptive vocabulary** and refers to listening and reading vocabularies.

Alternatively, vocabulary can be divided into **oral vocabulary** and **written vocabulary**. Speaking and listening vocabularies constitute oral vocabulary and reading and writing vocabularies constitute written vocabulary.



It has been noted that our receptive vocabulary is normally larger than our expressive vocabulary. For Example: a child who cannot speak, write or sign can follow quite a number of instructions given in language that he or she is used to.

Effective Ways to Build Vocabulary

Building vocabulary is a powerful way to enhance your career. It can be pleasurable and profitable investment of both your time and effort. If you spend a few minutes a day on a regular basis to study words or to attempt vocabulary-building exercises, there will surely be a rapid enhancement in your vocabulary skills. This in turn will help improve your communication skills.

Needless to say, you already have an extensive vocabulary, and that with each passing day more words will be added to it whether you work on it or not. However, you need to work consistently and with dedication if you desire to enhance the speed of your learning. There are no short cuts or magical ways to improve your vocabulary; but the larger your vocabulary bank, the easier it will become for you to make associations and links between new words and the vocabulary you already possess; making it easier to remember the word and its meaning. Thus, as your vocabulary grows so will the pace of your learning.

As you try to learn new words, it will benefit you if you are aware of the kinds of vocabulary you will encounter. Generally speaking, you will encounter the following types:

1. **Synonyms:** words that have similar meanings
2. **Foreign Words:** words that have been borrowed from other languages
3. **Connotations:** words that invoke an idea or a feeling when read or heard
4. **Antonyms:** words that mean the opposite of other words
5. **Collocations:** words that are used together or form fixed relationships
6. **Idioms:** a group of words that have a meaning different from their literal meaning
7. **Phrasal Verbs:** multi- word verbs

Here are some **points to remember** in your quest to improve our vocabulary:

- **Be aware of words.** Do not avoid words that are foreign or new to you. Instead, examine them closely. Even before you look up the meaning of the word, you should attempt to deduce its meaning from the context. Later, you may also check the dictionary meaning of the word to verify whether your deduction was correct. Do not be afraid if it slows down your reading initially; eventually, due to your improved understanding and vocabulary, it will speed up your learning of other words.
- **Read voraciously.** Choose books, articles, etc. of your interest and read regularly. Reading is crucial for vocabulary enhancement since it helps in finding most of the words that are important for comprehension and expression and must be learnt.
- **Use a dictionary.** The dictionary is an important tool for one who desires to improve vocabulary. Whenever you consult a dictionary, you should circle the word you are looking up. You must also examine the entire entry about the word. This is because the word may have more than one meaning. Reading all the meanings will help in understanding how to use the word in different ways.
- **Maintain a journal.** If you note down all the new words you encounter, you can refer to the list later, study the words and slowly include these words in your active vocabulary.
- **Use new words.** The more you use these words in your writing and conversations, the sooner they will become a part of your active vocabulary.
- **Engage in conversations.** Simply engaging in conversations with other people can help you learn and discover new words.
- **Study new words regularly.** Vocabulary building is a simple process. It involves the reviewing of words regularly until they are fixed in one's memory. The best way to do this is by taking some time out in your daily schedule for vocabulary study. During this time, you can study new words i.e. look for

their meanings, find their synonyms, and root words. You must also set a goal for the number of words you want to learn every day.

- **Go back to the roots.** One of the most powerful tools for learning new words and for deciphering their meaning is studying their Latin and Greek roots. Latin and Greek elements (prefixes, roots and suffixes) are a significant part of the English language and a great tool for learning new words.
- **Attempt word puzzles and play word games.** If you wish to expand your vocabulary, then playing board games and attempting word puzzles will help you achieve your goals. Apart from improving your critical thinking skills, they also strengthen your word knowledge.



CONNOTATIONS

Connotation is defined as an idea or feeling which a word invokes for a person in addition to its literal or primary meaning.. The strict, dictionary definition of a word is called its ‘denotation,’ i.e. the feelings or emotions associated with it.

Example: **Both ‘fat’ and ‘chubby’ have a common denotation.** Both words mean ‘being overweight’, however, most people would rather be chubby, because **chubby** has a positive connotation and **fat** has a negative connotation.

Let us examine another example– **home and house**. Both words have a common denotation- a building / place meant for human habitation. *However*, the word ‘home’ connotes warmth, family, love and affection, whereas the word ‘house’ connotes only a structure of cement and concernment for inhabitation.

Importance of connotation

Connotation gives us an indication of the emotions or associations that surround a word. A word's connotations can be either positive or negative and will depend on the context in which it is used, and to some degree, on the reader or the listener. Therefore, understanding a word's literal and suggestive meaning is of extreme importance to every speaker and writer. On some occasions, you may want to use a word that carries a negative connotation on purpose. However, there are times you want to ensure that you do not mistakenly use a word that carries a misleading connotation.

It is of utmost importance that we choose our words with care. The choice of words can change the meaning of the sentence significantly. For example: Describing a woman who is thin as ‘scrawny’ carries a negative connotation; whereas describing her as ‘slender’ carries a positive connotation.

Let us examine connotations a little more closely by studying the groups of words given below:

| Group | Word | Tone/Undertone | Meaning /Connotation |
|-------|----------|----------------|--|
| 1 | Verbose | Negative | Containing more words than necessary |
| | Eloquent | Positive | Vividly or movingly expressive |
| 2 | Stench | Negative | A bad odour or scent |
| | Aroma | Positive | A pleasant or savoury smell |
| 3 | Cheap | Negative | A person who hates to spend money. |
| | Thrifty | Positive | A person who is very careful with money. |

| | | | |
|---|------------|----------|---|
| 4 | Young | Neutral | A person who is of a young age. |
| | Youthful | Positive | A person who may not be young, but has all the good qualities of youth. |
| | Childish | Negative | A person who behaves like a child in a negative way. |
| 5 | Proud | Neutral | To have self-respect |
| | Confident | Positive | To believe in your own abilities |
| | Conceited | Negative | To be too proud of your abilities. To view yourself too highly. |
| 6 | Headstrong | Negative | Willful and determined; not easily restrained: impatient when given advice or suggestions |
| | Determined | Positive | Possessing or displaying a firm resolve. |
| 7 | Scrawny | Negative | Exceptionally thin and meager in body or size. |
| | Slender | Positive | Gracefully thin or slight. |
| 8 | Crippled | Negative | Flawed or imperfect |
| | Disabled | Neutral | Impaired or limited by a physical, mental, cognitive, or developmental condition |

You must have noticed that the words in each group have similar denotations; however, each word has a different connotation.



PRACTICE EXERCISE

Q1. *Categorise the words from each group given below as positive, negative or neutral. The first one is done for you as an example.*

1. gaze, look steadily, stare
2. brainwash, persuade, influence one way or another
3. delayed, not on time, tardy
4. somewhat interested, nosy, curious
5. lazily, without haste, leisurely
6. ask of someone, demand, request
7. gathering, a large group, mob
8. discuss with others, debate, argue
9. observe, watch, spy
10. assertive, firmly confident, pushy

| | Positive Connotation | Denotation | Negative Connotation |
|----|----------------------|----------------------|----------------------|
| 1 | <i>gaze</i> | <i>look steadily</i> | <i>Stare</i> |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |

Q2. In each of the following sentences, the italicised word has a fairly neutral connotation. For each word in italics, list two synonyms (words with similar denotations): one with a negative connotation and the other with a positive connotation.

- I recognised the familiar *smell* of my mother's cooking.
- Siddharth's interest in painting has turned into a *hobby*.
- Vasco was an *adventurous* traveller.
- My *old* laptop has finally died.
- Sneha was mildly intimidated by Gautam's *assertive* behavior.

Q3. Read each of the following sentences. Decide from the context whether the speaker is showing approval or disapproval of the topic. Then identify the word that most suits the context.

- This refrigerator is (expensive / overpriced) but Soham did not mind paying extra because of the numerous useful features it has.
- Shiv Tomar and his (cronies / employees) have controlled the management in this company for over fourteen years now. I wish Arindham Chatterjee is elected President this time.
- Hopefully I won't have to share office space with Mrs. Singh. She can be very (curious / nosy).
- Please ask Rohit to turn down the volume. It is difficult for me to concentrate with all that (noise / music).
- Mr. Nair had better be wary of his new neighbor, Ms. Banerjee; she is a (crafty / clever) one.
- I have great respect for your brother who is rather (reserved, antisocial) and dignified.
- My friend can't stand her mother – in – law who is very (thrifty / miserly); she has a lot of money but refuses to help others.
- The new saleswoman tends to be (enthusiastic, pushy) while dealing with customers. She is scaring them away.

You should know!**Jargon**

Jargon is a term that is defined as the use of specific phrases and words in a particular situation, profession, or trade. These specialised terms are used to convey hidden meanings accepted and understood in that field. While the use of jargons is often useful or necessary for those within the group, it is usually meaningless to the outsiders.

Jargon is sometimes wrongly confused with slang, and people often take it in the same sense but a difference is always there.

Slang is a type of informal category of language developed within a certain community, and consists of words or phrases whose literal meanings are different from the actual meanings. Hence, it is not understood by people outside of that community or circle. Slang is more common in spoken language than written.

Jargon, on the other hand, is broadly associated with a subject, occupation, or business that makes use of standard words or phrases, and frequently comprises abbreviations, such as LOC (loss of consciousness), or TRO (temporary restraining order). However, unlike slang, its terms are developed and composed deliberately for the convenience of a specific profession, or section of society. We can see the difference in the two sentences given below.

List of Jargon Words

Jargon can be found in a variety of fields, from law to education to engineering. Some examples of jargon include:

- **Due diligence:** refers to the research that should be done before making an important business decision.
- **AWOL:** Short for "absent without leave," AWOL is military jargon used to describe a person whose whereabouts are unknown.
- **Hard copy:** a physical printout of a document (as opposed to an electronic copy).
- **Cache:** In computing, "cache" refers to a place for short-term memory storage.
- **Dek:** A journalism term for a subheading, usually one or two sentences long, that provides a brief summary of the article that follows.
- **Stat:** This is a term, usually used in a medical context, that means "immediately." (As in, "Call the doctor, stat!")
- **Phospholipid bilayer:** This is a complex term for a layer of fat molecules surrounding a cell. A simpler term is "cell membrane."
- **Detritivore:** A detritivore is an organism that feeds on detritus or dead matter. Examples of detritivores include earthworms, sea cucumbers, and millipedes.
- **Holistic:** Another word for "comprehensive" or "complete," "holistic" is often used by educational professionals in reference to curriculum that focuses on social and emotional learning in addition to traditional lessons.
- **Magic bullet:** This is a term for a simple solution that solves a complex problem.

- **Best practice:** In business, a 'best practice' is one that should be adopted because it has proven effectiveness.

Business Jargons

- **Bang for the buck** - a term that means to get the most for your money
- **Best practice** - the best way to do something
- **Core competency** - basic strength of a group or company
- **Due diligence** - putting effort into research before making a business decision
- **Drill down** - to look at a problem in detail
- **Low-hanging fruit** - the easiest problems to fix
- **Scalable** - an endeavor that can be expanded without a lot of additional investment
- **Sweat equity** - getting a stake in the business instead of pay
- **The 9-to-5** - business jargon meaning a standard workday
- **Chief cook and bottle-washer** - a person who holds many responsibilities



SYNONYMS AND ANTONYMS

Words that have similar definitions or meanings are known as **synonyms**. These words can be used interchangeably. Look at the two sentences given below:

1. The *long* movie bored the viewers.
2. The *lengthy* movie bored the viewers.

'Lengthy' replaced the word 'long.' However, the message of the sentence did not change, because 'long' and 'lengthy' are synonyms; they have similar definitions. Synonyms can generally be used interchangeably. However, it must be understood that a synonym does not always carry a meaning that is the same as the word. In fact, no two words ever mean the same. There will be subtle differences in emphasis, suggestion or use.

Example: Take the words 'cost', 'charge' and 'fee'. All are used to describe 'money you pay for something'. However, all three have different connotations / nuances:

Cost is defined as 'the amount of money that you need to buy, make or do something'. (How much is spent by the buyer.)

Example:

- ◆ The total cost of the trip was ₹ 10,000.
- ◆ You can get a new phone at the cost of ₹ 3,000.
- ◆ They protest against the high cost of living.

Charge is defined as 'an amount of money that is asked in return for goods or services'. (How much is requested by the seller/provider.)

- ◆ There is a monthly charge of ₹ 1000 for using the lift.

- ◆ There is an admission charge at the club.

Fee is defined as 'an amount of money that you have to pay for professional advice or services'. (the officially set price).

- ◆ The lawyer charges a high fee for the services that he provides.
- ◆ These fees do not cover accommodation or meals.

As you can see, cost, charge and fee have similar meanings, but there are slight differences present. They can be used differently. Therefore, it can be said that the words that are listed in a dictionary as synonyms cannot always be interchanged in the same context.

Antonyms are defined as pairs or groups of words that are the notionally opposite (or nearly the opposite) in meaning. Example: *Brave* is the antonym of *coward*. Like synonyms, it may be that there are numerous antonyms for a word. Example: *Evil, malicious, bad, and corrupt* are all antonyms of *good*. There are three types of antonyms: relational, graded and complementary.

Graded antonyms are pairs of words whose meaning do not have an equal weighting. Such word pairs are called gradable antonyms as they do not hold an either- or relationship; instead, they have a more – less association. Typically, they are pairs of adjectives that can be qualified by adverbs such as very, more, etc. Example: The word 'fair' and its antonym 'dark' are gradable antonyms. Such words have grades such as 'fairer', 'darker' or 'less dark'. If someone is not fair, he may still be not dark.

Complementary antonyms are pairs of words that are opposite in meaning and cannot be graded. With complementary antonyms, each word has only one antonym. For example: 'push' is the antonym of 'pull'.

Relational antonyms are word pairs where opposites make sense only in the context of the relationship between the two meanings. Example: borrow and lend; teacher and student.

Quite often, an antonym can be made by adding a prefix. For example:

- likely / **unlikely**
- symmetrical / **asymmetrical**
- entity / **nonentity**
- decent / **indecent**

Advantages of knowing Synonyms and Antonyms

There are numerous advantages of knowing synonyms and antonyms. The first advantage one can identify is that knowledge of synonyms and antonyms **helps us to express ideas clearly**. The selected word should express a thought or a fact precisely.

Example: A building can be described as 'dilapidated', but an automobile cannot as the word refers to buildings in particular.

Understanding and using synonyms and antonyms is important for not only precise communication, but to **avoid monotony of expression** as well. Repeating the same words tends to become boring and monotonous.

You should use antonyms and synonyms **to reduce redundancy** and **retain the audience's interest in your writing or speech**. Remember the whole point of language is to express oneself or to send a message effectively.

In addition, you can develop a full understanding of an area if you learn the different synonyms and the connotations that apply to it in speech or writing. Similarly, knowing the antonym of a word increases your ability to understand and retain the word itself.

Given below is a list of words with their antonyms and synonyms for your reference.

| Word | Synonyms | Antonyms |
|-------------------|---------------------------------|--|
| abhor (v) | hate, detest, loathe | love, like, admire, relish |
| bombastic (adj) | pompous, loud, flamboyant | dull, inactive, lack lustre |
| cacophony (adj) | harsh sound, disagreeable noise | euphony, pleasant sound |
| joyial (adj) | cheerful, lively, joyous | sad, morose, dull, unhappy |
| dirty (adj) | squalid, filthy, unkempt | clean, hygienic, organized |
| verdant (adj) | lush green, grassy, flourishing | infertile, barren, dry, parched |
| destitute (n/adj) | needy, poor, incapable | rich, affluent, well-off |
| incite (v) | instigate, arouse, stimulate | calm down, settle, relax, comfort, resolve |
| scanty (adj) | meagre, dearth, less | abundant, plenty, full of |
| palatial (adj) | grand, palace like, elegant | earthly, basic, rustic, simple |
| illicit (adj) | unlawful, illegal | legal, lawful, normal, expected |
| facile (adj) | easy, simple, straightforward | difficult, complicated |



PRACTICE EXERCISE

Q1. In the following questions choose the word which best expresses the meaning of the given word.

- (a) Obliterate
 a) Differ b) Suffer c) Destroy d) Forget
- (b) Myriad
 a) Many b) A disease c) Dramatic d) Confusion
- (c) Perpetual
 a) General b) Emotional c) Stubborn d) Continuous
- (d) Fissure
 a) Opening b) Big c) To fetch d) Excite
- (e) Despot
 a) Tyrant b) Storage c) Hot meal d) Against

Q2. Select a suitable antonym for the word given in question.

- 1) Remorse
 - a) Split
 - b) Jovial
 - c) Careless
 - d) Pity
- 2) Disparage
 - a) Eulogize
 - b) Belittle
 - c) Alert
 - d) Defame
- 3) Vex
 - a) Wordy
 - b) Verify
 - c) Annoy
 - d) Amused
- 4) Novice
 - a) Beginner
 - b) Spin
 - c) Experienced
 - d) Absolute
- 5) Propriety
 - a) Indecency
 - b) Charming
 - c) Property
 - d) Appropriate

Q3. In each sentence below, underline the word, that means the opposite of the italicised word. Also identify meaning of the italicised word from the options given below.

1. Many people have pointed out the harmful effects that a working mother may have on the family, yet there are many *salutary* effects as well.
 - a) Well-known
 - b) Beneficial
 - c) Hurtful
2. Trying to control everything your teens do can *impede* their growth. To advance their development, allow them to make some decisions on their own.
 - a) Hamper
 - b) Predict
 - c) Improve
3. During their training, police officers must respond to *simulated* emergencies in preparation for dealing with real ones.
 - a) Made-up
 - b) Mild
 - c) Actual
4. "I've seen students *surreptitiously* check answer sheets during exams," said the professor. "However, until today I never saw one openly lay out a cheat sheet on his desk."
 - a) Legally
 - b) Secretly
 - c) Loudly
5. In formal communication, be sure to avoid *ambiguous* language. Clear language prevents confusion.
 - a) Wordy
 - b) Ineffective
 - c) Unclear



ROOTS OF WORDS

The study of the origin of words and the way in which their meanings have changed throughout history is called etymology. It determines the basic elements, earliest known use, and changes in form and meaning of a linguistic form, tracing its transmission from one language to another. It also identifies the similarities of a linguistic form with other languages.

In English grammar, a *root* is a word or word part from which other words grow, usually through the addition of prefixes and suffixes. It is the heart of a word.

Example: The root of the word 'running' is 'run'. When you strip off the affixes from words, what is left (with slight spelling modifications) is the root.

Even though the root is the basis of a new word, it may not typically form a stand-alone word on its own. For example, the word *reject* is made up of the prefix *re-* and the Latin root *ject*, which is not a stand-alone word.

Understanding the meanings of the common word roots can help us deduce the meanings of new words that we encounter. Henceforth, by elimination technique, students can make the right selection of answer. However, be careful as the root words can have more than one meaning. In addition, words that look similar may be derived from different roots. So, when encounter a new word, be sure to rely on a dictionary to check its definition.

If we wish to hone our vocabulary skills, then we must study roots. Knowledge of the root and its usage will improve our vocabulary exponentially. If we know one root, any word with that root would be cognizant. So typically, we do not have to sit and mug up the entire wordlist. The learning will happen itself!!

Given below is a detailed list of roots, its meaning and the possible words made of the root.

| Roots | Meaning | Words | Meaning of words |
|---------|---------------------|---|--|
| Aer/o | Air | Aeroplane Aerospace Aerate aerial | Vehicle flies in air Air in the space Give way to air Air related like acts, animals |
| Anthrop | Man | Anthropology Philanthropy Misanthrope Anthropomorphism | Study of man Love for mankind Hater of mankind Attributing human characteristics to a God, animal, object |
| Arch | First, prime, ruler | Archbishop Monarch Archaeology | Head of Church Head of state/King Study of the first/origin of things |

| | | | |
|--------|-----------|--|---|
| Biblio | Book | Bibliophile Bibliography Bible | Lover of books List/writings of books The book (Main book) |
| Bio | Life | Biology Biography Biosphere | Study of life Writings on life Life around us |
| Cent | Hundred | Centenary Per cent Century | 100 years anniversary Per hundred (%) 100 years |
| Cide | To kill | Patricide Matricide Fratricide Genocide | To kill father To kill mother To kill brother To kill the whole race |
| Cracy | To rule | Democracy Gerontocracy Aristocracy | Rule of the people Rule by the old people Rule by the elite |
| Derm | Skin | Dermatology Pachyderm Epidermal | Study of the skin Tough skinned Outer layer of skin |
| Ego | Self | Egoist Egotist Alter-ego | Pre-occupied with oneself Feeling of superiority about oneself The other self |
| Eu | Good | Eulogize Euphony Euthanasia | To praise Pleasant/good music Mercy killing, to kill for good. |
| Acri- | Bitter | Acrimony Acrid | Feelings of hatred Bitter /foul smell |
| Tele | Far | Telephone Telegram Telepathy | Means of talking Means of writing Feelings felt at distance |
| Pathos | Emotion | Sympathy Apathy Antipathy | Similar feelings Indifferent Opposite feelings/hate |
| Ject | Throw out | Reject Inject Eject | Discard Throw in Bring out |

| | | | |
|------|----------------------|---|---|
| Sect | Cut out | Intersect Section Dissect | Point of crossing A part Cut out |
| Vis | To see | Vision Visible Envision | Eye sight Can see or not See beyond |
| Vor | Eat, eat greedily | Voracious Carnivorous Devour Herbivorous | Greedy Flesh eating Gulp away Grass/plant eating |
| Sen | Old | Senior Senate Senile | Experienced due to age Council of senior members Mentally unstable due to old age |

Although, important roots have been discussed, this list is only for reference as there are more roots in the English language.



PRACTICE EXERCISE

Q1. Make new words combining the root word and one of the following prefixes. Each is used twice.

de over anti pre dis

1. ___ place
2. ___ code
3. ___ vent
4. ___ social
5. ___ obey
6. ___ act
7. ___ septic
8. ___ age
9. ___ pend
10. ___ serve

Q2. Choose the correct meanings of the given root words:

1. Duo
 - a. one
 - b. two
 - c. three
 - d. four

2. Aud
a. light b. air c. sound d. water
3. Biblio
a. vehicle b. college c. school d. book
4. Ced
a. eat b. go c. sleep d. wake
5. Ego
a. other b. together c. another d. self

You should know!**Loanwords**

These are words borrowed from another language and used as it is. You may use such words if your audience understands the meaning of these foreign words.. Foreign phrases in English are often *italicized* so they are easier to spot. Over the centuries, the English language has assimilated words and phrases from a variety of other languages.

Following is the list of common foreign words that are used frequently in written as well as verbal conversations.

| Common Foreign Word | Source Language | Meaning |
|---------------------|-----------------|--|
| Ad hoc | Latin | For a particular purpose |
| à la carte | French | From the menu |
| Alfresco | Italian | Fresh air |
| Alma mater | Latin | Former school |
| Alter ego | Latin | Second self |
| Avant-garde | French | Unorthodox, experimental |
| Bon Appetit | French | Enjoy your meal |
| Bona voyage | French | Have a good journey |
| Bona fide | French | In good faith |
| déjà vu | French | Sense of having already experienced something |
| corpus delecti | Latin | The evidence required to prove a crime has been committed. |
| modus operandi | Latin | Method of procedure, method of operating (commonly abbreviated to M.O.). |

| | | |
|-------------|-------|---------------------------------|
| pro bono | Latin | Donated or done without charge. |
| prima facie | Latin | At first view. |
| status quo | Latin | Existing state or condition. |

PREFIX AND SUFFIX

A **prefix** is a letter or a group of letters that appears at the **beginning** of a word and changes the word's original meaning.

A **suffix** is a letter or a group of letters that is usually added onto the **end** of words, to change the way a word fits into a sentence grammatically.

*Collectively, prefixes and suffixes are known as **affixes**.*

Prefixes and suffixes are not words in themselves. They do not make sense in a sentence if used on their own. While studying them, we put a hyphen to denote their incompleteness.

If you study prefixes and suffixes, you will become more comfortable with the language as you develop the ability to recognise words that you were not familiar with. As discussed earlier, confidence with vocabulary goes a long way in reading, writing, listening and speaking.

Moreover, English vocabulary is enormous and is growing steadily. A majority of the new words introduced to the language, and a great percentage of the words used to express abstract ideas, are complex words. These words are made up of simple word parts (affixes and roots) that have their own definitions and can be understood in context without an exact definition. By slowly and steadily studying the most prominent prefixes and suffixes, you can acquire a vocabulary that is far greater than the sum of its parts.

Given below are lists of prefixes and suffixes with their meanings and words made using them.

| Prefix | Meaning | Sample words |
|---------------|---------|--|
| ambi-, amphi- | both | ambiguous, ambidextrous, amphibian, amphitheatre |
| a- | without | atypical, apathy, aback |
| ante- | before | antecedents, antediluvian |
| bene- | good | benevolent, benediction, benign |
| bi- | two | bicycle, bicameral, biannual |
| circum- | around | circumference, circumlocution, circumspect |
| di- | two | dichotomy, diurnal, dilemma |
| dys- | faulty | dysfunctional, dyslexia |

| | | |
|----------------|---------------------------------------|--|
| epi- | on, upon, over | epigram, epitaph, epidermal, epicene, epilogue |
| extra-, extro- | more than, beyond | extra-curricular, extra-terrestrial, extrovert, extravagant, extraordinary |
| intra- | within | intravenous, intramural, intra class |
| inter- | across | inter-house, interval, intermediate |
| macro- | big | macro economics, macrocosm, macro level |
| mis- | inappropriate, improper, bad | misbehave, misdemeanor, misappropriate, misnomer |
| mono- | one | monolith, monologue, monogamy, mono acting |
| multi- | many | Multi-tasking, multi facet, multilingual, multi-level |
| neo- | new | neo-natal, neophyte |
| omni- | all | omnipresent, omniscient, omnivorous |
| para- | related, extension, beyond | para-olympics, paragraph, paraphrase, para- gliding |
| poly- | many | polygamy, polygon, polythene |
| proto- | first of its kind, original | protozoa, prototype, protocol |
| re- | again, back | repeat, restate, restore, rewind, reduce |
| semi- | half, partly | semi-finals, semi-conscious, semi-circle |
| super- | over, above normal, too much | supernatural, superstar, superb |
| tetra- | four sides | tetra pack, tetragon, tetrachloride |
| trans- | across, over, beyond limit | transatlantic, transgender, transfusion, translate |
| un- | not, opposite | unwilling, unkempt, unusual |
| -able, -ible | can be done (verb) | capable, readable, convertible |
| -acy, -cy | office of, state of, condition (noun) | infancy, privacy, agency |
| -age | action, process (verb) | pilgrimage, bondage, pilferage |
| -arian | Person | librarian, humanitarian, grammarian |
| -ation | state of (noun) | refrigeration, occupation, irritation |

| suffix | meaning | sample words |
|----------|---------------------------------------|---|
| -ectomy | surgical removal of (verb) | hysterectomy, colectomy, polypectomy |
| -fic | making, doing, form of (adj) | beatific, terrific, scientific, calorific |
| -iferous | bearing, carrying, producing | vociferous, calciferous, lactiferous |
| -ism | beliefs, faith, doctrines (noun) | theism, antagonism, regionalism, fanaticism, heroism, baptism, plagiarism |
| -ist | person, one who believes in | racist, theist, misogynist |
| -ine | characterized by, pertaining to (adj) | feline, supine, serpentine |
| -oid | resembling to (adj) | steroid, anthropoid, ovoid |
| -ose | full of (adj) | jocose, verbose, lactose, maltose |
| -logy | science of, study of | biology, geology, zoology, psychology, astrology |
| -ly | in the manner of | motherly, fatherly, timely, rarely, beautifully |
| -ship | state of, manner (noun) | friendship, censorship, hardship |
| -osis | condition (noun) | neurosis, osmosis, psychosis |
| -ster | in the likes of (adj) | monster, youngster, prankster |
| -tude | state of (noun) | attitude, altitude, gratitude |
| -wise | by , means of | clockwise, otherwise, lengthwise |



PRACTICE EXERCISE

Q1. Use a prefix to find the opposite of the given words:

- wrap
- connect
- behave
- fold
- spell

Q2. Complete the following sentences by using the appropriate form of the word given in the bracket. (Add a prefix or a suffix)

- The team he supported was able to win the _____. (champion)
- I think that you should _____ your decision. It may not be the best thing to do. (Consider)

3. The CEO has been responsible for many _____ decisions. (popular)
4. His _____ comments made him disliked by the female employees. (sex)
5. _____ of speech and belief is extremely important for the health of an individual. (free)
6. Some TV shows are completely _____ for children. They mustn't watch them. (suitable)
7. The party was a _____, everything went wrong. (disaster)
8. They had to _____ the lion before they could catch it. (tranquil)
9. He needed to _____ the temperature. (regular)
10. You need a _____ of motivation, organisation and revision to learn English. (combine)



PHRASAL VERBS

A phrasal verb is a group of words that functions as a verb. It consists of a verb that is combined with a preposition or adverb or both. The meaning of a phrasal verb is different from the meaning of its separate parts. The particle (i.e. the preposition or adverb) can change the meaning of the verb completely. For example:

- ◆ pass away – die
- ◆ pass out – lose consciousness
- ◆ pass up – decline an opportunity

Phrasal verbs are used mostly in spoken English and informal texts but they are less appropriate in formal language. If you are writing a formal document or an academic essay, try to avoid using phrasal verbs and use more formal alternatives instead.

Phrasal verbs have to be learned because many of them are idiomatic, and you cannot deduce their meaning.

Advantages of knowing Phrasal Verbs

Spoken English is literally packed with phrasal verbs. Therefore, if you want to communicate effectively, you must learn to use phrasal verbs. Moreover, phrasal verbs lend a distinct connotation and command while speaking to the language making it more native-like, easy to understand.

Another advantage of knowing phrasal verbs is that you can easily substitute a string of long words with a single phrasal verb. This will make the conversation natural and fluent. If you learn at least the most used phrasal verbs, you will definitely increase your overall fluency and understanding.

| S.No | Phrasal Verb with 'Look' | Meaning |
|-------|----------------------------|--|
| 1. | Look after | To take care of |
| 2. | Look into | To find out more about something in order to improve the situation. To investigate or examine. |
| 3. | Look out | To be careful. To avoid imminent danger. |
| 4. | Look for | To search for something or someone. |
| 5. | Look through | To examine something, usually quickly. |
| 6. | Look up | To search for information (usually in a book) |
| 7. | Look up to | To respect or admire someone. |
| 8. | Look away | To turn your eyes away from someone or something that you were looking at. |
| S.No | Phrasal verb with 'Bring' | Meaning |
| 1. | Bring about | cause it to happen |
| 2. | Bring <i>someone</i> round | make him conscious again |
| 3. | Bring up | a) raise a child; b) cause something to be considered; c) vomit |
| 4. | Bring down | cause to be lower |
| 5. | Bring off | cause to be successful; succeed in an attempt |
| 6. | Bring on | lead to; help to produce |
| 7. | Bring out | cause to appear clearly; publish |
| 8. | Bring in | To introduce |
| S.No. | Phrasal verb with 'Put' | Meaning |
| 1. | Put away | place an object in its proper location |
| 2. | Put back | Return an object to the location where it came from. |
| 3. | Put down | To write on a piece of paper To criticize and humiliate |
| 4. | Put forth/forward | To offer an idea, plan, or proposal for consideration |
| 5. | Put off | To delay doing something, procrastinate To Make a bad impression, make somebody repulsed or disgusted |

| | | |
|--------------|---------------------------------|---|
| 6. | Put on | To start wearing or using |
| 7. | Put out | Extinguish Publish Inconvenience someone |
| 8. | Put through | To transfer or connect somebody on the telephone |
| 9. | Put <i>someone</i> up | To give somebody a place to stay at your home To encourage or persuade the person to do something |
| 10. | Put up with | To tolerate; accept an annoying situation or behavior |
| S.No. | Phrasal verb with 'Take' | Meaning |
| 1. | Take after | To resemble somebody else, usually a family member |
| 2. | Take apart | To disassemble something |
| 3. | Take back | To admit wrongdoing |
| 4. | Take <i>someone</i> in | To allow someone to stay in your house |
| 5. | Take <i>something</i> in | To observe something |
| 6. | Take off | To leave the ground and fly To become popular or successful To leave a place quickly – colloquial |
| 7. | Take over | To take control of something |
| 8. | Take up | To begin a sport, hobby or a challenge |
| 9. | Take someone on | Hire or employ somebody Fight or compete against somebody |
| 10. | Take someone out | Go with somebody to a restaurant or movie and pay for their food or ticket |
| 11. | Take something out | Remove something from a place |
| S. No | Phrasal Verb | Meaning |
| 1. | Bear with someone | Be patient with someone |
| 2. | Be up to something | To be involved in something strange, a prank |
| 3. | To change hands | To go from one person to another |

| | | |
|-----|---------------------------|--|
| 4. | To change colour | To turn pale (usually when caught/ guilty) |
| 5. | To cut short | To sum it all |
| 6. | To do away with something | To discard something |
| 7. | To be all ears | Ready to listen |
| 8. | To be all eyes | Ready to watch |
| 9. | To fight tooth and nail | To fight every bit |
| 10. | Fall apart | Break into pieces |
| 11. | Fall back on something | Rely on something during emergency |
| 12. | Get ahead | To move ahead, get success |
| 13. | Get along | Compatibility |
| 14. | To hold good | To be true, valid |
| 15. | Hang on | Wait for sometime |
| 16. | Hang together | Get along (two people) |
| 17. | Knock into someone | To meet someone by chance |
| 18. | In the long run | In the long term |
| 19. | To leave for good | Leave for ever |
| 20. | To mean business | To be serious in what you say |
| 21. | Off and on | Occasionally |
| 22. | Play around | Fiddle with things/ Be irresponsible |
| 23. | Subject in hand | Subject of discussion |
| 22. | Up to date | Aware of current happenings |
| 25. | Stop over | Halt in a journey |
| 26. | Bank on | Depend on something |
| 27. | Get away | Escape, take a break |
| 28. | Watch out | Be aware, be cautious |
| 29. | Turn down | Refuse |
| 30. | Wear out | To get tired, unstable |



PRACTICE EXERCISE

- Q1.** Each sentence given below contains an incomplete phrasal verb. Complete the expression by supplying a suitable preposition or adverb particle. Choose your answer from the options given in the brackets.
1. All Maria's relatives are of the opinion that she takes _____ her grandmother. (after / off / in)
 2. The music is too loud. Could you turn _____ the volume, please? (back / down / up)
 3. Quick, get _____ the bus or you will have to walk back home. (on / under / over)
 4. We will take this issue when we meet next week. (up / on / over)
 5. I am afraid that we have run _____ of juice. Will you have coffee? (with, out, away)
- Q2.** Complete the following sentences by filling in the blanks with suitable phrasal verbs.
- (i) I thought the conference was going to be boring, but it _____ to be quite useful.
 - (ii) He _____ the kitchen and made some tea.
 - (iii) The police have been looking for him ever since he _____ of the prison.
 - (iv) We left an hour earlier but we drove so fast that we were able to _____ with him.
 - (v) The President asked the members of the Cabinet to _____ their letters of resignation.



COLLOCATIONS

A collocation is a familiar grouping of words, especially words that habitually appear together and thereby convey meaning by association. For example, we usually say 'heavy rain' and not 'strong rain' or 'big rain'. Even though they are grammatically correct, but both 'strong rain' and 'big rain' sound completely strange. If you use the normal collocation ('heavy rain') your English will sound a lot better and more natural.

Why do we need Collocations?

- ◆ Makes language interesting and natural.
- ◆ Helps adhere to a proper, pre-decided structure of language.
- ◆ Helps to articulate better.
- ◆ Enhances language skills.
- ◆ Enriches the language.

Types of Collocations

1) Noun +Noun

Examples: tea leaf, service industry, single entry, death camp, peer group, street name

2) Noun + Verb

Examples: dogs bark, water flows, bears growl, pigs grunt, paper flutters, leaves rustle

3) Adjective + Noun

Examples: high fever, burning sensation, blurred vision, sumptuous meal, dwindling prices, critical analysis

4) Adverb+ Adjective

Examples: completely satisfied, infinitesimally small, meticulously studied

5) Verb + Adverb

Examples: performed magically, sang melodiously, read thoroughly, informed repeatedly**Business Related Collocations**

| | |
|--------------------|----------------|
| Make a profit/loss | Sales figures |
| Security blanket | Cease to trade |
| Dollar diplomacy | Go bankrupt |
| Blank cheque | Make money |
| Service charge | Break the law |
| Trade route | Profit margin |
| Draw attention to | Opinion poll |
| Chair a meeting | Excise tax |
| Annual turnover | Cash flow |

How to learn Collocations?

- Read extensively. While reading books, newspapers we come across use of collocations that show us the proper usage
- Use different collocations. Check for few combinations. You might come up with something new!!
- Always refer to a good dictionary to look for collocations
- Club words of a category. For example, collocations related to time, distance, money etc.
- Think of various collocations possible for a given word. For example, 'remember': *faintly remember, vividly remember, distinctly remember, hardly remember.*
- Be aware and alert; identify collocations.



PRACTICE EXERCISE

- 1) Try to form collocations for the given words:
- a) -----sun
 - b) -----ice
 - c) -----meeting
 - d) -----completely
 - e) -----pain
 - f) -----freedom
 - g) -----rule
 - h) -----decision
 - i) -----unit
 - j) -----wind
 - k) -----a presentation
 - l) -----an argument
 - m) ----- time
 - n) -----a meeting
 - o) Burst into -----



IDIOMS

An idiom is an expression that takes on a figurative meaning (when certain words are combined) which is different from the literal meaning of the individual words.

Examples: "to beat black and blue" and "a hard nut to crack". The meaning of these expressions is different from the literal meaning or definition of the words of which they are made. Their meanings are however used figuratively. They mean respectively "to beat very badly" and "to a very difficult problem or situation".

Idioms add flavor and style to the language. A right idiom used in the right place not only shows the user's knowledge but also puts forth the thought more convincingly. The important aspect is to know the idioms, their meanings and use them often in language. Article writing, presentations and even board room discussions need a good command over language which can be possible with proper use of good vocabulary, idioms and phrases.

Let us have a look at a few idioms and their meanings.

| Idioms | Meaning | Usage |
|-------------|---------------------------|--|
| Black sheep | The odd one in the family | The younger son is the <i>black sheep</i> in the family. |

| | | |
|---------------------------|---|---|
| A bed of roses | A comfortable life with all luxuries | Do not expect life to be a <i>bed of roses</i> . |
| To beat black and blue | To beat very badly | The public beat the thief <i>black and blue</i> . |
| To blow one's trumpet | To praise oneself a lot | My friend has the habit of <i>blowing his own trumpet</i> . |
| Kith and kin | One's relatives and friends | During times of need, <i>kith and kin</i> are the only help. |
| A hard nut to crack | A difficult thing or problem | The last question in the exam was a <i>hard nut to crack</i> . |
| A cold reception | Unwelcome, indifferent | The guests felt bad when they got a cold reception at the party. |
| Lion's share | A major part | The elder son took the <i>lion's share</i> of the family wealth. |
| Other fish to fry | Other important work to do | Please be quick, I have <i>other fish to fry</i> . |
| All and sundry | One and all | The minister invited <i>all and sundry</i> to his son's wedding. |
| Spick and span | Clean, neat and organized | My friend's room is always <i>spick and span</i> . |
| A square meal | Complete meal | The poor in our country find it difficult to get a <i>square meal</i> leave alone buy luxuries. |
| To take French leave | To take leave uninformed | Gone are the days when employees could take a <i>French leave</i> . |
| Man of straw | Man of no substance | Don't believe your neighbor, he is a <i>man of straw</i> . |
| A bolt from the blue | An unexpected disaster | Narendra Modi's demonetisation is like a <i>bolt from the blue</i> for those dealing in black money. |
| A fair weather friend | A friend only in good times | I have only one true friend, the rest are all <i>fair weather friends</i> . |
| Beat around the bush | Digress from the main topic | The manager does not want his team members to <i>beat around the bush</i> , he wants results! |
| The ball is in your court | Your chance; someone else's turn to make a move | I told my boss that if he doesn't pay me more money, I will leave. Now, the ball is in his court now. |
| Whole nine yards | All of it; everything that is possible | The mountain trail was difficult but I wanted to go the <i>whole nine yards</i> . |

| | | |
|-----------------------|---|---|
| Keep something at bay | To stop something that could be a problem for you from getting close or getting worse | A good way of keeping your anxieties <i>at bay</i> is to meditate. |
| At the drop of a hat | Immediately, instantly | Don't let Namrita watch those emotional serials; she cries at the drop of a hat. |
| A herculean task | A difficult job | Convincing my mother to let me go for a night stay is a <i>herculean task</i> . |
| Gift of gab | Speaking fluently | Our English teacher definitely has the <i>gift of gab</i> , the listeners are in awe of his speech. |



PRACTICE EXERCISE

Q1. Identify the idiom in the given sentences and determine the meaning from the context.

1. I know that the fight that they had yesterday seemed serious, but that's just the tip of the iceberg.
2. I called in sick all week before the summer vacation, but now I have to face the music.
3. Tara jumped on the bandwagon and got her ear pierced after all of her classmates pierced their ears.
4. Tommy's mother didn't even lecture him after he came home late again; it was like beating a dead horse.
5. When Mrs. Banerjee told the students that she was going to share the answers, they were all ears.
6. While the boss was away, the two workers decided to shoot the breeze over a cup of coffee.
7. Dad wanted to let me off the hook, but mom said, "He made his bed. Now he has to lie in it."
8. You knew there was no answer to this problem, yet you sent me on a wild goose chase.



PRACTICE EXERCISES

Q1. Select the correct meaning of the idioms/phrases given below.

- 1) Bone of contention
 - a) Area of agreement
 - b) Of least importance
 - c) Subject of dispute
 - d) To be cautious

- 2) To rule the roost
- a) To dominate
 - b) To like eating chicken
 - c) To be unsure
 - d) To be lazy
- 3) To grease the palm
- a) To eat butter
 - b) To offer bribe
 - c) To swim in deep sea
 - d) To be in deep thought
- 4) Storm in a teacup
- a) Crave for something
 - b) Drink tea often
 - c) Get in to quarrels
 - d) Make a big issue out of a small thing
- 5) Long for
- a) Quarrel
 - b) Yield
 - c) Desire
 - d) Search
- 6) Pen and ink
- a) Modern day technology
 - b) Extensively
 - c) Wastage
 - d) In writing
- 7) Take after
- a) Follow someone
 - b) Resemble
 - c) Note down
 - d) Recover

- 8) A far cry
- a) Shout loudly
 - b) To break silence
 - c) Disappoint
 - d) Very different
- 9) Hobson's choice
- a) No choice at all
 - b) Lot of choices
 - c) Unanimous decision
 - d) To make eye contact
- 10) In the pink of health
- a) Prolonged suffering
 - b) Emergency situation
 - c) Best of health
 - d) Challenging situation
- Q2. Select the suitable substitute for the word in *italics* in the sentences given below. Ensure that the meaning of the sentence does not change.
- 1) Lack of education has *retarded* the nation's progress.
- a) degraded
 - b) improved
 - c) slackened
 - d) confined
- 2) The cream offers *blemish* free skin results.
- a) oil free
 - b) flawless
 - c) colored
 - d) smiling
- 3) The army captain was awarded the Param Vir Chakra *posthumously*.
- a) secretly
 - b) liberally
 - c) after death
 - d) formally
- 4) The magician's tricks *mesmerized* the audience.
- a) provoked
 - b) fascinated
 - c) confused
 - d) scared
- 5) Seeing the artist work with such *finesse*, the crowd cheered.
- a) Expertise
 - b) casually
 - c) authority
 - d) unwillingness
- 6) The match was a complete *fiasco* for the foreign team.
- a) Shock
 - b) Learning
 - c) Win
 - d) Failure
- 7) The *demure* actress has won the hearts of the public.
- a) bold
 - b) shy
 - c) versatile
 - d) legendary

- 8) His parents were *adamant* about not sending their son for a two-day trip.
a) poor b) inflexible c) willing d) unfavorable
- 9) A *sluggard* would be a misfit in the Army.
a) cheat b) old c) talkative d) lazy
- 10) Finishing the ten-page home work in two days is a *tedious* job.
a) easy b) common c) tough d) boring
- Q3. Fill in the blanks with the most suitable option.
- 1) Of the two new workers, one is experienced, while the other is a -----.
a) renegade b) novice c) robust d) witty
- 2) The -----data collected is not helpful in any way to reach a conclusion.
average b) flexible c) erratic d) commendable
- 3) It was quite humorous to see the -----minister talk about health and fitness issues.
a) rotund b) corrupt c) angular d) quarrelsome
- 4) The -----rainfall in desert regions has led to a risk of famine.
a) worthy b) scanty c) expensive d) abundant
- 5) The sage is leading a ----- life in the mountain peaks.
a) spiritual b) boring c) graceful d) ghostly
- 6) -----arrangements were made for the wedding.
a) handsome b) annual c) ostentatious d) childish
- 7) The music played in the function was -----, lots of people were complaining about it.
a) melodious b) destructive c) confusing d) boisterous
- 8) To -----a secret is no less than crime than lying.
a) divulge b) forget c) hide d) attach
- 9) The study of coding-decoding involves various -----clues.
a) obvious b) cryptic c) healthy d) verbose
- 10) The rich businessman has donated a -----amount from his savings.
a) colossal b) agrarian c) ultimate d) cowardly



ANSWER KEY

Connotations

Q1.

| | Positive Connotation | Denotation | Negative Connotation |
|----|----------------------|------------------------------|----------------------|
| 1 | Gaze | look steadily | Stare |
| 2 | Persuade | influence one way or another | Brainwash |
| 3 | Delayed | not on time | Tardy |
| 4 | Curious | somewhat interested | Nosy |
| 5 | Leisurely | without haste | Lazily |
| 6 | Request | ask of someone | Demand |
| 7 | Gathering | a large group | Mob |
| 8 | Debate | discuss with others | Argue |
| 9 | Observe | watch | Spy |
| 10 | assertive | firmly confident | pushy |

Q2. (Answers may vary) These are only sample answers

- I recognised the familiar *smell* of my mother's cooking.
negative connotation: stench
positive connotation: aroma
- Siddharth's interest in painting has turned into a *hobby*.
negative connotation: obsession
positive connotation: avocation
- Vasco was an *adventurous* traveler.
negative connotation: foolhardy
positive connotation: courageous
- My *old* laptop has finally died.
negative connotation: decrepit
positive connotation: venerable
- Sneha was mildly intimidated by Gautam's *assertive* behavior.
negative connotation: bossy
positive connotation: confident

- Q.3.**
1. This refrigerator is (expensive) but Soham did not mind paying extra because of the numerous useful features it has.
 2. Shiv Tomar and his (cronies) have controlled the management in this company for over fourteen years now. I wish Arindham Chatterjee is elected President this time.
 3. Hopefully I won't have to share office space with Mrs. Singh. She can be very (nosy).
 4. Please ask Rohit to turn down the volume. It is difficult for me to concentrate with all that (noise).
 5. Mr. Nair had better be wary of his new neighbor, Ms. Banerjee; she is a (crafty) one.
 6. I have great respect for your brother who is rather (reserved) and dignified.
 7. My friend can't stand her mother – in – law who is very (miserly); she has a lot of money but refuses to help others.
 8. The new saleswoman tends to be (pushy) while dealing with customers. She is scaring them away.

Synonyms and Antonyms

- Q1.**
- a. Obliterate
c) Destroy
 - b. Myriad
a) Many
c. Perpetual
d) Continuous
 - d. Fissure
a) Opening
 - e. Despot
a) Tyrant
- Q2.**
1. Remorse
b) Jovial
 2. Disparage
a) Eulogize
 3. Vex
d) Amused
 4. Novice
c) Experienced
 5. Propriety
a) Indecency

- Q3.**
1. Many people have pointed out the harmful effects that a working mother may have on the family, yet there are many *salutary* effects as well.
b. *beneficial*
 2. Trying to control everything your teens do can *impede* their growth. To advance their development, allow them to make some decisions on their own.
a. *hamper*
 3. During their training, police officers must respond to *simulated* emergencies in preparation for dealing with real ones.
a. *made-up.*
 4. "I've seen students *surreptitiously* check answer sheets during exams," said the professor. "However, until today I never saw one openly lay out a cheat sheet on his desk."
b. *secretly*
 5. In formal communication, be sure to avoid *ambiguous* language. Clear language prevents confusion.
c. *unclear*

Roots of Words

- Q1.**
- a. displace
 - b. decode
 - c. prevent
 - d. antisocial
 - e. disobey
 - f. overact
 - g. antiseptic
 - h. overage
 - i. depend
 - j. preserve
- Q2.**
1. Duo - b. two
 2. Aud - c. sound
 3. Biblio - d. book
 4. Ced - b. go
 5. Ego - d. self

Prefixes and Suffixes

- Q1.**
- a. unwrap
 - b. disconnect
 - c. misbehave
 - d. unfold
 - e. misspell
- Q2.**
- 1. The team he supported was able to win the championship.
 - 2. I think that you should reconsider your decision. It may not be the best thing to do.
 - 3. The CEO has been responsible for many unpopular decisions.
 - 4. His sexist comments made him disliked by the female employees.
 - 5. Freedom of speech and belief is extremely important for the health of an individual.
 - 6. Some TV shows are completely unsuitable for children. They mustn't watch them.
 - 7. The party was disastrous, everything went wrong.
 - 8. They had to tranquilise the lion before they could catch it.
 - 9. He needed to regulate the temperature.
 - 10. You need a combination of motivation, organisation and revision to learn English.

Phrasal Verbs

- Q1.**
- 1. takes after
 - 2. turn down
 - 3. get on
 - 4. take up
 - 5. run out
- Q2.**
- i. turned out
 - ii. came into
 - iii. broke out
 - iv. catch up
 - v. hand in

Collocations

- Q1. Answers may vary.**
- a) Bright Sun, Scorching Sun
 - b) Break the ice

- c) Cordial meeting, Informal meeting
- d) Read completely, understood completely
- e) Unbearable pain, excruciating pain
- f) Coveted freedom
- g) Break the rule, Strict rules, abide by rules
- h) Tough decision, momentous decision
- i) Single unit, army unit
- j) Blowing wind, fierce wind
- k) Give a presentation
- l) Counter an argument
- m) Save time, spare time
- n) Close a meeting, chair meeting
- o) Burst into tears

Idioms

1. tip of the iceberg – only a small noticeable part of a problem, the total size of which is really much greater
2. face the music – to accept criticism or punishment for something you have done
3. jump on the bandwagon – an activity, group, movement, etc. that has become successful or fashionable and so attracts many new people
4. beat a dead horse – to waste effort on something when there is no chance of succeeding
5. to be all ears – to be waiting eagerly to hear about something
6. shoot the breeze – to spend time talking about things that are not important
7.
 - a. let somebody off the hook – to relieve someone of responsibility
 - b. make one's bed and lie in it too – suffer the consequences of one's actions
8. wild goose chase – a foolish and hopeless pursuit of something unattainable

Practice Exercises

- Q1.**
- | | | | | |
|----|--------------------|---|----|-----------------------------------|
| 1) | Bone of contention | – | c) | Subject of dispute |
| 2) | to rule the roost | – | a) | to dominate |
| 3) | To grease the palm | – | b) | to offer bribe |
| 4) | Storm in a teacup | – | d) | make a big issue of a small thing |
| 5) | Long for | – | c) | desire |
| 6) | Pen and ink | – | d) | in writing |
| 7) | Take after | – | b) | resemble |

- 8) A far cry – d) very different
9) Hobson's choice – a) no choice at all
10) In the pink of health – c) best of health
- Q2.**
- 1) Lack of education has *retarded* the nation's progress.
c) slackened
 - 2) The cream offers *blemish* free skin results.
b) flawless
 - 3) The army captain was awarded the Param Vir Chakra *posthumously*.
c) after death
 - 4) The magician's tricks *mesmerized* the audience.
b) fascinated
 - 5) Seeing the artist work with such *finesse*, the crowd cheered.
a) Expertise
 - 6) The match was a complete *fiasco* for the foreign team.
d) Failure
 - 7) The *demure* actress has won the hearts of the public.
b) shy
 - 8) His parents were *adamant* about not sending their son for a two day trip.
b) inflexible
 - 9) A *sluggard* would be a misfit in the Army.
d) lazy
 - 10) Finishing the ten page home work in two days is a *tedious* job.
c) tough
- Q3.**
- 1) Of the two new workers, one is experienced, while the other is a -----
b) novice
 - 2) The -----data collected is not helpful in any way to reach a conclusion
c) erratic
 - 3) It was quite humorous to see the -----minister talk about health and fitness issues
a) rotund
 - 4) The -----rainfall in desert regions has led to a risk of famine.
b) scanty

- 5) The sage is leading a ----- life in the mountain peaks.
a) spiritual
- 6) -----arrangements were made for the wedding
c) ostentatious
- 7) The music played in the function was -----, lots of people were complaining about it.
d) boisterous
- 8) To -----a secret is no less than crime than lying.
a) divulge
- 9) The study of coding-decoding involves various -----clues
b) cryptic
- 10) The rich businessman has donated a -----amount from his savings
a) colossal