

B.A. Part I, Sem. I
B.A.I, Sem. I : AEC -1 (Ability Enhancement Course)
Course Category : AEC -1 (Ability Enhancement Course)
Course Name: English For Communication -I (AEC -1)

Detailed Syllabus:

- **Module 1: (Hours -15, Credit -1)**
Enriching Vocabulary
- **Module 2: (Hours -15, Credit -1)**
Tenses and Types of Sentences

NATURE OF QUESTION PAPER AND SCHEME OF MARKING

Nature of Question Paper for Theory Examination

- Written Examination: 40 Marks
- Q1.A. Multiple Choice Questions on all Modules 5 marks
- Q1.B. Fill in the Blanks with 4 options on all modules 5 marks
- Q.2.A. based on Module 1 10 Marks
- Q2.B. Based on Module 2 10 Marks
- Q.3 A) Based on Module 1 5 marks
- Q.3 B) Based on Module 2 5 Marks

Nature of Examination:

- Theory Examination: 40 Marks
- Internal/Practical Examination: 10 Marks

Module 1

Enriching Vocabulary

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1A.0 Objectives:

- To make the students to choose words with greater precision
- To acquaint the students with the specialist vocabulary associated with communication and literary area
- To make the students learn to communicate knowledge and ideas in appropriate way.
- To inculcate among the students skill to identify words and/or phrases related to the topic.

1A.1 Introduction:

Vocabulary, or word meaning, is one of the keys to comprehension. Student's develop vocabulary indirectly through reading, listening, and speaking. Students' background knowledge and prior experiences play a large role in vocabulary development. They build connections between known words and unknown words and develop a deeper understanding of their reading. A large vocabulary is more specifically predictive and reflective of high levels of reading achievement. Vocabulary is "the sum of words used by, understood by, or at the command of a particular person or group." There are some differences in the number of words that an individual understands and uses. Even the terms "uses" and "understands" need clarification. For example, the major way in which we "use" vocabulary is when we speak and write. Vocabulary consists of function words and content words. Function words are common words, such as are, that, and to. Content words include nouns, verbs, adjectives, and adverbs, like flower, eat, beautiful, and sadly.

In this unit, vocabulary exercises are provided. These exercises encourage students to figure out the meaning of unfamiliar words and expressions from context. The purpose of reading the prose, "On Saying Please" is to pose one or more questions for students to consider as they read the piece, giving them some aspect, feature, or idea on which to focus their attention. Students will be referred back to these questions after they read and discuss the piece to confirm their understanding.

Post-reading questions enable students to clarify their ideas through activities that focus on specific reading skills and literary elements. The activities offer

students guided avenues for interpretation, while giving them space to make their own personal connections to the literary pieces. Comprehension questions check students' understanding of the main ideas and the more "objective" or literal aspects of the extract they have read.

Expansion questions are interpretive and require critical thinking. These questions lend themselves to various interpretations, and allow students to connect their personal experiences to the literature. The questions in this section deal with issues of values clarification, requiring students to reflect on their personal values as these relate to the unit themes.

1A.2.1 Section I Word Formation Process:

Vocabulary touches every aspect of students' development as academically literate learners, strongly influencing their reading, writing and conversational proficiencies. Everything, it seems is harder for students when they lack an adequate vocabulary. Oral vocabulary includes those words that we recognize and use in **listening and speaking**. Print Vocabulary includes those words that we recognize and use in **reading and writing**. Receptive vocabulary includes words that we recognize when we hear or see them –listening and reading. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations – or ever use them ourselves as we speak and write.

The present unit aims to focus some ways of developing vocabulary. It attempts to help the students of English to know the words. The unit tries to give some clues that would be useful in developing vocabulary.

Word Formation Process:

There are various ways of word formation- Affixation, Compounding, Conversion, Clipping, Blending, Reduplication, Acronym etc. It is easy to understand a word both grammatically and semantically, if we know how that word is formed. In English new words are formed by using the word-formation processes like Affixation (rewrite, writer), Compounding (teapot, sunrise), Conversion (pen (V), work (N)), Clipping (fridge, lab), Blending (Brexite, brunch), Reduplication (tick-tock, nit-wit), Back derivation (edit, laze), and Acronymy (UNO, NASA)

Affixation: Prefixes and suffixes are sets of letters that are added to the beginning or end of another word. They are not words in their own right and cannot stand on their own in a sentence.

1. **Prefixation:** Prefixes are added to the beginning of an existing word in order to create a new word with a different meaning. A prefix usually changes or concretizes the lexical meaning of a word and only rarely parts of speech, e. g. *write – rewrite, smoker – non-smoker*. Prefixes are sometimes used to form new verb: *circle – encircle, large – enlarge* etc.
2. **Suffixation :** Suffixes are added to the end of an existing word.

Prefixes: All the prefixes in English are derivational. They are used to derive new words. On this ground, lexically they can further be divided into: class changing and class maintaining prefixes.

Class Changing Prefixes :

A few prefixes that change the class of the root to which they are affixed are called class changing prefixes, as their attachment converts the word from one part of speech into another.

For example, ‘friend’ is a noun. When the prefix, be- is affixed to it, verb befriend is derived. A- in asleep, be- in becalm, en- in encage, de- in deforest, dis- in disbar, non-in non-stick, and un- in unhorse are class changing prefixes. Almost all the other prefixes are class maintaining.

Class Maintaining Prefixes :

The majority of, or it would not be wrong to say almost all the prefixes, except the one mentioned above are class maintaining. They are termed so because their affixation or addition to the root of a word, no doubt creates a new word, but does not change the class or part of speech of the root word to which they are affixed.

For example, ‘happy’ (Aj) ‘unhappy’ (Aj); ‘cycle’ (N) ‘bicycle’ (N); and ‘generate’ (V) ‘degenerate’ (V).

Prefix de- is both class changing and class maintaining.

Semantic Classification of Prefixes of English:

English prefixes are semantically classified. The prefixes are grouped under eight different titles such as **negative prefixes** (un- (unhappy), non- (nonviolence), in- (incorrect), a- (amoral)), **reversative or privative prefixes** (un- (undo), de- (decode), dis- (disconnect)), **pejorative prefixes** (mis- (misunderstand), mal- (malpractice), pseudo- (pseudo-science)), **prefixes of degree or size** (arch- (archenemy), super- (superfast), out- (outsmart), sur- (surcharge), sub- (subcommittee), over- (overconfidence), under- (underuse), hyper- (hypertension), mini- (minicomputer)), **prefixes of attitude** (co- (coauthor), counter- (counter-attack), anti- (antisocial), pro- (pro-democracy)), **locative prefixes** (super- (superstructure), sub- (subway), inter- (interschool), trans- (transatlantic)), **prefixes of time and order** (fore- (foretell), pre- (pre-lunch), post- (post-lunch), ex- (ex-minister), re- (remake)), and **number prefixes** (uni- (uniform), mono- (monorail), bi- (bicycle), di- (dialogue), tri- (triangle), multi- (multinational), poly- (polysyllable)). Prefixes of English are rather more independent semantically than the suffixes.

Check Your Progress

- i. Fill in the blanks with a prefix that forms the opposite of words given below:

.....patient	.....happy	.....pure	.....honest
....friendly	....legible	.....agree	.....connect
.....logical	.....regular	.....visible	.....correct
.....social	.....lock	.....do	.....employed

- ii. Put the following prefixes in appropriate gaps in the following sentences:

dis- in- mis- re- un- under-

1. That is correct answer.
2. Let's look at this study material again. We should view it before the exam.
3. The subway does not go over the land like a normal train. It moves ground.

4. The police saw a thief, but they could not find him. It seemed that he appeared.
5. The students didn't hear the teacher correctly. They..... understood him.
6. I just can't believe it! The story isbelievable!

Suffixes:

English suffixes are either Inflectional or Derivational. Inflectional suffixes come at the end of the word. They follow the derivational suffixes, but they are followed by nothing. Therefore, when an inflectional suffix is added to a word, no further derivation is possible through that word.

Inflectional Suffixes of English:

English has a limited number of inflectional suffixes. They are used to present grammatical meaning. They are affixed to a stem of a word (such as Noun, Verb, Adjective, Adverb) to create different grammatical forms of the same word. They express grammatical concepts such as number, person, tense, case, and degree which means they have grammatical function and are grammatically conditioned. English has following types of inflectional suffixes:

- i. **The plural suffix -s** is used to form the regular plural by adding the suffix, -s to the nouns in the singular as in: apples, books, churches, babies.
- ii. **Genitive or Possessive suffix -'s** is used to mark the possessive case as in: Virat's, boy's, girls' or Socrates'.
- iii. **Third Person Singular Subject Present Tense Suffix, -s** occurs with verbs while expressing present tense when the subject is third person and singular in form, as in: walks, moves, catches.
- iv. **Past Tense Suffix, -ed** is used to indicate simple past tense form of regular verbs as in played, talked, wanted. It is also used with some irregular verbs like burn, dream, swell.
- v. **Present Participle Suffix, -ing** is used to form the present participle of verbs which normally follow a form of 'be' to indicate the progressive aspect of tense, e.g. coming, working.

- vi. **Past Participle Suffix, -ed** is also called 'Perfective and Passive Participle'. In regular verbs it is spelt -ed, as in connected, called, talked which is identical with the Past Tense suffix. However, in the irregular verbs, it is represented differently, e.g. grown, seen, taken and others.
- vii. **Comparative Suffix -er** is attached to mono- and disyllabic regular gradable adjectives and adverbs to form their comparative forms as in tall ~ taller, soon ~ sooner.
- viii. **Superlative Suffix -est** is attached to mono- and disyllabic regular gradable adjectives and adverbs to form their superlative degree forms as in tall ~ tallest, soon ~ soonest.

Derivational Suffixes of English:

As mentioned earlier, affixation is the most commonly used word formation process, and suffixation is the most common of affixations. The derivational suffixes are used to create new words. The derivational suffixes of English can be classified variously. They can be broadly classed into class maintaining derivational suffixes and class changing derivational suffixes.

Classification of Derivational Suffixes:

Suffixes added to a particular class of word to derive a new word belonging to the same class are called class maintaining derivational suffixes. For example, the suffix -hood is class maintaining as it can be added to nouns like child, brother, and others to derive nouns such as childhood, brotherhood.

English has a limited number of class maintaining derivational suffixes such as: -(e)ry, -ese, -ess, -ette, -hood, -let, -ling, -ster, -eer, -ship and a few others.

Most of the derivational suffixes of English bring about change in the class of the base to which they are added. Such suffixes are called class changing derivational suffixes. For example, the suffix -ify changes the noun, class in the verb, classify. Hence, it is class changing.

Suffixes like -able, -al, -ance/-ence, -ant/-ent, -ard, -arian, -ary, -ate, -ion(-tion, -ation, -ition and others), -ative, -ed, -ee, -esque, -fold, -ic, -ify/-fy, -ism, -ist, -ite, -ity,

-ive, -ize, -less, -ly, -ment, -er, -or, -most, -ness, -ous/-eous, -some, -ure, -word(s), -wise, and others are class changing derivational suffixes of English.

English has a few suffixes that can be both class changing and class maintaining derivational suffixes. For example, the suffix, -dom becomes a class changing suffix when it is attached to an adjective, free to derive the word freedom, a noun. It works like a class maintaining suffix when it is added to a noun such as king to form a noun, kingdom. The suffixes like -age, -an, -ian, -dom, -ful, -ing, -er, -y, -ish, can be the member of this group of derivational suffixes. They may or may not bring about a syntactic category shift in the base to which they are appended.

In English, it can be observed, prefixation is typically class maintaining while derivational suffixation is typically class changing.

Classification of Suffixes as per the Class of Derivatives:

Suffixes of English can also be classified as per the part of speech of the derivatives they form: Noun Forming Suffixes of English are added to the variety of bases to form nouns.

Hence, the suffixes in this category can further be classified into:

The class of Suffixes Forming Nouns from Nouns includes suffixes like -dom (king~kingdom), -ess (poet~poetess), -er (London~Londoner), -ette (kitchen~kitchenette), -hood (child~childhood), -ism (Marx~Marxism), -let (flat~flatlet), -ling (duck~duckling), -scape (land ~ landscape), -ship (friend ~ friendship), and others.

The class of Suffixes forming Nouns from Verbs consists of suffixes like -ation (examine ~ examination), -ee (employ ~ employee), -al (propose ~ proposal), -ary (dispense ~ dispensary), -er (work ~ worker), -ment (enjoy ~ enjoyment), and many others.

The suffixes like -cy (delicate ~ delicacy), -dom (free ~ freedom), -er (ten ~ tenner), -hood (false ~ falsehood), -ist (social ~ socialist), -ness (happy ~ happiness), -th (warm ~ warmth), and others are the part of the class of Suffixes Forming Nouns from Adjectives.

Adjective Forming Suffixes are the Suffixes Forming Adjectives from Nouns which include -al (nation ~ national), -ate (passion ~ passionate), -en (gold ~ golden), -ese (Pekin Pekinese), -esque (picture ~ picturesque), -ful (colour ~

colourful), -ic (artist ~ artistic), -ly (friend ~ friendly), -ous (courage ~ courageous), -y (luck ~ lucky) and others.

Some English adjectives are formed by adding following suffixes to verbs: The suffixes like -able (believe ~ believable), -ant/-ent (absorb ~ absorbent), -atory (affirm ~ affirmatory), -ful (scorn ~ scornful), -ive (possess ~ possessive), -less (count ~ countless), and others belong to the class of Suffixes Forming Adjectives from Verbs.

The class of Suffixes Forming Adjectives from Adjectives is less productive. Its members are -ish (red ~ reddish), -ly (good ~ goodly), -some (queer ~ queersome).

Verb Forming Suffixes: English has only three suffixes for producing verbs:

- a. -ify is added to nouns to form verbs as in class ~ classify, beauty ~ beautify, and others.
- b. -ize is appended on nouns (hybrid ~ hybridize) and affixed to adjectives (nasal ~ nasalize) to form verbal derivatives.
- c. -en is attached to adjectives to form verbs, as in short ~ shorten, weak ~ weaken.

Adverb Forming Suffixes:

-ly, -ward(s), and -wise are adverb forming suffixes of English. Out of these, -ly is very productive with adjective bases. For example, happy ~ happily, home ~ homeward(s), and student ~ studentwise.

The knowledge of the affixes helps the learners to a great extent in forming new words. It is also helpful in understanding the existing words by decomposing them. If you know an affix and its meaning, you can understand the usage and the meaning of the derived /complex word easily.

Check Your Progress

i. Put the words in the brackets in the appropriate form using suffixes:

1. He was acting in a very..... way. (child)
2. He wants to be an....., when he grows up. (engine)
3. There is no in his presentation. (weak)

4. He completed the work in time. He became(success)
5. There were only a of people in the party. (hand)
6. You need aof motivation, organization and hard work to realize your dreams. (combine)
7. The road was too narrow, so they had to it. (wide)
8. They require the..... to arrange the function. (approve)
9. She loves.....in everything. (pure)
10. Amitabh Bachchan is a actor. (fame)

ii. Make Nouns of the following words by adding suffixes and use them in sentences: prepare, refuse, run, manage, fail, private, good, wide, child, injure, clear, divide, mix

ii. Make Adjectives of the following words by adding suffixes and use them in sentences:

function, affection, earth, China, acid, joy, cost, walk, act, cream, attract

iii. Make Verbs of the following words by adding suffixes and use them in sentences:

pure, actual, dark, simple, final, white

1A.2.2 Section II Vocabulary and Words in context :

Synonyms:

Context plays a very important role in developing vocabulary. When you study words, you have to pay attention to the context of situation in which they are used. Actually, you can remember words better when you associate them with other words and understand the similarity and difference between them as they are used in sentences. The words having more or less the similar meanings are synonymous. The following are the pairs of synonyms:

Beautiful : pretty,	hurt : injure : wound,
distant : remote,	mad : insane,
tidy : neat,	glow : shine,
guard : protect	

However, it should be noted that no two words have exactly the same meaning. It is so because, even though two words have exactly the same referential meaning, they may differ from emotive, associative or evocative point of views.

Two words are synonymous, if they can substitute each other in all the contexts:
e.g. rich : wealthy, neat : tidy

But there are words like beautiful : handsome which cannot substitute each other in certain contexts as in 'a beautiful flower' cannot be 'a handsome flower'. However, they can substitute each other in certain other contexts like 'a beautiful woman' can be 'a handsome woman'.

Two words are synonymous if their antonyms are same. However, this is also context-dependent. That is two words may have same antonyms in one context but not in the other. For example,

1. He studies English with profound interest.
2. He listened to the song with deep interest.
3. The valley is very deep.

The word 'profound' and the word 'deep' in the sentence (2) have the same antonym word, 'superficial'. Hence 'profound' and 'deep' in sentence (2) are synonyms. However, the antonym of the word 'deep' in the sentence (3) is 'shallow' and therefore 'deep' in sentence (3) is not the synonym of 'profound'.

Words can be synonymous in different patterns:

i. Words belonging to different dialects:

British	American
autumn	fall
biscuit	cookie
chips	French fries
flat	apartment
kennel	doghouse
lift	elevator
queue	line

ii. Synonyms differing due to the point of view of their emotional overtones and evocative effects:

liberty : freedom, politician : statesman, hide : conceal

iii. Words belonging to two different registers:

children : kids, die : pop off, father : daddy
mother : mummy, gentleman : chap, lady : woman

'Daddy' and 'Mummy' mostly belong to children's language. Likewise, 'woman' is more likely to occur in the common man's language and 'lady' in the variety of language used by upper classes.

This shows that synonymous words have similar general meaning but they have different shades of meaning and are used in different contexts. Let us see some words which are synonymous but have different shades of meaning.

A) Synonymous nouns in different shades of meaning:

The following group of nouns has same general meaning but they are used in different contexts as they have different shades of meanings.

freedom, emancipation, liberty, independence

'Freedom' a native everyday word means the right to do or say what you want without anyone stopping you. It is generally meant for the country. 'Emancipation', of Latin origin, means act of setting free from the power of another, from slavery, subjugation, or dependence. 'Liberty', a word borrowed from French means freedom to live as you choose without too many restrictions from authority. It is meant for an individual and it is formal. And 'Independence' is again from French and means freedom from dependence.

fame, repute, honour, glory, renown, credit, reputation, popularity, name, recognition, stardom

'Fame' refers to the state of being known by many people. Glory is fame, praise or honour that somebody gets after achieving something important. When we talk about honour we refer to great respect or admiration for somebody. 'Repute' is the opinion that people have of somebody. Repute and reputation differ in usage as in 'artist of repute' and 'artist's reputation'. If you are a person of renown, you get fame

and respect because of something you have done. It is used in formal situation. 'Recognition' is the public praise and reward for somebody's word or deeds. 'Stardom' refers to the state of being famous as an actor or a singer. Similarly, 'Popularity' means the state of being liked, enjoyed or supported by a large number of people. 'Credit' is the praise or approval you get for something good you have done.

Check Your Progress:

Study the core meaning of the following synonymous nouns and write sentences to show how they are used differently:

1. pleasure, delight, enjoyment, joy, ecstasy, bliss, happiness
2. courage bravery, boldness, heroism, intrepidity, valour
3. brink, bank, edge, fringe, brim
4. fear, fright, horror, alarm, panic, terror, dread
5. luck, fortune, chance, prosperity, good stroke
6. knowledge, perception, wisdom, intuition, cognition, information, intelligence
7. house, residence, home, abode, hut, shack, shanty, pad, bungalow, mansion, villa, flat
8. shopkeeper, grocer, green-grocer, merchant, trader, hawker, vendor
9. campaign, drive, expedition
10. war, battle, combat, contest, conflict, broil, row, fighting

B) Synonymous verbs having different shades of meaning:

Like nouns, there are verbs which mean almost the same but they are not perfect synonyms.

build, construct, erect, assemble, fabricate, make

'Build' and 'construct' are perfect synonyms. The only difference they have is of the dialect. Build is British, while construct is American. Make is more general than build and construct. Moreover, a computer can be assembled. 'Fabricate' is used with steelwork or making of goods and equipment from various different materials. Erect is used in formal mode.

chase, follow, hunt, pursue, track

The police chase a thief when they see him or her and track one when they see the marks left by a thief. We pursue a goal and hunt an animal and when we follow somebody we go after him/her.

There are many such groups of verbs. They can be better understood by looking up them in a dictionary and learning their meaning and usage. Some of the groups are given below:

Verbs related to walk : stroll, wander, march, plod, strut, stride, stagger, stray, ramble, stalk, stumble

Verbs related to smile: smile, sneer, grin, giggle, laugh, titter, chuckle, guffaw

Verbs related to pull: pull, draw, drag, jerk, lug, tug, wrench, haul, tow

Verbs related to hold: hold, catch, grasp, clutch, seize, snatch, grip, clasp, clench

Check Your Progress:

i. Study the core meaning of the following synonymous verbs and note down their meanings and write sentences to show how they are used in different contexts:

1. come, arrive, near, approach, advance, reach
2. stroll, wander, march, plod, strut, stride, stagger, stray, ramble, stalk
3. smile, sneer, grin, giggle, laugh, titter, chuckle, guffaw
4. pull, draw, drag, jerk, lug, tug, wrench, haul, tow
5. hold, catch, grasp, clutch, seize, snatch, grip, clasp, clench

ii. Study the following pairs of verbs. Write down their general meanings and use them in your sentences so as to show how different they are.

Assure - ensure, bow - stoop, capture - arrest, disclose - reveal, evade - avoid, finish - finalize, grab - catch, hire - rent, portray - delineate, lessen - lighten, prevent - forbid.

C) Synonymous adjectives having different shades of meaning:

Like nouns and verbs, many groups adjectives also have almost the same meaning but at the level of context they are different.

holy, godly, saintly, sacred, hallowed, divine express generally the meaning of being holy. Holy, divine and sacred mean ‘connected with God or a god’. Moreover, sacred means very important and treated with respect as in - ‘Human life is always sacred’. ‘A godly man’ is one who lives a moral life based on religious principles. ‘A saintly life’ is holy and good. ‘Hallowed traditions’ are important and respected.

Lonely, solitary, lonesome, forlorn have generally the same meaning. But lonely, lonesome and forlorn have unfavourable meaning referring to unhappiness and isolation. On the other hand, solitary has favourable meaning as in – ‘A solitary child enjoys being alone’.

Similarly, there are pairs of adjectives which appear to be related and to have nearly the same meaning but they are used differently. Find out their meanings in the dictionary.

a.	childish/childlike	b.	economic/economical	c.	historic/historical
d.	sensible/sensitive	e.	true/truthful	f.	uneatable/inedible
g.	unreadable/illegible	h.	young/youthful		

Check Your Progress

1. Use the following pairs of adjectives in your own sentences:

childish/childlike,	economic/economical,
historic/historical, sensible/sensitive,	true/ truthful,
uneatable/inedible, unreadable/illegible,	young/youthful

2. Find out other such pairs of adjectives; study the difference in their meanings and use them in your sentences.

3. Study the adjectives in the following groups and use them in your sentences:

i. amicable - cordial – friendly	ii. favourable - favourite,
iii. trusting - trusted,	iv. lovable -loving,
v. careful - caring,	vi. cool - cold

Antonyms:

Now you know that your vocabulary can be developed through learning synonymous words. Similarly, antonyms also help in developing our vocabulary. Antonyms are the words with opposite meanings. Antonyms are used for clear and forceful communication. We use a number of antonyms in our day-to-day communication. Consider the following statements:

a. He is my friend.

b. He is not my friend.

'friend' and 'enemy' are antonyms but sentence (b) does not exactly mean what sentence (a) means. It means antonymous words are contextually meaningful. Adjectives, nouns and verbs have antonyms.

Antonymous adjectives:

absent X present,	beautiful X ugly,	clever X dull,
difficult X easy,	glad X sad,	high X low,
thick X thin,	narrow X wide,	rough X smooth,
junior X senior		

Antonymous nouns:

height X depth,	arrival X departure,	
chaos X order,	consumption X preservation,	
controversy X agreement,	confidence X diffidence,	popularity X notoriety,
truth X falsehood,	mercy X cruelty,	love X hatred,

Antonymous verbs:

buy X sell,	forget X remember,	give X take,
increase X decrease,	hide X seek,	hasten X delay,
gather X separate,	destroy X create,	permit X forbid,
strengthen X weaken		

Check Your Progress

i. Choose the word that is most nearly opposite in meaning to the word in capital letters.

1. VACATE = A. abandon B. charter C. sever D. occupy E. discharge
2. AMASS = A. disperse B. meld C. muster D. compile E. infuse
3. ENAMOR = A. entice B. enlighten C. loathe D. subdue E. fascinate
4. RENOWN = A. acclaim B. obscurity C. villainy D. infamy E. restige
5. AMPLIFY = A. magnify B. intensify C. allay D. withdraw E. lessen
6. FESTIVE = A. serene B. hearty C. gruesome D. jaunty E. dreary
7. WAN = A. pale B. drab C. anemic D. glowing E. kaleidoscopic
8. FORGO = A. despise B. revere C. indulge D. abstain E. waive
9. EXPEND = A. stash B. dispatch C. splurge D. exhaust E. smother
10. POROUS = A. fragile B. waterproof C. consolidated D. dense E. spongy

1A.2.3 Section III Problem Words:

English has homonyms which can be problematic. These words look similar or have same pronunciation but their meanings are different and unrelated. Such words are considered problem words as they confuse us. Hence, the knowledge of meaning and usage of such words makes them a part of your vocabulary and enrich it. Some problem words are given below:

1. **air :** (mixture of gases we breathe) The air in the university campus is clean and fresh.
Heir /eY/ : (one who inherits) Usually a son becomes the heir to the property of a father.
2. **wind /wInd/:** (air in motion) The wind is blowing.
wind/waInd/: (to twist or bend something) The river winds its way between two meadows.
3. **except:** (apart from) We work everyday except Sunday.

expect: (to think that something will happen, wish) She expects that she will be the topper.

4. **here:** (in or at this place) A tiger had come here last night.

hear:(to listen or to pay attention) I hear songs on radio.

5. **hoard** (to collect and keep large amounts of money and food secretly) He hoarded wealth greedily.

horde:(a large crowd of people) Cricket fans came in hordes.

6. **adopt:** (to take somebody's child into your family and become its legal parent) She adopted a girl from the orphanage.

adapt: (modify, to change something) We have to adapt quickly as per the new technology.

adept: (skilful) He is adept at playing harmonium.

Check Your Progress:

Look up the following pairs of words in the dictionary and use them in your sentences:

accept – except, advice – advise, affection – affectation, birth – berth, cast – caste, complement – compliment, collision – collusion, confident – confidant, corps – corpse, council – counsel, dairy – diary, device –devise, draft – draught, eligible – illegible, eminent– imminent, human – humane, last – latest, licence – license, prophecy – prophesy, persecute – prosecute, right – rite, story – storey, suit – suite, tale – tail, tire – tyre – tier.

1A.2.4 Section IV Phrasal Verbs:

English can be used in both formal or polite way and informal, familiar or colloquial manner. Those who learn English in the classroom and not exposed amply to outside the classroom, may not have access to its colloquial variety. A phrasal verb is combination of a standard verb (especially native) like 'go' or 'look' and a preposition or an adverb which are called particles. This combination forms a new verb with totally different meaning. For example,

- a. She put the book on the table.
- b. She put out a candle.

In the sentence (b) put out means ‘stop something from burning’. In the sentence (a) put has its common meaning ‘keep’.

Phrasal verbs are important because they are extremely common in colloquial English. If you are not familiar with them, you will find informal English difficult to understand. A good dictionary has the entries of the phrasal verbs. If you want to master phrasal verbs and consequently English, develop a habit to look for phrasal verbs. There are three types of phrasal verbs:

1. Phrasal verbs (intransitive) that do not take an object:

blow in : My cousin blew in unexpectedly with his family. (visit unexpectedly)

come along : If you want, you can come along. (accompany)

2. Phrasal verbs (transitive) with an Object:

hand back : Will he hand back my money? (return)

pick out : Anita picked out a lively dress. (choose)

3. Phrasal verbs with two particles:

stand up for : Everybody must stand up for the truth. (defend)

put up with : Nobody should put up with injustice. (tolerate)

Check Your Progress:

A) 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. She takes her grandmother. (after / off / in)
2. They assaulted the watchmen and took many precious paintings
(down / away / back)
3. These shoes don't fit. I am going to take themto the store. (back / away / off)
4. Don't take him an idiot. (for / in / off)
5. The dress was loose for me so I took it to the tailor and got it taken
..... (in / off / down)

6. Please take your shoes before entering the temple. (down/ off / away)
7. How are you going to meet the deadlines if you take too many projects? (on / in / over)
8. If you love Susie why don't you take her on a date? (out / up / off)
9. He took farming after retirement. (up / in / on)
10. We will take this issue when we meet next week. (up / on /over)

B) Fill the phrasal verbs in the blanks according to their meanings in brackets:

- 1 your shoes.(Remove)
2. Somebody has to..... the baby. (Take care of)
3. She wants to.....the truth? (Discover)
4. The truck.....in the desert. (stop working properly)
5. The heavy rains.....the road. (gradually destroy)

I. Make nouns from the following words:

admit, connect, laugh, weigh, brave, refer, great, height, equal, wed

II. Make adjectives from the following words:

air, brother, comfort, move, tire, talk, cease, cheer, fruit, gas

III. Make verbs from the following words:

circle, riend, prison, fame, glory, dark, special

IV Choose the word which means almost same as the underlined words in the following sentences:

1. She is very wealthy.
 a) rich b) poor c) wise d) well
2. He made a real solution.
 a) good b) nice c) genuine d) wrong
3. Every time you cannot blame the system.
 a) accept b) accuse c) admit d) excuse

4. Education may end your miser.
a) mission b) machine c) sorrow d) happiness
5. She portrayed a painting.
a) drew b) spoiled c) photo d) picture

V. Choose the word which is opposite in meaning of the underlined words in the following sentences:

1. Wild animals are very cruel.
a) aggressive b) beastly c) kind d) angry
2. Demonetization decreased corruption.
a) increased b) destroyed c) delayed d) discourage
3. It was a comic film.
a) lovely b) dirty c) serious d) good
4. He is a man of knowledge
a) importance b) information c) ignorance d) wise
5. The umpire must not be partial.
a) fair b) part c) pleasing d) pure

VI Choose the appropriate word from the pair given below and fill up the blanks in the following sentences:

1. He is a man of..... character. (lose/loose)
2. Heart caused her (decease/disease)
3. Do not your time and energy in useless things. (waste/waist)
4. The is pleasant. (whether/weather)
5. The world requires(peace/ piece)

VII Put the phrasal verbs given in the bracket in its correct place in the following sentences: [carry on, give in, go through, jump in, make up]

1. Feel free to at any moment while we are talking.
2. Never! You can do it!

3. Though he is tired, he wants to.....his study.
4. Good friends must after trivial disputes.
5. Before the examination students the notes.

VIII Tick the correct meaning of the affix underlined in the following sentences:

1. Nothing is impossible.
a) not b) again c) more d) something
2. The assistant helped me in arranging things.
a) help b) action c) a person who... d) helper
3. She loves a creamy cake.
a) not b) full of c) oily d) man
4. He attended the pre-lunch session.
a) early b) after c) late d) before
5. They read the booklet on cashless transactions.
a) late b) big c) small d) good

Module II: a)Tenses b)Types of Sentences

a) Tenses

1. Introduction to Tenses

Importance of Tenses:

- Tenses indicate the time of action or state.
- Correct use of tenses ensures clarity in communication.
- Mastery of tenses aids in both spoken and written language.

2. Types of Tenses

Tenses are generally categorized into three main types: Present, Past, and Future. Each type has four aspects: Simple, Continuous, Perfect, and Perfect Continuous.

Present Tense

2.1. Present Simple:

- Usage: To express habits, universal truths, and general facts.
- Structure: Subject + base form of the verb (s/es for third person singular)
- Examples:
 - I eat breakfast at 7 AM.
 - She reads books every day.
 - The sun rises in the east.

2.2. Present Continuous:

- Usage: To describe ongoing actions happening now or around the present time.
- Structure: Subject + am/is/are + verb-ing
- Examples:
 - I am studying for my exams.
 - They are playing soccer.
 - She is watching TV.

2.3. Present Perfect:

- Usage: To describe actions that have occurred at an unspecified time before now or that started in the past and continue to the present.
- Structure: Subject + has/have + past participle
- **Examples:**
 - I have finished my homework.
 - She has visited France.
 - They have lived here for five years.

2.4. Present Perfect Continuous:

- Usage: To describe actions that started in the past and are still continuing or have recently stopped.
- Structure: Subject + has/have been + verb-ing
- Examples:
 - I have been reading this book for two hours.
 - She has been working here since 2019.
 - They have been playing tennis since morning.

Past Tense

2.5. Past Simple:

- Usage: To describe actions that happened at a specific time in the past.
- Structure: Subject + past form of the verb
- Examples:
 - I visited the museum yesterday.
 - She watched a movie last night.
 - They played cricket last week.

2.6. Past Continuous:

- Usage: To describe ongoing actions that were happening at a specific time in the past.
- Structure: Subject + was/were + verb-ing
- Examples:
 - I was reading a book at 8 PM.
 - She was cooking dinner when I arrived.
 - They were playing soccer in the evening.

2.7. Past Perfect:

- Usage: To describe actions that were completed before another action or time in the past.
- Structure: Subject + had + past participle

- Examples:
 - I had finished my work before he came.
 - She had already left when I called.
 - They had lived in Paris before moving to London.

2.8. Past Perfect Continuous:

- Usage: To describe actions that were ongoing over a period of time in the past before another action or time in the past.
- Structure: Subject + had been + verb-ing
- Examples:
 - I had been working for two hours when he arrived.
 - She had been studying all night before the exam.
 - They had been traveling for a week before they reached the destination.

Future Tense

2.9. Future Simple:

- Usage: To describe actions that will happen in the future.
- Structure: Subject + will/shall + base form of the verb
- Examples:
 - I will travel to Japan next year.
 - She will start a new job soon.
 - They will play a match tomorrow.

2.10. Future Continuous:

- Usage: To describe ongoing actions that will be happening at a specific time in the future.
- Structure: Subject + will be + verb-ing
- Examples:
 - I will be studying at 8 PM.
 - She will be working on the project tomorrow.
 - They will be playing soccer in the evening.

2.11. Future Perfect:

- Usage: To describe actions that will be completed before a specific time in the future.
- Structure: Subject + will have + past participle
- Examples:
 - I will have finished my work by 5 PM.
 - She will have left by the time you arrive.

- They will have played the match by then.

2.12. Future Perfect Continuous:

- Usage: To describe actions that will be ongoing over a period of time before a specific time in the future.
- Structure: Subject + will have been + verb-ing
- Examples:
 - I will have been working here for five years next month.
 - She will have been studying for two hours by the time you come.
 - They will have been traveling for a week by the end of this month.

3. Exercises

Exercise 1: Fill in the Blanks with the Correct Tense

1. She _____ (read) books every day. (Present Simple)
2. They _____ (play) soccer when it started to rain. (Past Continuous)
3. I _____ (finish) my homework before dinner. (Past Perfect)
4. He _____ (travel) to Japan next year. (Future Simple)
5. We _____ (work) here for five years next month. (Future Perfect Continuous)

Exercise 2: Correct the Tense in the Sentences

1. She has been cooking dinner when I arrived. (Past Continuous)
2. They will have playing soccer in the evening. (Future Continuous)
3. He was reads a book at 8 PM. (Past Continuous)
4. I will finished my work by 5 PM. (Future Perfect)
5. They had lived in Paris before they move to London. (Past Perfect)

b) Types of Sentences

Objective:

To help undergraduate students understand the different types of sentences, their structures, and their uses in written and spoken communication.

Module Outline:

1. Introduction to Sentences

- Definition of a sentence
- Components of a sentence (subject and predicate)

2. Types of Sentences

- Based on Structure
 1. Simple Sentences
 2. Compound Sentences
 3. Complex Sentences
 4. Compound-Complex Sentences
- Based on Function
 1. Declarative Sentences
 2. Interrogative Sentences
 3. Imperative Sentences
 4. Exclamatory Sentences

3. Detailed Explanation and Examples

- Simple Sentences

- Definition: A sentence consisting of a single independent clause.
- Example: "She reads books."
- Exercise: Identify simple sentences from a given list.

- Compound Sentences

- Definition: A sentence with two or more independent clauses joined by a coordinating conjunction (for, and, nor, but, or, yet, so).
- Example: "I wanted to go for a walk, but it started to rain."
- Exercise: Combine pairs of simple sentences into compound sentences.

- Complex Sentences

- Definition: A sentence with one independent clause and at least one dependent clause.

- Example: "Although it was raining, we decided to go hiking."

- Exercise: Identify the dependent and independent clauses in complex sentences.

- Compound-Complex Sentences

- Definition: A sentence with two or more independent clauses and at least one dependent clause.

- Example: "The sun was setting, and the sky was turning pink, while we finished our hike."

- Exercise: Create compound-complex sentences from given clauses.

- Declarative Sentences

- Definition: A sentence that makes a statement.

- Example: "The sky is blue."

- Exercise: Write five declarative sentences about your favorite hobby.

- Interrogative Sentences

- Definition: A sentence that asks a question.

- Example: "What is your name?"

- Exercise: Convert the given declarative sentences into interrogative sentences.

- Imperative Sentences

- Definition: A sentence that gives a command or makes a request.

- Example: "Please close the door."

- Exercise: Write five imperative sentences you might use in a classroom.

- Exclamatory Sentences

- Definition: A sentence that expresses strong emotion.

- Example: "What a beautiful day!"

- Exercise: Identify exclamatory sentences from a given paragraph.