

Book – 3

Vocabulary and usage

3.0 Objectives of Book -3

After you go through this Book you will learn:

1. The meaning of the concept 'vocabulary' and its types: 'active' and 'passive' vocabulary
2. What is it to know a word
3. Synonyms and antonyms
4. Processes of word formation
5. Problems of usage
6. Indian words in English
7. Common mistakes

3.1 Introduction to Book – 3

It is believed that a person who knows English well knows a large number of words. Their stock of words is quite rich. The more is the stock of words the better is communication through English. Therefore, to learn English we should learn as many words as possible.

A good user is expected to know all the words in English.

This is not true.

How many words are there in English?

Well, there is no exact official count but it is believed that English, approximately, has about one million words. This is always tentative because old words get out of currency and hundreds of new words are added to it everyday.

No body knows all these words, not even a native speaker. Even if Marathi is your mother tongue, would you confidently say that you know all the words in Marathi? You won't. Neither is it necessary to know so many words. If you know about 6,000 words, that is quite all right for your practical purposes.

How many words you know does not matter, what matters is whether you know how to put them to use to carry out interactions in your daily life.

You all know the word **put**. If you ask me, ‘What’s the meaning of the word **put**?’ I would be at sixes and sevens and find it difficult to let you know the exact meaning. This is because a word does not have any meaning in isolation. The meaning would be decided when the word is put to use. In other words, a word does not have its own inherent meaning. The context in which it is used is its meaning. Look at the following examples:

- a. **Put** the book **on the table**.
- b. **How much sugar** did you **put in my tea**?
- c. **Put your hands up**, if you know the answer.
- d. **Put your son into a hostel**.

In all these sentences **put** means ‘to move something to a particular place or position.’

- e. Please **put the lines** you said **on the board**. (to write)
- f. We must **put a stop on** coming late. (to make something happen)
- g. It was a horrible experience. I don’t really know how to **put it**. (to express)
- h. Our students **put up** an excellent performance in the debating competition. (to do very well)
- i. The meeting was **put off**. (to cancel)
- j. It seems that he has **put on weight**. (to gain weight)

Many more examples can be given. These sample examples only show that **put** does not have any meaning in isolation. It would be confusing to say, ‘Put means this.’ It is the way the word is used decides its meaning.

It would be great if you know the word **put** and **how to put it to use**.

In this Book we will talk a lot about words and how to use them.

Activity

Look up the **Advanced Learner’s Dictionary of Current English** and find out a variety of meanings of the word **put**.

Questions for the self – study – 1

Mark whether each of the following statements is right or wrong.

1. If you know a large number of words, you are a good user of English.

2. If you have a small number of words but you know how to put them to use, you can communicate through English without much difficulty.
3. There must be about ten lakh words in Marathi.
4. To carry out our communicative activities in our daily life, a stock of six thousand words is enough.
5. A word does not have any meaning in isolation. Its context is its meaning.

Unit – 1 What is ‘Vocabulary’?

1.0 Objectives

After you go through this Unit you will learn:

1. The meaning of the term ‘vocabulary’
2. The implications of the ‘active vocabulary’ and ‘passive vocabulary’
3. The relationship between words and their meaning
4. What is it to know a word

1.1 Introduction

The term ‘Vocabulary’ /...../, also ‘vocab’ /...../ for short used informally, comes from Latin **vocabularium**, which means a list of **vacabula**, that is, words.

‘Vocabulary’ has the following implications:

- a. The **total number of words** or word stock **in a language**
 - What is the total number of vocabulary items in English?
- b. The **words used by a person while speaking** or writing
 - You must increase your vocabulary in English.
- c. The **words used** while talking **about a particular subject** or in a **particular profession**
 - Science has its particular vocabulary while a lawyer uses a legal vocabulary in the court of law.

We have already seen the following **characteristic features about vocabulary**:

1. It is far from being easy to give the exact number of words in a language. The reasons are:

- a. It is difficult to decide upon which item can be called a ‘word’.

No definition of ‘word’ can be satisfactory.

b. The word 'go' has a number of forms: **go, goes, going, went, gone**. Do you count 'go' as one word which includes all its inflected forms? Or do you count each item as a separate word?

And what about other items like: **go out, go on, go to, go off, go over, go into, go for, go about, go round, go about, in one go**, etc.

c. Every day new words are added to the vocabulary of a language. In the field of science, research, computer, globalization etc. new words are coined. On account of different language contacts there is a lot of borrowing. English, for example, keeps on borrowing words from different languages of the world.

At the same time, some words get out of currency. They are not used any more and in the course of time they get outdated.

Who is to keep count of all this?

So the problem is: 'How to count the vocabulary items in a language?'

Even if one does, it keeps on fluctuating.

For these reasons it is difficult to tell the exact number of words in a language at any given time.

2. No one is likely to know all the words in their language.

As second language learners, for a large number of common users of English there is no need to know a huge stock of words. There is a need to focus on learning those language items which you need and use for your practical purposes. It does not help much to know very remote words which you are not likely to use ever.

3. Only to know one-to-one meaning isn't of much use.

You know the word **afraid**. It means 'a feeling of fear or a state of being frightened.'

*Don't **be afraid**, nothing is going to happen to you.*

*She is **afraid of** cockroaches.*

This is not the only meaning of **afraid**. What about the following usage?

*I'm **afraid**, I can't help you this time.*

Here, **I'm afraid** is a polite way of telling the person something unexpected or unpleasant. It is similar to say,

I'm sorry but I can't help you this time.

It is important to know **how a particular word is used in that language.**

When you learn English, learn **to know how something is said or used in English.** For example:

- *We have **discussed about** this topic.*

In English, they do not say like this. They say:

*We have **discussed this topic.***

There is no **about** or **on** after **discuss** though you can always **have a discussion on/about something.**

Similarly,

*They **reached** the station in time.*

- Not: *They **reached at** the station in time.*

4. The vocabulary of a language keeps on changing according to the changing needs of communication. Therefore, you always should be on the lookout for words and their usage in fashion. For example: *How do you do?* is no more in use. It used to be said as a formality when you would meet a person for the first time. The response would be *How do you do?*

These days in this situation people would usually say:

'Hello, I'm Ashok'.

'I'm Suresh. Happy to know you.'

Both the speakers would shake hands with each other.

Questions for Self – Study – 2

1. What does 'vocabulary' normally mean?
2. Why is it difficult to count **words** in a language?
3. Why is there no need to know all the words in a language?
4. Why does the vocabulary of a language keep on changing?

A vocabulary is a set of language items which include single words, compound words, phrases and idioms.

Words are divided into two classes. They are:

- 1. Content words**
- 2. Function words**

These are subdivided into word classes according to

- the way they function in a sentence,
- how they combine with other words,
- how they change their form.

Content words are words **which refer to a thing, quality, state or action**. These words have some meaning when they are used alone. Content words are mainly nouns, verbs, adjectives and adverbs. For example: **school, teach, brilliant, immediately**. Content words are also called **full words** or **lexical words**.

Function words are words which have hardly any meaning of their own, i.e. they do not mean much on their own. However, they show grammatical relationships in and between sentences. Function words are mainly conjunctions, prepositions, articles, helping verbs, auxiliaries and pronouns. For example: **and, on, a, is, can, they**. Function words are also called **form words, empty words, grammatical words, functors, structure words, structural words**.

Words can also be divided into

- 1. Open class**
- 2. Closed class or closed sets**

Content words belong to the open class. Open class words contain an unlimited number of items. New words can be added to the open class.

Function words are a closed set. Their number is relatively small and new words are not usually added to them.

Traditionally, words are classified and described in terms of **parts of speech**- such as nouns, adjectives, verbs, adverbs, pronouns, prepositions, conjunctions and interjections.

1.2 Subject analysis

1.2.1 Active and passive vocabulary

While teaching English, a teacher has to make a distinction between **an active** or **productive vocabulary** and a **passive** or **receptive vocabulary**.

This distinction is related to another distinction which is made between the **active language knowledge** and the **passive language knowledge**.

A person's ability **to actively produce** utterances or writing on their own is known as the **active language knowledge**.

A person's ability **to understand** utterances or writing of other people is known as the **passive language knowledge**.

You are a native speaker of Marathi, i.e. your mother tongue is Marathi. You are likely to understand many more words than those which you can use actively.

An **active** or **productive vocabulary** is a stock of words including compound words and idioms which you are **able to put to use** for your daily interaction. They are the vocabulary items which help you **produce** sentences in speech or writing.

A **passive** or **receptive** vocabulary refers to a stock of words you have with the help of which you are able **to understand** what the other person has said or written. However, you are not able to use those items in your speech or writing.

For example:

‘What would you like to have tea or coffee?’

‘Well. I think I’ll go for coffee.’

If you know the word **go** and you are able to produce a sentence with the phrase **to go for something** which means **to choose something**, the word **go** and the phrase **to go for something** are in your stock of active vocabulary.

If you can guess the meaning of the sentence ‘I think I’ll go for coffee’ as ‘It seems that **she would like to have coffee** or ‘she would like **to choose coffee**’, the related words are in your stock or passive vocabulary and **they will not become active unless you learn to actually use them**.

If by the utterance ‘I think I’ll go for coffee’, you mean or understand, ‘she would like to go out or go to the canteen to have a cup of coffee’, I would say you do not know English in this context.

Though we talk about the active and passive vocabulary, it is impossible to decide upon the dividing line between the two.

Usually your passive vocabulary is larger than the active. For a non-native speaker of English an active vocabulary of about 6,000 to 10,000 words and a passive vocabulary of about 6,000 to 12,000 words could be regarded as the intermediate or upper intermediate level of proficiency.

Communication skills go beyond the printed words. A word has several senses and nuances. All the shades of meaning may not be recorded in a dictionary.

If you know the word **go** and it’s various nuances in different contexts, what you know get multiplied many times over. This is because a common word like **hand** has more than twenty important meanings and many nuances. It means, if you know 5000 words, each with its at least five meanings you are acquainted with $5,000 \times 5 = 25,000$ items.

The active and passive vocabulary will vary from person to person. The words which are in the passive vocabulary of one person may be in the active vocabulary of another person. A word which a defense person needs to have in their active vocabulary, a person from the medical field may not need in their active vocabulary at all.

In vocabulary teaching your attempt should be:

- a. to identify the vocabulary items which our students need for their active use and secondly,
- b. to convert whatever words students might have in their passive vocabulary into the active vocabulary.

In other words, when you teach vocabulary items, put emphasis on those language items which your students would need to use when they want to in their communication in English.

Questions for Self – Study – 3

1. What is ‘active language knowledge’?

2. What is 'passive language knowledge'?
3. Usually, which vocabulary of a person is larger? An active or passive vocabulary?
4. What care should you take while teaching vocabulary?

1.2.2 Words: forms, functions and meanings

Words can have different forms. For example: the word **write** has the following forms:

write, to write, writes, writing, wrote and written

Each of these forms has a different function in a sentence. For example:

write

My students **write** tables every day.

I'll **write** a report on my project soon.

She can **write** her name in English.

Please don't **write** on both sides of the paper.

Do **write** me after you reach Paris.

How you **write** matters a lot.

to write

She wants to **write** a novel.

You have **to write** your name at the top of the paper.

To write is easier for me than to speak.

I'm going **to write** to him soon.

writes

He **writes** English quite well.

She **writes** regularly.

writing

What are you **writing**?

Writing is an art.

It's difficult to understand his **writing**.

Keep **writing**.

Why don't you put your complaint in **writing**?

wrote

I **wrote** to my friend after a long time.

He **wrote** the instructions on the board.

written

He has **written** a book.

I don't know what is to be **written**.

The poem has been **written** by him.

He's now taking a **written** test.

There are grammatical restrictions on where to use which forms. You cannot use any form anywhere you like. For example: when you want to show an action in progress, you have to use **V+ing** along with the appropriate form of the verb **to be**.

*She is **writing** something.*

No other form of the word **write** is possible in this context.

*She is about **to write** something.*

Any other form of **write** is ruled out here. **As users of English and teachers of English** you have got **to know which form of a particular word is used in which grammatical context**.

Activity

Look up the word **lie** in a dictionary. Note down its different forms and copy out sentences related to them as given in the dictionary.

The same word can have various grammatical functions.

Geeta is a teacher. (Subject)

My English teacher is **Geeta**. (Complement)

I saw **Geeta** yesterday. (Object)

I gave a book to **Geeta**. (Indirect object)

He talked to **Geeta**. (Prepositional complement)

It is **Geeta** who is to be blamed. (Postponed subject)

You know that words change their forms and therefore their grammatical class.

For example:

He is a nice **person**. (Noun)

This is his **personal** matter. (Adjective)

I talked to him **personally**. (Adverb)

We've a lot of natural **beauty** around. (Noun)

She has a **beautiful** voice. (Adjective)

He sang **beautifully**. (Adverb)

They would like to **beautify** the whole area. (Verb)

She's gone to a **beautician**. (Noun)

Beautification of the city is going to cost a lot. (Noun)

The same form can have different grammatical functions:

This is an exciting **book**. (Noun)

Please **book** my ticket. (Verb)

I had been to a **book** shop. (Adjective)

In English hundreds of words are used as nouns as well as verbs.

The function of language is to express and communicate meanings

We have already seen that words have no meanings in isolation. They acquire meanings when they are put to use.

The meaning of a word depends on various factors.

1. The form of a word

Though you are grown up, your behavior is **childish**.

The formal structure of the word **childish** indicates that it is related to the word **child** but the meaning is not the same as that of **child** since the form of it is **childish** which mean **stupid** or **silly**.

2. Combination of a word with other words

The word **bring** has several meanings. However, when it is combined with other items, it means differently. For example:

*We've decided **to bring about** a lot of changes in our school.*

(= to make something happen)

*Please don't **bring your friends along with you** in the office.*

(= to take someone to something)

*We'd like **to bring out** a school magazine this year.*

(= to publish)

***To bring up children** these days is not easy.*

(= to take care of children till they grow up)

3. The order of words in a sentence

I want to marry **you**.

I want **you** to marry.

The meaning of the item **you** (and therefore of the whole sentence) depends on its position.

His wife, who is in Mumbai, is arriving today.

His wife who is in Mumbai is arriving today.

The first sentence means, **his wife, and she is in Mumbai** is arriving today.

The second sentence means, **his wife, who is in Mumbai.....** i.e. **he has many wives**, one of them is in Mumbai and **the one who is in Mumbai** is arriving today.

Here, **his wife** acquires different meanings on account of its order in the given sentences.

The meaning of a word or sentence is a complex matter, and it is difficult to define the meaning of 'meaning'.

In general, various meanings an item can have are as follows:

1. Denotative meaning

It is that part of the meaning of a word which refers to the actual object or idea in the real world. For example: the word **book**

It means ‘the actual object which is a set of printed pages that are put together with a cover. You can turn its pages and read them.’

***Personal Excellence** edited by Ken Shelton is an inspiring **book**.*

The word **umbrella** means ‘a round object with a folding frame covered with a particular cloth which helps to protect you from the rain or the sun’.

*It’s just drizzling, there’s no need to put your **umbrella** up.*

The denotative meaning is a **dictionary meaning**. It is the **original** or **basic** meaning. It can be regarded as the **central** meaning or **core** meaning of a word.

The denotative meaning is similar to the **referential meaning** or **cognitive meaning** or **conceptual meaning** or **literal meaning**.

2. Connotative meaning

It is the meaning of a word which is in addition to its main or basic meaning. It shows the person’s attitude or emotion to something it refers to.

For example: **tiger** can be described as ‘a wild animal which belongs to the cat family that is of yellowish colour with black stripes’. This is the denotative or core meaning of 'tiger'. It refers to the actual animal in the real world or an imaginary world of children who can have a toy tiger.

However, in addition to this basic meaning, the word **tiger** can create many other feelings which are associated with a tiger such as: strength, fear, grace, beauty and so on.

*He fought **like a tiger** to win the match.*

Here, the meaning of the word **tiger** goes beyond its denotative meaning.

The meaning of the word **star** is that tiny looking thing that twinkles in the sky at night. However, when I say:

*He is our **guiding star**!*

It conveys several feelings like a solid bond or relationship between the speaker and the person they are talking about, gratefulness of the speaker toward that person, confidence, the ability of someone to guide others and inspire them, the importance of someone in the life of the speaker and so on.

3. Synonymy

A **synonym** is a word or phrase which has a similar meaning as another word or phrase has.

For example:

i) **destroy, demolish, devastate**

ii) **famous, well-know, renowned**

iii) **aim, goal, target**

Usually, synonymous words belong to the same grammatical class **that have similar meaning**.

What you have to bear in mind is that words may appear to be similar in meaning but normally it is not the same. The words, **beautiful** and **charming** are synonyms. Their meaning seems to be the same, that is, something **attractive**. But they are not the same. For example: a person may not be beautiful but can be charming. A person may be beautiful but may not be charming enough. And a charming person may not be or need not be beautiful.

Activity

Look up a dictionary and try to distinguish between

1. **speak, say** and **tell** 2. **buy** and **purchase** 3. **guarantee** and **warranty**

Study the following sentences and think about the meaning of the word **wonderful**.

1. He has built a **wonderful house**.
2. The six Sachin hit was **simply wonderful**.
3. Her performance in the exam is **wonderful**.
4. Our party was **wonderful**.
5. **Wonderful!** You prepared the dish?

6. It was really **wonderful of you** to do it.
7. I had a **wonderful time** in Goa.
8. She got married? **Wonderful!**
9. The weather seems to be **wonderful**.
10. I feel **wonderful** in his presence.
11. Her demonstration lesson was **wonderful**.
12. I appreciate his views on marriage. They are really **wonderful**.
13. It would be **wonderful** if you accompany us.
14. His suggestion to have a cup of tea sounds **wonderful**.
15. No power cut this Saturday? That's **wonderful**.
16. It's **wonderful** to watch the dance performance.
17. Your friend is a **wonderful** person.

Can you replace **wonderful** by a synonym?

Questions for Self – Study - 4

Mark the odd man out.

1. decide, think, determine, to make up one's mind
2. price, cost, purchase, value
3. speechless, calm, quiet, silent
4. knowing, learning, acquiring knowledge, trying hard

4. Metaphorical meaning

A metaphor is a word or phrase which means one thing but refers to another thing for emphasizing their similar qualities.

This dictionary is a **mine of gold**.

Here, the dictionary which contains valuable information about the use of language and a mine from which you can get a valuable metal are compared or put

side by side to emphasize that the dictionary is an invaluable source of information. It is compared to a mine of gold to highlight its value.

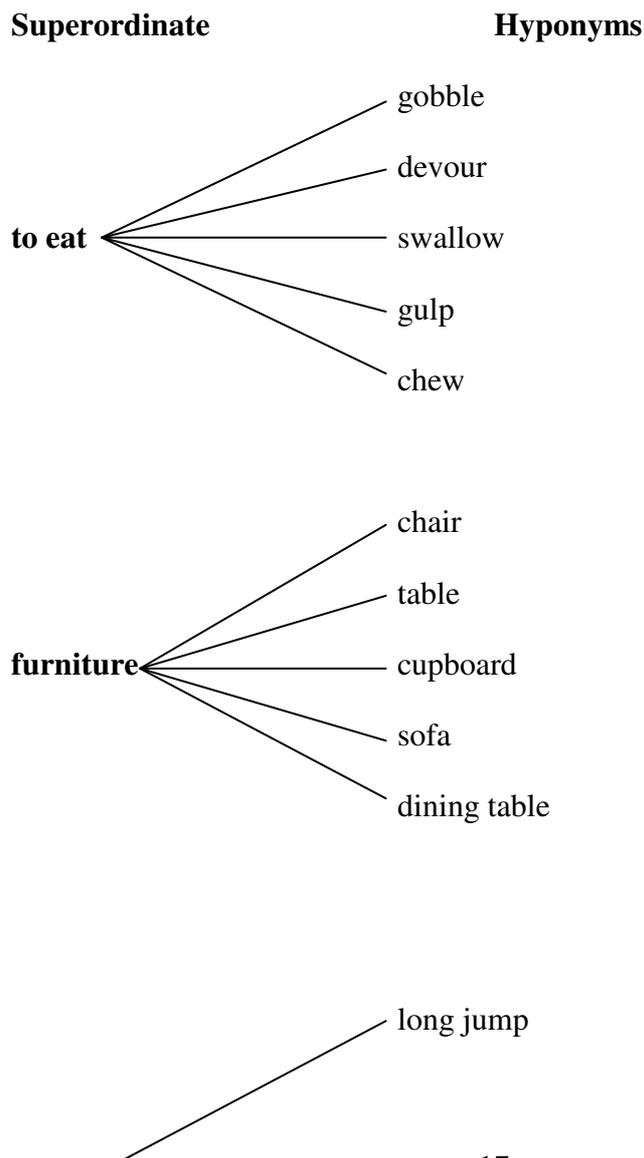
5. Hyponymy

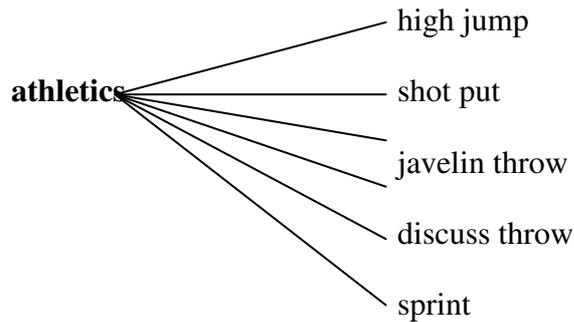
A hyponym is a word with a specific meaning which includes the meaning of the other word. For example: **Bird** and **sparrow** are related in such a way that **sparrow** refers to a **type of bird** and **bird** is a general term that includes sparrow and other types of birds.

The specific term **sparrow** is called a **hyponym** and the general term **bird** is called a **superordinate**.

A superordinate term can have many hyponyms.

For example:





To know the hyponyms of a superordinate item is a useful technique of improving your vocabulary. For example: if you come across the word **crockery**, all the related items should come to your mind such as: **cups and saucers, dishes, bowls, spoons, glasses, trays** and so on.

Activity

Write down as many synonyms as possible for each of the following **superordinates**.
vegetable, fruit, many, stationary, vehicle

6. Metonymy

It is referring to something by the name of something else which is closely connected with it. For example:

*He was disappointed by the verdict of **the High Court**.*

Here the word **court** is closely related to **judge**.

*The college **authority** does not allow the use of mobile on campus.*

In this context, the term **authority** is closely related to the word **principal**.

7. Antonymy

It means a word which is opposite in meaning to another word. For example:

big – small

light – heavy

costly – cheap

However, someone **who is not rich** would not necessarily mean **poor** but they may be somewhere on the scale of rich and poor. It is not like a person who is not **present** must be **absent**.

Something which is **not big** may not be necessarily **small** but it may be somewhere between the two sizes.

Questions for Self – Study – 5

Mark the most appropriate antonyms.

1. **appoint**: disappoint, unappoint, dismiss, cancel
2. **complete**: uncomplete, incomplete, non-complete, empty
3. **discharge**: discard, admid, incharge, surcharge
4. **proud**: silent, common, humble, inactive

8. Polysemy

It means having two or more meanings.

He turned his **head** and looked at us.

He is the **head** of the department.

Very often he loses his **head**.

9. Homonymy

It refers to words which **are written in the** same way and sound alike but which have different meanings.

The patient had **to lie** down on the table.

Don't tell me **a lie**, tell me the truth.

It is difficult to bring out the difference between **homonymy** (= several words with the **same form** but **different meanings**)

and **polysemy** (= a single word with **more than one meaning**)

10. Homophones

They are words that **sound alike** but **are written differently** and usually have different meanings.

For example: **not** and **knot**

Questions for Self – Study – 6

Give **homophones** for the following words.

1. buy
2. some
3. cite
4. dual
5. plain

11. Homographs

They are words which **are written** in the same way but are pronounced in different ways and may have different meanings. For example:

lead(v) / li:d/ *Would you please **lead** me to the main office?*

lead(n) / led/ ***Lead** is a heavy soft grey metal.*

12. Socio – cultural meaning

Language is a part of our social and cultural life. A large number of expressions can have socio-cultural nuances of meaning. For example: words like **Deepawali** or **cow** or **satyanarayan** have various socio – cultural implications for Hindus and Indians. Such words are culture specific and a person of some other culture may not be able to understand them.

On the day of **varshapratipada** he performed a **satyanarayan puja** and showed **naivadya** to their **domestic deity**.

The items in bold type are heavily loaded with our cultural context.

They **took out a morcha** to protest against the rising prices. Hundreds of policemen were deployed for **bandobast**.

The words in bold are related to our social life.

What you have to bear in mind is the meaning of the vocabulary items, i.e. words or phrases, depends on the context in which they are used. Look at the change of meaning of an utterance in different contexts.

1. It's 7 o' clock.

Said **in response to 'Do you have the right time?'** asked **in the evening** and the meaning is, **'The time now is exactly seven'**.

2. It's 7 o' clock.

Said **by a student to her neighbouring one** and the meaning is, **'The class would be over in a minute and we would be free from the boredom!'**

3. It's 7 o' clock!

Said **by a teacher while teaching**, **'expressing surprise that the class should have been over at 6.30 but she got so engrossed in lecturing at students that she lost sight of the time sense.'**

4. It's 7 o' clock.

Said **by a friend at the railway station** to another friend. They are expecting another friends to come. The utterance **'expresses anxiety and surprise. How is it that they haven't come. The train is about to come. Did they (friends) have any difficulty on the way'**.

5. It's 7 o' clock

Said **by someone to themselves at the bus station meaning, 'I wonder the bus might be late. It was to come at six, and now it is seven.'** The person's irritation may also be expressed by the utterance.

6. It's 7 o' clock

Said **by a thief to his friends**. He might mean, **'There's a lot of time to get to our job. Till then do something else.'**

7. It's 7 o' clock

A husband telling his wife. It could mean, **‘I’m used to eating at seven. How is it that the food is not yet ready? Are we going out to eat?’**

8. It’s 7 o’ clock

Said by **one of the persons doing some work since long.** It could mean, **‘Let’s call it a day. We’ve been working since morning.’**

9. It’s 7 o’ clock

Said by **someone to a close person who believes in numerology.** It might mean, **‘Usually, good things happen in my life around seven in the evening. I’ve got a good news about my promotion and it’s seven!’**

10. It’s 7 o’ clock

Said by **someone to whom some other person is going to visit.** The meaning could be **‘why is he coming now? This is the time for me to go for a walk. Now my going out is ruled out’.**

11. It’s 7 o’ clock

Said by **a person in a function.** It could mean, **‘the chief guest was to come at 5.30. Now it is seven. When will the programme start? It’s getting terribly late’.**

Consider the factors that influence the meaning.

You must have realized that the vocabulary items put together in a sentence do not have only one particular meaning. There are any number of **meanings which will depend on:**

a. **participants** in the conversational activity which can include:

- their age and sex
- their socio-cultural and educational background
- their attitude to life (mental makeup)
- their mood
- their world view
- their role relationship i.e. - master-servant, equals, friends, father and son, boss and subordinate, formal- informal etc.

- b. the **topic** they are talking about
- c. the **situation** in which the conversation happens:
 - place**, (office, hotel, kitchen, class-room, playground etc.)
 - time** (morning, night, evening etc.)
 - set up** (face to face, over the telephone, facebook, people around, etc.)

Activity

Write down various meanings of the following utterance, said in different contexts:

- i. **It's started raining,**
- ii. **Impossible!**
- iii. **Please don't cry!**

1.3 Summary

The term vocabulary refers to all the words or phrases in a language. Vocabulary of any language is never stable at a particular point of time. It keeps on changing because new language items are added to the present stock of vocabulary while some items get outdated and therefore do not remain in current use. No person can know all the words in their language. There is no need to know all the words in English or in your mother tongue. The words we need to make use of frequently must be known to you.

Learning vocabulary has two aspects: (1) to acquire language items you did not know and (2) to make your passive vocabulary active. The passive or receptive vocabulary implies a passive knowledge of words. This means you can guess the word-meaning from the context but are not able to put it to use. The word stock which can put to use forms your active or productive vocabulary.

Words are also divided into content words and grammatical or function words. Content words are nouns, verbs etc. which can stand on their own for meaning. They are open-ended and their number is fairly large. Grammatical words have a little meaning on their own. They acquire meaning in a sentence when they show

grammatical relationships between words. Their number is small. They are close ended.

Words have different forms and their functions vary according to their position in a sentence and the way they combine with other words. This is not decided only by these two factors. The context in which a word is used chiefly influences its meaning.

The denotative meaning is a literal or dictionary meaning while connotative meaning goes beyond this and is related to people's emotions and attitude to the given word. Synonyms are words with similar but not necessarily the same meaning. Antonyms are words that mean the opposite of other words. A metaphorical meaning represents a particular aspect of something. A hyponym is a word with a specific meaning which includes the meaning of the other word. Metonymy refers to something by the name of something else which is closely connected with it. Polysemy refers to a word which has two or more meanings. Homonymy refers to words which are written in the same way and sound alike but have different meanings. Homophones are words that sound alike but are written differently and usually have different meanings; while homographs are words which are written in the same way but are pronounced differently and may have different meanings. Every language is deeply rooted in its culture and society. Therefore, a large number of expressions carry socio-cultural meanings.

In the communicative context, the meaning heavily depends on the kind of participants in the act of communication, their role-relationships, the topic of communication and the situation in which communication takes place.

1.4 Questions for practice

1. Explain with appropriate examples how a word acquires different meanings in different contexts.
2. What is 'vocabulary'? What are its characteristic features?
3. Bring out the difference between the active and the passive vocabulary.
4. What is the difference between content words and function words?

5. State the differences between the open class words and closed class words.
6. Bring out the difference between the denotative and connotative meaning.
7. What is the difference between synonymy and antonymy? Give examples.
8. What is hyponymy?
9. Explain the term 'polysemy' with examples.
10. What is the relationship between culture and words?
11. What are the factors that influence the meaning of words?

1.5 Answers to questions for Self – Study

Answers to Self- Study – 1

1. Wrong
2. Right
3. Wrong
4. Right
5. Right

Answers to Self - Study - 2

1. It means, in general, a total stock of words in a language.
2. Because there no satisfactory definition of **word**.
3. It is not possible, neither is it desirable.
4. It keeps on changing according to the changing communicative needs of its users.

Answers to Self - Study - 3

1. It is a person's ability to produce utterances in speech or writing.
2. It is a person's ability to understand utterances or writing of other people.

3. The passive or receptive vocabulary.
4. You should focus on teaching those items which would be a part the students' active vocabulary.

Answers to Self - Study - 4

1. think
2. purchase
3. speechless
4. trying hard

Answers to Self - Study - 5

1. dismiss
2. incomplete
3. admit
4. humble

Answers to Self – Study - 6

1. by, bye
2. sum
3. site, sight
4. duel
5. plane

Unit – 2: What is it to know a word?

2.0 Objectives

After going through this Unit you will:

1. Learn to look at words with new insights
2. Know various aspects of words
3. Understand that words behave in a variety of ways in the act of communication
4. Increase your awareness about the ways words are pronounced

2.1 Introduction

We are all social animals and we have to live in the society along with the other people around – home, office, hotel, train, theatre and so on. We have **to establish a relationship** with people. This relationship could be temporary i.e. for a short while or permanent i.e. a long-term relationship, may be for a practical purpose. We have **to maintain this relationship** and renew it whenever required.

The same is true of words. We have **to make friendship with them**. If there is a bond of relationship with words, they come to our help to facilitate what we want to express. Therefore, we have to meet them again and again. We have **to be constantly in touch with words**. If you know them, love them, they will be all for you. They will support you, encourage you, give you confidence and will make your conversation meaningful and enrich your life.

Remember, **most of your success in life depends on what words you select for the purpose of communication, how you use them and for what purpose.**

Remember, **your speech is your personality**. It is your speech that shows your attitude to life, your mental make-up, your culture and confidence. We cannot carry on our day-to-day transactions without words. They are an inseparable part of our life.

Let us see what you should know about words.

Questions for self-study 1

1. In what way are words like human beings?
2. Why should you make friendship with words and be in touch with them constantly?
3. What does most of your success depend on?
4. Why is your speech your personality?

2.2 Subject analysis

2.2.1 Spelling

The first thing we all know about a word in a written context is its physical forms i.e. the letters, the building blocks and the way they have been put together. For example:

Is **together** a one word or is it a phrase, **to get her**?

It depends on how you write the word and you will have to say it as it is written.

Is it:

*They **decided on** the boat.*

or

*They decided **on the boat**?*

How you spell the word while writing matters a lot.

The word **spelling** is derived from the verb **to spell**. To spell means to form a word with the correct letters put in the correct order. The **past form** of spell is **spelled** or **spelt** and the **past participle** form is also **spelled** or **spelt**. **Spelling** is a noun from to spell.

If you do not know the spelling of a word, how would you ask your colleague?

Well, several people do not really know it.

Here are the **various ways of asking someone the spelling of a word**.

1. How do you spell **experience**?

2. How is the word **welcome** spelt?
3. How do they spell **beggar**?
4. Would you please spell your name?
5. Is **psychology** spelt with a p?
6. Have I misspelt the word **weather**?
7. Is **programme** an American or British spelling?
8. Could you please tell me the spelling of **tuition**?

Responses to the above questions

1. e x p e r i e n c e .
2. It's w e l c o m e .
3. It's b e g g a r .
4. I spell it D e e p a l i .
5. Yes, **psychology** is spelt with a p.
6. No, you haven't. You've spelt it correctly.
7. It's British.
8. It's t u i t i o n .

Some characteristic features about the English spelling:

- a. They do not write as they speak. For example:

थ्रु	:	through
पीपल्	:	people
नो	:	know
डॉटर्	:	daughter
मनि	:	money

- b. In some words some letters are written but they are not said. For example:

doub t	column n
know l edge	ad j ective
listen n	
cal m	
bomb b	

c. For the sounds /क्/ and /स्/ letter **c**, **s** and **k** are used in spelling

s for /स्/	c for /स्/	c for /क्/	k for /क्/
summary	city	curtain	kind
safety		cabin	keep
superintendent		cradle	kindergarten
sacred		carpenter	kitchen
surgeon		coconut	kaleidoscope

d. Some spellings are problematic to many users of English

height
necessary
accommodation
grammar
ninety
ninth
forty
mischievous
naughty
genuine
genius
simultaneous
hygiene
guarantee
ceiling
discipline
separate
occurrence
writing
committee

e. English has 26 letters and 44 sounds (20 vowels and 24 consonants).

Therefore, the same sound is represented by different letters in writing.

mansion

/ - शन् / mention

commission

/ - अ / ago

occasion

/ - अ / beautiful

food

through

suit

Many more examples can be given. The point is there is hardly any relationship between pronunciation of words and their spellings. This poses a great problem for the Indian learners of English.

- f. Some of you might be writing words according to the way they are said. For example:

begger

grammer

- g. A sentence in English begins with a capital letter.

The letter of a proper noun is also written capital.

For example:

- Geeta, Sunil, Sharma, Nashik, Mumbai
- We need English. It is not very difficult. Our students must learn how to acquire it.

Questions for Self – Study - 2

1. Give two examples of asking someone the spelling of a word.
2. Give two examples of words which are commonly misspelt.
3. What is very special about pronouns in English and the first word with which a sentence begins?
4. What is the problem related to English spellings and their pronunciations for the Indian learners of English?

2.2.2 Pronunciation

Pronunciation creates lots of problems for many Indian speakers of English. Let us try to understand some of the basics of English.

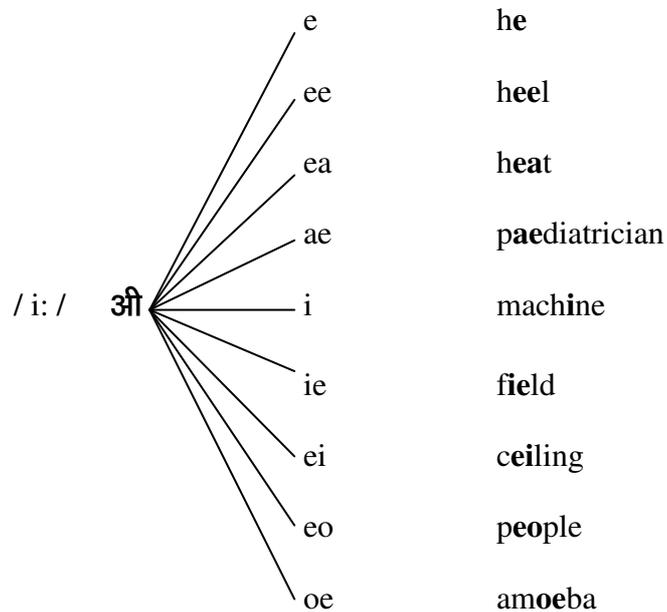
One of the basic principles of English phonology is: There is **no one-to-one correspondence** between

- a. English spellings and their pronunciations,
- b. the way they are written and the way they are spoken, and
- c. the English orthography and the English speech.

There are 26 letters but 44 sounds in English. Therefore, letters and sounds do not match.

The same sound can be represented by different spellings and the same letter(s) can be represented by different sound(s).

For example: **The same sound** **Different spellings**



The same letters	Different sounds
ough	/ ... / अ through
	/ ... / अ् thorough
	/ ... / अ enough
	/ ... / अञ् though
	/ ... / आअ bough

Activity 1

Tick mark the acceptable pronunciation for each of the following words:

	(a)	(b)
1. pronunciation	प्रोनाऊनसिअेशन	प्रनन्सि'अेअिशन
2. disease	डिसिज्	डि'झीझ्
3. language	लॅंग्वेज	'लॅंग्विज्
4. principal	प्रिन्सिपॉल्	'प्रिन्सिपल्
5. hundred	हंड्रेड	'हंड्रिड्
6. canal	कॅनॉल	क'नॅल्
7. omlette	आम्लेट	'ऑम्लट्
8. useless	यूसलेस	'यूसलस्
9. beautiful	ब्यूटिफुल	'ब्यूटिफल्
10. weakness	विकनेस	'वीकनस्

You will be surprised to know that the pronunciations under (a) are all unacceptable while those under (b) are internationally standard ones!

From the above activity you must have realized that

- most of your pronunciations are not acceptable,
- many of the pronunciations you have learnt so far are not acceptable and
- you need to brush up your pronunciations as early as possible

Activity 2

Practice the following:

(a)		(b)	
1. example	अि'गझाम्पल्	1. passage	'पॅसिज्
2. explanation	अेक्सप्ल'नेअिशन्	2. message	
	'मेसिज्		
3. eleven	अि'लेव्हन्	3. basket	'बास्किट्
4. extra	'अेक्स्ट्र	4. market	'मार्किट्
5. enjoy	अि'न्जाय्	5. college	'कॉलिज्
6. entertainment	अेन्टर'टेअिनमन्ट्	6. luggage	
	'लगिज्		
7. environment	अिन'व्हाइरनमन्ट्	7. racket	
	'रॅकिट्		
8. exhibition	अेक्सि'बिशन्	8. socket	'सॉकिट्
9. equivalence	अि'क्विव्हलन्स्	9. pamphlet	'पॅम्प्लिट्
10. essential	अि'सेन्शल्	10. rocket	'रॉकिट्
(c)		(d)	
1. sewage	'सूविज्	1. tomato	ट'माटअु
2. sewing machine	'सोअिंग मशीन्	2. potato	प'टेअिटअु
3. pomfret	'पाम्प्रेट्	3. cucumber	'क्यूकम्बर्

4. compass	'काम्पस् अन्यन्		4. onion	
5. power	'पाअुअर् व्हेजटबल्		5. vegetable	
6. tower	'टाअुअर्	6. wheat	'वीट्	
7. towel	'टाअुअल्	7. seedless	'सीडलस्	
8. sensor board	'सेन्सर बोर्ड्	8. sago	'सेअिगअु	
9. nonsense	'नॉनसन्स्	9. cabbage	'कॅबिज्	
10. atlas	'अॅटलस्	10. carrot	'कॅरट्	
	(e)		(f)	
1. sentence	'सेन्टन्स्	1. occasion	'अकेअिजन्	
2. question	'क्वेस्चन्	2. appear	अ'पिअर्	
3. answer	अ'न्सर्	3. admit	अड'मिट्	
4. grammar	'ग्रॅमर्	4. advice	अड'व्हाअिस्	
5. semester	सि'मेस्टर्	5. adventure	अड'व्हेन्चर्	
6. degree	डि'ग्री	6. advantage	अड'व्हान्तिज्	
7. mathematics	मॅथ'मॅटिक्स्	7. advance	अड'व्हान्स्	
8. algebra	'अॅलजिब्र्	8. agenda	अ'जेन्ड्	
9. algorithm	'अॅलगरिदम्	9. agree	अ'ग्री	
10. annual	'अॅन्युअल्	10. accept	अ'क्सेप्ट्	
	(g)		(h)	

1. attract	अ'ट्रैक्ट्	1. addition	अ'डीशन्
2. attack	अ'टैक्	2. adjective	'अजेक्टिव्ह्
3. attach	अ'टैच्	3. moment	'मअुमन्ट्
4. attend	अ'टेन्ड्	4. modest	'मॉडिस्ट्
5. attempt	अ'टेम्पट्	5. minor	'माअिनर्
6. accent	'अँक्सन्ट्	6. manager	'मॅनिजर्
7. ascend	अ'सेन्ड्	7. memento	म'मेन्टअु
8. award	अ'वॉर्ड्	8. usage	'युसिज्
9. available	अ'व्हेलबल्	9. majestic	म'जेस्टिक्
10. assassination	असँसि'नेअिश्अन्	10. memorable	'मेमरबल्

Activity 3

1. Write your pronunciation for each of the following words and then check it up with a standard dictionary.

(A)

1. decorate
2. camera
3. award
4. palace
5. edition
6. bomber
7. competitor
8. repetition
9. remedy
10. relevant

(B)

1. release
2. purpose
3. cosmetics
4. cosmos
5. consumer
6. symbol
7. preface
8. necklace
9. what
10. banana

Key

(A)

1. 'डेकरट्
2. कॅमर्
3. अ'वॉर्ड
4. 'पॅलस्
5. अि'डिशन
6. 'बॉमर्
7. क'म्पेटिटर्
8. रेपि'टिशन
9. 'रेमडी
10. 'रेलव्हन्ट्

(B)

1. 'रिलीस्
2. 'परपस्
3. काइ'मेटिक्स्
4. 'कॉझमॉइज्
5. कन्'स्यूमर्
6. 'सिम्बल्
7. 'प्रेफिक्स्
8. 'नेकलस्
9. वॉट्
10. ब'नान्

Activity 4

There are some corrupt pronunciations of English words which are almost established words in Marathi. Look at the following list and write down an English word for each of them with the acceptable pronunciation.

(A)

1. वाईसर
2. ओव्हर ऑईल
3. कॅनॉल
4. सिलॅबस्

(B)

1. पॅरॅलिसिस्
2. आक्टोंबर
3. थेटर्
4. इंडिया

(C)

1. पोलिस
2. पेट्रोल
3. इंजिनिअर
4. फॉरेस्ट

5. चासी	5. ड्रामा	5. कॅलेंडर
6. टॉवेल	6. कार्पेट	6. बॉम्ब
7. बल्ब	7. ब्ल्यू	7. डेकोरेशन
8. मॉडेल	8. क्रिकेट	8. डिझेल
9. अप्पर (अधिकारी)	9. व्हील्	9. इंजिन
10. फ्रेंड्स	10. जानेवारी	10. पंपचर

Key

(A)		(B)		(C)	
1. washer	‘वॉशर्	1. paralysis	प’रॅलसिस्	1. police	प’लीस्
2. overhaul	‘ओव्हरहॉल्	2. October	‘आक्टओबर्	2. petrol	पेट्रल्
3. canal	क’नॅल	3. theatre	‘थिअटर्	3. engineer	अंजिनिअर्
4. syllabus	‘सिलबस्	4. India	‘इंडिअ	4. forest	‘फॉरिस्ट
5. chassis	‘शॅशी	5. drama	‘ड्राम्	5. calendar	‘कॅलिंडर्
6. towel	‘टाओअल्	6. carpet	‘कार्पिट	6. bomb	बॉम्
7. bulb	बल्ब्	7. blue	ब्लू	7. decoration	‘डेकरेशन्
8. model	‘मॉडल्	8. cricket	‘क्रिकिट	8. diesel	‘डिझल्
9. upper	अ’पर्	9. wheel	वील्	9. engine	‘अंजिन्
10. friends	‘फ्रेंड्झ	10. January	‘जॅन्युअरी	10. puncture	पंकचर्

Activity 5

Of the three pronunciations given against each of the words below, mark the acceptable one.

(A)

	(a)	(b)	(c)
1. lizard	'लिज़ार्ड	लिज़ार्ड	लिज़ॉर्ड
2. accident	अॅक्सिडेन्ट	'अॅक्सिडन्ट	अॅक्सिडॅन्ट
3. women	वुमेन्	वुईमेन	'विमिन्
4. ambassador	अॅम्बॅसडर	अ'म्बॅसडर्	आम्बॅसडर
5. ghost	घोस्ट	गअुस्ट	गोस्ट
6. demon	डेमन	डिमॉन	'डीमन्
7. plumber	पलम्बर	प्लम्बर	'प्लमर्
8. computer	काम्पूटर	कॅम्प्यूटर	कम्प्यूटर्
9. cassette	कॅसिट	कॅसेट	क'सेट
10. production	प्र'डक्शन्	प्राडक्शन	प्रॉडक्शन

Key

(A)	1 – a	2 – b	3 – c	4 – b	5 – b
	6 – c	7 – c	8 – c	9 – c	10 – a

You need to know how words are said in English. For this purpose you have to know about the stress system in English.

The stress is an important feature of the English language. Therefore, it is necessary to know what stress means. Many Indian users of English do not care to speak with the stress. Those who try to, very often, happen to put the stress where they should not and the other way round.

A word in English can be divided into small units. For example:

ci	vi	li	za	tion
1	2	3	4	5

e xam ple
 1 2 3
 im por tant
 1 2 3
 ha ppen
 1 2
 book
 1

These units into which a word can be divided are called **syllables**. The above examples show that an English word may be made of only one syllable (**book**) or more than one syllables. Words with one syllable are termed as **monosyllabic words** and the words which have more than one syllable are called **polysyllabic words**.

All the syllables in a polysyllabic word are not spoken with the same breath force. One of the syllables is made to stand out. For example, in the word **breakfast** there are two syllables: break fast and the first syllable is spoken comparatively with a greater breath force.

1 2
 break fast
 □ □

The syllable which is said comparatively with a greater breath force is known as a **stressed syllable** and the rest of the syllables are known as **unstressed syllables**. So in the word '**breakfast**' the first syllable carries the stress while the second syllable is unstressed.

The stressed syllable is marked with a small vertical bar in front of and above the first letter.

For example: 'language 'syllable de'mand di'vide 'yesterday

Activity 6

Study the following words and learn to say them with proper stress.

Stress on the first syllable	Stress on the second syllable	Stress on the third syllable
1. 'almost	1. a'mount	1. insti'tution
2. 'always	2. at'tend	2. guaran'tee
3. 'ample	3. at'tack	3. prepa'ration
4. 'anger	4. at'tract	4. calcu'lation
5. 'business	5. at'tempt	5. obser'vation
6. 'useless	6. as'sess	6. elec'tricity
7. 'sweetness	7. ap'ply	7. inter'vention
8. 'hopeless	8. a'round	8. inter'national
9. 'frequent	9. a'bout	9. perso'nality
10. 'government	10. a'nnounce	10. termi'nation
11. 'judgment	11. a'gainst	11. satis'faction
12. 'knowledge	12. a'part	12. situ'ation
13. 'movement	13. a'llot	13. ani'mation
14. 'moment	14. ar'range	14. enter'tainment
15. 'therefore	15. ad'vantage	15. rela'tivity
16. 'recognize	16. ad'venture	16. crea'tivity
17. 'realize	17. de'ceive	17. natio'nality
18. 'marriage	18. de'cide	18. defi'nition
19. 'bullet	19. di'vide	19. deco'ration
20. 'college	20. de'fine	20. eco'nomics
21. 'principle	21. com'pare	21. millio'naire
22. 'question	22. be'tween	22. questio'nnaire

23. 'answer	23. be'lieve	23. calcu'lation
24. 'sentence	24. be'lief	24. invi'tation
25. 'paragraph	25. be'ginning	25. inde'pendent

Stress patterns in English

A) Words ending in **-ion** or **-tion** receive the stress on the last but one syllable:

1. con'cession	electrifi'cation	clarifi'cation
2. re'ception	ope'ration	industriali'zation
3. privati'zation	globali'zation	socia'lization
4. centrali'zation	impli'cation	reali'zation

B) Words ending in **-ity** take the stress on the third syllable from the end:

1. ac'tivity	regu'larity	proba'bility
2. sta'bility	teacha'bility	hospi'tality
3. rela'tivity	a'bility	practi'cality
4. accounta'bility	connec'tivity	crea'tivity

C) When **-(e)d**, **-(e)s** and **-ing** are added to a word, the stress does not shift:

1. 'separated	per'formed	con'vinced
2. de'veloped	a'llows	de'stroys
3. sup'plies	ap'plying	re'turning
4. re'maining	re'plying	re'plies

D) Words ending in **-ic, -ical, -ically, -ious, -ial** and **-ially** receive the stress on the syllable which occurs before any of these units:

- | | | |
|------------------|--------------|----------------|
| 1. spe'cific | 'practical | physio'logical |
| 2. 'typically | 'radically | nu'tritious |
| 3. sus'picious | ter'restrial | ma'terial |
| 4. com'mercially | a'coustic | fi'nancially |

E) Suffixes **-ess, -less, -ness, -ful, -ment, -ice, -ish, -ive, -er**, or, **-ly, -ship, -age, -ance, -ence** and **-en** do not normally affect the stress:

- | | | |
|-----------------|--------------|---------------|
| 1. 'waitress | 'engagement | con'vener |
| 2. 'tigress | 'cowardice | con'ductor |
| 3. 'mannerless | 'feverish | 'beautifully |
| 4. 'colourless | 'womanish | 'activity |
| 5. 'uselessness | a'ttentive | 'scholarship |
| 6. 'usefulness | 'figurative | internship |
| 7. 'beautiful | enter'tainer | 'marriage |
| 8. 'dutiful | 'organizer | 'carriage |
| 9. 'government | 'meaningful | me'chanically |
| 10. com'pliance | for'gotten | con'currence |

The stress shift

The stress in English is fixed. It means the syllable which is supposed to carry the stress in a particular word will always carry the stress. For example, in the word **invite**, it is the second syllable which is supposed to carry the stress and the same

syllable will carry the stress, let that word occur in any context. The English speaking world has already decided which syllable should carry the stress in which word.

However, the second syllable in the word **invite** carries the stress does not mean the word **invitation** will have the stress on the same syllable.

When the form of a word changes, the stress 'may' shift: **invite** and **invitation** for example.

Look at the following words:

' politics po' litical poli' tician

' educate edu' cation

pre'pare prepa' ration

Usually, the stress shifts in this way. However, this may not be always so. For example:

' nation ' national ' nationalize **but** nationaliz!ation

The stress may also shift if the function of a word changes. For example:

It's an **insult** to me.

The word **insult** is a **noun** and the stress is on the first syllable.

He **insulted** me.

The word **insult** is used as a **verb** and the stress shifts to the second syllable. However, the number of such pairs is small and you should not worry much about it.

Some more examples:

'conduct con'duct 'digest di'gest 'permit per'mit

'object ob' ject 'desert de'sert 'present pre'sent

Activity 7

Write down your own pronunciation of each of the following words in the devnagari script then check it up with a standard dictionary.

1. character

13. passenger

- | | |
|---------------|-----------------|
| 2. hotel | 14. original |
| 3. atmosphere | 15. annual |
| 4. potato | 16. cassette |
| 5. tortoise | 17. omlette |
| 6. October | 18. tobacco |
| 7. cucumber | 19. relative |
| 8. occasion | 20. temperature |
| 9. valuable | 21. leopard |
| 10. precious | 22. adjective |
| 11. opinion | 23. mechanic |
| 12. innocent | 24. preface |
| | 25. pistol |

Key

1. 'character	कॅरिक्टर्	13. 'passenger	पॅसिन्जर
2. ho'tel	हअुटेल्	14. o'riginal	अरिजिनल्
3. 'atmosphere	'अॅटमसफिअर्	15. 'annual	'अॅन्युअल्
4. po'tato	प'टेअिटअु	16. cas'sette	क'सेट्
5. 'tortoise	'टॉटस्	17. 'omlette	'ऑमलट्
6. Oc'tober	ऑक'टअुबर्	18. to'bacco	ट'बॅकअु
7. 'cucumber	'क्युकम्बर्	19. 'relative	'रेलटिव्ह्
8. oc'casion	अ'केजन्	20. 'temperature	'टेंप्रचर्
9. 'valuable	'वॅल्युबल्	21. 'leopard	'लेपर्ड्

10. 'precious	प्रेशस्	22. 'adjective	'अजिक्टिब्
11. o'pinion	अपीन्यन्	23. me'chanic	मकॅनिक्
12. 'innocent	'अिनसन्ट्	24. 'preface	'प्रेफिस्
		25. 'pistol	'पिस्टल्

2.2.3 Knowing about other aspects of words

We have seen that it is essential to know

- a. the physical form of a word, that is, its **spelling** which means putting the right letter in a right order and
- b. how that order of letter is to be said, that is, **how to say a word**.

The first aspect, **the spelling, matters in the written form of communication** and the other aspect, **pronunciation, matters in the spoken mode of communication**.

We must know more about the **structural aspect of words** than merely their spellings. In this context, you have to know how the word is formed. For example:

- a. **Happy** is an **adjective**.

She looks **happy** today.

He's a **happy person**.

Someone is happy means the person has feelings of pleasure because they are satisfied with whatever you have or whatever has happened in your life. The adjective **happy** can occur on its own. It also occurs with a noun like **happy news**.

- b. There can be comparative **happier** and superlative **happiest** forms of happy.

She is **happier** than her sister.

She is the **happiest** person in our family.

Happier is formed by adding **-er**, a unit showing comparison and **happiest** is formed by adding **-est**, a unit that shows the highest degree of happiness.

happy + er → happier

happy + est → happiest

These forms are used only in the comparative and superlative context.

- c. By adding the noun forming unit **-ness** at the end we get the word

happiness which is a **noun**.

happy + ness → happiness

In the process of this formation-**y** of **happy** changes to **i**.

Everybody is after **happiness**.

Happiness is what everybody looks for.

Happiness is a state of being happy.

- d. By adding an adverb forming unit –**ly** at the end we can derive **happily**.

happy + -ly → happily

Here too the –**y** of **happy** changes to –**i** in **happily**.

He **happily** accepted my suggestion.

The prince married the princess and they **lived happily ever after**. (= usually, children's stories end with this to show that they lived a happy life till the end)

Happily means **in a happy way**.

The unit (= a letter or a group of letters) which is added to the end of a word to form a new word, as shown above, is called **a suffix**.

- e. We can also add a negative forming unit before **happy**, **happiness** and **happily**. For example:

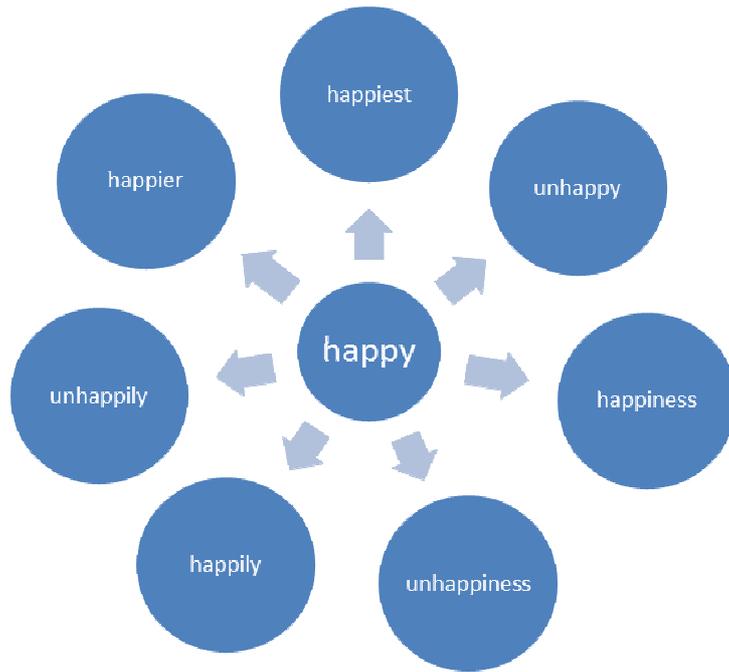
un + happy → unhappy

un + happiness → unhappiness

un + happily → unhappily

The **unit** (= a letter or a group of letters) which is added to the beginning of a word in order to make another word, as shown above, is called **a prefix**.

- f. So we have to know the **word family** of **happy**. The word family consists of the headword and words related to the headword. For example: As shown below **happy** is the **headword** and all the other words are related to it.



g. We also know the grammatical category each of the members belongs to:

happy : adjective

happiness : noun

happily : adverb

We get their negative forms. We also come to that by adding the unit **un-** their word class does not change.

unhappy : adjective

unhappiness : noun

unhappily : adverb

This is because they can be used in the same slot. For example:

She looks **happy** today.

She looks **unhappy** today.

Happiness depends on your attitude to life.

Unhappiness depends on your attitude to life.

They attended the function **happily**.

They attended the function a little **unhappily**.

You know that **happier** and **happiest** are comparative and superlative adjectives.

- h. You have seen how the spelling changes in the process of changing adjective **happy** into a noun **happiness, happier** and **happiest**
- i. You also know the environment in which they can occur. For example:

He is a **happy person**.

Happy can occur in this context only. It can be replaced only by another noun **unhappy**.

He is an **unhappy** person.

In place of **happy** in the above sentence no other form of happy can occur.

When we want to **know about a word like 'happy' what do we have to know apart from its spelling and pronunciation?**

- 1. We should know the **word class** to which it belongs. We have already talked about word classes when we discussed the types of vocabulary, let us see them again:

A **word class** or a **form class** is a group of words which are similar in function. This means a group of items which can be used in similar positions in a sentence. For example:

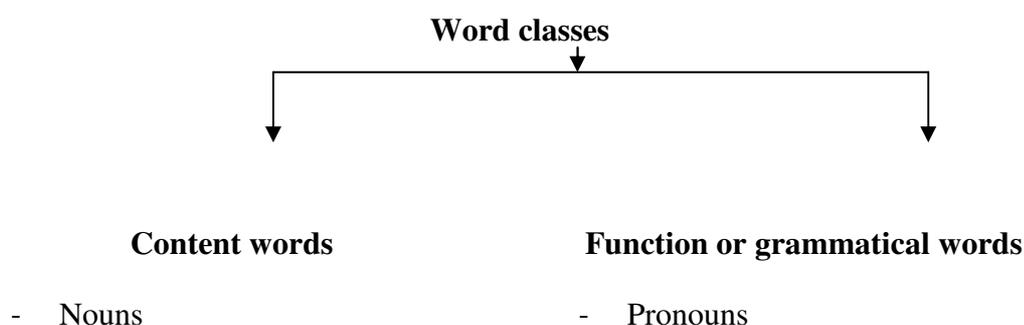
train.

I can see the **book.**

star.

watchman.

All the items belong to the same word class called nouns.



- Adjectives
- Verbs
- Adverbs
- Prepositions
- Conjunctions
- Articles
- Helping verbs
- Sentence linkers
- Interjections

Question for Self-Study 3

1. What is a suffix?
2. What is a prefix?
3. What does a word family consist of?
4. What is a word class or a form class?

2. We should **know the processes of changing one word class into another** and take into account **the changes in the structure of a word** if there are any.
3. We should know **where these word forms can occur in a sentence. The position of an item in a sentence decides its grammatical function.** For example:

This is **my college**.

In this sentence my college functions as the complement

My college is far from here.

In this sentence the same item my college functions as the subject. We have already seen this before. Thus, nouns, pronouns etc. are structural labels and subject object, etc. functional labels.

4. We should know **the word family of a word**.

The other important things you should know about a word are: a) its synonyms and b) antonyms.

What are synonyms of happy? They are as follows:

glad thrilled

pleased **overjoyed**
satisfied **joyful**
content **ecstatic**
contented **blissful**
delighted
cheerful

You should know **various forms of each of these words** and **understand how they are used**. For example:

- a. He is **pleased with** your performance.
- b. (I'm) **pleased to meet you**.
- c. I'm **pleased to tell you that** tomorrow is a holiday.

See whether you can replace **pleased** by a similar item glad. You will find that it can go with b and c but not a.

You must have realized how much enriched your vocabulary will be if you try to understand various shades of meanings of the above words and how they are used.

It will be to know the antonyms of **happy** which will help you to understand the word better.

The **antonyms of happy are as follows:**

unhappy	gloomy
sad	disgusted
worried	hopeless
nervous	dissatisfied
disappointed	discontent
anxious	distressed
depressed	upset
dejected	badly off

You should know the minute differences between **worried** and **depressed**, **disappointed** and **dissatisfied**, **hopeless** and **nervous** and so on.

Another thing **you should know is word groups with ‘happy’**. This means groups of words with **happy** as shown below:

happy	occasion
happy	celebration
happy	co-incidence
happy	ending
happy	go-lucky

The next step to know about the word **happy** is **to look for idioms and phrases from ‘happy’**. For example:

- **to be happy with someone / something**
The boss is happy with the new employee.
I’m not happy with your progress report.
- **to be happy about someone / something**
I’m happy about my staff.
Are you happy about the arrangements here?
- **to keep someone happy**
He’ll keep his parents happy.
- **to be happy to do something**
He was happy to help me.
- **to be happy for someone**
She’s very happy for you.
- **to be happy that....**
I’m happy that you could make it.

Finally, **you should know the specific usages**. For example:

Many happy returns of the day/year

Happy Birthday

A happy married life!

Happy New Year/Christmas

Happy Anniversary!

All this completes the process of knowing a word!

Let us state briefly **what you should know about a word:**

1. Spelling
2. Pronunciation
3. Grammatical category: noun, pronoun, etc.
4. How it functions in a sentences, i.e. the functional category: subject, object, etc.
5. Word formation with suffixes and prefixes
6. Word family
7. Synonyms and antonyms
8. Other words that can go with it. That is, happy: happy ending, happy occasion etc.
9. Idioms and phrases
10. Specific usages

You cannot expect to know words overnight. As said before, words are like human beings. It takes a long time to understand them. The process of understanding words becomes faster if you have a continuous contact with them and a continuous interaction with language.

2.3 Summary

Word form an important component of communication. The effective communication depends on the choice of words and the way they are put to use. Most of our success in life depends on our communication. The way we speak or write shows our culture, mental make-up and our approach to life. Therefore, it is of prime importance to know words, their forms and functions.

Words are like human beings. In order to know what they are we have to

- establish a relationship with words,
- maintain that relationships,
- renew it as often as possible and
- use it to make our communication as effective as possible.

To understand human beings takes time. All depends on how frequently we meet and interact with them. If we make friendship with words, they will always be happy to help us in the act of communication. If we neglect them, if we do not bother about them, they will also not worry about us.

The first thing that is to be seen about a word is its letters in the written language and sounds in the spoken form. The right letters put together in a right order is the spelling of a word. It is important to know the written form as well as the spoken form of a word.

New words are formed by adding suffixes and prefixes to them. A suffix is a letter or group of letters that is added to the end of a word to make a new word while prefix is a letter or group of letters that is added to the beginning of a word to make a new word. In this process many newly formed words change their form class (traditionally, parts of speech) from a noun to adverb and from a verb to noun and so on. For example: **child** (n) → **childish** (adj.) and **work** (v) → **worker** (n). Some words change the form but not their class. For example: **tasty** (adj.) → **tasteless** (adj.). A word class or a form class is a group of words which have similar function. Therefore, in many cases structurally they are inter-changeable. It means a noun can be replaced by another noun in the same slot and so on. It is useful to know a word family which consists of a headword and words related to it.

Only to know word forms does not make you get English. It is necessary to know how words are used to mean different things in different contexts.

In order to understand a word better it would be highly beneficial to know its synonyms and antonyms.

At a higher level of acquiring vocabulary in the real sense of the word, you need to know idioms and phrases formed from the word under study. You have to take into consideration the specific use of the language item you try to understand.

2.4 Questions for practice

1. Why are words compared with the human beings? What does most of our success depend on? Why is speech called your personality?
2. What are the characteristic features of the English spelling?

3. Explain with examples how new words can be formed with the help of prefixes and suffixes.
4. What is a word class or form class? What are its types?
5. Bring out the difference between the structural labels and functional labels of a word.
6. What are the aspects of a word you should consider in order to know it.

2.5 Answer to questions of self-study

Answer to Self – Study 1

Words are like human beings in the sense that

1. We have to establish a relationship with words, maintain it and renew it whenever possible.
2. You have to make friendship with words and be constantly in touch with them. Only then they will help you in your communication.
3. Most of our success depends on what words you choose to communicate, how you use them and for what purpose.
4. It is your speech that shows your attitude to life, your mental make-up, your culture and confidence.

Answers to Self-Study 2

1. a. How is the word accommodation spelt?
b. Would you please tell me the spelling of supplement?
2. There can be many. But in teaching and learning of English, the words very often misspelt are grammar and pronunciation.
3. The first letter is capital.
4. There is no one-to-one correspondence between the English spellings and their pronunciations.

Answers to Self-Study 3

1. A unit (= a letter or a group of letters) which is added to the end of a word in order to form a new word is called a suffix. For example: **quick**→**ly**
quickly
2. A unit (= a letter or a group of letters) which is added to the beginning of a word in order to form a new word is called a prefix. For example:
dis + satisfaction → **dissatisfaction**
3. A word family consists of a headword and words related to it. For example:
friend: friendly, unfriendly, friendlier, friendliest
4. A word class or a form class is a group of words which are similar in function. For example:

nice

wonderful

The party was enjoyable

fantastic

All the items used here belong to a word class called adjectives.

Unit 3 Processes of word formation

3.0 Objectives

After you go through this Unit you will learn:

1. The meaning of the term 'word formation'
2. The role of suffixes and prefixes in word formation
3. Different processes of word formation

3.1 Introduction

What do you think is the meaning of the term '**word**'?

Study the following sentences:

1. Write about yourself in **100 words**.

2. What's the word for '**spoon**' in Hindi?
3. She's a teacher **in every sense of the word**.
4. I'll **have a word with** your teacher about you.
5. **A word of warning**: 'Go through your answer book carefully before submitting it.'
6. She's **given her word to** him and I'm sure she'll **keep it**.
7. The news of their quarrel spread **by word of mouth**.
8. She told **word for word** to her mother what the teacher said.
9. This is **a word for word** translation!
10. Let me tell the meaning of '**life**' **in his own words**: 'Action is life'.

Can you tell the meaning of the item **word**?

Some experts define it '*as the smallest unit of language which has some meaning and can occur on its own*'. However, this definition has a number of problems.

What is meant by 'the smallest unit'? - **I, May, to** or **go**?

Well, the words like **-hungry, apple, carpet** have some meaning in isolation; but they can have different meanings in different context. What about words like **- a, the, have**? Can they have meaning of their own? Can they stand alone?

There is another problem. The contracted form of **will not** is **won't**. Is **won't** one word or two? '**Look**' and '**at**' are two different words; but what about **look at**? Are they two words or one?

Activity 1

Try to explain the meaning of '**word**'. Look up a dictionary.

In short, giving a satisfactory definition of the term **word** is not an easy task. Still we do study words and their different aspects such as meanings, usage etc. We also study the internal structure of words. For example: The word **babies** is made of **baby + plural** in which '**y**' becomes '**i**' and then takes the plural unit **-es**. The word **postman** is made of two words **post** and **man**. The word **unhappiness** has been derived from **un+happy+ness**.

The study of how words are structured can help us improve our vocabulary and make us better users of language.

The term **processes of word formation** refers to how words are formed or how new words are created. There are various ways of doing this. You will come to know them in this Unit.

Questions for Self - Study – 1

1. Why is it difficult to define the concept ‘**word**’?
2. Can we say every word has a meaning?
3. Is ‘**headache**’ one word or two?
4. What do you understand by ‘**word formation**’?

3.2 Subject analysis

3.2.1 Processes of word formation

A large number of words in English are formed by the following processes:

- a. suffixation
- b. prefixation
- c. affixation

The term **suffixation** has been derived from the word **suffix**. A suffix is a unit that is added to the end of a word. For example, **-ness**, which usually changes an adjective into a noun.

great – greatness

fresh – freshness

dark - darkness

The term **prefixation** has been derived from the word **prefix**. For example, **-un**, which usually changes the meaning of a word to its opposite.

necessary – unnecessary

wanted – unwanted

pleasant – unpleasant

The term **affixation** has been derived from the word **affix**. An affix is a unit which can be a suffix or a prefix or both. In other words the process of affixation involves suffixation or prefixation or both.

happy → unhappy → unhappiness

happy → happiness → unhappiness

You must have realized that an affix can be a suffix or a prefix – and it changes the meaning or function of a word. Look at the following:

book + s → books

The word **book** is a noun. When the plural forming suffix – **s** is added to it, the newly formed word is **books** which remains a noun. The words **book** and **books** belong to the same grammatical form – **the noun**. However, there is a difference of meaning. The word **book** refers to a single item while the word **books** refers to more than one items.

The word **happy** is an adjective: a happy person

When the noun forming suffix – **ness** is added to the end of it, we get **happiness** which is a noun

happy + ness → happiness

In this process the adjective **happy** changes to a noun.

If the prefix **un-** is added to the beginning of **happy**, it brings about a change of meaning.

un + happy → unhappy

The process of affixation would be as follows:

un + happy + ness → unhappiness

3.2.2 Suffixation

Let us see now some of the useful ways of forming new words by adding suffixes. The most common suffixes and the way they are used in the process of word formation are given below:

3.2.2.1 Noun formation

a) Formation of nouns from verbs (endings that change verbs into nouns)

	Verbs	Nouns
- er / - or -ar	teach	teacher
= the person or thing that does the activity	dive	diver
	write	writer
	dance	dancer
	perform	performer
	organize	organizer
	manage	manager
	time	timer
	open	opener
	plan	planner
	act	actor
	originate	originator
	oscillate	oscillator
	contribute	contributor
	coordinate	coordinator
	invent	inventor
	translate	translator
	calculate	calculator
	arbitrate	arbitrator
	simulate	simulator
	lie	liar
	beg	beggar

- ment		
= the action or process indicated by the verb	develop	development
	govern	government
	replace	replacement
	state	statement
	place	placement
	engage	engagement
	settle	settlement
	retire	retirement
	measure	measurement

- age		
= the action or the result of action indicated by the verb	marry	marriage
	carry	carriage
	stop	stoppage
	store	storage
	broker	brokerage
	pack	package
	break	breakage
	leak	leakage
	cover	coverage

- ation, -tion/ - on – ion		
-----------------------------------	--	--

= the process of the action or the result of that action which is described by the verb	explain	explanation
	retain	
	examine	examination
	combine	combination
	intend	intention
	act	action
	react	reaction
	stimulate	stimulation
	deviate	deviation
	decide	decision

Remember

Words ending in **-acy**, **-ation**, **-er/ or**, **-ess**, **-ity** **-ment**, **-ness** and **-ship** usually are nouns.

b) Formation of nouns from adjectives

(Endings that change adjectives into nouns)

-ity / -ty	beautiful	beauty
	regularity	regular
	stupid	stupidity
	clear	clarity
	pure	purity
	sure	surety

	similar	similarity
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- ness	useful	usefulness
	loud	loudness
	bold	boldness
	dark	darkness
	uneasy	uneasiness

Questions for Self – Study - 2

Fill in the blanks in the following with the noun forms of the appropriate words given:

real, treat, regular, decide, lively, create

1. The _____ of Mickey Mouse is Walt Disney.
2. After the _____ for one month, she recovered from her illness.
3. The student's _____ was appreciated by the teacher.
4. They have taken the _____ that everyone will attend the function.
5. The _____ is that I can't buy a house.
6. The actor's _____ impressed everyone.

3.2.2.2 Adjective formation

a) Formation of adjectives from nouns

(Endings that change nouns into adjectives)

-y		
= having a lot of something (usually, not agreeable)	noise	noisy
	hair	hairy

	sugar	sugary
	dirt	dirty
	curl	curly
	sleep	sleepy
	winter	wintry
	air	airy
	health	healthy
	migration	migratory
	smoke	smoky
	weight	weighty
	volunteer	voluntary

- ic/ - ical		
= relating to	poetry	poetic
	history	historic/historical
	metal	metallic
	patriot	patriotic
	atom	atomic
	grammar	grammatical
	economy	economic
	hero	heroic
	science	scientific
	symbol	symbolic

- less		
= without	use	useless
	base	baseless
	tact	tactless
	mercy	merciless

- ful		
= having a particular quality	grace	graceful
	beauty	beautiful
	care	careful
	fear	fearful
	force	forceful
	power	powerful

b) Formation of adjectives from verbs

(Endings that change verbs into adjectives)

- able / - ible		
(= able to be)	love	lovable
	value	valuable
	break	breakable
	comfort	comfortable
	accept	acceptable
	dispose	disposable
	employ	employable

	move	movable
	perceive	perceptible
	permit	permissible
	admit	admissible
	eat	eatable
	bear	bearable
	advise	advisable
	apply	applicable

Remember

Words ending in **-able, -ed, -ful, -ical, -ive, -less, -like, -ous** and **-y** are usually adjectives.

3.2.2.3 Verb formation

a) Formation of verbs from nouns and adjectives

(endings that change nouns into verbs)

- ify	beauty	beautify
	pure	purify
	clear	clarify
	passive	passify
	just	justify
	simple	simplify
	specific	specify
	intense	intensify

b) Formation of verbs from adjectives

(Endings that change adjectives into verbs)

- ize / ise		
=to make something become	national	nationalize/ -ise
	modern	modernize/ -ise
	global	globalize/ -ise
	private	privatize/ -ise
	special	specialize/ -ise
	popular	popularize/ -ise
	systematic	systematize/ -ise
	internal	internalize/ -ise
	visual	visualize/ -ise

Questions for Self - Study - 3

Underline the main verbs in each of the sentences given below and mention the word from which the verb form has been derived. For example:

The teacher simplified difficult sums.

- i. (v) to simplify
 - ii. simple
1. Please clarify your point.
 2. You have minimized mistakes in your essay this time.
 3. Lizards terrify me.
 4. Indian culture is gradually westernized.

3.2.2.4 Adverb formation

Formation of adverbs from adjectives

(Endings that change adjectives into adverbs)

- ly		
= describes the way something is done	quick	quickly
	immediate	immediately
	serious	seriously
	easy	easily
	proper	properly
	neat	neatly
	clear	clearly
	main	mainly
	high	highly
	extreme	extremely

Questions for Self - Study – 4

Write down the meaning of the underlined adverbs in the following sentences.

1. She goes for a walk daily.
2. The company is financially very strong.
3. I met my old friend recently.
4. This magazine is published bimonthly.

Remember

Though words that end in **-ly** are usually adverbs, words like **lovely** and **friendly** function as adjectives and not as adverbs.

3.2.3 Prefixes

Formation of the opposites

The following prefixes are added at the beginning of many words to produce new words with the opposite meaning.

What you have to bear in mind is that the words formed in this way may not necessarily have the exact opposite meanings. There may be a little difference of meaning.

de -	generate	degenerate
	forestation	deforestation
	merit	demerit
	nationalize	denationalize
	centralization	decentralization
	frost	defrost
	recognize	derecognize
	register	deregister
	mobilize	demobilize
dis -	honest	dishonest
	integrate	disintegrate
	unite	disunite
	member	dismember
	approve	disapprove
	like	dislike
	satisfaction	dissatisfaction
	allow	disallow
	agree	disagree
	advantage	disadvantage
in -	animate	inanimate
	accurate	inaccurate
	complete	incomplete

	sane	insane
	stability	instability
	separable	inseparable
	sensible	insensible
	secure	insecure
	significant	insignificant
	capable	incapable
im -	possible	impossible
	perfect	imperfect
	practical	impractical
	probable	improbable
	moral	immoral
	proper	improper
	pure	impure
	measurable	immeasurable
	movable	immovable
	mobile	immobile
- il / ill-	logical	illogical
	legal	illegal
	legible	illegible
	informed	ill-informed
	literate	illiterate
	health	ill health

	timed	ill timed
	judged	ill judged
	used	ill used
	equipped	ill equipped
	legitimate	ill legitimate
ir -	regular	irregular
	coverable	irrecoverable
	rational	irrational
	relevant	irrelevant
	religious	irreligious
	reparable	irreparable
	replaceable	irreplaceable
	responsible	irresponsible
	retrievable	irretrievable
	reducible	irreducible
non -	sense	nonsense
	refundable	non-refundable
	renewable	non-renewable
	residential	non-residential
	stop	nonstop
	toxic	non-toxic
	violence	non-violence
	verbal	nonverbal

	proliferation	non-proliferation
	cooperation	non-cooperation
un -	fortunate	unfortunate
	important	unimportant
	stable	unstable
	comfortable	uncomfortable
	common	uncommon
	conditional	unconditional
	conscious	unconscious
	constitutional	unconstitutional
	wanted	unwanted
	necessary	unnecessary
anti -	social	antisocial
	globalization	antiglobalization
	cyclone	anticyclone
	climax	ant Climax
	clockwise	anticlockwise
	depressant	antidepressant
	virus	antivirus
	aircraft	antiaircraft
	oxidant	antioxidant
mis -	manage	mismanage

	fortune	misfortune
	interpret	misinterpret
	lead	mislead
	judge	misjudge
	match	mismatch
	place	misplace
	pronounce	mispronounce
	print	misprint
	calculate	miscalculate

Activity - 2

Think of the words **legal** and **oral**. Which words do you think have they been derived from?

Questions for Self - Study – 5

Form the opposites of the following words by adding proper prefixes.

1. virus 2. questionable 3. control 4. organized

Question for Self – Study – 6

Tickmark the correct forms

1. a. uncomplete
- b. incomplete
- c. noncomplete

2. a. unalcoholic
b. antialcoholic
c. non-alcoholic
3. a. unseparable
b. inseparable
c. deseparable
4. a. unregular
b. irregular
c. non-regular

3.2.4 Conversion

We have seen how new words are formed by adding suffixes and prefixes.

In one of the word formation processes a word is converted into a new word **without adding a prefix or suffix**. This process is known as **conversion**.

1. A large number of words are used as verbs. For example:
 - a. watch (n): Please **keep a watch** on my luggage. I'll be back in a minute.
watch (v): Usually, I **watch** TV in the evening.
 - b. group (n): A **group** of people were waiting outside.
group (v): Students were **grouped** according to their height.
 - c. jump (n): She got a gold medal in the high **jump** competition.
jump (v): The thief **jumped** out of the window and ran away.
 - d. chair (n): This is a wooden **chair**.
chair (v): Who's going to **chair** the session?
 - e. bat (n): It's a heavy **bat**.
bat (v): He **batted** quite well.

Activity - 3

Make a list of 10 words which can be used as **nouns** as well as **verbs**. Write sentences as shown above to bring out their meaning.

3.2.5 Compounding

Joining two words together to form a new word is called **compounding**. It is the commonest type of word formation in English. A compound is a word which consists of two or three words which is used as a single word. For example: **tooth + brush = toothbrush**

Compounds are written in three different ways.

1. They are **hyphenated**.
For example: post-graduate, short-sighted
2. They are written as **one word**.
For example: postgraduate
3. They are written as **two words** without a hyphen.
For example: post graduate, school bag

There are three major types of compound.

- a. Noun compounds
postman, bookcase, post office
- b. Adjective compounds
back-up, backwater, new generation children, hard hearted, red alert
- c. Verb compounds
skywalk, dance floor, eating disorder, looking glass, bloodshed, comeback, downfall, take-off, mind-blowing

3.3 Other processes of word-formation

3.3.1 Acronyms

Another process of word formation is **acronym** in which a word is formed from the first letters of words of the name of something. For example:

AIDS is an acronym made from the first letters of **A**cquired **I**mmune **D**eficiency **S**ndrome

UNESCO is from **U**nited **N**ations **E**ducational **S**cientific and **C**ultural **O**rganization

Laser form **L**ight **A**mplification by **S**timulated **E**mission of **R**adiation

Radar from **R**adio **D**etection and **R**anging

Look at the following examples:

BBC: **B**ritish **B**roadcasting **C**orporation

YCMOU: **Y**ashwantrao **C**havan **M**aharashtra **O**pen **U**niversity

MTV: **M**usic **T**elevision

ISBN: **I**nternational **S**tandard **B**ook **N**umber

LPG: **L**iquefied **P**etroleum **G**as

OPEC: **O**rganization of **P**etroleum **E**xporting **C**ountries

Questions for Self – Study - 7

Write the full forms of the following:

SAARC, TOEFL, GRE, IELTS, WTO

3.3.2 Abbreviation

Another process of word formation is **abbreviation**.

In this process a word, phrase or name is shortened by leaving out some letters or using only the first letters of each word. For example:

Ph D is an abbreviation of **D**octor of **P**hilosophy in which the initial letters of words are put together in a reverse order.

Look at the following examples:

M.Sc. (also MSc): Master of Science

M. Phil (also MPhil): Master of Philosophy

MBA: Master of Business Administration

MD: Doctor of Medicine

Ph D: Doctor of Philosophy

Univ: University

Sat.: Saturday

Yrs: years

PIN: Personal Identification Number

Viz: namely

i.e. : that is

e.g. : for example

a.m./A.M.: ante meridiem

p.m./P.M. : Post meridiem

There are a large number of short forms of words used in our daily life. Some of them are given below:

Dr: Doctor

Prof: Professor

lab: laboratory

Mr./Mr: Mister

recap: recapitulation

MP: Member of Parliament

Lt./Lt: Lieutenant

Ltd : limited

max/max.: maximum

FT/F/T: full time

PT: part time

P/P.: page

PP/PP.: pages

in.: inch

in./ins: inches

dept./Dept: department

PTO: Please turn over

app: appendix, application

Asst/Asst.: assistant

Rd/Rd.: road

v/vs: versus

ref.: reference

min.: minute(s)

mph: miles per hour

NGO: non-government organization

Hon: Honorary

do.: ditto, the same

encl.: enclosure

govt.: government

geog.: geography

approx.: approximately

Questions for Self-Study – 8

Write the full forms of the following:

RTO, PF, RTI, GPO

Activity - 4

What do you think is the difference between **acronym** and **abbreviation**?
Refer to a dictionary.

3.3.3 Back formation

Usually new words are formed by adding affixes (=suffixes and prefixes). New words are created by removing an affix from an existing word. This process is known as **back formation**.

For example, by the removal of the suffix **-ion** from the word **television** a new word **televise** is formed. More examples of back formation:

donation → donate

babysitting → babysit

peddler → peddle

enthusiasm → enthuse

back - formation → back form

popular → pop

3.3.4 Blending

In this process two words are joined together by taking parts of both words. For example:

breakfast + lunch → brunch

motor + hotel → motel

3.3.5 Coinages

New words are coined from the existing ones to refer to new development:

Wireless, Internet

Sometimes coinages refer to trade-names where untraditional spellings are used.

kwality (icecream)

kleenex (tissues)

3.3.6 Borrowing

Taking a word or phrase from one language to another, or from one variety to another is known as borrowing. English has borrowed a large number of words from different languages. In course of time they have become a part English vocabulary. For example, words like **dhyān**, from Sanskrit, **pan** from Hindi, and **sadhu**, **kabbadi** from Marathi have been recorded by the Oxford dictionary.

Borrowing takes place when two languages come into a close contact continuously or when one language is dominant over the other. Some people find it prestigious in using words from a language like English. Sometimes out of need, people use words from another language, particularly in the field of science and technology.

Questions for Self - Study - 9

1. What is coinage?
2. What is the process of word formation called that joins parts of two words?
3. Give two examples of back formation?
4. What are the reasons for borrowing?

3.4 Summary

A word is a unit of language. It has a particular meaning in a given context. In written language a word consists of letters while in spoken language it is made of speech sounds.

A word has no meaning in isolation. It acquires its meaning in a context. From this point of view a word does not have only one meaning. It will mean differently in different contexts. The word **hand** can have several meanings. It can be used as a noun as in: 'Raise your **hands** if you agree with me'. Or as a verb as in: '**Hand** the envelope to him, please', or as an adjective as in: 'The paper is **hand-made**'.

We can talk about words but it is not easy to come out with a satisfactory definition of the concept of word. There are problems:

1. Some words can be treated as words only when they occur in a sentence. For example: **as**, **be**, **the** etc.

2. Every word has written and spoken forms. The word **streams** is made of seven letters while its spoken form consists of /stri:mz/ six sounds. Do we treat **streams** as one word or two?
3. The word **go** has different forms: **go, goes, going, went, gone**. Is each form of **go** a different word?
4. From the word **call** we get different phrases: **call off, call to, call on, call out, call upon, call back, call after, call away etc.** Each phrasal verb has a different meaning. Is each of them a different word?
5. Is **foolscape** or **foolproof** or **fool's paradise** one word or two words?

In spite of all the problems about the concept of word we do study the way a word is structured. That always helps us to know more about words, we can enrich our stock of words and learn how to use them in our daily life for effective communication.

You know that many words get out of currency and new words are added to language; or the existing vocabulary items acquire new meanings. Science and technology has added and keeps adding a large number of words like **-mouse, software, program, e-learning, channel** and so on.

A great many words in English are formed by the process of **affixation**, that is **suffixation** and **prefixation**. A suffix is a unit that is added to the end of a word, for example: **useless** and a suffix may be added even after this, for example: **uselessness**. A prefix is a unit that is added to the beginning of a word which usually changes its meaning. Normally no prefix is added after the addition of a prefix.

For example: **rename, immoral, indirect** etc. A word can have a prefix as well as suffix at the same time. For example: **unhappiness, impossibility, unnecessarily** etc.

Conversion is another major process of word-formation. The same item is used as different parts of speech. A noun can be used as a verb. For example:

*'The room is full of **light**.'*

*'It's all dark here, can you **light** a candle?'*

It can also be used as an adjective: *'I like **light** music'.*

A very large number of new words are formed by the process of affixation and conversion.

Compounding is also a major process of word formation. A compound is a combination of two or more words which is used as a single word. For example: **timetable, toothbrush**

A compound can be a noun compound, for example: **masterpiece, maidservant, hero-worship**

Or an adjective compound, for example: **self-made, home-sick, knee-deep**

Or a verb compound, for example: **windsurf, overcome, safe-guard**

There are other processes of word formation but they produce comparatively a small number of words.

There are four more processes by which words are formed in English: acronyms and abbreviations, backformations, blends and coinages.

Remember, only to know the structure of words is not enough. For becoming an effective user of English, you should also know how words are used in different contexts.

3.5 Exercises for practice

Exercise: 1

Expand the following compounds to show how the two words are connected.

For example: **a cherry pie** = a pie made from cherries

a photocopier = a machine that copies, (**copier**) documents or pictures
(**photo**)

- | | |
|-----------------|------------------|
| i. bus stop | vi. lady teacher |
| ii. businessman | vii. home made |
| iii. cookbook | viii. bathroom |
| iv. tablecloth | ix. newspaper |
| v. milkman | |

Exercise: 2

Make an attempt to make compounds from the word **hand**.

For example: handbook, handbag...

Exercise: 3

Choose the first word from (a) and the appropriate word from (b) that can go with it and form compounds.

- foot, play, peak, mama's, mile, night, tape, swim, sound, ship
- time, boy, stone, gown, back, worm, track, yard, print, suit

Exercise: 4

Fill the gaps to form compounds.

- | | |
|------------------|-------------------|
| i. birth _____ | vi. _____ hole |
| ii. _____ style | vii. _____ killer |
| iii. match _____ | viii. self _____ |
| iv. _____ school | ix. foot _____ |
| v. phone _____ | x. do-it- _____ |

Exercise: 5

Bring out the difference between the words in the following pairs:

unsatisfied-dissatisfied, dislike-unlike, unconscious-subconscious, eligible-ineligible, uninterested-disinterested

Exercise: 6

Identify suffixes and prefixes in the following words:

- | | |
|------------------|-----------------------|
| i. belittle | vi. reality |
| ii. disadvantage | vii. impracticable |
| iii. undesirable | viii. nationalization |
| iv. bicycle | ix. stylish |
| v. extraordinary | x. immature |

Exercise: 7

Form adjectives from the following nouns:

- i. compulsion
- ii. circle
- iii. law
- iv. Fear
- v. brilliance
- vi. sun
- vii. danger
- viii. health
- ix. honour
- x. talk

Exercise: 8

Form verbs from the following adjectives:

- | | |
|---------------|--------------|
| i. individual | vi. clear |
| ii. straight | vii. light |
| iii. simple | viii. just |
| iv. wide | ix. internal |
| v. equal | x. long |

Exercise: 9

Write down meanings of the following. Look up a dictionary.

- | | |
|-------------------|----------------|
| i. snake-charmer | vi. mistakenly |
| ii. humming-bird | vii. twice |
| iii. sportsperson | viii. bearded |
| iv. child's-play | ix. examinee |
| v. pickpocket | x. boldness |

Exercise: 10

Give a one-word substitute for the following.

- i. Moving of birds from one region to another with the changing seasons
- ii. Present everywhere
- iii. A list of dishes available in restaurant
- iv. Related to the moon
- v. Not able to read and write
- vi. That cannot be tolerated
- vii. A person who believes that women should have the same rights and opportunities as men
- viii. A story of person's life written by him/her
- ix. The art of producing beautiful handwriting

Answers to questions for self-study**Answers to Self - Study - 1**

1. Words have different forms and different meanings in different contexts.
2. No. We cannot say every word has a meaning.

3. Difficult to decide. 'Headache' is one word which is made of two words – 'head' and 'ache'
4. How new words are created.

Answers to Self - Study - 2

1. Creator
2. Treatment
3. Mileage
4. Decision
5. Reality
6. Liveliness

Answers to Self - Study - 3

1. i. (v) to clarify
ii. clear
2. i. (v) to minimize
ii. minimal
3. i. (v) to terrify
ii. terrible
4. i. (v) to westernize
ii. western

Answers to Self - Study - 4

1. daily= every day
2. financially= money-wise
3. recently= not long ago
4. bimonthly= every two months

Answers to Self - Study - 5

1. anti-virus
2. unquestionable
3. decontrol
4. unorganized

Answers to Self - Study - 6

1. incomplete
2. non-alcoholic
3. inseparable
4. irregular

Answers to Self - Study - 7

TOEFL= Test of English as a Foreign Language

GRE= Graduate Record Examination

IELTS= International English Language Testing System

WTO= World Trade Organization

Answers to Self - Study - 8

RTO= Road Transport Officer

PF: Provident Fund

RTI= Right to Information

GPO= General Post Office

Answers to Self - Study - 9

1. A word or phrase which has been created newly
2. Blending
3. Burgle (from burglar)
4. The reasons for borrowing are
 - a. a communicative need (particularly in science and technology)
 - b. when one language is dominant over the other
 - c. when two languages come into contact with each other constantly
 - d. prestige in using words from another language

Unit – 4: Expansion of vocabulary

4.0 Objectives

After you go through this Unit you will learn:

1. The meaning of the concept 'expansion of vocabulary'
2. Some useful techniques of expanding your vocabulary
3. To develop the habit of defining and describing things
4. Some confusing words and how to use them
5. The importance of idioms and phrases

4.1 Introduction

To expand means to increase in size, number or amount. From **to expand**; we derive the noun **expansion** which means becoming larger in size, amount or number. **Expansion of vocabulary** means **the increase in the number of vocabulary items, development in the ability to use them in a grammatically and situationally appropriate context and in turn fine-tuning your communicative skills in English.**

Vocabulary expansion is a process and it is **an ongoing process**. It is a process because the vocabulary expansion does not happen automatically. You have to make it happen and you have to make it happen all the time. It is like knowing the members of your family and close relatives. You are constantly in touch with these people. You are likely to know some words very well because you express through them very often. You put them to use regularly. You also have to go beyond the inner circle and make friendship with other people or at least to develop a working relationship so that your daily transactions become smooth.

There is no limit to vocabulary expansion. Though we all acquire language items and skills in using them in the course of our life, developing vocabulary with a purpose makes all the difference. It seems that achievers in the world are very conscious of the words they use. God has given a voice to everyone and almost everyone is a singer during their formative stage and some prefer to be bathroom singers but those who train their voice and are able to produce musical notes through their throat fall apart.

Let me give you a similar example. God has given each of us a beautiful body. It is supposed to be the best creation by God. Our body is important because we live through it. If we ignore our body, if we do not take care of it, we invite problems. The same is applicable to language which is a means of our communication. Like a healthy body, you should take care of your language, your choice of words and keep your communication healthy. For this, you have to be continuously on your guard.

Remember, your enrichment, your maturity, your status and your success depends on how you make a selection of your words while interacting with others. In order to make a selection, you have to have an adequate accumulation of words with

you and you must observe how words behave in different contexts and what effect they can produce.

Now on, in this Unit we will learn how to expand vocabulary and what techniques can be used for it.

4.2 Subject analysis

4.2.1 Describing and/or defining words

To develop the habit of describing things can be highly beneficial in expanding and consolidating your vocabulary. For example, how would you describe a **book**? Well, try it. After you make an attempt, look up the description that follows: *'A book is a set of printed pages which are put together in a cover so that you can read them.'*

What is a 'ponytail'?

A **ponytail** is a bunch of hair tied together at the back of your head in such a way that it hangs like a tail of a horse.

Let us look at some more descriptions:

1. **Athlete**: An athlete is a person who takes part in sports competitions, especially, running, jumping and throwing events.
2. **Dam**: It is a special kind of wall constructed across a river to stop the water from flowing so that the water is stored which can be used for farming or producing electricity.
3. **To squat**: To sit in such a way that your knees are bent under you and your bottom is just off the ground and you balance on your feet.
4. **Needle**: It is a thin piece of steel which is used for sewing with a sharp point at one end and an eye (= hole) on the other for the thread.
5. **Can**: It is a metal or plastic container in which drink or food is sold.
Can you please put the **can** on the cane chair?
6. **Geyser**: It is a piece of equipment in a bathroom for heating water either by gas or electricity

We can save a lot of electricity or gas if we make use of the solar heater in place of a geyser.

Questions for Self - Study-1

Identify an appropriate word from the list given below for each of the following descriptions:

cowshed, cobweb, pillow, roller-coaster, microphone, tray

1. It is a flat piece of plastic, wood or metal. Its edges are raised. It is used by holding or carrying things.

Clue: Savita came with cups of tea in a _____.

2. It is a bag of cloth. It is usually square or rectangular. It is filled with cotton or similar soft material. It is used to rest our head when we sleep.

Clue: I saw Nilesh sleeping in his bed holding his _____ close to his chest!

3. It is a small building, usually on a farm for keeping cows.

Clue: There were about four cows in the _____.

4. It is a fine net of threads. It is made by a spider which it uses to catch insects.

Clue: The room of the old building was full of _____.

5. Usually we find it at a fair. It has steep slopes and it is operated electrically. People ride on it for fun and excitement.

Clue: It is a two-word expression, each ending in -er.

6. It is a device. It is used for making your voice louder when you are speaking to an audience.

Clue: The public speaker did not bother about the distance between his mouth and the _____.

Defining things is another technique of expanding your vocabulary. For example:

What is a **nuclear family**? How would you define it? It can be defined as follows:

It is a family unit which consists only of a husband, wife and children.

How do you define a **witness** or an **eyewitness** in the legal context?

A **witness** or an **eyewitness** is a person who has seen a crime happening and can describe it to others which can be considered as evidence in a court of law.

Let us see more examples:

1. **Atheist:** someone who believes that God does not exist.
2. **To download:** to move data, information, programs etc from a computer network to a small computer.
3. **Penalty:** It is a punishment for breaking a rule, contract or law.
Harshal had to pay a **penalty** of Rs 500/- for breaking the traffic signal.
4. **Contagious:** A **contagious** disease is a disease that can pass from one person to another person by touch.
Usually skin diseases are **contagious**.
5. **Consultant:** A **consultant** is a person who has a lot of knowledge about a particular subject and their job is to give advice about it to other people.
Professor Kumar is a **consultant** for our institute.
6. **Pollutant:** It is a substance that makes air, water, soil etc. so dirty that they pose danger to human life.
Chemical **pollutants** from industries have polluted many of our rivers.

Questions for Self-Study- 2

Match the following words with definitions given below:

manager, preface, profile, culture, organization, conclusion

1. The belief, traditions, customs, ways of life and art which are common to and accepted by people who belong to a particular society.
Clue: A guest is supposed to be like God in our_____.
2. Something which you decide after you have taken into account all the aspects related to the situation.
Clue: After we interacted with the person, we came to the _____ that she was the right person for our office work.
3. A piece of writing that is at the beginning of a book the purpose of which is to introduce the book.
Clue: A _____ by Bill Clinton to his book ‘My Life’ reads like a poem.

4. A brief description which gives significant details about a person, a place, a job, or an organization.

Clue: We have invited the actor as the chief guest for our programme; now we need to have his short_____.

5. Someone whose job is to make a plan, carry it out and control the quality of some kind of worker activity.

Clue: He's going to be the _____ of our cricket team.

6. A group of people who come together with a common interest.

Clue: the school belongs to a reputed international_____.

Defining things can also be used the other way round. For example:

- a. What is a person called who studies the mental illness and can treat it?

The answer obviously is: **a psychiatrist.**

- b. What is it called to move data from a computer network to a smaller computer?

It is **to download.**

Every word is potentially a description or definition. Therefore, it is an interesting exercise to look for one word for a description or definition. For example:

- | | |
|--|---|
| a. a large building in which there is a variety of shops, stores, bookshops, food outlets etc. | mall,
shopping mall,
shopping centre |
| b. a stomach illness which is caused because you have eaten food that contains poisonous substance | food poisoning |

Let us have more examples of **one word substitution**:

1. A person who knows many languages is a **polyglot.**

Yusuf knows Hindi, English, German, Spanish and many other languages. He is really **a polyglot.**

2. A person who keeps himself from hard drinks is a **teetotaler.**

During the party, I'll be happy with soft drinks. I won't take any alcoholic drinks. I'm a **teetotaler**.

3. Someone whose wife is dead is a **widower**.

After the death of his wife, Shrinath didn't marry. He preferred to remain a **widower**.

4. The 100th year of an event is called a **centenary**.

Our institution is celebrating its **centenary** this year.

5. A woman who remains unmarried after the usual age of marriage and is not likely to marry is called a **spinster**.

These days many women don't want to marry, they choose to remain **spinsters**.

Questions for Self-Study-3

Look up the meanings of the words given below in a dictionary and fill in the blanks in the following sentences.

illegible, autobiography, unanimous eternal, simultaneously, anonymous

1. Many devotees who donate money or gold to Saibaba wish to remain _____.
2. The opening ceremony of the Asian games was broadcast on radio and telecast on TV _____.
3. I can't make anything out of his handwriting; it's absolutely _____.
4. An _____ of a great person is always inspiring to the new generation.
5. It was a _____ decision of the board of directors to improve quality of education in their school.
6. The best way to be happy is to help out the helpless is the _____ truth.

The next technique would be to think about and understand the differences between the related items. For example: What is the difference between a **psychologist** and a **psychiatrist**?

How would you go about to find out the difference? The best way is to consult a standard dictionary. And the explanation is:

A **psychologist** is a person who studies psychology i.e. the science of the mind and how it influences the human behaviour.

A **psychiatrist** is a person who studies a mental illness or mental disorder or can give a remedial treatment.

So the difference is that a psychologist is a student of psychology – the science of the mind, while a psychiatrist is a doctor who treats patients with mental illnesses.

Looking for differences between related expressions is of great use in developing language skills.

What is the difference between **to download** and **to take a printout**?

The difference can be explained as follows:

When you want to download something, you mark the material you need to have from the computer network. This is because the material – a picture, some information etc. is available on the Internet which you have been able to identify; but you do not have it on your computer. So you move it from the Internet to your computer. It is saved in your computer and kept in a file for your future reference or use.

When you need to have a hard copy of the material you have down loaded, you give the necessary command to the computer to print the material and then the printer produces the sheet with printed information on it. This is to get a printout.

4.2.2 Confusing words

1. **weak** (adj) /**विक**/: physically not strong

*Sheena looked **weak** after her illness.*

week (n)/ **विक** / : duration of seven days from Monday to Sunday

*Nayana works all days in a **week**.*

2. **wave** (n)/ वेव् /: a raised line of water which moves from the surface of the sea or ocean

*It was so clam by the sea side that I could hear the lapping of the **waves**.*

waive (v)/ वेव् /: to ignore something in a particular case, even though you have a legal right to do it

*The management decided to **waive** the tuition fees of the poor students.*

3. **waste** (v)/ वेअिस्ट् /: to use something carelessly

*Why **waste** so much of food when we don't really need it.*

waist (n)/ वेअिस्ट् /: the part of human body between the ribs and the hips

*Get inside the pool it is only **waist**-deep.*

4. **tear** (v)/ टेअ(र) /: to pull something apart or into pieces by cutting it with something sharp

*My boss asked me to **tear** the letter open.*

tear (n)/ टिअ(र) /: a liquid drop that comes out of your eyes while crying

*Her eyes were filled with **tears** when she saw me.*

5. **desert** (n)/ डेअर्द् /: a large area of land which is covered with sand and has very little water and plants

*Have you ever visited the Sahara **Desert**?*

dessert (n)/ डेअर्द् /: sweet food eaten or served after a meal

*What would you like to have in **dessert**?*

6. **bare** (adj)/ बेअ(र्) /: not covered with anything

*It's good to walk **bare** foot on the grass.*

bear (v)/ बेअ(र्) /: to be able to deal with something painful or difficult situations

*It's difficult to **bear** the noise.*

7. **were** (v) / वेअ(र) /: the past tense of the verb **be**

Where **were** you so long?

wear (v) / वेअ(र) /: to have something such as clothes or jewellery on your body

*It's very cold in here, **wear** your jacket.*

8. **weather** (n) / वेद(र) /: the temperature and the other conditions like sun, rain and wind of a particular place

*What's the **weather** like today in Mumbai?*

whether (conj) / वेद(र) /: used when while talking you have to make a choice about something that is not certain

*I didn't know **whether** to stay on or leave.*

9. **statue** (n) / स्टॅच्यु /: a figure of a person or an animal made in stone, metal etc.

The hospital is just next to the **statue**.

statute (n) / 'स्टॅच्यु /: a law passed by the parliament and formally written down

*Teachers are appointed according to the university **statutes**.*

10. **vary** (v) / व्हेअरी /: if several things of the same type vary, they differ from each other

*The fees **vary** from school to school.*

very (adv) / व्हेरी /: extremely

*It is **very** cold today.*

11. **whose** (pron) / हूज् /: used to ask who something belongs to

*I wonder **whose** bag this is.*

who's (short form) / हूज् /: the contracted form of 'who is' or 'who has'

*Look **who's** come to visit us.*

12. **later** (adv) / लेअिटर /: at a time in future or after the present time

*I'm not home now –I'll call you **later**.*

latter (adj) / लॅटर /: being second or last of the things, people or groups that have just been mentioned

What John talked **latter** was most important.

13. **cereal** (n) /'सिअरिअल् /: a plant like wheat or rice grown to produce grain

Mohit usually prefers cereals for breakfast.

serial (n) /'सिअरिअल् /: a story on the television, radio or magazine that is published or broadcast in parts

A new serial has started on the new channel.

14. **dairy** (n) /'डेअरी /: a place on a farm where milk is stored and butter and cheese are produced

There is a big dairy near here.

diary (n) /'डायरी/: a book with spaces in which you can write down things you have to do

Let me note it down in the diary.

15. **incite** (v) /'अनसाअिद् /: to encourage someone to do something illegal or violent by making them angry

The innocent were charged for inciting racial hatred.

insight (n) /'अनसाअिद् /: the ability to understand the reality of a situation

The research will provide great insights to the study.

Question for Self - Study-4

Fill the blanks in the following with the appropriate items from the pairs given below. Forms of some items may change.

waist-waste, tear-tear, desert-dessert, bare-bear, were-wear

1. All the players _____ there and wished to _____ white shirts and blue shorts.
2. There were _____ in her eyes when he said that he would _____ the beautiful picture.

3. They were not _____ their time. They were exercising for their _____.
4. The host in the _____ didn't serve us the _____.
5. I can't _____ to be _____ footed.

16. **poor** (adj) / 'पुअ(र) /: having little money which is not enough to fulfill basic needs

*She is a good teacher but comes from a **poor** family.*

pour (v) / 'पोअ(र) /: to make a liquid flow from a container continuously by holding the container in a particular angle.

*"**Pour** the coffee for me quickly, I am already late" said Rubina's husband.*

17. **idol** (n) / 'आअडल /: a statue of god that is worshipped

*The **idol** of Lord Ganesha was installed at the main entrance of the hospital.*

idle (adj) / 'आअडल /: someone who doesn't work hard

*The students should never remain **idle**.*

18. **personal** (adj) / 'पर्सनल् /: belonging to a particular person

*It is highly **personal** to tell you.*

personnel (n) / 'पर्सनल् /: someone who works for an organization or the armed forces

*A group of 25 support **personnel** were invited by the big and well-known organization.*

19. **eminent** (adj) / 'अमिन्ट /: someone in a particular profession who is famous and respectable

*The guest for the seminar was an **eminent** personality.*

imminent (adj) / 'अमिन्ट /: something unpleasant likely to happen soon

*The businessman was in an **imminent** danger of loss.*

20. **colonel** (n) / 'क(र)नल् /: an officer of a high rank in the US air force or in the army or in the marine

*Our new neighbour is a retired army **colonel**.*

kernel (n) /क(र)नल् /: a nut or seed inside a shell

*He swallowed the **kernel** of the nut.*

21. **marital** (adj) /मॅरिटल् /: connected with the relationship between husband and wife

*Write the **marital** status on the form.*

martial (adj) /मा(र)शल् /: one that is connected with war

*One must learn **martial** arts for self defence.*

22. **live** (v) /लिव् /: to have a home in a particular place

*Sushma **lives** on the fifth floor of this building.*

leave (v) /लीव् /: to move away from someone or a place

*The train **leaves** the station exactly at 11 am.*

23. **sea** (n) /सी /: an area of salty water that covers the earth surface and is surrounded by continents and islands

*It was very pleasant to be at the **sea** shore yesterday evening.*

see (v) /सी /: vision

*After the surgery she could **see** properly.*

24. **piece** (n) /पिस् /: something that is separated from the main part

*I would like to have the large **piece** of cake.*

peace (n) /पीस् /: a period of time in which there is no war

*The two countries have made **peace** with each other now.*

25. **fair** (adj) /फेअ(र) /: appropriate and acceptable in a particular condition

*It was not a very **fair** trial.*

fare (n) /फेअ(र) /: the price that you have to pay to travel somewhere by bus, plane etc.

*Children travel at half **fare** till the age of five.*

26. **ladder** (n) /'लॅडर/ : an equipment that is used for climbing up and down a wall etc.

*Sarika fell off a **ladder** and broke her leg.*

leader (n) /'लीडर/ : someone who leads the group of people

*Sangeeta has been promoted as the team **leader** of her group.*

27. **male** (n) /मेअिल् /: relating to men or boys

*He is the famous **male** singer of his times.*

mail (n) /'मेअिल् /: packages or letters that are sent or delivered to you

*All the **mails** can be sent to the new address written below.*

28. **ear** (n) /अर/ : a part of a human body that you hear with on the either part of the head

*The baby didn't cry when its **ears** were pierced.*

year (n) /अयर् /: a period from January to December that is divided into 12 months

*His birthday is celebrated every **year** with different themes.*

29. **council** (n) /'काअुन्सल् /: a group of people that provides money, prepares rules, carries out research etc.

*He is a member of the Medical **Council** of India.*

*A member of a **council** is a **councilor**.*

counsel (v) /'काअुन्सल् /: to give advice to someone to do something

*The doctor **counselled** the patient to take care of his diet.*

*A person who does **counseling** is a **counselor**.*

30. **advice** (n) /अड् व्हाअिस् /: suggestion(s) given to someone about something

*He gave me **advice** on how to maintain the physical fitness.*

*This is a valuable **piece of advice**.*

*If you want to get through the exam, **take my advice**.*

*Ask your mother **for advice** on how to bring up children.*

*You'll have to **seek legal advice** in this case.*

advise (v): /अड्वाइस् /: to tell someone what they should do in a particular situation

*He **advised** me not to drive alone.*

*The boss **strongly advised** him not to leave the job.*

Question for Self – Study - 5

Fill the blanks in the following with the appropriate items from the pairs given below.

Forms of some items may change.

poor-pour, idol-idle, personal-personnel, marital-martial, live-leave

1. You can't afford to be _____ if you are the _____ of young people.
2. If you _____ your bad habits, you will _____ happily.
3. The rain _____ down all of a sudden and that created lots of problems for the _____ hutments
4. He had a _____ interaction with the company _____.
5. He was stupidly using his _____ art to solve his _____ disputes.

31. **beside** (prep) / बि'साईड् /: by the side of

*He come and sat **beside** her.*

besides (prep) / बि'साईड्स् /: in addition to

*What other languages do you know **besides** English?*

32. **canvas** (n) / कॅनव्हस् /: a piece of material to paint on

*You have to paint the picture on a small piece of **canvas**.*

canvass (v) / कॅनव्हस् /: to ask people to support, particularly during an election

*He requested his friends **to canvass** for votes for his uncle.*

33. **stationary** (adj) / स्टेअिश्नरी /: motionless, immovable, immobile

*When the police asked the criminal a question, he did not speak anything and stood **stationary**.*

stationery (n) / स्टेअिश्नरी /: writing materials

*We need to buy some **stationery** for our office.*

*A **stationer** is a person who sells **stationery**.*

34. **principal** (n) / प्रिन्सपल् /: in charge of a college

He is a **principal** of a local college.

principle (n) /'प्रिन्सिपल् /: a moral rule to guide our action

I can't speak a lie, it's against my **principles**.

35. **popular** (adj) /'पॉप्यूल(र्) /: something or somebody that is liked by many people

Mr Modi is a **popular** leader.

populous (adj) /'पॉप्युलस् /: with a large number of population

Mumbai is a highly **populous** city.

36. **expect** (v) /'अिक्स'पेक्ट /: to believe that something will happen

The workers are **expecting** a great pay hike this year.

I didn't **expect** this kind of treatment from you.

except (prep, conj) /'अिक्'सेप्ट /: apart from

We are open every day **except** Sundays and holidays.

They talked about everything **except** the main issue.

37. **there** (adv) /'देअ(र्) /: something that exists

Is **there** a good hotel around?

Your book is **over there**.

It's **there** right on your table.

There she is! We've been waiting for her.

their (poss) /'देअर् /: of them

All students should bring **their** books with them.

The employees are because **their** payment has been increased.

38. **quiet** (adj) /'क्वाअिअद् /: without making any noise

I love this place. It's very **quiet**.

quite (adv) /'क्वाअिद् / very much

It's **quite** cold here.

39. **compliment** (n) /'कॉम्प्लिमेन्ट /: saying something to praise someone or something

She **paid him a compliment** for his new dress.

complement (n) /'कॉम्प्लिमेन्ट /: something that completes

In a sentence 'Shanti is a teacher', 'a teacher' is a **complement**.

40. **it's** /'अिट्स /: contracted form of 'it is' or 'it has'

It's necessary to take exercise regularly.

It's been done as I wanted it to be.

its (det)/ अिट्स् /: related to something

*The house is small but **its** rooms are comfortable.*

41. **childish** (adj) / 'चयाअिल्डीश् /: immature, behaving in a foolish way

*What he said was **childish**.*

childlike (adj)/ 'चयाअिल्डलाअिक् /: like a child

*He's old but his enthusiasm is **childlike**.*

42. **continuously** (adv) /कन्टीन्यूअसली / non-stop

*It rained here **continuously** for two hours.*

continually (adv)/ कन्टीन्यूअली /very often

*The student in the front kept on asking questions **continually**.*

43. **confirm** (v) /कन्फर्म /: to make something sure

*Please **confirm** whether the guest is arriving in the morning?*

conform (v)/ कन्फार्म् /to comply; to obey a rule, convention etc.

*The school has to **conform** to the govt rules.*

Questions for Self - Study -6

Fill the gaps in each of the following sentences with an appropriate word from the pairs of words given below. Forms of some items may change.

canvass-canvas, quite-quiet, their-there, its-it's, expect-except

1. It's a _____ place but it's _____ difficult to reach there.
2. _____ exciting to visit the Taj Mahal and look at _____ miners.
3. They _____ everyone to attend the party _____ him.
4. _____ were many women with flowers in _____ hair.
5. With the face of their leader on a piece of _____ they were _____ for him.

44. **abstract** (n) / 'अब्स्ट्रक्ट /: summary

*He was told to give an **abstract** of the essay in about 100 words.*

extract (n) / 'अक्स्ट्रक्ट /: a passage from a piece of writing

*She quoted an **extract** from the Supreme Court's judgment.*

45. **disease** (n) /कन्फर्म डिझीझ /: an illness

*He died of a heart **disease**.*

deceased (adj) / डि'सीस्द् /: dead

*The relative of the **deceased** was lying by his side*

46. **illegible** (adj) / अ'लीजिबल् /: which is unreadable

*His handwriting is **illegible** and I can't make out anything.*

eligible (adj) / 'अलिजबल् /: qualified for something

*Am I **eligible** for this post?*

47. **destination** (n) / डेस्टि'नेअिश्न् /: a place where you want to reach

*If you keep on walking you'll reach some **destination**.*

destiny (n) / 'डेस्टनी /: fate, an unavoidable happening

*It is their **destiny** that they have to live together.*

48. **birth** (n) / बऱ्थ् /: being born

*His place of **birth** is 80 miles from here.*

berth (n) / बऱ्थ् /: a place to sleep on a train

*I've reserved **berths** for our journey to Jaipur.*

49. **adapt** (v) / अ'डैप्त् /: to change oneself to get adjusted to a new situation

*We must **adapt** ourselves to the new climatic changes.*

adopt (v) / अ'डॉप्त् /: to take somebody else's child into your family and make it your own

*Mr Sharma is going to **adopt** a girl child.*

50. **alter** (v) / ऑल्ट(र्) /: to make a change to an item of dress so as to fit it better

*The shirt is too large; I'll have to get **altered**.*

altar (n) / ऑल्ट(र्) /: a place in a church to carry out religious ceremonies

*He was sitting at the **altar** and performing some religious rituals.*

51. **alternative** (n) / ऑल्'टऱ्न्ऱटिव्ह् /: choice

*Is there any **alternative** to an operation, doctor?*

alternate (adj) / ऑल्'टऱ्न्ऱट् /: happening one after another

*He visits his cousin every **alternate** day.*

Question for Self - Study - 7

Fill the blanks in the following with the appropriate items from the pairs given below.
Forms of some items may change.

abstract-extract, deceased -disease, birth-berth, adapt-adopt, alter-altar

1. They wanted to _____ the place of the _____.
2. I want you to present the _____ of your research, not an _____ from your novel.
3. The _____ died of an unknown _____.
4. He was lying on a _____ thinking of his _____ place.
5. He can always _____ to the changed situation but cannot think of _____ a child.

4.2.3 Idioms and phrasal verbs

Idioms

1. **a walking encyclopedia:** a person who knows a lot about a lot of different things

*Our professor of English is **a walking encyclopedia**.*

2. **let the cat out of the bag:** to tell a secret by mistake

*The teacher praised the essay which Sneha had written but her friend Neeta told the teacher it was borrowed from the guide and **let the cat out of the bag**.*

3. **at the end of the day:** used to say the most important thing after you have thought of the situation

*After all, she'll have to take the decision about her marriage **at the end of the day**.*

4. **enough is enough:** used to say when you do not want something to continue

*I've worked with him without complaining; but now on I won't, **enough is enough**.*

5. **be on friendly terms with someone:** to have friendly relationship with somebody

*Vivek and Vaishali have no quarrels now. They have **been on friendly terms with each other**.*

6. **and so on:** used at the end of a list of something to indicate that it continues in the same way

*We've to pay the income tax, professional tax, service tax **and so on.***

7. **so what?** : used to mean that something is not very important for you

'Shankar, you are late today'. 'So what? Everybody comes late!'

8. **that is to say:** in other words

*Out of Rs 10,000/- I owe you, I've given you Rs 5000, **that is to say,** a fifty percent of amount I've already paid you.*

9. **the less said the better:** the best thing is not to talk about something further

*You know the kind of person. She's very jealous of me. **The less said the better.***

10. **at the top of your voice:** loudly

*The teacher was shouting **at the top of her voice** in the class.*

11. **come into effect/ with effect from/ with immediate effect from:** to begin, starting from

*The new prices of petrol will **come into effect from** tomorrow.*

*You will have to follow the new rule **with effect from/ with immediate effect from** the first of January.*

12. **ever since:** all the time after the time mentioned

*He has been without his parents **ever since** he was five.*

*Long back my boss scolded me a lot and I'm afraid of him **ever since.***

13. **every other:** the first, third, fifth etc. but not the second, fourth, sixth etc., alternately

*He meets her every **other day.***

14. **for example** (e.g.): used to add something to what you are saying to emphasize it

*It's difficult to stay at that place. There is no washroom, **for example.***

15. **as far as I know/as far as I can remember, see** etc.

As far as I know, this is done by Sharmila.

As far as I remember, we paid Rs 150/- at the Toll naka.

As far as I can see, it's not your mistake.

16. **be yourself:** to behave naturally

*Don't act smart-just **be yourself!***

17. **all by yourself:** alone

*The whole day on Sunday I was **all by myself.** Nobody was at home.*

18. **yes or no:** used when there is no proper response to a question

*Do you like the place? **Yes or no?***

19. **as yet:** until now

As yet nobody knows who took away her purse.

20. **year by year/year after year:** every year, as the years pass by

Year by year, I learnt a lot many new things during my stay at Anandvan.

21. **go wrong:** to make a mistake

*If you do as I tell you, you won't **go wrong.***

22. **in writing:** something that is in a written form (may be as a proof for something)

*Whatever your complaint, give it **in writing.***

23. **all over:** everywhere

*The looked for the lost child **all over.***

24. **let alone:** used to emphasize that because the first thing is not possible, the next thing is also not possible

*Even the breakfast was not available at that remote place, **let alone** lunch or dinner.*

25. **come in handy:** can be useful

*Let this book be with you. It may **come in handy.***

Question for Self - Study - 8

Fill the blanks in the following with the appropriate items from the list given below. Forms of some items may change.

come in handy, all over, as yet, at the top of your voice, be on friendly terms with someone, let alone, at the end of the day, enough is enough.

1. She has deceived me on many occasions. I won't trust her anymore;

2. I've been _____ everyone in my office.
3. Keep this extra money with you. It may _____ during your journey.
4. The child was crying _____.
5. Thefts are taking place _____ the city.
6. No class was held, _____ a face to face interaction.
7. Nothing was heard of him _____ after he left home and went away.
8. We have discussed all the marketing issues at length. However
_____ what matters is how much we sold our products.

Phrasal Verbs

1. **get up:** to come out of the bed after sleeping

*Geeta usually **gets up** late on Sundays.*

2. **get back:** to return to a place

*You **get back home** as soon as your work is done.*

3. **get over something:** to feel better after an unpleasant experience

*Raman has **got over his illness** and back to work.*

4. **get in:** to enter a place with difficulty

*There was a big crowd in the shop but we managed to **get in**.*

5. **write down something:** to write something on paper in order to record it

Write down his phone number before you forget it.

6. **get ahead:** to be more successful in comparison with others

*In two years of her work, she **got ahead** of many others.*

7. get along: to have a friendly relationship

*All the staff members in our school **get along** with each other.*

8. get away: to leave a place with difficulty

*There was a traffic jam for two hours and I **got away** from it after an hour.*

9. call back : to telephone someone because you missed to receive their call when they had called

*I dropped a message to Mira to **call back** once she is free.*

10. call by: to visit someone on your way because you are close by their place

*We thought we would **call by** and see if you were home at this time of the day.*

11. call out: to say something loudly

*The teacher **called out** all the roll numbers before the test began.*

12. call up: to telephone someone

*Mother **called up** the dentist for an appointment.*

13. take (something) off: to remove something that you have worn on the body

*He **took off** his shoes in a hurry and ran in to play.*

14. take (something) off: to take a holiday from work

*We have **taken a day off** to be with the children.*

15. take (something) on: to agree to do a task

*The company **took on** two hundred new employees this year.*

16. take away: to make a feeling go away or disappear

*The doctor gave an injection to **take away** the toothache.*

17. take (something) back: to agree that you get something wrong

I'm sorry I should not have said that to you, I take my words back.

Question for Self – Study - 9

Fill the blanks in the following with the appropriate items from the list given below.

Forms of some items may change.

get away from, call back, take away, get over something, get into

1. She did call me but I didn't _____.
2. He _____ the University for his higher studies.
3. I won't be able to _____ my work till evening.
4. He got frustrated because he was not selected for the job but he is trying to _____ it.
5. They _____ their food from an eatery and ate it at their place.

18. pass on : to give somebody something which somebody else has given you

*Please **pass** this information **on** to all students*

: to be your contagious illness go to others

*I don't want **to pass on** my cough and cold to anyone in the office, therefore I'll take the day off work.*

19. pass away: to die

*His father **passed away** last week.*

20. pass for/pass as : to get accepted wrongly

*She is fifty but she could **pass for** just twenty eight or so.*

21. miss out (on something): to fail to understand or enjoy something

*I do understand some Marathi but **I miss out on** many jokes.*

22. count on someone/something: to believe in someone to do something or to believe that something will happen

'I'm sure all of us are going on a trip.'

*'Please **don't count on me**, I've a problem'.*

23. come about: to happen

*He told me how the accident **came about**.*

24. come across someone/something : to meet or find someone or something

*After you cross the main road you will **come across** a temple.*

25. come to a standstill : to halt, to stop

*On account of the workers' strike the company **came to a standstill**.*

26. spell out : to say or write a name, word etc. with proper letters

*I don't get your name, would you please **spell it out**?*

27. sort something out from something : to separate something from something that is more in number or amount

*We'll have **to sort out** the books from the cupboard.*

28. slip away : to be no more

*If you do not seize upon opportunities, they just **slip away**.*

29. slice something off something : to cut something from something

*He **sliced** pieces off a cucumber.*

30. set something aside : to keep something for a future use

*You must **set aside** some money from your income.*

31. set off : to start a journey

*They **set off** towards the east early morning.*

32. serve something up: to offer food to someone who is eating

*They **serve up** good food.*

33. see to it that : to make sure that...

*I'll **see to it that** you get the pay hike.*

34. catch up with someone : to reach someone who has gone ahead

*She was absent from school for a week. She has got to study hard **to catch up with** her classmates.*

35. draw on /upon something : to make use of something that is available

*When you do research, you have **to draw on** the authorities in the subject.*

36. drop out of something : not to take part in something

*He **dropped out** of a singing competition at the last moment.*

37. stand firm/fast : to refuse to change

*She believes that she is right and she'll **stand firm** to her views.*

Question for Self - Study – 10

Fill the blanks in the following sentences with proper phrases from the list given. In some cases their forms may change.

pass on, come about, spell out, set aside, drop out of something

1. If the dance competition is not fair, I'm going to _____ it.
2. Will you please tell me how the accident _____?
3. Would you please _____ the salt?
4. I don't know how to _____ the word you have just uttered.
5. I had _____ some money for the new appliances.

4.3 Summary

Expansion of vocabulary means adding to our stock of words. However, only to know words in isolation is not of much use. You also have to understand how they are used in different contexts. In order to become an effective communicator you must have at least the adequate amount of vocabulary.

Vocabulary expansion is an on-going process. This means you have to keep on enriching your vocabulary continuously. It does not happen overnight. You must keep on hunting for words. It is like maintaining our health. We have to maintain our communication. This is because our success in life depends on the kind of words we use to communicate with others.

You should acquire the techniques of expanding your vocabulary. One of them is to practise describing or defining words. Can you describe the word **dish** in a sentence **She placed the rice in a dish**. Try it and you will find it is not easy. Well, it is a sort of container like a plate but not as deep as a bowl and it is used for serving food. How would you define the word **standard**? Anything that is standard belongs to a high quality accepted and respected by people. If you develop the habit of describing or defining words, you will be able to improve your competence in using words. Describing or defining something and then looking for a word for it is also useful. For example: *A person who is always hopeful and thinks that good things will*

happen. = *optimistic.* This kind of one-word substitution can help you improve your vocabulary.

On many occasions, similar looking or similar sounding words can be confusing. You may not be able to notice the difference between **there** and **their** and may mistake one for the other. Words that are alike can lead to confusion. A sample list has been given in this Unit. You can add to it to increase your vocabulary.

Idioms function as single units. The meaning of an idiom cannot be derived from its parts separately. This means the meaning of an idiom is different from the meaning of individual words that make the idiom. For example: **to keep your word** means to do something which you promised to do. 'He said he would help me in my difficulty and I'm sure he'll keep his word.' The idiom **to keep an eye on something** means to look after something. **Would you please keep an eye on my language until I get back?**

A phrasal verb consists of a verb and a particle i.e. a unit like **in, on, at** etc. Though the meaning of some phrasal verbs can be guessed from the meanings of their parts, most of them have totally different meaning which is not equal to the meaning of each of its part put together. In the sentence, 'The director **called off** the meeting', the meaning of the verb **call** or **off**, or the meanings of both put together is not the meaning of the phrasal verb **called off**. To **call off** means to cancel. You must record such expressions and learn how to use them. A sample list of phrasal verbs has been given in this Unit. You can keep on adding to it.

4.4 Exercises for practice

1. Make a list of the techniques of vocabulary expansion.
2. Look up the entry **pass** in a dictionary and find out what the following sentences would mean.
 - i. We **passed** each other in the street but didn't speak a word.
 - ii. **Pass** me the salt, please.
 - iii. How do you **pass** the time in the evening?
 - iv. He **passed** a remark which I didn't like.
 - vi. They talked for a long time in a low voice. I don't know what **passed** between them.

- vii. I ate a lot. I'm full. I would **pass** on the ice-cream. I'm sure you won't mind.
- viii. He **passed** on photographs around for everyone, to see and comment.
- ix. Many English words have **passed** into Marathi.
- x. I got a railway **pass** for a free journey.

3. Find out synonyms for **to speak**.

4. Make a list of words which you can use instead of the word **new**.

5. How many words can you make from **hand**? For example; handwriting, handbag etc.

6. Add each of the following particles to **run** and find out its meaning with an example sentence.

across, after, along, around, away, by, down, in, into, off, on, out, over, through, up

For example: **run out** (of): to have used something totally and not left with anything

I've **run out of** money. Do you have any money on you?

The time is **running out**; we must rush him to the hospital.

4.5 Answers to questions for Self-Study

Answers to Self-Study-1

- 1. Savita came with cups of tea in a tray.
- 2. I saw Nilesh sleeping in his bed holding his pillow close to his chest!
- 3. There were about four cows in the cowshed.
- 4. The room of the old building was full of cobwebs.
- 5. It is a two-word expression, each ending in -er. roller coaster
- 6. The public speaker did not bother about the distance between his mouth and the microphone.

Answers to Self-Study-2

1. culture
2. conclusion
3. preface
4. profile
5. manager
6. organization

manager, preface, profile, culture, organization, conclusion

1. A guest is supposed to be like God in our culture.
2. After we interacted with the person, we came to the conclusion that she was the right person for our office work.
3. A preface by Bill Clinton to his book 'My Life' reads like a poem.
4. We have invited the actor as the chief guest for our programme; now we need to have his short profile.
5. He's going to be the manager of our cricket team.
6. the school belongs to a reputed international organization.

Answers to Self-Study-3

1. Many devotees who donate money or gold to Saibaba wish to remain anonymous.
2. The opening ceremony of the Asian games was broadcast on radio and telecast on TV simultaneously.
3. I can't make anything out of his handwriting; it's absolutely illegible.
4. An autobiography of a great person is always inspiring to the new generation.
5. It was a unanimous decision of the board of directors to improve quality of education in their school.
6. The best way to be happy is to help out the helpless is the eternal truth.

Answers to Self - Study - 4

1. All the players were there and wished to wear white shirts and blue shorts.
2. There were tears in her eyes when he said that he would tear the beautiful picture.
3. They were not wasting their time. They were exercising for their waists.

4. The host in the dessert didn't serve us the desert.
5. I can't bear to bare footed.

Answers to Self – Study - 5

1. You can't afford to be idle if you are the idol of young people.
2. If you leave your bad habits, you will live happily.
3. The rain poured down all of a sudden and that created lots of problems for the poor hutments
4. He had a personal interaction with the company personnel.
5. He was stupidly using his martial art to solve his marital disputes.

Answers to Self - Study - 6

1. It's a quiet place but it's quite difficult to reach there.
2. Its exciting to visit the Taj Mahal and look at it's minarets
3. They expect everyone to attend the party except him.
4. There were many women with flowers in their hair.
5. With the face of their leader on a piece of canvas they were canvassing for him.

Answers to Self - Study-7

1. They wanted to alter the place of the altar.
2. I want you to present the abstract of your research, not an extract from your novel.
3. The deceased died of an unknown disease.
4. He was lying on a berth thinking of his birth place.
5. He can always adapt to the changed situation but cannot think of adopting a child.

Answers to Self – Study - 8

1. She has deceived me on many occasions. I won't trust her anymore; enough is enough.
2. I've been on friendly terms with everyone in my office.

3. Keep this extra money with you. It may come in handy during your journey.
4. The child was crying at the top of its voice.
5. Thefts are taking place all over the city.
6. No class was held let alone a face to face interaction.
7. Nothing was heard of him as yet after he left home and went away.
8. We have discussed all the marketing issues at length. However at the end of the day what matters is how much we sold our products.

Answers to Self - Study - 9

1. She did call me but I didn't call back.
2. He got into the University for his higher studies.
3. I won't be able to get away from my work till evening.
4. He got frustrated because he was not selected for the job but he is trying to overcome it.
5. They took away their food from an eatery and ate it at their place.

Answers to Self – Study - 10

1. If the dance competition is not fair, I'm going to drop out from it.
2. Will you please tell me how the accident came about?
3. Would you please pass on the salt?
4. I don't know how to spell out the word you have just uttered.
5. I had set aside some money for the new appliances.

Unit – 5 Vocabulary and usage in Indian English

5.0 Objectives

After you go through this Unit you should be able to understand:

1. What is the meaning of the term 'Indian English'
2. The problems of usage
3. English vocabulary of Indians
4. Indian words used in English
5. Common mistakes of Indian users of English

English is used in India in all walks of life. It is used as a second language. The term **a second language** here doesn't mean the language that is learnt next to your mother tongue. It means:

- a. The language that is used widely as a medium of communication - in education, in government, in the legal system, in defence, in the mass media and so on.

- b. It is not a native language in a country.
- c. It is usually used along with another language or languages.

5.1 Introduction

There is hardly any literate Indian who does not know any English. India is said to be the third largest English using country in the world.

Indian English has been recognized as the non-native variety of English. It is said that a great number of Indians are good users of English and India can be a competent provider of English to non-native speakers across the world.

The problem, however, is: **What's Indian English?** A simple and acceptable definition of Indian English can be: 'The English language as used in India. The next questions can be:

- a. What kind of English? and
- b. Which Indians?

Do we speak British English or American English, or the combination of both? Well, many of you speak neither American English nor British English. What you speak is some variety of English. It means there isn't only one Indian English because there are several varieties of Indian English: English spoken by a large number of Hindi users is Hinglish (or Hindusthani English), English spoken by Marathi speakers of English is Minglish, those of Bangali speakers, Banglish and so on.

Another problem is: **Who are the users of Indian English?** Who do we look up at as the ideal or model users of Indian English? Users' qualifications, professional expertise can assure the authentic use of English.

Therefore, it would be safe to say that the users who have minimal proficiency i.e. reasonable fluency and grammatical accuracy in communicating through English and the persons whose English is neutral, i.e. which is not coloured by the speakers' mother tongue or the local accent, can be looked upon as the ideal Indian users of English. Such users are expected to have at least more than 50% of native speakers' ability in using English.

We live in different geographical regions. We speak different languages. We belong to different cultures. The English we use is bound to be coloured by various cultures and languages we speak. We have all kinds of English users: from a school kid to the education minister and from a book seller to the Prime Minister. Everyone speaks English in their own way. In spite of different varieties of English we speak across the country, we can identify features which can be said to be common to all the varieties of English used in India.

Once we are clear about the concept of Indian English and the ideal speakers who are supposed to be using Standard Indian English, we can take a look at their English vocabulary and the problems posed by it.

The focus of discussion here is the problem of **vocabulary and usage** faced by the Indian users of English. It is **not** on the status of English in India, varieties of Indian English, the problem of standardization of Indian English, Indianization of English or Indian literature in English. The discussion on whether we really need English, can't we do without English is also irrelevant here.

Questions for Self- Study-1

1. What is the focus of discussion in this unit?
2. What is Indian English?
3. Do we have only one Indian English all over India?
4. Who is an ideal Indian user of English?
5. 'English is learnt as a second language in India'. What does it mean?

5.2 Subject analysis

5.2.1 English words usually used in mother tongue

Let us first see the vocabulary items which every person seems to be using, even the illiterates. This is so because **they have become a part of the vocabulary of their mother tongue**. Take a look at the following list:

Travelling & transport

bus, (bus) stand, driver, conductor, ticket, bell, stop, scooter, seat, road, line, puncture, tire, petrol, petrol pump, diesel, litre, kilometer, railway, signal, platform, train, bogie, express train, passenger (train), ticket checker, AC, lorry, truck, cycle, motor, motorcycle, handle, paddle, accident, license, highway, express highway, toll, lodging, boarding, camera, photo, rickshaw, boat

Electricity related items

TV, channel, wire, light, bulb, tube, fan, mixer, load shedding, radio, computer, mobile, card, recharge, tape, tape recorder, CD, button, earthing, fitting, wiring, remote, recharge, screen

Hospital, illness etc

Hospital, bed, patient, doctor, injection, operation, saline, treatment, bill, nurse, dose, practice, ambulance, BP, cholera, bird flew, swine flu

Home

kitchen, gas, lighter, mixer, cooker, fridge, washing machine, bathroom, tea-poy, bungalow, row-house, flat, plot, soap, stove, cylinder, lock, tiles, building, builder, tax

Hotel & eatable etc

hotel, waiter, menu, table, chair, tea, coffee, beer, mutton, soup, cigarette, plate, glass, bread, toast, burger, pizza, mug

Dress items etc.

sari, sweater, shirt, pants, locket, slipper, chappal, polish, socks, pocket, design, (ear) rings, nail polish, lipstick, hair dryer, nail cutter, lace, tie, blanket, blouse, powder, toothpaste, colour

Farming

tractor, hector, machine, pipe, oil, market, spray, rate, tomato, weight, nut, bolt, rod

Post office

post, post office, postman, letter, stamp, register, postmaster, certificates

Sports

cricket, captain, ball, bat, fielder, bowler, four, six, out, runs, game, innings, football, Olympics

Education

School, college, principal, headmaster, teacher, book, bag, pencil, pen, compass, pad

Entertainment

Theatre, dance, show, cinema, film, picture, music, scene, actor, actress, acting

Others

bank, cheque, cash, bundle, blade, note, marriage, stamp

Activity

Make a list of English words you often make use of while speaking Marathi.

The list of English words that have become a part of Marathi vocabulary given above is not exhaustive. It is flexible, open ended and tentative. The grouping is overlapping.

There are some English words in the Marathi vocabulary that are used in their corrupt forms, for example, the original form of **over-oiling** in **over-hauling** and that of वाईसर is washer.

Take care of such corrupt forms while using English.

Questions for Self-Study-2

The following are some English words with their corrupt pronunciation usually used in Marathi. Guess their original English equivalences and write them down and look up their pronunciations in a dictionary.

1. AqOR>m
2. {ōX_
3. dmB©ga
4. M;Z
5. H°\$Zm°b
6. ~m°ā~

7. H\$m°anyQ>a
8. AmoihaAm°B©b
9. Am°Ho\$OZ

5.2.2 English words generally used

Those who **are less educated** or **school dropouts** and **have some English with them** may have the following vocabulary items:

problem, reservation, colour, admission, university, student, examination, disease, farm, boss, holiday, vacation, curtain, order, lab, remote, mouse, dress, shoes, interview, study, entry, bangle, handkerchief, breakfast, dollar, diabetes, gym, donation, senior, temperature, interesting

5.2.3 Indian words in English

There are lots of words from Indian languages which have formed a part of English vocabulary. Many of them are used mainly in Indian English.

Clothing: sari, kurta, pallu, ghagra, pagari, dhoti, khadi, dupatta, churidar, lungi

Food items: idli, samber, chappati, roti, dal, chawal, shira, vada, tandoor, biryani, sharbat, papad, chatni

Government and administration: Rajya Sabha, Vidhan Sabha, morcha, bandobast, lathi-change, grampanchayat, sarpanch, mantra, tehsil, zillha parishad, loksabha

Politics and agitation: neta, janta, bandh, morcha, hartal, dharana, satyagraha, parishad, naxalite, sardar

Spirituality and religion: dharma, atma, karma, Buddha, Bhagvat Geeta, yoga, guru, swami, sanyasi, puja, bhajan, kirtan, avatar, baba, mantra, vedas, Ram, Rahim, Hindu, Budha, darshan

Other: rupee, paisa, vastu shastra, black money, black market

Arts, Music, Dance: table, theka, Kuchipudi, Bharatnatyam, alap, shehnai, sarangi, khayal

Sociology: Namaste, namaskar, purdah, swadeshi, zamindar, bagaitdar, tamasha, netagiri, Gandhigiri, basti, dacoit, adivasi

Titles: Swami, Mahatma, Maulana

5.2.4 Using vocabulary items

What is important is – only knowing words from English does not make you a good user of English.

The main problem is **how to put to use the words you think you know.**

Let us look at some examples:

(A) You know the word **bus**. However, how many of you are able to use the word in your communication as given below:

1. Where did you **get on the bus**?
2. Where are we to **get off the bus**?
3. There were a few people **on the bus**.
4. I've been **waiting for the** Nashik Road **bus**.
5. Let's go fast, we must **catch the bus**.
6. We'll **miss the bus** if we don't reach in time.
7. I've **to take a bus to** the railway station.
8. Do you know **the bus fare** for Pune?
9. Do you have any idea of **the bus route** to that place?
10. I always travel **by bus**.

Let us look at the **possible Indian deviations**. They **may not go with the way English is used**. So what is used can be looked upon as

- a. the specific feature of Indian English or
 - b. something that is not English
1. In place of **to get on the bus**, we are very likely to use **to get into the bus**.
Where did you **get on the bus**? (English)
Where did you **get into the bus**? (Indian English)

2. In place of **to get off the bus**, we are very likely to use **to get down the bus**.

Where are we **to get off the bus** (English)

Where are we **to get down the bus** (Indian English)

3. Instead of **on the bus**, we use **in the bus**.

There were a few people **on the bus**. (English)

There were a few people **in the bus** (Indian English)

4. Is it **by bus** or **by a bus** or **by the bus**? A difficult problem of usage.

They say:

I always travel **by bus**

by train

by car

Very often we see people saying: **Let's go by the bus**.

All the four items shown above used in Indian English are not used in English.

(B) Let's have another example, **radio**. You know the word **radio**, but are you able to use it in different contexts in your day-to-day life? Look at the following examples.

1. Please **switch off** the radio.
2. Please **switch** the radio **off**.
3. Please **switch on** the **radio**.
4. Please **switch** the radio **on**.
5. Please **switch** it **off**.
6. Please **switch** it **on**.
7. Please **turn off** the radio.
8. Please **turn** the radio **off**.
9. Please **turn** it **off**.
10. Please **turn** it **on**.
11. Please **put on** the radio.
12. Please **put** the radio **on**.
13. Please **put** it **on**.
14. Please **put off** the radio.
15. Please **put** the radio **off**.
16. Please **put** it **off**.

There is a problem of usage for us with 5, 6, 9, 10, 11 and 14.

You can say but You CANNOT say

Please **switch it off** * Please **switch off** it.

Please **switch it on** * Please **switch on** it.

Please **turn it off** * Please **turn off** it.

Please **turn it on** * Please **turn on** it.

Please **put it on** * Please **put on** it.

Please **put it off** * Please **put off** it.

The problem is you can say:

Please **switch on** the television.

Please **switch** the television **on**.

When you use the pronoun **it** in place of the noun **television**, you can say: Please switch **it on**.

but you **cannot say**: * Please **switch on it**.

Look at the other usages related to **radio**:

17. **Turn the sound** of the radio **down**.
18. **Turn down** the volume of the radio.
19. **Turn** the volume of the radio **up**.
20. **Turn up** the volume of your radio.
21. Would you **reduce** the tone of your radio?
22. Would you **lower** the tone of your radio?

People also say:

23. Please **increase the volume** of the radio.
24. Please **raise the volume** of the radio.
25. Please **tone down your radios**.

If you replace **the sound/tone/volume of the/your radio** by the pronoun **it** we cannot say:

- Turn down it.

- Turn up it.
- Tone down it.
- Please decrease the tone of your radio.

(C) We all know the word **call**. But do you make use of it in your daily life? Look at the following examples:

1. Please **call me** when you reach home.
2. Remember **to give me a call** when you reach home.
3. Remember **to give a call to me** when you reach home.
4. You have **to make me a call** when you reach home.
5. You have **to make a call to me** when you reach home.
6. There's a **call for you from** Avinash.
7. You've **got a call from** Avinash.
8. I'll **take your call** wherever I am.
9. I **called** you several times but you didn't **return my calls**.
10. Is it a **local call** or a **long distance call**.
11. All my **incoming calls** have been barred.
12. How do they charge **the outgoing calls**?
13. Very often she **receives anonymous calls**.
14. **The call about** the bomb was a **hoax call**.

In this context:

- You can **call someone**, but you cannot **call to someone**.
- They do not say, 'You have **to phone call me** in the evening'. **Phone call** is not used as a verb but **call** is.

You have **to call me** in the evening.

However, you can always **give someone a (phone) call**.

The examples discussed above prove that:

- a. **Only to know a word is not of much use.**
- b. You have **to develop the ability to use it.**
- c. For this, you have to know **how a word is used in English.**
- d. Don't say, 'I think, **call to me** is correct'.

In such cases refer to a standard dictionary or a person who really knows English and can help you to get your difficulty solved.

- e. When you try to make use of a word, **you will very often come across a usage problem.**

In the next part of this unit we will give examples of mistakes (5.2.5) which are commonly made by many Indian users of English.

5.2.5 Common mistakes

A) Errors in the use of prepositions

Very often the Indian users of English use the preposition where they should not and the other way round. On many occasions they make use of prepositions wrongly.

Look at the following examples:

1. Where is Prof. Verma?
She's on the class.
It should be **with** or **in the class**.
2. Meet me behind the class.
It should be **after class**.
3. He lives opposite of the swimming pool.
No preposition is required here.
4. He came by walk.
He can come **by train, by bus** but **not by walk**.
So the sentence should be walked.
5. Do you have enough of money.
No need for the preposition of. It should be: Do you have **enough money**?

Activity

Correct the following.

The part of a sentence where the correction is needed has been underlined.

1. He ordered for a cup of tea.

2. We have to discuss about the issue.
3. Open the fifth page of your book.
4. He lives at Mumbai.
5. You have to copy the sentence word by word.
6. He got down from the bus.
7. My teacher congratulated me for my success.

Key

1. He **ordered** a cup of tea.
2. We have to **discuss** the issue.
3. **Open at** the fifth page of your book.
4. He **lives in** Mumbai.
5. You have to copy the sentence **word for word**.
6. He **got off** the bus.
7. My teacher **congratulated me on** my success.

5.2.6 Usage problems

There are a number of usage problems in Indian English. We will discuss some of them.

1. **I'm living** in Nashik **from ten years**.

This is a commonly used sentence in Indian English but **completely unacceptable** in English.

- a. 'I'm living in Nashik...' is a present continuous tense.

The present continuous tense indicates the action in progress i.e. the action that is going on. The above sentence means: The action began at some point in the past, it is still going on and it may continue in future. To express this tense the present perfect continuous tense, that is, **have + been + ving** is used. So the first part of the sentence will be 'I have been living in Nashik...'

- b. '... from ten years...' is absolutely wrong. If it is a period of time **for** is used. In this sentence 'ten years' is a period of time. Therefore, it will be '... for ten years'.

So the acceptable sentence will be: 'I've been living in Nashik for the last ten years'.

If it is a point of time, like '1998', my birth,' 'yesterday' etc. it would be **since**.

'I've been living in Nashik **since 1998**'.

2. We've already **discussed** this topic **yesterday**.

This is another utterance very commonly used by teachers,

This is not acceptable in English at all.

- a. ... **have** ... **discussed** indicates the **present time** (have + discussed = present perfect tense) while the expression **yesterday** shows the past time.

In English the present tense and the past time expressions cannot go hand in hand, so the sentence has to be:

'We've already discussed this topic'.

Or

'We already discussed this topic yesterday',

3. She has nice **hairs**.

The word in this sense is always used in the singular. The sentence therefore, should be: '**She has nice hair**'.

4. 'We enjoyed a lot'.

It is not acceptable in English. The verb **enjoy** is transitive and demands some object after it. The acceptable sentence would be:

'We enjoyed the trip a lot'.

5. He said that **he will come** soon.

The sentence is in the indirect speech, you can always say,

He said, "He will come soon".

And there is nothing wrong in it. But when it is changed to indirect speech the present tense has to be changed to the past. So the sentence would be:

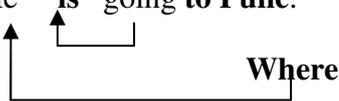
'He said that he would come soon'.

6. **Where you are** going?

This kind of usage seems to be common with many Indian users of English.

In the Wh-question formation in English, the helping verb comes immediately after the Wh-word.

For example:

He **is** going to **Pune**.


Where is he going?

The sentence 'Where you are going?' should be:

'Where are you going?'

7. I **was not knowing** how to do it.

Verbs of knowledge, understanding, perception repetitive actions or regular actions are not used in the continuous tense in English. So the correct sentence would be:

'I did not know how to do it'.

8. She gave **small small** pieces of chocolate to **little little** children.

Many Indian users of English repeat the items as shown above for the purpose of emphasis. This is not so in English. The sentence has to be:

'She gave small pieces of chocolate to little children'.

9. Deepak will come tomorrow, **isn't it**.

The verb in the tag question has to be the verb from the main clause and the pronoun will be according to the subject for example:

Deepak will come tomorrow, **won't he?**

However, in Indian English, the tag, **isn't it** is used on a large scale.

10. What's your **good name?**

There is no good name or bad name. This question is a direct influence of Hindi – आपका शुभनाम क्या है?

'What's your name?'

Of course, this is not a polite way of asking some-one's name. It should be:

'May I know your name please?'

These are just a few samples which can help you understand the problem of usage in the variety of English called Indian English.

This kind of English may be ok with the local context. But in the global context you need to use presentable English which is the need of the time.

Questions for Self - Study - 3

Correct the following sentences:

1. We **reached to** the station in time.
2. **Look, look!** The beautiful rainbow.
3. **Sitting?**
4. He asked her **what's your name?**
5. **They are working** for a long time.
6. You like the picture, **isn't it?**
7. **I'm understanding** what you're saying sir?
8. **What** you want?
9. **He's loving** her.
10. He **is going** to Mumbai every day.

Key

1. We **reached** the station in time.
2. **Look at that!** The beautiful rainbow.
3. **Are you just sitting?** (and doing nothing)

4. He asked her **what her name was**.
5. They **have been working** for a long time.
6. You like the picture, **don't you?**
7. I **understand** what you **say** sir.
8. **What do** you want?
9. He **loves** her.
10. He **goes to Mumbai** everyday.

5.3 Summary

This unit deals with vocabulary and usage in Indian English. English used in India has been termed as Indian English. However Indian English has as many varieties as its languages. English used by the Indians is normally coloured by the user's Mother tongue. Therefore there is a need to promote standard Indian English. The standard Indian English is a variety of English that is supposed to be used by qualified Indians and which is neutral variety without any influence of the native languages.

English is used as a **second language** in India. A second language here does not mean the language you study next to your mother tongue. In this sense English is studied in India as a third language - The first your mother tongue; second, Hindi, our national language and third, English. English is used as second language means it is the language which is not our native language but it is used on a large scale-in the mass media, as the medium of education, politics, business, defence, legal system and even entertainment along with Hindi.

Though India has the largest number of English users in the world, there are problems particularly of usage, i.e. how to use a particular language item. Very often we hear, *'I returned back from Pune yesterday*. Here, there is no need to use **back** after **returned** because **returned** itself means **turn back** or **get back**. We have seen several examples of this kind.

There are a large number of vocabulary items from English which have become a part of many Indian languages. We all make use of **bulb**, **wire**, **notebook**, **homework** and so on.

Even an illiterate farmer knows **engine, light, diesel, tractor, doctor, cup, hotel** and so on. In the same way many words from Indian language are used in English such as **papad, sherbet, dal-rice, namaste** and so on.

Indian Standard English is quite alright for communication within the country. However, in the globalized context presentable international English that will not create any communicative problems.

5.4 Exercises for practice

1. Write about 10 lines on each of the following:

- a. How to make chapaties?
- b. What do you do when you enter a temple?
- c. The process of making tea.
- d. Dahihandi
- e. Rangpanchami, the festival of colours

2. Imagine that you are sitting in a hotel. Think of the English words that have become a part of the hotel vocabulary. Make a list of such words.

3. You are at the railway station. Write down words that have been used by many of us even if they do not speak English. Begin with **railway**.

4. Make a list of words used in Indian English in which the first item is from Marathi or Hindi while second is from English. For example **pan shop**.

5. What would you say in your mother tongue for each of the following?

- i. Please pass that book over.
- ii. How to get to the railway station?
- iii. Take 6 from 10 and you're left with 4.
- iv. It's too far to walk.
- v. He fell off his cycle.
- vi. On your mark, get set, go!
- vii. Glad meeting you; see you sometime later.

viii. I'd love to visit Kashmir sometime.

ix. The rain was falling steadily at that time.

x. Her sari caught a nail.

6. You plan to go on a trip. You are the organizer. Write down 10 instructions for the participants.

Answers to Self Study Questions-1

1. Vocabulary and usage in Indian English.
2. It is a variety of English as spoken in India.
3. No. Every state and linguistic group has a different variety of English like-Minglish, Banglish etc.
4. The person who has the minimal proficiency in English and who has more than 50% of the native speaker's ability to make use of English.
5. 'English as a second language' means it is used widely-for example, in mass media education, defence legal system etc. It is also used alongside Hindi or State languages. It is not the native language of India.

Answers to Self-Study Questions-2

1. agenda: /əˈdʒɛndə/
2. chain: /tʃeɪn/
3. computer: /kəmˈpi:tə/
4. rhythm: /ˈrɪðm/
5. canal: /kəˈnæl/
6. compass: /ˈkɒmpəs/
7. overhauling: /ˈoʊvəhaʊlɪŋ/
8. washer: /ˈwɑ:ʃə/
9. bomb: /bɒm/
10. occasion: /əˈkeɪʒən/
