

VOCABULARY DEVELOPMENT

ADVERBS (GRAMMAR)

Adverbs are words used to add something to the meaning of the verbs, adjectives or another adverb.

Fill in the blanks with a suitable adverb.

1. I.....go to bed at 10 o'clock.

- a) once
- b) ever
- c) usually

2. I have been to the USA.

- a) never
- b) ever

3. I have been to Australia just

- a) one
- b) once
- c) ones

4. I.....take a bath before I go to bed.

- a) once
- b) always
- c) ever

5. My grandparents live in Kerala. I visit them.....

- a) once
- b) often

6. My friends are non-smokers.

- a) most
- b) mostly

7. I wasimpressed with her performance.

- a) too
- b) such
- c) very

8. I.....go for a walk in the park.

- a) some time
- b) sometime
- c) sometimes

9. I watch English films.....

- a) once
- b) always
- c) occasionally

10. They..... go out.

- a) rare
- b) once
- c) rarely

Answers

1. I usually go to bed at 10 o'clock. (adverb of frequency)
2. I have never been to the USA. (frequency adverb)
3. I have been to Australia just once. (frequency)
4. I always take a bath before I go to bed. (frequency)
5. My grandparents live in Kerala. I visit them often. (frequency)
6. My friends are mostly non-smokers. (focusing adverb)
7. I was very impressed with her performance. (degree adverb)
8. I sometimes go for a walk in the park. (frequency adverb)
9. I watch English films occasionally. (frequency adverb)
10. They rarely go out. (frequency adverb)

LANGUAGE DEVELOPMENT

DEGREES OF COMPARISON (GRAMMAR)

ADJECTIVES (DEGREES OF COMPARISON)

Definition of adjective

Adjective is a word used to add something to the meaning of noun or pronoun

The word red in "the red car" is an adjective.

Complete the following sentences using the appropriate form of the adjective given in the brackets.

1. He is.....than his neighbors.

- a) rich
- b) richer
- c) richest

2. The brides were much than the grooms.

- a) young
- b) younger
- c) youngest

3. He is tooto be taught.

- a) intelligent
- b) more intelligent
- c) most intelligent

4. He is.....than I thought him to be.

- a) clever
- b) cleverer
- c) cleverest

5. When the old woman became, she began to move about.

- a) stronger
- b) more strong

6. He is much.....now.

- a) good
- b) better
- c) best

7. The offer was too.....to be true.

- a) good
- b) better
- c) best

8. He fishes with..... success than I do.

- a) great
- b) greater
- c) greatest

9. Shakespeare is theplaywright in English.

- a) great
- b) greater
- c) greatest

10. The pain was.....than he could bear.

- a) much
- b) more
- c) most

11. The.....thing of all was that his son was rude to him.

- a) bad
- b) worse
- c) worst

12. Jane was the.....player of the two.

- a) good
- b) better
- c) best

ANSWERS

1. He is richer than his neighbors.
2. The brides were much younger than the grooms.
3. He is too intelligent to be taught.
4. He is cleverer than I thought him to be.
5. When the old woman became stronger, she began to move about.
6. He is much better now.
7. The offer was too good to be true.
8. He fishes with greater success than I do.
9. Shakespeare is the greatest playwright in English.
10. The pain was more than he could bear.
11. The worst thing of all was that his son was rude to him.
12. Jane was the better player of the two.

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LANGUAGE DEVELOPMENT

DIRECT AND INDIRECT QUESTIONS (GRAMMAR)

When asking for information in English one can use direct and indirect questions.

There are differences in sentence structure and levels of politeness and formality.

In English, a basic question can be formed using either an auxiliary verb or a question word.

For example:

Does he like swimming? (Auxiliary verb)

Where is the library? (Question word)

These are both examples of direct questions.

However, in English there are situations where it can be considered impolite to ask a direct question so we might ask an indirect question.

Indirect questions are often used when talking to someone we don't know well, in formal / professional situations, and / or where the topic might be 'sensitive'.

Indirect questions are a little more formal and polite. We use them when talking to a person we don't know very well, or in professional situations.

Examples for direct and indirect questions:

Direct question	Indirect question
How old are you?	Would you mind telling me how old you are?
Where's the bank?	Could you tell me where the bank is?
Why are they late?	I wonder why they are late?
What time is it?	Do you have any idea what time it is?
Help me!	Is there any chance you could help me?
Who's that?	Do you happen to know who that is?

Grammar differences in direct and indirect questions

There are three important grammatical changes between direct and indirect sentences.

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1. When we start using an indirect question form (such as those on the right hand side of the table above), the word order is the same as a positive statement, not a question.

Direct question	Indirect question
What is his name?	Do you know what his name is? (NOT Do you know what is his name?)
What are you doing?	Can you tell me what you are doing? (NOT Can you tell me what are you doing?)

2. If the direct question uses the auxiliary verb 'do' (i.e. does, did, do), it is left out of the indirect question.

Direct question	Indirect question
Where <i>does</i> she live?	Do you know where she lives? (NOT Do you know where she does live?)
Who did she work for?	Can you tell me who she worked for? (NOT Can you tell me who she did work for?)

3. If the direct question can be answered with 'Yes' or 'No', the indirect question needs 'if' or 'whether'.

Direct question	Indirect question
Is she coming back soon?	Do you know if she is coming back soon?
Have you seen this man before?	Can you tell me whether you have seen this man before?

EXERCISE:

1. Where does she play tennis?

2. Does he live in Paris?
3. Is she hungry?
4. What is this?
5. Do they work in Canada?
6. When do John and Luke meet?
7. Is he a lawyer?
8. When is the party?
9. Do they often go out?
10. What does he do at the weekend?
11. Where is Market Street?
12. What time does the bank open?
13. Does Tom like Italian food?
14. How has he managed to get in shape so quickly?
15. Are your parents joining us for dinner?

ANSWERS:

1. Can you tell me where she plays tennis?
2. Can you tell me if he lives in Paris?
3. Can you tell me if she is hungry?
4. Can you tell me what this is?
5. Can you tell me if they work in Canada?
6. Can you tell me when John and Luke meet?
7. Can you tell me if he is a lawyer?
8. Can you tell me when the party is?
9. Can you tell me if they often go out?
10. Can you tell me what he does at the weekend?
11. Could you tell me where Market Street is?
12. Do you know what time the bank opens?

13. Do you know if Tom likes Italian food?
14. Do you have any idea how he's managed to get in shape so quickly?
15. Could you tell me if your parents are joining us for dinner?

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WRITING

JUMBLED SENTENCES

1. The given sentences, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a letter. Choose the most logical order of the sentences from among the four given choices to construct a coherent paragraph.

A) The rise in inflation is a global phenomenon.

B) Although the reserve bank of India recently signaled higher short term interest rates, by and large it has preferred to restrain an explosive growth of bank lending only in certain sectors where bubbles are seen to be developing.

C) Along with many other countries, India is learning that there are no simple solutions.

D) The central bank has to strive for a balance between the imperatives of holding the price line and meeting genuine credit requirements.

E) Restraining credit growth by raising interest rates has not always been feasible.

Ans: A,C,E,B,D

2. The given sentences, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a letter. Choose the most logical order of the sentences from among the five given choices to construct a coherent paragraph keeping 'A' as the first statement.

A. The Latitudinal Defence Hypothesis predicts that levels of defence are highest near the equator and decrease toward the poles.

B. Mammalian herbivory in the winter is a more likely driver of plant defence levels in northern latitudes.

C. This hypothesis is based mainly on insect herbivory that occurs during the summer.

D. Early successional trees such as birches are favoured by fire and provide an important food source for mammals like snowshoe hares.

E. In order to test the Latitudinal Defence Hypothesis, we collected birch seeds from eight locations in north western Canada and grew seedlings in a common garden.

Ans: A,C,B,D,E.

Explanation:

The introductory sentence talks about a hypothesis and should be followed by the basis of the hypothesis. This is mentioned in sentence C which talks about the basis of the hypothesis that has been based on certain insect activities in summer. In contrast, the winter conditions as mentioned in sentence B should come next. An example of the plant defence is mentioned in sentence D which should come in next, followed by sentence E.

Thus, the correct order is ACBD

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LISTENING

Listening to longer text

Listening is the most important communication skill. We probably spend more time using our Listening Skills than any other kind of skill. Like other skills, listening takes practice. Real Listening is an active process that requires attention.

Listening Comes First and the foremost communication skills, that we learn in our lives is nothing but “LISTENING”

- ☐ LISTENING
- ☐ SPEAKING
- ☐ WRITING
- ☐ READING

Active Listening Process Steps:

1. Hearing
2. Filtering
3. Comprehending
4. Remembering
5. Responding

Types of Listening

DISCRIMINATIVE LISTENING – It involves identifying the difference between various sounds. It also enables one to differentiate between familiar and unfamiliar language.

COMPREHENSION LISTENING – It involves attaching meaning to what is being listened to. It may also include comprehending the non-verbal messages being conveyed by the speaker.

EVALUATIVE LISTENING – It involves evaluating and analyzing the message being received. It involves judging the acceptability of what is said depending on how logical one finds it to be.

ATTENTIVE LISTENING – It involves paying attention to the words that are being spoken.

PRETENCE LISTENING – It involves more hearing than listening. It means pretending through facial expressions that one is listening when actually one is not.

SELECTIVE LISTENING – It involves selecting the desired part of the message and ignoring the undesired part of the message.

INTUITIVE LISTENING – It means listening through the intuitive mind by silencing the other forms of internal dialogues going on simultaneously.

Tips for being a Good Listener

- ☒ Give your full attention on the person who is speaking. Don't look out the window or at what else is going on in the room.
- ☒ Make sure your mind is focused. It can be easy to let your mind wander if you think you know what the person is going to say next, but you might be wrong! If you feel your mind wandering, change the position of your body and try to concentrate on the speaker's words.
- ☒ Give feedback.
- ☒ Sit up straight and look directly at the speaker. Now and then, nod to show you understand. At appropriate points you may also smile, frown, laugh, or be silent. These are all ways to let the speaker know that you are really listening. Remember, you listen with your face as well as your ears.

Read the passage and answer the questions

Here's a mouth-watering cookie recipe for you to try at home. You will need two cups each of margarine, white sugar and brown sugar; four eggs, four cups of flour, 1 teaspoon of baking powder, a pinch of salt and a cup of milk chocolate chips. First of all, pre-heat the oven to 350 degrees Fahrenheit. Take a large bowl and cream together

the margarine and sugar until they are smooth. Then add the eggs, one by one. Sift the flour and baking powder into the mixture and add the salt. Finally add the chocolate chips. Drop spoonfuls of the mixture onto ungreased cookie sheets and bake for eight to ten minutes until the edges are golden brown. Cool for one hour before eating.

1) Which of the following is NOT an ingredient in the recipe?

- a. Cream
- b. Flour
- c. Eggs
- d. Margarine

2) What must the cook do first?

- a. Put the margarine and sugar in a bowl
- b. Turn on the oven
- c. Sift the flour
- d. Break the eggs

3) Which of the following ingredients is added last?

- a. Salt
- b. Baking powder
- c. Chocolate chips
- d. Eggs

LANGUAGE DEVELOPMENT

PRONOUNS (GRAMMAR)

A pronoun (I, me, he, she, herself, you, it, that, they, each, few, many, who, whoever, whose, someone, everybody, etc.) is a word used instead of noun.

EXAMPLE:

Joe saw Jill, and he waved at her.

In the sentence Joe saw Jill, and he waved at her, the pronouns he and her take the place of Joe and Jill, respectively.

There are three types of pronouns: subject (for example, he); object (him); or possessive (his).

Rule 1 Subject pronouns are used when the pronoun is the subject of the sentence. You can remember subject pronouns easily by filling in the blank subject space for a simple sentence.

Example: _____ did the job.

I, he, she, we, they, who, whoever, etc., all qualify and are, therefore, subject pronouns.

Rule 2 Subject pronouns are also used if they rename the subject. They will follow to be verbs, such as is, are, was, were, am, will be, had been, etc.

Examples:

It is he.

This is she speaking.

It is we who are responsible for the decision to downsize.

Rule 3 This rule surprises even language watchers: when who refers to a personal pronoun (I, you, he, she, we, they), it takes the verb that agrees with that pronoun.

Correct: It is I who am sorry. (I am)

Incorrect: It is I who is sorry.

Correct: It is you who are mistaken. (you are)

Incorrect: It is you who's mistaken.

Rule 4 In addition to subject pronouns, there are also object pronouns, known more specifically as direct object, indirect object, and object of a preposition (for more detail, see the definition of a verb in the Finding Nouns, Verbs, and Subjects section). Object pronouns include me, him, herself, us, them, themselves.

Examples:

Jean saw him.

Him is the direct object of the verb saw.

Give her the book.

The direct object of give is book, and her is the indirect object. Indirect objects always have an implied to or for in front of them: Give [to] her the book. Do [for] me a favor.

Are you talking to me?

Me is the object of the preposition to.

Rule 5 The pronouns who, that, and which become singular or plural depending on the subject. If the subject is singular, use a singular verb. If it is plural, use a plural verb.

Example:

He is the only one of those men who is always on time.

The word who refers to one. Therefore, use the singular verb is.

Sometimes we must look more closely to find a verb's true subject:

Example:

He is one of those men who are always on time.

The word who refers to men. Therefore, use the plural verb are.

In sentences like this last example, many would mistakenly insist that one is the subject, requiring is always on time. But look at it this way: Of those men who are always on time, he is one.

Rule 6 Pronouns that are singular (I, he, she, everyone, everybody, anyone, anybody, no one, nobody, someone, somebody, each, either, neither, etc.) require singular verbs. This rule is frequently overlooked when using the pronouns each, either, and neither,

followed by of. Those three pronouns always take singular verbs. Do not be misled by what follows of.

Examples:

Each of the girls sings well.

Either of us is capable of doing the job.

Neither of them is available to speak right now.

Exception: When each follows a noun or pronoun in certain sentences, even experienced writers sometimes get tripped up:

Incorrect: The women each gave her approval.

Correct: The women each gave their approval.

Incorrect: The words are and there each ends with a silent vowel.

Correct: The words are and there each end with a silent vowel.

These examples do not contradict Rule 6, because each is not the subject, but rather an adjunct describing the true subject.

Rule 7. To decide whether to use the subject or object pronoun after the words than or as, mentally complete the sentence.

Examples:

Sara is as smart as she/her.

If we mentally complete the sentence, we would say Sara is as smart as she is.

Therefore, she is the correct answer.

Zoe is taller than I/me.

Mentally completing the sentence, we have Zoe is taller than I am.

Daniel would rather talk to her than I/me.

We can interpret this sentence in two ways: Daniel would rather talk to her than to me.

OR Daniel would rather talk to her than I would. A sentence's meaning can change considerably, depending on the pronoun you choose.

Rule 8 The possessive pronouns yours, his, hers, its, ours, theirs, and whose never need apostrophes. Avoid mistakes like her's and your's.

Rule 9 The only time it's has an apostrophe is when it is a contraction for it is or it has. The only time who's has an apostrophe is when it means who is or who has. There is no apostrophe in oneself. Avoid "one's self," a common error.

Examples:

It's been a cold morning.

The thermometer reached its highest reading.

He's the one who's always on time.

He's the one whose wife is always on time.

Keeping oneself ready is important.

Rule 10 Pronouns that end in -self or -selves are called reflexive pronouns. There are nine reflexive pronouns: myself, yourself, himself, herself, itself, oneself, ourselves, yourselves, and themselves.

Reflexive pronouns are used when both the subject and the object of a verb are the same person or thing.

Example: Joe helped himself.

If the object of a preposition refers to a previous noun or pronoun, use a reflexive pronoun:

Example: Joe bought it for himself.

Reflexive pronouns help avoid confusion and nonsense. Without them, we might be stuck with sentences like Joe helped Joe.

Correct: I worked myself to the bone.

The object myself is the same person as the subject I, performing the act of working.

Incorrect: My brother and myself did it.

Correct: My brother and I did it.

Don't use myself unless the pronoun I or me precedes it in the sentence.

Incorrect: Please give it to John or myself.

Correct: Please give it to John or me.

Correct: You saw me being myself.

Myself refers back to me in the act of being.

A sentence like Help yourself looks like an exception to the rule until we realize it's shorthand for You may help yourself.

In certain cases, a reflexive pronoun may come first.

Example:

Doubting himself, the man proceeded cautiously.

Reflexive pronouns are also used for emphasis.

Example:

He himself finished the whole job.

Rule 11 The use of they and their with singular pronouns is frowned upon by many traditionalists. To be consistent, it is a good practice to try to avoid they and its variants (e.g., them, their, themselves) with previously singular nouns or pronouns.

Not consistent: Someone has to do it, and they have to do it well.

The problem is that someone is singular, but they is plural. If we change they to he or she, we get a rather clumsy sentence, even if it is technically correct.

Technically correct: Someone has to do it, and he or she has to do it well.

Replacing an inconsistent sentence with a poorly written one is a bad bargain. The better option is to rewrite.

Rewritten: Someone has to do it, and has to do it well.

Many writers abhor the he or she solution. Following are more examples of why rewriting is a better idea than using he or she or him or her to keep sentences consistent.

Inconsistent: No one realizes when their time is up.

Awkward: No one realizes when his or her time is up.

Rewritten: None realize when their time is up.

Inconsistent: If you see anyone on the trail, tell them to be careful.

Awkward: If you see anyone on the trail, tell him or her to be careful.

Rewritten: Tell anyone you see on the trail to be careful.

Rule 12 When a pronoun is linked with a noun by and, mentally remove the and + noun phrase to avoid trouble.

Incorrect: Her and her friend came over.

If we remove and her friend, we're left with the ungrammatical Her came over.

Correct: She and her friend came over.

Incorrect: I invited he and his wife.

If we remove and his wife, we're left with the ungrammatical I invited he.

Correct: I invited him and his wife.

Incorrect: Bill asked my sister and I.

If we remove my sister and, we're left with the ungrammatical Bill asked I.

Correct: Bill asked my sister and me.

Rule 13. If two people possess the same item, and one of the joint owners is written as a pronoun, use the possessive form for both.

Incorrect: Maribel and my home

Incorrect: Mine and Maribel's home

Correct: Maribel's and my home

Incorrect: he and Maribel's home

Incorrect: him and Maribel's home

Correct: his and Maribel's home

Incorrect: you and Maribel's home

Incorrect: yours and Maribel's home

Correct: Maribel's and your home

(Note: As the above examples demonstrate, when one of the co-owners is written as a pronoun, use possessive adjectives (my, your, her, our, their). Avoid possessive pronouns (mine, yours, hers, ours, theirs) in such constructions.)

EXERCISE:

1. _____ did you see there? (who/whom)
2. They wished to avenge _____, on their enemy. (themselves/their selves)

3. _____do you trust the most? (who/whom)
4. The two brothers help_____in their business. (each other/one another)
5. Time and tide will wait for_____. (no man/none)
6. I know the person_____you suspect. (who/whom)
7. _____being a naughty girl, was often whipped by my mother. (I/me)
8. _____of my friends gave me a present. (each / every)
9. Where is the person_____you wanted to see. (which/whom)
10. Her house is situated opposite to_____. (me/mine)
11. Only_____who are intelligent, will pass the test. (they/those)
12. One should not waste_____time in idle talks. (his / one's)
13. This is their house and the one at the end of the street is also_____. (their/theirs)
14. His appointment is in the morning;_____is in the evening. (her/hers)
15. There is no one but_____. (I/me)

ANSWERS

1. Whom
2. Themselves
3. Whom
4. Each other
5. None
6. Whom
7. I
8. Each
9. Whom
10. Mine
11. Those
12. One's
13. Theirs

14. Hers

15. Me

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READING

READING SHORT TEXT AND LONGER PASSAGES

Reading comprehension is the ability to read text, process it, and understand its meaning.

An individual's ability to comprehend text influenced by their traits and skill

Proficient reading depends on the ability to recognize words quickly and effortlessly.

Ability of an individual to comprehend text depends upon

- ☐ Prior knowledge about the subject
- ☐ Well-developed language
- ☐ The ability to make inferences

Reading modes

There are different reading modes and each of them has its own peculiarities. Those are scanning, skimming eyes, extensive reading and intensive reading. Also, reading modes are classified by the degree of involvement — active and passive.

Scanning

This reading mode is aimed only at finding the necessary information in the text. It does not mean a complete immersion in the text and a deep comprehension of the facts, analysis of grammatical constructions.

This type of reading is also called «diagonal reading».

Skimming

This reading mode is used to get to know and understand if this information is useful to you. In this case, the text is also viewed quickly.

Extensive reading

This type of reading is to get acquainted with new information.

Also it implies the mastering of the general image and the receipt of new, unfamiliar information. It will be necessary to form and express your opinion about what you read or answer the questions.

Intensive reading

This type of reading is used to intensively parse the proposed short, teaching text. With this type of reading, grammatical constructions, unfamiliar words and phrases are intensively examined.

Example

From 1996 to 1998, Peter Hessler was a Peace Corps volunteer. He was an English teacher in China. He worked in a region near the Yangtze River. It is now part of the Three Gorges Dam*. Last year, he returned to the region on a visit.

I am in the White Crane Ridge Underwater Museum. It's a very strange museum – it's under 40 metres of water on the side of the Three Gorges Dam. The director of the museum is Huang Dejian. I knew him before the museum existed and before the Three Gorges Dam existed. I taught English at the local college in the town of Fuling. Fuling was quiet and isolated. There wasn't a motorway or a railway line. The river ferry to the city (Chongqing) took seven hours. Foreigners were very rare. When I ate my lunch in the town centre, a crowd often came to watch me. The city had one escalator and one nightclub. There weren't any traffic lights. I didn't know anybody with a car.

From 1996 to 1998, I worked at Fuling Teachers College. My students came from rural homes but they wanted to be English teachers. I learned many things from my students. They helped me to understand people's experiences of moving from the countryside to big cities. My students didn't have much money, but they were optimistic and they had opportunities.

During my visit, I meet about 15 of my old students. They tell me about their old classmates. Many of them have left Fuling. One is a Communist Party official in Tibet, another started a taxi company and became a millionaire. One woman is a radio presenter. Another now teaches English to the children of rich factory owners. My old students are

interested in analysing their society. One student, Emily, tells me about her rich cousin. She says that he is richer now but he isn't happier.

My last meeting on this visit is with Huang Zongming and his brother Zongguo. When I lived here, they were fishermen. When the first stage of the dam was completed, they left their home. I was sure that their lives were changed forever. But now I discover that everything is almost the same for them. They are still fishermen. The fishing on the river is still good. The dam has not changed some things in Fuling.

1. The town of Fuling -----

- a) is near the Three Gorges Dam.
- b) is under the water now.
- c) is the same as in the 1990s. (a)

2. Peter Hessler describes .-----

- a) his job at the Fuling Teachers College.
- b) Fuling and its people.
- c) the Three Gorges Dam project. (b)

3. During his visit, Peter -----

- a) eats in the town centre.
- b) teaches some English classes.
- c) meets old friends. (c)

4. Why is the museum strange?

- a) It didn't exist in 1998.
- b) It's only 40 metres long.
- c) It's under water. (c)

5. Huang Dejian -----

- a) knew Peter Hessler when he worked in Fuling.
- b) was one of Peter Hessler's students.
- c) was Peter Hessler's teacher. (a)

6. In the past, Fuling-----

- a) was a busy town.
- b) was difficult to get to.
- c) had a lot of foreign visitors. (b)

7. Peter's students -----

- a) were experienced teachers.
- b) came from the city.
- c) taught him about a lot of things. (c)

8. After Peter's students left college -----

- a) they also left Fuling.
- b) they all worked as teachers.
- c) they did many different things. (c)

9. What does one of Peter's students say about her cousin?

- a) He has more money than before.
- b) He is happier than she is.
- c) His life is better than her life. (a)

10. What has changed in the lives of the two fishermen?

- a) everything
- b) not very much
- c) their jobs (b)

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VOCABULARY DEVELOPMENT

SINGLE WORD SUBSTITUTE (GRAMMAR)

One word Substitution is one of the integral parts of vocabulary. It simply means that a sentence has to be replaced with a single word. This area requires a good vocabulary to solve the questions well. Questions based on one word substitution are often asked in various competitive exams.

For example:

A hater of womankind - Misogynist

One easy method of doing one word substitution is by using the root method. Roots are nothing but the words from which the main word has been derived. In our other series of vocabulary, we have consolidated the lists of root words that will ease your preparation.

For example:

Look at the root word - CRACY.

CRACY = RULE / GOVERNMENT

- ❑ A government by the people - Democracy
- ❑ A government by a king or queen - Monarchy
- ❑ A government by the officials - Bureaucracy
- ❑ A government by the rich - Plutocracy
- ❑ A government by few - Oligarchy
- ❑ A government by the nobles - Aristocracy

OMNI = ALL

- ❑ One who is all powerful - Omnipotent

☒ One who is present everywhere - Omnipresent

☒ One who knows everything - Omniscient

CIDE= KILLING

☒ Killing of a human being - Homicide

☒ Killing/ Murder of a king - Regicide

☒ Killing of an Infant/ newborn baby - Infanticide

☒ Killing of a race or community - Genocide

☒ Killing of One's sister - Sorocide

☒ Killing of self or self-murder - Suicide

☒ Killing of either or both parents - Parricide

☒ Killing of one's brother - Fratricide

☒ Killing of one's father - Patricide

☒ Killing of one's mother - Matricide

☒ Killing of one's husband - Mariticide

☒ Killing of one's wife - Uxoricide

Ible= Able to be

☒ Inaudible - a sound that cannot be heard

☒ Inaccessible - that cannot be easily approached

☒ Incurable - incapable of being corrected

☒ Irreparable - incapable of being repaired

☒ Illegible - incapable of being read

☒ Inevitable - incapable of being avoided

- ❑ Impracticable - incapable of being practiced
- ❑ Invincible - one, too strong to be overcome
- ❑ Indelible - that cannot be erased
- ❑ Indefatigable - one, who does not tire easily
- ❑ Infallible - one, who is free from all mistakes and failures

EXAMPLE:

- a. One who is not sure about God's existence: Agnostic
- b. A person who deliberately sets fire to a building: Arsonist
- c. One who studies the evolution of mankind: Anthropologist
- d. A person who is trained to travel in a spacecraft: Astronaut
- e. A line of descent traced continuously from an ancestor: Genealogy
- f. The therapeutic use of sunlight: Heliotherapy
- g. The art or practice of garden cultivation and management: Horticulture
- h. A collection of historical documents or records providing information about a place, institution, or group of people: Archives
- i. A large cage, building, or enclosure for keeping birds in: Aviary
- j. A building where animals are butchered: Abattoir
- k. A state of disorder due to absence or non-recognition of authority or other controlling systems: Anarchy
- l. A form of government in which power is held by the nobility: Aristocracy
- m. A system of government by one person with absolute power: Autocracy
- n. Fear of time: Chronophobia

o. Fear of dogs: Cynophobia

EXERCISE:

1. A person who thinks only of himself

- A. Egoist
- B. eccentric
- C. proud
- D. boaster

2. Ram speaks less in the forum. Ram is

- A. unintelligible
- B. reticent
- C. garrulous
- D. banal

3. Savitri travels by foot. She is a

- A. traveller
- B. stickler
- C. disciplinarian
- D. pedestrian

4. In Magadh there was the government by a king or queen

- A. democratic
- B. monarchy
- C. plutocracy
- D. autocracy

5.This is a practice of having several wives.

- A. polygamy
- B. dotage
- C. monogamy
- D. bigamy

6.A life history written by somebody else

- A. biography
- B. autobiography
- C. anthropology
- D. ornithology

7.The act of murder of a human being.

- A. matricide
- B. patricide
- C. homicide
- D. suicide

8.Something that cannot be imitated.

- A. Inimitable
- B. inevitable
- C. duplicity
- D. inexplicable

9.Gayatri doesn't know how to read and write .Her friends call her ..

- A. Illiterate

- B. invulnerable
- C. blindfolded
- D. headstrong

10. Study of birds

- A. ornithology
- B. anthropology
- C. zoology
- D. numismatics

ANSWERS:

1) A, 2) B, 3) D, 4) B, 5) A, 6) A, 7) C, 8) A, 9) A, 10) A

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SPEAKING

ASKING AND EXPRESSING OPINIONS

Speaking is a productive skill in oral mode. Speaking skills are the skills that give us the ability to communicate effectively. These skills allow the speaker, to convey the message in a passionate, thoughtful, and convincing manner.

Asking for and expressing opinions is something we frequently do in every day English. We will need to ask and give opinions in formal situations such as in business, in writing, both academic and informal texts, and in informal speaking.

Example:

- ☒ It seems to me that the government should reduce trade tariffs. (Formal)
- ☒ What do you reckon to these shoes? (Informal)

There are so many ways to express an opinion in English and it's important that how you use them. The way you choose to express an opinion can alter the way people think of you and look at you every day.

This is especially true in British English, where we are obsessed with politeness and not being too assuming. There are several phrases that we can use for expressing and asking opinions. That is,

Guidelines:

- ☒ Be thoroughly aware of the subject.
- ☒ Know the audience; tailor your speech to meet their needs.
- ☒ Rehearse your speech well and time it.
- ☒ Practice good articulation.
- ☒ Make exaggerated use of articulators.
- ☒ Pay attention to proper diction, pronunciation & stress.
- ☒ Use voice modulation

Example:1

- ☒ "Lisa," said Kyle, "I need help moving this box of toys for the garage sale. Will you help me?"

- ☐ "Sure!" Lisa put her book down and moved to lift one end of the box for her brother. She glanced down into the box. "Hey!" she exclaimed. "You can't give away your Harry Potter collection!"
- ☐ "Well, I am not taking them to college with me." Kyle smiled at his little sister. "Do you want them?"
- ☐ "Yes!" Lisa smiled back. "I will read them all again, and it will remind me of how we used to pretend to be Harry and Hermione."
- ☐ "They are yours, Squirt." As Kyle smiled at his sister, he realized how much things would change in the next few days.

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