

IBA

Name :

Batch:

ENGLISH LECTURE - 05

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REVIEW TEST

Time: 25 min

Score: _____

Define whether the following sentences are CORRECT (C) or INCORRECT (I). Correct mistakes.

1. I have been in Mexico during the summer of 1970.
2. Mary had prepared dinner when I arrived, so we were able to eat immediately.
3. Three years ago he had been a student at a university in California.
4. We have collected stamps for many years.
5. We took the bus downtown, did a few errands, and had gone to lunch.
6. Since he bought a new car, he has been driving to work every day.
7. Last night they have recognized us from the party we went to earlier in the week.
8. Since Ted graduated, he has been working with his father.
9. The doctor had seen ten patients since eight o'clock this morning.
10. He is studying English for the last five years.

Choose the erroneous option from amongst the underlined portions of the sentence. If you deem the sentence to be correct as it is, write down "E" for "No Error".

1. After the incident was over, neither the passengers nor the bus driver were able to identify the youngster who had created the disturbance. No error
A B C D E
2. I have been thinking lately about the monsters— or fantasies or whatever—that frightened myself as a child. No error
A B C D E
3. According to a random poll taken by National Wildlife, the top three threats to the environment is water pollution, air pollution, and hazardous wastes. No error
A B C D E
4. It seems strange to realize that, when Harvey Firestone organized the Firestone Tire and Rubber Company in 1900, rubber tires had been a novelty. No error
A B C D E
5. There are probably few comeback stories as moving as cycling's stalwart champion, Lance Armstrong. No error
A B C D E

Choose the best version of the underlined portion in each sentence.

1. Recent studies indicate that the ability of a soldier to remain calm under attack by enemies, internal or external, determine whether the soldier will be the victor or the vanquished.
 - A. determine whether the soldier will be the victor or the vanquished.
 - B. determines whether the soldier will be the victor and the vanquished.
 - C. determine whether the soldier should be the victor and the vanquished.
 - D. determines whether the soldier will be the victor or the vanquished.
 - E. determine if the soldier will be the victor or the vanquished.
2. The professor predicts that as students become more and more dependent on coaching classes in the coming years, coaching institutes have been mushrooming across the country.
 - A. coaching institutes have been mushrooming
 - B. coaching institutes will mushroom
 - C. coaching institutes are mushrooming
 - D. coaching institutes should mushroom
 - E. coaching institutes will be mushrooming
3. Supercell, a continuously rotating updraft deep within a thunderstorm, is not visible in all thunderstorms because they require very high wind velocity and moisture.
 - A. because they require
 - B. because they will require
 - C. because it will require
 - D. because it requires
 - E. because of requiring
4. Menlo University's range of graduate programmes have been developed to fulfil your needs whether you intend to pursue a career in industry, business, government, NGOs or academia, and whatever your background.
 - A. have been developed to fulfil your needs whether you intend to pursue a career in industry, business, government, NGOs or academia, and whatever
 - B. has been developed to fulfil your needs if you intend to pursue a career in industry, business, government, NGOs or academia, or whatever
 - C. have been developed for fulfilling your needs whether you intend to pursue a career in industry, business, government, NGOs or academia, and whatever
 - D. has been developed to fulfil your needs whether you intend to pursue a career in industry, business, government, NGOs or academia, and whatever
 - E. has been developed to fulfil your needs whether one intends to pursue a career in industry, business, government, NGOs or academia, or whatever
5. The banned Rebel Party today dismissed allegations levelled by the opposition members on the nexus between them and the dissidents, saying that they did not have any relations with the dissidents.
 - A. on the nexus between them and the dissidents, saying that they did not have any relations with the dissidents.
 - B. on the nexus between it and the dissidents, saying that they did not have any relations with the dissidents.
 - C. on the nexus between it and the dissidents, saying that it did not have any relations with the dissidents.
 - D. about the nexus between them and the dissidents, saying that it did not have any relations with the dissidents.
 - E. for the nexus between it and the dissidents and said that it did not have any relations with the dissidents.

Fill in the following blanks with the right word from the options below.

- The dog was _____ over the death of her owner; she cried many nights near his grave and stood her ground until she was ejected from the cemetery.
a) divergent b) despondent c) diffident d) deleterious e) delusional
- The scars on the rescued child highlight the _____ of her captor; she was roped up in a cage.
a) discrepancy b) delineation c) devastation d) disinclination e) depravity
- He had the _____ honour of ghost-writing the President's "autobiography" - a president for whom he did not vote.
a) dubious b) detrimental c) demonstrational d) dismissive e) decreasing
- They were a _____ duo; whether it was food or money, they never ran out of issues to contend.
a) derivative b) daring c) disputatious d) discordant e) dogmatic
- Cardinal Richelieu was the man pulling the strings behind the nominal king; his reputation as a _____ man inspired caution in his patrons.
a) devious b) dissenting c) disagreeing d) destructive e) decent

PART II: STRUCTURE AND WRITTEN EXPRESSION

ADJECTIVE/ADVERB ERRORS

The most common type of word form problem involves the use of an adverb in place of an adjective or an adjective in place of an adverb.

ADJECTIVE

Adjectives fall into two categories: descriptive and limiting. Descriptive adjectives are those that describe the color, size, or quality of a person or thing (noun or pronoun). Limiting adjectives place restrictions on the words they modify (quantity, distance, possession, etc.).

NOTE: Only *these* and *those* are plural forms. All other adjectives remain the same whether the noun is singular or plural

| Descriptive | Limiting |
|-------------|---|
| beautiful | cardinal numbers (one, two) |
| large | ordinal numbers (first, second) |
| red | possessives (my, your, his) |
| interesting | demonstratives (this, that, these, those) |
| important | quantity (few, many, much) |
| colorful | articles (a, an, the) |

When descriptive adjectives modify a singular countable noun, they are usually preceded by *a*, *an*, or *the*.

a nice girl an interesting story the red dress

A few points to keep in mind:

ADJECTIVES MODIFY NOUNS, NOUN PHRASES, AND PRONOUNS.

- **Adjectives often come before nouns.** An important test A quiet evening
- **They often answer the question *what kind or which?***
She is a brilliant doctor. (What kind of a doctor is she? A brilliant one.)
- **Adjectives also follow the verb to be and other linking verbs.**

ADJECTIVES WITH LINKING (COPULATIVE) VERBS

A special category of verbs connects or links the subject with the subject complement (predicate adjective). Unlike most verbs, these do not show action. They must be modified by adjectives, not adverbs.

| | | | | | |
|--------|--------|-------|--------|-------|------|
| Be | Appear | Feel | Become | Seem | Look |
| Remain | Sound | Smell | Stay | Taste | |

Ashraf feels bad about his test grade.

Children become tired quite easily.

Lucy will look radiant in her new dress.

They were to see us leave.

The flowers smell sweet.

The soup tastes good.

Be, become, and remain can be followed by noun phrases as well as adjectives.

- They remained sad even though I tried to cheer them up.
Adjective
- Children often become bored at meetings.
Adjective

Feel, look, smell, and taste may also be transitive verbs and take a direct object.- When they function in this way, they become active and are modified by adverbs. Notice the following pairs of sentences. Those which take objects are active, and those which do not are linking.

- The lady is smelling the flowers gingerly.
object adverb
- After being closed up for so long, the house smells musty.
adjective
- The chef tasted the meat-cautiously before presenting it to the king.
_____object —adverb

Exercise 1: Choose the correct options.

1. Your cold sounds (terrible/sick).
2. The pianist plays very (good/well).
3. The food in the restaurant always tastes (good/well).
4. The campers remained (calm/calmly) despite the thunderstorm.
5. They became (terrible/sick) after eating the contaminated food.
6. He felt (happy/happily) about his promotion.
7. The song sounded (melodious/melodiously) to me.
8. Lyanna managed to look (pretty/prettily) despite having no access to her makeup.
9. He managed to look (quick/quickly) at the files before getting caught.
10. I wish you would always remain so (cheerful/cheerfully).

Exercise 2. Correct mistakes in the following sentences.

1. We love to go to the country in the spring because the wild flowers smell so sweetly.
2. Although the medicine tastes bad, it seems to help my condition.
3. The meal tasted well.
4. The music sounds sweetly and soothing.
5. When he complained that the food tasted badly, the waiter took it back to the kitchen and brought him something else.
6. It is impossible to view Picasso's Guernica without feeling bad about the fate of the people portrayed.
7. I felt sadly when I read the letter.
8. That gossip sounds malicious.
9. The wine tastes awfully, like vinegar.
10. The girls look adorable in their party costumes.

ADVERB

ADVERBS MODIFY VERBS (EXCEPT LINKING VERBS), ADJECTIVES, PARTICIPLE ADJECTIVES, PREPOSITIONS, ADVERB CLAUSE MARKERS, OR OTHER ADVERBS.

Barney eagerly accepted the challenge. (*adverb modifying the main verb accepted*)

It was a rapidly changing situation. (*adverb modifying the present participle changing*)

- Adverbs modifying a whole sentence:

Sometimes adverbs are used at the beginning of sentences, usually followed by a comma. These adverbs sometimes modify the entire sentence rather than one word in the sentence.

Generally, I like my classes.

Usually, Professor Rahi's lectures are more interesting.

- **General Forms of Adverbs:**

Most adverbs tested in this section are adverbs of manner. They are formed by adding the suffix – ly or -ally to an adjective.

Quick Quickly Comfortable Comfortably Comic Comically Historic Historically

Note (A): A few adverbs (fast, hard, high, for example) have the same form as adjectives.

He bought a fast car. (Adjective)

He was driving so fast that he got a speeding ticket. (Adverb)

Note (B): Some adjectives also end in – ly, friendly, yearly, costly, and lively, for example.

That was a costly mistake.

I found Houston a very friendly city.

Note (C): Well is the irregular adverb form of the adjective good.

Siam is an exceptionally good student.

He did very well on the last test.

SAMPLE ITEMS

1. First specializing in industrial photography, Margaret Bourke-White later became a famous news
A B
photographer and editorial.
C D

The adjective **editorial** is used to describe the field of editing. However, a noun referring to a person **editor** is needed in this sentence.

- Sample 2:** Corn played an important role in the cultural of the cliff-dwelling Indians of the Southwest.
A B C D

The noun **culture**, not the adjective **cultural** is needed.

- Sample 3.** That galaxy is the most distance object visible to observers in the Northern Hemisphere.
A B C D

The adjective **distant** is needed in place of the noun **distance**.

EXERCISE 3: IDENTIFYING ERRORS AND RECOGNIZING CORRECT USE OF ADJECTIVES AND ADVERBS.

1. Goats are extremely destruction to natural vegetation and are often responsible for soil erosion.
A B C D
2. Wild plants were of considerable important to early settlers, and many are still used medicinally.
A B C D
3. In most Western states, the first major industry was mining, which was gradually supplemented
A B C
by ranches.
D
4. Peach trees grow good in a variety of soil types, but do best in sandy loam.
A B C D
5. The unit of measuring called the foot was originally based on the length of the human foot.
A B C D

Exercise 4. Define whether the sentences below are CORRECT (C) or INCORRECT (I). Correct mistakes.

- "Please get a move on!" shouted Trevor impatient.
- I believe she is a very lonely woman.
- I didn't like his plan, which seemed unnecessary complicated to me.
- I'm sure you could win the match if you tried hardly.
- I have an awful headache; so could you please be quiet.
- Nuzabah's only been in France a year, but she speaks perfectly French.
- The reason Bruce gets so tired is that he has an exceptional demanding job.
- My mother was very ill last year, but she's good enough to go on holiday now.
- Sadikullah ran as fast as he could but he still arrived late.
- In spite of the fact that Jean always says she's short of money, I happen to know she actually has a very good-paid job.

ADVERBIALS AT THE BEGINNING OF A SENTENCE

Placing “**Adverbials**” at the beginning of a sentence indicates a stronger emphasis on the action than when the adverbial is in its normal position. If the adverbial appears at the beginning of a sentence, the grammar of the sentence is somewhat different.

Juan hardly remembers the accident that took his sister’s life. Hardly does Juan remember the accident that took his sister’s life.

| | | | | | | |
|---------------|---|------------------|---|----------------|---|-----------------------|
| Hardly | | | | | | |
| Rarely | | | | | | |
| Seldom | + | Auxiliary | + | Subject | + | Verb |
| Never | | | | | | |
| Only | | | | | | |

Never have so many people been unemployed as today.
Adverbial Auxiliary _subject _____verb
(So many people have never been unemployed as today)

Hardly had he fallen asleep when he began to dream of far-away lands.
Adverbial _____Auxiliary _____Subject _____verb
(He had hardly fallen asleep when he began to dream of far-away lands)

Rarely have we seen such an effective actor as he has proven himself to be.
Adverbial Auxiliary _____Subject verb
(We have rarely seen such an effective actor such an effective actor as he has proven himself to be)

Exercise 5: Bring the Adverbials at the beginning of the sentence.

1. Isnaad rarely forgets to do his homework.
2. I rarely find a song that fits my mood so appropriately.
3. I seldom get good grades without studying.
4. Jane can finish this work only by staying up all night.
5. I had hardly walked half-way to the bus station when it began to rain.
6. We have never heard so moving a rendition as this one.
7. We rarely watch television during the week.
8. I had barely completed my work before my boss gave me another assignment.
9. This professor seldom lets his students leave class early.
10. I act like a fool only in front of my friends.

ENOUGH WITH ADJECTIVES, ADVERBS, AND NOUNS

Enough changes positions depending on whether it is modifying a noun, an adjective, or an adverb.

When modifying an adjective or an adverb, enough follows.

adjective / adverb + *enough*

Are those French fries crisp enough for you?

Adjective

She speaks Spanish well enough to be an interpreter.

Adverb

It is not cold enough to wear a heavy jacket.

Adjective

When modifying a noun, enough precedes the noun.

Enough + noun

Do you have enough sugar for the cake?

noun

Jake bought enough red paint to finish the barn.

noun phrase

He does not have enough money to attend the concert.

noun

NOTE: *The noun that is modified by enough may sometimes be deleted with no change in meaning. I forgot my money. Do you have enough? (We understand that the speaker means -enough money.)*

EXERCISE 6: Choose the correct form of „Enough“ in the following sentences,

1. There were not (enough people/people enough) to have the meeting.
2. Sadman has learned (enough French/French enough) to study in France next year.
3. Do you have (enough time/time enough) to talk now?
4. Are you (enough man/man enough) to fulfill your responsibilities?
5. She drove (enough fast/fast enough) to win the race.
6. Rian will graduate from law school (enough soon/soon enough) to join his father's firm.
7. The team lost due to not having (enough discipline/discipline enough) in them.
8. It should be an (enough easy/easy enough) task for you.
9. We do not have (enough men/men enough) for a game of tug of war.
10. The coach was mad at his players for not being (enough disciplined/disciplined enough).

AFFIRMATIVE AGREEMENT

When indicating that one person or thing does something and then adding that another does the same, use the word *so* or *too*. To avoid needless repetition of words from the affirmative statement, use the conjunction *and*, followed by a simple statement using *so* or *too*. The order of this statement will depend on whether *so* or *too* is used.

1. When a form of the verb *be* is used in the main clause, the same tense of the verb *be* is used in the simple statement that follows.

| | |
|------------------------------------|---------------------------|
| Affirmative statement (be) + and + | Subject + verb (be) + too |
| | So + verb (be) + subject |

I am happy, and you are too.

I am happy, and so are you.

2. When a compound verb (auxiliary + verb), for example, *will go*, *should do*, *has done*, *have written*, *must continue*, etc., occurs in the main clause, the auxiliary of the main verb is used in the simple statement, and the subject and verb must agree.

| | |
|---|--------------------------------|
| Affirmative statement + and + (compound verb) + | subject + auxiliary only + too |
| | So + auxiliary only + subject |

They will work in the lab tomorrow, and you will too.

They will work in the lab tomorrow, and so will you.

3. When any verb except *be* appears without any auxiliaries in the main clause, the auxiliary *do*, *does*, or *did* is used in the simple statement. The subject and verb must agree and the tense must be the same.

| | |
|---|----------------------------------|
| Affirmative statement + and + (single verb except be) + | subject + do, does, or did + too |
| | So + do, does, or did + subject |

Jane goes to that school, and my sister does too.

Jane goes to that school, and so does my sister.

Exercise 7: Affirmative Agreement

1. Arshi likes to fly, and her brother _____ too
2. They will leave at noon, and I ___ too.
3. He has an early appointment, and so _____ I.
4. She has already written her composition, and so _____ her friends
5. Their plane is arriving at nine o'clock, and so _____ mine.

NEGATIVE AGREEMENT

Either and *neither* function in simple statements much like *so* and *too* in affirmative sentences. However, *either* and *neither* are used to indicate negative agreement. The same rules for auxiliaries, *be* and *do*, *does*, or *did* apply.

Negative statement + and subject + negative auxiliary or be + either

Negative statement + and neither + positive auxiliary or be + subject

I didn't see Mary this morning John didn't see Mary this morning.

I didn't see Mary this morning, and John didn't either.

I didn't see Mary this morning, and neither did John.

Exercise 8: Negative Agreement

1. The children shouldn't take that medicine, and _____ should she.
2. We don't plan to attend the concert, and _____ do they.
3. I don't like tennis, and he doesn't _____
4. She didn't see anyone she knew, and _____ did Tim.
5. The Yankees couldn't play due to the bad weather, and _____ could the Angels.

Exercise 9. Correct mistakes in these sentences.

1. We are going to the concert, and so do they.
2. She hasn't finished the assignment yet, and neither I have.
3. I am worried about it, and also is he.
4. If Jane won't go to the party, either will he.
5. She took pictures, and I did so.
6. He won't be here today, and either his sister will.
7. Harvey seldom pays his bills on time, and his brother does too.
8. They are going to leave soon, and so do we.

TAG QUESTIONS

Tag questions (or question tags) turn a statement into a question. They are often used for checking information that we think we know is true. Some basic rules of tag questions are given in the following chart.

| |
|---|
| • Sentences using tag questions should have the main clause separated from the tag by a comma. |
| • The sentence will ALWAYS end with a question mark. |
| • Tag questions are made using an auxiliary verb (for example: be or have) and a subject pronoun (for example: I, you, she). |
| • Use the same auxiliary verb as in the main clause. If there is no auxiliary, use <i>do</i> , <i>does</i> , or <i>did</i> . |
| • If the main clause is negative, the tag is affirmative; if the main clause is affirmative, the tag is negative. |
| • Don't change the tense. |
| • Use the same subject in the main clause and the tag. The tag must always contain the subject form of the pronoun. |
| • Negative forms are usually contracted (<i>n't</i>). (If they are not, they follow the order auxiliary + |

| |
|---|
| subject + <i>not</i> : He saw this yesterday, did he not?) |
| <ul style="list-style-type: none"> • <i>There is, there are, and it is</i> forms contain a pseudo-subject so the tag will also contain <i>there</i> or <i>it</i> as it were a subject pronoun. |
| <ul style="list-style-type: none"> • The verb <i>have</i> may be used as a main verb (I <i>have</i> a new car) or it may be used as an auxiliary (John <i>has</i> gone to class already). When it functions as a main verb in American English, the auxiliary forms <i>do, does, or did</i> must be used in the tag. |
| <ul style="list-style-type: none"> • There is one weird exception: the question tag after I am is aren't I. For example: I'm in charge of the food, aren't I? |
| <ul style="list-style-type: none"> • In case of imperative sentences, use <i>will you</i> or <i>won't you</i> in tag questions. |

Positive sentences, with negative tags

| | |
|-----------------------------------|--|
| Present simple 'be' | She's Italian, isn't she? |
| Present simple other verbs | They live in London, don't they? |
| Present continuous | We're working tomorrow, aren't we? |
| Past simple 'be' | It was cold yesterday, wasn't it? |
| Past simple other verbs | He went to the party last night, didn't he? |
| Past continuous | We were waiting at the station, weren't we? |
| Present perfect | They've been to Japan, haven't they? |
| Present perfect continuous | She's been studying a lot recently, hasn't she? |
| Past perfect | He had forgotten his wallet, hadn't he? |
| Past perfect continuous | We'd been working, hadn't we? |
| Future simple | She'll come at six, won't she? |
| Future continuous | They'll be arriving soon, won't they? |
| Future perfect | They'll have finished before nine, won't they? |
| Future perfect continuous | She'll have been cooking all day, won't she? |
| Modals | He can help, can't he? |
| Modals | John must stay, mustn't he? |

Negative sentences, with positive tags

| | |
|-----------------------------------|--|
| Present simple 'be' | We aren't late, are we? |
| Present simple other verbs | She doesn't have any children, does she? |
| Present continuous | The bus isn't coming, is it? |
| Past simple 'be' | She wasn't at home yesterday, was she? |
| Past simple other verbs | They didn't go out last Sunday, did they? |
| Past continuous | You weren't sleeping, were you? |
| Present perfect | She hasn't eaten all the cake, has she? |
| Present perfect continuous | He hasn't been running in this weather, has he? |
| Past perfect | We hadn't been to London before, had we? |
| Past perfect continuous | You hadn't been sleeping, had you? |
| Future simple | They won't be late, will they? |
| Future continuous | He'll be studying tonight, won't he? |
| Future perfect | She won't have left work before six, will she? |
| Future perfect continuous | He won't have been travelling all day, will he? |
| Modals | She can't speak Arabic, can she? |
| Modals | They mustn't come early, must they? |

SOME MORE SPECIAL CASES

| | |
|--|--|
| You have to go, don't you? | have to do sth → do |
| I have been answering, haven't I? | use first auxiliary |
| Nothing came in the post, did it? Something happened, didn't it? | Anything, something and nothing → it |
| Nobody knows the answer, do they? Someone's at the door, aren't they? | Nobody, no one, someone, anyone, etc. → they |
| He will never come back, will he? They hardly ever go there, do they? | Negative adverbs → positive auxiliary |
| Let's go, shall we? | let's (= let us) → Shall we? (Shall we go?) |
| He'd better do it, hadn't he? You'd rather be in Hawaii, wouldn't you? | he had better (first auxiliary) |
| There's a lot to do, isn't there? There were many people here, weren't there? | There is/are/was/were → is there?, etc. |
| You used to live here, didn't you? She didn't use to like pasta, did she? | Used to → didn't |

Exercise 10: Finish these sentences by adding a tag questions with the correct form of the verb and the subject pronoun.

1. Tom won't be late, __?
2. They were very angry, __?
3. Let's have dinner, __?
4. You weren't listening, __?
5. Sue doesn't like onions, __?
6. Jack's applied for the job, ?
7. You've got a camera, __?
8. He won't mind if I go early, __?
9. Tom could help you, __?

EMBEDDED QUESTIONS

An embedded question is one, which is included in a sentence or another question. The word order is not that of typical questions, except for subject questions. Study the following rule.

Subject + verb (phrase) + question word + subject + verb

NOTE: *There must not auxiliary between the question word and the subject in an embedded question.*

Question: Where will the meeting take place?

Embedded question: We haven't ascertained where the meeting will take place.

Q-word Subject Verb phrase

Question: Why did the plane land at the wrong airport?

Embedded question: The authority doesn't know why the plane landed at the wrong airport.

Q-word Subject Verb phrase

The following rule applies if the embedded question is embedded in another question.

auxiliary + subject + verb + question word + subject + verb

Do you know where he went?

Could you tell me what time it is?

NOTE: There is no change in the order of subject position questions because the question word is functioning as the subject.

Who will paint that picture?

They can't decide who will paint that picture.

Whose car is parked in the lot?

The police can't determine whose car is parked in the lot.

Exercise 11. Make a new sentence from these questions.

1. Where has Muib gone? — Do you know ___?
2. Where is the post office? — Could you tell me ___?
3. What does this word mean? — Do you know ___?
4. What's the time? — I wonder ___.
5. Where did you park your car? — Can't you remember ___?

Exercise 12. Define whether the sentences are CORRECT (C) or INCORRECT (I). Correct mistakes.

1. I will ask how much do they sell for.
2. Did the professor tell you when is the text test?
3. I wonder when it is going to begin.
4. Forget about where we are going to play tennis as it is starting to rain.
5. Did you see what did he do?

EXPERT ADVICE:

You are far along in the course already to start exploring the actual exam questions. It is essential that you familiarize yourself with the question papers and build up your exam technique.

Time management, judgement of which questions to attempt and which to skip, working under pressure- these are but a few things you need to do almost automatically as you solve questions in the actual exam. These skills are honed through practice. Attempt a paper and use it as a diagnostic assessment to figure out what you need to work on.

Do not fall into the trap of waiting until your preparation is complete to attempt papers. This kind of perfectionistic approach only piles up work for later on in the admission season when you will have a lot more to do and worry about. Attempting the papers and working through them IS PART OF YOUR PREPARATION. It is not something that you do at the end of it.

In addition, if you find yourself doing poorly on difficult papers, tests and material, do not get disheartened. You will get better as long as you keep working and practicing. But you do need to keep practicing. Good luck.

PREFIX

pro-

The prefix *pro-* means *forward*."

| Examples | Meanings |
|--|---|
| The man's body was <i>propelled</i> through the air by the force of the explosion. | The man's body was driven <i>forward</i> through the air by the force of the explosion. |
| The boys are <i>progressing</i> slowly on their bike ride through the state. | The boys are moving <i>forward</i> slowly on their bike ride through the state. |
| The Dean says that Professor Borglum is entitled to a <i>promotion</i> . | The Dean says that Professor Borglum is entitled to be moved <i>forward</i> (advanced). |

re-

The prefix *re-* means “again” or “back.”

| Examples | Meanings |
|--|--|
| The paramedics <i>revived</i> the surfer after pulling him from the rough water. | The paramedics made the surfer alive <i>again</i> (brought him back to life) after pulling him from the rough water. |
| Her <i>retort</i> was devastating. | Her sharp answer <i>back</i> (reply) was devastating. |
| Gary has not completely <i>recovered</i> from his injuries. | Gary has not completely become well <i>again</i> (been rehabilitated) from his injuries. |
| These materials can be <i>recycled</i> . | These materials can be processed <i>again</i> (reprocessed). |
| She <i>reverted</i> to her previous attitude. | She went <i>back</i> (returned) to her previous attitude. |

retro-

Retro- means “backward” or “back.”

| Examples | Meanings |
|---|---|
| This statute is intended to apply <i>retroactively</i> . | This statute is intended to apply <i>backward</i> in time. |
| In <i>retrospect</i> , I probably should’ve asked for a jury trial. | Looking <i>back</i> to the past, I probably should’ve asked for a jury trial. |
| The range of motion in <i>retroflexion</i> has improved. | The range of motion in bending <i>backward</i> has improved. |

sub-

The prefix *sub-* means “under.”

| Examples | Meanings |
|--|---|
| The town council decided to build a <i>subterranean</i> hurricane shelter. | The town decided to build an <i>underground</i> hurricane shelter. |
| The <i>submarine</i> rose suddenly to the surface. | The vessel that travels <i>underwater</i> rose suddenly to the surface. |
| He needs to improve the way he treats <i>subordinates</i> . | He needs to improve the way he treats people whose positions are <i>under</i> his position. |
| Without the landlord’s permission, a <i>sublease</i> is not permitted by your agreement. | Without the landlord’s permission, a lease <i>under</i> another lease is not permitted by your agreement. |

SUFFIX**Adverb Endings**

The suffix *-ly* added to an adjective usually forms an adverb.

For example, *intelligent* plus *-ly* equals *intelligently*. Other examples of adverbs formed this way include absolutely, independently, delightfully, politely, greatly, silently, nicely, centrally, resolutely, falsely, brightly, meaningfully, definitely, and randomly.

Note: There are some exceptions to this rule. *Hard* and *fast* can be used as both adjectives and adverbs, while *hardly* is an adverb that means “barely.” Both *friendly* and *lively* look like they should be adverbs, but they are actually adjectives.

PART – III: TAKE-HOME EXERCISE

Decide whether to use *an adjective* or *an adverb* in each of the following sentences.

1. Martha performed (good/well) on the exam.
2. The car moves (quick/quickly).
3. The ground was (firm/firmly) after the night's frost.
4. Abir scored the test (accurate/accurately).
5. The winner of the contest is certainly (beautiful/beautifully).
6. My new car runs so (smooth/smoothly).
7. The color of my house is (bright/brightly) yellow.
8. That old computer runs so (slow/slowly).
9. After going to the dance, Mary was (real/really) tired.
10. That meal was (delicious/deliciously).
11. Floods cause millions of dollars worth of property damage (annual/annually).
12. Writer Ernest Hemingway is known for his (simple/simply) language and his lively dialogue.
13. Skyscrapers developed (simultaneous/simultaneously) in Chicago and New York City.
14. The endocrine system functions in (close/closely) relationship with the nervous system.
15. Mushrooms are found in an (incredible/incredibly) range of sizes, colors and shapes.
16. Opera singer Maria Callas was known for her (intense/intensely) powerful voice.

In the following sentences choose the correct form in parentheses.

1. It's not (enough warm/warm enough) to sit in the garden.
2. I haven't got (enough money/money enough) to go on holiday this year.
3. He doesn't speak (English enough/enough English) to make himself understood.
4. This coat is not (enough warm/warm enough) for me to wear in winter.
5. That chair isn't (strong enough/enough strong) for you to stand on.
6. This bed is not (enough wide/wide enough) for two people to sleep in.
7. I don't have (enough time/time enough) to do it.
8. He didn't run (fast enough/enough fast).
9. Is this coffee (enough strong/strong enough) for you?
10. He is not (old enough/enough old) to get a driver's license.
11. Do we have (enough drinks/drinks enough) for the party?
12. The director thought the man was not (heavy enough/enough heavy) for the role.
13. There were not (enough people/people enough) to form a dance group.
14. Are there (chairs enough/enough chairs) in the room?

Define whether the sentences are CORRECT (C) or INCORRECT (I). Correct mistakes.

1. He sent a telegram saying when he would arrive.
2. I forgot to ask him what time does the class begin.
3. Bill did not realize what time it was when I knocked on the door.
4. Can you tell us who that distinguished-looking gentleman is?
5. Ask Mr. Blake what does his daughter study at the university.
6. Can you be sure where will he be this Friday afternoon?
7. We should find out how hot is it in the summer before we decide to vacation there.
8. Can anyone explain why he had that terrible attitude?
9. We never found the village where were born our parents.
10. She does not know who did paint that beautiful mural.

Vocabulary Section

LIST OF VOCABULARY - 5

dupe N. someone easily fooled. While the gullible Watson often was made a dupe by unscrupulous parties, Sherlock Holmes was far more difficult to fool. also V.

duplicity N. double-dealing; hypocrisy. When Tanya learned that Mark had been two-timing her, she was furious at his duplicity.

ebullient ADJ. showing excitement; overflowing with enthusiasm. Amy's ebullient nature could not be repressed; she was always bubbling over with excitement. *ebullience*, N.

eclectic ADJ. composed of elements drawn from disparate sources. His style of interior decoration was eclectic: bits and pieces of furnishings from widely divergent periods, strikingly juxtaposed to create a unique decor. *eclecticism*, N.

edify V. instruct; correct morally. Although his purpose was to edify and not to entertain his audience, many of his listeners were amused rather than enlightened.

effectual ADJ. able to produce a desired effect; valid. Medical researchers are concerned because of the development of drug-resistant strains of bacteria; many once useful antibiotics are no longer effectual in curing bacterial infections.

effervescence N. inner excitement or exuberance; bubbling from fermentation or carbonation. Nothing depressed Sue for long; her natural effervescence soon reasserted itself. Soda that loses its effervescence goes flat. *effervescent*, ADJ. *effervesce*, V.

egotistical ADJ. excessively self-centered; self-important; conceited. Typical egotistical remark: –But enough of this chit-chat about you and your little problems. Let's talk about what's really important: Me!"

elated ADJ. overjoyed; in high spirits. Grinning from ear to ear, Bonnie Blair was clearly elated by her fifth Olympic gold medal. *elation*, N.

elegy N. poem or song expressing lamentation. On the death of Edward King, Milton composed the elegy –Lycidas." *elegiac*, ADJ.

elixir N. cure-all; something invigorating. The news of her chance to go abroad acted on her like an elixir.

eloquence N. expressiveness; persuasive speech. The crowds were stirred by Martin Luther King's eloquence. *eloquent*, ADJ.

elucidate V. explain; enlighten. He was called upon to elucidate the disputed points in his article.

elusive ADJ. evasive; baffling; hard to grasp. Trying to pin down exactly when the contractors would be finished remodeling the house, Nancy was frustrated by their elusive replies. *elude*, V.

emaciated ADJ. thin and wasted. Many severe illnesses leave their victims so emaciated that they must gain back their lost weight before they can fully recover.

embellish V. adorn; ornament. The costume designer embellished the leading lady's ball gown with yards and yards of ribbon and lace.

emend V. correct; correct by a critic. The critic emended the book by selecting the passages which he thought most appropriate to the text.

emulate V. imitate; rival. In a brief essay, describe a person you admire, someone whose virtues you would like to emulate.

endorse V. approve; support. Everyone waited to see which one of the rival candidates for the city council the mayor would endorse. (secondary meaning) *endorsement*, N.

enigma N. puzzle; mystery. –What do women want?" asked Dr. Sigmund Freud. Their behavior was an enigma to him.

ephemeral ADJ. short-lived; fleeting. The mayfly is an ephemeral creature: its adult life lasts little more than a day.

equanimity N. calmness of temperament; composure. Even the inevitable strains of caring for an ailing mother did not disturb Bea's equanimity.

equitable ADJ. fair; impartial. I am seeking an equitable solution to this dispute, one that will be fair and acceptable to both sides.

equity N. fairness; justice. Our courts guarantee equity to all.

equivocal ADJ. ambiguous; intentionally misleading. Rejecting the candidate's equivocal comments on tax reform, the reporters pressed him to state clearly where he stood on the issue. *equivocate*, V.

erroneous ADJ. mistaken; wrong. I thought my answer was correct, but it was erroneous.

erudite ADJ. learned; scholarly. Unlike much scholarly writing, Huizinga's prose was entertaining as well as erudite, lively as well as learned.

esoteric ADJ. hard to understand; known only to the chosen few. The New Yorker short stories often include esoteric allusions to obscure people and events: the implication is, if you are in the in-crowd, you'll get the reference; if you come from Cleveland, you won't.

eulogy N. expression of praise, often on the occasion of someone's death. Instead of delivering a spoken eulogy at Genny's memorial service, Jeff sang a song he had written in her honor.

euphemism N. mild expression in place of an unpleasant one. The expression "he passed away" is a euphemism for "he died."

euphonious ADJ. pleasing in sound. Euphonious even when spoken, the Italian language is particularly pleasing to the ear when sung. *euphony*. N.

exacerbate V. worsen; embitter. The latest bombing exacerbated England's already existing bitterness against the IRA, causing the prime minister to break off the peace talks abruptly.

exalt V. raise in rank or dignity; praise. The actor Alec Guinness was exalted to the rank of knighthood by the queen.

excerpt N. selected passage (written or musical). The cinematic equivalent of an excerpt from a novel is a clip from a film. also V.

exhaustive ADJ. thorough; comprehensive. We have made an exhaustive study of all published SAT tests and are happy to share our research with you.

exhilarating ADJ. invigorating and refreshing; cheering. Though some of the hikers found tramping through the snow tiring, Jeffrey found the walk on the cold, crisp day exhilarating.

exonerate V. acquit; exculpate. The defense team feverishly sought fresh evidence that might exonerate their client.

exorbitant ADJ. excessive. The people grumbled at his exorbitant prices but paid them because he had a monopoly.

expedient ADJ. suitable; practical; politic. A pragmatic politician, he was guided by what was expedient rather than by what was ethical. *expediency*, N.

expedite V. hasten. Because we are on a tight schedule, we hope you will be able to expedite the delivery of our order. The more expeditious your response is, the happier we'll be.

explicit ADJ. totally clear; definite; outspoken. Don't just hint around that you're dissatisfied: be explicit about what's bugging you.

exploit V. make use of, sometimes unjustly. Cesar Chavez fought attempts to exploit migrant farmworkers in California. *exploitation*, N. *exploitative*, ADJ.

extol V. praise; glorify. The president extolled the astronauts, calling them the pioneers of the Space Age.

extraneous ADJ. not essential; superfluous. No wonder Ted can't think straight! His mind is so cluttered up with extraneous trivia, he can't concentrate on the essentials.

extricate V. free; disentangle. Icebreakers were needed to extricate the trapped whales from the icy floes that closed them in.

exuberance N. overflowing abundance; joyful enthusiasm; flamboyance; lavishness. I was bowled over by the exuberance of Amy's welcome. What an enthusiastic greeting!

fallacious ADJ. false; misleading. Paradoxically, fallacious reasoning does not always yield erroneous results: even though your logic may be faulty, the answer you get may nevertheless be correct. *fallacy*, N.

fallow ADJ. plowed but not sowed; uncultivated. Farmers have learned that it is advisable to permit land to lie fallow every few years.

falter V. hesitate. When told to dive off the high board, she did not falter, but proceeded at once.

fanaticism N. excessive zeal; extreme devotion to a belief or cause. When Islamic fundamentalists demanded the death of Salman Rushdie because his novel questioned their faith, world opinion condemned them for their fanaticism.

LIST OF IDIOMATIC EXPRESSIONS - 5

| | |
|------------------------------|---|
| ▪ Odds and ends | Small, miscellaneous items |
| ▪ On edge | Nervous |
| ▪ On end | Consecutively, without a break |
| ▪ On hand | Easily available |
| ▪ On needles and pins | Nervous; anxious |
| ▪ On one's own | Independent |
| ▪ On second thought | After reconsidering |
| ▪ On the go | Always busy; always moving |
| ▪ On the tip of one's tongue | Almost able to remember |
| ▪ On the whole | In general |
| ▪ Out of (something) | Not having something |
| ▪ Out of one's mind | Insane; illogical; irrational |
| ▪ Play it safe | Choose a cautious plan |
| ▪ Point out | Indicate |
| ▪ A pretty penny | A lot of money |
| ▪ Pull one's leg | Joke with someone; make up a story |
| ▪ Push one's luck | To continue doing something; to keep taking chances |
| ▪ Put aside | Save for later; set aside |
| ▪ Put away | Return something to its proper place |
| ▪ Put off | Delay; postpone |
| ▪ Put on | Begin to wear |
| ▪ Put together | Assemble |
| ▪ Put up with | Tolerate |
| ▪ Right away | Immediately |
| ▪ Ring a bell (with) | Sound familiar to |
| ▪ Rough it | Experience somewhat difficult or primitive conditions |
| ▪ Rule out | Say something is impossible; eliminate |
| ▪ Run a temperature | Have a fever |
| ▪ Run for office | Try to get elected |
| ▪ Run into | (1) meet unexpectedly; bump into; (2) collide with |
| ▪ Run late | Be late; be in a hurry |
| ▪ Run out of | Exhaust the supply of |
| ▪ Save one's breath | Don't bother asking someone |
| ▪ Search me | I don't know; I have no idea; beats me |
| ▪ See (someone) off | Accompany (to an airport or train station, for example) |
| ▪ See to | Take care of; check on; fix |
| ▪ Serve one right | Receive the proper punishment; get the penalty one deserves |
| ▪ Short for | A nickname for |
| ▪ Show around | Orient; give a tour |
| ▪ Show off | Try to attract attention by unusual behavior |
| ▪ Show up | Arrive |
| ▪ Shut down | Close |
| ▪ Sign up (for) | Enroll (for a class, for example) |
| ▪ Sing another tune | Change one's opinion; feel differently |
| ▪ Size up | Measure; estimate |
| ▪ Sleep on it | Postpone a decision until the next day |
| ▪ Slowly but surely | Gradually; steadily but not quickly |
| ▪ Snowed under | Very busy |
| ▪ So far, so good | Up until now, there are no problems |
| ▪ Snowed under | Very busy |
| ▪ So far, so good | Up until now, there are no problems |
| ▪ Sooner or later | At some indefinite future time |