UNIT 1   WORD PATTERNS

Structure

1.0   OBJECTIVES

In this unit we shall consider briefly historical and sociological sources that have contributed to the ever increasing vocabulary of English. We shall pay special attention to factors within English, that is, structural processes involved in the formation of new words from existing ones, and comparison of words in terms of their meaning which help us recognize the relationship between words and their patterning. After completing this unit you should be able to :

- Recognize some ways in which a language expands its vocabulary

- Recognize and understand the nature of the relationship between English words

- Recognize that word patterns enable us to build a vocabulary

- Recognize that it is this relatedness that makes teaching and learning more meaningful

- Use the dictionary to look for other words related to the words in a text.

1.1 INTRODUCTION: THE WORLD OF WORDS

The world of words in any language is fascinating. When we talk of the expanding vocabulary of a language, we generally refer to words that form the meaning - base of that language. In other words, we refer to content words which carry meaning. That they are in fact important for meaning becomes clear when we observe children learning their first language. They begin by using one-word or two-word sentences (which comprise only content words) to communicate with adults, and are nearly always successful in conveying the message they wish to convey. Gradually, they begin to notice that the thousands of words in their language form patterns. They and in fact all adults find it easier to learn new words in sets or groups where all the words in the set are related to each other in some way. They may be related because they have a similar meaning or because they have the opposite meaning. In English the words *oblivion* and *forgetfulness* have a similar meaning and are called synonyms, the words *hot* and *cold* have the opposite meaning and are called antonyms. Another way that words can be compared as belonging to the same field is that they may have related senses. In other words, one word may be included in another. For example, the Hindi words लाल, पीला, हरा etc. are related to the field of colour or रंग. Similarly, rose, jasmine, marigold, tulip are related to the field of flowers.

This relationship is known as hyponymy. Thus rose is a hyponym of flower, snake is a hyponym of reptile. It is this relatedness of words that helps us build up a vocabulary.

Now, when we come across all these related words we wonder where they came from or what the origin of these words is in a language. One of the ways of looking at the origin of words is to trace their history and find out how long ago they existed and what changes have taken place in their meaning. A source of the growing vocabulary of a language is the other languages it comes into contact with over a long period of time. Thus a large number of Indian languages have borrowed words from Sanskrit, which they have been in contact with for centuries. The Urdu language has a considerable number of words borrowed from Arabic and Persian. English has a large number of words of German, French and Latin origin.

While the history of a language and words borrowed from other languages that it comes into contact with are important external sources of its growing vocabulary, the main source, which is internal to a language, is the strategy of word-building which allows us to build new words out of old ones.

In this Unit we shall look briefly at the extremely interesting world of words in English with reference to external and internal sources of its ever increasing vocabulary.

1.2 ORIGINS OF WORDS IN ENGLISH

As we have said, the history of a language and its contact with other languages are an important external source of its increasing vocabulary. If we wish to know where words come from we trace the history of those words, and go as far back in history as possible to their origin and trace changes in their meaning over the

years. The origin and history of a particular word is known as the <u>etymology</u> of that word: if you wish to know the etymology of an English word you must consult <u>Shorter Oxford English Dictionary</u> or any other dictionary that includes the etymology of words. Let us see what the origin of the English word <u>nice</u> is as given in the Oxford Dictionary. The word came into English from the old French word <u>nice</u>, which meant 'silly' or 'simple'. That had its origins in the Latin word <u>niscuis</u> meaning ignorant from the verb <u>nescire</u> which means ne-> not plus scire -> know.

In Middle English (13th century) the word <u>nice</u> was an adjective and meant 'foolish', 'stupid', 'senseless'. In late middle English (14th -15th centuries) it meant 'strange', 'rare', 'extraordinary'; it also meant 'hard to please', 'of refined or critical taste'. In the late 16th century it meant 'entering minutely into details', 'attentive', 'close'. It began to be used in the very general sense as a word of approval only in the 18th century. It meant agreeable, or pleasant, or satisfactory, delightful, generally commendable; (of food) tasty, appetizing, (of a person) kind, considerate, friendly. Today **nice** is used as a word of approval very often, and for such a wide range of things that in formal English we would prefer to replace it with a more discriminating word. Thus in place of 'nice' food we would rather use 'tasty' or 'delicious', or in place of 'a nice' person we would use other words which would describe a person more accurately, such as 'friendly' 'kind' 'generous' 'considerate' etc. The meaning the word 'nice' has today is very different from its meaning many centuries ago. While tracing the history of the word 'nice' we realize that it had a very different meaning in the languages of its origin, that is, Latin and then old French from which the English word was derived. After the word came into English its meaning evolved over the centuries and finally acquired the meaning it has today.

1.2.1 Word-loans

As we have said above, the origin of 'nice' and other English words is an indication of how English acquired a rich vocabulary. This happened as a result of the large number of words borrowed* over the many periods of its history. How has this enriched the English language you might ask? It is because of extensive borrowing of words that it is now possible to make distinctions of meaning that would not have been possible before. David Crystal in his book <u>Words, Words, Words</u> gives examples of words in triplets. He says that of the triplet of adjectives: <u>kingly</u>, <u>royal</u> and <u>regal</u>, the first is Germanic, the second French and the third Latin. He gives examples of ten doublets and triplets in English: alternatives of Germanic, French and Latin origin which have enriched the stylistic range of the language:

Germanic	French	Latin
ask	question	interrogate (verb)
fast	firm	secure (adj.)
fire	flame	conflagration (noun)
holy	sacred	consecrated
rest	remainder	residue
climb	ascend	

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* Here this word does not mean 'received with the intension of returning it', it means 'taken and made part of the 'borrowing language'.

weariness	lassitude
clothes	attire
sorrow	distress
wish	desire

Besides borrowing words from Germanic, French and Latin, English has been borrowing words from any language it comes into contact with. According to Crystal, English has borrowed words from over 350 languages around the world. Most of these borrowings have been in the language for centuries as a result of the first periods of contact, so we no longer have a sense of their foreign-ness. For example, city and flower are from French, desk and client are from Latin. It is difficult to think of million (Italian) mattress (Arabic), marmalade (Portuguese), and Rhubarb (Greek) as foreign.

However, it is by no means the case that English has stopped borrowing from languages it comes into contact with. Words from Indian and other Asian and African languages are now included in the Oxford Advanced Learner's Dictionary (7th and 8th editions), for example, chapatti, sari, salwar, kameez, kajal from Hindi, samosa, kabab from Urdu, kaizen (business) from Japanese, kamikaze (suicidal) from Japanese, samfu (a light suit worn by women) from Chinese, idli from South Indian languages, kanzu (a long loose piece of outer clothing worn by men) from East Africa.

If we look through the dictionary we find many more words of foreign origin which are now part of the English language.

1.3 RECOGNISING THE RELATIONSHIP BETWEEN WORDS IN ENGLISH

While etymology, a specialized field of study, gives us fascinating insights into the origins of words and their history, recognizing the relationship between clusters of words belonging to the same field helps us learn the vocabulary of a language. How do we build up 'fields of words?'

1.3.1 Comparing Words with Other Words – 'Field of Words'

When we come across an English word for the first time we look up the meaning in the dictionary and then look for other words that are related in some way to that word. For example, when we come across word aerial (attacks) which means 'attacks from a plane', we think of other words that are connected with 'air' and are therefore partially related to 'aerial', for example, the words aeroplane, aerogramme, aerospace, aerodynamics, aeronautics etc. This cluster of related words belongs to a field of words.

1.3.1.1 Contrast in meaning

Another way in which we compare words with other words is when we explain one word by contrasting it with another. Thus we explain the word thin by saying it means not fat, or the word hot by saying it means not cold, or the word light by saying it means not heavy. It is this contrast in meaning that helps us learn more words. So we have thin-fat, hot-cold, light-heavy, smooth-rough and so on. Such pairs of words are called opposites or **antonyms**.

1.3.1.2   Similarity in Meaning

We also compare words by looking at the similarity in meaning of two or more words. So when we compare words we say that one word is the same as another. For example, 'to scold' is to 'chide', 'calamity' means the same as 'disaster', the word 'civil' is similar in meaning to the word 'courteous', the word 'happy' means the same as 'glad'. As we said earlier, such words are called <u>synonyms</u>.

1.3.1.3   Words with Related Senses

Yet another way we compare words is by saying that one word is included in another. We gather together all the words that have related senses, so in the <u>field of flowers</u>, for instance, we have <u>marigold</u>, <u>rose</u>, <u>lily</u>, <u>jasmine</u> and so on. Now in order to say what colours these flowers are we have to refer to the field of colour in which there is red, yellow, maroon, orange, white and several other colours. This relationship between a word and the field it belongs to is one of **hyponymy**. Thus <u>marigold</u> is a hyponym of flower. Though hyponymy is not a very well known word, it is in fact a much more important way of comparing words than 'synonym' and 'antonym'. In the dictionary the definition/meaning of words relies on hyponymy most of the time. For example, <u>marigold</u> is defined as 'an orange or yellow garden flower'; <u>sitar</u> is defined as 'a musical instrument' from South Asia like a <u>guitar</u>, with a long neck and two sets of metal strings'.

Thus we can compare words with other words either in terms of contrastive meaning or similarity in meaning or related senses.

In addition to their meaning words can be compared with other words according to their pronunciation, that is, the sounds they have. We shall consider these briefly.

1.4   WORDS AND THEIR SOUNDS

1.4.1   Rhyming Words

The sounds in words often helps us compare them with other words that are similar sounding. For example, given the word <u>late</u> we look for words that sound like it, and we find that the following words sound the same, though they have different meanings.

late	skate	mate
date	slate	rate
fate	spate	
gate	state	
hate	straight	

We look for words sounding like <u>came</u> and we have

dame	same
fame	tame
game	blame
lame	claim

maim	flame
name	frame

Grouping words according to their sound patterns is a useful way of adding to one's stocks of words in English. Rhyming words are a useful tool to teach young learners English sound patterns, and help them build new words that rhyme with those given in the poems they learn. For example, in the stanza

Of all the flying birds I <u>know</u>

The most provoking is the <u>crow</u>

No man does he respect at <u>all</u>

No being either great or <u>small</u>

We compare other similar sounding words with <u>know</u> and <u>crow</u> and we get <u>low</u>, <u>row</u>, <u>blow</u>, <u>flow</u>, <u>no</u>, <u>mow</u>, <u>grow</u>, <u>slow</u>, <u>snow</u>, <u>stow</u>, <u>toe</u>, <u>doe</u>, <u>foe</u>, <u>go</u>, <u>hoe</u>, <u>sew</u>, <u>show</u>. Similarly, other words that rhyme with <u>all</u> and <u>small</u> are <u>ball</u>, <u>call</u>, <u>fall</u>, <u>gall</u>, <u>hall</u>, <u>mall</u>, <u>pall</u>, <u>tall</u>, <u>wall</u>, <u>stall</u>, <u>sprawl</u>, <u>scrawl</u>, <u>brawl</u>, <u>crawl</u>.

All these words have different meanings so we may need to look them up in the dictionary. Thus sound patterns can add to the stock of words we already know.

Check Your Progress 1

1) Look at the following words and use the dictionary to write down at least one word that has a meaning similar to each.

i)	alarming	vii)	intelligent
ii)	agree	viii)	brutal
iii)	answer (noun)	ix)	elated
iv)	baffle	x)	fragile
v)	calm	xi)	smooth
vi)	centre		

2) Look at the following words and write down at least two words that have the opposite meaning in each case.

i)	forgive	vi) honest
ii)	angry	vii) infect
iii)	grateful	viii) insane
iv)	difficult	ix) joy
v)	hate	x) kind

3) Of the semantic fields given below select two fields you know well, and write down as many words belonging to this field as you can think of. Use the dictionary to help you.

i) flowers   ii) fruit   iii) musical instruments

iv) transport   v) furniture   vi) dance   vii) dress

1.5   WORD BUILDING PROCESSES

1.5.1   Affixing

We have seen that an important part of the English vocabulary is comprised of words taken from Latin, German, French and several other languages owing to contact with people speaking these languages over a long period of time. But they are far outnumbered by words that are built up by the addition of parts to already existing words. For every basic word form or root we can build up several words. Let us first look at some base forms of Hindi words and see how related words have been built up to increase the vocabulary of the language.

i)   (ghar)   (ghareloo)   (gharana)   (gharonda)

        house   homely   family   nest

ii)   (vyakti) (vyaktitv)   (vyaktigat)

        person   personality   personal

Notice that in (i) the second, third and fourth words are related to the first word which means 'house'. Similarly, the second and third words in (ii) are related to the first (vyakti) which means 'person'. In both cases the first word is the base word and the other words in the sets are words that have been formed by adding or affixing an additional element to the base word.

In English too we can recognize the several related words that are built up from one basic word form.

Let us look at the word nation as the root and the words built by adding elements at the end, that is, suffixes

i)   nation, national, nationalism, nationalize, nationalization

ii)   it can be built by adding elements at the beginning, that is **prefixes** –
         denationalize.

Similarly, we can add suffixes to the root word 'democrat' and we get democratic, democracy, democratization, or we can add a prefix as in undemocratic. Let us consider these processes in detail.

1.5.2   Prefixing

Each language has different ways of forming new words out of existing ones.

Look at one of the ways in which Hindi forms new words out of existing ones.

i)   (sambhav)   (asambhav)

        meaning: possible   impossible

ii)   (bhagya)   (durbhagya)

        meaning: luck/fortune   ill-luck

iii)   (uchit)   (unuchit)

        meaning: appropriate   inappropriate

iv)   (aasha)   (niraasha)

        meaning: hope   despair

Notice that in each case though the second word is related to the first word in some way it means exactly the opposite of the first word, and adds to the existing vocabulary. Similarly, Telugu makes use of elements at the beginning of words to make new words which have a different meaning. For example,

i)   (satyamu)   (<u>a</u>satyamu)

            meaning: truth   untruth

ii)   (dharmamu)   (<u>a</u>dharmamu)

            meaning: dharma   absence of dharma

Tamil, on the other hand, does not use any elements at the beginning of existing words to form new words.

English like Hindi and Telugu forms new words by adding an element at the beginning of words. The element, which is a prefix, is used to express a change in meaning of the base word.

Look at the following pairs of words for example.

		(a)	(b)
I)	i)	theist	atheist
	ii)	obey	disobey
	iii)	complete	incomplete
	iv)	wise	unwise
	v)	legal	illegal
	vi)	relevant	irrelevant
	vii)	mobile	immobile

The prefixes added to the words in column (b) are a-, dis-, in-, un-, il-, ir-, im-

With the addition of these prefixes the words in column (b) acquire the opposite meaning of the words in column (a). They express negation, i.e., 'not'. Thus 'theist' means one who believes in God and 'atheist' means 'one who does not believe in God'. Similarly, disobey means 'not to obey' and 'incomplete' means 'not complete' and so on.

II)   Look at the change in meaning the following prefixes bring about.

	(a)	(b)
i)	frost	<u>de</u>frost
ii)	connect	<u>dis</u>connect
iii)	do	<u>un</u>do

These prefixes express reversal of direction. Thus we 'defrost' a refrigerator so that it is free of frost. We 'disconnect' something that is connected, and we 'undo' what we did.

Notice that the prefix <u>dis-</u> can be used to negate and also to express reversal of action as in <u>disapprove</u> where it expresses negation and <u>disconnect</u> in which it expresses reversal of action.

III) Here are some more prefixes. They express the meaning that something is of little value. In other words, they express disparagement.

(a)	(b)
i) function	malfunction
ii) lead	mislead
iii) intellectual	pseudointellectual

IV) Look at the following prefixes, which express number

(a)	(b)
i) cycle	bicycle
ii) rail	monorail
iii) racial	bi or multi racial
iv) technic	polytechnic
v) oxide	dioxide
vi) circle	semicircle

In these bi- means 'two', mono- means 'one', multi- means 'many', poly- means 'several', semi- means 'half' or part.

We have seen how some common prefixes when added to the beginning of base forms of English words express different meanings.

Check Your Progress 2

a) Change each of the following words by adding a suitable prefix to express negation.

i) real   ii) modest   iii) logical   iv) agree

v) accurate   vi) literate   vii) reversible   viii) reasonable

ix) honest   x) relevant   xi) possible   xii) effective

xiii) approve   xiv) believe

b) Change each of the following words by adding a suitable prefix to express reversal of direction

i) fraud   ii) infect   iii) mask   iv) fold

v) dress   vi) continue   vii) engage   viii) entangle

ix) embark   x) centralize   xi) hydrate

c) Change each of the following words by adding a suitable prefix to express disparagement.

i) practice   i) represent   iii) adjustment   iv) intellectual

v) pronounce   vi) science   vii) manage   viii) content

ix) treat

13

d)   Change each of the following words by adding a suitable prefix to express number.

i) lateral   ii) final   iii) cycle   iv) purpose

v) angle   vi) cultural   vii) millionaire   viii) media

ix) automatic

1.5.3   Suffixing

As we said earlier, we can also build up words by adding elements to them at the end. Elements added to the ends of words to bring about a change in them and at the same time enlarge the vocabulary are called **suffixes**.

Look at the following sets of English words for example.

i)   photograph – photography – photographic

ii)   nation – national – nationality – nationalize

iii)   create – creation – creativity

iv)   false – falsify – falsification

v)   beauty – beautify – beautification

Notice that the first word in each case expands with the addition of an element to the end of it. Unlike prefixes, which bring about a change in the meaning of an English word, suffixes do more than alter the meaning of the word to which they are attached. Many of them also change the word's grammatical status. For example, the –ify ending changes the adjective 'false' into the verb 'falsify', and the noun 'beauty' into the verb 'beautify'. In this they differ from prefixes which rarely bring about a change in the grammatical status of words.

Let us look at how suffixes function in some Indian languages.

In Tamil

1)   (padi)   (padippi)

meaning: read (v)   learning

2)   (madi)   (madippi)

meaning: respect (v)   respect (n.)

3)   (avi)   (aviyal)

meaning: boil/cook (v)   cooked vegetable

Notice that in Tamil, the addition of suffixes to words results in a change of meaning as well as a change in the part of speech, that is, a change from a verb to a noun. Look at a few examples of suffixes in Hindi.

1)   (namra)   (namrata)

meaning: gentle   gentleness

2)   (nirmal)   (nirmalta)

meaning: pure   purity

3)   (ooncha)   (oonchai)

meaning: high   height

4)   (paagal)   (paagalpan)

    <u>meaning</u>: mad   madness

Just as in the case of English, the suffixes in Hindi above bring about a change in the part of speech of a word (from adjective to noun), but do not bring about a major change in the meaning of these words.

Some of the commonly occurring suffixes in English are –ion, -ian, -ial, -ness, -able, -ery, -ity, -ess, -ment, -ling, -ish, -al.

Check Your Progress 3

From the list of suffixes above, add a suitable suffix to the following English words to form new words. Consult the dictionary for the spelling of the new words.

i) music	ii) educate	iii) grammar	iv) establish
v) responsible	vi) organize	vii) suit	viii) duck
ix) prince	x) sentiment	xi) proverb	xii) decide
xiii) experiment	xiv) child	xv) scholar	xvi) fellow
xvii) divert	xviii) slave	xix) intellect	xx) govern
xxi) able	xxii) gentle	xxiii) kind	xxiv) lion
xxv) snob			

1.5.4 Compounding

We shall now look at another way in which new words are formed in English using already existing words. Look at the following words for example:

Everything, everybody, hailstorm, earthquake, weekend, railway, windmill, snowfall, rainfall, blackbird, motorcycle, videotape, photocopy, darkroom, sunrise, widespread

In each of these words we recognize two distinct words each of which has a distinct meaning of its own. These two words are combined to form new words with a new and sometimes special meaning. Though these parts appear to be two words on the surface, they in fact function as a single item. The word <u>blackbird</u> for example, is a combination of <u>black</u> and <u>bird</u>, but it does not mean any bird that is black. It is a special bird found in Europe and America. Similarly, the word <u>darkroom</u> is a combination of <u>dark</u> and <u>room</u> but it does not mean any room that is dark. It means a special room where photographic film is processed.

Words that combine in this way in any language to form new words (with a meaning that is different from that of the two as separate words) are known as compound words.

Can you think of compound words in your language? Here are a few examples of compound words in Hindi to help you think of compound words in your language.

Hindi: 1) (aakashvani) 2) (doorbhash) 3) (sachivalaya) 4) (doordarshan)

<u>meaning</u>: radio   telephone   secretariat   television

Notice that in Hindi each compound word is made up of two words but its meaning is not the sum of their separate meanings. For example, aakashvani does not mean sky-speech but stands for radio.

Write down a list of compound words in your first language, look at the meaning of each of the two words that make each compound and then at its 'new' meaning. In later units we shall examine compound words in English in greater detail.

Check Your Progress 4

Read the following passage carefully and underline the compound words.

Owing to the heavy downpour at the weekend, everyone was forced to stay indoors and either watch television or play indoor games. Some preferred scrabble to watching television, while others played cards. For some others, solving puzzles on the blackboard was a favourite pastime on rainy days.

1.5.5 Conversion

Words form patterns in a language in yet another way. Look at the following sentences:

1a)   A **beggar** stood outside the door.

1b)   The scene of the sunset **beggared** description.

2a)   I want to buy a **carpet** for my room.

2b)   I want my room **carpeted**.

You will notice that the words **beggar** in 1a and **carpet** in 2a are used as nouns. The same words are used as verbs in 1b and 2b respectively. The important thing to note is that the base form of the word does not undergo any change, i.e. no suffix or prefix is added to convert the noun into a verb (or the verb into a noun, depending on which way the conversion is). There can be no doubt there is a process of word-creation involved here. In fact one which is quite popular in English. The process creates a new lexical word, with sufficiently different meaning to merit a separate entry in the dictionary.

Now look at the following pairs of words:

1) practice	practise	2) to swim	a swim	3) dirty	to dirty
advice	advise	to hit	a hit	empty	to empty
relief	relieve	to cheat	a cheat	dry	to dry
food	feed	to bore	a bore	calm	to calm down
shelf	shelve	to show-off	a show-off		

What are the changes that take place in the second word of each pair in the three sets? Notice that in the first set, the spelling of the second word of each pair is different from that of the first word. Use your dictionary to find out the grammatical function of each of the pairs of words in each set.

When words change their grammatical function from noun to verb or verb to noun or adjective to verb without the addition of an affix (as in the sets of words above), the process by which they are related is called conversion.

In the following units we shall consider these word building processes in English in greater detail.

1.6   LET US SUM UP

In this unit we have learnt that

* The vocabulary of most languages is enriched by means of an important external source, that is, borrowing from languages they come into contact with over a long period of time.

* We recognize the relationship between clusters of words in terms of their meaning. We look at words with opposite meaning –antonyms and words which means the same –synonyms.

* We recognize the relation between words which have related senses as belonging to the same field. They are called hyponyms.

* We recognize the relationship between words in terms of their sounds, that is, rhyming words.

* We also recognize the relationship between words and their patterning in terms of structural processes languages use to form new words from already existing ones.

* These processes may be different for different languages

* English has a number of processes to form new words from old ones.

* New words can be formed by adding an element to the end of a word. This is called a suffix.

* New words can be formed by adding an element to the beginning of a word. This is called a prefix.

* New words can also be formed by combining two separate words each having a meaning of its own. The new word formed by this process has a new and sometimes special meaning. These words are called compound words.

* Words also form patterns in English by the process of conversion. According to this process a word belonging to one part of speech is used as a word belonging to another part of speech. Thus verbs and adjectives are commonly used as nouns and nouns and adjectives are used as verbs.

1.7   KEY WORDS

Synonyms: words with the same meaning

Antonyms: words with opposite meaning

Hyponyms: words which have related senses and belong to the same field.

Rhyming words: words that sound alike

Element: a part of a word which has no meaning on its own but acquires a meaning when attached to a word either at the beginning or at the end to form a new word.

Compound word: a word formed by combining two or more smaller words

Conversion: the process by which a word belonging to one part of speech is used as a word belonging to another part of speech

1.8 SUGGESTED READINGS

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1.9 ANSWERS

Check Your Progress 1

1) i) appalling, shocking

    ii) concur, assent

    iii) reply, response

    iv) confuse, puzzle

    v) composed, cool, unruffled

    vi) core, middle, heart

    vii) clever, bright

    viii) cruel, heartless, pitiless

    ix) delighted, overjoyed

    x) delicate, frail

    xi) flat, even

2) i) charge, blame, censure

    ii) serene, calm

    iii) thankless, unappreciative, ungrateful

    iv) easy, simple

    v) love, like, admire

    vi) dishonest, deceitful, insincere

    vii) purify, disinfect

    viii) rational, sane, sensible

    ix) grief, misery, sorrow

    x) unkind, cruel, severe

3) Do it yourself.

Check Your Progress 2

a)
  i) unreal
  ii) immodest
  iii) illogical
  iv) disagree
  v) inaccurate
  vi) illiterate
  vii) irreversible
  viii) unreasonable
  ix) dishonest
  x) irrelevant
  xi) impossible
  xii) ineffective
  xiii) disapprove
  xiv) disbelieve

b)
  i) defraud
  ii) disinfect
  iii) unmask
  iv) unfold
  v) undress
  vi) discontinue
  vii) disengage
  viii) disentangle
  ix) disembark
  x) decentralize
  xi) dehydrate

c)
  i) malpractice
  ii) misrepresent
  iii) maladjustment
  iv) pseudointellectual
  v) mispronounce
  vi) pseudoscience
  vii) mismanage
  viii) malcontent
  ix) maltreat

d) i) unilateral, bilateral, multilateral

ii) semifinal

iii) bicycle, tricycle

iv) multipurpose

v) triangle

vi) multicultural

vii) multimillionaire

viii) multimedia

ix) semiautomatic

Check Your Progress 3

i) musical, musician

ii) education, educational

iii) grammarian, grammatical

iv) establishment

v) responsibility

vi) organization

vii) suitable, suitability

viii) duckling

ix) princess

x) sentimental

xi) proverbial

xii) decision, decisive

xiii) experimental

xiv) childish, childlike

xv) scholarly, scholarship

xvi) fellowship

xvii) diversion, diversionary

xviii) slavery, slavish

xix) intellectual

xx) governor, government

xxi) ability

xxii) gentleness

xxiii) kindness, kindly

xxiv) lioness

xxv) snobbery, snobbish

Check Your Progress 4

Owing to the heavy downpour at the weekend, everyone was forced to stay indoors and either watch television or play indoor games. Some preferred scrabble to watching television, while others played cards. For some others, solving puzzles on the blackboard was a favourite pastime on rainy days.