Unit 5 – Lesson 9

Vocabulary Items

Words with prefixes – ‘multi-‘ and ‘under-’

Multi – more than one many

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicoloured</td>
<td>Having many colours</td>
</tr>
<tr>
<td>Multi-cultural</td>
<td>Relating to or made up of many cultural or ethnic groups</td>
</tr>
<tr>
<td>Multi-faceted</td>
<td>Having many sides or aspects</td>
</tr>
<tr>
<td>Multi-farious</td>
<td>Having great variety, different kinds of</td>
</tr>
<tr>
<td>Multilateral</td>
<td>Involving three or more participants</td>
</tr>
<tr>
<td>Multilingual</td>
<td>Using several languages</td>
</tr>
<tr>
<td>Multimedia</td>
<td>Using more than one means of providing information. Computing a system providing video and audio as well as text</td>
</tr>
<tr>
<td>Multimillionaire</td>
<td>A person with assets worth several million pounds or dollars</td>
</tr>
<tr>
<td>Multinational</td>
<td>Involving several countries or nationalities.</td>
</tr>
<tr>
<td></td>
<td>A company operating in several countries</td>
</tr>
<tr>
<td>Multiparty</td>
<td>Involving several political parties</td>
</tr>
<tr>
<td>Multiple</td>
<td>Having or involving several different things</td>
</tr>
<tr>
<td>Multiple choice</td>
<td>Giving a question with several possible answers from which the candidate must choose one</td>
</tr>
<tr>
<td>Multiplex</td>
<td>Made up of several elements in a complex relationship</td>
</tr>
<tr>
<td></td>
<td>A cinema hall with several screens</td>
</tr>
<tr>
<td>Multiplicand</td>
<td>A quantity which is to be multiplied by another</td>
</tr>
<tr>
<td>Multiplication</td>
<td>Process of multiplying</td>
</tr>
<tr>
<td>Multiplicity</td>
<td>A large number or variety</td>
</tr>
<tr>
<td>Multipurpose</td>
<td>Having several purposes</td>
</tr>
<tr>
<td>Multiracial</td>
<td>Having to do with people of many races</td>
</tr>
<tr>
<td>Multistorey</td>
<td>A building having several storeys</td>
</tr>
<tr>
<td>Multitasking</td>
<td>Computing or carrying out more than one program at the same time</td>
</tr>
<tr>
<td>Multitude</td>
<td>A large number of people or things, the mass of ordinary people</td>
</tr>
<tr>
<td>Multitudinous</td>
<td>Very numerous</td>
</tr>
</tbody>
</table>
### Words with prefix ‘under-‘:

**Under** –

- Extending directly below/beneath
- At a lower level
- Expressing control by
- According to the rules of
- Used to express grouping or classification
- Lower in status
- Insufficiently
- Incompletely

### Words:

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underage</td>
<td>Too young to take part in a particular activity</td>
</tr>
<tr>
<td>Underarm</td>
<td>(of a throw or stroke in sport) made with the arm or hand below shoulder level</td>
</tr>
<tr>
<td>Underbelly</td>
<td>The soft underside of an animal</td>
</tr>
<tr>
<td></td>
<td>A hidden or criminal part of society</td>
</tr>
<tr>
<td>Undercarriage</td>
<td>A wheeled structure beneath an aircraft which supports the aircraft on the ground</td>
</tr>
<tr>
<td></td>
<td>The supporting frame on the body of a vehicle</td>
</tr>
<tr>
<td>Underchange</td>
<td>Charge a price or amount that is too low</td>
</tr>
<tr>
<td>Underclass</td>
<td>The lowest social class in a society, country or community consisting of the poor and unemployed</td>
</tr>
<tr>
<td>Undercoat</td>
<td>Layer of paint applied after the primer and before the top coat</td>
</tr>
<tr>
<td>Undercover</td>
<td>Involving secret work for spying or investigation</td>
</tr>
<tr>
<td>Undercurrent</td>
<td>Current of water below the surface and moving in a different direction</td>
</tr>
<tr>
<td>Undercut</td>
<td>Offer goods or services at lower price (than the competitor)</td>
</tr>
<tr>
<td></td>
<td>Cut or wear away the part under</td>
</tr>
<tr>
<td></td>
<td>Weaken; undermine</td>
</tr>
<tr>
<td>Underdeveloped</td>
<td>Not fully developed</td>
</tr>
<tr>
<td></td>
<td>A country which has not advanced economically</td>
</tr>
<tr>
<td>Underdog</td>
<td>A competitor thought to have little chance of winning a fight or contest</td>
</tr>
<tr>
<td>Underemployed</td>
<td>Not having enough work</td>
</tr>
<tr>
<td>Underestimate</td>
<td>Estimate (something) to be smaller or less important than it really is</td>
</tr>
<tr>
<td>Undergo</td>
<td>Experience something difficult or unpleasant</td>
</tr>
<tr>
<td>Underwent</td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>Student of a university who has not yet taken the first degree</td>
</tr>
</tbody>
</table>
Underground | Beneath the surface of the ground  
In secrecy or hiding  
An underground railway  
A secret group or movement working against an existing government

Undergrowth | A dense growth of shrubs and other plants

Underhand | Acting or done in a secret or dishonest way

Underling | A person of lower status

Undermine | Damage or weaken  
Wear the base or foundation  
Dig beneath so as to make it collapse

Undernourished | Not having enough food or the right type of food

Underpass | Road or tunnel passing under another road or railway

Underperform | Perform or less than expected

Underplay | Try to make something seem less than important than it really is

Underprivileged | Not enjoying the same rights or standard of living as the majority of the population

Undersea | Relating to or situated below the sea

Undersigned | The person who has signed the document in question

Undertake | Make oneself responsible for

 Undertaker | Person whose business is preparing dead bodies for burial or cremation and making arrangements for funerals

Undertaking | Formal promise to do something

Underweight | Below the normal weight

Underworld | The world of criminals or of organized crime  
In myths or legends, home of the dead, imagined as being under the earth

**Assignment**

Write at least 10 more words with the prefix ‘multi-‘ and ‘under-‘
Unit 5 - Lesson 10

Asking and answering questions

YES / NO question Forms

YES / NO questions are formed with the help of auxiliary verbs / helping verbs and with modal verbs

The auxiliary verbs are, was, were, being, been, have, has, had, do, does, did, done and the modal verbs are will, would, shall, should, can, could, must and may.

For example

1. Have the children left for school?
   Yes, they have.

2. Has she finished her home work
   No, not yet.

3. Was he at home when you left for office?
   Yes, he was there

4. Do you know swimming?
   Yes, I do

5. Do you like my classes?
   Yes, sure Madam.

6. Could you please move away from the doorway?
   Yes, I will.

7. Could you please hand over this parcel to your neighbour
   No, I’m sorry, I’m going home late

8. Are you impressed with the lecture
   No, not really.

9. Could you please draw the blinds?
   Yes, I can

10. Would you mind lending me a pen?
    No, I can give it to you.
Tag Questions

A statement followed by a mini question is termed as ‘tag question’, whereas the mini question at the end is called ‘question tag’.

Tag questions are used at the end of statements to ask for confirmation or ascertain something. Thus you restate, in question form, the previously spoken sentence. The format of tag question is as follows

Positive statement + negative tag

The auxiliary verb is positive in the sentence the tag question will be negative.

Negative statement + Positive tag

If auxiliary verb is negative, the tag question will be positive.

Example, the movie is not good, is it?

If there is no auxiliary verb in the sentence, we use do

Example You don’t like milk, do you?

Tag questions are used in the following ways.

1. We use tag questions to confirm information
   The book is boring, isn’t it?
   That function was badly conducted, wasn’t it?

2. Used when one is already sure of the answer and just wants a confirmation or to check information.
   You haven’t got diamond necklace, have you?
   You don’t visit your parents every Sunday, do you?
   The stopper shop is closed tomorrow, isn’t it?

While using tag questions points to be remembered are:

1) In the present tense, if the subject is ‘I’, the auxiliary changes to are or aren’t?
   I am always your friend, aren’t I?

2) With let’s the tag question is shall we
   Lets go for a walk, shall we?
3) With an imperative the tag question is will you?

Oh, come on, play for a while, will you?

4) We use a positive tag question after a sentence containing a negative word such as never, hardly, nobody, etc.

They hardly go to movies, do they?

You have never liked maths, have you?

5) When the subject is nothing we use it in the tag question.

Nothing interesting happened, did it?

6) When the subject is nobody, somebody, everybody, no one, someone or everyone, use they in the tag question.

Everybody was waiting to see the Hero, did they?

7) When the main verb in the sentence is have (not an auxiliary verb) it is more common to use do the tag question.

You have a ‘Honda City’ car, don’t you?

8) With used to we use didn’t in the tag question

You used to dance well, didn’t you?

9) We can use positive question tags after positive sentences to express a reaction such as surprise or interest.

You are going on a world trip, are you?

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**Tag Question**

*Definition:*
A statement followed by a mini question

1. We use tag questions to confirm information

   The book is boring, isn’t it?
   That function was badly conducted, wasn’t it?
Information (or Question word) questions

When did they arrive home?
Where do the girls play the match?
Why have you postponed your visit?
How will they get here?

Each of the question begin with the question word, when, where, why and how. These questions are called information questions, because they ask for information and not just yes or no.

Look at the information that each of the following questions asked for

<table>
<thead>
<tr>
<th>Statement</th>
<th>Question word</th>
<th>Information Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>They arrived home</td>
<td>When?</td>
<td>The time of their arrival</td>
</tr>
<tr>
<td>The girls play a match</td>
<td>Where?</td>
<td>The venue of the match</td>
</tr>
<tr>
<td>You have postponed your visit</td>
<td>Why?</td>
<td>The reason for the postponement</td>
</tr>
<tr>
<td>They will get here</td>
<td>How?</td>
<td>The manner of their getting here</td>
</tr>
</tbody>
</table>

The information question asks for information about information about time, place, reason and manner. Words and phrases which supplies the information are either adverbs or adverbials that is which do the work of adverbs.

Unit 5 - Lesson 10

Spelling and Punctuation

Keep a record of the word misspelt and learn to spell them correctly. Spelling troubles one in English because many words are not spelled as they sound.

A first step to improved spelling is to pronounce words carefully and exactly. Many misspellings are due

a) to careless omissions of syllables e.g. accident –ly for accident-tal-ly

b) careless addition of syllables disas-ter-ous for disastrous.

c) Changing of syllables
Prespiration for perspiration

Listen to good speakers and often check pronunciation dictionary.

There are no infallible guides to spelling in English, but the following are helpful.

- **i-e. or e-i**
  use I before E
  
  Except after C

- **e-i**
  neighbour
  
  weigh

  - **i - e**
    believe, chef, field, grief, piece

  - **After C**
    Receive, receipt, ceiling, deceit conceive

  - **When sounded as A**
    freight, vein, reign

exceptions to remember

  neither, either, leisure, seize, weird height weight

- **Drop final silent e**
  Drop the ‘e’

  - **When suffix begins with a vowel**
    Curse cursing
    
    Arrive arriving
    
    Pursue pursuing
    
    Arrange arranging

  Keep the ‘e’

- **When suffix begins with a consonant**
  Live – lively
Nine – ninety
Hope – hopeful
Love – loveless

- **Change Y to i**
  - When Y is preceded by a consonant
    - Gully – gullies
    - Fly - flies
    - Party – parties
    - Baby – babies
    - Story – stories

- **Do not change**
  - When ‘Y’ is preceded by a vowel the plural does not change only ‘S’ is added
    - Valley – valleys
    - Attorney – attorneys
    - Monkey – monkeys
    - Key – keys

- **Double consonant**
  - If the suffix begins with the consonant do not double the final consonant of the base word; man, manly.
    - If the suffix begins with the vowel double it.
  - **When final consonant is preceded by a single vowel**
    - Pen – penned
    - Blot – blotted
Hot – hotter
Sit – sitting

 Exceptions where you do not double
Despair – despairing
Greet – greeting
Lead – leading
Bear – bearing
Add s or es
Add s

For plurals of most nouns add s
Girl – girls
Boy – boys
Book – books
Pen – pens

For nouns ending in o preceded by a vowel
Radio – radios
Cameo – cameos
Add es

When the plural has an extra syllable add es
Church – churches
Fox – foxes
Thrush – thrushes
Brush – brushes
Usually for nouns ending in o preceded by a consonant
Add es
Potato – potatoes
Negro – Negroes
Dynamo – Dynamoes

Punctuation

A knowledge of the conventions of punctuations is essential to clear and easy reading. It helps to indicate pauses, intonations and gestures used in speaking.

Where did you go last evening asked Shilpa in an angry tone only to the market dear will I go anywhere without you answered her mother come baby get ready to go to school.

Without punctuation the above sentences are not clear. Now see how much clearer the passage becomes

“Where did you go last evening?” asked Shilpa in an angry tone. “only to the market dear. Will I go anywhere without you?” answered her mother. “comebaby get ready to go to school.”

Many experienced people punctuate always by habit, but even they have to begin by learning to follow generally accepted practices.

The principal punctuation marks are

- The full stop (·)
- The question mark (?)
- The exclamation mark (!)
- The comma (,)
- The apostrophe (‘)
- The semi colon (;)
- The colon (·)
- Quotation marks (“…”)
The full stop

a) This indicates the longest pause. It is used to mark the end of every sentence which is a statement or a comment.

She sang well.

Children are playing in the garden.

b) It is used to separate complete sentences.

He did well. He did not win.

Your father is sick. He wants to see you.

c) To mark abbreviations

M.A. (Master of Arts)

A.I.R. (All India Radio)

The Question mark

It is used at the end of the every sentence, which is a direct question.

What is your name?

How old are you?

Why are you so unhappy?

What are you doing?

Is something troubling you?

The exclamation mark

It is used at the end of a sentence, in direct speech to show an emotional way of saying the sentence. It can be both feelings of joy and sorrow.

Hurrah! India has won the match.

Alas! She lost her hand bag.

Oh God! I have missed the bus again.

What a beautiful flower!
The modern tendency is to be sparing in the use of the comma. It should be used

a) to separate the same parts of speech (adjectives, verbs, adverbs, nouns) except where two single words are joined by
   Mary is a slim, tall and good looking girl.

b) To separate the subordinate adverb clause or participial phrase from the rest of the sentence.
   I hope, when I return home from work, the rain would stop
   Remaining invisible, Ariel sang a song.

c) Between short co-ordinate sentences found usually by ‘then’, ’and’, ’but’ ‘or ‘for
   men may come, men may go, but I go on forever.

   ,

d) Before and after such words as however, moreover, finally, for example and phrases such as, at last, of course, in fact, etc.
   I am not hungry, however, I shall have my dinner as it is too late.

e) Between words in apposition
Alexander, the Great, died of Malaria
Socrates, the great philosopher, was forced to take poison.

f) After a verb of saying which introduces a quotation
   He said “If winter comes, can spring be far behind?”

 g) Before the inverted commas of a speech
   He said, “I am very tired.”.

h) Various parts of writing a letter In the address, salutations & complimentary close.

The Apostrophe (’)

It is used to indicate

a) The possessive of nouns or indefinite pronouns
   Singular – the girl’s bag
   Plural – the girls’ bags
   If the noun is singular add an apostrophe and an ‘s’
   If the noun is plural, and ends in ‘s’ add an apostrophe but not an ‘s’

b) The contraction in the form of a word
   It’s time to go to school
   Don’t talk too much
   I’m = I am   can’t = cannot

Semi – colon (;)

This indicates a longer pause than a comma. It should separate only complete sentences which go closely together in meaning. It is used:

a) To separate two related sentences where a new idea is expressed in the second sentence.
   Raja is Venkat’s son; he is very shrewd.
   Joseph has a big house; he has a big mango orchard in his compound.
b) To separate short balanced sentences-when a more emphatic pause than a
comma is required.
   To err is human; to forgive, is divine.

The colon (:)

This indicates a longer pause than the semi-colon. Though it is dying out, it is still
used:

a) To decide two complete sentences that are in clear antithesis but are in clear
antithesis but are not connected by conjunction:
   *Man proposes: God disposes*

b) Use a colon before quotations, statements and series which are introduced
formally.
   *John Keats says: “Heard melodies are sweet, those unheard are Sweeter.”*

c) Use a colon between hours and minutes to indicate time
   12:15 P.M.

Quotation Marks

These marks are used when the actual words of the speaker are given

*I said, “Please be ready by 7 P.M.”*

*“Who are you? Why did you come here?” asked the watchman.*

Note that when the quotation comes at the beginning of the sentence, the comma is put
immediately at the end of the quotation and before the quotation is closed.

The Hyphen

Is used

a) To join two or more words to form a compound word.
   *Market – place, tree – box, Son-in-law*

b) It used after certain prefixes
   *Post – war, Post-graduate, Pre – medical, re-cover, re-form*

Capital letters
A capital letter is used

a) in the beginning of the sentence

I am going to Madras

c) used for a proper noun

Ragul, Vijay, Delhi

a. for the first letter in the word in inverted commas in direct speech.

“Why are you so careless?” asked Ram’s mother.

b. At the beginning of the word, which is a title placed before the name of a person.

Mahatma Gandhi, Pandit Jawaharlal Nehru, Sir C.V. Raman

c. For the personal pronoun I

I like my college. Once I complete my degree, I shall leave.

d. Always as the first letter of the God

c. At the beginning of the name of the festival Diwali, Christmas, Bakrith.

Parentheses ( )

Parentheses is loosely related comment or explanation within the sentence, to enclose figures, numbering items in a series and to enclose figures spelled out to avoid misreading.

The oil well (the company drilled it only as an experiment) produced 2000 barrels a day.

I hereby agree to pay a sum of 3000 dollars ($3,000.00)

Brackets [ ]

Brackets are used to enclose material inserted within a quotation to explain or correct it or to enclose a parenthesis within a parenthesis

Mark Twain [SLC] is the pseudonym of Samuel Langhorne Clemens