

**P. A. H. Solapur University,  
Solapur  
B.A Part-I  
Compulsory English  
Semester I**

- Dr. Mote R. R.  
DEPT. OF ENGLISH  
CSNC, Solapur



# GRAMMAR

**I) Word Formation : - Prefixes and Suffixes**

**II) Parts of Speech**

**1) Noun**

**2) Pronoun**

**3) Verb**

**4) Adjective**

**5) Adverb**

**6) Preposition**

**7) Conjunction**

**8) Interjection**



# GRAMMAR

## I) Word Formation :

- ❖ Word formation is a process by which we create new words.
- ❖ There are four Major processes of word formation in English.

1) Prefixing

2) suffixing

3) Conversion

4) Compounding



# WORD FORMATION

## I) Prefixes

- ❖ Prefixes are the bound elements that we can place before any base or stem to create new words.
- ❖ Suffixes occur at the end of base or root word and create new word.
- ❖ For Example –

Multinational= **Multi** + Nation + **al**  
suffixi



# PREFIXES

❖ Prefixes are the bound elements that we can place before any base or stem to create new words.

❖ For Example –

1) Multinational= **Multi** + **Nation**

2) Disagree

**Dis** + **agree**

3) Decode

**De** + **code**

4) Illogical

**Il** + **logical**



# PREFIXING

5) Infield

In + field

6) Impossible

Im + Possible

7) Defrost

De + frost

8) Midday

Mid + Day

9) Nonsense

Non + Sense

10) Overlook

Over + Look



# SUFFIXES

❖ Suffixes occur at the end of base or root word and create new word.

❖ For Example –

Multinational= **Multi** + nation + **al**

1) **Reasonable**

**Reason** + **able**

2) **Player**

**Play** + **er**

3) **Childish**

**Child** + **ish**

4) **Development**

**Develop** + **ment**



# SUFFIXES

5) Joyful

Joy + ful

6) Punishment

Punish + ment

7) Fellowship

Fellow + ship

8) Sadness

Sad + ness

9) Ownership

Owner + ship

10) Heaviness

Heavy + ness





# EXERCISES

## MAKE THE SUFFIXES

Sr. No	A	B	C
1	nation	-less, -ness, -al, -ful, -en, -er,	<b>National, Nationality</b>
2	End	-ment, -y, -ing, -ed, -ous,	<b>Ending, Ended, Endless</b>
3	Arrange	-ity, -able, -ly, -ion	
4	Wood		
5	Sad		
6	Hope		
7	Play		
8	Go		
9	Help		
10	Risk		



# EXERCISES

## MAKE THE SUFFIXES

Sr. No	A	B	C
11	Harm	-less, -ness, -al, -ful, -en, -er,	
12	Protect	-ment, -y, -ing, -ed, -ous,	
13	Joy	-ity, -able, -ly, -ion	
14	Arrange		
15	Possible		
16	Account		



THANK YOU...



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PROSE NO 3  
THE SPIRIT OF FREEDOM  
RABINDRANATH TAGORE

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- A world renowned Poet
- Dramatist
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- The essay is about essence (मूलतत्व) of freedom.
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  - He points out that freedom is afforded by those who reap (फळ मिळणे) benefits from it.
  - Our growth as humans in a society cannot be achieved by restricting certain ideals but rather by fighting anything that challenges it.
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# THE SPIRIT OF FREEDOM

- **When freedom is not an inner idea which imparts strength to our activities.**
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- **West – Freedom has become Feeble (दुर्बल) and ineffectual (अप्रभावी).**
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- The same thing is happening now with the people of the West. They are **flattered** into believing that **they are free**, and they have the sovereign(सर्वभौम) power in their hands. But this power is robbed by hosts of self-seekers, and the horse is captured and stabled because of his gift of freedom over space.

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- The **mob- mind** is allowed the enjoyment of an apparent(वरकरणी) liberty, while its true freedom is curtailed (कमी) on every side.
- Its thoughts are fashioned according to the plans of organized interests; in its choosing of ideas and forming of opinions it is hindered either by some punitive(दंडात्मक) force or by the constant insinuation(अप्रत्यक्ष सूचना) of untruths; it is made to dwell(राहणे) in an artificial world of hypnotic(संमोहन) phrases.
- In fact, the people have become the storehouse of a power that attracts round it a swarm (झुंड) of adventurers who are secretly investing its walls to exploit it for their own devices.



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- My experience in the West, where I have realized the immense power of money and of organized propaganda (प्रसार), working everywhere behind screens of camouflage (फसवण्याची युक्ती), creating an atmosphere of distrust, timidity (भितीदायकपणा), and antipathy (तीव्र तिरस्कार), - has impressed me deeply with the truth that **real freedom is of the mind and spirit**; it **can never come to us from outside**.
- He only has freedom who ideally loves freedom himself and is glad to extend it to others.




# THE SPIRIT OF FREEDOM

- He who **cares** to have **slaves** must chain himself to them;
- he who **builds walls** to create **exclusion for others** builds **walls across his own freedom**;
- he who **distrusts** freedom in others **loses** his moral right to it.
- Sooner or later he is lured (आमिष) into the meshes(गोंधळ) of physical and moral servility(गुलामगिरी).



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- We are tenaciously(कठोरपणे) proud of their exclusiveness(विशिष्टता).
- We boast that, in this world, no other society but our own has come to finality in the classifying of its living members.
- Yet in our political agitations(आंदोलने) we conveniently forget that any unnaturalness in the relationship of governors and governed which humiliates us, becomes an outrage (आक्रोश) when it is artificially fixed under the threat of military persecution (छळ).



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- When India gave voice to immortal thoughts, in the time of fullest vigour जेम of vitality चैतन्य, her children had the fearless spirit of the seekers of truth.
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- When the **age of the Buddha** came, humanity was stirred ढवळले in our country to its uttermost depth.
- The **freedom of mind** which it produced expressed itself in a wealth of creation, spreading everywhere in its richness over the continent of Asia.

# THE SPIRIT OF FREEDOM

- Life has its inequalities, I admit, but they are natural and are in harmony with our vital functions.
- The head keeps its place apart from the feet, not through some external arrangement or any conspiracy of coercion.
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# THE SPIRIT OF FREEDOM

- We have ignored the laws of life and growth. We have forced living souls into a permanent passivity, making them incapable of moulding circumstance to their own intrinsic design, and of mastering their own destiny.
- Borrowing our ideal of life from a dark period of our degeneracy, we have covered up our sensitiveness of soul under the immovable weight of a remote past. We have set up an elaborate ceremonial of cage-worship, and plucked all the feathers from the wings of the living spirit of our people.



# THE SPIRIT OF FREEDOM

- And for us, - with our centuries of degradation and insult, with the amorphous-ness of our national unity, with our helplessness before the attack of disasters from without and our unreasoning self-obstructions from within, - the punishment has been terrible. Our stupefaction has become so absolute that we do not even realize that this persistent misfortune, dogging our steps for ages, cannot be a mere accident of history, removable only by another accident from outside.




# THE SPIRIT OF FREEDOM

- Unless we have true faith in freedom, knowing it to be creative, manfully taking all its risks, not only do we lose the right to claim freedom in politics, but we also lack the power to maintain it with all our strength.
- For that would be like assigning the service of God to a confirmed atheist.
- And men, who contemptuously treat their own brothers and sisters as eternal babies, never to be trusted in the most trivial details of their personal life.



# THE SPIRIT OF FREEDOM

- The civilization of the West has in it the spirit of the machine which must move; and to that blind movement human lives are offered as fuel, keeping up the steam-power.
- It represents the active aspect of inertia which has the appearance of freedom, but not its truth, and therefore gives rise to slavery both within its boundaries and outside.
- The present civilization of India has the constraining power of the mould. It squeezes living man in the grip of rigid regulations, and its repression of individual freedom makes it only too easy for men to be forced into submission of all kinds and degrees.. 

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- In both of these traditions life is offered up to something which is not life; it is a sacrifice, which has no God for its worship, and is therefore utterly in vain.
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- If the body is compelled to turn somersaults for an indefinite period, the head never exchanges its relative function for that of the feet.



# THE SPIRIT OF FREEDOM

- We have ignored the laws of life and growth. We have forced living souls into a permanent passivity, making them incapable of moulding circumstance to their own intrinsic design, and of mastering their own destiny.
- Borrowing our ideal of life from a dark period of our degeneracy, we have covered up our sensitiveness of soul under the immovable weight of a remote past. We have set up an elaborate ceremonial of cage-worship, and plucked all the feathers from the wings of the living spirit of our people.



# THE SPIRIT OF FREEDOM

- And for us, - with our centuries of degradation and insult, with the amorphous-ness of our national unity, with our helplessness before the attack of disasters from without and our unreasoning self-obstructions from within, - the punishment has been terrible. Our stupefaction has become so absolute that we do not even realize that this persistent misfortune, dogging our steps for ages, cannot be a mere accident of history, removable only by another accident from outside.




# THE SPIRIT OF FREEDOM

- Unless we have true faith in freedom, knowing it to be creative, manfully taking all its risks, not only do we lose the right to claim freedom in politics, but we also lack the power to maintain it with all our strength.
- For that would be like assigning the service of God to a confirmed atheist.
- And men, who contemptuously treat their own brothers and sisters as eternal babies, never to be trusted in the most trivial details of their personal life.



# THE SPIRIT OF FREEDOM

- The civilization of the West has in it the spirit of the machine which must move; and to that blind movement human lives are offered as fuel, keeping up the steam-power.
- It represents the active aspect of inertia which has the appearance of freedom, but not its truth, and therefore gives rise to slavery both within its boundaries and outside.
- The present civilization of India has the constraining power of the mould. It squeezes living man in the grip of rigid regulations, and its repression of individual freedom makes it only too easy for men to be forced into submission of all kinds and degrees.. 



# THE SPIRIT OF FREEDOM

- In both of these traditions life is offered up to something which is not life; it is a sacrifice, which has no God for its worship, and is therefore utterly in vain.
- The West; continually producing mechanical power in excess of its spiritual control, an India has produced a system of mechanical control in excess of its vitality



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# INTRAPERSONAL SKILLS

- ❑ It refers to our capacity to understand and explore our inner strength, ability, limitations, feelings and qualities.
- ❑ It helps us to plan and manage our activities efficiently.
- ❑ They also provide us with the clarity about what we want and how to achieve that.
- ❑ Our intrapersonal skills depend on our intrapersonal intelligence.
- ❑ Intrapersonal intelligence is proposed by Howard Gardner in his 'Theory of Multiple Intelligence'



# Interpersonal Skills

```
graph TD; A[Interpersonal Skills] --> B(Self Awareness); A --> C(Social Skill); A --> D(Self-regulation); A --> E(Motivation); A --> F(Empathy); B --> B1[The ability to recognize and understand our mood, emotion, drive and the impact of these on us]; C --> C1[The ability to manage relationships and building network]; D --> D1[The ability to control impulsive behavior and mood that can disrupt our action]; E --> E1[Our passion to work for a cause or reason that goes beyond any kind of materialistic benefit]; F --> F1[The ability to understand emotional state, thoughts or feelings of others];
```

**Self  
Awareness**

The ability to recognize and understand our mood, emotion, drive and the impact of these on us

**Social  
Skill**

The ability to manage relationships and building network

**Self -  
regulation**

The ability to control impulsive behavior and mood that can disrupt our action

**Motivation**

Our passion to work for a cause or reason that goes beyond any kind of materialistic benefit

**Empathy**

The ability to understand emotional state, thoughts or feelings of others

# TIPS TO IMPROVE OUR INTRAPERSONAL SKILL

1. Observing and keeping notes of our reactions, expressions, feelings, judgments.
2. Practicing mindfulness
3. Balancing self – indulgence and self - criticism
4. Maintaining Discipline
5. Making time for self – reflection and introspection
6. Improving the habit of listening



THANK YOU...



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## PROSE NO 2

### DOES EDUCATION DO HARM?

BERTRAND RUSSELL

- (1872- 1970)
- A British Philosopher
- Logician
- essayist
- social critic
- ❖ His works
  - *German Social Democracy*
  - *An Essay on the Foundations of Geometry.*
  - *Principia Mathematica*
  - *The Conquest of Happiness*
  - *A History of Western Philosophy*
- Prolific writer – more than 70 books, thousands of essays.
- Nobel Prize for Literature- 1950



## ❖ About the Essay

- About the true sense of education.
- Practical World.
- Lists famous men from history who did not have conventional education.
- Books and Practical world
- Virtue



## ❖ Biographies

### 1) Jay Gould – 01 year's schooling

- (American railroad executive, financier, an important railroad developer, one of the wealthiest men of the late nineteenth century)

### 2) Commodore Vanderbilt –

- (an American business magnate who built his wealth in railroads and shipping)

### 3) Carnegie - never went to school after he was 12

- (led the expansion of the American steel industry and became one of the richest Americans in history)



## ❖ **Examination and burden**

**1) Mr. John D. Rockefeller states that he counts it among his blessings to have been brought up in family of modest means.**

➤ (he has taken pains to prevent his own children from enjoying this blessing.)

## **2) Wealth and Education**

➤ (Profited by the lack of formal education ..... Value of education is unquestionable)

## **3) Education should be what it ought to be...**

➤ ( The educator kills initiative in his pupils by teaching them that it is more important to be right than to be original)



- ❖ **Education teaches the way to find out things is to look them up in books, not to observe them in the actual world.**
- ❖ **Example of squirrel... Naturalist Buffon**
- ❖ **Books and Classroom**
- (Galileo used to drop weights from the Leaning Tower of Pisa to see how they fell..... Observation is important)
- ❖ **Real Virtue is robust and in contact with facts, not with pretty – pretty fancies.**



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# UNIT -3 GRAMMAR AND VOCABULARY

## SYNONYMS AND ANTONYMS

- **Synonyms:** - It is **word** or phrase that has **exactly or nearly the same meaning**.
- **Examples**
  - Abandon :- desert, leave, renounce
  - Broad:- wide, large, big
  - Consent:- agreement, assent, concurrence, accord.
  - Dangerous: menacing, threatening



# SYNONYMS

S No.	A	B	Answer
1	dangerous	Useful	Threatening
2	accountable	Envious	Responsible
3	glad	Stubborn	Pleased
4	fate	Pleased	Destiny
5	handy	Treatment	Useful
6	idle	Drowsy	Lazy
7	illegal	Everlasting	unlawful
8	jealous	Threatening	Envious
9	obstinate	Distinctive	Stubborn
10	integrity	Follow	Honesty
11	remedy	Destiny	Treatment
12	unique	Lazy	Distinctive
13	sleepy	Judgment	Drowsy
14	obey	Responsible	Follow
15	verdict	Honesty	Judgment
16	eternal	unlawful	Everlasting

S No.	Word	A	B	C	Answer
1	<b>Amazing</b>	Inquire	Incredible	Special	<b>Incredible</b>
2	<b>Beautiful</b>	Good	Marvelous	Gorgeous	<b>Gorgeous</b>
3	<b>Bad</b>	Contaminated	Disposable	False	<b>False</b>
4	<b>Calm</b>	Sound	Conflict	Tranquil	<b>Tranquil</b>
5	<b>Definite</b>	Obligatory	Certain	Complete	<b>Certain</b>
6	<b>Dark</b>	Gloomy	Ugly	Dirty	<b>Gloomy</b>
7	<b>Fear</b>	Danger	Fright	Risky	<b>Fright</b>
8	<b>Cool</b>	Chilly	Composed	Temperate	<b>Chilly</b>
9	<b>Idea</b>	Proposal	Plan	Thought	<b>Plan</b>
10	<b>Little</b>	Miniature	Short	cramped	<b>Miniature</b>





S No.	Word	Synonym - 1	Synonym - 2	Synonym - 3
1	Empty			
2	Anger			
3	Horse			
4	Mountain			
5	Vehicle			
6	Box			
7	Brave			
8	Clumsy			
9	Moment			
10	Earth			
11	Forest			
12	Light			
13	Dangerous			
14	End			
15	Feeble			
16	Liberty			

# UNDERLINE THE ADJECTIVES IN EACH SET OF WORDS THAT HAVE SIMILAR MEANING

S No.	Word	A	B	C	Answer
1	Tender	Liquid	Soft	Weak	soft
2	Traditional	Customary	Contemporary	Established	customary
3	Dangerous	Threatening	Visionary	Savage	Threatening
4	Obligatory	Important	Mandatory	Essential	Mandatory
5	Separate	Singular	Unrelated	Different	Different
6	Specific	Particular	Certain	Distinct	Particular



# UNDERLINE THE ADJECTIVES IN EACH SET OF WORDS THAT HAVE SIMILAR MEANING

S No.	Word	A	B	C	Answer
7	<b>Customary</b>	Complementary	Accustomed	Traditional	
8	<b>Functional</b>	Useful	Practical	Working	
9	<b>Original</b>	authentic	Real	True	
10	<b>Important</b>	Indicative	Main	prime	
11	<b>Flashy</b>	Flimsy	Flamboyant	Obtrusive	
12	<b>Frequent</b>	Recurrent	Periodic	permanent	



## MATCH THE NOUNS THAT HAVE SIMILAR MEANINGS.

S No.	A	B	Answer
1	<b>Instance</b>	Trouble	5
2	<b>Reality</b>	Responsibility	12
3	<b>Obstacle</b>	Evidence	6
4	<b>Suggestion</b>	Goal	9
5	<b>Concern</b>	Example	2
6	<b>Proof</b>	Hurdle	3
7	<b>Fault</b>	Article	1
8	<b>Advantage</b>	Revenue	10
9	<b>Target</b>	Proposition	4
10	<b>Income</b>	Benefit	8
11	<b>Object</b>	Situation	7
12	<b>Condition</b>	Actuality	11



# UNIT -3 GRAMMAR AND VOCABULARY

## ANTONYMS

- **Antonyms** : - It is **word** that has contrasting or **Opposite meaning**.
- **Examples**
  - Ability X Inability , Incapacity
  - Complex X Simple
  - Freedom X Captivity.
  - Innocent X guilty



**FILL IN THE BLANKS WITH THE SUITABLE ANTONYMS OF THE WORDS GIVEN IN THE BRACKETS.**

1) Unfortunately, the proposal that was submitted by the new organization was -----(**accepted**)

➤ **Rejected**

2) It was not a ----- structure. (**Temporary**)

➤ **Permanent**

3) Sharmila has always been a ----- person (**obedient**)

➤ **Disobedient**

4) She was a brave person and a ----- teacher (**foolish**)

➤ **Clever**

5) The film Avatar can be called a ----- drama. (**truth**)

➤ **False**



6) She was never a ----- child. (quiet)

➤ **Naughty**

7) She was still ----- an hour later when Asma came through the door. (asleep)

➤ **Awake**

8) He needed glasses, but he wouldn't ----- it (deny)

➤ **Accept**

9) She found the idea deeply ----- (attractive)

➤ **Unattractive**

10) Parul was about to ----- reading when the call came. (end)

➤ **Start**

11) "I am not your-----." he repeated. (enemy)

➤ **Friend**



12) He ----- the book from the library. (lend)

➤ **borrow**

13) Another ----- voice came from the hallway.(bold)

➤ **Soft**

15) She put her face in her hands to hide the ----- it would show.(hope)

➤ **Hopelessness**

16) His purse was always ----- because it was open to everyone.(full)

➤ **Empty**





# ANTONYMS

S No.	A	B	Answer
1	<u>Ability</u>	Inarticulate	8
2	<u>Combine</u>	Misery	4
3	<u>Fluent</u>	Guilty	1
4	<u>Freedom</u>	Separate	13
5	<u>Enemy</u>	Active	11
6	<u>Conceal</u>	Contemporary	15
7	<u>Joy</u>	Unpalatable	2
8	<u>Innocent</u>	Inability	3
9	<u>Complex</u>	Wide	16
10	<u>Lazy</u>	Folly	5
11	<u>Antique</u>	Friend	6
12	<u>Delicious</u>	Support	7
13	<u>Apparent</u>	Captivity	14
14	<u>Narrow</u>	Unclear	9
15	<u>Oppose</u>	Expose	12
16	<u>Wisdom</u>	Simple	10

## STUDY THE VERBS AND MATCH THE OPPOSITES.

S No.	A	B	Answer
1	<b>Admit</b>	Miss	
2	<b>Fail</b>	Receive	
3	<b>Lend</b>	Succeed	
4	<b>Deposit</b>	Defend	
5	<b>Send</b>	Increase	
6	<b>Differ</b>	Create	
7	<b>Attack</b>	Depart	
8	<b>Catch</b>	Deny	
9	<b>Reduce</b>	Withdraw	
10	<b>Destroy</b>	Lose	
11	<b>Arrive</b>	Borrow	
12	<b>Win</b>	Agree	

