

Practical English: Learning and Teaching

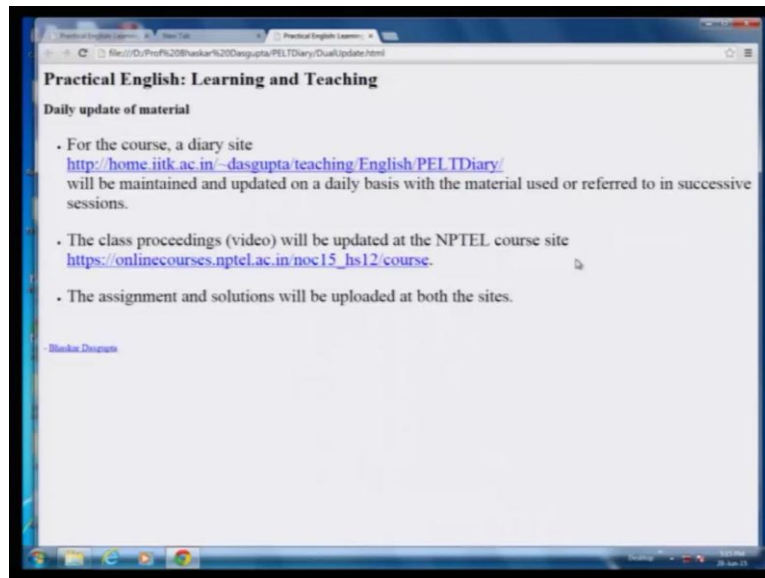
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Lecture – 14

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Practical English: Learning and Teaching

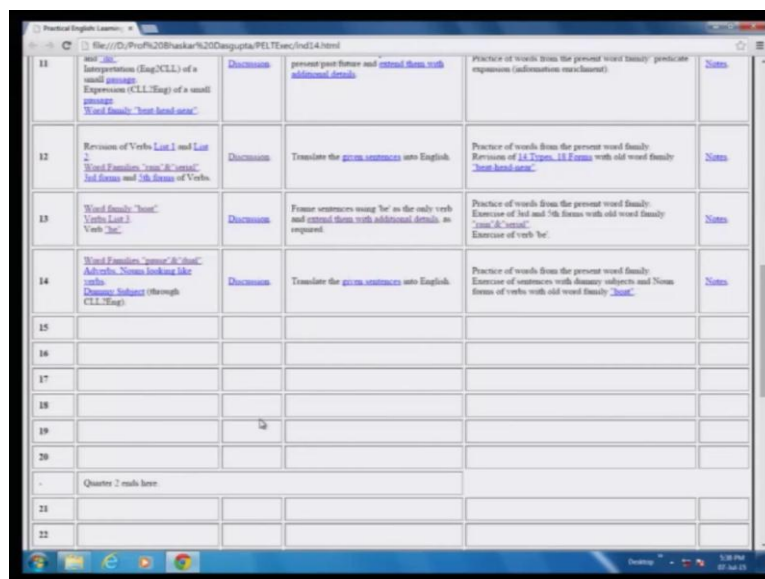
Daily update of material

- For the course, a diary site <http://home.iitk.ac.in/~dasgupta/teaching/English/PELTDiary/> will be maintained and updated on a daily basis with the material used or referred to in successive sessions.
- The class proceedings (video) will be updated at the NPTEL course site https://onlinecourses.nptel.ac.in/noc15_hs12/course.
- The assignment and solutions will be uploaded at both the sites.

- Bhaskar Dasgupta

Welcome, we are at session 14 now.

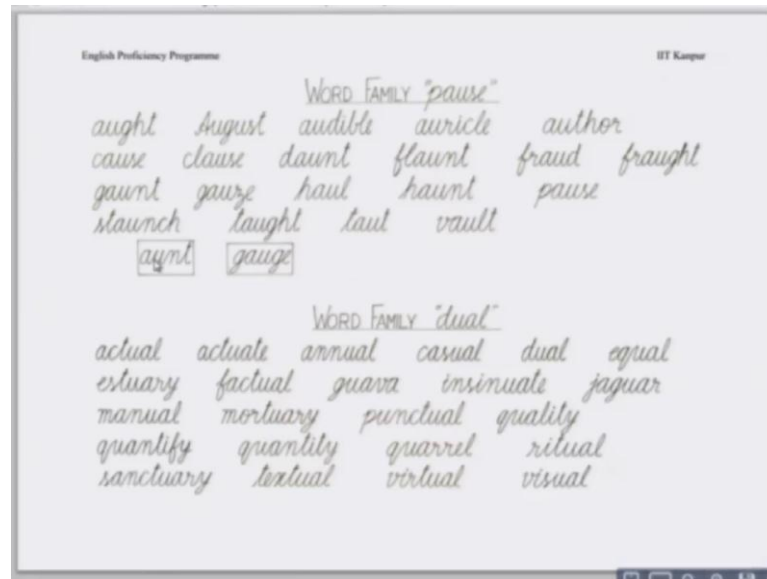
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11	and 'be' Interpretation (Eng/CLL) of a word group. Expansion (CLL/Tag) of a word group. Word family: 'beat head area'.	Discussion	present your future and extend them with additional details.	Practice of words from the present word family: predicate expressions (information structure).	Notes
12	Revision of Verbs List 1 and List 2. Word Families: 'open' & 'carry'. Inf forms and 3rd forms of Verbs.	Discussion	Translate the given sentences into English.	Practice of words from the present word family. Revision of 11 Topics, 11 Forms with old word family 'beat head area'.	Notes
13	Word family: 'beat'. Verbs List 1. Verb 'be'.	Discussion	Frame sentences using 'be' as the only verb and extend them with additional details, as required.	Practice of words from the present word family: Exercise of 1st and 3rd forms with old word family 'beat head area'. Exercise of verb 'be'.	Notes
14	Word Families: 'open' & 'carry'. Adverbs: Some looking like verbs. Dangling Subject (through CLL/Tag).	Discussion	Translate the given sentences into English.	Practice of words from the present word family. Exercise of sentences with dummy subjects and Non forms of verbs with old word family 'beat'.	Notes
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-	Quarter 2 ends here.				
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To begin with, some further words.

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We have seen the patterns of a spelling and pronunciation of e a, then a i, i a, then o a and now, today we will do a u and u a. Word families pause and dual, a u and u a. Seshank...

Student: aught, august, audible, auricle

Auricle

Student: auricle, author, course, clause, daunt, flaunt, fraud, fraught.

Fraught, Akshath

Student: gaunt, gauze, haul, haunt, pause, staunch, taught, taut, vault.

These two are almost similar taught taut, taut almost same. Next two

Student: aunt, gauge

Gauge. Why are these two in box?

Student: exceptional words

They are exception in sounds. So, this is not aunt, this is aunt and this is not gauge this is gauge, though this is gauge. What is gauge and what is gauze? Gauge anybody knows? An instrument to measure something and gauze is a wire mesh which you use in chemistry experiments. Word family dual, Karthick...

Student: actual, actuate, annual, casual, dual, equal

Good

Student: estuary

Estuary

Student: estuary, factual, guava, insinuate

Insinuate

Student: Insinuate, jaguar

Good, Akshath

Student: manual, mortuary, punctual, quality, quantify, quantity, quarrel, ritual

Go on.

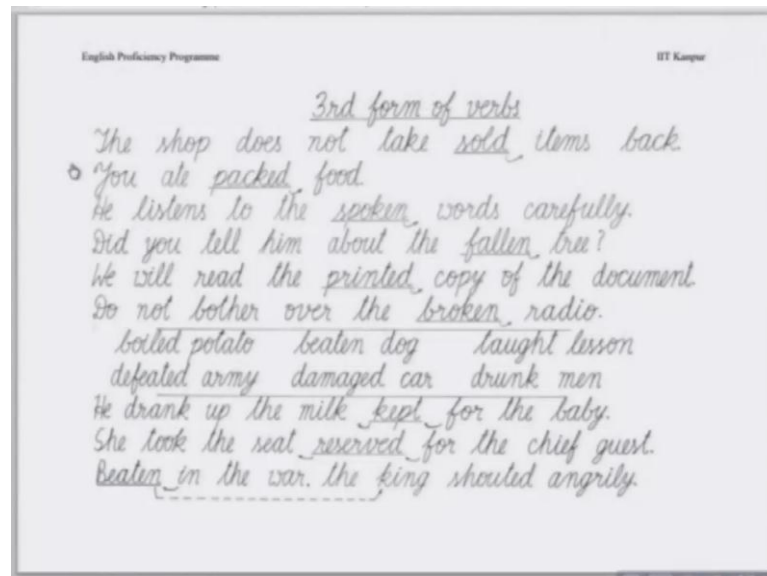
Student: sanctuary

Sanctuary, yes

Student: textual, virtual, visual.

Quite of you difficult new words, look up dictionary and find out the meaning of whichever word you find interesting. I will not tell you, you should have some practice of looking up dictionary.

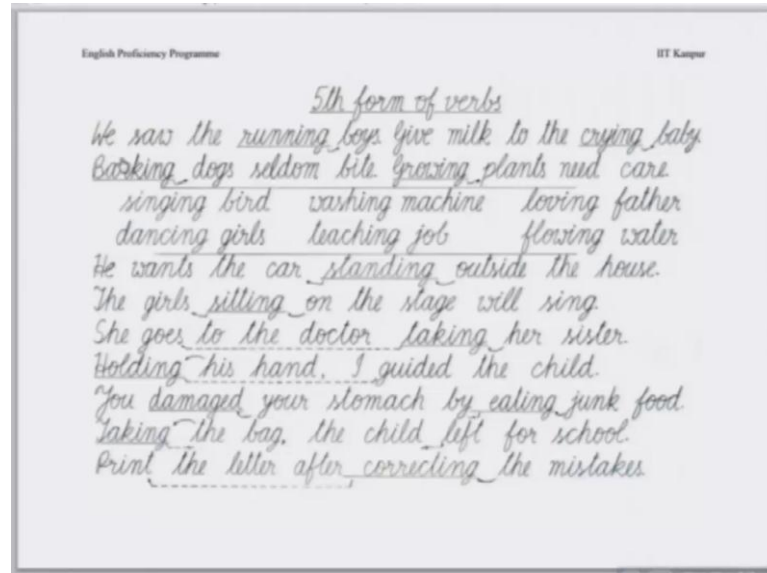
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Now, we have earlier seen third forms, in which the third form of verb appears as an adjective that comes before the noun to qualify the noun or some times after the noun to qualify this noun when after, even that some more things come which are connected to this, because of fixed character routed in the original verb. So, the way phrases and

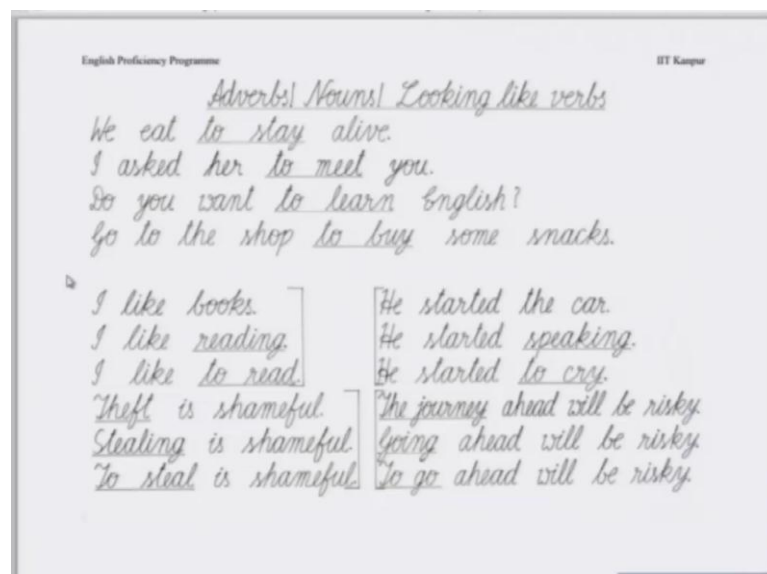
objects connect to verb like that, the third form adjective also can connect phrases and objects.

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So, then we have seen fifth form which are most of the time like adjectives or adverbs and this same form, fifth form of verb can some time operate as noun also. And then, another form of verb sometimes may come in order to operate as adverb, typically to show purpose and that same form which appears as adverb ((Refer Time: 04:18)) to show purpose. The same form sometimes can operate as noun also. So, these forms are a little confusing and you have to see the context to decide, what operation it is doing at a particular time.

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So, that is why the title of this is adverbs, nouns looking like verbs. There are things which look like verbs, because they have originated from verbs, but they fulfill different purposes. They operate as noun, adverbs. So, shashank.

Student: We eat to stay alive

To stay [FL]

Student: We eat alive.

No, to stay alive. To stay alive [FL]

Student: We eat

[FL]

Student: [FL]

Why? [FL] Beautiful, to stay alive, so [FL]. So, this is operating like adverb. Next sentence...

Student: I asked her to meet you.

[FL], I asked her

Student: [FL]

[FL], I asked her a question; I asked her, her name; I asked her my name for that matter, I asked her whatever. So, I asked her the name of her father, I asked her a question. So, question noun her, the name noun her [FL]. Next

Student: Do you want to learn English?

Do you want [FL]

Student: ((Refer Time: 06:45))

So, what do you want? So, do you want to learn English. So, [FL]. Do you want milk? Do you want a gift? So, do you want something, it is in the place of noun. So, do you want to learn English? So, that to learn English, basically to learn is operating as a noun. It is sitting in the place where milk could sit, gift could sit, book could sit. So, in case of book, gift, milk right now we have to learn [FL]. Next

Student: Go to the shop to buy some snacks, go to the shop.

Go to the shop [FL]. Aksanth

Student: I like books.

What do I like?

Student: Books

[FL] next.

Student: I like reading [FL]

[FL]

Student: [FL]

[FL]

Student: I like to read [FL]

[FL] that is reading a story [FL]

Student: He started the car [FL]

[FL] good

Student: car

[FL]

Student: He started speaking [FL]

Correct [FL], next

Student: He started to cry

[FL] books reading to read [FL], Karthick

Student: theft is shameful

What is shameful?

[FL]

Theft [FL]

[FL] Abila

Student: Stealing is shameful

[FL]

Student: To steal is shameful.

Same thing to stealing or to steal [FL]

Student: The journey ahead will be risky [FL].

[FL]

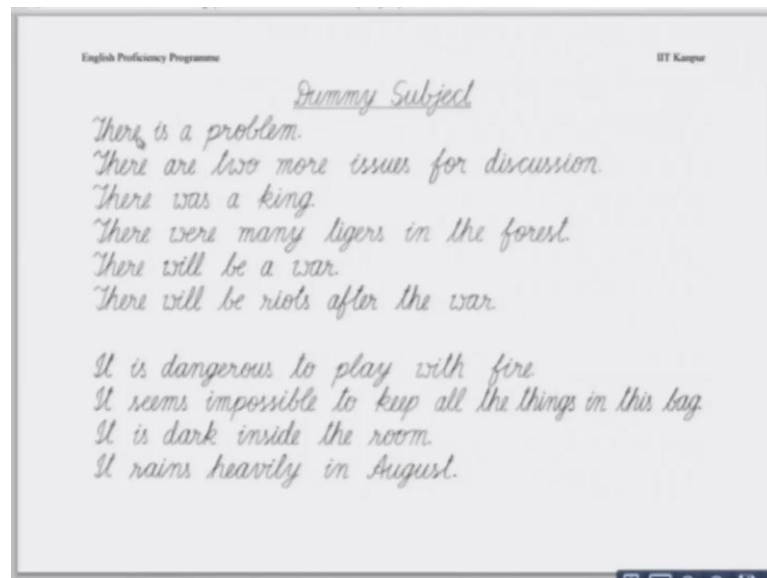
Student: [FL]

[FL]

Student: going ahead will be risky [FL]

[FL] to go ahead will be risky [FL]. The fifth form ahead to plus verb [FL].

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There is a problem; there is something [FL]. Seshank there is a problem [FL]...

Student: There are two more issues for discussion [FL].

[FL]

Student: There was a king [FL]

[FL]

Student: [FL]

[FL] Two more issues, two more issues is a subject. Yes next

Student: There was a king

Yes [FL] Seshank

Student: There were many tiger in the forest

There were many tigers in the forest.

Student: [FL]

[FL] Akshath

Student: There will be a war [FL]

[FL]

Student: [FL]

[FL], next

Student: There will be riots after the war [FL]

[FL]

Student: riots

[FL] Karthick [FL]

Student: It is dangerous to play with fire [FL]

[FL]

Student: to play

To play, good. Subject is to play. [FL] to play with fire you can say is a subject. Yes, to play with fire is a subject, complete subject is to play with fire, but the key word of the subject is to play. Yes next karthick [FL]

Student: It seems impossible to keep all the things in this bag

[FL]

Student: [FL]

[FL] Good. Actually as he mentioned to keep all the things in this bag [FL]. It is a pronoun. So, it should stand in the place of a noun, but in this kind of sentence you will never ask for which noun it is standing there. The cat is good, it is eating fish, it is standing for the cat. Here you can simply say, it is dangerous to play with fire. [FL], yes.

Student: Sir [FL] dummy subject [FL]

[FL].

Student: It is dark inside the room [FL]

[FL]

Student: It rains heavily in August [FL]

[FL] They say there is a ghost in that building [FL]

Student: [FL]

[FL] these Hindi sentences are translated [FL]

Student: [FL]

[FL] it is told [FL] they say [FL] it will it is said [FL]. Yes

Student: There are two more issues for discussion. You can only say two more issues for discussion.

Two more issues for discussion [FL] and or [FL] two more issues for discussion are there, [FL] two more issues are there for discussion [FL] that is the problem.

Student: It is dangerous to play with fire, we can say...

Yes of course, just like the next one, in that case we do not need, that is true

Student: But the point is for eat, if you do not have some for playing as adverbs or nouns after to, if you do not have that, that we cannot transform.

Student: I mean it is directly inside the room.

Yes

Student: If it is directly inside the room we cannot do anything, but if I say it is direct to see inside the room I can go back to see inside the room.

Yes

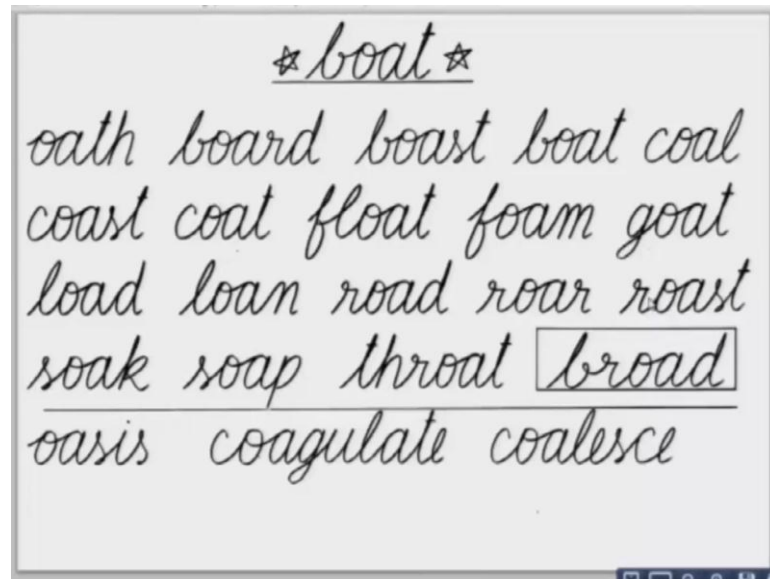
Student: I mean we need to something of this.

Yes, in that case you can go back. Yes in this case you cannot, no, no.

Student: In last sentence also we cannot.

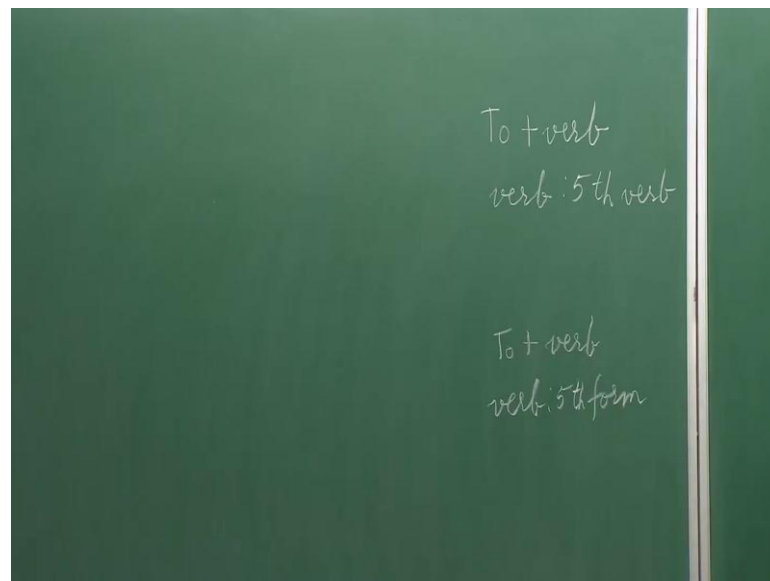
It rains is a peculiar problem. What rains [FL]. So, what falls is rain falls, but then what rains will be the rain rain that sounds very funny. Any other question? Actually questions are come in between, so I proceed ((Refer Time: 22:51)) [FL].

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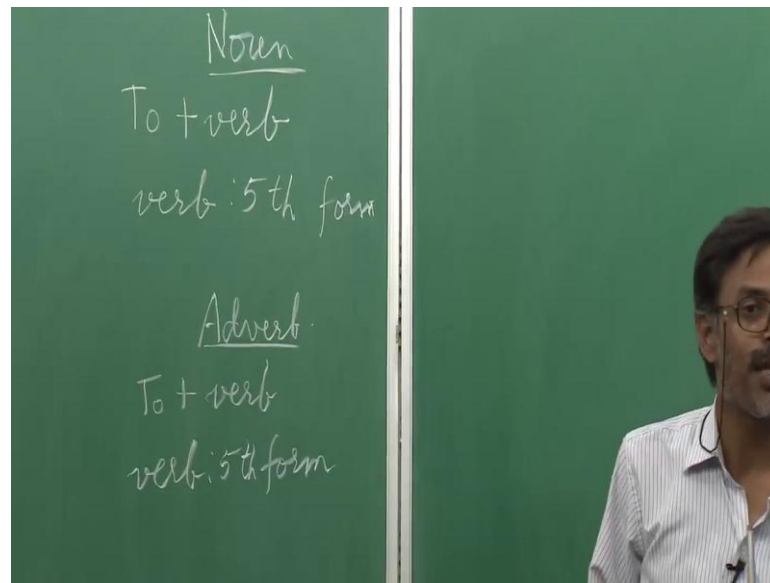
Boat [FL]

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To plus verb [FL] verb of fifth form [FL] noun [FL] to plus verb or [FL] verb of fifth form through adverb [FL].

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Noun change [FL]. It is difficult to make a boat [FL].

Student: It is difficult to make a boat

[FL] to make a boat [FL].

Student: Making a boat

Making a boat [FL]

Student: making a boat is difficult

Making a boat is difficult, good sit down. [FL] example?

Student: There are many boats

[FL] There are many boats [FL]. It is very difficult to roam in the opposite direction of the boat of course, that is true. Coat section is below, using these things or dummy subject there and eat.

Student: Sir it is always impossible to make a sentence with coat.

It is almost impossible to make a sentence with coat. Good one, anything else. Not in this line, proper cote [FL].

Student: He used to wear a coat

He used to wear a coat, sentence [FL].

Student: He coated the iron to make a waterproof.

He coated the iron to make a [FL]

Student: to make the...

To make it waterproof [FL].

Student: There are so many soaps.

There are so many soaps in the shop for you [FL].

Student: Any type of sentence?

Any type of sentence

Student: I was born in August.

I was born in August [FL].

Student: ((Refer Time: 27:46))

[FL]

Student: They are audible to me.

Lovely, they are audible to me, very good [FL]. Anything else?

Student: Sir author ((Refer Time: 28:10)) was a great author.

Sir author ((Refer Time: 28:11)) was a great author [FL].

Student: ((Refer Time: 28:22))

[FL]

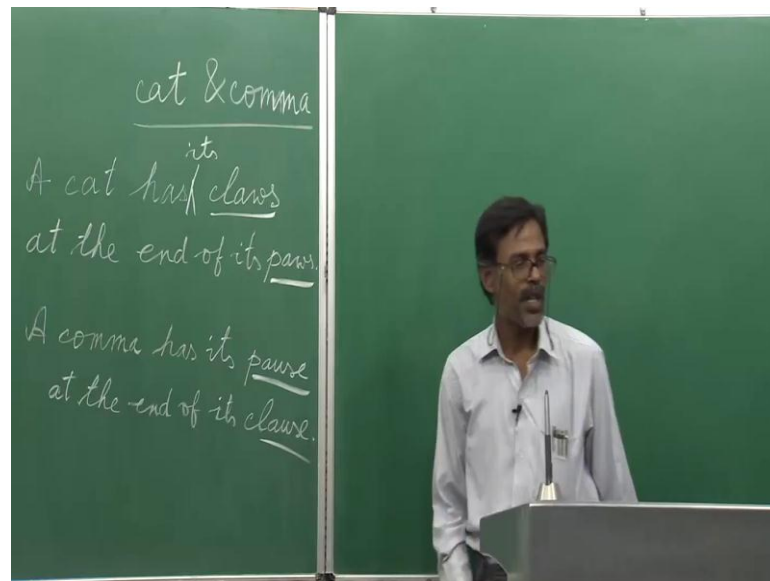
Student: An author wrote a very beautiful poem.

Author [FL] book [FL] an author wrote a very beautiful book [FL].

Student: Whenever believe a ((Refer Time: 29:07)).

[FL]

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Do you know the difference between cat and comma or relationship between cat and comma? A cat has it is claws at the end of it is paws and a comma has it is pause at the end of it is clause. So, with this we stop and we will meet again in the next session.