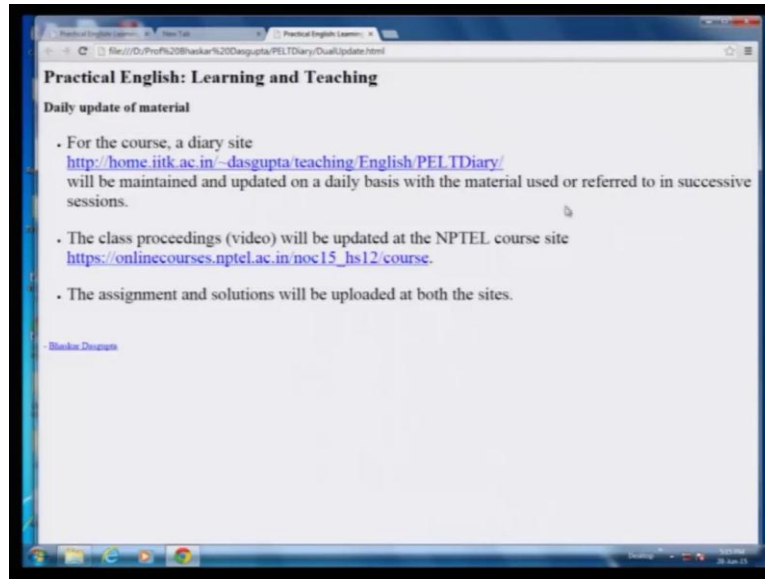


Practical English: Learning and Teaching
Prof. Bhaskar Dasgupta
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Lecture – 24

(Refer Slide Time: 00:09)



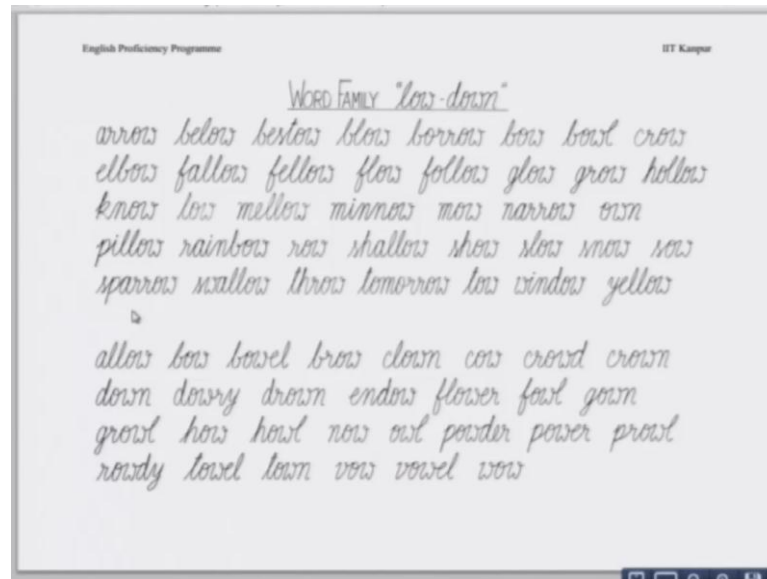
Good morning, we are in session 24 of the course.

(Refer Slide Time: 00:15)

21	Letters and writing style Recapitulation: Words and Sentences Verbs and More verbs Sentences as 55 topics Interpretation and Expressions	Discussion	Translate for given English passage into Hindi and the given Hindi passage into English.	Compare between two items on active to passive conversion and vice versa.	Notes
22	Word families "lead" & "lead- less" Word families "use" & "used" Two objects Special structures	Discussion	Make 20 sentences: 10 in 55 topics, three with "have less lead to" and one with "used to", using 10 verbs from the Second List	Practice of words from the present word families, preferably using two objects or "have to"/"used to" structures.	Notes
23	Word Family "lead enough less group" Exam source verbs have + led from Phrases	Discussion	Form sentences and extend them with additional details, as required.	Practice of words from the present word families. Exercise on perfect tense with old word families "lead" & "lead-less" and "use" & "used-less"	Notes
24	Word Family "use- less" Word Family "use" and small word families Relation Markers	Discussion	With more relation markers, construct phrases and use them in sentences.	Practice of words from the present word families. Exercise on using relation markers and phrases with old word family "lead enough-less group"	Notes
25					
26					
27					
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29					
30					
-	Quarter 3 ends here				

And we have got very few word families left.

(Refer Slide Time: 00:23)



So, the combination of o w, two sound patterns of that low and down. Can you read out the first two lines?

Student: arrow, below, bestow, blow, borrow, bow, bowl, crow.

Ok.

Student: elbow, fallow, fellow, flow, follow, glow, grow, hollow.

Ok.

Student: know, low, mellow, minnow, mow, narrow, own, pillow, rainbow, row, shallow, show, slow, snow, sow.

Good.

Student: sparrow, swallow, throw, tomorrow, tow, window, yellow.

So, this is one sound of o w o, the other sound of o w is how.

Student: allow, bow, bowl, brow, clown, cow, crowd, crown.

Ok here you see, what is this, bow and what is this bow. So, bow is that long thing from, which you should an arrow and bow is this move by which you great somebody, next.

Student: down, dowry, drown, endow, flower, fowl, gown, down.

Gown, which somebody can wear.

Student: growl, how, howl, now, owl, powder, power, prowl.

Ok

Student: rowdy, towel.

Towel

Student: towel, town, vow, vowel, wow.

Ok any interesting word, quick meanings.

Student: Vowel.

Vowel, related to digestive system track.

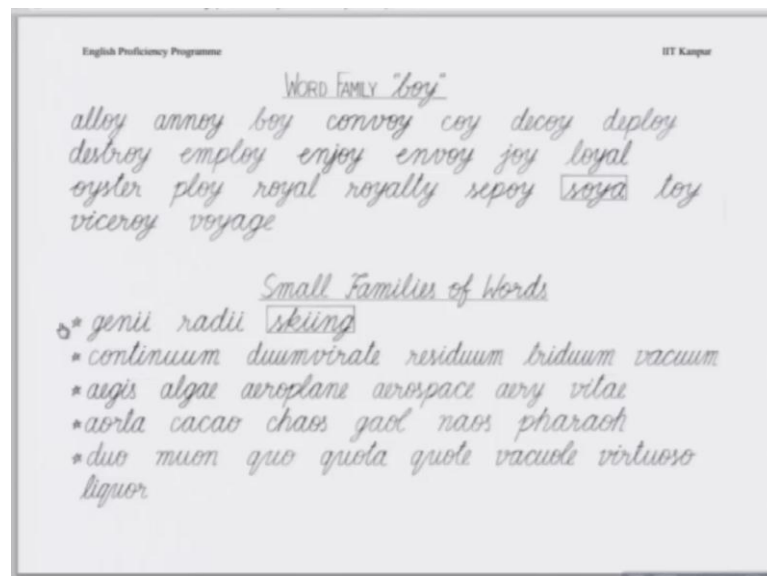
Student: to.

To, if you tie a rope with a boat and then, drag it that is tow, all another thing is there; that after cultivating a land, a piece of land for 6 years for the 7th year you leave it untilled, so you are leaving it follow for that year. In order to rejuvenate it is fertility.

Student: bowl.

Bowl [FL] we know small fish, in some game if there is a new entrant, then they are called ((Refer Time: 03:31)), who can be defeated by any team. ((Refer Time: 03:42)) So, o w is also word we have one word family still remains; that is boy o y.

(Refer Slide Time: 03:51)



And then, some very small families which do not deserve a name, very small. Just read out from top.

Student: alloy.

Alloy

Student: alloy, annoy, boy, convoy, coy, decoy, deploy, destroy, employ, enjoy, envoy, joy, loyal.

Good. What is alloy?

Student: a mixture of (Refer Time: 04:20)).

Yes, a mixture of two or more metals, steel is an alloy for that matter.

Student: oyster, ploy, royal, royalty, sepoy, soya, toy, viceroy, voyage.

Ok, some vowel pair combinations have so few words in that, that we did not give them special names. Read this one.

Student: genii, radii, skiing.

Genii, radii this is one sound and skiing; that is another sound.

Student: continuum.

Duumvirate

Student: duumvirate, residuum, triduum, vacuum.

Vacuum, next a e

Student: aegis, algae.

Algae

Student: aero plane, aerospace, aery, vitae.

Correct, next aorta.

Student: Aorta

If the r and o exchange their bases, then it will be aorta, but it is aorta.

Student: aorta.

Correct, aorta

Student: aorta, cacao.

Cacao

Student: cacao, chaos, gaol.

g o a l is goal, g a o l is a goal, goal means [FL] yes.

Student: Naos.

Noas

Student: Noas, pharaoh.

Pharaoh

Student: Pharaoh.

The old Egyptian king. What is aorta?

Student: ((Refer Time: 06:09))

The big canal of blood that comes out of the heart to supply fresh blood to the body is called aorta. The Hindi or Sanskrit name is self explanatory; that is [FL]. You have arteries know, so aorta is the master artery.

Student: duo.

Duo.

Student: muon, quo.

Quo.

Student: quota.

Quote.

Student: vacuole, virtuoso.

Virtuoso

Student: liquor

What is the meaning of virtuoso?

Student: expert

Expert, yes. Any interesting word for quick meaning? Age is actually very commonly used word and you conduct something, under the production and encouragement of somebody or some organization, then you say under the ages of ((Refer Time: 07:12)).

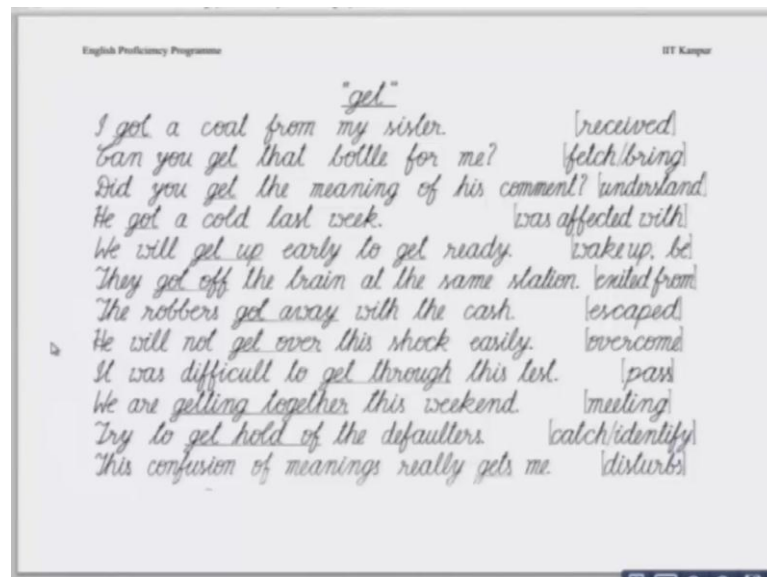
Student: ((Refer Time: 07:17))

A group of two.

Student: ((Refer Time: 07:19))

Yes, muon is a quantum particle. So, word families are over ((Refer Time: 07:29)). Now, we come to some other topics. We have studied a lot of verbs and some verbs we have studied in detail do, we and have. And of course, tell and call we involved as examples of some syntactic structures. You might know, that verbs quite often take peculiar meanings in different contexts and the most notorious verb for that kind of activity is get. See, how it is meaning changes.

(Refer Slide Time: 08:08)



Read the first line.

Student: I got a coat from my sister.

He has got means received.

Student: and you can

Can

Student: can you get that bottle for me.

Here get does not mean receive, it means that I am here that bottle is there and I am requesting somebody to get that for me; that is pick it up, bring it and give me. So, here the meaning is fetch or bring.

Student: did you get the meaning of his comment?

Here the meaning of get is understand. So, you know you receive if you understand.

Student: He got a cold last week.

He got a cold as if it is something, which is, what is getting. So, he was affected with a cold.

Student: We will get up early to get ready.

We will get up, get up together means wake up and this get is basically be. It is not that we have something, which is called ready. We are being ready. When we say get ready, we actually mean be ready. You do not get anything in getting ready.

Student: They got off the train at the same station.

Got off, so exit from.

Student: The robbers got away with the cash.

Got away, escaped.

Student: He will not get over this shock easily.

Get over, overcome.

Student: It was difficult to get through this test.

Get through, that is pass, across.

Student: We are getting together this weekend.

Getting together; that is having a meeting.

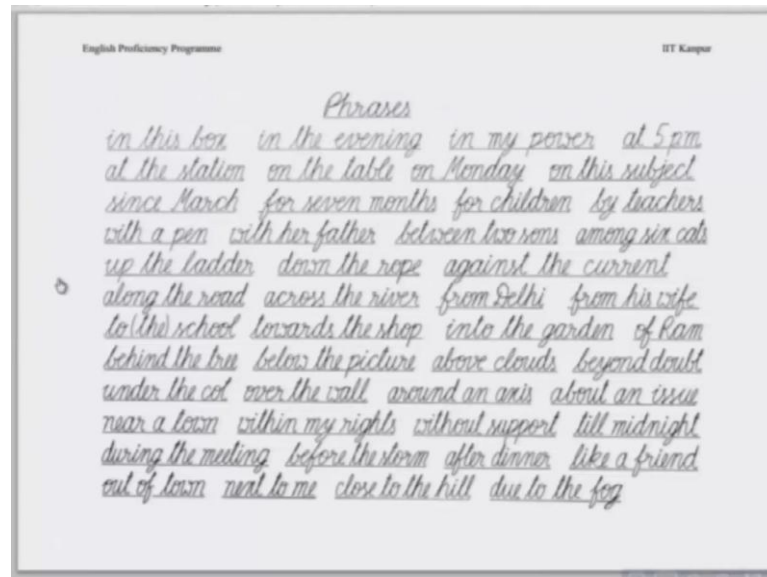
Student: Try to get hold of the defaulters.

Get hold of, so catch or identify. Even if you really do not catch, suppose we are trying to get hold of some particular kind of verb, so then basically identify it.

Student: This confusion of meanings really gets me.

So, disturbs ((Refer Time: 10:21)), so peculiar kinds of meanings and many more meanings get has; some on his own and some with some other word after that, of, away, over like that some other word like that and some peculiar meaning, so with other verbs also such things happen. So, these kind of things can we learn from some suitable list, but that is not the typical way to learn them. The typical way to learn them is to read a lot and of course, listen, listen carefully when people speak ((Refer Time: 11:00)).

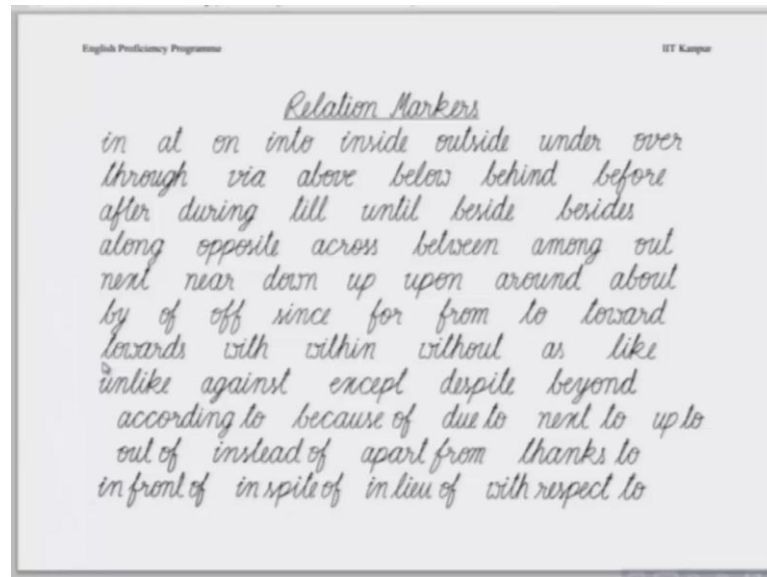
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In the last session we saw phrases in a typical phrase there are two parts first there is a word, which shows a relation and then, a word which is a typically a noun and if a noun comes then before that this might come are an article might come. So, the this an article my indicative word my is this such kind of things may come or may not come for example, by teachers nothing between this relation marking word and this noun of ram in between, so that is also possible.

So, two principle parts right the second point is noun and the first part is a word, which shows relations. So, today what will do is that, we will concentrate on these first part relation markers. So, again for example, just a minute, so in this box in the evening in my power; like that my changing this thing you can have 1000 of different phrases within, so similarly 1000 of different phrases with on, so ((Refer Time: 12:23)) the stock of phrases is infinite. But, if we concentrate on these words, which mark the relationship, then we can capture a good amount of material in brief, so let us look at those relation markers.

(Refer Slide Time: 12:41)



Just read out these words one round all of these words similar they signify they indicate relations.

Student: in, at, on, into, inside, outside, under, over, through, via.

Via

Student: via, above, below, behind, before.

All these words are known to everybody. So, if word comes, which looks a little funny peculiar, then stop and ask.

Student: after, during, till, until.

Make note that is until there is a single l many people write two l's; that is the mistake.

Student: beside, besides.

Just a minute beside and besides are different, beside means by the side of [FL] type and besides is apart from except from.

Student: along, opposite, across, between, among, out.

Ok.

Student: Next, near, down, up, upon, around, about, by, of, off, since, for.

For

Student: from, to, toward, towards, with, within, without, as, like, unlike, against,

except, despite, beyond.

There is a difference between with and within.

Student: according to.

These are toward relation markers yes according to.

Student: according to, because of due to next to, up to, out of, instead of, apart from, thanks to.

Just a minute up to are written separately two words. So, these are to words relation markers and these are three words.

Student: in front of, in spite of, in lieu of, with respect to.

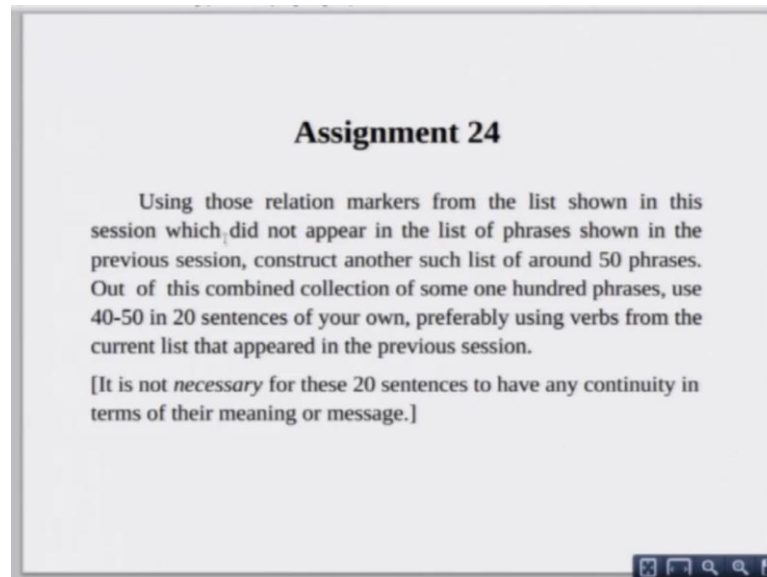
In spite of means a same thing as a single word, which is despite fine. So, practice these things and any is between and among yes; that is a good question between two people and among many people till and until there is a little difference, how do you express that and difference there is a...

Student: ((Refer Time: 15:44))

Yes, [FL] yes accordingly the rest of the sentence we have to accommodate yes until you agree I am not going to move, so; that means, after you agree I will move.

On the other hand till you agree I am your friend. So, after that I will not be [FL] that kind of a difference it is tricky. So, and I told you that by taking this relation markers from any together, so take one by one and put whatever is your favorite, after that and get new phrases. So, you can construct 100 of phrases I am asking you to construct only 50.

(Refer Slide Time: 16:53)



Assignment 24

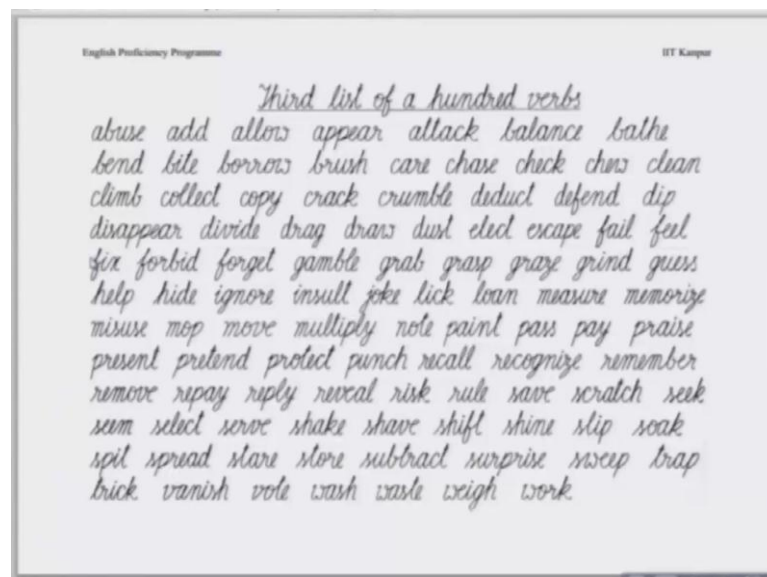
Using those relation markers from the list shown in this session which did not appear in the list of phrases shown in the previous session, construct another such list of around 50 phrases. Out of this combined collection of some one hundred phrases, use 40-50 in 20 sentences of your own, preferably using verbs from the current list that appeared in the previous session.

[It is not *necessary* for these 20 sentences to have any continuity in terms of their meaning or message.]

So, I am using those relation markers from the list construct another list of now, con using those relation markers, which did not appearing the earlier list of phrases, which do not have any presentation in the list of phrases that I showed earlier. So, taking those relation markers construct phrases with them also. So, earlier I get huge a list of 50 and you constructed another list of 50 like that.

So, you then, have 100 phrases and 100 to 50 of them use them in the sentences that is the assignment and while you do that preferably to the extent possible use the words from the current list, which is running.

(Refer Slide Time: 17:45)



English Proficiency Programme HT Kaupar

Third list of a hundred verbs

abuse add allow appear attack balance bathe
bend bite borrow brush care chase check chow clean
climb collect copy crack crumble deduct defend dip
disappear divide drag draw dust elect escape fail feel
fix forbid forget gamble grab grasp graze grind guess
help hide ignore insult joke lick loan measure memorize
misuse mop move multiply note paint pass pay praise
present pretend protect punch recall recognize remember
remove repay reply reveal risk rule save scratch seek
seem select serve shake shave shift shine slip soak
spit spread stare store subtract surprise sweep trap
brick vanish vote wash waste weigh work

So, in the previous session ((Refer Time: 17:45)) we had this third list. So, those sentences, which you make to demonstrate the use of those phrases build by you and those phrases, which earlier in those sentences you need verbs right. So, as verbs you try to put this list to the extent possible. ((Refer Time: 18:05)) So, maybe we should have some practice and exercise fine Durga make a sentence, which some word from the first line for your sentence like.

Student: We borrow, we borrow, book, from, library.

We borrow a book books from a library we borrow books from a library fine somebody make a past tense of this I am sorry somebody make a passive form of this passive the same sentence we borrow books from a library.

Student: books are borrows.

Yes, books borrow from buyers from a library make a sentence with the second line of this some more detail.

Student: What are closed?

Now, down the hill is a fail.

Student: Water close down the

In this from this take a word and with that before that try to put a relation marker and construct a phrase before these in the crowd yes.

Student: in the crowd.

I had exactly the same thing in mind in the crowd use this in the crowd in a sentence.

Student: I was standing in the crowd when.

Something happened, you can have many of them. In fact, you can have beyond the crowd this particular student tells things, which go beyond the crowd, which is the meaning under the crown take the last line and make another phrase some take some word and before that put a relation marker and on the towel on the towel we used there were blood stains on the towel.

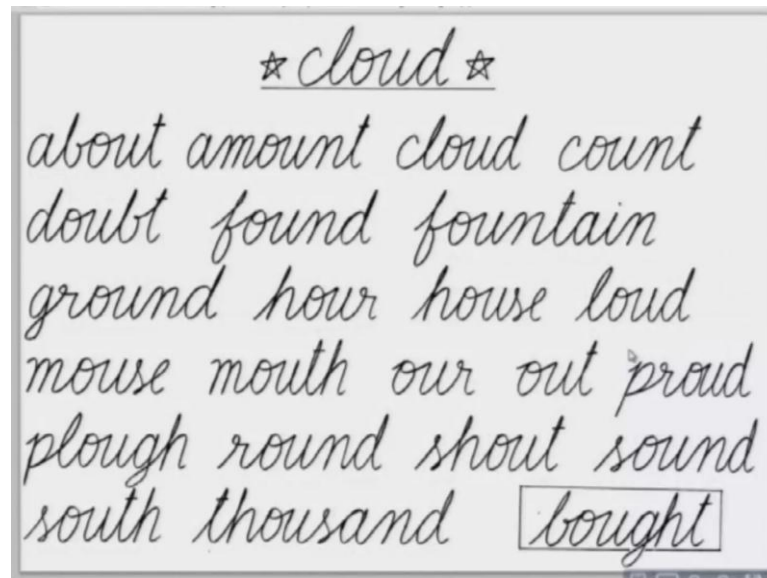
Student: There is a new face in the town.

There is a new face in the town. Very small town you are talking about.

Student: Yes, maybe there is a new clown in the town.

With the old once ((Refer Time: 21:17)), we take the simple words.

(Refer Slide Time: 21:25)



And make a lot of phrases as illustration in this the first itself such word itself is relation marker about class. Let us construct 10 phrases with about it will not be interesting, because about this about, that about something else. So, tell one phrase with about ((Refer Time: 21:53)) now, I want only the phrase ((Refer Time: 21:58)) know.

Student: about a subject about him.

About him if one fine take amount and construct a phrase.

Student: amounts to want.

No, no, no, no. Something amount you are constructing a phrase with relation marker and then, amount with the amount for the amount take cloud and make a relation marker make a phrase with that behind the cloud, about the cloud, under the cloud, on the cloud is not above in the cloud no in the cloud in the cloud doubt, in doubt yes.

Student: with doubt.

without doubt.

Student: without a doubt.

That is a good one are which some doubt fountain.

Student: by the fountain.

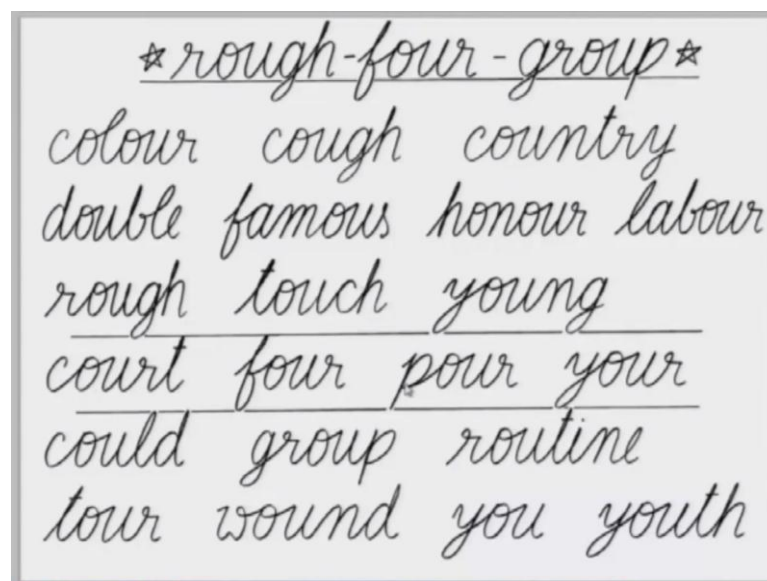
By the fountain, which actually means near the fountain beside the fountain beside the

fountain yes ground under the ground under he ground on the ground hour in an our simplest within an hour in an hour within an hour. So, when we say in an hour we are not very serious are particular about the information the task that we are talking about in an hour that maybe accomplished in an hour halfway, but the seriousness is less ((Refer Time: 24:19)) within an hour, then we are putting a little sort of dead line kind of thing yes.

Student: about an hour to work almost nearly about an hour.

About an hour it is trying to mark the time a little more precisely not that I want the completion of the action within an hour, but I want you to reach at a particular point about an hour from now, when I will also reach. So, that is idea south due south due south yes; that means, in the southern direction in the south and direction is also a phrase. So, in the direction is a phrase in the southern direction is also a phrases south that is a word that sort of phrase toward south yes toward south it means a same thing that yes they are you are using south in that sense southern area.

(Refer Slide Time: 25:36)



Similarly, you can make a lot of them with routine in the routine according to the routine can you make some with famous we are you trying, who will comes can you make a phrase with that is a relation marker and then, famous are you trying famous adjective famous is a adjective, so no question. So, till now I was supplying you nouns and happily making now, that cheat you I give you and adjective you still write, so do not try that. So, this is essentially the exercise that take the relation markers and make some.

Student: for the word four in a group of four it is the fine.

In a group of four is fine because hour four is a phrase for that matter, which means of four people and in a look is another phrase four yes four is an otherwise adjective, but here it is be it has been used as a noun. So, let us take some random and construct just one phrase or two phrases, which are in a subject wise different from each other along with along the road among a road fine one more along a line along the river also possible.

You can also say along the same argument opposite phrase I am asking for phrase now put something after opposite to me opposite to me yes are just opposite and then, something not note two; that is another phrase no, no, no, no opposite not a adjective I want opposite to signify a relation opposite my house. Across the river is the first example that comes mind in comes into mind across the country yes across the bridge between we have already seen many of them among also we have seen already.

So, between two among many near, near, near the bridge down, down the lane, so down actually quite often means along. So, down the lane, even down the rope or down the ladder, down the steps actually mean along, similarly up also. Upon, once upon a time, upon your arrival upon your arrival, yes upon your arrival. around.

Student: around the path.

around the path yes or around the tree around the tree around the corner about about we have done by of many of them off o double f off the train yes this is a good example since and for we have done many from and to also done many to them. So, we have model as covered according to according to you wish according to you wish according to [FL] yes [FL], what is the difference between toward and towards very slight difference not much i mean they are interchange we use. So, and in some places towards fix better due to and, because of both mean something close except with slight difference of usage.

Student: another difference would be maybe a thought of that towards is always in the sense of relation marker toward can be adjective in certain cases toward and towards yes in that sense, but towards is always the relation marker toward also mostly a relation marker yes as is actually quite confusing because as is use in. So, many place that in some sentences I have found that as fits, but as is likely to be misinterpreted by the reader.

Because, as means manner ((Refer Time: 30:51)) in the ((Refer Time: 30:52)) sense and as also means, because in many places, because is very clear about it is meaning, but in

many phrases as is used in the sense of, because it does not very clearly de market the reason, but it gives a lose closeable explanation or something some background is an which, is obvious.

So, because is a non trivial statement of reason or justification because is sharper. So, whenever there is a short justification are reason its' a trouble free to use behalf in as sometimes you leave scope for the reader to misinterpret. So, this is exercise is actually simple and if you sit with enough time in hand then you can do a good job at it. So, we stop here and continue next with session 25.

Thank you.