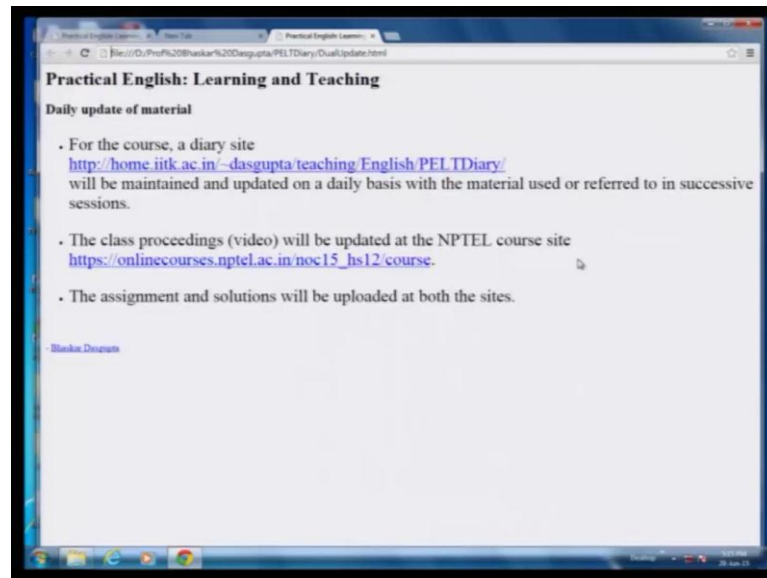


Practical English: Learning and Teaching
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Lecture-26

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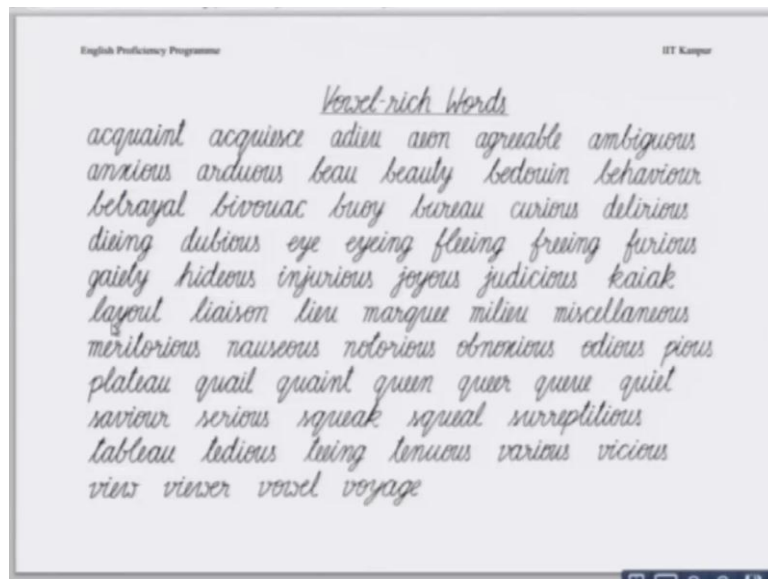
Welcome, we are in session 26 of the course now. As you know; we have finished all the word families in the sense that all vowel sounds, all vowel patterns and two whole patterns we have finished. In fact, we also studied a club of words, shun.

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Sl. No.	Topic	Discussion	Notes
22	Word Families: "use" & "unuse". Classify verbs. Formal structures	Focus on "use" and "unuse" verbs using 10 verbs from the Second List	Practice of words from the present word families. Exercise of perfect tense with old word families "use" & "unuse" and "use" & "unuse".
23	Word Family: "class" family. Formal structures. Formal structures	Focus on verbs and formal structures with additional details, as required	Practice of words from the present word families. Exercise of perfect tense with old word families "use" & "unuse" and "use" & "unuse".
24	Word Family: "use" family. Word Family: "use" and "unuse" word families. Relation Markers	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 "class" family.
25	Word Club: "use". Analyze set of verbs. Formal structures	Focus on verbs and formal structures with additional details, as required	Practice of words from the present word club. Exercise on active-passive conversion in perfect tense with old word families "use" and "unuse".
26	Vowel-Rich Words Summary of Vowel Sounds Connecting Words and Connecting Patterns	Expand the idea as the questions in 15-20 sentences	Practice of Vowel-Rich Words. Exercise of connections with words of the SHUN club.
27			
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	Quarter 3 ends here		
31			
32			
33			

Till now what is left? Is 3 vowels coming in continuity, 3 or more vowels.

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Can you read out the first 2 lines?

Student: Acquaint, acquiesce.

Acquiesce.

Student: Acquiesce, adieu, aeon, agreeable, ambiguous, anxious, arduous, bow.

Beau.

Student: Beau, beauty, bedouin.

Bedouin.

Student: Bedouin.

Bedouin.

Student: Bedouin, behavior.

Ok.

Student: betrayal, bivouac, buoy, bureau, curious, delirious, dieing, dubious, eye, eying, fleeing, freeing, furious.

Ok, Subhash.

Student: Gaiety.

Gaiety.

Student: Gaiety, hideous, injurious, joyous, judicious.

Judicious.

Student: Judicious.

Judicious.

Student: judicious, kaiak.

Kaiak.

Student: Kaiak, layout, lesson.

Liaison.

Student: Liaison.

Liaison, liaison.

Student: Liaison.

[FL] liaison.

Student: Liaison, lieu, marquee.

Marquee.

Student: Marquee, milieu.

Milieu.

Student: millieu, miscellaneous.

Miscellaneous.

Student: Miscellaneous.

Miscellaneous.

Student: Miscellaneous.

Miscellaneous [FL] several; we with. Alevera.

Student: Meritorious, nauseous.

Nauseous.

Student: Nauseous, notorious, obnoxious.

Obnoxious.

Student: Obnoxious, odious.

Odious.

Student: Odious, pious.

Good;

Student: Plateau.

Plateau.

Student: plateau, quail.

Quail.

Student: Quail, quaint, queen, queer, quite.

Quite.

Student: Savior, serious, squeak, squeal, surreptitious.

Surreptitious.

Student: Surreptitious, tableau.

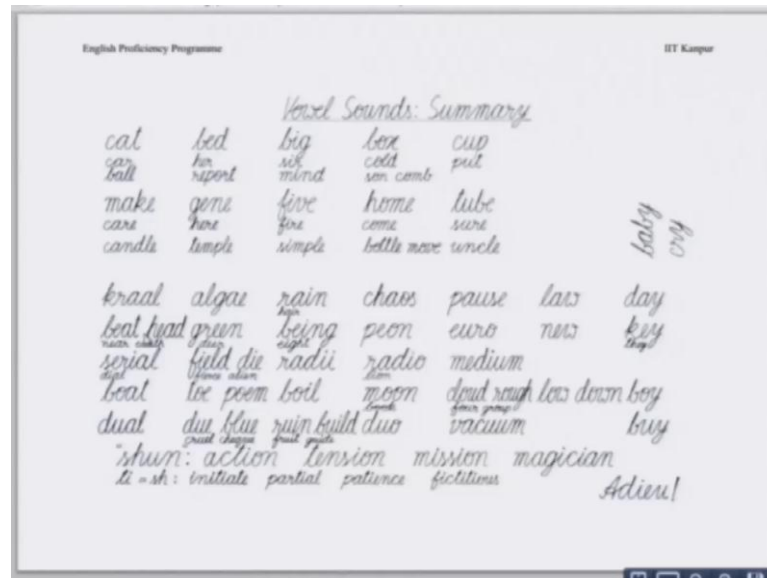
Tableau.

Student: Tableau, tedious, teeing, tenuous, various, vicious, view, viewer, vowel, voyage.

Voyage. So, lots of difficult words here. Any word which look familiar, for which you would like to know a meaning quickly? A Bedouin; what is Bedouin? Nomadic Arab. That is often written with capital B also. We has now; connection, communication. Liaison officer is the officer is a staff member who establishes contact among several parties.

T; in golf there is a an action called t, that is a verb; so the 5th form of that is teeing. So now we have covered all the vowel sounds. So, it is time to have a quick look at a summary, of the all the vowel sound patterns that we have seen till now.

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So, the simple once, which is covered in quarter 1 of the course are here. So, you see these are the columns of a, e, i, o, u, w and y. So, in the single vowel sounds we studied the sound patterns of each vowels separately. And the major sound pattern is in large letters, minor sound patterns are in small letters and then the effect of the end e; and similarly the minor patterns of that are here. So, we studied cat, car, ball and then make; and as exception care, can, candle. Right; then with e we studied bed, her, report. So, three sounds here and then the effect of e here. Words with end e, gene; here temple, different kinds of sounds that pattern. With i, we had these patterns; big, sir, mind and then five, fire, simple. With o, we had box, cold, son, and comb and then home, come, bottle and move. Right; with u we had this sound patterns; cup, put, tube, sure, uncle, right?

W alone as a vowel does not appear. With y the 2 typical sounds are there in baby and cry. Now as we came to 2 vowel sequences, these remain the columns of a, e, i, o, u, w, y. And before that another vowel and these are the rose of a, e, i, o, u. So, a and then they vowel. So, this is once word which also has come in a into English form another language cral. And these kinds of words, I mean words with this kind of spelling patterns are very rare in English. So, we did not have any word family s h; and this has come in a from a language, the name of which is Africans with a a. That language has lot of double a words and that is connected to Dutch. In Dutch you have such words in good supply.

And then a e; algae this is also rare family, but not so as this. Then a i, you had rain here, chaos here, pause, law and day; a and one vowel or semi vowel what that matter. Similarly in the row of e, we had e a; beat, head, near, earth. These are the typical sound patterns. E, e; green and deer. E i, it being and eight. You see different sound patterns. Then peon, euro, new, key and day two different sounds. With i and i followed by another vowel, we have serial and dial two typical sounds. I e; field, die, fears, alien four typical sounds. I i typical sound is radii. Here radio and lion, here medium. I w and i y as vowel are very rare.

O followed by another vowel; boat, toe, poem, boil. Double o; moon, book and o u. Cloud, rough, four group and there is one more boat. Then o w, low down; these are the typical sounds and then here boy. U followed by a vowel; dual, due, flue, dual, check four patterns. U i; ruin, build, fruit, guide 4 patterns. Then here duo, here vacuum and then again u w coming is vowel is very rare, u i this also rare. But one or two common words are there buy and buy.

After these we studied a club of words in which the spelling patterns are different, but pronunciation is similar. And we called that the shun club and in that we saw that t i o n, s i o n, double s i o n and c i a n, have a typical sound pattern which is very similar. Action, tension, mission, magician. And t i in particular quite often stands for s h in sound. Even if after that o n does not come; examples: initiate, partial, patients, fictitious. And just now we saw a number of words with three vowels in a row and as a sample of that here is one adieu. So, that is the end of the vowel sound patterns study that we are conducting. So, this is the summary of all the vocabulary other than verbs that we are covering within the modules or quarters 1, 2 and 3. In 4 we will start with many other things. Maybe have one or two sentences with this. Sparsh, take your pick on a suitable word of these and give as a sentence, whichever word you like.

Student: I saw, which they I saw beautiful cat.

Beautiful cat. I thought that you have seen a beautiful flower or a beautiful girl or something like that; fine. So, you might a seen a beautiful cat, is it fine. So, yesterday I saw a beautiful cat; fine, good sentence. Anybody to make a sentence is notorious?

Student: He was a notorious student back done.

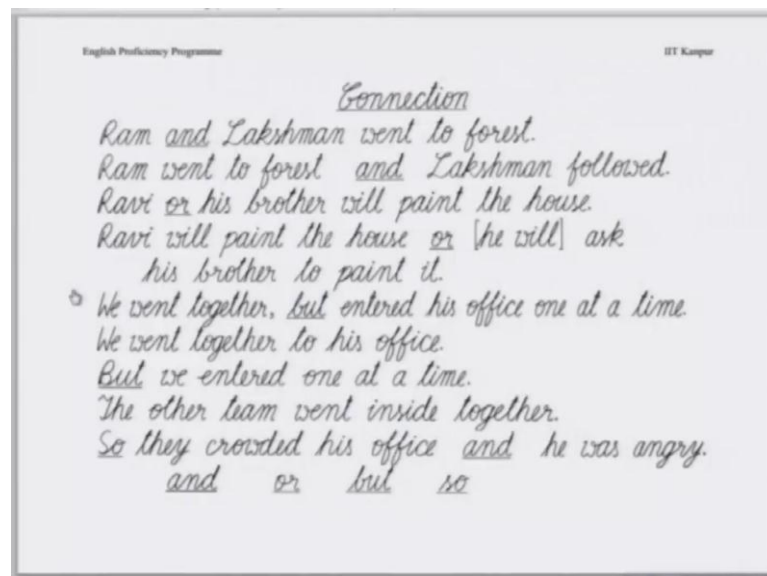
He was a notorious student back done. [FL] He was a notorious student back done. [FL].

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So, we continue with a another little exercise on with words taken from here, but what we will exercise what will practice upon in this is connections.

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So, you people will basically give examples of connections with the help of and, or, but, so; or many other things. And in some instances that may come as 1 sentence in which things are connected in somewhere or the other. Or it may come in a sequence of 2 sentences, in which some connector is establishing a logical or meaning connection;

connection of meaning. A logical connection or connection of meaning, between the two sentences.

Student: Elections are costly affairs, but they are important.

Collections?

Student: Elections.

Elections. Elections are costly affairs, but they are important. So, it is a single sentence, but is establishing the connection between the two parts of the sentence. Anything else?

Student: I like fiction for while. So, i i like fiction, so I like shallow comb.

These are one sentence or two sentences? These are two sentences. Right? Which is fine; I like fiction, so I like shallow combs. But all people who like fiction do not like shallow comb; any way as an example this is fine, but the logic is not very clear. That show is actually a little out of place. You can make a different connection, not necessary with show. You can say, I like fiction in particular i like shallow combs. That in particular, is actually establishing the connection, logical connection; meaning connection. Anything else?

Student: If you come to picnic at the railway station, I will be happy.

If you come to picnic at the railway station, I will be happy. So, that is at the beginning is actually establishing the connection between the two parts of the sentences.

[FL]

Ok, anything else? Yes.

Student: Yesterday I saw action movie.

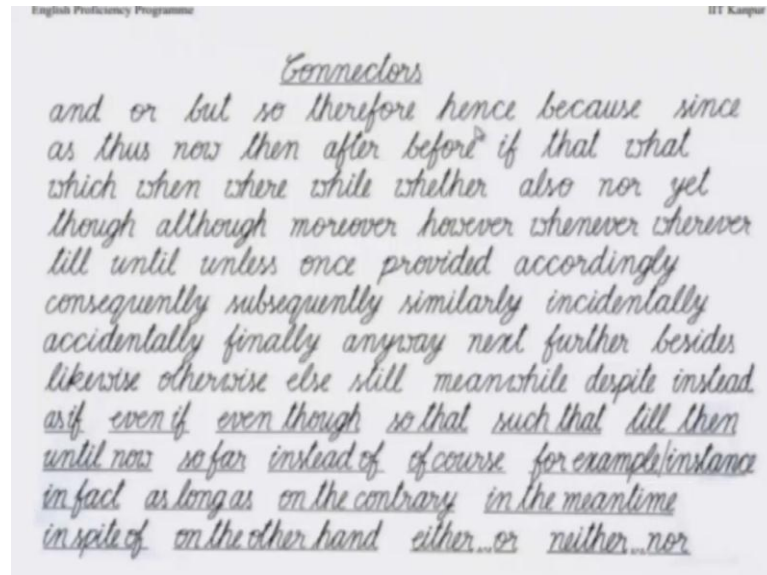
Yesterday I saw an action movie. Fine, now put another sentence after this.

Student: Right, but I did not like it.

But I did not like it. It can be a single sentence also. In that case when you write it at the end of the first part, you will put a comma and then the rest will come. On the other hand

it can be 2 sentences. The second sentence will start with 'but'. So, both are possible and these connections are basically connections of meaning ok.

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So, more connecting words. Yes Sparsh, can you read out the first line? And here if you do not know the meaning of any of them, you will ask. Because these things are such that you typically should know majority of them.

Student: And, or but, so, therefore, hence, because, since.

All are known? Therefore and, hence are close, because and since are close.

Student: As, thus.

Thus.

Student: thus, now, then, after, before, if, that, what.

Make note, this is the note to those people who now a lot of grammatical terms and try to quickly connect anything with grammatical terms; these are connectors, connecting words, not necessarily conjunctions. These are not necessarily conjunctions; many of them are adverbs, many of them are prepositions. They are connector in the sense, that they connect different things in a sentence or connect different sentences through their connection in meaning. So, in that sense they are connectors, they are not necessarily conjunctions. Fine.

Student: Which, when, where, while, whether, also, non, yet.

Give an example in which, which has been used as a connector? I said that sentence just now. Give an example in which, which has been used as a connector?

Student: She is wearing a dress which I like.

Beautiful; she is wearing a dress which I liked. I bought a book today which I needed badly. Ok, continue.

Student: Though, although, moreover, however, whenever, wherever.

Though, somebody make a sentence with using 'though' and somebody else make a statement with 'although'. Give an example of a sentence with 'though'.

Student: Though I like math's, but I do not like calculation.

You do not need that 'but', this is what I wanted to illustrate. Though I like math's.

Student: I do not like calculations.

I do not like calculations. So, if, but comes then that 'though' you do not need. So, this is an important point; similar situation with 'although'. Continue, here.

Student: Till, until, unless, once, provided, accordingly.

What is a difference between until and unless? Until or unless. [FL]

Student: [FL]

Until make a reference to time and unless is just a condition. [FL]. So, some people have a favorite face unless and until. So, that what they mean, is that this condition has to be fulfilled and that event has to be over. So some condition also fulfilled and some time has to arrive. So, that is the understanding of unless and until, but people use it too many times. Accordingly. [FL]. So, 'accordingly' typically comes in connecting to different sentences and the word 'accordingly' appears in a second sentence typical connection.

Provided. [FL] If is very poor for that. [FL] I will give you leave provided that you complete your work before that. So, i am making it conditional; fine.

Student: Consequently, subsequently, similarly, incidentally.

Consequently and subsequently, what is the difference?

Student: Consequent is result.

Yes.

Student: Subsequent is happens after the time.

This has, this follows a sequence of time, this follows a sequence of causality; fine.

Student: Accidentally, finally, anyway, next, further, besides.

What is the difference between incidentally and accidentally?

Student: Accidentally, when something bad happens.

Typically, though not necessarily. Incident is, incidentally is something which is a likely to happen and happened. Accidentally is a something which was not expected, but happened. And yes; as you said that quite often with a bad connotation, unfortunate connotation; yes.

Student: Likewise, otherwise, else, still, meanwhile, despite, instead.

Now, there are some which 2 word connections, 2 word connectors.

Student: As if, even if, even though, so that, such that, till then.

‘Though’ and ‘even though’ are 2 different things. So, ‘even though’ is something in which you try to put a stronger contrast between 2 parts; and as we find ‘even if’ are typically going in the opposite directions, not exactly opposite. So, as if; make a sentence in which ‘as if’ comes.

Student: He treated me as if he did not know me.

Oh yes, this is the good sentence. He treated me as if he did not know me. I will treat you even if I do not, I treated u well even if I do not know you. Next.

Student: Until now, so far, instead of, of course, for example, for instance.

For example, or for instance; They are in the same class. Fine; of course, [FL].

Student: In fact, as long as, on the contrary, in the mean time.

[FL]. 'In fact', anybody?

Student: In fact, he did arrive early.

In fact he?

Student: Did arrive early.

Did arrive you want to say? Then stress the word 'did'.

Student: In fact he did arrive.

Yeah, in fact he did arrive early. With what earlier sentence is making a connection?

Student: Boss scolded him for being late.

Or the boss scolded him for being late; however, this is another connection. However, he was not late, in fact he did arrive early or he came early. So, that in fact is making the connection with the previous sentence and a connection of opposition.

On the contrary, give an example of a sentence with on the contrary. In fact it will be typically a two sentence pattern, but in a single sentence also it can come. Typically it is a two sentence pattern in which, this one on the contrary connector comes in the second sentence. I am not getting bore by this class on the contrary I am enjoying into the hilt; so, on the contrary. Next.

Student: In spite of, on the other hand, either or, neither nor.

In spite of; can you find out anything here, which is the replacement of in spite of? despite. So, in one word it replaces this, in spite of. On the other hand, on the other hand quite often comes with on one hand. So, this discussion benefits the teachers on one hand, while giving students a lot of examples to study form on the other.

Either or, neither nor. Sparsh, you know the use of this? Ok, give an example in which either or will come and make note that some dot dot dot is here.

Student: I like at either map or not.

No, no, no; you cannot do that. You cannot like either maths or physics.

Student: I like a either teacher or.

You cannot like either or; either or is exclusive.

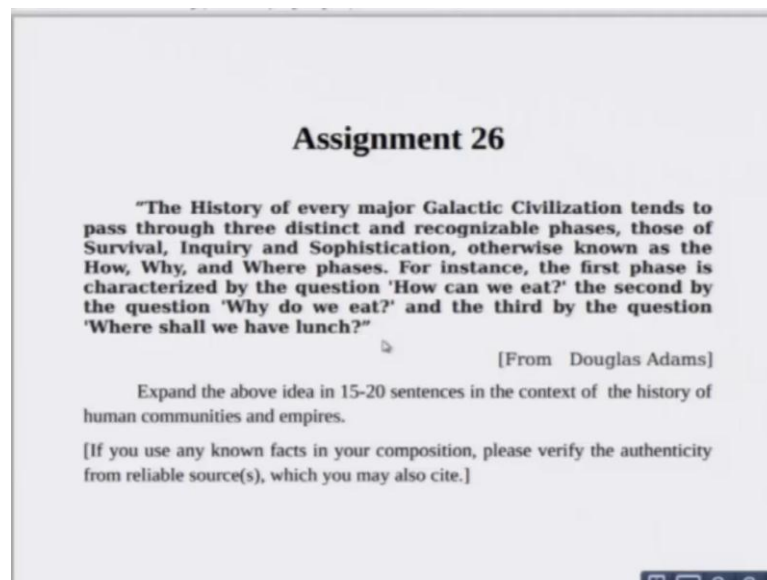
Student: Take either this chocolate,

Or that chocolate. Take either this chocolate or that chocolate; very good. Either we write the solution or we failed. Neither nor?

Student: I do not eat neither this chocolate and not.

Then don't is not right. I will take neither this chocolate nor that chocolate. Fine; we will get some other chocolates for you. Today's assignment is something which I hope you will like.

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Assignment 26

“The History of every major Galactic Civilization tends to pass through three distinct and recognizable phases, those of Survival, Inquiry and Sophistication, otherwise known as the How, Why, and Where phases. For instance, the first phase is characterized by the question ‘How can we eat?’ the second by the question ‘Why do we eat?’ and the third by the question ‘Where shall we have lunch?’”

[From Douglas Adams]

Expand the above idea in 15-20 sentences in the context of the history of human communities and empires.

[If you use any known facts in your composition, please verify the authenticity from reliable source(s), which you may also cite.]

There is a quotation; actually a famous quotation. The history of every major Galactic Civilization tends to pass through three distinct and recognizable phases, those of survival, Inquiry and Sophistication, otherwise known as the How, Why, and Where phases. For instance, the first phase there is survival. The first phase is characterized by the question ‘How can we eat?’ the second by the question ‘Why do we eat?’ and the

third by the question 'Where shall we have lunch?'. So, this is a jovial quotation from Douglas Adams. What I am asking you to do? Is not so jovial, it is a little serious business; because behind this jovial comment, there is deep truth.

And you analyze the truth in expanding there is idea behind this; in roughly 15 to 20 sentences. In the context of; not Galactic Civilization, but Human Civilization; in the context of the history of human communities and empires. And in this composition if you use some known from world history, then it will be a good idea to verify the authenticity of what you like from some respectable source. And you may mention that I know this from this source. So, this is the assignment for today's lesson. Any questions? From anywhere? No. So, you can stop, yeah you have a question?

Student: What are the difference between meanwhile and.

In the meantime. No, I want it to tell, yes they are same. Meanwhile and in the meantime they are same, yes. There is another pair of equivalent connectors. Anything else? Fine. So, try to practice upon these connectors to an extent, so that you feel comfortable with them.

Thank you. We will meet again in session 27.