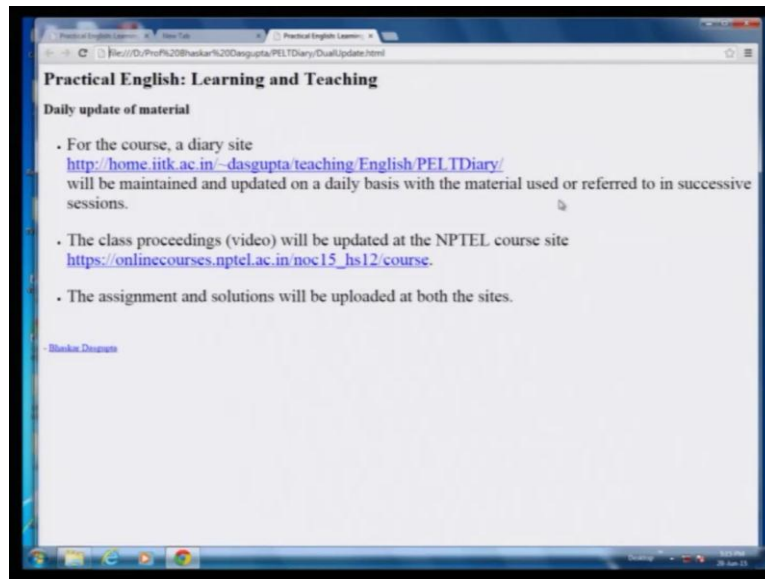


**Practical English: Learning and Teaching**  
**Prof. Bhaskar Dasgupta**  
**Department of Mechanical Engineering**  
**Indian Institute of Technology, Kanpur**

**Lecture-27**

(Refer Slide Time: 00:09)



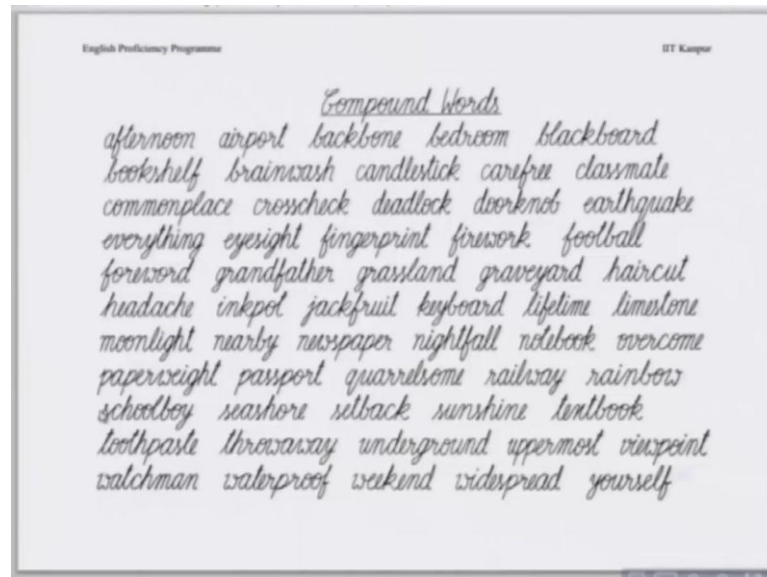
So, we are now in session 27.

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22	Word families "use" & "used". Word families "use" & "used". Two objects Special structures	Discussion	Make 50 sentences: 45 as 15 types, three with "have been had 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 "stand enough from group". From more verbs have + 1st form Phrases	Discussion	Form sentences and extend them with additional details, as required.	Practice of words from the present word families. Exercise of perfect tense with old word families "had" & "have had" and "was" & "was/were".	Notes
24	Word Family "be done". Word Family "be" and small word families "at". 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 "stand enough from group".	Notes
25	Words club "SHUN". Another set of verbs have been + 1st form Connections	Discussion	Form sentences and extend them with additional details, as required.	Practice of words from the present words club. Exercise on active-passive conversion in perfect tense with old word families "be done" and "be".	Notes
26	Verbed-Rack Words Sentences of Verbed-Rack Connecting Words and Connecting Patterns	Discussion	Expand the idea in the questions in 15-20 sentences.	Practice of Verbed-Rack Words. Exercise of connections with words of the SHUN club.	Notes
27	Compound Words Yet another set of verbs have been + 1st form Have and Stop	Discussion	Convert the given sentences, beginning ending as given, so that the meaning remains the same.	Practice of compound words. Exercise of perfect continuous tense (have been + 1st form).	Notes
28					
29					
30					
-	Quizzes 3 ends here				
31					

We have finished our main study of words, but some kind of words still remain to handle; and one of them is compound words.

(Refer Slide Time: 00:30)



So, just read out the first two lines.

**Students:** Afternoon, airport, backbone, bedroom, blackboard, bookshelf, brainwash, candlestick, carefree, classmate.

Meanings are on all known, very simple.

**Students:** Commonplace, crosscheck, deadlock, doorknob, earthquake, everything, eyesight, fingerprint, firework, football.

Good.

**Students:** Forward, grandfather, grassland, graveyard, haircut, headache.

Headache.

**Students:** Headache, inkpot, jackfruit, keyboard, lifetime, limestone.

Ok.

**Students:** Moonlight, nearby, newspaper, nightfall, notebook, overcome, paperweight, passport, quarrelsome, railway, rainbow.

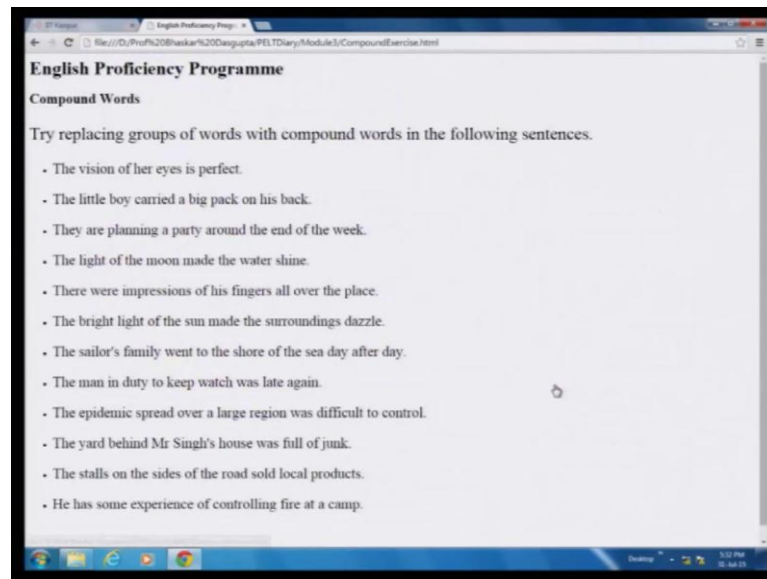
Ok.

**Students:** Schoolboy, seashore, setback, sunshine, textbook, toothpaste, throwaway, underground, uppermost, viewpoint, watchman, waterproof, weekend, widespread, yourself.

A forward, you know forward? What is forward? Forward? Preface kind of thing, ok. So,

that is forward. The word which goes before the book by a sorting of the book. Yeah; what I want to point out particularly in this, is that when you right these words, you write them together without hyphen. Many people make the mistake here, they write back separately and bone separately and that is not backbone; so be careful on this. Maybe let us try this exercise quickly and orally.

(Refer Slide Time: 02:40)



Try replacing some groups of words from here, with some suitable compound words.

How will you rewrite this sentence by that?

**Students:** Her eyes sight is perfect.

Her eye sight is perfect. Her eye sight is perfect. So, vision of her eyes is her eye sight. Here?

**Students:** The little boy carried a back bag.

Big back bag, ok? Fine, next; this one.

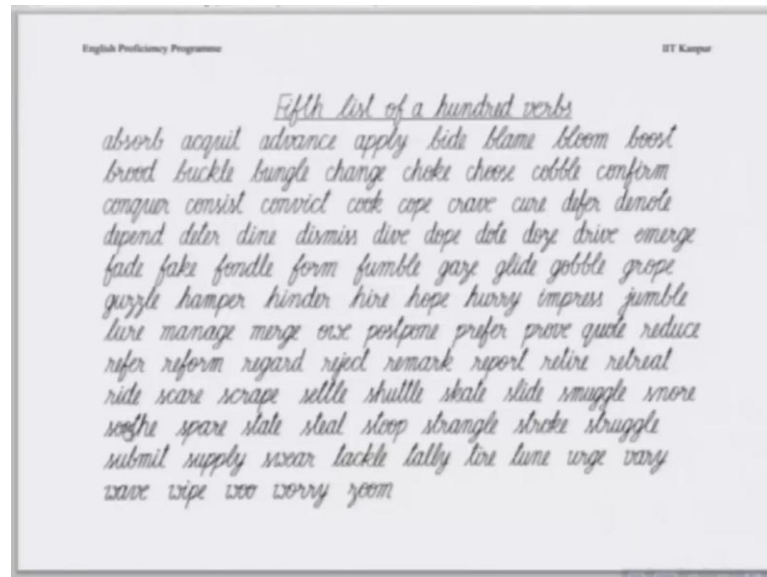
**Students:** Planning a party around the week end.

Around the weak end. This one.

**Students:** The stalls on the road side sold book.

You can, as well say the road side stalls. Next final. He has some experience of controlling a camp fire; camp fire, camp fire. So, such things you can do. We have still now seen quite a few collections of words, yet another collection is here. Yes.

(Refer Slide Time: 04:14)



**Students:** Absorb, acquit.

Acquit.

**Students:** Acquit, advance.

Ok here, so far as verbs are concerned, we wanted to ensure that anybody knows the meaning. Absorb, you know the meaning? Acquit, what is meaning of acquit?

**Students:** Exonerate.

Exonerate, beautiful; to release from a charge. So, if you are accused and then you establish your innocence, then you are acquitted.

**Students:** Advance.

[FL] verb.

**Students:** Move forward.

Move forward, yes. In space, or in time.

**Students:** Apply.

Apply, everybody knows almost.

**Students:** Bide.

Bide is actually almost archaic, except in idiomatic use; to bide one's time means, to look for a suitable opportunity.

**Students:** Blame.

[FL]

**Students:** Bloom.

Bloom.

**Students:** Boost.

Boost [FL] to increase.

**Students:** Brood.

What is the meaning? Think seriously; good.

**Students:** Buckle.

Buckle. To put a personnel also, to person something that is also buckle. You buckle your shoes, one two buckle my shoes. And otherwise buckle is to bend or warp under pressure.

**Students:** Bungle.

Bungle, fine [FL]

**Students:** Change.

Ok.

**Students:** Choke.

Choke; to stop supply of something. [FL] Continue.

**Students:** Choose.

Ok.

**Students:** Cobble.

Cobble means? To do some laser work.

**Students:** Confirm.

Confirm everybody knows. [FL] Confirm.

**Students:** Conquer. [FL] Consist.

Consist.

**Students:** Convict.

Convict, what is convict? Who is sentenced as guilty.

**Students:** Cook.

You know. Cope, [FL]

**Students:** Crave, too long.

Too long for something, yes [FL] typically with deceives.

**Students:** Defer.

Postpone.

**Students:** Denote.

Denote?

**Students:** Highlight.

Not highlight. To represent, to represent; let x denote this variable.

**Students:** Depend [FL]Deter.

Deter, deter.

**Students:** Deter.

Deter [FL]

**Students:** Dine.

Dine [FL].

**Students:** Dismiss.

Dismiss [FL].

**Students:** Drive.

[FL]

Dive.

Dive [FL]

**Students:** Dope.

Dope [FL] to makes, yes. [FL]

**Students:** Dote.

Dote. [FL] dote, to express extreme affection as a matter of habit. She dote her son. The teacher always dote son this particular student.

**Students:** Doze.

[FL] Not exactly sleep, sleep is more respective. Nap also is respective enough. [FL] As if you are illegally sleeping you know, you are suppose to study, or you are suppose to listen to a lecture and then you do this, like this. So, that is you are dozing. Next?

**Students:** Drive.

Drive [FL].

**Students:** Emerge.

Emerge [FL] To come out, yes.

**Students:** Fade.

Fade.

**Students:** Demonicious.

Yes, demonicious have good close point.

**Students:** Fake.

Fake?

**Students:** Not real.

You are talking about the adjective meaning.

**Students:** To pretend.

Fake, that is a good one. He saying feign, f e i g n. [FL]

**Students:** Fondle.

[FL]

**Students:** Cokes.

Not cokes. Cokes is, if you are trying to urge somebody to do something. And fondle is just [FL] A cat is lovingly, yes.

**Students:** Form.

Form.

**Students:** To make.

To make, yes.

**Students:** Fumble.

Fumble [FL] Actually to get hold of something, clumsily; to get hold of something clumsily. For example, if I try to hold this pen, and then like this; then I will be fumbling. Sometimes you also fumble for a suitable word. I am trying to ensure that you do not do that.

**Students:** Gaze.

Gaze, [FL] stare intently. [FL]

**Students:** Glide.

Glide [FL] to move smoothly, not necessarily certain. There is a difference between slide and glide; in slide there maybe effort there maybe resistance, in glide that is very little resistance, very little effort involved frictionless. Gobble [FL] yes. Eat voraciously.

**Students:** Grope.

Grope [FL]

**Students:** Guzzle.

Guzzle [FL]. There is a some people who, guzzle lot of tea, coffee, some people do works ,they consider a lot of more dangerous liquids.

**Students:** Hamper.

[FL] Hamper.

**Students:** Hinder.

[FL]

**Students:** Hire.

[FL] To recruit or to take on rent. Fine. Everybody knows, everybody has, I hope [FL] No, no, no. Impress is not [FL]. Impress is to make a mark one. [FL]. So, I impressed you.

**Students:** Jumble.

Jumble. [FL]



**Students:** Lure.

Entice, yes. Entice is a very good meaning.

**Students:** Manage.

Manage. [FL] Merge? [FL]

**Students:** Owe.

[FL] I owe u 10 rupees. [FL] hopefully.

**Students:** Postpone.

[FL]

**Students:** Prefer.

Prefer, to choose something rather than something else. Prove. [FL] Quote. [FL] That is two quotes. And the corresponding thing which I am saying is called quotation.

**Students:** Reduce.

[FL] yes.

**Students:** Refer.

Refer. [FL]

**Students:** Allude.

Allude, yes; to allude. [FL]

**Students:** Reform.

Reform. [FL]

**Students:** Regard.

To change towards a positive direction, yes. Regard.

**Students:** Regard.

[FL] to respect or to consider.

**Students:** Reject.

[FL]

**Students:** Remark.

Remark. [FL]

**Students:** Report.

Report [FL]

**Students:** Retire.

Retire [FL] No, retire means from active position to come back. So, at old age we typically retire from our job. In railway station after reaching the place, we retire to the retiring room; we are tired, so we retire. So, first we are tired, then we retire.

**Students:** Retreat.

Retreat, retreat, subside withdraw; withdraw not something, but one self [FL]

**Students:** Ride.

Ride [FL]

**Students:** Scare.

Scare, [FL]

**Students:** Scrape.

Scrape [FL] that is scrape.

**Students:** State.

**Students:** Settle.

Settle, [FL] To come to an agreement or to reach the bottom of some place.

**Students:** Shuttle.

Shuttle, shuttle to move to un flow. [FL]

**Students:** Skate.

[FL] to glide on a surface.

**Students:** Slide.

Slide is just to move either it to something over a surface.

**Students:** Smuggle.

[FL]

**Students:** Snore.

Snore, [FL] to make a sound during sleeping.

**Students:** Soothe.

Soothe. [FL]

**Students:** Spare.

Spare, release; to release.

**Students:** State.

[FL]

**Students:** Steal.

Everybody know. [FL] stoop.

**Students:** Stoop.

[FL]

**Students:** Strangle.

Strangle, yes [FL]

**Students:** Stroke.

Stroke [FL]

**Students:** Struggle.

Struggle, [FL]

**Students:** Submit [FL]

**Students:** Supply.

Supply; as in response to a demand.

**Students:** Swear.

Swear, [FL]

**Students:** Tackle.

[FL]

**Students:** Tally.

[FL]

**Students:** Tire.

Tire [FL] many people think so. [FL]. Because you say I am tired. You never say I tired;  
I tire. I am tired; so [FL] It is a tiring job, his statement is right. So, the job tires  
somebody. Tune.

**Students:** Tune [FL]

**Students:** Urge.

Urge, request strongly, to request strongly. [FL]

**Students:** Vary.

Vary [FL]

**Students:** Wave.

Wave, [FL] So you, it can be like this or it can be like this. It has a connection with wave.  
[FL]

**Students:** Wipe.

[FL]

**Students:** Woo.

Woo [FL]

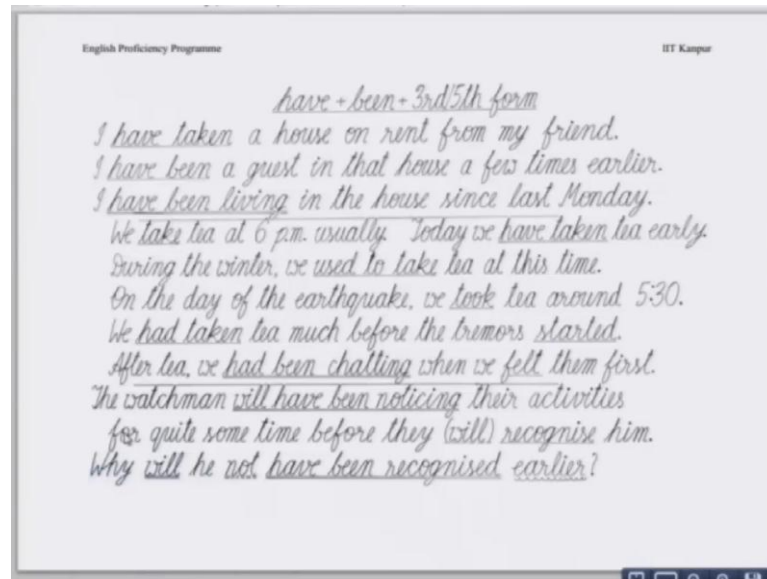
**Students:** Worry.

Worry. [FL]

**Students:** Zoom.

Zoom [FL]. So, that just comes close to you. In fact, in effect it actually increases in size.  
Fine. . So, lots of words. We have seen earlier, have plus 3rd form, then we saw have  
been plus 3rd form. What I wrote? Have been plus 5th form. Let us have you look at that.

(Refer Slide Time: 21:19)



We slowly go to that. First, have plus 3rd form; one example. Read out this sentence.

**Students:** I have taken a house on rent from my friend.

I have taken. [FL]

**Students:** I seen a guest in that house to few times only.

[FL] I have taken. [FL] I have been. [FL]. So, here the 3rd form is 3rd form of b. Immediately after that, I can put a 5th form also. Have been 5th form. Just read out this.

**Students:** I have been living in house since last Monday.

I have taken a rent no? Taken it on rent. So, since last Monday I have been living. I am living [FL] I have live it. [FL] I have been living. [FL]. So, continues, I am living is some action which is going on. I have live it, is completed action. I have been living is action has started well in earlier, but yet it is continuing, still it is continuing. So that kind of situation is a expressed with have plus been which is a 3rd form of a b verb helping verb plus the 5th form of the actual verb.

Now we have learned quite a few tense structures, and let us see a comparison of many of them together.

**Students:** We take tea at six p.m. usually.

[FL] Usually, that is a regular practice; in present.

**Students:** Today we have taken tea early. [FL]

[FL] Have taken, completed action.

**Students:** During the winter we used take tea at this time. [FL].

[FL]

**Students:** On the day of the earthquake, we took tea around five thirty.

We took tea. [FL]

**Students:** We had taken tea much before the tremors started.

[FL] Completed action had plus 3rd form. [FL]

**Students:** After tea we had been chatting when we fell them 1st.

[FL] So, have plus been plus 5th form. You come [FL]. So, this is the typical context.

**Students:** The watchman will have been noticing their activities.

Sentence is not completed.

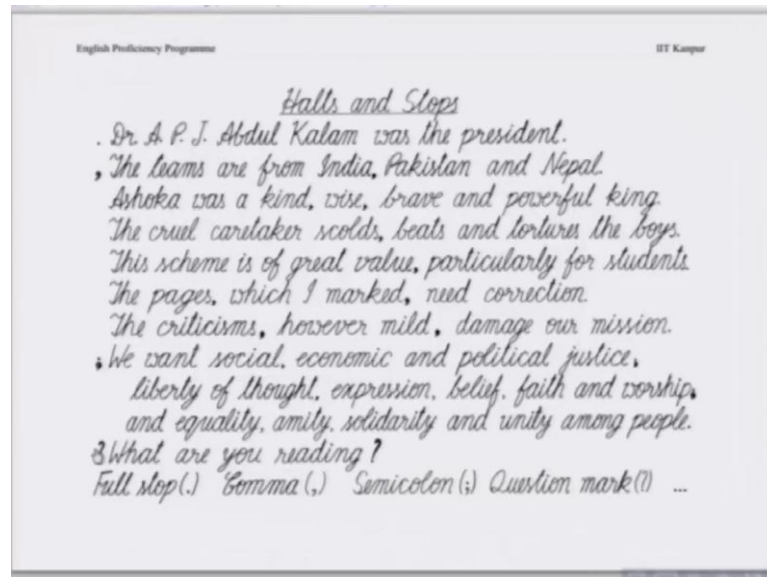
**Students:** For quite some time before they will recognize him.

[FL] whatever was done here in past, now that same thing is being done in future. And the same structure comes here also. The watchman at a future reference time and what is a reference time? They will recognize him, watchman. [FL] The watchman will have been noticing. [FL] Watchman have been noticing, [FL] their activities. [FL] For quite some time. [FL] Before they will recognize him. [FL]

**Students:** Why will he not have been recognize earlier?

[FL] Why will he not have been recognized. [FL] Have been recognized, have been 3rd form. [FL] Why will he not have been recognized earlier? [FL]. So, we should be thorough with this structures, and never confuse; so for that you need some practice. The sentence is suppose to give you some practice on this. Right now we going to another very simple topic, which is Halls and Stops.

(Refer Slide Time: 28:18)



At the end of quarter 1, we had a quick discussion on punctuation signs. Now let us have another discussion which is also quick, but a little longer than the earlier one. Full stop is the most obvious a punctuation mark and that typically comes with, a comes at the end of ordinary sentence. And there other places also where it comes, where really you do not fully stop and that is for abbreviations. “Dr A. P. J. Abdul Kalam was the president”. Now a days there is a tendency to omit this dot; ok. Now a days there is a, it is quite often practice, this practice. That you write doctor and then just give space no dot, similarly A P J, that is also now a day’s runs well; but this is a classical rule.

Comma you use for small pause, to a numerate things or for some other purposes. First is to numerate a list of nouns. The teams are from India, Pakistan and Nepal. So, you put a comma here, in this numeration. Last one here comma you can omit, now a day’s very few people put this comma. Similar thing you can do, not with nouns, but with adjectives also. Ashoka was a kind, wise, brave, and powerful king. All these adjectives are actually qualifying king. You can do that for verbs also; the cruel caretaker scolds, beats and tortures the boys. Three verbs listed; very cruel indeed, so many bad things he does.

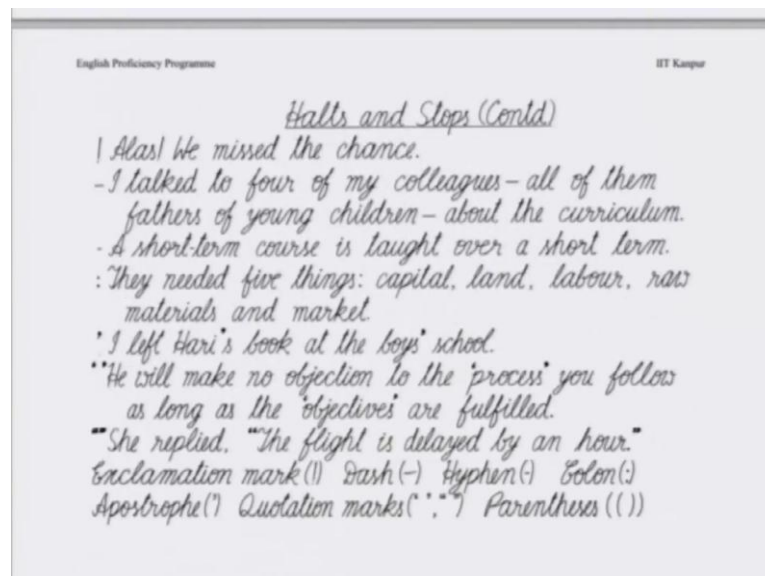
Now for a pause intended to convey the meaning more clearly, you can put a comma. This scheme is of great value, particularly for students. You have put the comma in order to drive on the point, that this scheme is of great value, in general, and then in particular you are putting students in focus, particularly for students. Others also it is of great value, but not so particularly, that is idea. Sometimes a little segment of the sentence is demarcated by one comma before and one comma later; and in writing it is comma, in

speech it is the pause. The pages which I marked need correction. This kind of space is quite often, refer to as parenthetic phrase. As if this phrase is this clause, actually in this case. Which I marked this part is as if under parenthesis within brackets. Then the normal sentence runs, the pages need correction. Which pages? Which I marked. So, the pages which I marked, need correction. So, which I marked is separated by 2 pauses at 2 boundaries. Similar thing you do with this situation also. The criticisms, however mild, damage our mission. In fact, we say this is parenthetic, but this actually emphasizes this however mild issue. As if without that also the sentence was complete, but I made a point to mention that. That is even if it is mild criticism, take it seriously.

Semicolon; semicolon is a larger calls for more important business. And quite often a lot of things with [FL] gets a cluttered and at the end, semicolon comes to demarcate this separation from other. We want social, economic and political justice, liberty of thought, expression, belief, faith and worship, and equality, amity, solidarity and unity among people. So, we want several things; justice of these kinds, liberty of this kinds and these things among people.

Question mark, everybody knows, at the end of the question. So, full stop, comma, semicolon, question mark these are the most prominent once, and up course.

(Refer Slide Time: 33:09)



This note of exclamation, is basically to mark a; to mark a comment which is you know, sowing wonder, or great, sorrow, or something like that. This is Dash; punctuation Dash. I talk to four of my colleagues- all of them fathers of young children. These 2 dashes are



separating this all of them, fathers of young children from the rest of the sentence about the curriculum.

Hyphen is to connect 2 words together. Just now we saw, words together without hyphen; now this is an example of with hyphen. "A short term course is taught ever short term". Make note. Here there is no hyphen. This short is adjective to turn, here short term together is adjective to the course. Colon, is for listing they needed five things: capital, land, labour, raw materials and market. You gives this, 'apostrophe' to make possessive; Hari's book boys. Here 's' is already there, I the plural; so apostrophe comes after that alone, not boys', to emphasize. He will make no objection to the process you follow, as long as the objectives are fulfilled. Object oriented; he wants, he demands result and he is does not care about the process. So, these two words are emphasized.

This is for reporting speech directly. She replied, open this; "the flight is delayed by an hour" then close this. And here you put a comma typically and this full stop does the double duty of completing this speech as well as completing the parent sentence. So, these are the typical punctuation marks, which you need to use and use correctly; ok. So, we stop here at this point and again continue later with session 28.

Thank you.