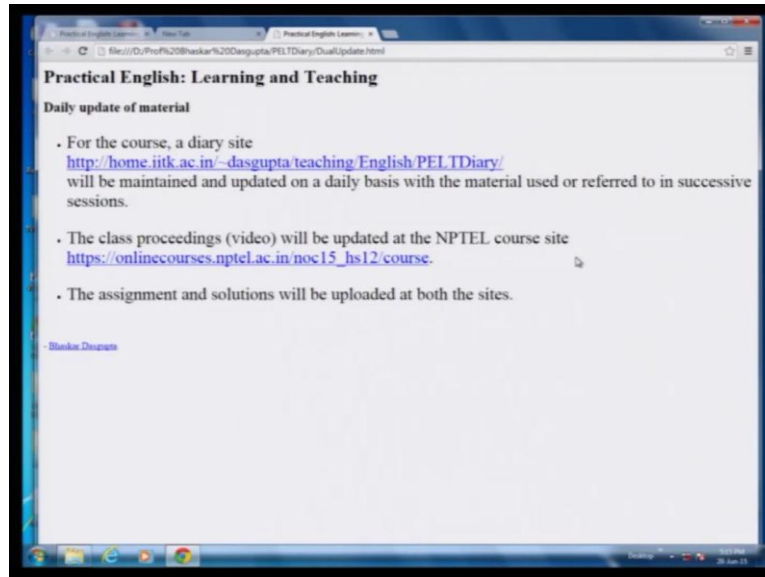


**Practical English: Learning and Teaching**  
**Prof. Bhaskar Dasgupta**  
**Department of Mechanical Engineering**  
**Indian Institute of Technology, Kanpur**

**Lecture – 32**

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Good morning, we start session 32.

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S.No.	Topic	Discussion	Assignment	Notes
27	Conversion of verbs Let yourself get of verbs have been, is, has been, He, has, has been	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 + Vb form)
28	Impersonal Verbs Supporting Action of Special Verbs Subject-Verb Agreement Short, main, Long Sentences	Discussion	Work with long and short sentences in interpretation and expression.	Practice of Impersonal verbs. Exercise of changing the subject 'under cover'
29	Summary of Special Verbs One final set of verbs. Main Forms of Sentences	Discussion	Form 20 sentences in the given structures and write their intended message in Hindi.	Practice of Major Forms of Sentences. Study of defective verbs.
30	EPP teaching scheme write a teaching guide than a textbook. Quarter (Module) 4 will share further exercises.	Discussion	Write a short essay (30-40 sentences) on your thoughts and opinions about what an educated/progressive Indian can do to promote teaching and learning of English.	A brief history of EPP.
Quarter 3 ends here			Some suggestions on good and gripping authors.	Additional exercise for teachers.
31	Some administrative issues. Revisiting Major Forms of sentences.	Discussion	Single quotes used to elaborate sets of independent sentences.	Formal grammar of EPP.
32	A stipend and its cost. teachers. Right as a job frequency on Sentences	Discussion	From the internet, read a fresh story and collect a total of 100 sentences: 25 of each kind.	Identification of sentences as simple compound, complex, mixed etc: Examples
33				
34				
35				
36				
37				

At this point, we really start working on actual quarter 4 items and we start with some surgery.

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**English Proficiency Programme**  
Parsing: Analysis of sentences.

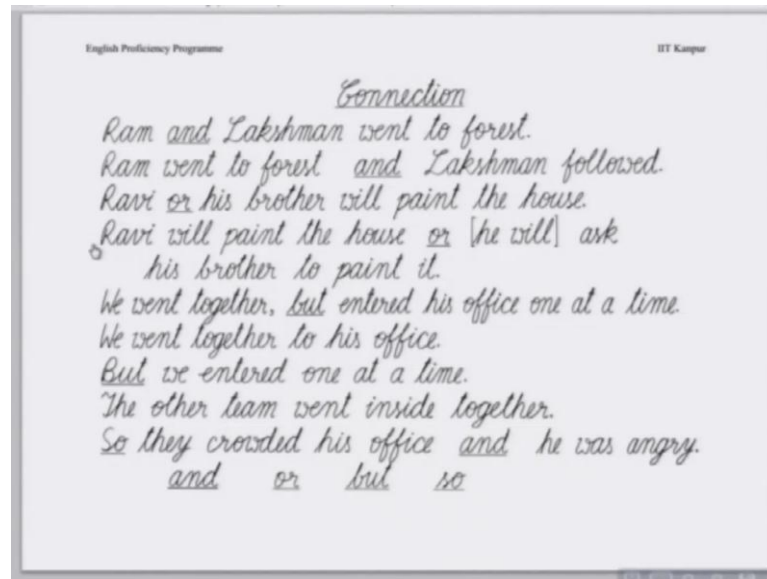
- A subject and a single verb in the proper role of a verb: **A clause**.  
[Not counting 3rd/5th forms and "to + verb" structures]
- A sentence having a single clause: **A simple sentence**.
- A sentence having two or more *equally prominent* clauses: **A compound sentence**.  
[Recall [Connections](#) studied earlier.]
- A sentence having one main clause and one or more other clauses operating as the subject/object (nom), qualifying (restricting) a noun/pronoun (adjective) or something else (adverb): **A complex sentence**.
- A sentence may also be of a more involved structure. At the top level, it may show one structure but individual clauses may show different kinds of interior structures.
- Some [examples](#) from "**The Resident Patient**" by Sir Arthur Conan Doyle.

[Blasko, Doreen](#)

And before that actual surgery, let us just work out a few terms among ourselves just for 10 days. Those, who knew this terms earlier they anyway know and those, who did not know earlier after 10 days they do not need to care, but these 10 days at some occasions I might say some of these things, so let me make things clear. A subject and a single verb in the proper role of a verb constitute a clause; that is there may be other things consider with them, but to define something called a clause you need a subject and a single verb in the proper role of a verb.

When I say proper role of a verb, what I mean is that 3rd forms, 5th forms and to plus a verbs, these kinds of structures are not accounted as verbs in this sentence. Now, you earlier knew that a sentence also must have a subject and must have a verb, either actually spelled out or implied. So; that means, a sentence can have a single clause and such a sentence, we will call as a simple sentence and most of the quarters 1, 2, 3 was concerned with simple sentences, except for vocational departures. There may be sentences with more than one clauses and if all the clauses are equally prominent, then we call such a sentence as compound sentence.

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Some of them we have studied earlier remember this, Ram went to forest and Lakshman follow it, two clauses connected by this connector. Ravi will paint the house or he will ask his brother to paint it, this he will may go missing in the compound sentence or we went together, but entered his office one at a time, what it means is that we went together, but he entered his office one at a time.

So, the fourth in this case, this so is actually not connected in the same sentences as the other upper one, a previous one, but it could be so. It could be the other team went inside together comma, so they crowded his office and he was angry. So, all these are examples of compound sentences, where both clauses are equally prominent and they could have been independent sentences.

((Refer Time: 03:39)) There may be a sentence in which, there is one main clause and other clauses operate as something operate in some rules either subject or object; that is something having the force as a noun or as a qualifying word, qualifying a noun or a pronoun; that means, operating as an adjective or it may be qualifying something else; means a verb or adjective or adverb, then it will be operating as an adverb.

So, such sentences in which, there is one main clause and other clauses operate as small items here and there, they are that kind of a sentence we called a complex sentence. And there may be some sentences, which are of a more involved structure; that is at the top level it may show one structure, but when you go inside a clause that clause may show some more complicated structures inside, so such things are also so possible. So, let us

take some examples from a famous story, the resident patient.

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**English Proficiency Programme**

Parsing examples.

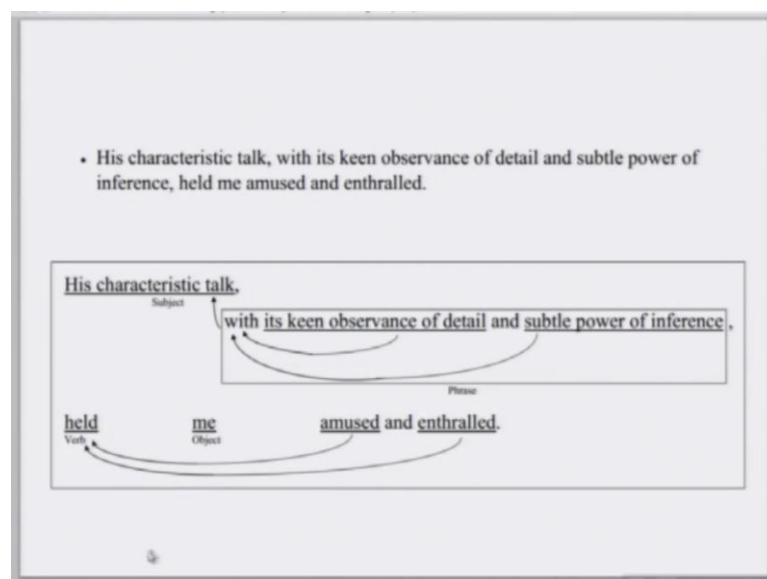
- His characteristic talk, with its keen observance of detail and subtle power of inference, held me amused and enthralled.
- This was a tall young man, surprisingly handsome, with a dark, fierce face, and the limbs and chest of a Hercules.
- I made notes of my patient's pulse and temperature, tested the rigidity of his muscles, and examined his reflexes.
- The hall door had been closed, but not shut.
- Then your eyes ceased to pucker, but you continued to look across, and your face was thoughtful.
- I may say with confidence that he never had occasion to regret his speculation.
- In the example which you read to me, the reasoner drew his conclusions from the actions of the man whom he observed.
- So when I saw you throw down your paper and enter upon a train of thought, I was very happy to have the opportunity of reading it off, and eventually of breaking into it, as a proof that I had been in rapport with you.
- The small matter which I have chronicled under the heading of "A Study in Scarlet", and that other later one connected with the loss of the Gloria Scott, may serve as examples of this Scylla and Charybdis which are forever threatening the historian.

• Analysis [illustrated](#).

Blank Diagram

So, these are the sentences, which we will analyze and this process of analyzing, analysis of sentences; that is called parsing. In fact, when we were studying interpretation, what we were effectively doing was parsing, but we were trying to express the meaning of the sentence in the common local language. Even without that common local language translation thing, if we do the rest of the task that is technically known as parsing. So, these are the sentences, which we will be taking as examples. So, take 5 minutes and try to study these sentences and try to figure out, what kind of sentence each of them is.

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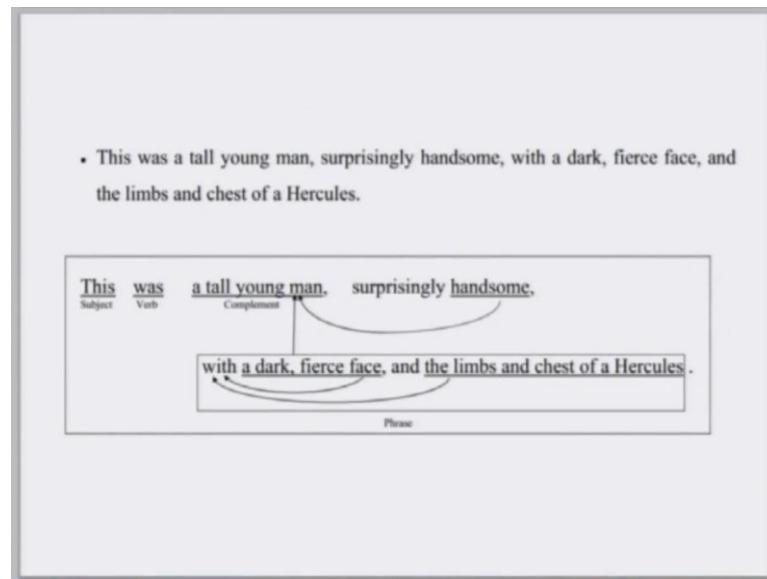
So, first one, his characteristic talk with it is keen observance of detail and subtle power of inference held me amused and enthralled. So, his characteristic talk; that is a subject of a sentence about which, something is being said, so this is a subject and what is the subject doing or what did the subject do his characteristic talk held. So, held is the verb actually operating like the proper verb and held whom me; that is the object.

Now, other things amused and enthralled, how it held me, it held me amused and enthralled. So, these are two adverbs, which are qualifying this verb held. Apart from that his characteristic talk subject, what kind of talk, what kind of characteristic talk. So, the qualifier comes here with it is keen observation of detail and subtle power of inference. I write with a pen, with a pen is a phrase; it does not have its own subject or its own verb. So, it is a phrase and with something, something; with what, it is keen observation of detail and with subtle power of inference.

So, these two things are connected with, with; so with these two things, so what kind of characteristic talk, talk with these things. So, this entire phrase is operating like an adjective to this verb talk, another adjective to this same word talk his characteristic. So, what kind of a sentence is this? A subject, a verb, an object, two adverbs qualifying the verb and one extra adjective, which is this huge things phrase; that is qualifying this.

So; that means, from here to here actually is the subject, talk is the main subject word. So, you can take the sentence as talk held me, I ate a fruit; subject; verb; object talk held me. What kind of talk, characteristic talk; whose, his. Again something more about that talk with several details with several properties. What properties, this and that, so this turns out to be a simple sentence, fine.

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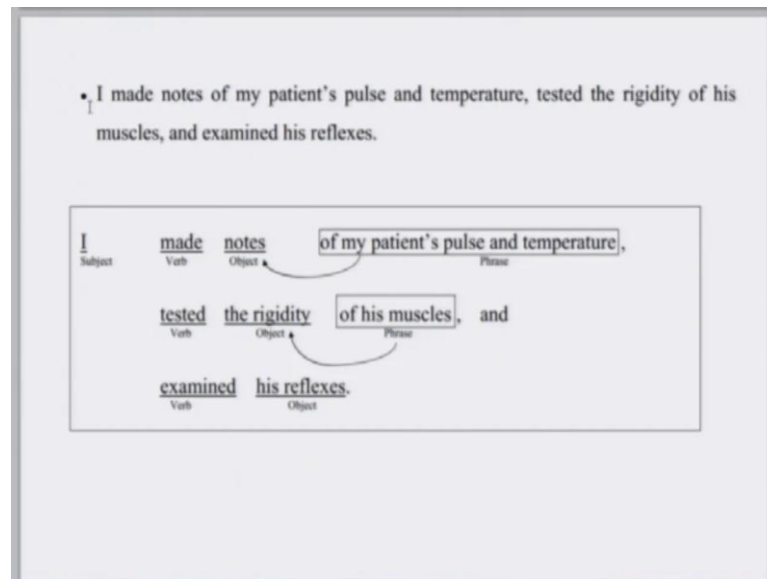


Take another, this was a tall young man surprisingly handsome with a dark fierce face and the limbs and chest of a Hercules. Open it, this subject; was verb; with was you cannot complete a sentence, so you need something else after that. So, this was what, so a tall young man, so this is a complement and now this man, some more things about the man, so man is a noun. So, more things are coming, which are qualifying, what kind of a man we are talking about, surprisingly handsome. So, handsome qualifies man, surprisingly qualifies handsome.

So, the main sentence is this was a man and man tall young man, what kind surprisingly handsome. Something more in the description of that man is this phrase with a few things. What are those things? A face and the limbs and chest, the limbs and chest of a Hercules; this of a Hercules itself is for that matter a phrase and with a dark fierce face and this, this whole thing qualifies this man, which restricts the idea of the man, what kind of man, this man.

So, this is also a simple sentence subject, verb single; only one clause one subject, one verb, and then, other details no. This kind of exercise will help you in breaking down a long complicated sentence and understanding it is meaning appropriately, fine.

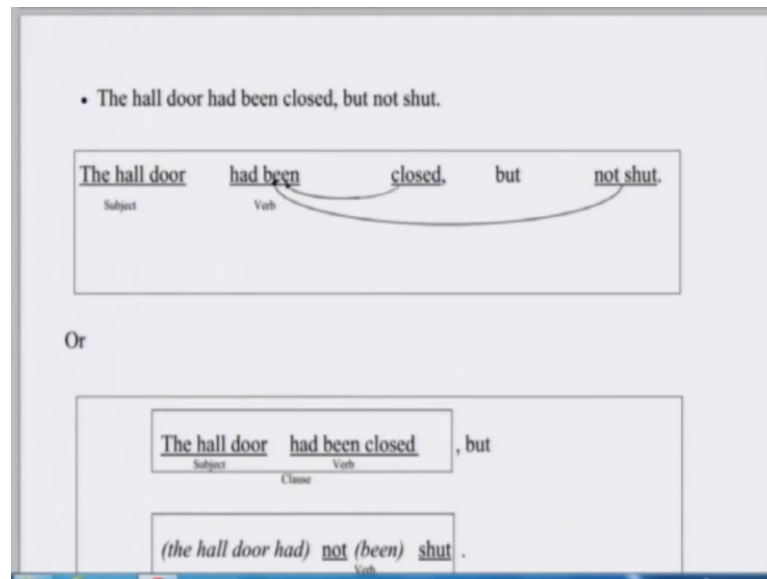
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I made notes of my patient's pulse and temperature, tested the rigidity of his muscles and examined his reflexes. I is the common subject with these three clauses. I made notes something, something; I tested the rigidity of something, something; I examined his reflexes. So, there are three clauses and all three clauses are equally prominent, none of the clauses is dependent on the other in the sense of an adjective or adverb or object or subject or something like that, each of the clauses is equally prominent compare to others.

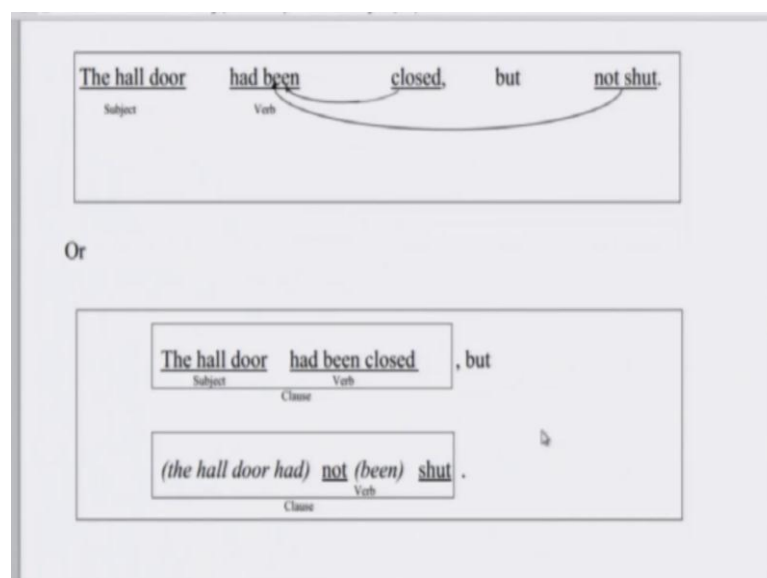
So, I did three things made notes, tested the rigidity, examined his reflexes, so verb object, verb object and so on. Notes, qualified to this notes; notes of what, this qualifier qualifying the notes; similarly rigidity, rigidity of what not bones of his muscles, so that is qualifying this. So, these are phrases and in a way they are qualifying this. These are not clauses make note, these do not have their own subjects or verbs. These are phrases, which we have studied earlier. We continue?

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The hall door had been closed, but not shut. Now, here several parts can be interpreted in several ways. The hall door had been, what closed, but not shut. Closed is an adjective you know third form, shut is also an adjective not shut and these two adjectives are connected through this connector but, so these are qualifying this. In this case, they are with been, so not operating as adjectives, but you can say adverbs or alternatively you can say that had been closed is our verb.

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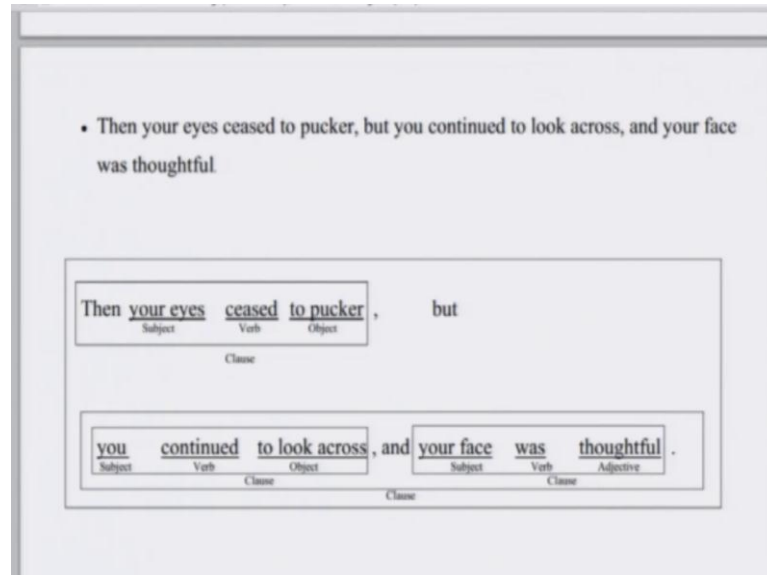


So, we have seen that have plus been plus third form; that is the past perfect, perfect tense construction, so in this case had, because past perfect. The hall door had been closed, but the hall door had not been shut. So, this is the subject this is a verb and that is



it, this is one clause and this is another clause. So, in this interpretation this turns out to be a compound sentence, both the clauses are equally prominent and they are in opposition to each other, because they are connected through the connector, but.

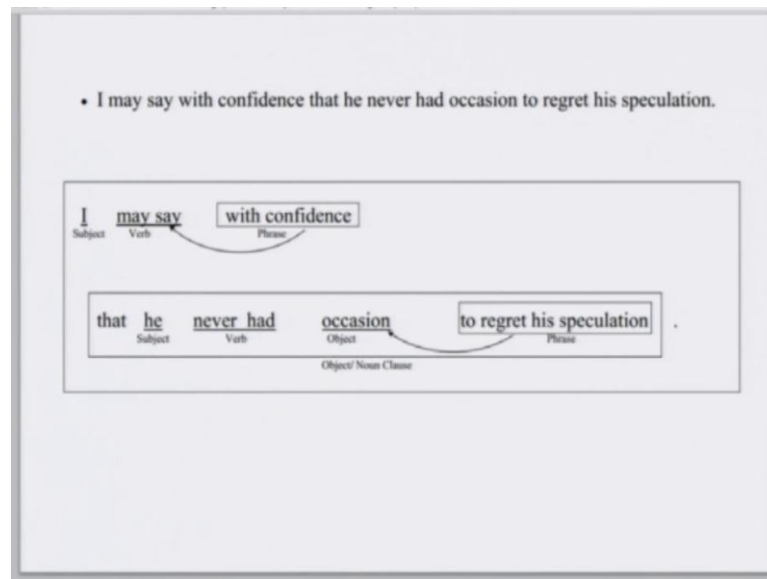
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Next example, then your eyes sees to pucker, but you continue to look across and your face was thoughtful. So, here in this, this then, is actually extremely right away this then, is set establishing a connection of meaning with the previous sentence this sentence proper start from your eyes, your eyes sees to pucker this could have been an independent sentence that is one clause your eyes is a subject sees verb and this is object sees, what ceased to pucker.

But, after this connector the second clause, second clause is also equally prominent as the first and in that inside the second class there are two further clauses you continued to look across you continued, what to look across and your phase was third form. So, this is also a compound sentence of two classes the second class itself is composed of two clauses. So, all three of them are equally prominent in the, what is dependent on anybody else, now continue.

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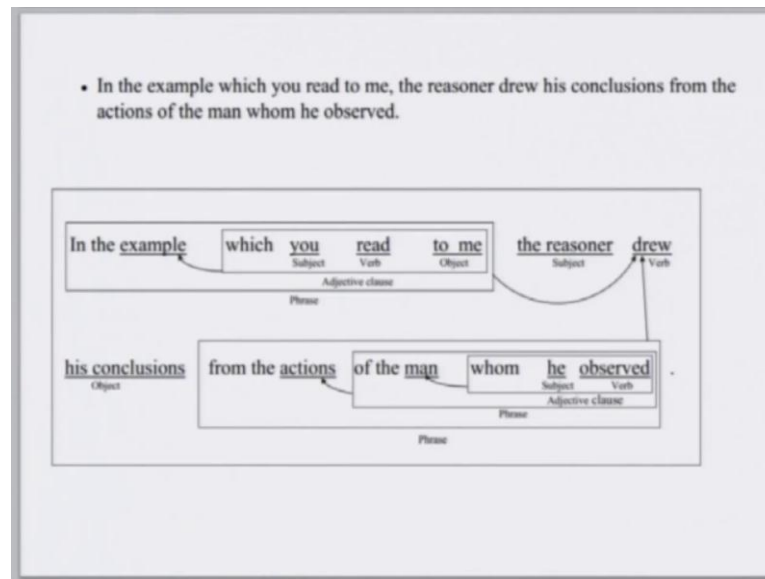


I may say with confidence that he never had operation to regret his speculation, what is the main sentence I may say subject verb how, how I may say with confidence. So, this adverb is qualifying this I may say, what object now, you will see object this entire thing is coming; that is the connector leave that out the remaining part itself could have been a sentence he never had a occasion to regret his speculation this could have been a sentence.

But, in this particular sentence it is doing a subsidiary role it is performing a subsidiary role a helping role. So, it is a subordinate clause and operating as what, actually the whole thing that he never had a occasion to regret his speculation that whole thing is sitting as the object I may say this statement. So, this statement is the object that he never had occasion to regret his speculation.

So, subject verb actually this never could be you know interpret as the adverb to had, but together also put his word next sense, what he never had occasion, what kind of a occasion to regret his speculation. So, this is an example of a complex sentence in which, an entire process is operating as an object noun.

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In the example, which you read to me the reasoner drew his conclusion from the actions of the man whom he observed first draw by the parts, which are not the actual thing the actual thing in the example, which you read to me the reasoned, who did anything the reasoner drew conclusions. So, the reasoner is a subject, what did the subject do drew, drew what his conclusion, so the reasoner drew his conclusions subject did object, so this is the actual skeleton in a sentence.

Now, where did he write in the example, which example, example which you read to me, now this, which you read to me this you read to me could be a sentence, now which you read to me this thing is particularly pointing out, which examples restricting or qualifying example. So, this is a phrase even inside the phrase you have a full class sitting a full class, which could supply a full sentence you read to me is here the standing some servant to just a word side a phrase, which itself is not a sentence.

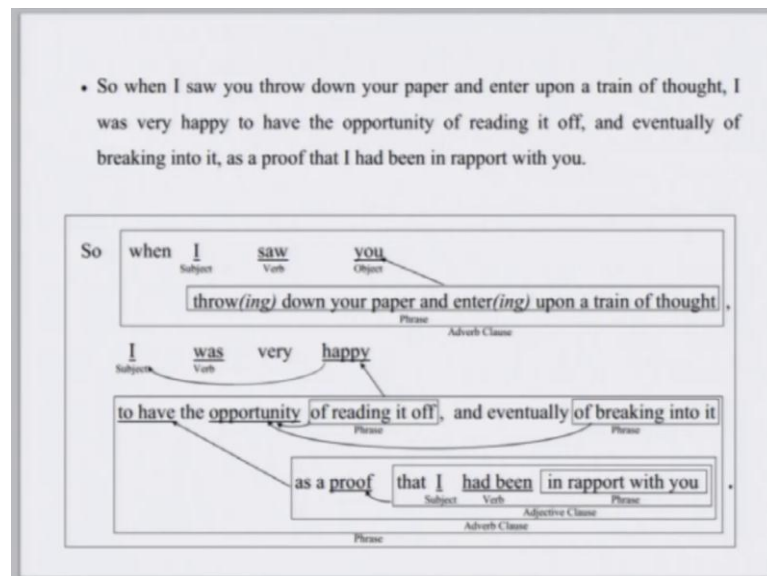
So, in the example, which example, which you read to me there is a drew, what he did, what he did drew his conclusion this phase is qualifying this conclusion all conclusion of this like are, what kind of conclusions from the actions conclusion from the actions, which conclusions, particular conclusions from the actions this whole thing is a phrase in which, from the actions in that actions series being qualified by this phrase, which is of the man something, something man is being qualified with homely observed.

So, this qualifies this man of the man this whole thing qualifies, which actions from the actions of the, such kind this whole thing qualifies the conclusions, which conclusions

and conclusions is actually the object of the sentence. So, this has one main clause the reasoner drew this conclusions from the actions etcetera his coming as a phrase to this from the actions of the man this homely observed is another class, which is qualifying man this adverb phrase, which qualifies drew in that the word example is being qualified by this adjective verbs.

So, these are two dependent clauses subordinate clauses this clause is qualifying example this clause is qualifying this and other surfaces of course, so this is a complex se sentence with two one main verb and two one main in a clause and two subordinate clause, so our examples are becoming here.

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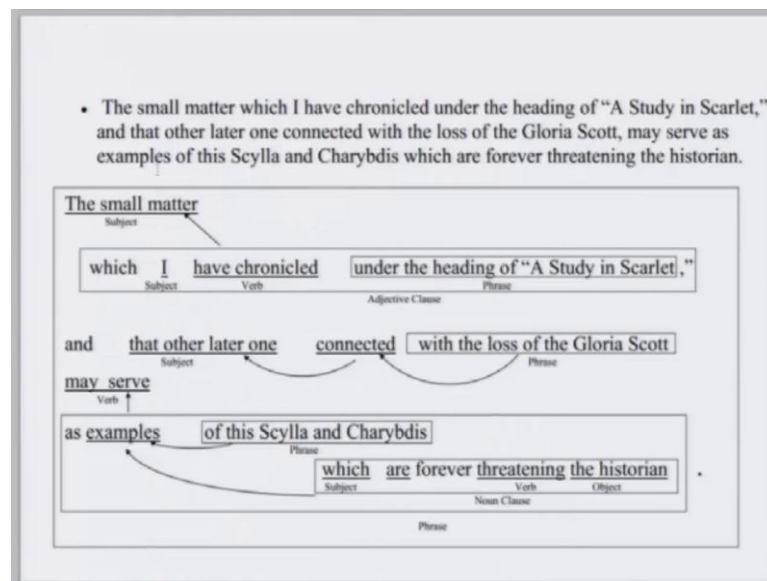
So, when I saw you through down your paper and enter upon a train of third till now, nothing has started subject is not come into picture, subject is not come into picture now, I was very happy this is the main part of the sentence to have the opportunity of reading it of and eventually of breaking into it as a prove that, I had been interpret with you this is troubles and sentence many of our students across the net will have difficulty with it, so they rest break it.

So, this is the connector connecting this particular sentence through meaning with the previous sentence. So, at this time can something happened I was very happy and what was the time when I saw you this thing and how did I see you throwing and entering throwing down your paper and entering upon a train of thought upon the train of thought happens to be a phrase. So, I saw you in these two things these two ways.

So, when this happened, so this is a this is a clause operating as adverb to was this is adverb of time when answering the question when and there is very clear, because it is even started with it. So, at that time when this when these things are happened I was very happy, why to have the opportunity of doing several things of reading it off and of breaking into it eventually is an adverb qualifying this and both of these of reading it off and off breaking into it these two things are qualifying the opportunity.

So, opportunity, what kind of opportunity, opportunity of what of reading it of, of breaking into it, so these two things qualifying opportunity and have, have what the opportunity, how has a proof have means have in, but you know have in what sense as a proof as a proof qualifying the proof is this clause that I had been in rapport with you. So, this phrase is actually qualifying this and this entire thing that I had been in rapport with you is qualifying the word proof and incidentally this whole thing is a phrase having inside it embedded many other things.

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The small matter, which I have chronicled under the heading of a study in scarlet and that other later one connected with the loss of the Gloria Scott may serve as examples of this Scylla and Charybdis, which are forever threatening the historian. So, what is the main sentence, let us try to see that, the small matter may serve as examples the small matter, which I have chronicled under this and that other later one the small matter and that other later one may serve as examples this is the actual sentence.

So, the small meter and that other later one may serve as examples this is the sentence,

which called matter qualify comes here, which I have chronicled, where under the heading of a study in scarlet. So, this adjective is qualifying the matter the small matter, which one matter this one and that other later, which one connected, connected how with what with the loss Gloria Scott with the loss Gloria Scott Gloria Scott was a ship.

So, the small matter and that other later one qualifying the matter with this, so that the listener notes, which matter we are talking about or he is talking about and that later one here also the listener should know, which later one is being talked about. So, says connected with this thing essential thing is this and this may serve as examples, examples of what kind of this sky land this sky land this is taken as in the sense of the horns of a dilemma in which, both options through equally bad.

So, examples qualified by of this Scylla and Charybdis and also qualified by this, which are forever threatening the historian. In this case and alternative interpretation also could have been taken by interpreting this, which as and these in that case this should not be a complex sentence in that case it would be a compound sentence. Then, the actual sentence would read as the small matter and the other later one may serve as example of this thing and these are forever threatening the historian.

So, that is one independent clause that is another independent clause this could have been another interpretation, but right now, in this picture we have been taking the interpretation that this is qualifying this. So, in the qualifying are restrictive sense this is an adjective course adjective to this example on the other hand if we interpret this, which in the sense of and these; that is the continuity sense in which, there is no restriction on example by this, this we are telling a few other things.

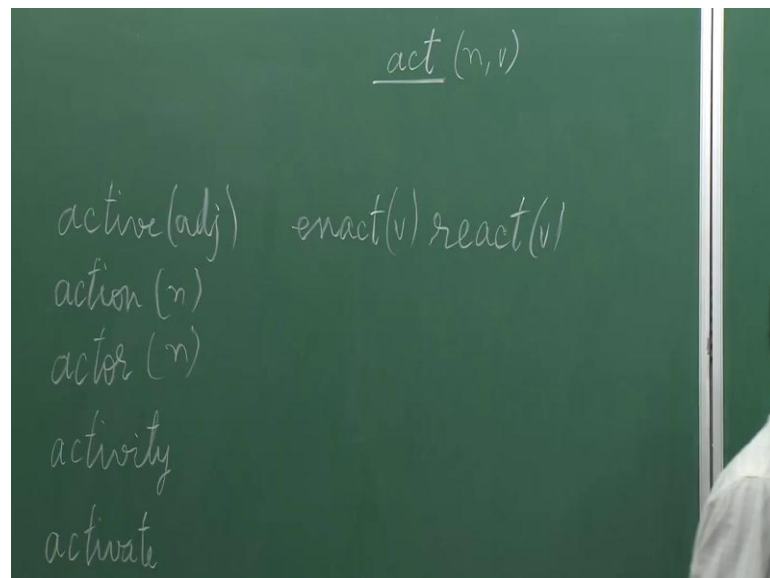
So, in that case it could be a compound sentence this as an independent words. So, such examples you find quite often in a books that you a read you need not make such boxed things in every case, but mentally you need to work out the these connection and whatever you do if you get the meaning of sentences when you read this connection and this interlinking ((Refer Time: 27:20)) you must be doing any way.

So, into this assignment we will ask you to leaderships from the internet and collect a total of one hundred sentences from that of course, if you read a story that we will have more than 100 sentences and from that out of your choice connect 100 sentences. So, in four groups 25 simple sentences 25 compound sentences 25 complex sentences and rest 25 as mixed of nature which cannot be classified in any of these.

And this exercise we are asking you today to do because after these, these sets of 25 sentences will have a purpose in the come sentence. ((Refer Time: 28:15)) So, when you collect those sentences try to ensure that you are not collect very small trivial sentences analyzing, which you get no form. So, you collects some nice sentences having a 10, 15 words at least and to keep things says try to collect sentences, which are not longer than 30 sentences words, because that may post unnecessary trouble.

So, when you submit assignment to us you will of course, as usual you will tell us you will write at the top title the author's name and the url from here you are read at the story for that if you want to that same story and then you will report this sentences. So, first reporting the sentences concerned; that is nothing you will said the sentences and copy the sentences from there and paste it in your ((Refer Time: 29:05)). So, cut paste we do not like, but in this context it does not make much of a difference fine. So, so for regarding syntax today, let us talk a little about words I am writing a word here and I will ask you to do to tell me words, which are somehow etymologically related to that.

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So, act practice what it is noun adverb verb word verb noun and verb both. So, maybe we write it and maybe I start, so active anybody can see that there is a connection between act and active.

**Student:** action.

Enact

**Student:** action.

Good somebody said react.

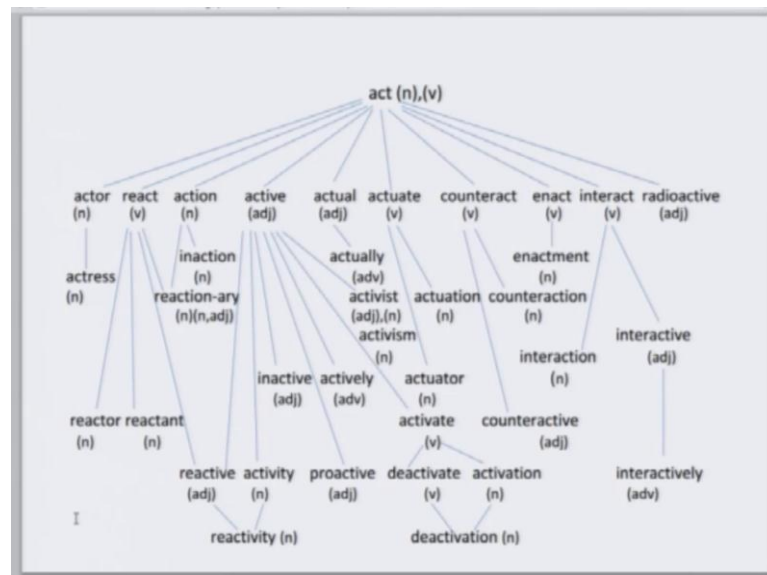
**Student:** actor.

Good before we forget active is what adjective action noun actor and act react, what else activity fine.

**Student:** deactivate.

Before that, we start it activate activated activate deactivate and so on we will go on how many you expect how many you expect before 30 good how you will expect only kart hick good high expectation ((Refer Time: 31.30)).

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So, may be somebody can spend some time and found familiar there. So, it is more than 30 right now here and of course, I am assuming you there are no you more than 30 to 40 37 the person who made it sense 37, so, but I can tell you that if you want to go and you will find more, but we denote fill the necessity of hunting, so badly. So, like this you can see the entire connection of, so many words to get and you know studying analyzing these connections this a great help in learning words and when you read a book you come across a word counter active before that perhaps you did not here that word.

So, first time when you find the word counter action or counter active in a story this is counter, counter opposite not bad action act action. So, action counter action you will know the meaning counter actor you immediately know the meaning. So, then sometime is counter act meaning also I understand, so like this many things you can understand



even without looking up the dictionary. So, you need to develop a habit of seeing a word and mentally thinking of its connection with other words, so connection from the root, so there may be some suitable connection through the meaning also.

And, which those meanings with those connections, but often we understand the word roughly and we understand the context to a good extent. So, of course, when we write it like this if I ask you to do the exercise we will not insist on you that you make this kind of a structure and this kind of diagram and so on, because everybody will not feel like doing this in those exercises even if you submit list of words in this manner we are equally happy.

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So, I do if you say that I do not have time to nurture the entire tree and I do not have the space to keep that tree I do not have a garden like you. So, fine you take the root and the branches and the fruits of the tree and keep it in a tub we do not mind that, so that is this is tub. So, like this you go on putting things, but we want you to write or make note of the part of speech against every word. Then, only when it appears in a context you get the meaning correctly, then only you can use those words appropriately.

So, connection through meaning and the part of speech you should be identifying properly. For example, this word as both noun and adjective and the root word itself both noun and verb. So, in the case of multiple identity you should recognize that also in many cases it is not, so easy to identify the multiplied entities. So, this is what we start our module four with and like this many other things we will have on the way.