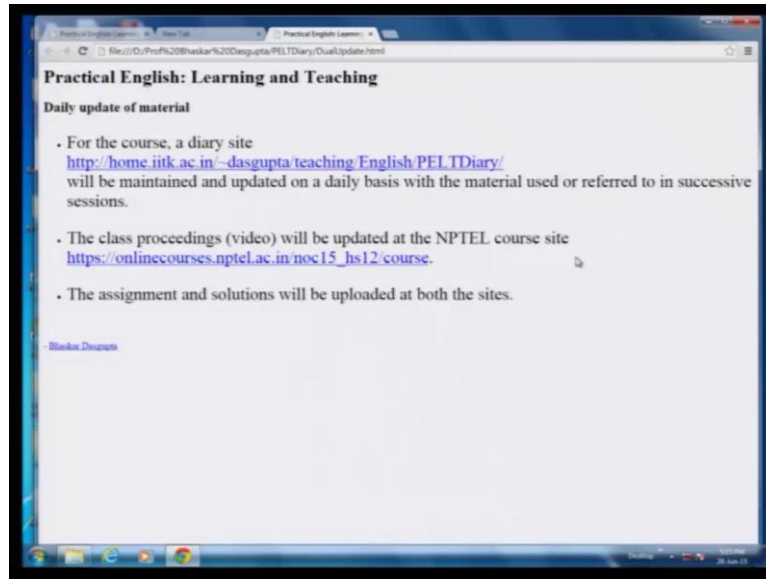


Practical English: Learning and Teaching
Prof. Bhaskar Dasgupta
Department of Mechanical Engineering
Indian Institute of Technology, Kanpur

Lecture – 33

(Refer Slide Time: 00:09)



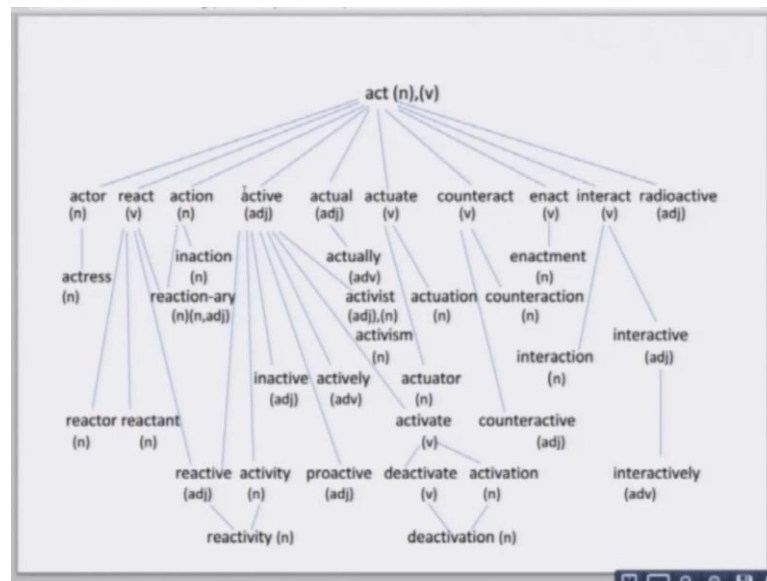
Good morning.

(Refer Slide Time: 00:17)

29	One final set of exercises: Mixed Forms of Sentences	Discussion	Form 20 sentences in the given structures and write three extended messages in Hindi.	Practice of Mixed Forms of Sentences. Study of defective verbs.	Notes
30	EPP teaching scheme: meet a teaching guide from a textbook. Quarter (Module) 4 will show further exercises.	Discussion	Write a short essay (30-40 sentences) on <u>your thoughts and opinions</u> about what an educated/professional Indian can do to promote teaching and learning of English.	A brief history of EPP.	Notes
Quarter 3 ends here.		Some suggestions on good and gripping authors.		Additional exercises for teachers.	
31	Some administrative issues: Revisiting Mixed Forms of Sentences.	Discussion	Sample <u>grammar texts</u> into elaborate sets of independent sentences.	Form <u>potentials</u> of EPP.	Notes
32	A <u>read here</u> and an <u>ask</u> <u>branches</u> <u>text</u> as a <u>lib</u> <u>library</u> on Sentences	Discussion	From the internet, read a <u>fresh story</u> and collect a total of 100 <u>sentences</u> : 25 of each kind.	Identification of sentences as simple, compound, complex, mixed etc. <u>Examples</u> .	Notes
33	Another <u>read here</u> . Careful about <u>verbs</u> that are <u>misleading</u> .	Discussion	Find out trees of etymologically connected words to the <u>given words</u> and provide illustrations from parts of speech.	Practice on Parsing. Classification. Practice on etymologically connected words.	Notes
34					
35					
36					
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40					

We are going to session 33 of the course, in the previous session I discussed word tree.

(Refer Slide Time: 00:26)



And as gestation I showed you this tree of words starting from the root word act and then, will proceed to other things and that did not reflect on the assignment. So, today's discussion along with yesterday's discussion together will reflect in the assignment here. Some words will be given in this assignment and with that, 80 more equally connected words you will need to find out and provide illustrations regarding the parts of speech.

And there is a non trivial reason by yesterday even after discussing word tree, it did not reflect in the assignment, I want to discuss that topic a little more. And I already told you that if you want to make a word tree and you do not want to spend so much of labor as my team member has done in constructing this kind of a thing, then that is alright.

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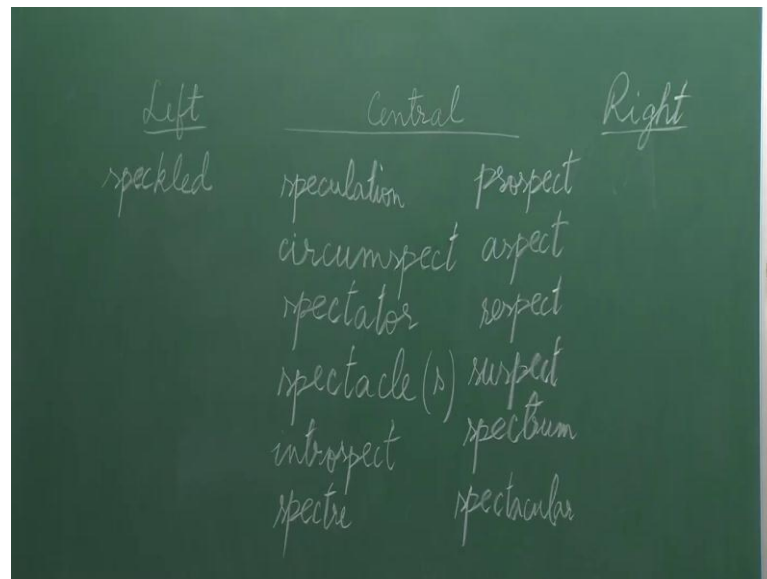
English Proficiency Programme
Etymologically connected words

- **Root:** *act (v,n)*
- actor (n), actress (n);
- react (v), reactor (n), reactant (n);
- action (n), reaction (n), reactionary (n,adj); inaction (n);
- active (adj), reactive (adj), activity (n), reactivity (n);
-;
-;
- interact (v), interaction (n), interactive (adj), interactively (adv).

Bhaskar Dhanraj

You can put all the things ((Refer Time: 01:42)) in this, all of fruits you put in the tub and deliver that tub wherever you want it, so this is good enough. But, what we insist on is that the parts of speech should be mentioned; otherwise we will not be sure whether you have taken that word with full understanding. Now, we want to do a little bit of more work on this. So, for that ((Refer Time: 02:18)) I take the help of the audience here and ask them to tell me a few words related to inspect spectrum related to see.

(Refer Slide Time: 02:41)



And what are you do here is that the words that the supply I will write in four columns, two central columns and one left and one right. So, please tell some words.

Student: speculation

Speculation, very good idea

Student: circumspect.

Circumspect

Student: spectator

Spectator ok fine

Student: spectacle

Pardon

Student: spectacle

Spectacle, fine

Student: introspect

Introspect fine, what else.

Student: specter.

Good.

Student: prospect

Prospect good, what else.

Student: speculation.

Speculation

Student: Speculation was there.

Speculation is already there. You are speculating too much.

Student: spectrum

Yes.

Student: speckled

Pardon.

Student: speckled speckled [FL].

I think it will follow some idea, what else.

Student: spectacles.

Spectacle is already there. Spectacles, fine. Let us save space. Board is costly.

Student: spectacular.

Spectacular, yes

Student: inspect.

Spectacular is already, fine. Spectacular

Student: introspection, inspection

Fine, fine, fine perspective yes. So, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, now quickly tell the parts of speech, speculation

Student: noun

Noun circumspect

Student: adjective

Verb

Student: verb

Primarily verb, spectator

Student: noun

Spectacle

Student: noun

What is the meaning?

Student: no, seen

Seen, when you put that yes, then it is glasses. Introspect

Student: verb

Spectre, what is the meaning? Ghost, some vision which you see ghost yes. Prospect

Student: verb, noun

Both ok, aspect

Student: noun

Noun, respect

Student: noun verb

Noun and verb, suspect

Student: noun and verb, verb and noun both. He was suspect, he was suspected for the crime and he was a suspect

Can it be adjective also?

Student: yes

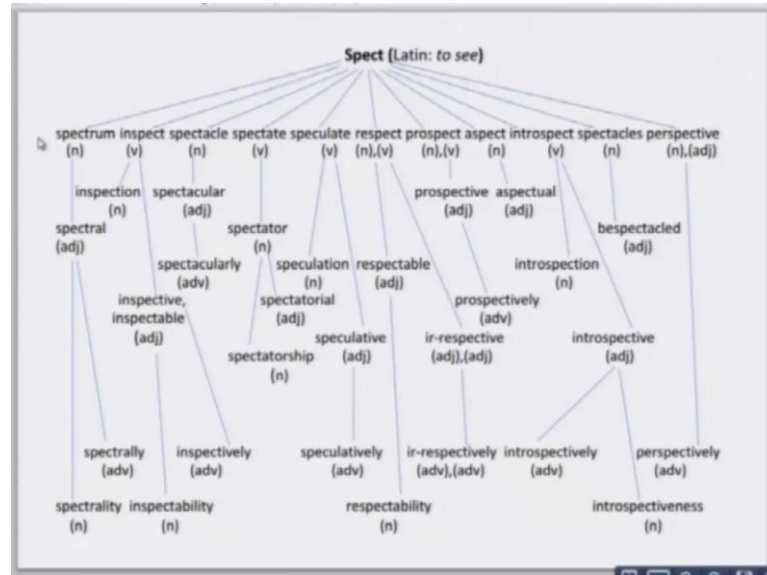
Spectrum, spectrum is noun. Spectacular

Student: adjective

Very good and you know something, now I am not talking you I am talking to my audience. My little audience here has not made many mistakes, because of two reasons.

They are very serious and apart from that they have already seen, what I am going to show you. Durga, read the first line.

(Refer Slide Time: 07:28)



Student: spectrum, inspect, spectacle, spectate, speculate, respect, prospect, aspect, introspect, spectacles.

Spectacles

Student: perspective.

Perspective, so spectacle is here and spectacles is here, fine. Read some of them in the left most branches.

Student: spectral.

Yes

Student: inspection.

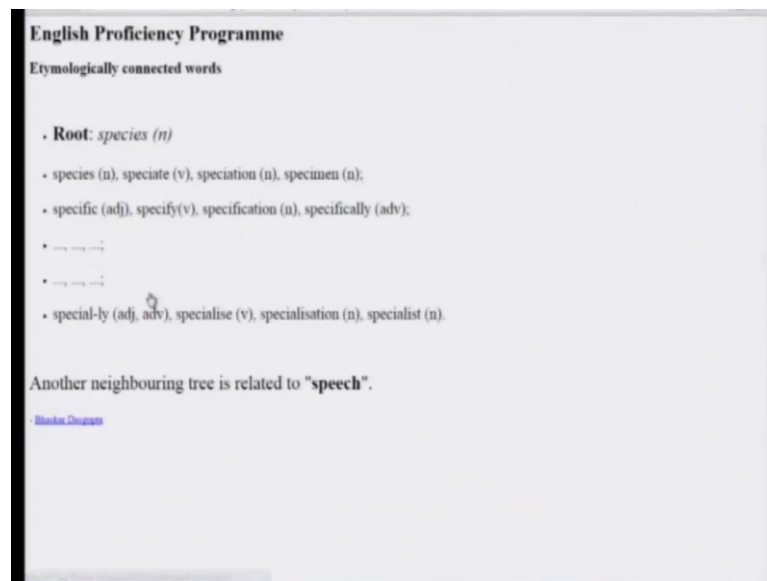
When you cover the branches, cover them till that.

Student: spectral, spectrally, spectrality, inspect, inspection, inspective, inspectacle, inspectability

And so on. So, lots of them. Now if the people here in the studio were not serious and if they had not seen this thing, see they were telling partly from what strikes their mind now and what comes from memory. If they had not been serious or and if they were not preview to part of the information, then some of them would fire, some of these ((Refer

Time: 08:57)) words also.

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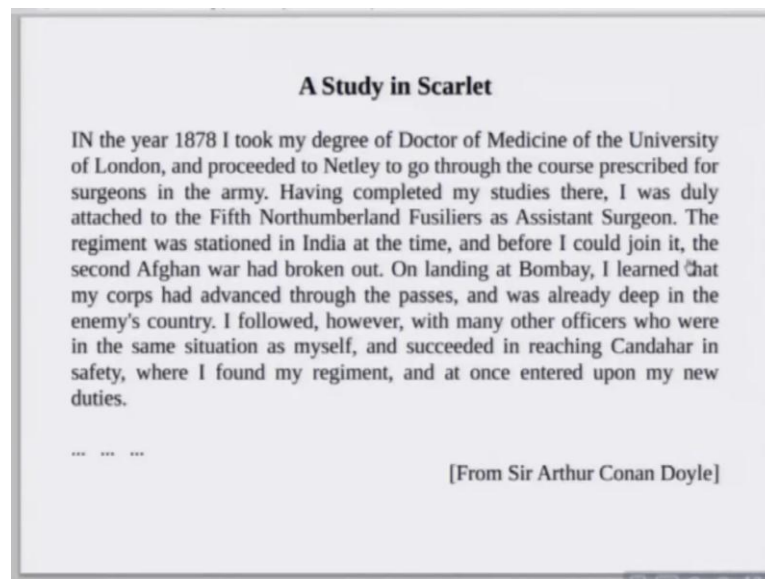
Species, speciate, speciation, specimen, specific, specify, specification, specifically, specially, specialize, specialization etcetera. These are part of a different tree; these are part of a neighboring tree, so species. After seeing this you might find that this is for such an imagination that somebody talking about these words here ((Refer Time: 09:34)) will in inadvertently land in to the branches of this tree, this species tree and tell wrong words, but it is quite possible it happens and another neighboring tree which is related, another neighboring tree which also is likely to confuse is the tree of speech.

And if you do not believe that, then that may tell you some background story ((Refer Time: 10:05)). First time when I ask people to give words related to act, then I got some crazy words in the test. Some people wrote fact, pact, tract and then, tractable, intractable and so on, which are not etymologically connected to act, so they have their own families. So, sometimes it happens that the neighboring boy comes to your house and play with your child and then a guest comes, then guest thinks that you have good number of children, so that happens.

So, if that happens when you are trying to interpret a particular word, then you are likely to make a mistake there, so be careful. So, this is why I am telling you that be careful about trees, that are misleading ((Refer Time: 11:09)). Sometimes neighboring trees mislead you as if they are etymologically connected, but etymologically they are not connected; rhyming words are not necessarily etymologically connected, fine.

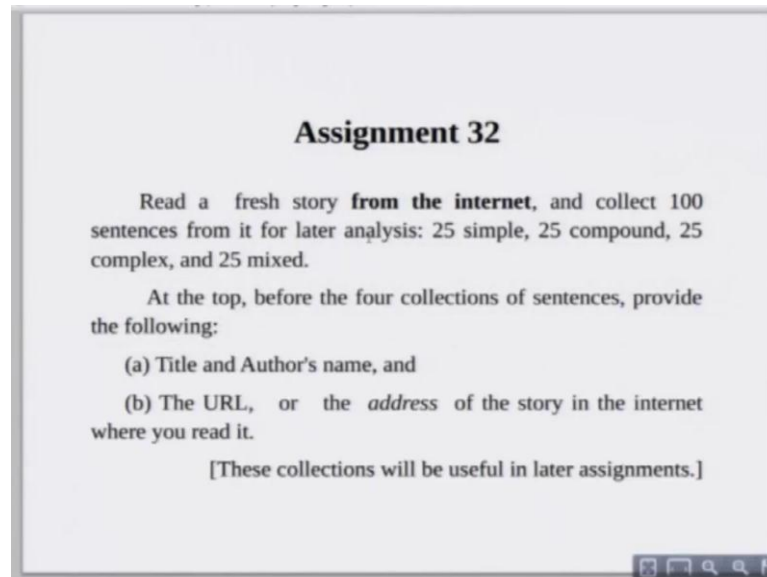
So, this is one thing, ((Refer Time: 11:26)) that we wanted to do today and certainly you wanted to do before asking you to get a trees, which are etymologically connected, because we do not want you to fall in that track and produce a large number of words, which do not belong to the right tree, but when neighboring misleading tree. So, be care our that in the yesterdays lesson plan I had a little plan of having some practice of parts and due to lack of time we did not going to that, so going to that today, so some examples.

(Refer Slide Time: 12:08)



So, this is the first paragraph of the first Sherlock Holmes story or novel written by Sir Arthur Conan Doyle. So, this is the point from where Sherlock Holmes came to in life, let us say and before this in the beginning part of this, Doctor Watson did not know Sherlock Holmes, this is the story in which, they come to know each other and then, strike a lifelong partnership. So, this is a first paragraph of all Sherlock Holmes literatures and we will take this as an example, which is in a way for you direction to do this exercise, this assignment.

(Refer Slide Time: 13:00)



Assignment 32

Read a fresh story **from the internet**, and collect 100 sentences from it for later analysis: 25 simple, 25 compound, 25 complex, and 25 mixed.

At the top, before the four collections of sentences, provide the following:

- (a) Title and Author's name, and
- (b) The URL, or the *address* of the story in the internet where you read it.

[These collections will be useful in later assignments.]

In this assignment, which is yesterday's assignment I asked you to read a fresh story; that means, not the story which you summarized 10 days back a first story from the internet collect 100 sentences from it for analyzing later right now do not have other is right now do not pass them right now just add them and key in folder. So, 25 simple sentence, 25 compound sentences, 25 complex sentences, 25 mixed; that means, this one having single clause each such sentence have it single class; that means, single subject I mean the subject could be boils that short of problem that is still a single subject and single verb in the roll of a verb.

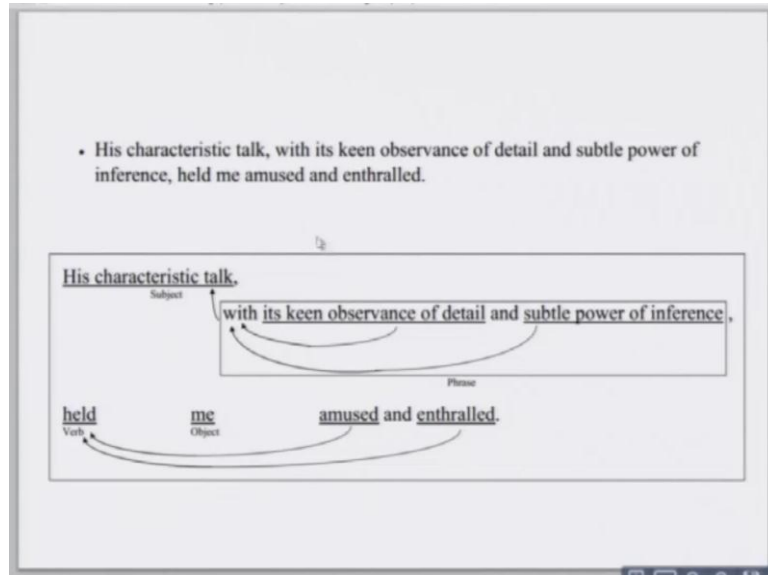
In this case there will be two such clauses are more two are more such clauses all equally permanent in this case complex do there will be one main clause and other clauses will be support super ordinate will be operating as know are adjective for adverbs. This will be short of mixed; that is from outward look a sentence might look like a complex sentence, but inside individual processes may be compound or from outside look it may look like compound and inside processes maybe compose.

So, four such sub collections will be there in this collection of 100 and all should be from that particular story, which you read from the internet, now for this purpose. And in your submission assignment submission of the assignment at the top before the four collections a sentences to write this things title and author's name and url. So, that if we want we can read that story will have to read story.

So, these collection these four collections to be used for you for later assignment, so

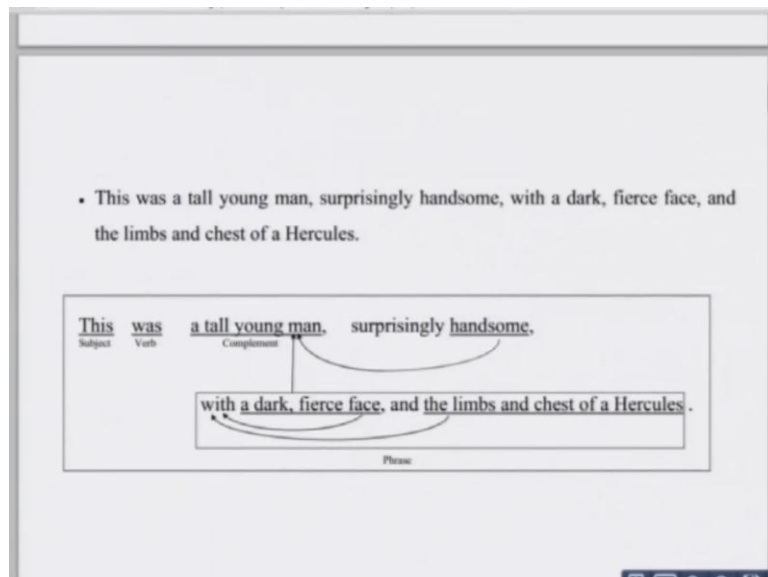
now, let us we have already shown you some examples, ((Refer Time: 15:03)) but that we showed you in the form of already past sentences.

(Refer Slide Time: 15:16)



So, this kind some line examples we showed you in the previous session somewhere simple, somewhere compound, somewhere complex, so this we have earlier same.

(Refer Slide Time: 15:20)



(Refer Slide Time: 15:21)

- I made notes of my patient's pulse and temperature, tested the rigidity of his muscles, and examined his reflexes.

The diagram shows the sentence: "I made notes of my patient's pulse and temperature, tested the rigidity of his muscles, and examined his reflexes." The words are labeled as follows: "I" is the Subject; "made" is the Verb; "notes" is the Object; "of my patient's pulse and temperature," is the Phrase; "tested" is the Verb; "the rigidity" is the Object; "of his muscles," is the Phrase; "and" is a conjunction; "examined" is the Verb; "his reflexes." is the Object. Arrows point from the labels to the corresponding words in the sentence.

(Refer Slide Time: 15:22)

- The hall door had been closed, but not shut.

The diagram shows the sentence: "The hall door had been closed, but not shut." The words are labeled as follows: "The hall door" is the Subject; "had been" is the Verb; "closed," is the main verb phrase; "but" is a conjunction; "not shut." is the main verb phrase. An arrow points from the "had been" label to the "closed," label, and another arrow points from the "had been" label to the "not shut." label.

Or

The diagram shows the sentence: "The hall door had been closed, but not shut." The words are labeled as follows: "The hall door" is the Subject; "had been closed" is the main verb phrase; "but" is a conjunction; "not shut." is the main verb phrase. An arrow points from the "had been closed" label to the "not shut." label.

(Refer Slide Time: 15:23)

(the hall door had) not (been) shut .
Class Verb

- Then your eyes ceased to pucker, but you continued to look across, and your face was thoughtful.

Then your eyes ceased to pucker , but
Subject Verb Object
Class

you continued to look across , and your face was thoughtful .
Subject Verb Object Subject Verb Adjective
Class Class Class Class

(Refer Slide Time: 15:24)

I may say with confidence
Subject Verb Phrase

that he never had occasion to regret his speculation .
Subject Verb Object Phrase
Object/ Noun Clause

(Refer Slide Time: 15:25)

his conclusions from the actions of the man whom he observed

Object Subject Verb Adjective clause Phase

- 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.

So when I saw you throw(ing) down your paper and enter(ing) upon a train of thought

Subject Verb Object Phase

(Refer Slide Time: 15:28)

- 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.

The small matter which I have chronicled under the heading of "A Study in Scarlet,"

Subject Subject Verb Adjective Clause Phase

and that other later one connected with the loss of the Gloria Scott

Subject Verb Phase

may serve

Verb

as examples of this Scylla and Charybdis which are forever threatening the historian

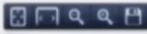
Phase Subject Verb Object Noun Clause Phase

Now today, we will do a little practice in the same line ((Refer Time: 15:37)) on this a study in scarlet. So right now, we survey the sentences.

(Refer Slide Time: 15:40)

Survey the sentences first

1. In the year 1878 I took my degree of Doctor of Medicine of the University of London, and proceeded to Netley to go through the course prescribed for surgeons in the army.
2. Having completed my studies there, I was duly attached to the Fifth Northumberland Fusiliers as Assistant Surgeon.
3. The regiment was stationed in India at the time, and before I could join it, the second Afghan war had broken out.
4. On landing at Bombay, I learned that my corps had advanced through the passes, and was already deep in the enemy's country.
5. I followed, however, with many other officers who were in the same situation as myself, and succeeded in reaching Candahar in safety, where I found my regiment, and at once entered upon my new duties.



So, there are five sentences in this paragraph. What kind of a sentence is the first one? Compound and take one clause of it and tell me the, and from that clause also through away the additional extra things, tell me their minimum of that particular clause I took my degree is one clause and other things are coming with that, so I took my degree and proceeded to Netley these are the two prime things, which are must these are the two things that are being say it I took my degree and I proceeded to Netley and other things are hanging here and there I am hearing here and there with things already we have. So, took my degree and I proceeded to Netley both are equally prominent, so this is the compound sentence.

And apart from these two clauses I took my degree along with it is associated things and I proceeded to Netley with it is own necessitated things there is no other third clause. To go is not a verb in the roll of a verb it is an infinity prescribed is not in the roll of verb; that is currently adjective fine a second sentence, what kind of sentence is that simple and what is it is their minimum thing I was duly attached that is it and other things are here and there having completed or not verse in the action of in the roll of verbs right now, having is fifth one operating that verb and as having along with having. So, with the underline verb have this is getting attached completed. So, that way this whole thing is part of a perfect construction.

Student: Sir having complete completed having completed was infinite verbs no.

Of course, it is having is infinite verb certainly completed it was infinite verb. So, all

these third form fifth form and two plus verb their infinite verbs certainly their infinite word that is the technical term. So, this is participle this is participle and this is infinity. So, they are certainly infinite verbs was is the main verb of this sentence attached, attached is complement part of the complement and that is in the third form the identity form fine.

So, it is a simple sentence I was attached if the thing subject verb complement and in this case a compliment is adjective it could have been noun fine third sentence mixed the regiment was stationed in India at the time and yes it is next it is next. So, nominally ((Refer Time: 19:22)) from outside look what it is compound yes it is compound and what is the first clause of that first come, come situation of that compound the.

Student: regiment was stationed.

That is it the regiment was stationed these things are details and what is the central bit of the second class.

Student: The second afghan war had broken out.

The second afghan was had broken out that is a second clause and there is a third clause, which is making it mixed I could join it these three at the classes. So, i could join it is supporting at clause, which is operating as adverb to different this had broken out had broken out. So, this is providing the time perfect. So, this is mixed, which is from outside nominally compound sentence, but one of the clauses itself has a complex in their structure fine this one.

Student: Complex.

Really really yes whatever you could with.

Student: So, it will mixed and mixed.

And nominally from outside glance.

Student: Complex.

Complex yes and what is the central bit of the main class.

Student: I learned that.

I learned, I learned, I learned, I learned, something. So, that object is the big clause starting from here and my thoughts, what is a second clause inside this.

Student: After that.

After that my crops had advanced through the passage is details and the third class.

Student: Was already deep

My crops was already deep. So, nominally it is a complex sentence in which, the main clause is I learned is object is this subsidiary clause and the subsidiary clause itself as a compound structure this is one and this is another with common subject my thoughts last one

Student: Mixed.

Mixed very happily mixed and thoroughly mixed, so what is the a main.

Student: Of followed

No, no, what is the kind from outside compound and I followed is one core of one of the consensual clauses and I succeeded is the second and I entered; that is one interpretation. So, there is one interpretation according to which, it is nominally a compound sentence having three clauses I followed I succeeded and I get this is one interpretation and in that in this I followed in that in this detail with many other officers, officers is qualified by a some more letters, so inside complex structure.

In one of the equally prominent three clauses one of the clauses I followed this, this, this up to this point up to this point before end this was in it is details as a subordinate clause, who where in the same situation as myself.

Student: Adjective

Of course, adjective certainly adjective, so this clause is showing internal complex structure. And then, in the second clause I succeeded in reaching Kandahar in safety Kandahar is qualified by another, where I found my regiment, which is again this could be interpreted in a continuity sense also. Because, when I found my regiment is not the property of the Kandahar; that is more details.

So, I would say that this where is right now interpretable in the form of and there and there because, where I found my regiment is not a property of Kandahar it is part of the message being communicated it is part of the message being communicated. So, this where is actually continuity it is continuation of, what is being communicated and this is properly interpreted as and there.

So, and there after reaching, then the Kandahar safety I found my regiment and at once entered upon my new duties. So, is it compound certainly and then gets look like it has four processes that well. So, I followed I first the details coming up to this point some part of the details involve some unit clause and then second clause is I succeeded in the reaching Kandahar in safety and the third clause is their I found my regiment and the fourth clause is at once I at once entered upon my new duties.

So, total five clauses four coordinating clauses making up the compound and one subordinate clause once subordinate clause, which is coming as the qualifier to officers.

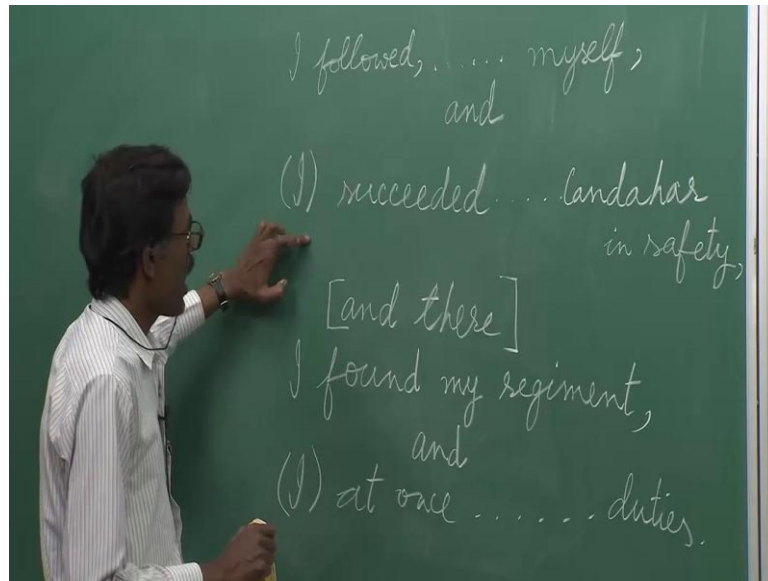
Student: Can student can like following that with a many officers, who were in the same.

Which that also in the analyze the mediation that is was I was thinking. So, in that case for the later, but then this last one here again I is coming. So, that is losing out that we, so there interpretation was possible that everything that are what is another officers, but no of course, that is what he might have done, but that is not heart is telling, because he is not that interested in the other officers.

So, he went to the other officers this was important otherwise we will be concerned about you know difficulties that we might have encountered on the way. So, for that he has told and it would seem very unnatural that this for allow is going know, what we have seen. So, it comes more natural that he found himself in the sense situation in the same boat as we say with other few other officers and together that things after that also the rest of the things also the might have done, but in their own respective there is those other officers might have return I found my regiment and I join and so on. Right now what you are seeing is what have return fine.

So, we found one compound and one simple and then, three mixed this one this mixed one had outward compound structure and inside across was complex this was also similar. So, process in compound structure and one of them had another subordinate clause inside the detail and this one was to begin with extraordinary complex and inside one clause at to subclasses and that structure was compound, so a little elaboration of this, because here we need to read this to work out the details correctly.

(Refer Slide Time: 28:31)



So, here it will look like till this point, then I am writing this and that time there is to write Kandahar with this [FL], now which is k. So, we have reached till this point and for the correct sense we are going interpret this whereas and there I found my regiment we have come till this point this. And finally, so you can interpret it as compound sentence consisting of whole process this one and this one and they are this one and this one are you can interpret it as a compound sentence having two processes one is this one.

And they are onwards the rest of it is here this clause itself has two sub clauses in the compound structure this clause also has two sub clauses in the compound structure. Out of which, this first one has until this point it is compound all through till this point it is compound all through except for this ((Refer Time: 31:00)), where in the first clause with many other officers this officers is qualified by this adjective clause, who where in the same situation is myself, so that makes it makes it mixed.

So, this is the way to classify sentences as simple compound complex and mixed it is not necessary to an expert in this classification as long as you understand everything that is regiment in books and as long as you can express everything that you thing. But, in order to capture the logic in order to capture in a other to have a little practice on the logic I am asking you to keep in mind these definitions and it is senses of simple compound complex and mixed after these tendons even if you forget it does matter.

There are many people who know very good English with out every bothering about what is a complex sentence what is the compound sentence and so on. But, we are trying

to here trying here capture the logic behind it which, actually operates behind the same when you know operate with English. For example, at the time of walking on the street you do not know complicated rules of a physics according to which, you can balance your body, which what to lance and sometime, which what to lance and sometimes with over one leg sometimes with finger tip when you first leg is about to reach the ground and the second leg has started listing you are running if you do not make to know that complicated physics.

Now, do you not need to know the complicated signal transcription mechanism from your brain to your heat and then back and so on. You do not need to do all them, but in the sub functions that takes; so ten sudden days keep this technical discussions. In fact, semi technical discussions, because we are not really going into to deep give this semi technical discussions in your primary memory, because this will mean we will need, because I am asking you to classify those hundred selected sentences which you select for later energies into simple compound complex and mixed.

So, when you do that you follow through this logical able then your own work in the later assignments we will become easy, so with later sessions and later assignment. So, we will meet you again right now, we will stop here.

Thank you.