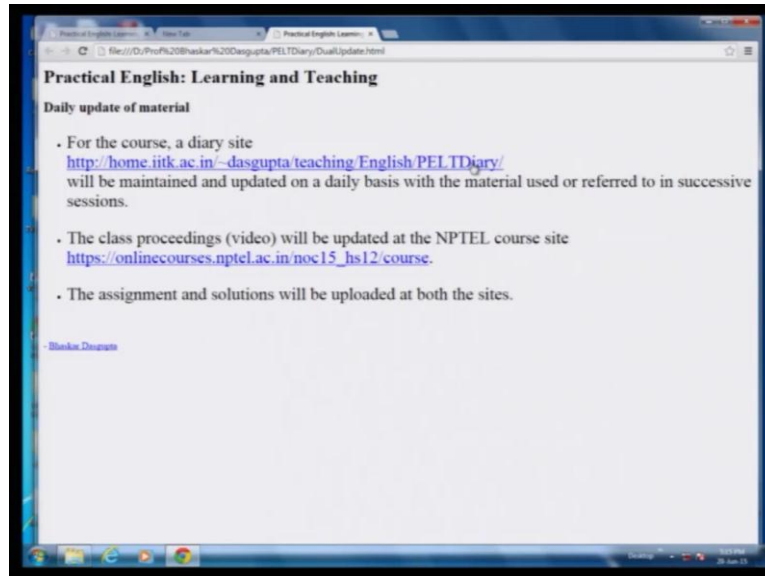


Practical English: Learning and Teaching
Prof. Bhaskar Dasgupta
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Indian Institute of Technology, Kanpur

Lecture – 34

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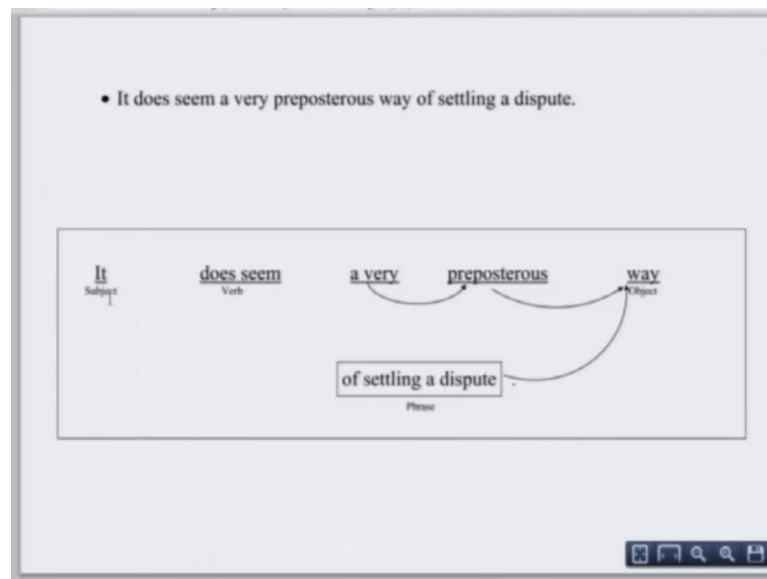
Good morning, we are in session 34 now.

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S.No.	Description	Discussion	Assignment	Notes
30	Write a teaching plan for a textbook. Quarter (Module) 4 will share further answers.	Discussion	Write a short essay (30-40 sentences) on your thoughts and opinions about what an educator's progress follows one 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 Short Form of sentences.	Discussion	Sample grammar needs into elaborate sets of independent sentences.	Future grammar of EPP
32	A read here and its cost. Inclusion from an a sub-linguistic on Sentences.	Discussion	From the internet, read a book story and collect a total of 100 sentences: 25 of each kind.	Identification of sentences as simple, compound, complex, mixed etc. Examples.
33	Another read here. Careful about terms that are misleading.	Discussion	Find out terms of etymologically connected words to the given words and provide illustrations three parts of speech.	Practice on Parsing: Classification. Practice on etymologically connected words.
34	Parsing of Sample Sentences . Text based parsing.	Discussion	Parse (Analyze) 10 sample sentences from your collection.	Guess: A great contribution to 'learning' Rules of a game of 7-letter words.
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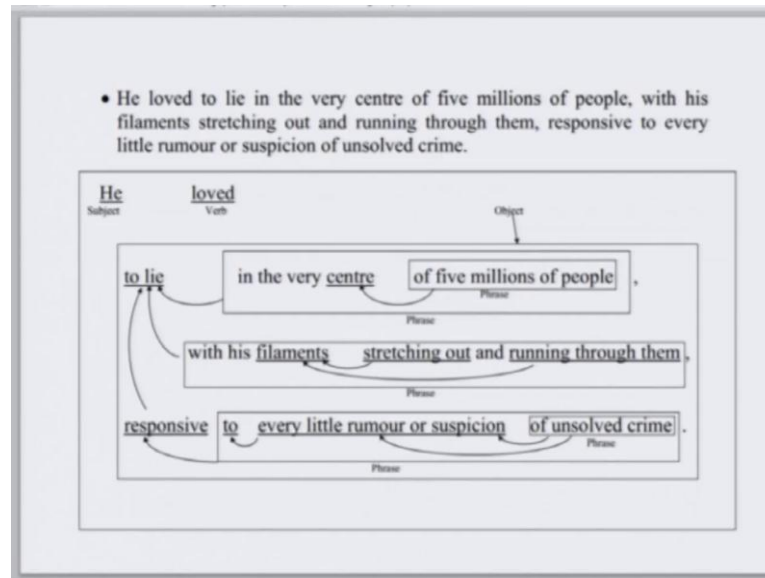
Earlier we showed you a sample set of sentences of all kinds for parsing or energies. So, today we will show you a few simple sentences only, which will be actually quite straight forward in parsing and that is the point from where your parsing exercises will start, so a few simple sentences. And just like the earlier sample once, sample sentences these simple sentences as well as the other sentences that we take up in the coming sessions, all of these are selected from the same story there is in ((Refer Time: 01:07)).

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So, this is one very small sentence, it does seem a very preposterous way of settling a dispute. So, this is the subject obvious, this is the verb does seem, then does seem what, a way, what kind of way, there are some adjectives, preposterous way and very preposterous way. So, very is the adverb qualifying preposterous, which actually qualifies way and from this phrase, we have another adjective qualifying way of settling a dispute, so this is very simple. So, the skeleton of the sentence is it does seem a way, other things are qualifying things here and there, so this is quite straight forward.

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Let us go ahead, this is long. He loved to lie in the very centre of five million people, with his filaments stretching out and running through them responsive to every little rumour or suspicion of unsolved crime. It is quite long, yet it is actually a simple sentence. What is the skeleton of the sentence? He loved to lie, he loved what to lie. So, this is the object. In fact, this whole thing is in a way the object, this to lie is the construct technically known as the infinitive, which is in the form to plus verb.

And in such situations, where something having the force of a noun comes, which is originally derived from a verb either in this structure or in the fifth form structure. Then, it is basically derived from a verb and therefore, just like a verb it can take its own object, all it can get associated with phrases in the adverbial sense. So, here the verb lie, which is giving rise to this to plus lie construct this infinitive.

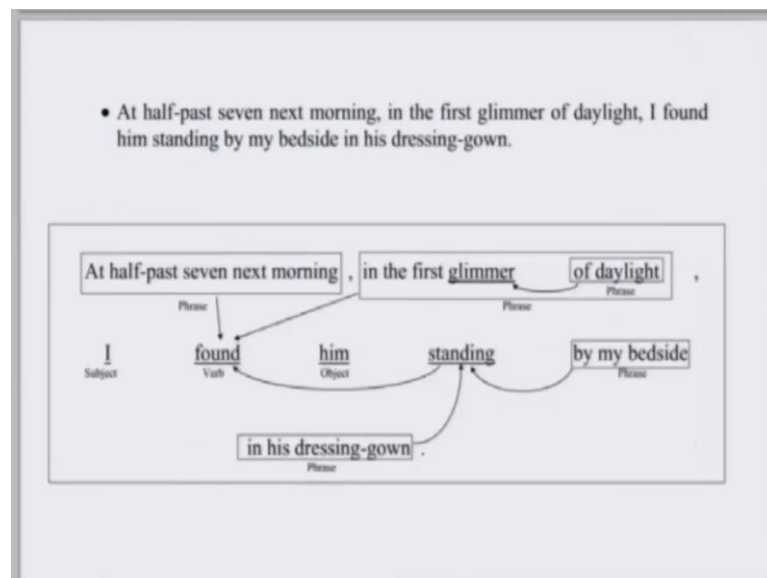
So, that verb lie is associated with this phrase, which is operating as an adverb lie, where in the very centre of 5 millions of people. This is an objective qualifying this centre and this phrase operating like an adverb is qualifying lie, that word lie itself connecting with to is giving rise to this structure, which is its object and having the force of a noun. Another such adverb in the similar sense qualifying lie is how, with its filaments and filaments is qualified by two adjectives in fifth one, a fifth form of verb.

So, stretching out and running, running is further qualified with this little phrase thorough them. And a third adverb to lie is coming from here in the answer to the same

question how, responsive and responsive this word is getting qualified with this whole thing. So, this is qualified by this phrase in an adverbial sense to every rumour or suspicion, rumour of unsolved crime or suspicion of unsolved crime, so this phrase is qualifying both of this together.

So, this is used as the alternative kind of connector between these two nouns, rumor or suspicion. So, the original sentence, the skeleton of the sentence is he loved to lie and no other verb is coming, which is being used in the sense even this is not used in the sense of a verb properly. So, to lie is like a noun, stretching out fifth form, similarly this. So, unsolved is the third form and which is playing the role of an adjective to crime. So, these are infinite verbs of course.

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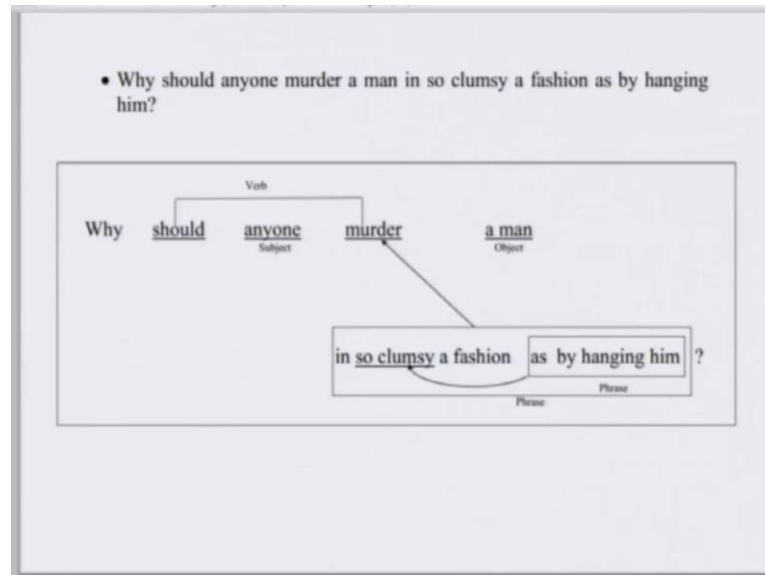
Now, another example; at half past seven next morning in the first glimmer of day light I found him standing by my bedside in his dressing gown. What is the skeleton of the sentence?

Student: I found him.

I found him standing. So, I found him standing found; that is the verb of the sentence. When, at half past seven next morning and where are in, what situation in the first glimmer of day light, found whom there is object him. Now, I found him standing. How did I found him? I found him standing this standing, standing how and standing is being

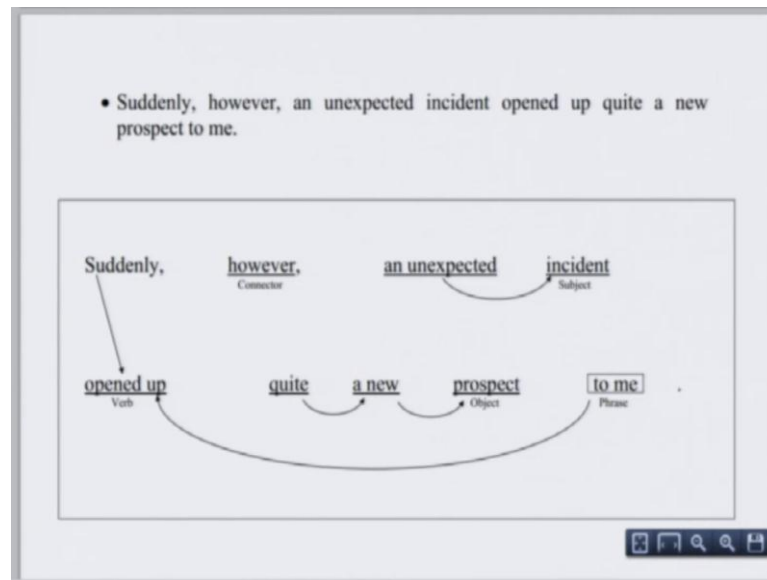
qualified by again, where and how, by my bedside in his dressing gown. So, this is the skeleton of the sentence, I found him and everything else is coming through connection. No other word in the proper role of a verb as finite verb.

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Why should anyone murder a man in so clumsy a fashion as by hanging him? So, should murder is the verb and why of course, you know the w h word putting the question, anyone is the subject. So, anyone should murder verb, subject and verb are there and object a man murder, murder is a verb should murder. So, how in a clumsy a fashion, so clumsy how clumsy as by hanging him, so this is the skeleton of the sentence.

(Refer Slide Time: 08:50)



So, coming to the last example in this; suddenly; however, an unexpected incident opened up quite a new prospect to me. Suddenly; however, nothing of great use, now things start subject, an unexpected incident, is the main subject word and this is adjective qualifying it. So, this whole thing together can be call the subject, verb opened up. How suddenly adverb, to me this again could be interpreted as the indirect object, but it can be interpreted as an adverb also. Opened up, what prospect, what kind of prospect a new prospect and how new quite new.

So, this adverb qualifies this adjective, which qualifies is noun which is the object, so the main skeleton of the sentence is an incident opened up. So, these are very simple examples, because us has been said that these are simple sentences; not too much of connections. Now, you would say that this is a very fine for you people to spend quite a bit of time and making such nice graphical presentations of parsing.

And then, you asking us to do that in the assignment, because in the assignment I am asking you to make I am asking you to parse 10 simple sentences out of the 25 that you have reported in your collection in an earlier assignment. Out of those 25, now I am asking you to select 10 and parse them completely. Now, if my intention was to ask you to parse 10 only, why did I ask you to collect 25, ((Refer Time: 11:07)) because sometimes it may happen that after picking up a sentence to analyze, you find something very funny in that and you may feel like not doing it.

So, let us have enough margin, so 15 of those sentences I am allowing to be like that unsuitable troublesome. So, but do not take the 10 simplest cases, take 10 good sentences and I told you earlier that none of your sentences collected should be below 10, 15 words in length; otherwise there will be no fun. So, take 10 sentences of course, technically simple sentences and parse them.

Now, you will say that such a graphical thing I do not have so much of time to do that, which is something very sensible and I agree with you and you should not waste your time. We also would not waste our time, but we did it, because we wanted a proper display, because we wanted the thing to come here. Right now you do not need that, so you can do the complete test based parsing, which is academically technically as good as what we are showing you.

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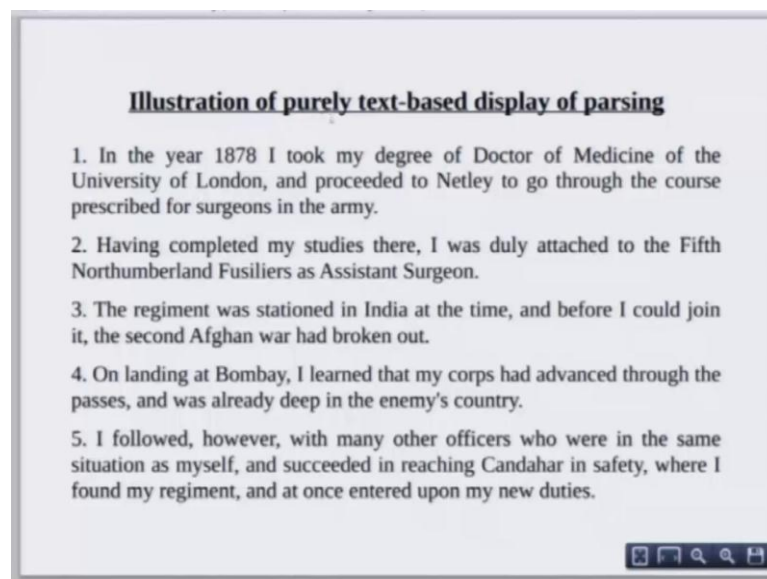


Illustration of purely text-based display of parsing

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.

See an example, this first sentence.

So, in the army finally, which surgeons those surgeons, which are who are in the army; that is phrase adjective qualifying surgeons, so this can be done by anybody without spending too much of time in making boxes and arrows and academically technically this is good enough. Even these spacing's and other things can be omitted and you could write everything, but then you will have to write a lot of things. You can save your writing by these spacing's and you can save some more writing by putting those arrows and boxes. If you do not want you do not need to do that.

So, we will continue ((Refer Time: 15:54)) and today we have something else. You know games are a great contributor to learning anything and word games are particularly very useful in learning words of a language. So, today we will show you a game and first, let me quickly tell you the rules of the game and make note that a game qualifies as a good game if its rules are sufficiently simple and sufficiently complicated. It has to be sufficiently simple, so that people can get interested in it and play it.

And it has to be sufficiently complicated for the same reason, because if most of the people very quickly figure out that the entire logic of the game is obvious and who wins and who loses; that is obvious from the very beginning like tick tack toe, then beyond a point it does not remain as a game it becomes a mathematical result.

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2- Player game

- The game is around 5-letter words, with no letter repeating.
- Each party keeps a secret word for the other to guess.
- 1st player guesses a word, 2nd has to tell the number of letters common between the secret word and the guessed one.
- Next, it is the turn of the 2nd player to guess a word and the 1st player has to respond with the number of common letters.
- Player guessing opponent's secret word first wins the game.
- At any point, a player can challenge the opponent that he must have given a wrong clue on the way; this is a FOUL.
- If the challenge sustains the challenger wins, else he loses.
- Examples of words allowed: BROWN, LIKES, COATS, LIVED, GIVEN, HINDU, DUTCH, SLANG.
- Examples of words not allowed: CASTO, DIGIT, RAHUL, SCHOL, 'a slang word'.
- Players can make any amount of notes.
- If a player uses a word which the opponent does not know then the one using it is honour-bound to convince the other about the existence of the word and meaning of the word.
[In case of failure, the player cedes that chance.]

So, this game is played between two people around 5 letter words, with no letter repeating, all the words will be of that kind. Each party keeps a secret word for the other

to guess. First player guesses a word, second has to tell the number of letters; common between the secret word and guessed one. Next it is the turn of the second player to guess a word and the first player now has to respond with the number of common letters.

Obviously, the player guessing opponents secret word first wins the game. At any point if a player suspects that his opponent by mistake or by design has given a wrong clue, then he can challenge. And if he has really done that mistake, this is the foul and if the challenge sustains, the challenger wins else he loses. What kinds of words are allowed as the secret word or as the guessed words? Of course, all these words are allowed, Brown, Likes, Coats, Lived, Given, Hindu, Dutch, Slang all these words are allowed.

Of course, these words have no repeating letter, there is one thing and likes is allowed. The third form, second form, fifth form, fourth form of a verb is allowed; plural of a noun with s is allowed Dutch is allowed, Slang is allowed. Examples of words not allowed. Casto is not a dictionary word and therefore, it is not allowed. Rigid is a word with a repeating letter, so it is not allowed. Digit is a name, which does not have a meaning at least not in English, so it is not allowed.

Schol, schol many people use as the short form of scholarship and that is not allowed, a slang word is not allowed. The word slang is allowed, that is a 5 letter word with no repeating letter, but a slang word is not allowed. Since many of you will be teaching this game to your children, it is a good idea to keep this rule. Players can make any amount of notes. Now, in between your opponent guesses casto and you suspect rightly that digit word is not there, but giving benefit of doubt may be he thinks that, that word is there.

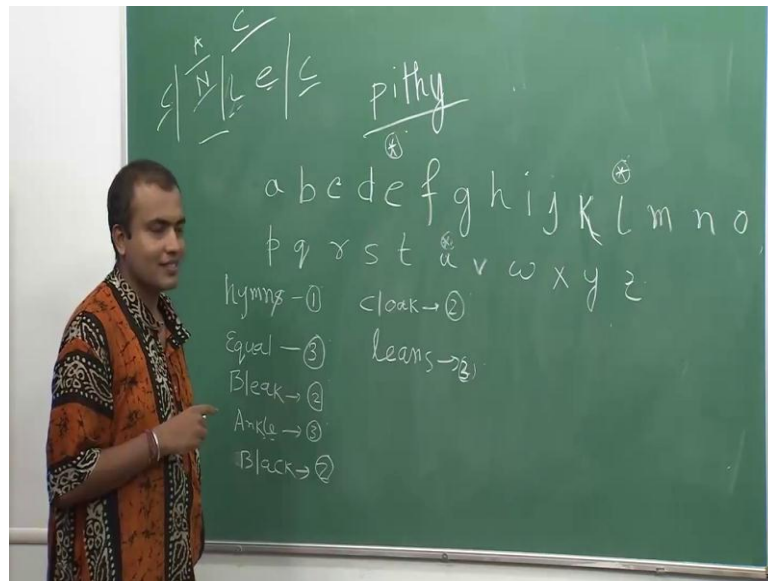
So, you challenge him, not in the sense of this challenge, but you tell I do not think that it is a word, suppose he insist that is the word or suppose your opponent guesses a word filth and you think that word is not there, in this case wrongly. So, you will ask hey that is a word, no I do not think. So, so your opponent will be honour bound to convince you that yes it is indeed a word and this is the meaning of the word.

In case of dispute, you can live a dictionary with there, refer it or you can refer to your dictionary, but that is a bad idea, so we never needed to consider a dictionary. So, the opponent is honour bound to convince you that yes, this word exist and this is such and such is the meaning of it and if it turns out that player cannot convince even with the dictionary or within with the help of refry that word exist, then he simply loses the

chance. This rule we did not have earlier, but I am suggesting that rule in order to stop many fights between your children whom you are likely to reach it.

So, these are the rules, very few rules very simple rules and in order to show you how simple and how interesting is the game, we will play it here in camera and you can see whether this game seems interested to you.

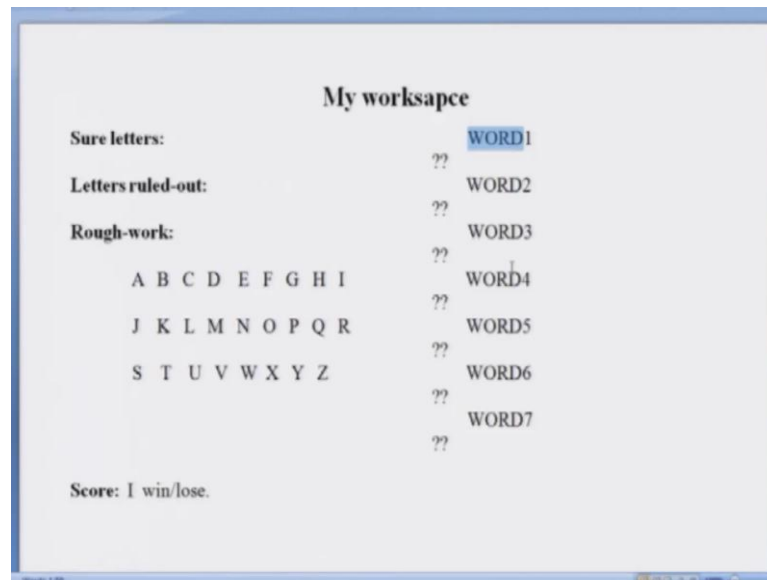
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So, in order to you make sense to you I have return, so much otherwise normally we just pick up piece of paper like this and then, short down and one a four sheet we can actually finished 9 to 10 games that is his notes you have kept a word for me I have kept a word for you.

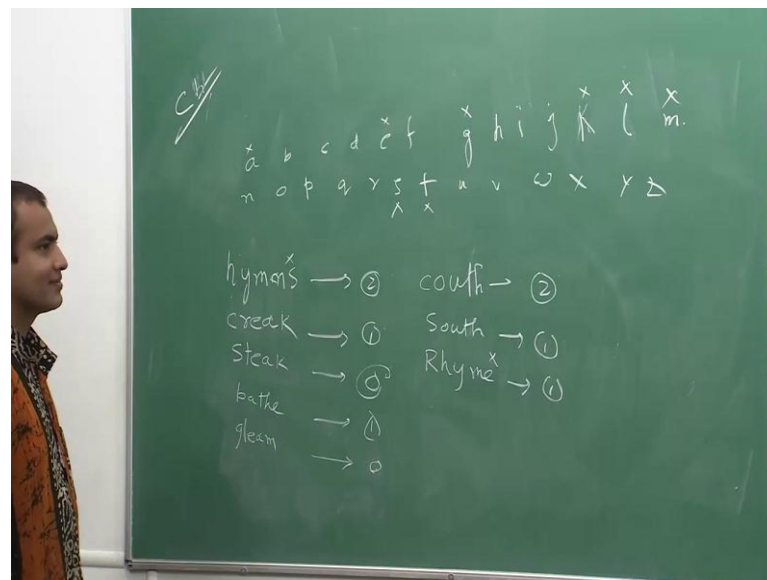
So, you make the first case ((Refer Time: 22:51)) h y m n s one table, table Equal 3, Cable, Bleak 2, Month 3, Spurt s p u r t no it is invalid 2, sport ((Refer Time: 24:39)) invalid c l o a k c l o a k 2, mouth, mouth 2 leans see notice by chance with sure mouth 2, month 1 ((Refer Time: 26:03)) quote q u o t e quote used 1 uncle use a word you have 1 ((Refer Time: 26:28)) that is the word uncle is the word and way did I gone write it, but then how can you say that month as a only 1 month is a 2 o I noted as 1.

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So, you take the first sentence I take the first sentence. So, this term I give first uncle 2 queen creak 1 laugh [FL] there are two ((Refer Time: 28:20)) steak s t e a k 0 month.

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(Refer Slide Time: 27:31)

My workspace

Sure letters:	UNCLE 3
	??
Letters ruled-out:	CLEAN 2
	??
Rough-work:	WORD3
	??
A B C D E F G H I	WORD4
	??
J K L M N O P Q R	WORD5
	??
S T U V <u>W X</u> Y Z	WORD6
	??
	WORD7
	??

Score: 1 win/lose.

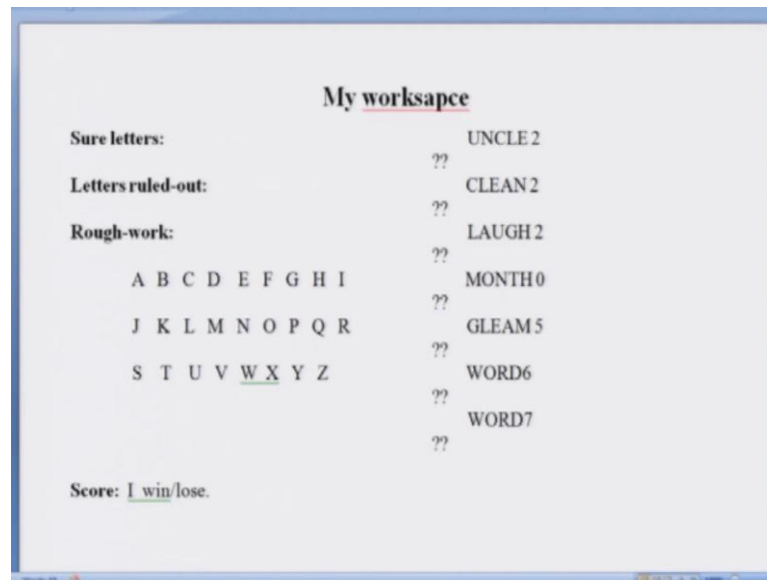
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My workspace

Sure letters:	UNCLE 3
	??
Letters ruled-out:	CLEAN 2
	??
Rough-work:	LAUGH 2
	??
A B C D E F G H I	WORD4
	??
J K L M N O P Q R	WORD5
	??
S T U V <u>W X</u> Y Z	WORD6
	??
	WORD7
	??

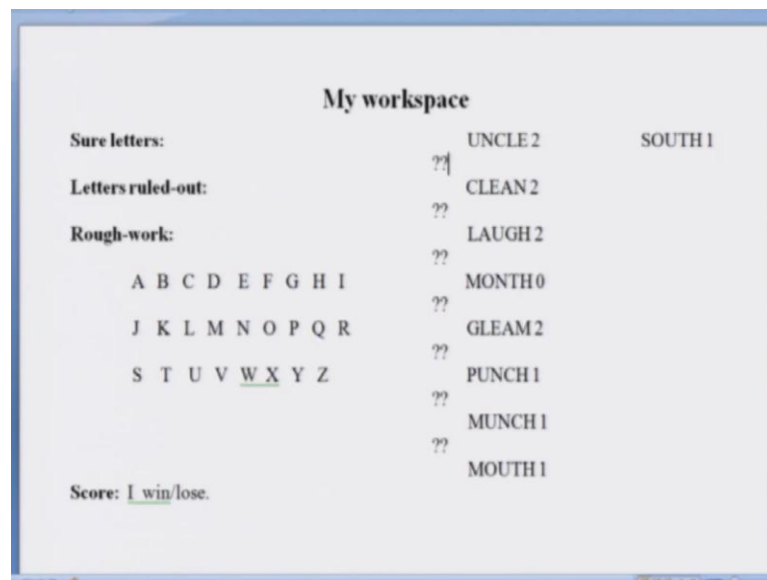
Score: 1 win/lose.

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Bathe b a t h e 1 Gleam g l e a m why are you writing you going to erase that that we guess gleam is case of 0 punch Couth 2 Munch 1 mouth r h y m e only 1 south no at one add you.

(Refer Slide Time: 31:20)



So, add you with pinch just step whether I have given anything know no, no it should be checked one all is it a good game. So, we stop here and if we can manage that time, then I retain the intention of teaching you or more game before the course is over.

So, thank you we meet again tomorrow with session 35.