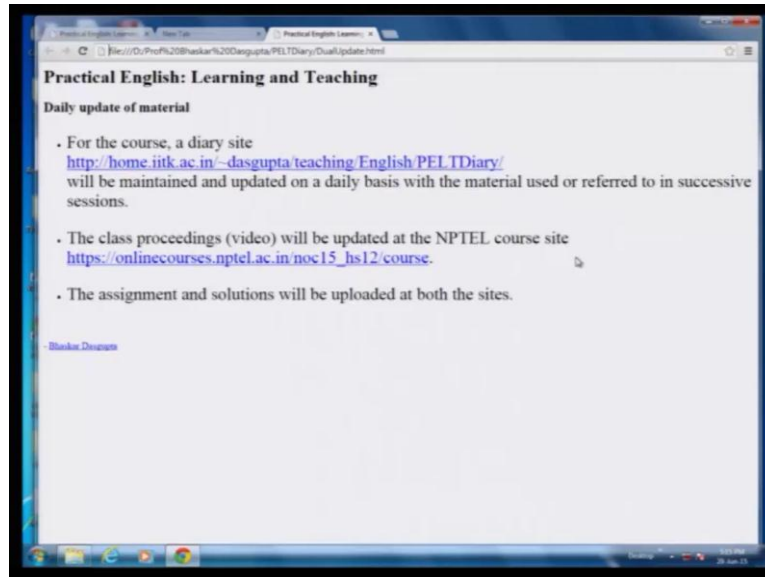


**Practical English: Learning and Teaching**  
**Prof. Bhaskar Dasgupta**  
**Department of Mechanical Engineering**  
**Indian Institute of Technology, Kanpur**

**Lecture – 39**

(Refer Slide Time: 00:09)



Good morning, welcome to session 39 of the course.

(Refer Slide Time: 00:16)

S.No.	Topic	Discussion	Assignment	Notes
33	Another word for: Careful about parts that are misleading	Discussion	Find out terms of etymologically connected words to the given words and provide illustrations their parts of speech.	Practise on Parsing: Classification. Practise on etymologically connected words.
34	Paraphrase of Simple Sentences: Intro-based parsing	Discussion	Parse (Analyse) 10 simple sentences from your collection.	Guess: A great contributor to 'learning'. Rules of a guess of 5-letter words.
35	Let's review the double resolution.	Discussion	Identify words of multiple parts of speech from word families, and check phrases and clauses in a given passage.	Discussion on learning, tracking and examination-related issues.
36	Words in multiple roles: Paraphrase of Compound Sentences: Clauses and Phrases: Intro: Homogeneity	Discussion	Parse (Analyse) 10 compound sentences from your collection.	Exercise on Parsing
37	Industry and Quality: Paraphrase of Complex Sentences	Discussion	Parse (Analyse) 10 complex sentences from your collection.	Text of English as a Functional Language
38	Phrasal Verbs: Paraphrase of Mixed Sentences	Discussion	Parse (Analyse) 10 mixed sentences from your collection.	A discussion on Mobile Zapp
39	Design and Repeating of sentences: Direct and Indirect Sentences	Discussion	Change the given extract from a play to indirect narration, as in its 'let' being asserted.	Guess in learning: A good external answer that involves system tool?
40				

In earlier few sessions, we discussed at length that analysis of sentences. What would be the reverse of that? Synthesis of sentences. In synthesis, you try to put together

components and try to design a sentence in the way you want. Design and sometimes you need a redesign, refreshing of a sentence. For example, suppose you have friend, who has three daughters Shallot, Emily, and Anth and you want to say that Emily is the most brilliant among the three girls, among the three daughters.

After saying, after writing that you feel that well out of all the three, nobody is really very brilliant, but among them Emily seems to be more brilliant. So, you do not want to such a great word like most, so then you redesign it. So, Emily is more brilliant than her sister. So, you refresh, you redesign the sentence in order to avoid something, to begin something else. On the other hand, if you had originally design the sentence as Emily is more brilliant than others among the sister something like that, then if you are felt, but actually know shallot is also very brilliant.

Now, sometimes some people get confused, who is better, then you can refresh the other way around, because if you call somebody most there is a scope of another person being almost equal. So, this is one kind of transformation, so this topic design and redesign of sentences is studied in formal grammar under the head of synthesis of sentences, transformation of sentences. Synthesis of the sentences, we are yet not doing in this, because that will involve a lot of other things.

In transformation, the most important two items are change of voice active to passive, passive to active and the other one is indirect narration to direct narration and reverse. So, voice conversion we have done enough in earlier quarters, today we illustrate a little of change of narration. And as we have always done in EPP courses, that rather than spelling out two rules and five sub rules and seven exceptions, we take a few examples, which are simple or at least interesting, if not simple. And then, through those examples we illustrate and on the way we show, what are the rules and how these examples confirm to those rules.

(Refer Slide Time: 03:43)

**English Proficiency Programme**  
Change of Narration: Example

Excerpts from "Antigone" by Sophocles

[**Background of the play:** The city-state of Thebes faces a simultaneous onslaught at all seven of its gates by a coalition of seven armies, one of which is led by Polynices, the brother of Eteocles, the king of Thebes. As it happens, after dispatching six generals with defence forces to six gates, Eteocles is forced to take the remaining part of the army and confront the enemy at the seventh gate at which the leader of the invading army happened to be Polynices! The complete attack is thwarted, but at heavy cost. Among other losses, both Eteocles and Polynices fall at the gate to the swords of each other.

They are survived by two sisters, Antigone and Ismene, and a maternal uncle, Creon, who now assumes the crown and unleashes a despotic rule. Among other decrees, he orders the burial of Eteocles with full state honours, proclaims Polynices guilty of treason and, as such, banished from Theban citizenship and orders his corpse to be left in the open with those of other foreign invaders, announcing death penalty for violation of this order. At this backdrop, the play "Antigone" starts.]

[**Background of this conversation:** Antigone does admit Polynices to be guilty of treason, but considers rights of citizenship inviolate under all circumstances and cannot stand her dead brother not to be given a burial. After a brief discussion on this issue with her sister, she goes alone and buries the corpse of Polynices. She is, however, spotted in the act, arrested and brought before the king, Creon.]

• ...

• ...

• **Creon.** You, you bending your head to the ground, do you confess or do you deny having done this?

*Creon asked Antigone, who was bending her head to the ground, whether she confessed or denied having done that.*

So, for showing change of narration we have got a little example. Now, from here to get a lot of sentences in direct narration a play, so we have picked up a play. And since I am starting somewhere in between, so you need a little background. So, the background is written here in details. So, sometime take time to read it through a little carefully. The city of Thebes is attacked by seven forces through the seven gates.

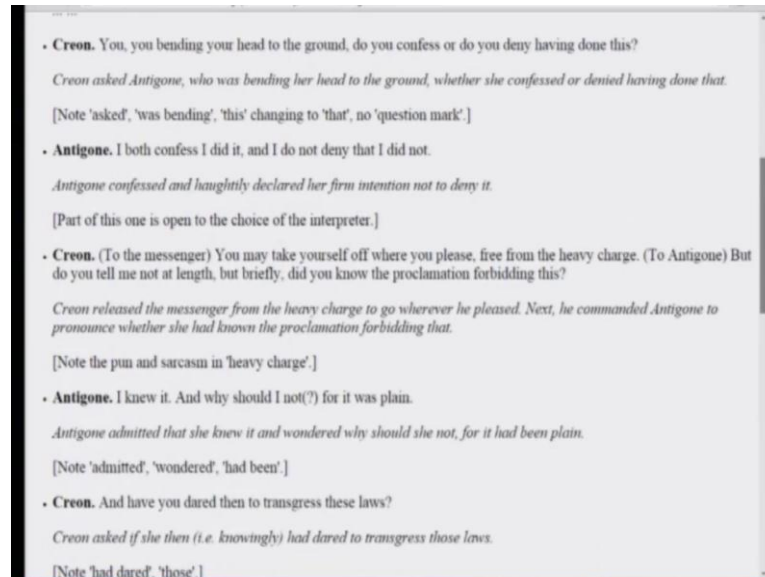
And on the seventh gate, the commander of the invading army is Polynices, who happens to be the brother of the king Eteocles. The Thebes is saved from that attack finally, but at heavy cost a lot of casualties were there and in particular, Eteocles and Polynices the two brothers died at the gate fighting against each other. And they were survived by two sisters Antigone and Ismene and an uncle Creon.

So, at this stage Creon becomes the king and becomes a dictator actually and he gave full state honor burial to Eteocles and announced a proclamation that Polynices will be considered a Triter and therefore, will be deprived of citizenship and therefore, he will not be given a burial, his corpse will be left align with the other foreign invaders. And if somebody who violates this order, then he will get death penalty. At this backdrop, the play Antigone starts.

Now, in the beginning of the play Antigone, Antigone the heroine of the play feels that Polynices has not given a fair deal, indeed he was a Triter, but there are some rights, which are unalienable citizenship among them. So, he should be given the honour of a citizen of Thebes, whatever may be the case and therefore, she goes and buries Polynices

on her own and she is caught. So, a messenger arrested and bring her to Creon; that is the point when this conversion starts.

(Refer Slide Time: 06:20)



You, you bending your head to the ground, do you confess or do you deny having done this? So, here you see in this example Creon asked Antigone is a question. So, Creon asked Antigone, who was bending her head to the ground. This is a clause, whether she confessed or denied having done that. So, here this, whether is coming here and this thing is coming in order to express this part. And make note that it is asked, which is of course past and since it is a question it is asked and bending. Here it was is bending or you are bending, here it means was bending.

So, this is the main point that if the main event is in past, then the present of the direct narration will be converted to past appropriate past, present continuous this will become past continuous and this, which is immediate will be changing into that. So, Croen asked Antigone, who was bending her head to the ground, whether she confessed or denied having done that.

**Student:** I both confess I did it and I do not deny that I did not.

So, you can transform it in various ways in indirect narration. One straight forward and economized way, economic way will be Antigone confessed and declared, you can say haughtily declared. This is my interpretation, her firm intention not to deny it of course, I did it that is the spirit.

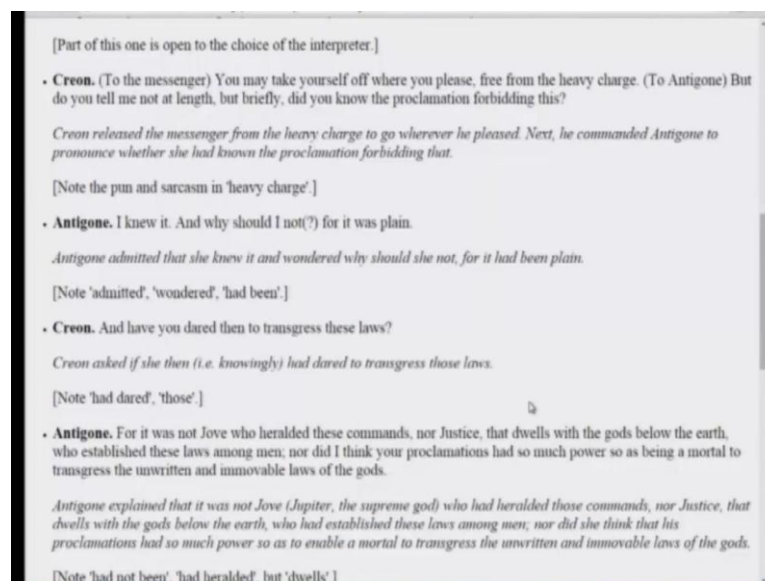
**Student:** You may take yourself off where you please, free from the heavy charge. But,

do you tell me not at length, but briefly, did you know the proclamation forbidding this?

Now, the first part Creon tells to the messenger, second part to Antigone. So, Creon released the messenger, information released or allowed the messenger you can say. Creon released the messenger from the heavy charge to go, wherever he pleased. Next he commended Antigone and when there is a command or request or order, instruction, in that kind of situation you do not put that or what or whether. In normal sentences you put that, in questions you put what, which, when, etcetera.

In binary questions you put whether as the connector of the speech and in the case of order, instruction or request, you do not put any connector you simply put this infinitive to pronounce. Next he commanded Antigone to pronounce this single that tell me. So, you do not have to say that he commanded that she tells no, no nothing on that word. He commanded Antigone to tell or to pronounce, whether she had known the proclamation forbidding that. This has become that, make note and there is a little pun and sarcasm in heavy charge.

(Refer Slide Time: 10:11)



[Part of this one is open to the choice of the interpreter.]

- **Creon.** (To the messenger) You may take yourself off where you please, free from the heavy charge. (To Antigone) But do you tell me not at length, but briefly, did you know the proclamation forbidding this?  
*Creon released the messenger from the heavy charge to go wherever he pleased. Next, he commanded Antigone to pronounce whether she had known the proclamation forbidding that.*  
[Note the pun and sarcasm in 'heavy charge'.]
- **Antigone.** I knew it. And why should I not(?) for it was plain.  
*Antigone admitted that she knew it and wondered why should she not, for it had been plain.*  
[Note 'admitted', 'wondered', 'had been'.]
- **Creon.** And have you dared then to transgress these laws?  
*Creon asked if she then (i.e. knowingly) had dared to transgress those laws.*  
[Note 'had dared', 'those']
- **Antigone.** For it was not Jove who heralded these commands, nor Justice, that dwells with the gods below the earth, who established these laws among men; nor did I think your proclamations had so much power so as being a mortal to transgress the unwritten and immovable laws of the gods.  
*Antigone explained that it was not Jove (Jupiter, the supreme god) who had heralded those commands, nor Justice, that dwells with the gods below the earth, who had established these laws among men; nor did she think that his proclamations had so much power so as to enable a mortal to transgress the unwritten and immovable laws of the gods.*  
[Note 'had not been', 'had heralded', but 'dwells']

**Student:** I knew it and why should I not for it was plain.

Antigone admitted that she knew it, this is a normal sentence, so that as a connector. This point onwards the speech really starts. She knew it or you can also say, she had known it that would be in fact, the way present becomes past, past becomes past perfect. So, you can still say new in this case, because; that means, that she still knows, but perhaps a little better would be she had known it at the time of committing that itself.

Antigone admitted that she had known it and wondered that is noun during the conversation. Why should she not for it had been plain, had been.

**Student:** And have you dared then to transgress these laws?

Creon asked if she them knowingly had dared to transgress those laws, had dared those laws.

(Refer Slide Time: 11:22)



**Student:** For it was not Jove who heralded this commands, nor justice that dwells with the gods below the earth, who established these laws among men. Nor did I think your proclamation had so much power as being the mortal to transgress the unwritten and immovable laws of the gods.

So, you can also say Antigone replied or Antigone explained also is fine, that it was not Jove, Jupiter the supreme god, who had heralded those commands. Nor justice, that dwells with the gods below the earth, who had established these laws among men. Nor did she think that his proclamations had so much power, so as to enable a mortal to transgress the unwritten and immovable laws of the gods. Make note here of two things, one is that other things are following the normal rule, the present becoming past, the past becoming past perfect and so on.

But, justice that dwells with the gods below the earth remains as such, because if we take Antigone's theory or if we take the theory prevalent at that time, which is not such a very irrational idea, then it still dwells; that is something in the line of a universal truth. So, that dwells with the god's below the earth remain such that and one more thing here is,

this enable a mortal to transgress the unwritten and immovable laws of the god. Here there is a matter of interpretation; a mortal can identify both Creon as well as Antigone.

So, meaning Creon, Antigone might question Creon's correctness of passing that proclamation and meaning herself, she might explain her own action. So, she says that your proclamation does not have that power, that I transgress the laws made by the gods. So, that is for herself and for Creon, she says that you did not really have the power to issue that proclamation in the first place.

**Student:** For I knew I must die, even though you had not proclaimed it and if I die before my day, I account it gain. For whosoever lives like me in many sorrows, how does not he by death obtain advantage?

She told him, that this you can put or sometimes you can even get rid of that. Because, in a long negative, you might continue the narrative in the indirect speech also, expecting the reader to appreciate that the speech is continuing for she had known, that she must die and why not. Must remain same, must there is no must. Even though he had not proclaimed it, past perfect and if she died before her day, die has become died. She accounted it, it as gain same think.

Now, onwards present means present, because this is the something, which can be said perhaps even today for whose ever lives like her in many sorrows how does he not by death obtain and advantage.

(Refer Slide Time: 15:28)

*Antigone explained that it was not Jove (Jupiter, the supreme god) who had heralded those commands, nor Justice, that dwells with the gods below the earth, who had established these laws among men; nor did she think that his proclamations had so much power so as to enable a mortal to transgress the unwritten and immovable laws of the gods.*

[Note 'had not been', 'had heralded', but 'dwells'.]

- ... For I knew I must die (and why not?), even though you had not proclaimed it, and if I die before my day I account it gain; for whosoever lives like me in many sorrows, how does not he by death obtain advantage?

... [She told him that,] for she had known that she must die (and why not?), even though he had not proclaimed it, and if she died before her day she accounted it as a gain; for whosoever lives like her in many sorrows, how does he not by death obtain an advantage?

[Note: 'must' remains 'must', 'lives' and 'does' also remain unchanged.]

- Thus to me, at least, to meet with this fate, the sorrow is nothing; but if I had suffered him who was born of my mother to lie in death an unburied corpse, in that case I would have sorrowed: in this I sorrow not.

↳ *Thus to her, at least, she remarked, to meet with this fate, the sorrow was nothing; but if she had suffered him who had been born of her mother to lie in death an unburied corpse, in that case she would have sorrowed: in this she sorrowed not.*

[Note: 'would have' has no further option to go back in time, and the last 'this' also remains unchanged!]

- But if I seem to you now to happen to do what is foolish, I merely incur the imputation of folly from a fool.

*She commented that, if she still seemed to Creon to happen to do what was foolish, she merely incurred the imputation of folly from a fool.*

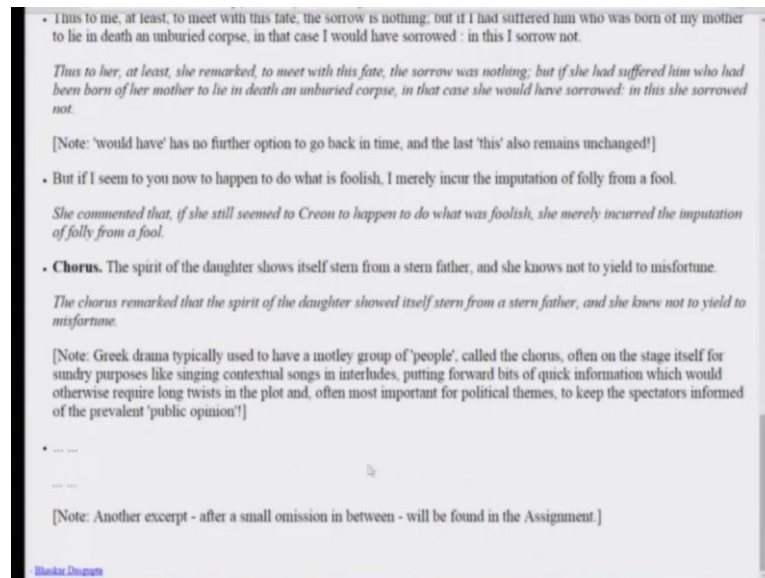
- **Chorus.** The spirit of the daughter shows itself stern from a stern father, and she knows not to yield to misfortune.

**Student:** Thus to me at least to meet with this fate the sorrow is nothing, but I had

suffered him who was born of my mother to lie in death and unburied corps in that case I would have sorrowed in this I sorrow not.

Thus to her at least she remarked if you put the she remarked in the form of this parenthetic face, then you no not have to put that this means that she remark this side to result as well as other side.

(Refer Slide Time: 16:06)



Thus to her at least she remarked to meet with this fat the sorrow was nothing, but if she had suffered him who had been born of her mother to lie in death and unburied corps in that case she would have sorrowed would have will remain would have in this she sorrowed not this these also remains this did not become that, because if we make it that, then it will get confused with the other that in that case. So, this has to stay this in order to be different from that.

**Student:** But, if I seem to you now, to happen to what if foolish I merely incur the imputation of folly from a food.

Now, this is a comment you can say that she said or you can also say she commented that if she still seemed to Croen to happen to do, what was foolish she nearly incurred the imputation of folly from a fool.

**Student:** The spirit of the daughter shows itself stern from a stern father she knows not to yield misfortune.

The chorus remarks or remarked that the spirit of the daughter showed itself stern from a

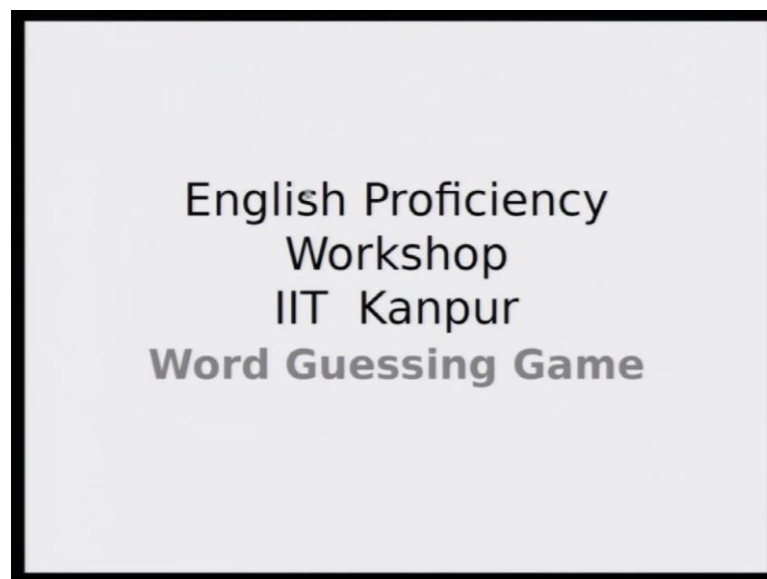


stern father and she knew knows becomes knew not to yield to misfortune. So, this is a little example and I am sure you will be interested in what, happens in the argument later, so there you will find it soon. So, we proceed for our next business ((Refer Time: 18:12)) of today's class I have earlier told you that games have a very important role to play the learning same thing with languages.

There are lots of word game of course many of you know scrabble many of you know about young man either brilliant games and we also showed you one five at word game, but most of these games concentrate words only. So, last year when we were organizing in English proficiency workshop at the time we thought hard how to design a game, which will be involving, which will involve sentences also syntax also.

So, we design the game which you will find very interesting which asks for words to biggest, but those words can be guessed properly only if you give a little concentration on the sentences and their syntax in what context the word comes.

(Refer Slide Time: 19:30)

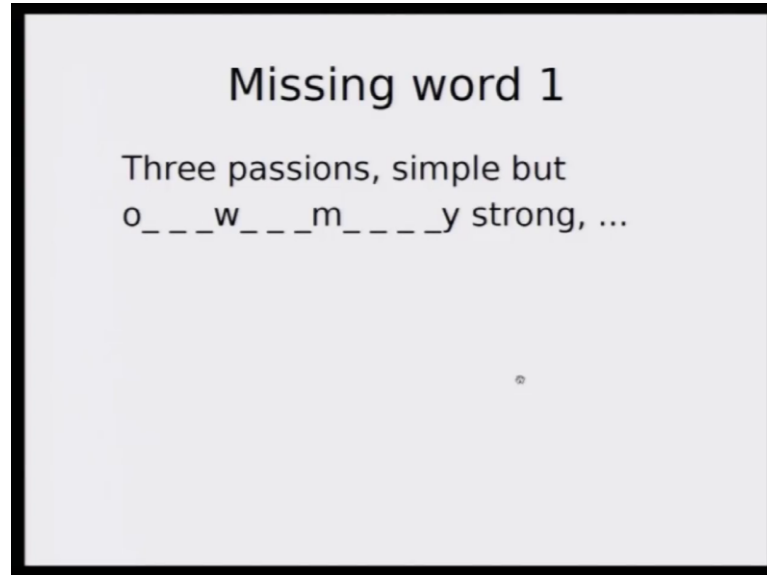


In this game, which we call word guessing game one by one we will show a little segment of the text of a text and which one word will be given only with some of the letters and some letters will be missing and you have to guess the word or you have to tell the word. So, here in the studio among the audience we have a made two parts the front row is a contestant and the rear row is a audit.

So, you go from one round right to left next round left to right and whatever is right to left from me will be rather for you and then, we will have a buzzer round question, but

unfortunately we are not showing you the scoring in which, also we have done something very original some other time, but this time it is a quite little time in hand.

(Refer Slide Time: 20:39)

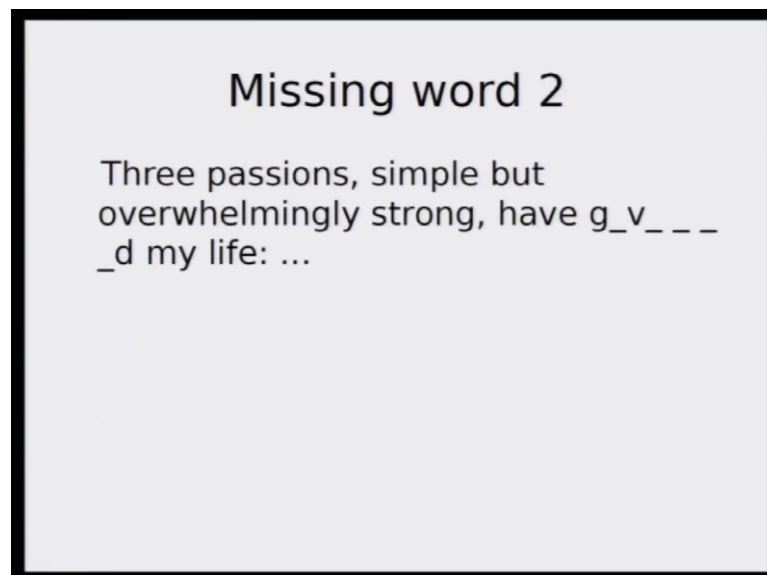


For you the first question, what is this word pass.

**Student:** Overwhelmingly.

Good he gets a point.

(Refer Slide Time: 20:54)



Next question direct to you this runs from here till here pass.

**Student:** Governed my.

Governed, good she gets a mark.

(Refer Slide Time: 21:12)

### Missing word 3

Three passions, simple but overwhelmingly strong, have governed my life: the l \_ \_ g \_ \_ g for love, ...

Next Arunthathi's question.

**Student:** Longing.

Good.

(Refer Slide Time: 21:19)

### Missing word 4

Three passions, simple but overwhelmingly strong, have governed my life: the longing for love, the search for k \_ \_ w \_ \_ \_ g \_ , ...

Next.

**Student:** Knowledge.

Beautiful.

(Refer Slide Time: 21:25)

### Missing word 5

Three passions, simple but overwhelmingly strong, have governed my life: the longing for love, the search for knowledge, and u\_b \_ \_ r \_ \_ l \_ pity for ...

**Student:** Unbearable.

Good lovely.

(Refer Slide Time: 21:35)

### Missing word 6

Three passions, simple but overwhelmingly strong, have governed my life: the longing for love, the search for knowledge, and unbearable pity for the s \_ \_ f \_ \_ \_ n \_ of mankind.

Next question again to you this is the opposite run.

**Student:** Sufferings.

Yes suffering.

(Refer Slide Time: 21:48)

## Missing word 7

Three passions, simple but overwhelmingly strong, have governed my life: the longing for love, the search for knowledge, and unbearable pity for the sufferings of mankind.

These p\_\_s\_\_\_s, like great winds, have blown me ...

Next.

**Student:** Posses.

Pass, pass, pass.

**Student:** Passions.

Sabash that is beautiful.

(Refer Slide Time: 22:03)

## Missing word 8

These passions, like great winds, have blown me hither and t\_\_t\_\_r, ...

Next question?

**Student:** Tither.

Tither, tither correct.

(Refer Slide Time: 22:10)

### Missing word 9

These passions, like great winds,  
have blown me hither and thither, in  
a wa\_w\_r\_ course, ...

Next pass.

**Student:** Wayward.

Wayward yes.

(Refer Slide Time: 22:24)

### Missing word 10

These passions, like great winds,  
have blown me hither and thither, in  
a wayward course, over a great  
ocean of a\_g\_i\_h, reaching to the  
...

Next question to you direct that pass, pass audience.

**Student:** Anguish.

Anguish yes one answer from the audience, audience gets toffee.

(Refer Slide Time: 22:45)

### Missing word 11

These passions, like great winds,  
have blown me hither and thither, in  
a wayward course, over a great  
ocean of anguish, reaching to the  
very verge of d\_\_ p\_\_ r.

Next question.

**Student:** Despair.

Good.

(Refer Slide Time: 22:51)

### Missing word 12

These passions, like great winds,  
have blown me hither and thither, in  
a wayward course, over a great  
ocean of anguish, reaching to the  
very verge of despair.

I have sought love, first, because  
it brings \_c\_\_ as\_ - ecstasy so  
great that ...

Pass.

**Student:** Ecstasy.

Sabash that is right.

(Refer Slide Time: 23:06)

### Missing word 13

I have sought love, first, because it brings ecstasy - ecstasy so great that I would often have s\_\_r\_\_f\_\_e\_\_ all the rest of life for a few hours of this joy.

Next question direct to you only ecstasy it is written right here.

**Student:** Suffer.

No, pass, pass audience

**Audience:** Sacrificed audience knows.

(Refer Slide Time: 23:23)

### Missing word 14

I have sought love, first, because it brings ecstasy - ecstasy so great that I would often have sacrificed all the rest of life for a few hours of this joy.

I have sought it, next, because it relieves loneliness - that t\_\_r\_\_b\_\_e loneliness in which ...

**Student:** Trouble.

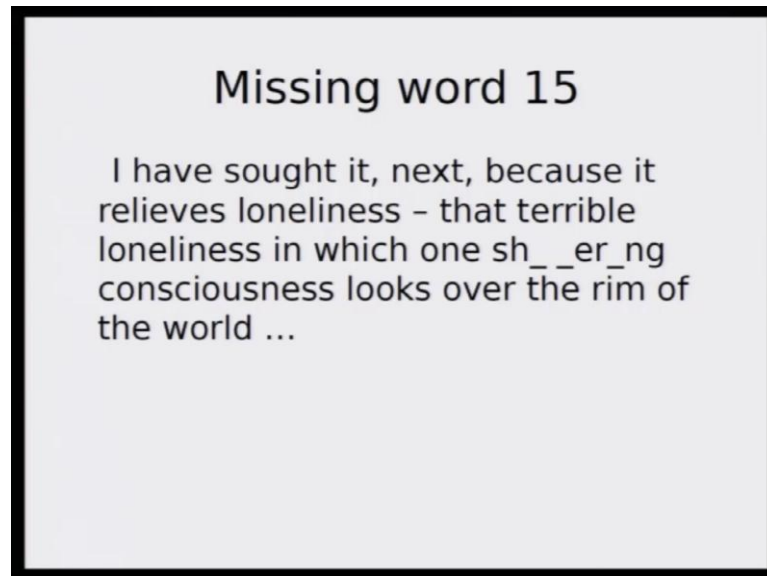
Question passes.

**Student:** Terrible.



Terrible yes.

(Refer Slide Time: 23:33)



Next question to you direct.

**Student:** Showering.

Pass.

**Student:** Showering.

Pass just a minute continues a what did you say pass, pass, utkash audience.

**Audience:** Shivering.

Sabash very good shivering.

(Refer Slide Time: 24:05)

### Missing word 16

I have sought it, next, because it relieves loneliness - that terrible loneliness in which one shivering consciousness looks over the rim of the world into the cold unfathomable lifeless a\_y\_s.

**Student:** Abyss.

Abyss correct.

(Refer Slide Time: 24:11)

### Missing word 17

I have sought it, next, because it relieves loneliness - that terrible loneliness in which one shivering consciousness looks over the rim of the world into the cold unfathomable lifeless abyss.

I have sought it f\_n\_ll\_, because in the union of love I have seen, in a mystic miniature, ...

**Student:** Finally.

Finally, yes.

(Refer Slide Time: 24:18)

**Missing word 18**

I have sought it finally, because in the union of love I have seen, in a mystic miniature, the p\_e\_ig\_\_in\_ vision of the heaven that saints ...

Pass, Pass audience you have to know it prefiguring this is very complicated.

(Refer Slide Time: 24:39)

**Missing word 19**

I have sought it finally, because in the union of love I have seen, in a mystic miniature, the prefiguring vision of the heaven that saints and poets have i\_ a\_in\_d.

**Student:** Imagined.

Imagined good.

(Refer Slide Time: 24:48)

## Missing word 20

I have sought it finally, because in the union of love I have seen, in a mystic miniature, the prefiguring vision of the heaven that saints and poets have imagined.

This is what I sought, and t\_o\_g\_ it might seem too good for human life, this is what - at last - I have found.

Next.

**Student:** Thought.

It is though not thought.

(Refer Slide Time: 24:51)

## Missing word 21

This is what I sought, and though it might seem too good for human life, this is what - at last - I have found. With equal passion I have sought knowledge.

I have wished to u\_d\_\_s\_a\_d the hearts of men.

**Student:** Understand.

Of course, yes.

(Refer Slide Time: 25:00)

### Missing word 22

I have wished to understand the hearts of men. I have wished to know why the stars shine.

And I have tried to a\_p\_e\_e\_d the Pythagorean power by which number holds sway above the flux.

**Student:** He

No, pass, pass.

**Student:** Apprehend.

Good, good, good.

(Refer Slide Time: 25:14)

### Missing word 23

And I have tried to apprehend the Pythagorean power by which number holds sway above the flux.

A little of this, but not much, I have a\_\_i\_\_e\_.

Next question.

**Student:** Achieved.

Good.

(Refer Slide Time: 25:18)

### Missing word 24

A little of this, but not much, I have achieved. Love and knowledge, so far as they were possible, led upward toward the \_ea\_e\_s.

**Student:** Affiance.

Yes

(Refer Slide Time: 25:22)

### Missing word 25

Love and knowledge, so far as they were possible, led upward toward the heavens. But always pity brought me back to earth.

Echoes of cries of pain re\_er\_er\_te in my heart.

**Student:** Reverberate.

Good beautiful.

(Refer Slide Time: 25:27)

**Missing word 26**

Echoes of cries of pain reverberate in my heart. Children in famine, victims t\_r\_\_r\_d by oppressors, ...

Pass.

**Student:** Tortured.

Good.

(Refer Slide Time: 25:35)

**Missing word 27**

Children in famine, victims tortured by oppressors, helpless old people a b\_\_\_en to their sons, ...

Next question direct to you.

**Student:** Burden.

That is right.

(Refer Slide Time: 25:40)

**Missing word 28**

Children in famine, victims tortured by oppressors, helpless old people a burden to their sons, and the whole world of loneliness, poverty, and pain make a m\_c\_r\_ of what human life should be.

Pass, pass.

**Student:** Moclere.

Good.

(Refer Slide Time: 25:50)

**Missing word 29**

Children in famine, victims tortured by oppressors, helpless old people a burden to their sons, and the whole world of loneliness, poverty, and pain make a mockery of what human life should be.  
I\_on\_ to alleviate this evil, but I cannot, and I too suffer.

Next Pass no.

**Student:** Long.

Yes long I long, long is also a verb I long to evil, but I cannot and I too suffer.



(Refer Slide Time: 26:05)

**Missing word 30**

I long to alleviate this evil, but I cannot, and I too suffer.  
This has been my life. I have found it  
\_o\_t\_ living, and would gladly live it  
again ...

Next this way.

**Student:** Worth.

Good worth.

(Refer Slide Time: 26:13)

**Missing word 31**

This has been my life. I have found it  
worth living, and would gladly live it  
again if the chance were o\_\_e\_\_d to  
me.

**Student:** Occurred.

Pass.

**Student:** Offered.

Yes.

(Refer Slide Time: 26:21)

**Missing word 32**

*Bertrand Russell (1872-1970) won the Nobel prize for literature for his History of Western Philosophy. This passage is the pr\_l\_g\_e of his autobiography "What I Have Lived For".*

Bertrand Russell won the Nobel prize for literature for this history of western philosophy this passage is the prolong of his autobiography, what I have lived for. Earlier I told you that in this game though the game is for guessing words yet you need to give enough coverage in your mind to the sentence to the syntax. And then, you will find at the guessing word is easy I ensure by now, it is clear to majority of students across the next, but in the next except we will do a little elaboration on that at the cost of some time.

And then, before answering the actual word every participant here in the studio will tell, what kind of word he expects. For example, in the previous one in this, what kind of word, so noun you expect a noun here, because it is coming after an article next you expect another noun here is coming after an article here you expect a verb in the first form you cannot expect anything else verb in the first form. So, something of that sort before telling the answer you will tell, what kind of thing you expect we start from their first you will tell, what kind of thing should come here and half the marks will mean for that.

(Refer Slide Time: 28:07)

**Missing word 33**

It was the best of times, it was the \_  
\_r\_t of times, ...

The words starts from here not necessarily do you know the word; obviously, not pass.

**Student:** Adjective worst.

Good.

(Refer Slide Time: 28:31)

**Missing word 34**

It was the best of times, it was the  
worst of times, it was the age of  
w\_s\_o\_, it was the age of foolishness,  
...

Next question to you only?

**Student:** Wisdom.

But, what kind of thing, but the guessing passes should be the other way round you expect I mean of course, examine. So, easy that you could not stock yourself you can

understand that.

(Refer Slide Time: 28:52)

### Missing word 35

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the e\_oc\_ of belief, ...

What kind of thing you expect here?

**Student:** Noun.

Yes.

**Student:** Epoch.

Yes.

(Refer Slide Time: 29:03)

### Missing word 36

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of in\_r\_d\_li\_y, ...

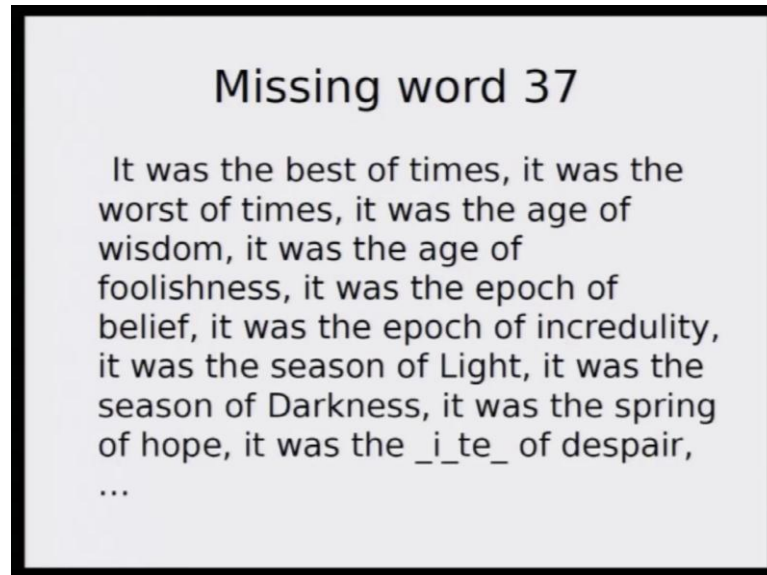
What kind of thing you expect here, what kind of noun of course abstract noun, what

else, what is the word no, no, Utkash.

**Student:** Incredulity.

Incredulity.

(Refer Slide Time: 29:37)



What kind of thing you expect here? Could be, could be not other the thing what kind of.

**Student:** Adjective here.

Adverb, adverb, adverb cannot come, what kind of thing should come here.

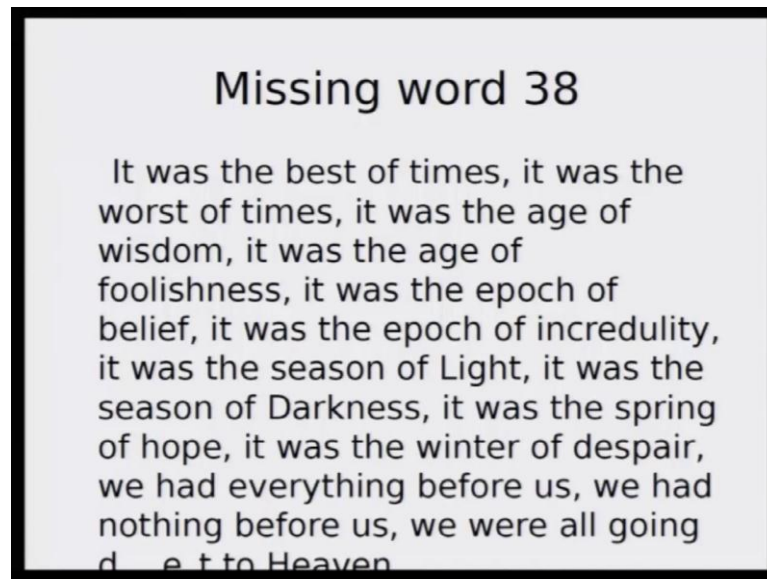
**Student:** Noun.

Yes, what is the word? No.

**Student:** Noun and winter.

Winter yes you should see from the context it was the spring of hope it was the winter of despair.

(Refer Slide Time: 30:15)



This is d, d when two blanks, then e, then one blank, then t this is unfortunate.

(Refer Slide Time: 30:30)



We had nothing before us we were all going something to heaven direct, direct used in this directly sense.

(Refer Slide Time: 30:51)

### Missing word 39

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way - in short, the period was so far like the present period, that some of its n \_ s \_ st authorities insisted ...

What kind of thing is going to come here?

**Student:** Adjective.

Adjective in the superlative.

**Student:** Nearest.

Pass.

**Student:** Noisiest.

Yes noisiest.

(Refer Slide Time: 31:08)

### Missing word 40

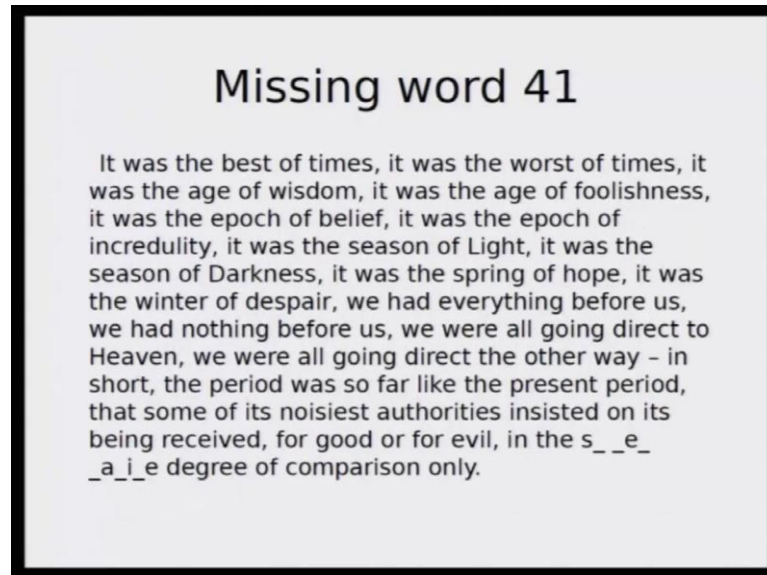
It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way - in short, the period was so far like the present period, that some of its noisiest authorities insisted on its being r \_ e \_ v \_ d, for good or for evil, ...

Next question.

**Student:** Adjective.

Yes third form third form of a verb yes.

(Refer Slide Time: 31:17)



It is received this word starts from here and hence here adjective yes; that is a good observation the comes here a noun comes later in between what else come go, now think from the context, what adjective.

**Student:** Superlative.

Superlative, what else can be there comparison can be a degree of comparison can be positive comparative superlative it was the best of time, it was the worst of time, it was the age of wisdom, it was the age of foolishness, it was epoch of belief, it was epoch of incredulity, it was the season of light, it was the season of darkness, it was the spring of hope, it was the winter of despair we had everything before us we had nothing before we were all going direct to heaven we were all going direct the other way in shot the period was.

So, far like the present period the some of it is noisiest authorities insist on it is being received or good or evil in the superlative degree of comparison only this is the opening of a tail of two cities by charge taken. However, it is the opening dialogue opening background dialogue of a movie called the great dictator which is of another very highly important period of history we stop here and the file is long and I will be uploading it



along with other things in the standard diary sight. So, you can see the rest I am sure you like this game, so will meet next in the session 40.

Thank you.