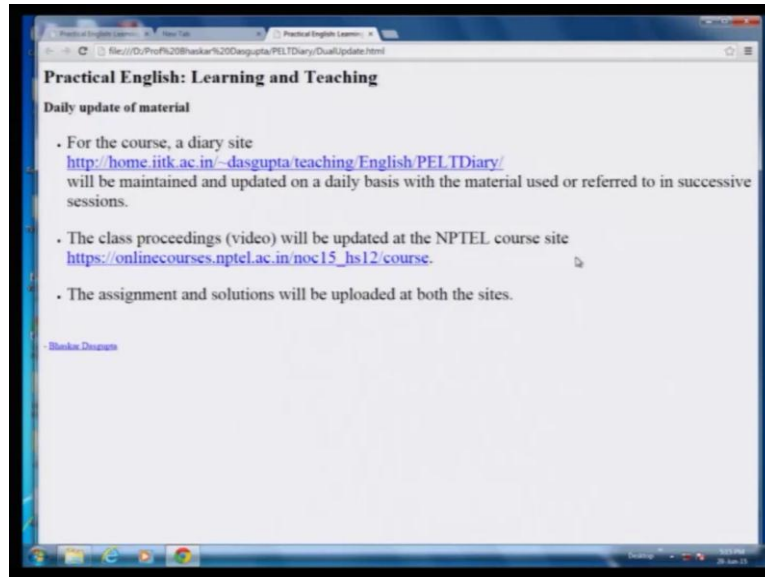


Practical English: Learning and Teaching
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Lecture – 12

(Refer Slide Time: 00:09)



Welcome to the 12th session of this course.

(Refer Slide Time: 00:18)

	Articles, Exposition, Discussion	Discussion	Exercise the present using appropriate articles, capitalization and punctuation marks.	Why do we advise breaking up of sentences during comprehension and expression?	Notes
10					
Quarter 1 ends here					
	Thousands of pages free in the net			Additional exercise for teachers	
11	Letters and writing style Summary of Basic Word Families Summary of "acc", "conf", "plac" and "dis" Interpretation (Eng/CLL) of a small passage Expression (CLL/Eng) of a small passage Word family: "test-head-acc"	Discussion	Frame sentences in simple present past tense and emphatic form with additional details	Practice of words from the present word family: predicate expression (infinitives+ participles)	Notes
12	Revision of Verbs List 1 and List 2 Word Families: "acc" & "conf" 2nd forms and 3rd forms of Verbs	Discussion	Translate the given sentences into English.	Practice of words from the present word family Revision of 1st, 2nd, 3rd forms with old word family "test-head-acc"	Notes
13					
14					
15					
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19					
20					

In the previous session, we did quite a bit of revision of the first quarters material and a little of that is still left, which we will complete today along with covering some new

verb.

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English Proficiency Programme ITF Kaupar

Common Verbs: List 1

go	went	gone	goes	going
eat	ate	eaten	eats	eating
play	played	played	plays	playing
come	came	come	comes	coming
jump	jumped	jumped	jumps	jumping
buy	bought	bought	buys	buying
sell	sold	sold	sells	selling
live	lived	lived	lives	living
love	loved	loved	loves	loving
read	read	read	reads	reading

[sound: 'red'] (contd)

So, in the first quarter we saw a few verbs, total of 20 verbs we saw and these are very common verbs.

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English Proficiency Programme ITF Kaupar

Common Verbs: List 1 (contd)

write	wrote	written	writes	writing
sleep	slept	slept	sleeps	sleeping
sing	sang	sung	sings	singing
dance	danced	danced	dances	dancing
put	put	put	puts	putting
cut	cut	cut	cuts	cutting
sit	sat	sat	sits	sitting
stand	stood	stood	stands	standing
take	took	taken	takes	taking
give	gave	given	gives	giving

These 20 was in our first list, you must remember this and you must have used some.

(Refer Slide Time: 00:57)

English Proficiency Programme IIT Kanpur

Common Verbs: List 2

do	did	done	does	doing
drink	drank	drunk	drinks	drinking
walk	walked	walked	walks	walking
talk	talked	talked	talks	talking
see	saw	seen	sees	seeing
lie	lied	lied	lies	lying
break	broke	broken	breaks	breaking
tell	told	told	tells	telling
speak	spoke	spoken	speaks	speaking
say	said	said	says	saying

(contd.)

And there was another list, which has one of the most important verbs do among other things.

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Common Verbs: List 2 (contd)

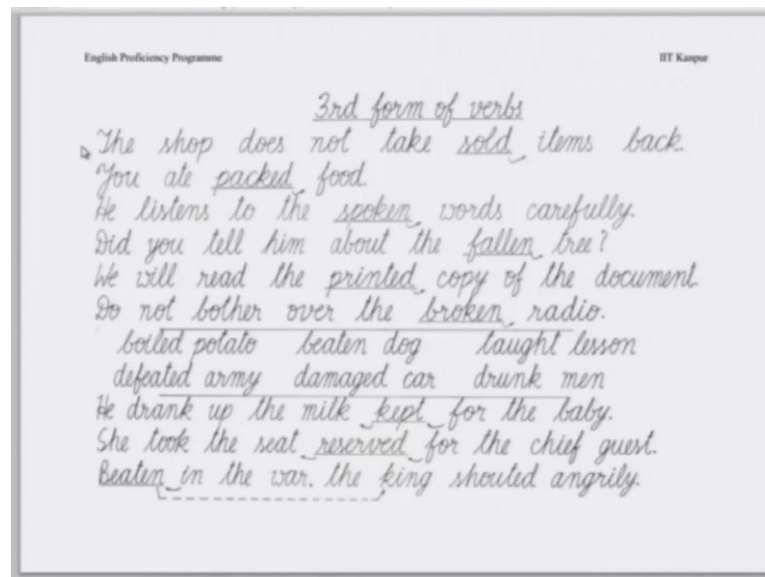
run	ran	run	runs	running
learn	learnt	learnt	learns	learning
ask	asked	asked	asks	asking
cry	cried	cried	cries	crying
weep	wept	wept	weeps	weeping
beat	beat	beaten	beats	beating
fly	flew	flown	flies	flying
hear	heard	heard	hears	hearing
listen	listened	listened	listens	listening
think	thought	thought	thinks	thinking

And yes, in this quarter we will see many more word more words like that ((Refer Time: 01:14)) and yes in this you have already seen the use of the first form the second form and the fourth form. So, the first form and the fourth form you used in simple present, we run, he runs and this one you saw in the use of past tense. I ask the question, he learned this lesson, the horse ran fast. These two you have not seen, till now in our lessons.

Of course, you have otherwise seen this somewhere, but in our lessons these two have

not come till now. And we make note of one issue here that these two forms third and fourth, fifth forms are essentially adjectives and the fifth form can come as an adverb also and once in a while as noun also. Slowly over the next few sessions next few lessons, so we will see the use of these as adjective and use of these as adverbs also and then, as now, so ((Refer Time: 02:33)) today's lesson is preponderantly on these third forms and fifth forms.

(Refer Slide Time: 02:38)



Akshath, can you read the read out the first line?

Student: The shop does not take sold items back.

The shop does not take sold items back [FL] adjective word [FL], What kind of items? Sold items. So, this verb sold qualifies the noun items, so it is doing the task of qualifying this noun. So, this is the typical use of the third form of verbs, next.

Student: You ate packed food

You ate packed food [FL] pack [FL], good food, bad food, stay food, fresh food, packed food. So, [FL], so [FL] what kind of food, packed food fine, Sashanth next one

Student: He listens to the spoken words carefully words

He listens to the spoken words carefully. What kind of words? Spoken words, so he is qualifying the word words. Similarly, did you tell him about the fallen tree, which tree fallen tree, so fallen is qualifying the word tree. Similarly, we will read the printed copy of document not the hand written one printed, printed copy. Do not bother over the

broken radio, we are talking about the broken radio not the correct radio.

Similarly, you can make sentences with boiled potato, beaten dog, taught lesson, drunk men, damaged car, defeated army and so on many such things you can find. You see all these adjectives boiled, beaten, taught, drunk, damaged, defeated these are actually third forms of verbs, which come in the third column in our list. Now, here in all places above you have seen that adjective, the third form coming before the noun, which it qualifies.

But, sometimes you need to put it after the noun. For example, he drank up the milk kept for the baby [FL]. See this kept, which milk kept milk [FL] for the baby, here the adjective is coming after the milk. Normally, the place for putting that objective putting an objective for a noun is before that in this kind of thing, so he drank up the fresh milk he drank up the pure milk, so adjectives are coming before the milk.

But, here he did not drink up the kept milk; that is how it would come if for the baby was missing. Suppose in the sentence we decided not to keep for the baby [FL] sentence [FL] kept milk. A milk kept by somebody, for somebody in the fridge something. So, what is coming later; that is actually something like verbs gets connected to verbs. Here you see the root of this adjective is actually in a verb. So, like verb it can take object, like verb it can be connected with a phrase and so on and when such objects or phrases come to get attached with this, then those things you can keep only later.

In our own language this problem is not there, because we attach this for the baby by the servant in the fridge, etcetera we attach these things before, so in a natural place. So, [FL] here everything cannot be put in that manner in English, because if you kept earlier like this here, then kept for the baby. There would be no place to insert for the baby, you would have to say he drank up the milk, which mean kept. He drank up the kept milk, but then you will have to say he drank up the kept for the baby milk as it kept for the baby is one verb, but that is not how you can put.

So, in order to give a place for this phrase for the baby, you need to put that kept after milk and then, you continue. So, the relation of this third form of kept with milk is adjective and verb. On this side the relationship of kept for this phrase is this, the way a verb would behave with a phrase connected to it for the baby [FL]. Next also a similar, she took the seat reserved for the chief guest. Sashanth [FL].

Student: You [FL] chief [FL] take chief guest [FL].

[FL] reserved is coming after seat. If this phrase for the chief guest were not there, say

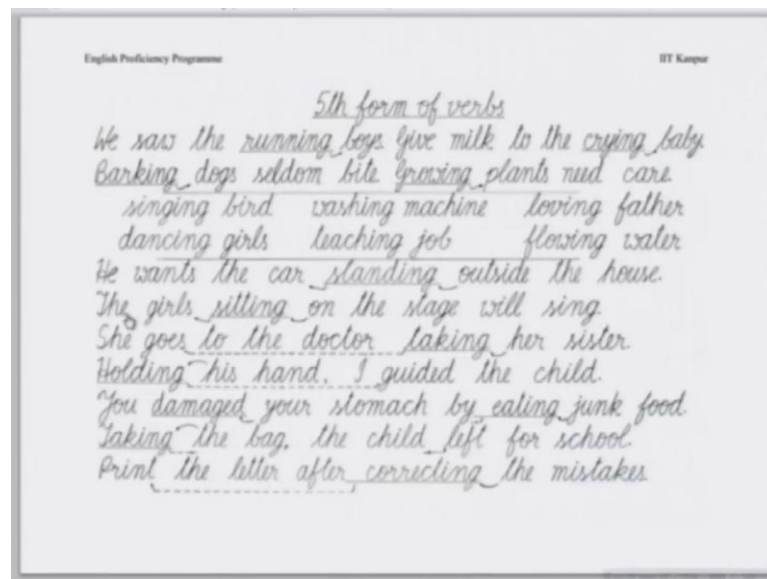
for the chief guest is not there, that whole thing is gone we do not want such a big sentence. Then, you will not say she took the seat reserved you would say she took the reserved seat. So, reserved will come in it is ordinary place like an adjective. In this case which reserved we want to connect for the chief guest?

So, in order to make a space for the chief guest you must reserve after the seat. So, this is how the adjective and noun in such situations exchange their phrases. Similarly, this is actually a little more complicated example, beaten in the war the king shouted angrily. [FL] right [FL] angrily perfect. So, which king the beaten king [FL]. So, here the beaten king [FL] let in beaten [FL] beaten in the war, the king shouted angrily [FL]. So, taken qualify a will adjective [FL] in the war such beat [FL] relationship [FL].

Student: Sir we also [FL].

Yes; that is something which you take as a meaning. Yes ((Refer Time: 10:50)) this was the use of third forms as adjectives. Next is fifth form.

(Refer Slide Time: 10:57)



Akshath read the sentence and tell the meaning.

Student: We saw the running boys [FL]

[FL] Next

Student: Give milk to the crying baby [FL]

[FL] Here

Student: Barking dogs seldom bite.

[FL] seldom of the [FL] Sashanth

Student: Growing plants need care [FL].

[FL]. We saw the running boys, which boys running boys [FL]. Give milk to the crying baby, which baby crying baby [FL]. Barking dogs seldom bite, barking dog [FL]. Growing plants need care [FL], growing [FL]. So, you see these are all qualifiers operating as adjectives. Similarly, you can use this kind of things in your sentences singing bird, washing machine, loving father, flowing water, teaching job, dancing girls. Now, see some examples in which the adjective, the fifth one will be put after the noun, which it is qualifying. He wants the car standing outside the house.

Student: [FL].

[FL] Car [FL] here you see, which car standing car fine, a adjective come [FL] standing car stand a car [FL] [FL] is [FL] originally was [FL] standing outside the house [FL] outside the house [FL] is [FL] connected [FL] is connect to [FL] or is [FL] car standing of [FL] outside the car [FL] outside the car [FL] sentence [FL] he wants the standing car [FL] next Sashanth read this line.

Student: The girls sitting on the stage will sing [FL]

The girls sitting on the stage will sing stage for [FL] next

Student: She goes to the doctor taking a sister taking, taking a sister [FL] doctor

[FL] doctor [FL] she goes to the doctor [FL] doctor [FL]. Now, we qualify can either [FL] is verb we qualify [FL] we are taking away taking away goes qualify there [FL] taking, taking what [FL] object [FL] her sister. Similarly, holding his hand I guided the child has he [FL] guided [FL] is [FL]. How did I guide [FL] holding? So, holding, so holding [FL] qualify [FL] they can holding adjective adverb [FL] word verb say [FL] who's [FL] object his hand [FL].

So, a is object [FL] adverb in a is [FL] qualify [FL], similarly you damaged your stomach by eating junk food [FL] by eating say damage here. So, by eating [FL] eating [FL] by [FL] taking the bag the child left was school [FL]. So, left, left go a qualify [FL] taking [FL] one [FL], so this is qualifying left print the letter after correcting the mistakes [FL] print the letter [FL] after correcting the mistakes. So, this correcting with after, after correcting this whole thing is operating as adverb.

So, third form typically six as adjective and third form and fifth form six as adjective as

well as adverb any questions till now, yes just a minute third or fifth.

Student: In write sentence after correcting the mistakes print the letter certainly certainly logically same, but order get changed.

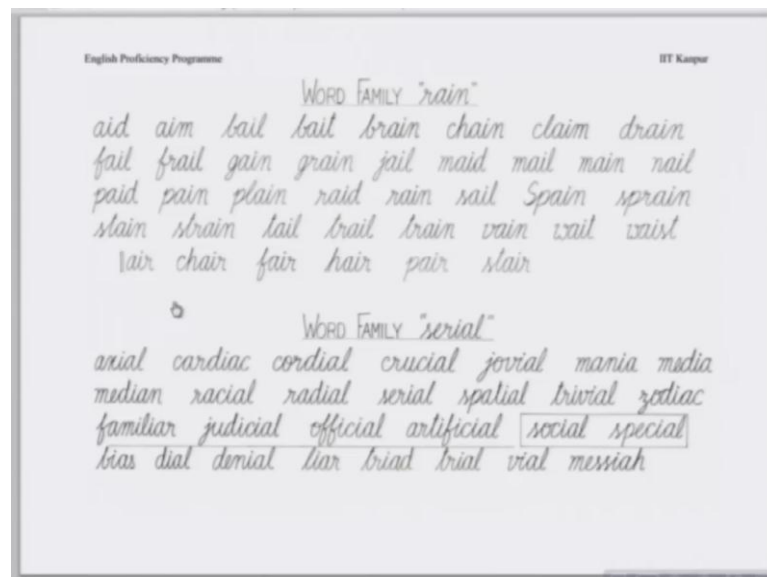
Certainly, logical connections will be the same.

Student: What are the meanings of the errors?

That is what I was showing you that the fifth form connecting with the are the fifth form connecting with verb shows the action of the fifth one as adjective when you disconnecting in noun is this thing this underline word qualifiers word this is operating as a adjective to this. Similarly, this is operating as a adjective of this and this is operating as the adverb to this say this is word, so the qualify that word, since this is noun the qualified is adjective.

So, this underline is to show the fifth form here and this arrow is to show, which noun or verb it is qualifying anything else third form is easy. So, not much doubts no not much questions for have and some words.

(Refer Slide Time: 19:23)



Akshath

Student: aid, aim, bail, bait, brain, chain, claim, drain, fail, frail, gain, grain, jail, maid, mail, main, nail

Sashanth

Student: paid, pain, plain raid, rain, sail, Spain, sprian stain, strain, tail, trail, train, vain,

wait, waist

Rasanth different sound till now, you have had the sound a I as a fail, frail, gain, grain and so on this is...

Student: air, chair, fair, hair, pair, stair

Good, so this is these are two sound patterns of that whole combination a i in the last lesson we saw the sound patterns of whole combination e a here we are studying a i after a i we will study i a.

Karthick

Student: Axial, ax, ax [FL] axial, cardiac, cordial, crucial, jovial, mania, media, median, radcial, radial, serial, spatial, spatial, spatial, trivial, trivial, zodiac, zodiac, zodiac

Sashanth

Student: Familiar judicial, official, artificial, social, special, social, special,

Akshath see till now, you have seen the sound of i a as e r and the last one is here that is not air the is higher.

Student: bias, bias, dial, dial, denial, liar, triad, triad, triad, this is t trial, vial, messiah you should not say triad, trial it is triad, trial, dial, bias, denial, this sound this words fine ((Refer Time: 22:15)).

You know the path of the sun in the in the background of the fixed charge is called the [FL] orbit it is not called it is also called equity.

Student: Sir why social is special are in box oh yes till now, these once are judicial, official, here social and special not social and special it is social here you are seeing you use a here it is simply flight e sound there, so social just a little stress not social.

So, that difference is their. So, these are not exactly this sound see the difference between crucial and special, social crucial and special trial [FL] that is triad [FL] tried judicial court related some judicial papers, which we needed in the court are the case at ((Refer Time: 23:44)) crucial [FL] very, very important crucial radial radius you know radius when you draw circle the distance by zero open the compass that is the radius of circle something going in the direction of the radius is radial, axial if I rotate this like this. So, are about my finger if I rotate this, then this will be the access of rotation about his something rotates axial is related to the access.

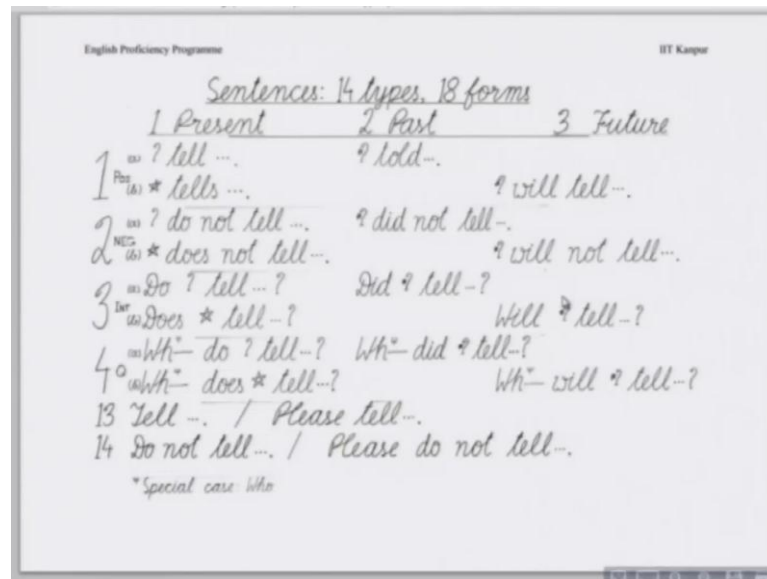
Student: Sir messiah or messiah both pronunciations I have here yes even me to we would.

I typically say messiah because I fine that is closer to the original with is arbi p [FL] fail fail week very week.

Student: meaning of mania.

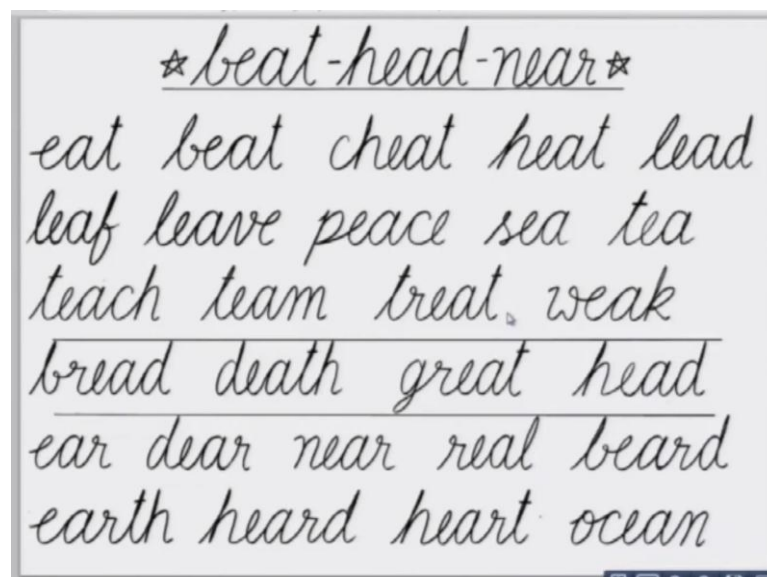
[FL] you continue

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And ((Refer Time: 24:59)) this you of course, remember recently we have studied this fourteen types eighteen forms at the near the course of the first quarter of the course.

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And we will make some sentences ((Refer Time: 25:20)) in this fourteen forms with some of these words Akshath we will do this exercise over another make a sentence with teach the teacher teaches in the class. So, this is present tense positive sentence. So, make a negative sentence like this the teacher, so not teach what is wrong does not the teacher does not teach in the class, then what she do you see I give you the fourth sentence in that line, then what does she do that is i give you the interrogative sentence in the query then what does it do.

The other question which can be answered either in yes no tell one sentence like that.

Student: not a teacher does not...

question

Student: does it is in the class?

Does it is in the class is fine, Sasanth in different context make four session sentences in past piece you know the meaning of piece right yes.

Student: iron was a peaceful country.

You have make a sentence is peaceful it was it is a good sentence. So, have some practice of making sentences with this kind of words in all of this different forms fine. So, we stop here and continue in our next session later.