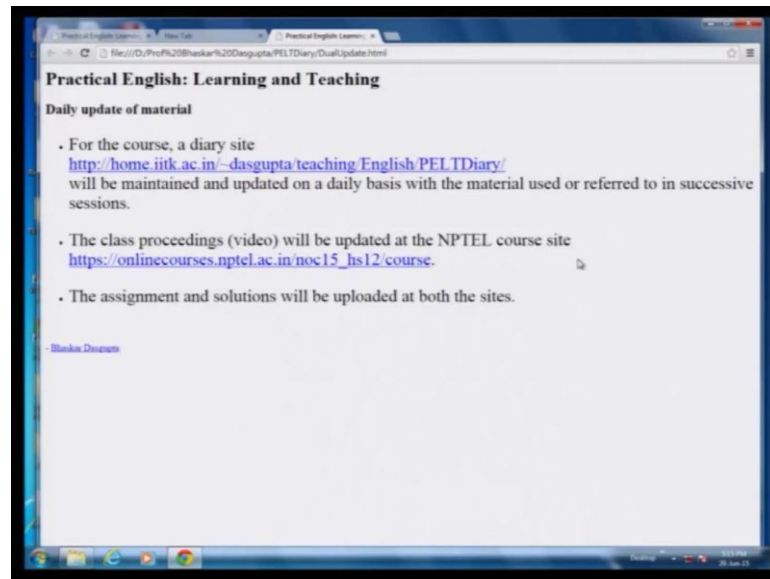


Practical English: Learning and Teaching
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Lecture – 17

Good morning.

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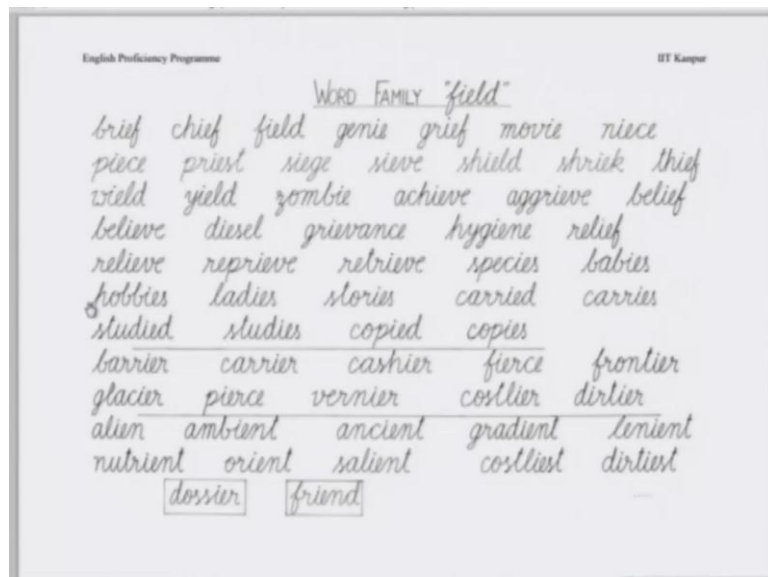
We are now in the session seventeen of this course.

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View	Topic	Requirements	Exercise of verb 'be'	Notes	
14	Word Families "pass" & "die" Address: Notes looking like Dennis Subject (through CLL 2018)	Discussion	Translate the given sentences into English.	Practice of words from the present word family Exercise of sentences with dummy subjects and Noun Forms of verbs with old word family "be"	Notes
15	Word Families "see" & "die" Verb List 1 be - 3rd form Construction of sentences in passive voice.	Discussion	Form sentences and expand them with additional details, as required.	Practice of words from the present word family Exercise of passive voice (be + 3rd form) with old word family "passer" & "die"	Notes
16	Revision of Maind Words 1st List Maind Words 2nd List "be" Active-Passive Conversions.	Discussion	Convert the given sentences as required or as to retain the meaning.	Exercise of voice (active-passive) conversion with word families "see" & "die"	Notes
17	Word Families "fill" "die" & "be" Word Families "see" & "pass" and "die" be - 3rd form Completions	Discussion	Form sentences and expand them with additional details, as required.	Practice of words from the present word families Exercise of continuous tense (be + 3rd form)	Notes Basic build up
18					
19					
20					
-	Quizes 2 each line				
21					
22					
23					

We start with some words.

(Refer Slide Time: 00:22)



Akshath; can you read the first two lines for your friends?

Student: Brief chief field genie grief movie niece

Correct

Student: Piece priest siege sieve shield shriek thief

What is the meaning of niece? Niece? [FL] Sparsh?

Student: Wield yield zombie achieve aggrieve belief relief believe diesel grievance

Grievance

Student: Hygiene grievance – hygiene relief

Divyansh?

Student: Relieve reprieve retrieve species babies hobbies ladies stories carried carries

Continue

Student: Studied studies copied copies

Good. See this is the major pattern of the sound of i e. And, in this, we have a lot of words, which are plurals of nouns or the forth form of verbs or the second form or third form of verbs. Like this, a lot of nouns, which become plural like this or a not lot of verbs, which become – which come to the fourth form like this or to the past tense, that is, second form or third form like this. So, lots of those words will appear in this sound pattern. Karthik? Now, the next sound of i e.

Student: Cashier Fierce

Fierce

Student: Fierce frontier

Read it from the beginning.

Student: Barrier carrier cashier fierce frontier glacier pierce vernier costlier dirtier.

So, these are second kind of sound of i e. And, you would have noticed that, in this, a lot of adjectives in the competitive form will come – costlier dirtier. So, dirty dirtier. So, many of them will appear in this – e r – e r sound. And now, e a; Divyansh?

Student: Alien ambient ancient gradient lenient nutrient orient salient costliest dirtiest

Just a minute. In this sound pattern of i e, you would have noticed that, many of the best will come – many of the best or highest will come – dirtiest costliest. So, all those adjectives to which e s t comes after i; so, costliest dirtiest – many of those words will come here. And, these two are exceptional sounds. Divyansh?

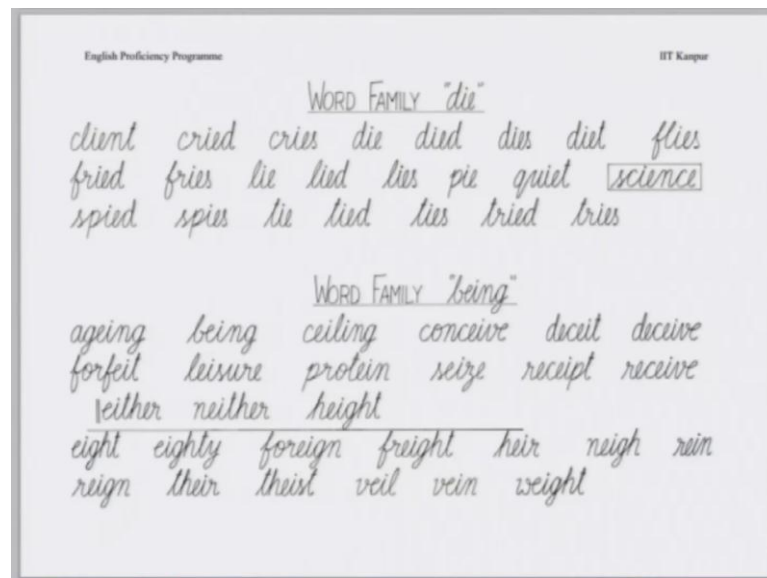
Student: Dossier

Dossier dossier

Dossier dossier friend.

Friend. So, these are exceptional sound. And, Sparsh? Another major sound pattern of i e other than this one. See this sound was e; this sound was e r; this sound was e a.

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And then, there is another sound, which is here – word family die.

Student: client

Client

Student: Client cried cries die died

Died

Student: Dies dies diet flies fried freeze

Fries

Student: Fries lie lied lead

Lied

Student: Lied lies p

Pie

Student: Pie quiet

Quiet quiet quiet

Student: Quiet science

This is actually not science; this is science

Student: Science spied

Correct

Student: Spies tie tied ties tried tries.

Right. So, you have already seen that, some of these in which... See in the... At the end of the noun or verb, if there is a y, for which the sound is e like baby, copy; then, babies copies copied, which you saw in the previous slide. On the other hand, at the end, if it is... if there is a y, the sound of which is i like cry, fry; then, it will be fries cries fried cried. So, that is the typical form that is being shown here; the sound of i e as i rather than e. Now, e i. Akshath?

Student: Ageing

Ageing

Student: Ageing being ceiling conceive deceive

Deceit

Student: Deceit deceive forfeit leisure

Leisure

Student: Leisure protein seize receipt

Receipt

Student: Receipt receive

P is silent receive. Next, give to Sparsh. This is exceptional sound.

Student: Either neither either neither height

These two you can say either neither or either neither; both forms are accepted. And, this is height. So, I say either neither. And, that is why I am classifying them along with height. But, then either neither is also accepted. So, these are two sound patterns of e i. This is e – very similar to the earlier field sound – that sound of i e very similar to that. And, this is i and this is a. Divyansh?

Student: Eight eighty foreign freight

Freight

Student: Freight heir neigh

This – in this, h is almost silent – heir

Student: Heir

Heir [FL]

Student: Heir neigh rein reign

Reign

Student: Reign

Both are reign.

Student: Reign their theist

Theist

Student: Theist veil vein weight

What is theist? Anybody knows what is theist? Somebody who believes in God is theist; and, belief in god is theism. And, somebody who does not believe is atheist. And, the disbelief in God is atheism. Veil [FL] vein [FL]

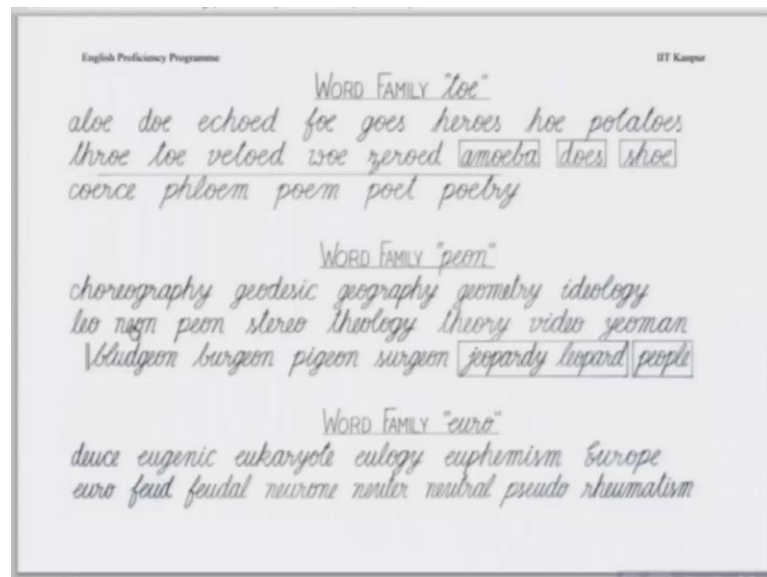
Student: [FL]

[FL]

Student: [FL]

[FL] oxygen reach [FL] carbon dioxide [FL] Hindi [FL] heart [FL] that is artery [FL]
Some more words you want? Fine.

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Three more families – small families. Akshath? This is first family is toe.

Student: Aloe doe echoed foe goes heroes hoe potatoes throe toe vetoed woe zeroed
ameoba does shoe.

These three box items are exceptions. Sparsh? Other sound pattern of o e?

Student: Coerce

Coerce

Student: Coerce phloem phloem poem poet poetry

Good; Divyansh? Now, sound of e o

Student: Choreography geodesic geography

Geography

Student: Geography geometry ideology leo neon peon

Peon

Student: Stereo theology theory video you

Yeoman

Student: Yeoman

Now, another kind of sound. This was mostly e o or e r. Another kind of sound; this was mostly e o; and now, e r kind of sound will come here – bludgeon; read out.

Student: Bludgeon burgeon pigeon surgeon jeopardy

Jeopardy

Student: Jeopardy

Exception

Student: Leopard people

People, yes. This also another kind of exception. Karthik?

E u – euro

Student: Deuce eugenic eukaryote

Eukaryote

Student: Eukaryote eulogy euphemi

Euphemism

Student: Europe euro feud feudal neuron neuter neutral pseudo rheumatism

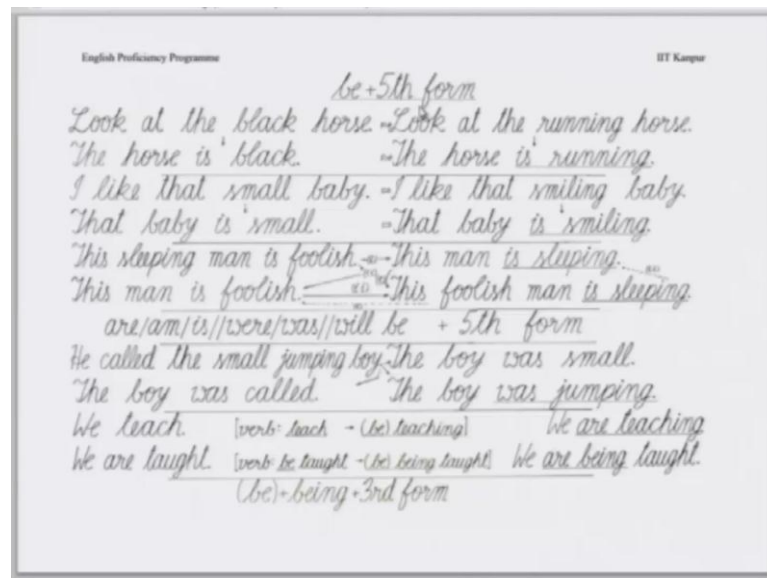
Rheumatism [FL] rheumatism

Student: [FL]

[FL] difficult words? Keep in mind and when you come across some of them, try to figure out meaning, look up dictionary. Some of the words you know; some of the words are new.

Now, we come to the syntax part of our class. In an earlier class, you have seen the use of third form of verb just after the; there is some form be, is am, are, was, were, will be. After that, you have seen the third form with the help of which we formed passive voice – sentences in passive voice. Today, we put fifth form after be and make note the rule that I earlier told you once that, two verbs side by side do not come in the rule of verb is not violated here also, because fifth form is to begin with, not really a verb; it is either adjective or adverb.

(Refer Slide Time: 11:53)



So, here mostly they will be coming after be as adverb; and, together joining with be, they will form a composite verb in a particular sense. Read out this sentence, Divyansh?

Student: Look at the black horse.

What kind of thing is black?

Student: Adjective

Good. Say what is this?

Student: Look at the running horse.

What kind of word is running?

Student: Adjective

Adjective; which horse? Black horse. Which horse? Running horse. This sentence and this sentence – these two sentences are very similar in structure; that is why in between, I have put the sign of similarity. You see this sign there is typical similarity sign. So, this sentence and this sentence are similar in their structure. Now, from this sentence, I am picking up information. I am not asking you to look at it. I am now telling something about that horse. What was the information about the horse? There is here. Read out.

Student: The horse is black.

Similar thing I will do on this.

Student: The horse is running.

You see the horse is black [FL] The horse is running [FL] Look at the running horse. [FL] The horse runs. Then, is running [FL] condition [FL] adjective [FL] current activity [FL] is [FL] Hindi [FL] The horse is running. [FL] fifth form [FL] adjective [FL] be verb [FL] be verb [FL] composite – is running [FL] verb [FL] verb [FL] position – form [FL] particular time [FL] continuous [FL] continuous tense [FL]. So, this is a typical use of the fifth form after the verb be [FL] be [FL] form [FL] I am running [FL] are running [FL] was running [FL] will be running [FL] Sparsh?

Student: I like that small baby.

[FL]

Student: [FL] baby [FL]

[FL] small [FL] type [FL] word [FL]

Student: Adjective

Very good;

Student: I like that smiling baby; adjective – smiling.

Adjective [FL] smiling [FL] sentence [FL] sentence similar ((Refer Slide Time: 15:27))

Student: Baby is small

That baby is small [FL]

Student: [FL] baby small [FL]

[FL]

Student: That baby is smiling. [FL]

[FL] is smiling. [FL] adjective [FL] fifth form of adjective [FL] be verb [FL] activity
[FL] present activity [FL] activity [FL] Akshath? [FL]

Student: This sleeping man is foolish.

[FL]

Student: [FL]

[FL]

Student: [FL]

[FL]

Student: Sleeping [FL] foolish

[FL] adjective [FL] What kind of man? Sleeping

Student: Sleeping

[FL]

Student: Foolish

[FL] adjective [FL] information [FL]

Student: This man is sleeping. [FL]

[FL] tense [FL] form [FL] is sleeping [FL] piece [FL] information.

Student: This man is foolish. [FL]

[FL] sentence [FL] information [FL] information.

Student: This foolish man is sleeping.

[FL]

Student: [FL]

[FL] sentence [FL] sentence [FL] meaning [FL] sentence [FL] idea [FL] sentence [FL] sentence [FL] So, [FL] idea [FL] fifth form [FL] adjective [FL] original adjective [FL] actual adjective [FL] fifth form adjective [FL] adverb [FL] be [FL] be [FL] qualify [FL] composite verb [FL] continuous [FL] adjective [FL] noun [FL] foolish [FL] fifth form [FL] sentence [FL] is [FL] is [FL] present [FL] am [FL] is [FL] past [FL] were [FL] were [FL] was [FL] future [FL] will be [FL] fifth form [FL]

Student: Will be running ((Refer Slide Time: 19:57))

Will be running, yes [FL] fifth form [FL] Sparsh?

Student: He called the small jumping boy.

[FL] sentence [FL]

Student: Small

[FL] The boy was small. [FL]

Student: [FL]

[FL]

Student: Was jumping

[FL] The boy was jumping [FL] The boy was small – adjective. The boy was jumping – adverb [FL] be plus fifth form [FL] continuous sentence [FL] was jumping [FL] was called. The boy was called [FL]

Student: [FL]

[FL] be plus third form [FL] Passive voice [FL] He called the boy. The boy was called. [FL] be plus fifth form [FL] be plus third form – typical [FL] structure [FL] important [FL]

Student: We teach

[FL]

Student: [FL]

[FL]

Student: Teacher [FL]

[FL] teach [FL] simple present. We teach [FL] teach [FL] teaching [FL] be [FL] right? Be plus fifth form. [FL] be [FL] form [FL] form [FL] subject [FL] are [FL] I [FL] am; he [FL] is; [FL] past tense [FL] be [FL] teach [FL] teaching [FL] We are teaching. [FL] teach [FL] simple present [FL] continuous present [FL] past tense. [FL] passive voice [FL]

Student: We are taught.

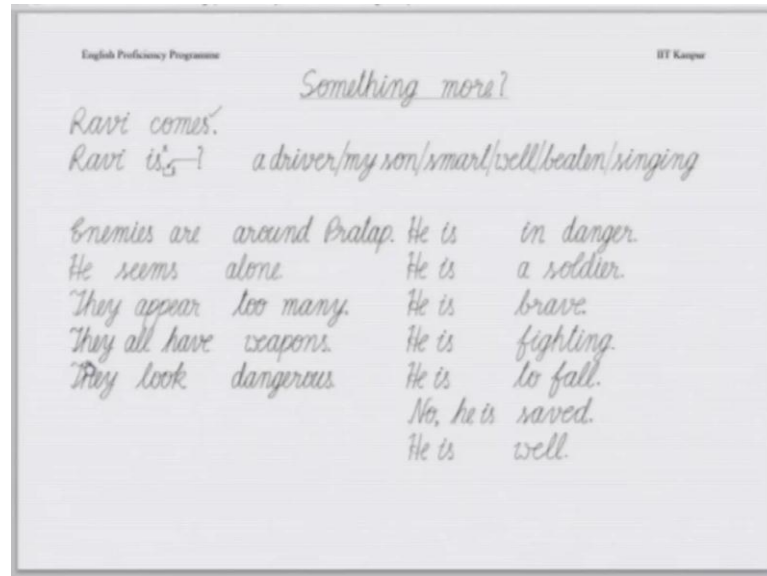
[FL]

Student: [FL]

[FL] We are taught. [FL] teach [FL] be taught; are [FL] be [FL] form [FL] be taught [FL] verb [FL] teach [FL] be taught [FL] continuous [FL] formula [FL] teach [FL] teaching [FL] taught [FL] being taught [FL] Actually [FL] taught [FL] be [FL] being [FL] be [FL] be [FL] subject [FL] form [FL] subject [FL] form [FL] are, am, is, was, were [FL] being [FL] be form – be verb [FL] fifth form [FL] We are taught [FL] We are being taught [FL] continuous [FL] simple [FL] be [FL] verb [FL] ing [FL] be [FL] verb [FL] be [FL] ing [FL] verb [FL] be [FL] form subject [FL] logic [FL] logic [FL] pattern[FL] structure

[FL] be plus be [FL] form – being [FL] verb [FL] form – caught taught given killed
beaten [FL]. [FL] be plus being plus third form [FL] question [FL] item [FL].

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[FL] image [FL] sentence [FL]. Subject [FL] verb [FL] subject [FL] sentence [FL] Ravi
comes [FL]

Student: Ravi [FL]

Ravi [FL] Subject – verb [FL] Ravi is subject – verb [FL] Ravi is [FL] Ravi [FL] Ravi
[FL] Ravi [FL] Ravi [FL] English [FL] English [FL] verbs [FL] sentence [FL].
Technically, [FL] verb [FL] verbs of incomplete predication. [FL] incomplete [FL] is
[FL]

Student: Ravi is a driver.

Noun [FL] a driver; my son [FL] son [FL] adjective – noun [FL] my [FL] adjective [FL]
smart [FL] adverb [FL] well – Ravi is well. [FL] Ravi is good or Ravi is well [FL]

Student: Ravi [FL] Ravi [FL]

[FL] Ravi [FL] Health [FL] verb [FL] third form [FL] Beaten – Ravi is beaten. Ravi...

Student: [FL]

Ravi [FL] Verb [FL] fifth form [FL] Singing.

Student: [FL]

[FL] column [FL] verbs [FL] example [FL] verb [FL] example [FL] Akshath [FL]

Student: Enemies are...

[FL]

Student: ...around Pratap.

[FL]

Student: [FL] Pratap [FL]

[FL] Pratap [FL]

Student: He is in danger [FL]

[FL]

Student: He seems alone. [FL]

[FL]

Student: He is a soldier. [FL]

[FL]

Student: They appear too many.

[FL]

Student: [FL]

[FL]

Student: He is brave. [FL]

Good. Next?

Student: They all have weapons. [FL]

Good.

Student: He is fighting. [FL]

[FL]

Student: They look dangerous. [FL]

[FL]

Student: He is to fall. [FL]

[FL] He is to fall [FL]

Student: [FL] No, he is saved. [FL]

[FL] He is saved. [FL] He is saved.

Student: He is well. [FL]

[FL] safe [FL] are [FL]. Appear [FL]. Have [FL] typical verb [FL]. Look [FL]. Is – is
[FL] verb [FL] phrase [FL] noun [FL] adjective [FL] verb [FL] fifth form [FL]
infinity [FL] to fall [FL] Saved – third form [FL] normal adverb [FL] type [FL] change
[FL] He is [FL]

Time [FL] tutorial session [FL] audience teachers [FL] otherwise [FL] class [FL] context
[FL] word families [FL] words [FL] sentence [FL] continuous tense [FL] practice [FL]
board [FL] type [FL] sentence [FL] word families [FL] use [FL] sentence [FL] type [FL]
sentences [FL] sentences [FL]. Any quick questions? We do not have too much time, but
one or two questions we can handle. No? Fine.

Thank you. We will rejoin in session eighteen.