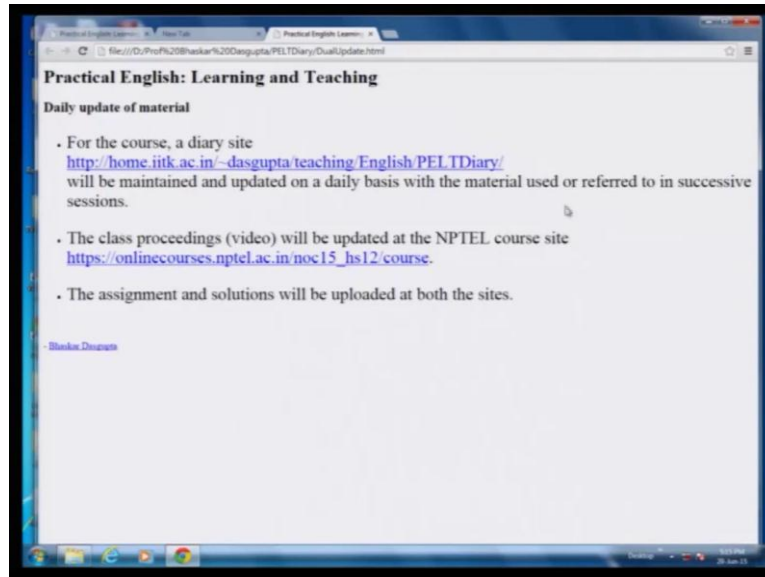


**Practical English: Learning and Teaching**  
**Prof. Bhaskar Dasgupta**  
**Department of Mechanical Engineering**  
**Indian Institute of Technology, Kanpur**

**Lecture – 19**

(Refer Slide Time: 00:09)



Welcome to session 19 of the course, we are very close to the end of quarter 2. However, in between we have faced difficulties problems. Some of our students across the net have difficulty in solving some of the assignments.

(Refer Slide Time: 00:37)

View	Topic	Exercise of verb 'be'	
14	Word Families "am" & "are" Adverbs, Nouns looking like verbs Dramatic Subjects (through CLL20ag)	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"
15	Word Families "is" & "are" Verbs List 3 be - 3rd form Construction of sentences in present voice.	Discussion Form sentences and extend them with additional details, as required.	Practice of words from the present word family Exercise of present voice (be - 3rd form) with old word family "am" & "are"
16	Revision of Mixed Words List Mixed Words 2nd List "is" Active-Passive Conversions.	Discussion Convert the given sentences as required so as to retain the meaning.	Exercise of voice (active-passive) conversion with word families "am" & "are"
17	Word families "is" & "are" Word families "is" & "are" "is" be - 3rd form Complements	Discussion Form sentences and extend them with additional details, as required.	Practice of words from the present word families. Exercise of continuous tense (be - 3rd form)
18	Word family "is" & "are" Word families "is" & "are" "is" "is" "is" "is"	Discussion Convert the given sentences as required so as to retain the meaning.	Practice of words from the present word families. Exercise of active-passive conversion (same meaning) as continuous tense with old word families "is" & "are"
19	"is" Verbs List 3 "is" "is"	Discussion Read the given passage and answer the following questions.	Active-Passive conversion on different types of sentences.
20			
-	Quarter 2 ends here		
21			

So, today before going in to the subject matter of assignment, lesson 19 I illustrate some of the assignments problems.

(Refer Slide Time: 00:42)

Lesson	Topic	Activity	Task	Practice
9	14 Types, 18 Forms Why is it necessary to know the meaning and usage of a lot of words?	Discussion	Translate the given sentences into English.	Exercise on sentences of 14 Types, 18 Forms with old word families 'agent/actor', 'source', 'action/book', and 'germ'.
10	Articles, Capitalization, Punctuation.	Discussion	Revise the passage using appropriate articles, capitalization and punctuation marks.	Why do we advise breaking up of sentences during interpretation and expression?
Quarter 1 ends here.				
Thousands of pages free in the net.		Additional passage for teachers.		
11	Letters and writing style. Summary of Basic Word Families. Summary of "ac", "an", "in", "ad" and "de". Interpretation (Eng/CLL) of a small passage. Expression (CLL/Eng) of a word passage. Word family "best head/one".	Discussion	Frame sentences in simple present past future and extend them with additional details.	Practice of words from the present word family: predicate expressions (adverbial constructions).
12	Revision of Verbs List 1 and List 2. Word Families "am", "is", "are", "be" forms and 3rd forms of Verbs.	Discussion	Translate the given sentences into English.	Practice of words from the present word family. Revision of 11 Types, 18 Forms with old word family "best head/one".
13	Word family "best". Verbs List 3. Verb "be".	Discussion	Frame sentences using 'be' as the only verb and extend them with additional details, as required.	Practice of words from the present word family. Exercise of 1st and 3rd forms with old word family "am", "is", "are", "be". Exercise of verb 'be'.
14	Word Families "am", "is", "are", "be". Adverbs, Nouns looking like verbs. Drawing Subject (through CLL/Eng).	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 "best".
15	Word Families "am", "is", "are", "be". Verbs List 4. be - 3rd form. Construction of sentences in	Discussion	Frame sentences and extend them with additional details, as required.	Practice of words from the present word family. Exercise of present voice (be + 3rd form) with old word family "am", "is", "are", "be".

So, you know framing sentences in certain patterns is not very difficult as you think.

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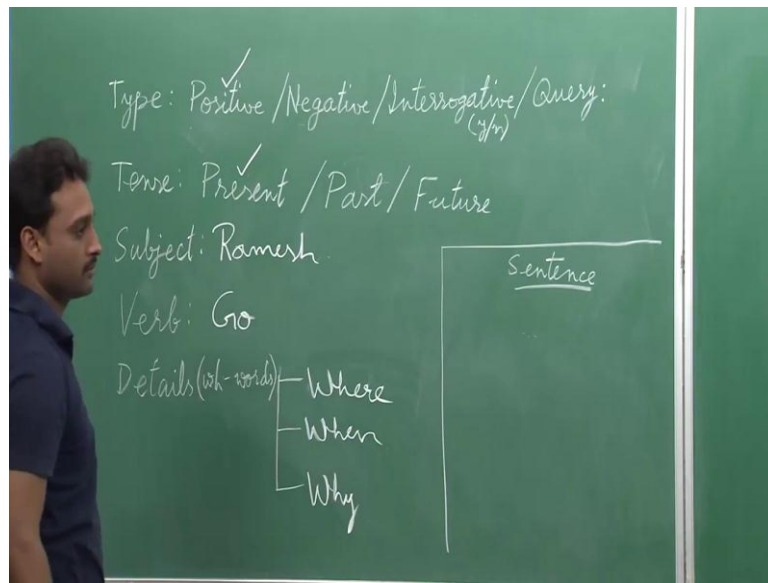
## ASSIGNMENT 11

**Study the two samples and frame the next 20 sentences in simple present/past/future and extend them with additional details, as required. [Use discretion regarding articles.]**

	Subject	Verb	Sentence type	Additional details
0	Hari	go	present, positive	where, when, how
	Hari goes to school in the morning by bus. <b>[Sample 1]</b>			
0	he	ask	present, query: why	what, whom, when
	Why does he ask me such lengthy questions at the end of the class? <b>[Sample 2]</b>			
1	thieves	enter	past, negative	what, when, how
2	Raghav	come	future, negative	where, when, how
3	Daisy	buy	future, positive	where, why, when
4	they	believe	past, negative	when, what, why
5	dogs	bark	present, positive	when, where, why

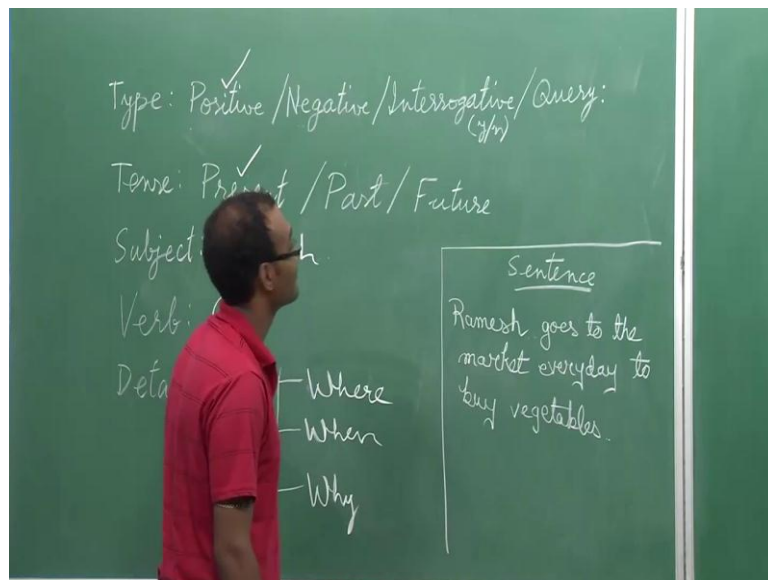
So, for this pattern we will show you some example. One example of this, Anand come. Against type I have written positive, negative, interrogative query.

(Refer Slide Time: 01:08)



So, take one of them, the kind of sentence that you want. Now, tense which tense you want, give a subject. Ramesh. Give a verb and what details where, what, when, why that kind of details you ask here. No, you ask. Write where. Another question, when. Another question, beautiful, go back. Arun jothi, give him a sentence in present, positive sentence in present with Ramesh as a subject, go as a verb and additional details of this kind.

(Refer Slide Time: 02:14)

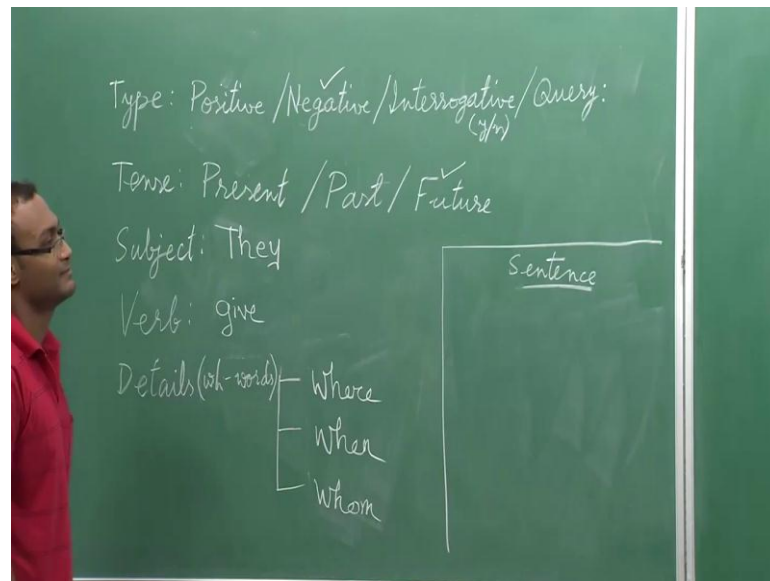


You write it ((Refer Time: 02:34)). So, he ask the question. This question I would cut anyway, do not worry. After he starts writing and before he finishes writing, we will cut the word. Ramesh goes to the market everyday to buy vegetables, beautiful. You have got the sentence you wanted. So, that is done, it is a positive sentence goes. Present goes,

verb go, Ramesh is a subject, details of where to the market, when every day and why to buy the vegetables.

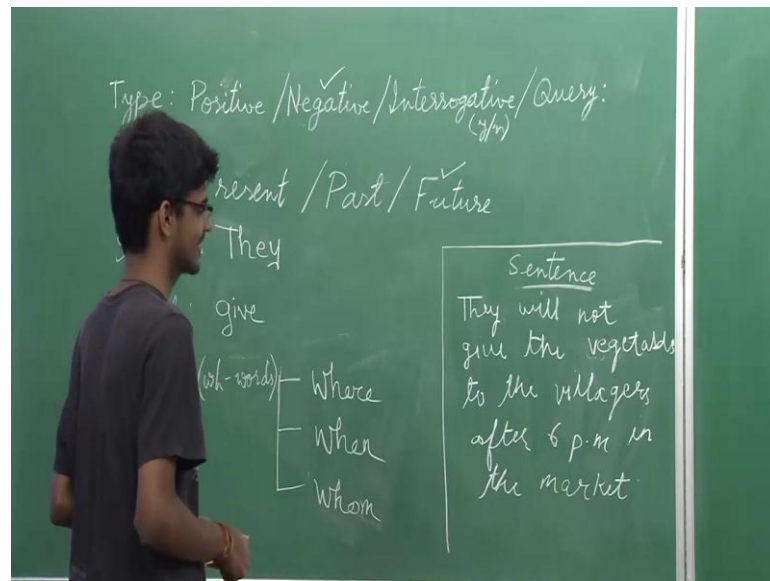
Everything has come? Rub up the sentence and rub up that positive present tick marks. Rub up those tick marks, rub up whatever data Anand gave you. These three questions also and rub up the sentence, fine.

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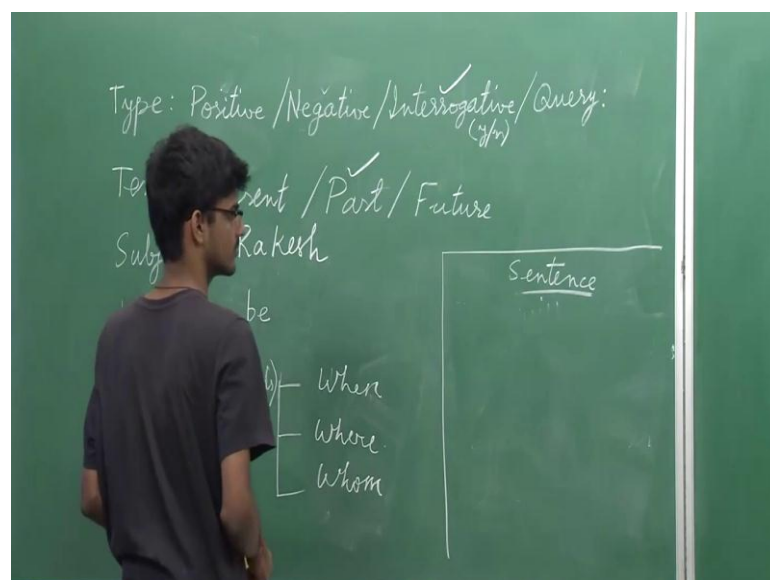
Now, give a problem to yours. Tick mark the type, tick mark a tense of ((Refer Time: 03:57)) and write a subject, Mohan. Can I change the subject? Then, take this duster. Where is the duster? You have, he. Write they, give a verb and some details that you want, come. Write another question and do not write why, write something else. No, no, not be, give some proper word. Remove that, give. Good, come.

(Refer Slide Time: 05:08)



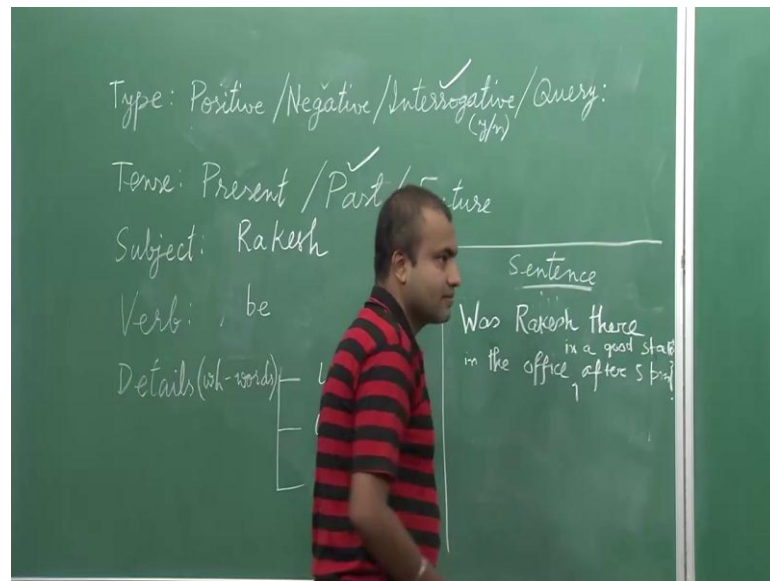
They will not give the vegetables to the villagers after 6 pm in the market. Sentence is right, you move a little, let it be available. They will not give the vegetables to the villagers after 6 pm in the market. Sentence is grammatically right, but perhaps people are not very happy. Anyway fine, happy or not it is the sentence. So, now rub up this sentence and rub up those tick marks, remove the subject and yes, yes, subject also and against verb put a cross mark.

(Refer Slide Time: 05:51)



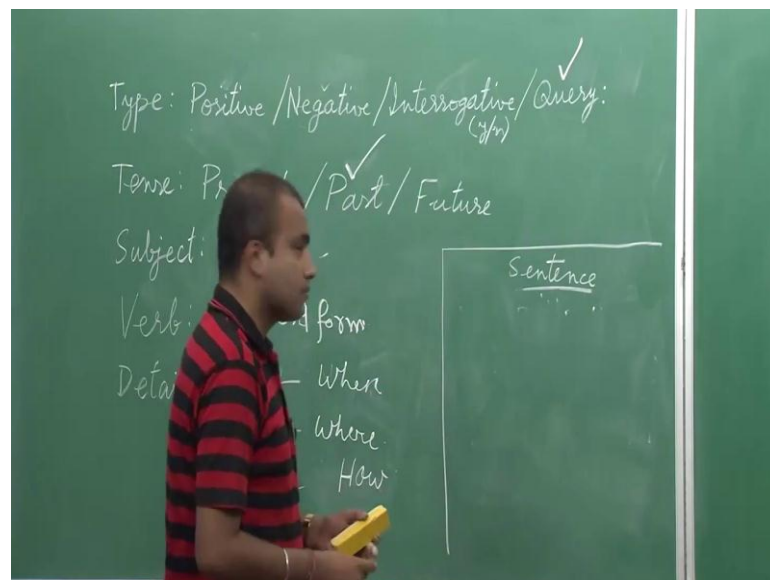
All write be, write be, be will be the verb and set a problem for this guy. It will be in be only. Tick mark now, fine, fine. Give a subject and put some detail, some question. Whom is meaningless with be, write how.

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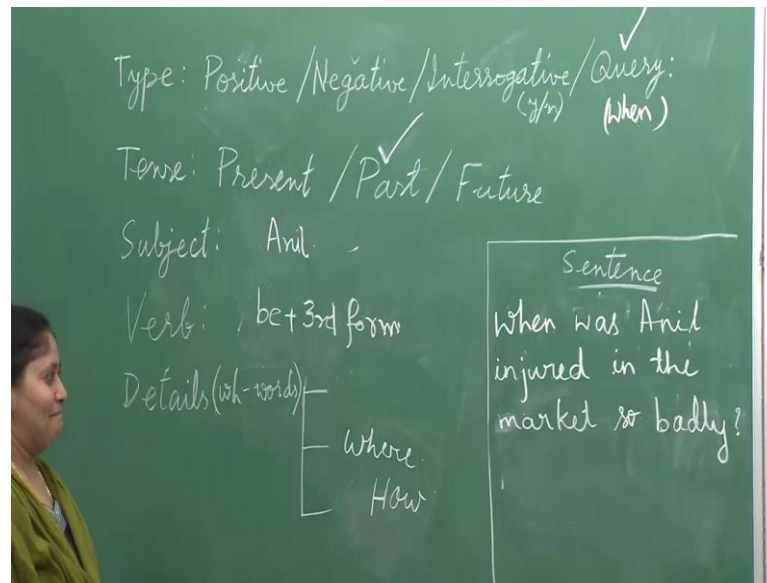


Was Rakesh there in the office in a good state or a good mood after 5 pm. After 5 pm, he does not like to be in office to begin with. So, you are not sure whether he was in good mood. So, you got a sentence, now set another question for somebody else. Remove the details of these.

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(Refer Slide Time: 07:43)



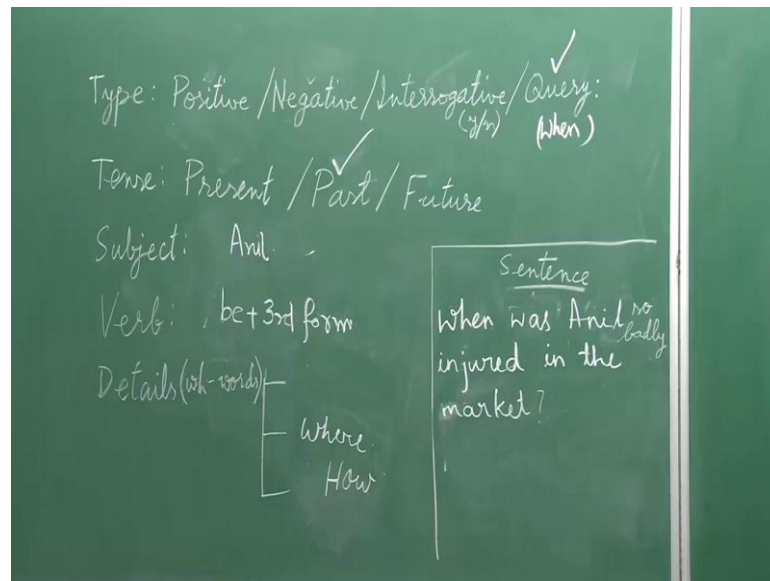
Just a minute, when you ask for a sentence with query you give a question, which question you want. If you ask when in the query, say with query I put colon, so we will need which query, what. So, what and but then you cannot have... There are troubles in this, when will be fine. So, remove when from here and put when here. No, try to connect whatever else apply as the answer to how, try to connect that with was injured, then it will be a perfect example.

When was Anil injured in the market so badly? Sentence is fine, it is answering all the thing, but it is not a good natural sentence. Because, how in all kinds of sentences will not make very good sense, but there may be sentences which naturally arise, which happen to be in this frame that also can happen. But, to find a suitable answer to this and it is possible, it is not very difficult.

**Student:** ((Refer Time: 09:15))

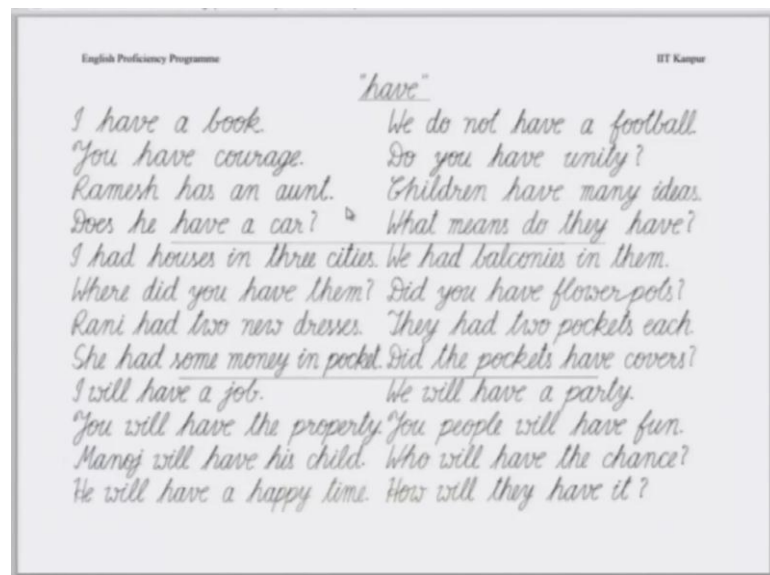
No, this is fine.

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When was Anil so badly injured in the market? This is sound a little more natural. So, you see this one patterns to assignment 15, the previous one was similar to assignment 13 and the earlier, earliest two are similar to assignment 11. So, these kinds of sentences to order can be framed. So, it is not that difficult. So, now, we start the subject matter of today's lecture.

(Refer Slide Time: 09:57)



Akshath, can you read out these sentences?

**Student:** I have a book.

[FL]



**Student:** [FL] You have courage [FL]

Right [FL].

**Student:** Ramesh has an aunt. Ramesh [FL].

Ramesh [FL]

**Student:** Ramesh [FL].

[FL]

**Student:** Does he have a car? [FL].

[FL]. So, as you notice, have is a particular kind of typical kind of verb, the meaning of which is not the same everywhere. When you have courage, you have it inside you; it is a part of you, part of your personality. On the other hand, when you have a book, then you do not have it inside you, you might have it near you or you might have it at your home, though you are sitting in the class here. This does not mean that you have it with you.

Ramesh has an aunt, does not mean that he has his aunt the way he has his book. The aunt may be far away somewhere. On the other hand, does he have a car can have both meanings, whether he owns a car, whether he is a master of a car, whether there is a car registered in his name or in other sense, whether he has a car nearby outside the door, from here he can give you a lift. So, both meanings are possible and in different context they will mean different things. Durka, read out these.

**Student:** We do not have a foot ball

[FL]

**Student:** [FL].

[FL]

**Student:** Do you have unity? [FL].

[FL]

**Student:** Children have many ideas. [FL]

[FL]

**Student:** What means do they have?

[FL]

**Student:** [FL]

I had houses in three cities. [FL] Where did you have them? [FL] Where did you have them? [FL]

**Student:** [FL]

[FL].

**Student:** [FL]

Actually [FL], we had balconies in them [FL]. We had the houses and actually it is houses, which had balconies [FL].

**Student:** [FL]

[FL] that is the idea

**Student:** [FL]

[FL]

**Student:** Rani had two new dresses [FL].

[FL]

**Student:** They had two pockets each [FL].

[FL] Now

**Student:** She had some money in pocket?[FL]

[FL]

**Student:** Did the pockets have covers? [FL]

[FL] Anand

**Student:** I will have a job. [FL]

[FL]

**Student:** We will have a party [FL].

[FL]

**Student:** You will have the property [FL].

[FL]

**Student:** You people will have fun. [FL]

[FL]

**Student:** Manoj will have his child. [FL]

[FL] Manoj will have his child. [FL] then it will be so nice, Manoj will have his child with him. [FL] Manoj [FL] wife pregnant [FL], so Manoj will have his child [FL].

**Student:** He will have the chance.

[FL]

**Student:** He will have a happy time.

[FL]

**Student:** [FL]

[FL]

**Student:** Who will have the chance. [FL]

[FL] America [FL].

**Student:** How will they have it? [FL]

[FL] yes

**Student:** ((Refer Time: 16:53))

[FL]

(Refer Slide Time: 17:20)

No.	Word Families	Discussion	Exercises	Notes
17	Word Families: 'tick', 'dig', 'k' 'strong', 'Word Families: 'car', 'bar', 'man', 'and', 'game', 'to + Vb from Compliments		Frame sentences and extend them with additional details as required.	Practice of words from the present word families. Exercise of continuous tense (be + Vb form).
18	Word Family: 'the change', Word Families: 'arm', 'a key', 'to sing', 'to C', 'system', 'to C'		Convert the given sentences as required so as to retain the meaning.	Practice of words from the present word families. Exercise of active-passive conversion (some missing) in continuous tense with old word families: 'tick', 'dig', 'k', 'strong'.
19	'to go', Verbs List 1: 'to C', 'to C', 'to C'		Read the given passage and answer the following questions.	Active-Passive conversion on different types of sentences.
20				
	Quizzes 2 each here			
21				
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So, now, we had the fifth list of verbs which has this have.

(Refer Slide Time: 17:28)

Common Verbs: List 5				
have	had	had	has	having
close	closed	closed	closes	closing
shut	shut	shut	shuts	shutting
open	opened	opened	opens	opening
use	used	used	uses	using
find	found	found	finds	finding
gain	gained	gained	gains	gaining
lose	lost	lost	loses	losing
try	tried	tried	tries	trying
dig	dug	dug	digs	digging

(contd)

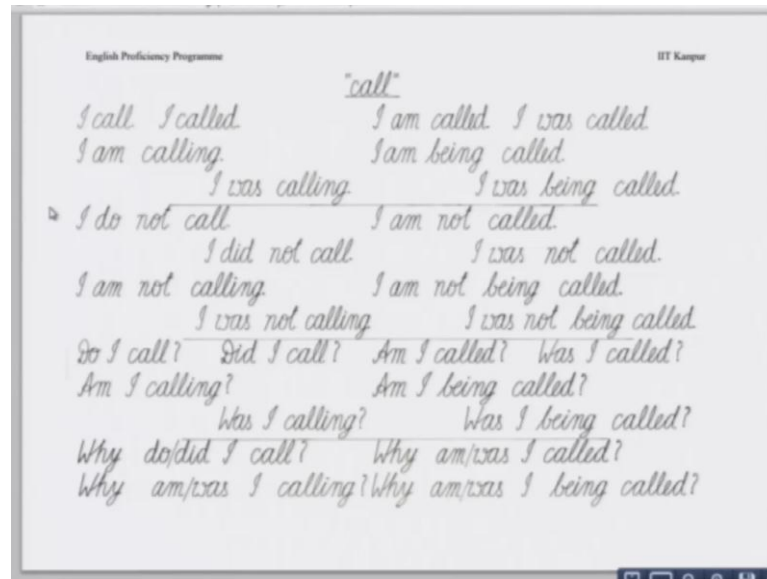
So, just check and ensure that you know all these verbs and you have no confusion regarding the five forms of these verbs, because these are very common verbs which people must know, these ten and these ten.

(Refer Slide Time: 17:52)

Common Verbs: List 5 (contd)				
fill	filled	filled	fills	filling
order	ordered	ordered	orders	ordering
light	lit/lighted	lit/lighted	lights	lighting
blow	blow	blown	blows	blowing
fire	fired	fired	fires	firing
shoot	shoot	shot	shoots	shooting
sink	sank	sunk	sinks	sinking
drown	drowned	drowned	drowns	drowning
study	studied	studied	studies	studying
answer	answered	answered	answers	answering

Sink or drown, sink [FL] or drown [FL]. [FL] light [FL] lit lighted [FL] lit [FL] lighted [FL] ((Refer Time: 18:41)) [FL].

(Refer Slide Time: 18:44)



[FL] Akshath.

**Student:** I call

[FL]

**Student:** [FL]. I called [FL].

[FL] perfect. Nirajath

**Student:** I am called [FL].

Correct

**Student:** I was called [FL]

Correct. [FL]

**Student:** I am calling [FL].

[FL]

**Student:** I was calling [FL].

Very good.

**Student:** I am being called [FL].

[FL]

**Student:** I was being called [FL].

Perfect [FL] side active [FL] side passive [FL] simple [FL] continuous [FL] be plus fifth form. [FL] present [FL] past [FL]. [FL] positive sentences [FL], Durga

**Student:** I do not call. [FL]

[FL]

**Student:** I did not call. [FL]

Correct.

**Student:** I am not called. [FL]

[FL] correct.[FL]

**Student:** I was not called. [FL]

Correct.

**Student:** I am not calling [FL].

Correct.

**Student:** I was not calling [FL].

[FL]

**Student:** I am not being called [FL].

[FL] Correct.

**Student:** I was not being called [FL].

Perfect [FL] block active [FL] block passive [FL], simple [FL] continuous, [FL] line [FL] block [FL] present [FL] past [FL] active passive, present past or positive negative [FL], present past [FL] or positive negative [FL]. Yes.

**Student:** [FL]

[FL]

**Student:** Do I call? [FL]

[FL] do I call you?

**Student:** Did I call? [FL]

Correct. [FL]

**Student:** Am I called? [FL]

[FL]

**Student:** [FL]

Was I called? [FL]

**Student:** [FL]

Am I calling [FL]

**Student:** [FL] Am I being called?

Correct.

**Student:** Was I calling? [FL]

Correct.

**Student:** Was I being called? [FL]

Perfect [FL] active, [FL] passive, [FL] simple, [FL] continuous, [FL] sentence, [FL] past, [FL] question [FL]...

**Student:** Why do I call?

Right

**Student:** [FL]

**Student:** Why did I call? [FL]

Correct.

**Student:** Why am I called? [FL]

Correct [FL]

**Student:** Why was I called? [FL]

Correct.

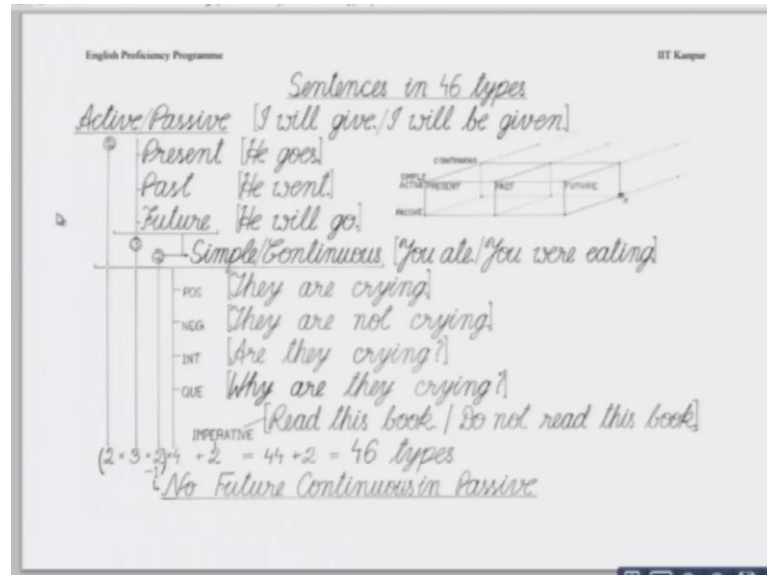
**Student:** Why am I calling? [FL]

Correct.

**Student:** Why was I calling? [FL]. Why am I being called? [FL] Why was I being called? [FL]

Perfect. [FL] positive, negative, interrogative, [FL] active, passive [FL] present past [FL] future [FL] type of sentence [FL] future [FL] continuous passive. [FL] I am being called, I was being called, present or past [FL] future [FL] future [FL] sentence.

(Refer Slide Time: 24:31)



[FL] 46 type of sentences [FL] at the kind of quarter one, we summarized all the kinds of sentences that we studied in that quarter one. There only 14 types with a total of 18 forms. Now, we have large number of types and many more number of forms. First, at the top we have active passive, like I will give, I will be given, so two types. Inside that we can have present, past, future like he goes, he went, he will go, so three types.

Inside that till now we have studied simple sentences and continuous sentences, continuous sentences we built buy be plus fifth form of a verb. So, you ate, you were eating. In that... So, out of these two types that you have studied till now, we can have four different types positive, negative, interrogative, query. A good compression, they are crying, they are not crying, are they crying, why are they crying; four kinds.

Apart from that two sentences we studied in the beginning, one is an order or request read this book or please read this book and it is negative, do not read this book. So, these are two additional kinds, which stay outside this whole thing. So, 2 into 3 into 2, all these are fine, except that you do not have passive future continuous. So, out of this subtract one, so 2 into 3 into 2, 12 kinds, but actually 11 kinds, because this you do not have.

The front phase is simple, the rear phase is continuous, the left phase is present, the right phase is future, the middle phase is past and then, the lower phase is passive, the upper



one is active. So, this corner is invalid in English; that is you cannot have future continuous in passive. So, out of this 2 by 2 by 3, 12 corners you have one corner which is invalid, so get rid of that you get 11. So, 11 types of sentences in positive, negative, interrogative and query; we have 11 into 4, 44 and then these 2 extra which stay outside.

So, we have 46 types, you could have got full 50 types, but there is no future continuous in passive, so 4 are lost. So, this many types we have studied by the end of second quarter. ((Refer Time: 27:37)) Today, we will omit the tutorial of active passive conversion, because you have already done some of it in the previous session and we still have two three minutes left in hand. So, if you have any quick questions you can ask. Yes

**Student:** Sir, sink and down.

Drown.

**Student:** Drown, sink is mostly used for ((Refer Time: 28:17)) objects.

Correct.

**Student:** Even for ideas like and the idea...

Not always. Our idea of English proficiency program may drown in a lot of other ideas, there is possible, because ideas are sometimes almost arrive you see. So, I mean these are great ideas.

**Student:** ((Refer Time: 28:45)) setting something on far right.

That is right, yes.

**Student:** lit is like making something flatted with light or something in that sense.

You are giving it...

**Student:** ((Refer Time: 29:01)) which is present something on it.

Certainly yes.

**Student:** But, that is not lighted up.

No no

**Student:** Not lighted up. Thank you.

Anything else? So, we stop here and next session, session 20 will be our last session of quarter 2. Thank you.