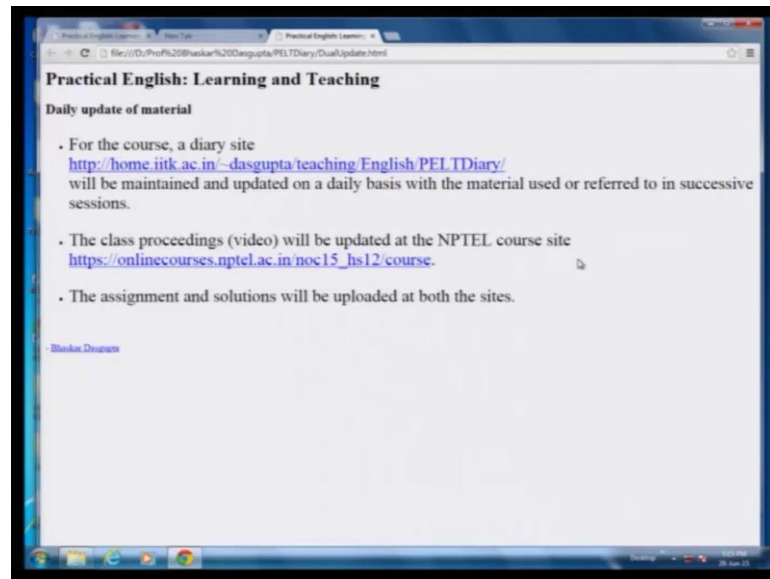


**Practical English: Learning and Teaching**  
**Prof. Bhaskar Dasgupta**  
**Department of Mechanical Engineering**  
**Indian Institute of Technology, Kanpur**

**Lecture – 21**

Welcome.

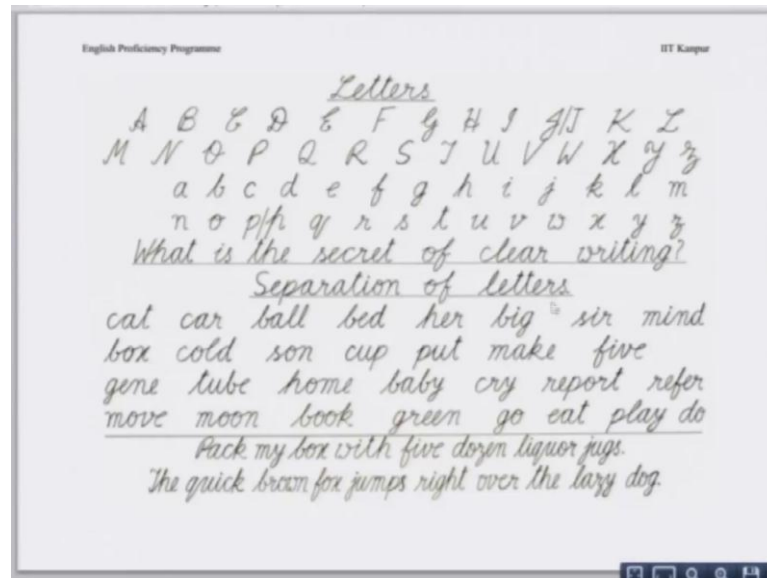
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We are now in the session twenty one of this course.

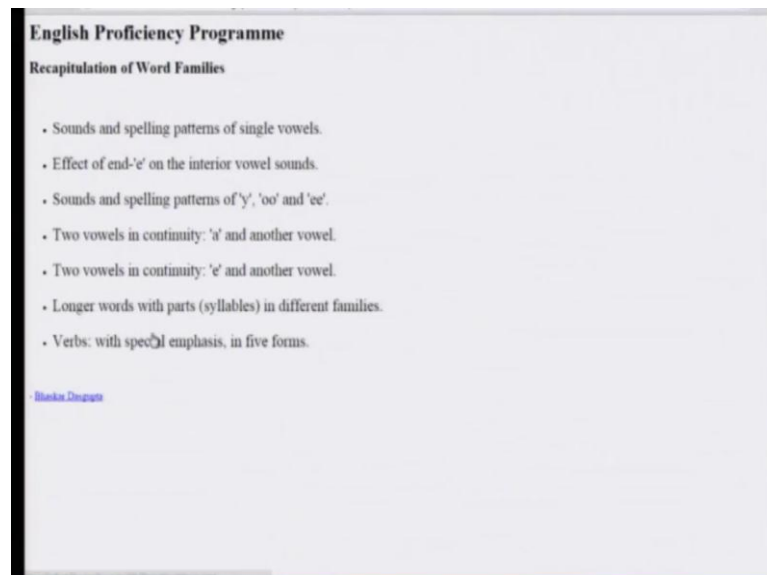


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So, first, which is specifically addressed to teachers is letters; which I remind you about at the beginning of every quarter. So, ensure that your students write clear cursive English. And, the two other segments, which are the major segments of the course: vocabulary and syntax.

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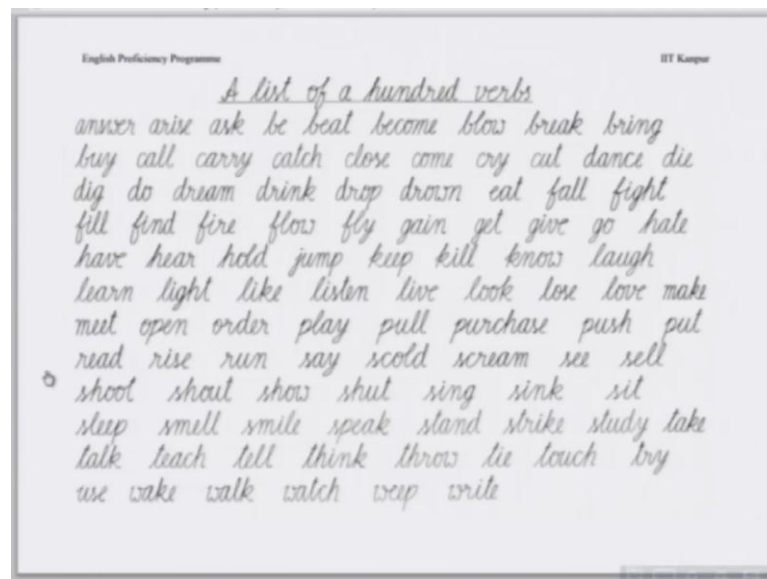


So, to recapitulate the words that we have studied as you know in this scheme of learning and teaching, we study words with their sounds and spelling patterns grouping them according to that and call them word families. So, initially, we studied sounds and

spelling patterns of single vowels and then we saw the effect of the end e, the final e on the interior vowel sound; and, we had another number of word families. And then, we studied the sound of y, double o and double e. This much we did in first ((Refer Time: 02:36)) And then, in the second quarter, we started taking the vowel sounds and spelling patterns of two vowels in continuity. We covered a and another vowel, and then e and another vowel; that includes ea and ai, ao, ua, au, ei, eo – all these we covered.

Apart from that, in both the quarters together, we had two lists of longer words with different parts belonging to different families. And, we discussed that, those words even though long or mixed – so-called mixed words – they pose no difficulty in pronouncing and spelling; except that they are long and they have to be pronounced in parts and the parts will go according to their individual families. Apart from all these words, we studied verbs, which are also words; but, we studied verbs with special emphasis in their five forms. So, let us quickly have a look at that verbs.

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So, we studied these hundred verbs in five smaller lists. In every list, twenty verbs appearing. So, like that, over the last twenty sessions, we studied these hundred verbs; very less actually. And, in recent session, I advised you that, when you study these verbs, apart from looking at its five forms, also ask yourself whether these verbs can take any object; some of them can take and some of them cannot. And, according to that, there will be sentences in which some verbs can come and some others cannot. And, those

verbs, which can take objects, you should also try to examine whether they can take only a single object in a sentence or multiple objects, that is, two objects. So, that way, you will develop more familiarity, more recognition of these verbs. Another question that you should typically ask yourself is that whether these verbs – these words have other meanings; other meanings as verbs themselves, that is, another verb or other meanings as adjective or noun. Many verbs do have such extra meanings. So, this I advised you to do this exercise on the first list of hundred verbs; I advised you to do. And now, what we will do, we will pick up a second such list and partly do that exercise here. So, earlier we have seen some verbs; and now, we have some more verbs.

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Just read the first line.

**Student:** Accept

Accept

**Student:** Accept agree announce argue arrange arrest arrive.

This point onwards, I will introduce a rule that, when we study verbs, then the person, who is reading out the verbs, after reading a verb, he will wait and some of the others will tell its meaning. And, we typically want two kinds of meanings: one is in English and the other is in CLL, that is, in Hindi. Accept

**Student:** [FL]

[FL] Agree?

**Student:** [FL]

[FL] Announce?

**Student:** [FL]

[FL] Argue?

**Student:** [FL]

[FL] Arrange?

**Student:** [FL]

[FL] Arrest?

**Student:** [FL]

[FL] Arrive?

**Student:** [FL]

[FL] Durga?

**Student:** Bake bark

[FL] Bake [FL]

**Student:** [FL]

[FL] Bark [FL]

**Student:** [FL]

[FL]

**Student:** Bear

Bear [FL] Bear

**Student:** Bear [FL]

[FL]

**Student:** Begin

[FL] Yes, [FL]

**Student:** Believe

**Student:** [FL]

[FL]

**Student:** Bind

**Student:** [FL]

[FL]

**Student:** Bleed bleed

**Student:** [FL]

[FL] example [FL] English?

**Student:** [FL]

What is bleeding?

**Student:** ((Refer Time: 07:47))

[FL]

**Student:** It is ((Refer Time: 07:54))

It is bleeding; it is bleeding. So, dummy subject for example. [FL] It is raining. Raining [FL] rain [FL] rain. So, [FL] it is raining. [FL] bleed [FL] bleed [FL] blood [FL] verb [FL] subject [FL] And, but, there are rules wants a subject. So, you put a dummy, put a flag there. So, bleed [FL]

**Student:** Boil

**Student:** [FL]

[FL]

**Student:** Bound

[FL]

**Student:** [FL]

[FL] causative

**Student:** Bound

**Student:** [FL]

[FL] Very good. Continue.

**Student:** Cancel

[FL]

**Student:** [FL]

[FL] Yes

**Student:** Capture [FL]

**Student:** [FL]

[FL]

**Student:** Chat

[FL]

**Student:** [FL]

**Student:** Cheat



**Student:** [FL]

[FL]

**Student:** Deceive

**Student:** [FL]

Same thing

**Student:** [FL]

Same thing, same thing

**Student:** Demand

**Student:** [FL]

[FL]

**Student:** Deny [FL]

[FL]

**Student:** [FL]

**Student:** Depart

**Student:** [FL]

[FL]

**Student:** Disturb

[FL] Good

**Student:** Doubt

**Student:** [FL]

[FL] yes.

**Student:** Drench

**Student:** [FL]

[FL]

**Student:** [FL]

[FL] drench [FL]

**Student:** Embrace

**Student:** [FL]

[FL] yes

**Student:** End

**Student:** [FL]

[FL]

**Student:** Expand

**Student:** [FL]

[FL]

**Student:** Feed

**Student:** [FL]

[FL] yes

**Student:** Flee

**Student:** [FL]

[FL] correct?

**Student:** Fold

**Student:** [FL]

[FL]

**Student:** Follow

**Student:** [FL]

[FL] chase [FL] Force?

**Student:** [FL]

[FL] yes

**Student:** Forgive

[FL]

**Student:** Found

**Student:** [FL]

[FL] yes

**Student:** Free

**Student:** [FL]

[FL]

**Student:** Freeze

**Student:** [FL]

[FL]

**Student:** Fulfil

Fry

**Student:** Fry

**Student:** [FL]

[FL] yes

**Student:** Fulfil

Make note that, in full, there are two l's; in fill, there are two more l's. So, two plus two is not four, it is two; one l drops from here; another l drops from here. This is one place, where lots and lots of people make mistake.

**Student:** Gossip

[FL] yes. Chat [FL] Gossip [FL]

**Student:** Grin

**Student:** [FL]

[FL] Hindi [FL]

**Student:** Hang

[FL]

**Student:** [FL]

Hang

**Student:** [FL]

[FL] type [FL] second form, third form [FL] Be very careful.

**Student:** [FL]

[FL] hung; [FL] hang. [FL] context [FL] use [FL]

**Student:** Harm

[FL]

**Student:** [FL]

[FL] Correct.

**Student:** Hug

**Student:** [FL]

[FL] yes.

**Student:** Imitate

Imitate [FL] yes.

**Student:** Inform

[FL]

**Student:** Injure

**Student:** [FL]

[FL]

**Student:** Instruct

Instruct, yes.

**Student:** [FL]

[FL] Instruction [FL] Instruct, instruction [FL]

**Student:** Kiss

[FL]

**Student:** Kiss

[FL]

**Student:** [FL]

[FL] Good

**Student:** Knit

**Student:** [FL]

[FL] yes.

**Student:** Lead

Yes? [FL]

**Student:** Leave

Yes?

**Student:** [FL]

[FL]

**Student:** Lie

**Student:** [FL]

[FL] good

**Student:** Mend

**Student:** [FL]

[FL]

**Student:** [FL]

**Student:** Obey

**Student:** [FL]

[FL]

**Student:** Obstruct

Obstruct?

**Student:** [FL]

[FL]

**Student:** Pat

Student: [FL]

[FL]

**Student:** Plant

Plant

**Student:** [FL]

[FL]

**Student:** Please

[FL]

[FL] please [FL]

**Student:** Plough

**Student:** [FL]

[FL]

**Student:** Preach

**Student:** [FL]

[FL]

**Student:** Prepare

**Student:** [FL]

[FL] yes

**Student:** Press

**Student:** [FL]

[FL]

**Student:** Punish

**Student:** [FL]

[FL]

**Student:** Quarrel

**Student:** [FL]

[FL]

**Student:** Quit

**Student:** [FL]

[FL]

**Student:** Raise

[FL] Rise [FL] Raise [FL]

**Student:** Reach

**Student:** [FL]

[FL]

**Student:** Reap

**Student:** [FL]

[FL]

**Student:** Rear



As you sow, so you reap.

**Student:** Rear

**Student:** [FL]

Rear [FL]

**Student:** [FL]

[FL] verb [FL] Verb [FL] rear [FL] We rear our children [FL] To bring up.

**Student:** Receive

[FL]

**Student:** [FL]

**Student:** Release [FL] Repair

**Student:** [FL]

[FL]

**Student:** Request

**Student:** [FL]

[FL]

**Student:** Respect

**Student:** [FL]

[FL]

**Student:** Return

**Student:** [FL]

[FL]

**Student:** Revise

**Student:** [FL]

[FL]

**Student:** Rob

**Student:** [FL]

[FL]

**Student:** Seize

[FL]

**Student:** Set

**Student:** [FL]

[FL]

**Student:** Sew

[FL]

**Student:** Snatch

[FL]

**Student:** Sow

**Student:** [FL]

[FL]

**Student:** Start

[FL] Sow a plant. [FL] sapling [FL] We sow seeds and plant saplings.

**Student:** Start

**Student:** [FL]

[FL]

**Student:** Stay

[FL]

**Student:** Step

**Student:** [FL]

[FL]

**Student:** Stitch

**Student:** [FL]

[FL]

**Student:** Stop

**Student:** [FL]

[FL]

**Student:** Stretch

**Student:** [FL]

[FL]

**Student:** Tease

Stretch [FL] expand [FL]? [FL] expand [FL] Gas expand [FL] stretch [FL]

**Student:** Stretch is one dimensional.

Stretch is one dimensional length and expand is based on volume.

**Student:** Tease

**Student:** [FL]

[FL]

**Student:** Threaten

**Student:** [FL]

[FL]

**Student:** Tickle

[FL]

**Student:** Till

**Student:** [FL]

Verb; you till your land, right? [FL]

**Student:** Torture

Torture [FL] direct violence, direct ((Refer Slide Time: 17:21)) [FL] Torture

Student: Trust

[FL]

**Student:** Warn

Turn [FL]

**Student:** [FL]

[FL] Warn?

**Student:** [FL]

[FL] Warning [FL] threatening [FL] Warning [FL] threatening [FL]

**Student:** Weave

[FL] use [FL] use [FL] objects [FL] 0, 1, 2 [FL] noun [FL] adjective [FL] meaning [FL] meaning [FL] context [FL] verbs. Verbs [FL] forms [FL] In these make those five forms on your own and ensure that you know the spellings of all the five forms. For example, bleed; bled [FL] blood. Hang [FL] hung [FL] hanged [FL] freeze [FL]

**Student:** Froze

Froze, frozen, freezes, freezing and so on. So, there are lots of them. We continue. So, sometime back, we saw a quick recapitulation of words.

(Refer Slide Time: 19:19)



Now, similarly, sentences. These are things that we did in sentences. So, first, we studied sentences expressing order, instruction, request. And then, we studied simple present, past, future. And, in that, we went step wise; I am enumerating the steps for the benefit of teachers. First, we connected subject and verb; made simplest kind of sentences. And then, we added objects; then, we added objects and phrases sometimes alone, sometimes together. Then, we introduced the verb do and studied negative and interrogative sentences. And, these interrogative sentences were apparently not enough. So, we asked what are the questions, which cannot be answered in yes, no; which requires specific answer. So, we looked at wh words and framed query – actual questions, which require information – new information – not just yes, no. And, summarizing all these, we had fourteen types of sentences at the end of quarter 1.

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In quarter 2, we studied third forms and fifth forms of verbs as adjectives and fifth forms as adverbs also. And, the structure to plus verb as adverbs to signify purpose and also as nouns to stand for subject and object in sentences. Then, we studied the one of the most important verbs – verb be as the main verb or only verb in a sentence, which show no action, but position or status. And then, we connected the third form of verbs after be to get the structure in passive voice; and, fifth form after be to get the structure of continuous tense. Make note that, this helping verb do as a particular kind of work; it helps in making negative sentences and interrogative sentences with those verbs, which have an action, which have either action or state also. For state also, you can use. But, for the most of the verbs, you need this verb do to show a negative and interrogative sentences. And, in order to do that, do has got the license to set which another verb as verb itself. So, do and another verb can sit together as two verbs in their proper verb forms. Be is also a helping verb, but does not help in the manner do does. And therefore, does not have the same license; be unlike do does not have license to sit with another verb in the verb form only.

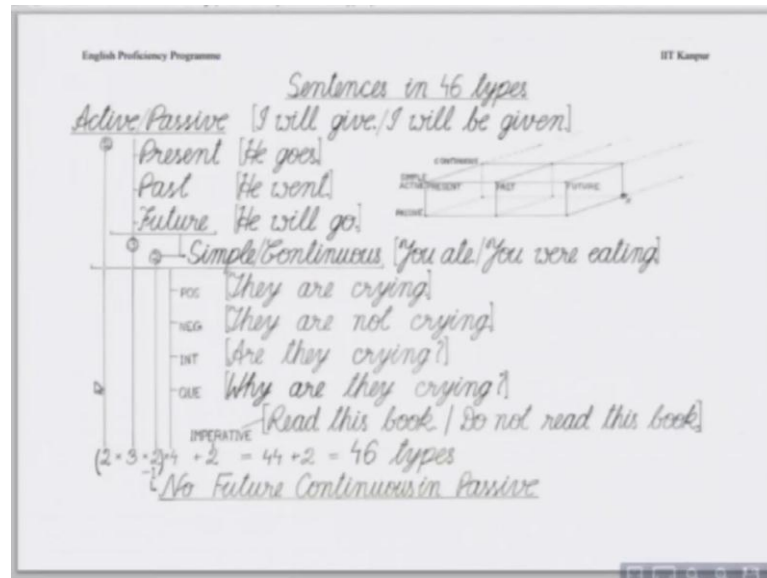
When a different verb wants the help of be, wants the support of be, it cannot come on its own; it can come in one of its adjective adverb forms. If it comes in third form, then that comes with be. So, do has a license of sitting with somebody as proper verb when that other verb also is sitting as proper verb; be does not have that license. This is one source of the greatest number of mistakes that people make. So, when the third form comes after

be, you get the passive voice construction; and, when the fifth form comes after be, then you get the continuous tense; be plus fifth form plus third form also comes, where the fifth form is fifth form of be, is being shown are being punished. So, be then fifth form of be being and then punished; that is, the third form – the third form of another verb. So, that makes sense because it is a sentence in passive voice and continuous terms. So, the fifth form also comes and third form also comes; fifth form of be comes; third form of the actual verb comes. And, another helping be comes, which actually comes in its changed form.

Whenever a verb is helping some other verb, it is the helper, who changes according to the tense or number. The main verb in that case stays in its standard form, whatever form is required. In this case, it stays in first or fourth form or second form or comes with will. And, in these cases, it stays in third form or fifth form; that cannot change its form. According to the tense and the number, the helping verb will change. Apart from these, we studied two special features, which we call special, because we need it as a special separate idea, because in Indian languages, these features are not there, because they are not required. In Indian languages, typically, there the straightforward sentence structures can express situations or thoughts or feelings for which English requires some special features. So, one is dummy subjects in which there are it comes in the beginning without signifying anything concrete in order to take the place of the subject.

And, another special feature in English, which in Indian language is absent is that, in some cases, that is, in the case of some verbs, with the subject and verb, the sense of the sentence does not get complete. And, in that case, something is needed after that. So, that these two are special topics in English, which teachers should note – require special care in teaching Indian students. So, all these different new types of sentences that we studied after adding them with the fourteen types of sentences that we studied in quarter 2 itself; we got a total of sentence in 46 types. Of course, it is not important to enumerate them like that, but we took stock.

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And, that is this. So, this you have recently seen. And, it would be a good exercise to sit one round with the mood and preparation to build 46 sentences and put one sentence in every place. So, that will give you a complete check list that, all these 46 sentences are different and valid. And of course, in the course, other than these things, we developed two techniques: interpretation and expression, in which we developed a procedure to break sentences into several logically different pieces; understand and convert each of the pieces into other language either English to CLL or CLL to English; and then, assemble in the target language to get an expression of the original in the new language. So, this exercise in this particular class, we cannot do much because in this class, a large number of participants are not that well-versed with Hindi; but, once in a while, we put some such exercises.

So, in today's assignment, there will be a small English passage, which we will have to convert to Hindi. And, we do not insist that you do it in the long step by step form; but, for whichever sentence you feel that will help, you can do that. Apart from this small English passage, we have in the same assignment, a relatively longer Hindi passage, which you have to similarly translate into English. Here also for whichever sentence you feel that, the formal or methodical systematic steps of expressions will help you do that; otherwise, if you get the picture directly, then you can directly translate; we do not insist on the adherence to the steps. It is required for those whom it helps.



So, I stop here today. And, any questions? No? Today, in the plan, I had a little game, but apparently we do not have time to play that. So, sometime you find time to play this game; make two teams and decide that one team will tell a sentence in active – active voice and the other team will either convert it to passive voice or prove, I mean, show reason why it cannot be converted to passive voice. If the first attempt is right, then they get 3 marks; if the second attempt is right, they get 2 marks; if the third attempt is right, then they get 1 mark. If they get it right at all, then they get the chance to ask the next question. Then, they ask a question in active voice or passive voice and the other team has to respond similarly. So, I thought that today in camera, we will play this game for a while, but not much time is left. So, we cannot play. In earlier EPP classes, we used to have many such interesting games. So, sometimes, we should find some time to do that here also. So, more study and perhaps more games in later sessions. So, right now, we stop.

Thank you.