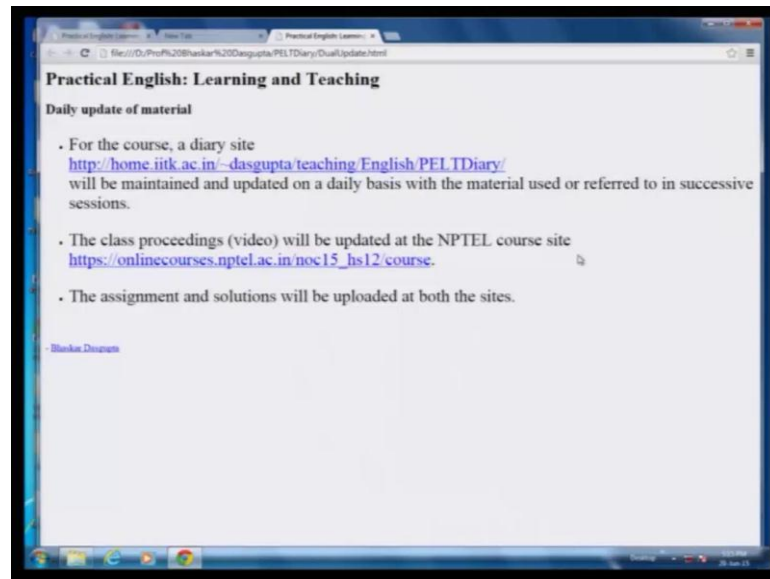


Practical English: Learning and Teaching
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Lecture – 22

Good morning.

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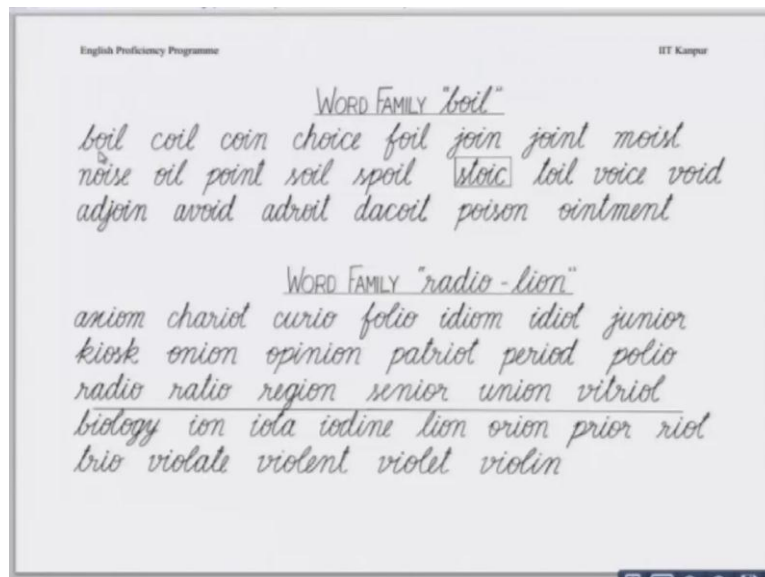
We are in session twenty two of our course.

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Lesson No.	Topic	Discussion	Notes
20	A. Analyze verbs: Objects, zero, one or two? Alternative meanings?	From the internet, read a fresh story and write its summary in 30-50 sentences (one or two pages).	Reading and summarizing. Example: A story of 252 pages.
Quarter 2 ends here.		Thousands of stories free in the net.	Additional practice for teachers.
21	Letters and writing style: Recapitulation: Hindi and Sanskrit. Verbs and their verbs: Sentences as 45 topics: Intergloss and Expression.	Translate the given English passage into Hindi and the given Hindi passage into English.	Game between two teams on active to passive conversion and vice versa.
22	Word families "boil" & "radio-union". Word families "noise" & "void". Two objects: Special structure.	Make 50 sentences: 45 in 45 topics, three with "have has had to" and one with "used to", using 50 verbs from the Second List.	Practice of words from the present word families, preferably using two objects or "have to"/"used to" structures.
23			
24			
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30			
Quarter 3 ends here.			
31			
32			

We start with some words.

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Durga?

Student: Boil coil coin choice foil join joint moist

Good. Continue.

Student: Noise oil point soil spoil stoic toil voice void

Next? This is stoic – different from? Different sound from others.

Student: Adjoin avoid adroit dacoit poison ointment

Good. So, the sound of o i and then the sound of i o.

Student: Axiom chariot curio folio idiom idiot junior

Good.

Student: Kiosk onion opinion patriot period polio; radio ratio region senior union vitriol

So, one sound of i o is e o or e r and other sound is i r or i o

Student: Biology ion iota

Iota

Student: Iota iodine lion orion

Orion

Student: Orion prior riot; trio

Trio

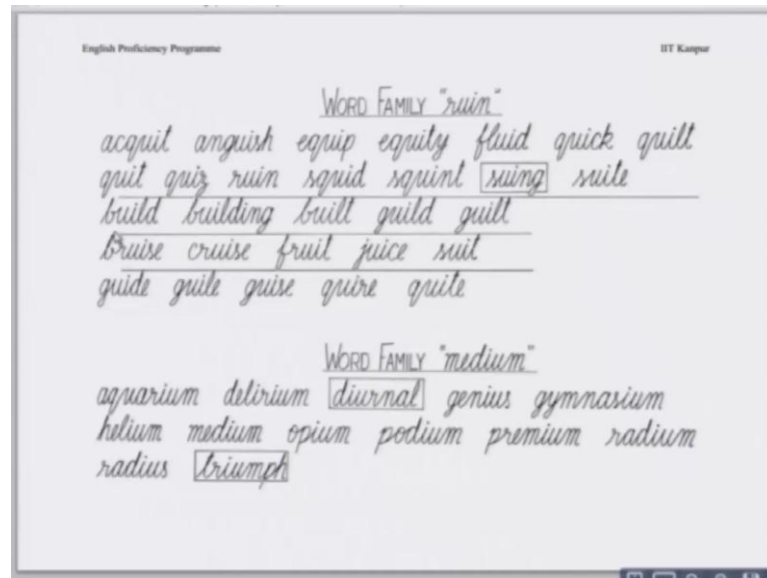
Student: Trio violate violent violet violin

Good. Any interesting word?

Student: Stoic

Stoic; something bad happens to you, but you say okay such things happen. So, this kind of a person is called a stoic; and this school of thought, this way of thinking is called stoicism.

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Student: Acquit anguish equip equity fluid quick quilt quit quiz ruin squid squint suing suite.

This is an apartment – apartment house – suite. So, this is one sound of u i. Next? The next sound?

Student: Build building built guild

Guild

Student: Guild guilt bruise cruise fruit juice suit

Suit

Student: Suit

This is suit and this is suite. This is apartment house; and, this is what we wear – suit. So, this is a third sound. First sound was we; the second sound was e; third sound was o; and, this one is fourth.

Student: Guide guile guise quire quite

Good. So, this is... These are the sounds of u i and then i u.

Student: Aquarium delirium diurnal

Yes.

Student: Genius gymnasium

Good. Next?

Student: Helium medium opium modium

Podium

Student: Podium premium radium radius triumph

Triumph

Student: Triumph

Diurnal and triumph – these are different sounds. Most of them are e r; these two are i r.
Fine. Any interesting word, quickly? No? Fruit juice, not interesting?

Student: ((Refer Slide Time: 04:17))

Yes?

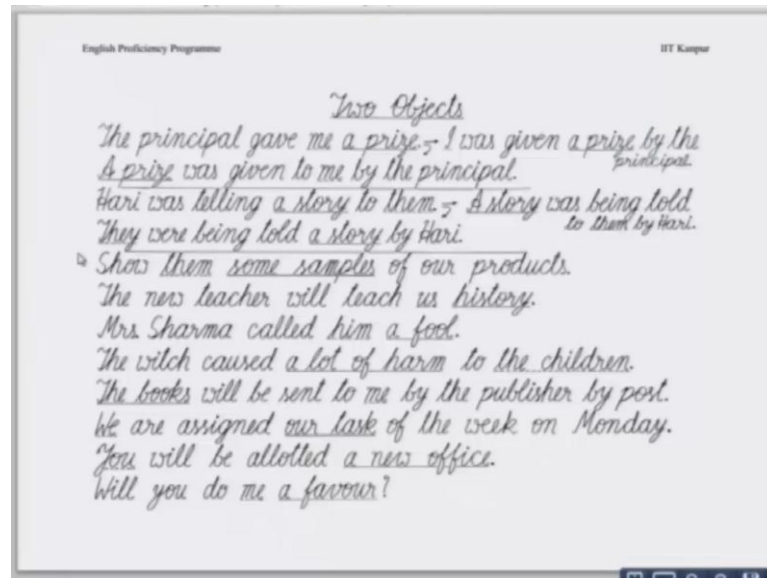
Student: Quit

Quit

Student: Quilt

Quilt – blanket kind of thing, but a little thicker and with cotton inside [FL] For quite some time, whenever opportunity arises, we talk of some great verbs who can take two objects. So, now, let us have one lesson devoted to it.

(Refer Slide Time: 04:50)



Yes. Read it out.

Student: The principal gave me a prize.

[FL]

Student: [FL]

[FL] principal [FL] passive voice [FL]

Student: I was the given a prize by the principal.

Principal [FL] objects [FL] me and a prize [FL] passive voice [FL] At the time of passive voice, making passive voice, we had an option of making the passive voice with this fellow with the position of the object, I was given a prize by the principal or the prize as the subject in the other sentence. A prize was given to me by the principal. Both are fine. And, in this case, to me; here also, in active diction also, if you write the direct object first, then you will write the principal gave a prize to me. So, the passive of that would be like this and the passive of the current sentence in active will be like this. Fine. Next?

Student: Hari was telling a story to them.

So, tell is another verb, which has, which can take two objects – a story to them. Here the indirect object has been placed later. So, it is to them. Or, it could have been Hari was telling them a story. So, two possibilities of passive, yes?

Student: A story was being told to them by Hari.

A story comes here; to them comes here. The other one?

Student: They were being told a story by Hari.

They comes here; so, without to. A story comes here. Next? Show is another verb, which can take two objects.

Student: Show them some samples of our products.

Show them what? Some samples. Next?

Student: The new teacher will teach us history.

Teach is another verb, which can take two objects. The new teacher will teach; whom? Us. What? History

Student: Mrs Sharma called him a fool.

So, Mrs Sharma called whom? Him. What did she call? A fool. What would be its passive, yes? How will you make it passive?

Student: He was called a fool by Mrs Sharma.

Yes, very sad. Next?

Student: The witch caused a lot of harm to the children.

[FL]

Student: [FL]

[FL] Very bad sentence for that matter. So, caused what? A lot of harm; to whom? to the children. Next?

Student: The books will be sent to me by the publisher by post.

Make note that, here the sentence that I have given is in passive voice already. The books will be sent to me; that is one object. And, the books is other object; with... And, in the passive voice, one of them have been put here. It could be – I will be sent the books by the publisher by post. In active voice, it will be the publisher will send the books to me by post or the publisher will send me the books by post. So, send is one such verb, which can take two objects. And, that means, mail, ship, courier – all of them will fall in the same category. Next?

Student: We are assigned our task of the week on Monday.

Who are assigned? We. What is assigned? Our task. So, this is also in passive voice. What will be active? The subject is missing actually for the active. Suppose the original sentence is... I mean this sentence as it is cannot be put in active, because the corresponding subject is missing. But, if the sentence where we are assigned our task of the week by our chief on Monday; then, it would be the chief assigns our task to us or assigns us our task of the week on Monday and so on. Fine, next?

Student: You will be allotted a new office.

Allot a new... Allot is a verb. So, you is one object; a new office is another. Allocate also will be similar. Next?

Student: Will you do me a favor?

((Refer Slide Time: 10:10)) Even do can take two objects. Will you do what? A favor. To whom? To me. So, there are many many verbs, which you did not think that can take two objects. But, in some context, you will find that, [FL] this one also can take two objects. And, among all the languages, which I have come across, I somehow feel that, Sanskrit is perhaps the most structured; and, Sanskrit grammarians were perhaps the most meticulous and complete in framing their grammar. And, they noted very early that, verbs can take two different kinds of objects. And, the second object that some verbs can take the principle kind of verb – the typical trade mark verb of that kind is give. And, that is why corresponding object, the indirect object – they are boldly called as [FL]. So, in English, sometimes in some grammar books, you will find the word dative, which is actually the equivalent of [FL] is to give. So, give is that typical example of a verb, which can take that kind of a – that kind of an object, which is the indirect object or

which is actually the beneficiary of the action. So, the original first object – the direct object is the sufferer of the action, on which the action is conducted. And, the indirect object, who is the beneficiary of the action, is the other one, which is typically alive; typically alive, not necessary. Yes?

Student: Sir, one more question; show them some samples of our products; I mean how will you do it? Let some samples of our products...

No No No. That is one possibility. Imperatives will...

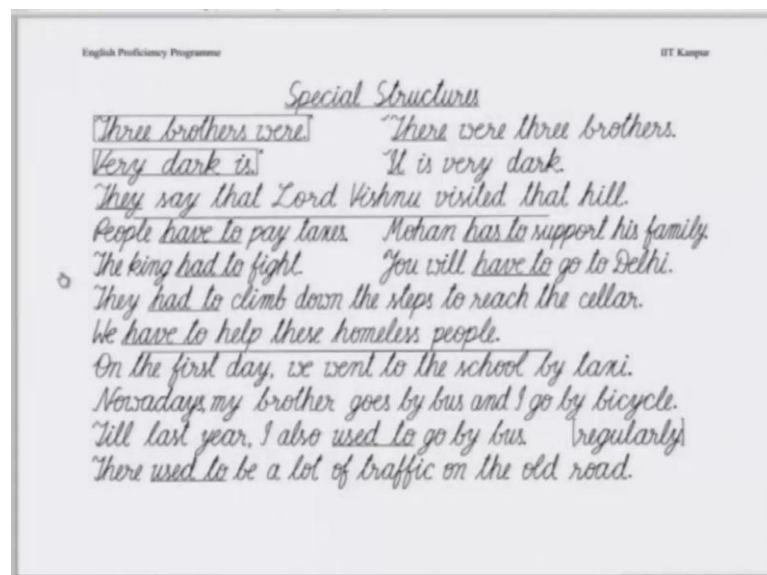
Student: Let them be shown... Let them be shown...

Let them be shown some samples of our products, yes.

Student: That way.

Yes, that way. And, if you... In the sessions down the line, we will have one session in which let verb will come properly in its own context. Anything else? Again in some of the earlier sessions, we have talked about some special structures. Let us quickly revise them and have a look at two more special structures.

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I have already earlier discuss with you this issue. Three brothers were; subject – verb; sentence is not complete. But, that is all I want to say. I do not want to say three brothers were happy; I do not want to say three brothers were living somewhere. I just want to say

that much. [FL] But, in English, that does not complete the sentence; or, that way, you cannot construct a sentence, because after that, you need something else, which you do not want to supply. So, in that case, here in English, you do not put the actual subject, you put a dummy there and then put the verb – were. So, there were; then, put the actual subject for which the ((Refer Slide Time: 13:48)) error dummy is standing here.

Very dark is; [FL] But, this is not a sentence. So, you put a dummy at the place of the subject; it is very dark. Then, again they say that Lord Vishnu visited that hill. In English, we say they say; they – pronoun. But, it is not necessary that, before this and in another sentence, we mention some noun for which they is standing here. We can simply say they say. And, the listener is supposed to understand what is the meaning of they. He understands the people, but not all the people; many of them. So, that is the idea of they say.

Student: Can it ((Refer Slide Time: 14:43))

Yes, it can...

Student: It can be said.

It is said; it is said that, Lord Vishnu visited that hill; without controversy, straightforward. It is said that, Lord Vishnu visited that hill. In Hindi, quite often we say it like that. [FL] or we say [FL] In Hindi also... In Hindi, we omit the subject completely [FL] Another new special structure, which we are introducing now; people have to pay taxes. Now, here you can interpret this to clubbed with pay in the structure that we earlier did. People have what? To pay; it is like people have duty. And, what is the duty? To pay. So, there to pay is sitting as a noun. And, to – you can club with have also. And, that have to immediately gives you a sense of important thing that you need to do; you need to, have to. So, people have to pay taxes. So, this to you club with have and then you have this structure have to, which gives a sense of necessity. So, [FL] So, many people will think that you can replace have to by must or should. In fact, you can. But, then the meanings slightly change. And, in this case, perhaps compared to have to, must is better. By the way, what is the different between have to, must and should? All of them implies some sort of necessity.

Student: Sir, I mean should is like necessity, but it is more that is required for the situation or needed in that sense; I mean it is not must in that strong sense.

Should is not must. So, which is stronger, should or must?

Student: Must

He expects law. I would put it like this; have to is a logistic necessity or physical necessity; must is some kind of a legal necessity; and, should is some kind of a moral necessity. So, I say for going to the first floor, you have to take the steps; have to will fit best when there is no lift; it is a logistical necessity. You have to take steps to go to the first floor. Even when there is a lift, I can say for going to the first floor, you should take the steps; better for your health, besides better to keep the lift free for patients, old people and heavy items. This is a moral necessity. In a colony, in the housing society, if there is a rule that, for only one floor upward or only three floors downward, people should take steps rather than lift other than patients, old people and heavy objects. Then, it becomes must, because it is a legal necessity. So, have to stands typically for logistic necessity; should stands for moral necessity; and, must stands for legal necessity. This is a rough idea, but they are interchangeable. Next?

Student: Mohan has to support his family. He has to...

Mohan [FL] because has no other brother and his father is old; is not a legal or moral necessity; it is his logistic necessity. He lives in the same house as them; he cannot get rid of them. It is a different matter that he should not also. Next?

Student: The king had to fight. [FL]

[FL] because his kingdom was invaded.

Student: You will have to go to Delhi. [FL]

Yes, [FL] Delhi [FL] Next?

Student: They had to climb down the stairs – steps to reach the cellar.

Cellar? [FL] Ground floor [FL] Cellar. So, [FL] lift [FL] Next?

Student: We have to help these homeless people. [FL]

[FL] Correct [FL] You cannot avoid it. They are standing next your door; you cannot avoid them. So, it is not that you look from a distance and you get sympathy and then send 3000 rupees; nothing of that sort. They are just standing outside; you have to help them. So, this is use of have to for necessity. Another... Just a minute. Another... Let me make an introduction to this – I play football [FL]

Student: [FL]

[FL] football [FL] I played football [FL]

Student: [FL]

[FL] is the straight meaning. Now, in Hindi, we have two kinds of forms for that: one – [FL] football [FL] – one instance; [FL] football [FL] I played football typically means [FL] football [FL] football [FL] Then, we have to use I used to play football. Note the difference through these sentences.

Student: On the first day, we went to the school by taxi.

[FL]

Student: [FL] school taxi [FL]

[FL] went – simple past [FL]

Student: Nowadays my brother goes by bus and I go by bicycle. [FL] bus [FL] cycle.

So, this is simple present. Now, we will make a past of this – habitual past [FL]

Student: Till last year, I also used to go by bus.

Used to go. Went will give this sense, which is just one day; use to go gives the sense of regular practice. Till last year, I also used to go by bus. So, this was regular practice; used to go. This you can call or refer to as habitual past, which is a little different from simple past. Simple past typically expresses the event of one instance; habitual past expresses the action of I mean a regular action. And, why earlier I used to go by bus? I did not have bicycle or what? I had, but there was some other problem here.

Student: There used to be a lot of traffic on the old road.

[FL] traffic [FL] So, [FL] bus [FL] So, regular practice.

Student: Sir, that structure – three brothers were; I mean we do not generally use that, right?

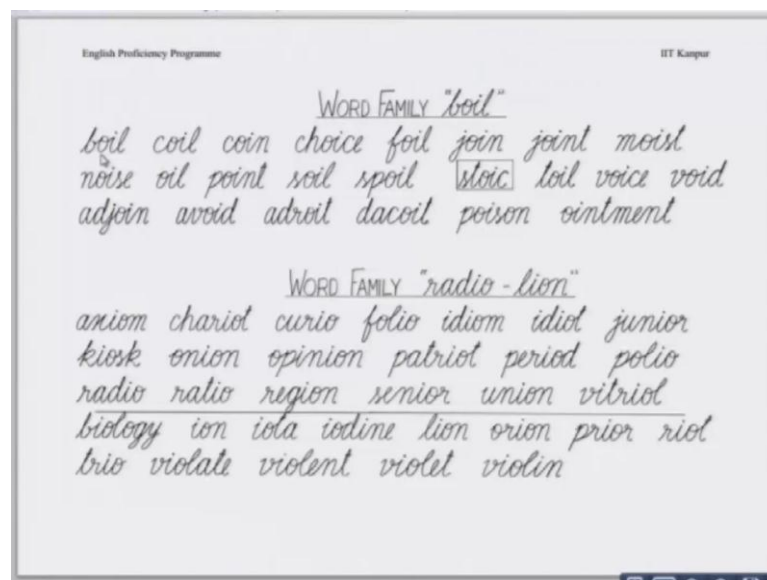
Invite it

Student: Three brothers were we can use here; that is what I was going to say. Were all the five brothers professors? No, three brothers were.

In a context, yes; but, the meaning of that is three brothers.

Student: In isolation, we cannot.

(Refer Slide Time: 00:20)



So, what we will do is that, with some of the words, we will frame here some sentences with two objects and... Yes, make a sentence using two objects with any of the words in this bunch.

Student: Give me a one rupee coin for buying chocolates.

Give me a one rupee coin for buying chocolates; some chocolates you will get out of one rupee, no problem. Or, you can say give me some coins to buy chocolates. Do similar thing from here. Make a sentence with two objects and preferably using some other verb other than give. Yes?

Student: My teacher taught me idioms and phrases.

My teacher taught me idioms and phrases; beautiful [FL] idioms [FL] phrases [FL] Very good. [FL] passive? Yeah, passive?

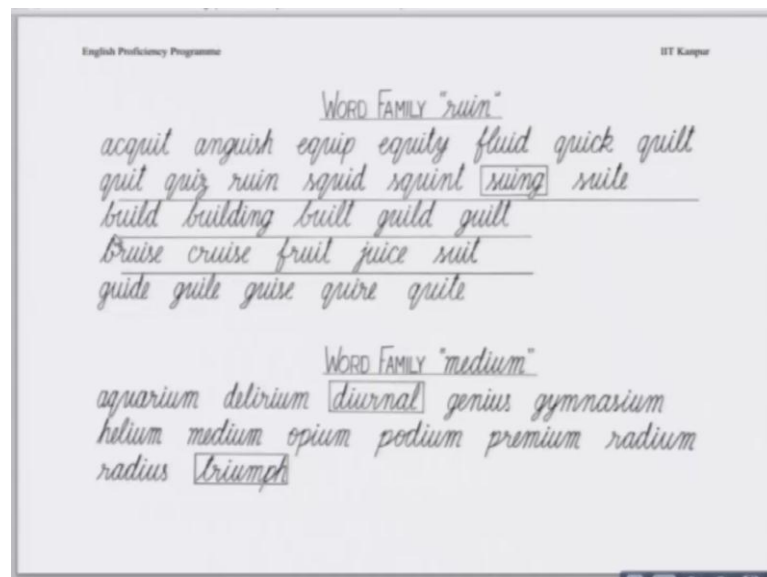
Student: I was taught idioms and phrases by my teacher.

Very good; I was taught idioms and phrases by my teacher. Make another form of the passive.

Student: Idioms and phrases was taught to me by my teacher.

Beautiful; idioms and phrases was taught to me by my teacher; was is fine, because idioms and phrase can be considered as an item – a topic. Fine. So, what we do is that... Next, we have some practice with these special structures: have to and used to. So... And, when I say have to, you can make sentences, which use have to, has to, had to, and will have to. I do not want this; I want the words.

(Refer Slide Time: 02:19)



From first two lines, make a sentence. I mean from first two lines, pick up a word; and, with that, make a sentence using have to in one of the forms.

Student: The judge had to acquit the convict.

Beautiful; convict?

Student: I mean convicted

You mean high court or supreme court judge or something?

Student: Yeah

Accused would be a better idea; then, the whole thing is clear.

Student: [FL] convict [FL]

Convict is somebody who has been convicted – punished already.

Student: Acquit – the accused.

Acquit the accused. The judge had to acquit the accused; very good. Make a passive of it.

Student: The accused was acquitted by the judge.

Not was; had to be. Judge did not make a favor; the evidences were in his favor. So, the accused had to be acquitted by the judge. The original sentence was the judge had to acquit. The original sentence was the judge had to acquit the accused. So, the passive voice would be the accused had to be acquitted by the judge. The sense is that, the prosecutor could not establish his guilt. So, the accused had to be acquitted. Next? With this, make another sentence with have to; this time in present. We had to... We have to... We have to build...

Student: Our experiment with ((Refer Slide Time: 27:59))

You are trying to include two of them. Build – develop actually. We have to build the setup – experimental setup. We have to build our experimental setup; for experiments in fluid mechanics; fine. We have to build our experimental setup. Make a passive out of it. We have to build our experimental setup.

Student: Our experimental setup have to be...

Has

Student: Has to be build by...

Has to be... Has to be built. Has to be built. So, you see according to what is coming in the position of the subject, the form of the verb would change. We have to build the setup. The setup has to be built by us. Take some word from here and make another sentence with have to. In this case, use will have to.

Student: Guide – I will have to guide my brother.

Beautiful; I will have to guide my brother; first class sentence. I will have to guide my brother; very noble of you. Now, make a passive of it.

Student: My brother will have to be guided by me.

Perfect; my brother will have to be guided by me; very good. Next we come here. Take your favorite word from here and make a sentence in which used to comes.

Student: I used to go to the gymnasium every Sunday.

I used to go to the gymnasium every Sunday. So, used to; habitual past, only in past. So, no question of future present. And, I cannot ask anybody to make a passive of it, because it is an intransitive verb. What else?

Student: English did not used to be my medium of communication.

I was thinking exactly the same thing, but a little different. The medium of instruction in my childhood used to be Hindi; medium of instruction used to be Hindi. Fine. So, we can make; we can frame nice sentences out of all these words and out of all these structures. So, any other questions? Any further questions?

Student: Sir, the delirium – the meaning is close to frenzy? Or, ((Refer Slide Time: 31:23)) state of phrase...

Not really; it is in a condition in which you are not in your senses. In frenzy, you are excited, you are in a crisis; but, perhaps you are in your senses. In delirium, you typically talk nonsense. So, in heavy high fever... In high fever, people come in delirium. We stop here and continue next with session twenty three.

Thank you.