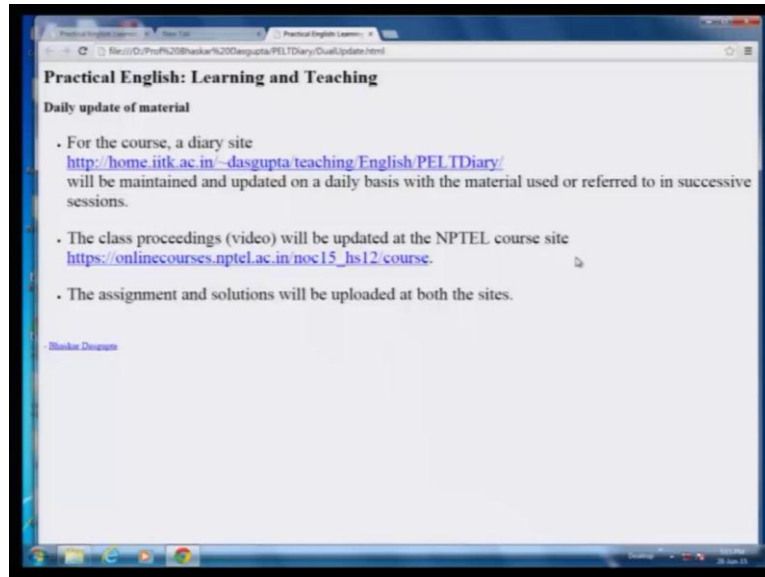


**Practical English: Learning and Teaching**  
**Prof. Bhaskar Dasgupta**  
**Department of Mechanical Engineering**  
**Indian Institute of Technology, Kanpur**

**Lecture – 23**

(Refer Slide Time: 00:09)



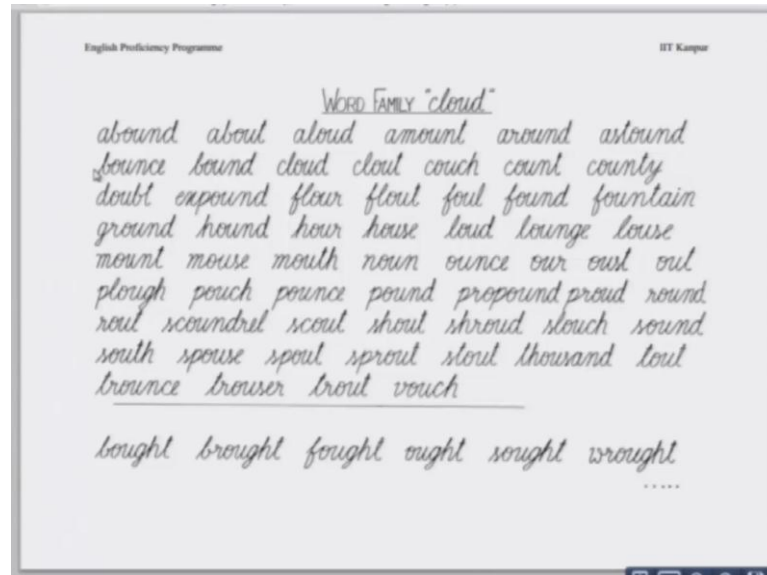
Good morning, so you are in session 23.

(Refer Slide Time: 00:16)

21	Letters and writing style Recapitulation: Words and phrases Verbs and More verbs Sentences as 55 topics Interpretation and Expression.	Discussion	Translate the given <b>English passage</b> into Hindi and the given <b>Hindi passage</b> into English.	Give between two lines on active to passive conversion and vice versa.	Notes
22	Word families 'lead' & 'under- line.' Word families 'use' & 'useless.' Two objects Special structures	Discussion	Make <b>50 sentences</b> 40 in 55 topics, three with 'have been led to' and one with 'used to', using 10 verbs from the Second List.	Practice of words from the present word families, preferably using two objects or 'have to'/'used to' structures.	Notes
23	Word Family "clean/rough/ free/grow" Exercise: verbs, & have + led from Phrases	Discussion	Form sentences and <b>general them</b> with additional details, as required.	Practice of words from the present word families. Exercise of perfect tense with old word families 'lead' & 'under-line', and 'use' & 'useless'.	Notes
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Earlier among word families, we have recently covered two vowel groups, a with any other vowel, e with any other vowel and i with any other vowel we have covered and now, we are going to cover o u.

(Refer Slide Time: 00:37)



Read out the first two lines.

**Student:** Abound, about, aloud, amount, around, astound.

Ok.

**Student:** Bounce, bound, cloud, clout, couch, count, country.

Good. Next,

**Student:** Doubt

B is silent, doubt.

**Student:** Expound, flour.

Yes.

**Student:** Flout, foul, found, fountain, ground, hound, hour, house, loud, lounge

Lounge

**Student:** Louse.

Next.

**Student:** Mount, mouse, mouth, noun, ounce, our, oust, out, plough, pou.

Pouch.

**Student:** Pouch, pounds.

Yes.

**Student:** Propound, proud, round.

Plough, gh is silent. Next...

**Student:** Rout, scoundrel, scout, shout, shroud, slouch.

Slouch.

**Student:** Sound

Ok, next.

**Student:** South, spouse, spout, sprout, stout, thousand, tout

Ok

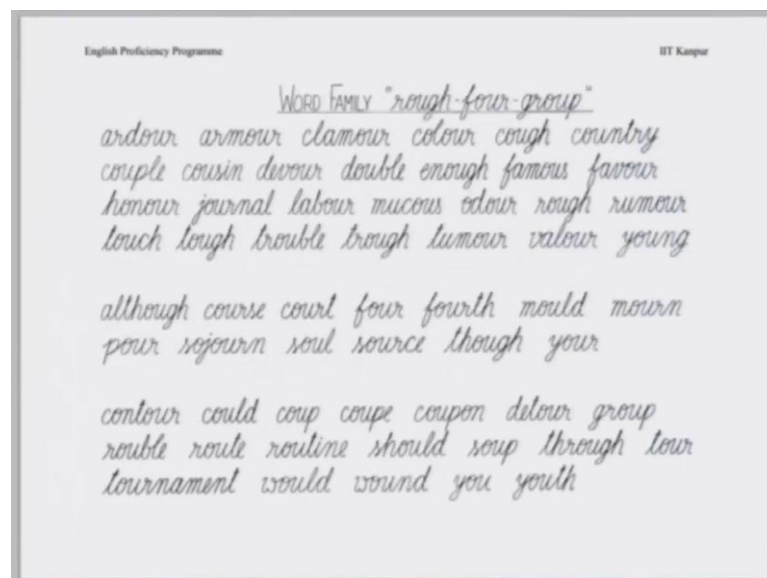
**Student:** Trounce, trouser, trout, vouch.

So, this is one sound of o u. Next another minor sound of o u

**Student:** Bought, brought, fought, ought, sought, wrought.

So, cloud is the major sound pattern and this is found in very few words, but three more sound patterns of o u are here. Next.

(Refer Slide Time: 02:45)



**Student:** Ardour, armour, clamour, colour, cough, country, couple, cousin, devour.

Devour

**Student:** Double, enough, famous, favour.

Good, next.

**Student:** Honour, journal, labour, mucous, odour, rough, rumour.

Rumour

**Student:** Touch, tough, trouble, trough.

Trough.

**Student:** Tumour, valour, young.

Good. So, ah is another sound of o u rough. Then, the third sound is like pour.

**Student:** Although, course, court, four, fourth, mould, mourn, pour, sojourn, soul, source, though, your.

And the fourth sound is like group.

**Student:** Contour, could, coup.

Coup actually

**Student:** Coup, coupe, coupon, detour

Detour

**Student:** Detour, group, rouble, route, routine, should, soup, through, tour, tournament, would, wound, you, youth.

Good. So, o u sound is in word family cloud, rough four group. Any interesting word for which you want to quickly pick up the meaning?

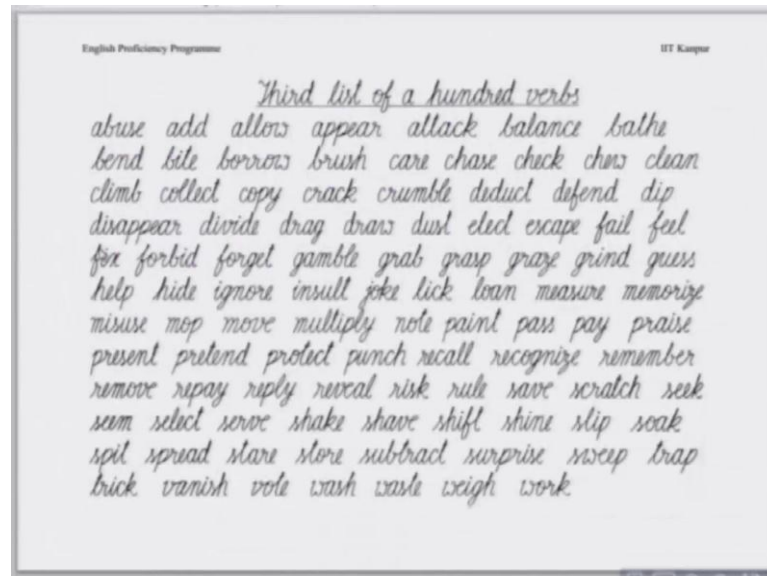
**Student:** Sir, rouble is the Russian currency or something?

Right now we are talking about things here. Anything here? No. Rouble is the Russian currency, yes. What else? Contour, contour you know? The curves showing the same height, when you put all those curves together, one curve for 4.5 meter, another curve for 4.2 meter, another curve for 4.1 meter, another curve for 3.9 meter, then the set of curves that you get on the plane that shows you the contours. Sojourn, very interesting word, some time that you spent at a particular place, so you stay there with all the experiences of that place is your sojourn.

**Student:** It will likely connect to journals.

Perhaps. ((Refer Time: 05:53)) So, earlier we had seen two hundred verbs, so another hundred verbs.

(Refer Slide Time: 06:03)



**Student:** Abuse, add, allow, appear, attack, balance, bathe.

Bathe

**Student:** Bathe

Bath is noun, bathe is verb [FL] and if you do not know the meaning of some of the verbs, you will ask. Continue...

**Student:** Bend, bite, borrow, brush, care, chase, check, chew, clean.

Next

**Student:** Climb

**Student:** Climb, collect, copy, crack, crumble, deduct, defend, dip, disappear, divide, drag, draw, dust, elect, escape, fail, feel.

**Student:** Fix, forbid, forget, gamble, grab, grasp, graze, grind, guess, help, hide, ignore, insult, joke, lick, loan, measure, memorize.

Good.

**Student:** Misuse, mop, move, multiply, note, paint, pass, pay, praise, present, pretend, protect, punch, recall, recognize, remember.

Good.

**Student:** Remove, repay, reply, reveal, risk, rule, save, scratch, seek.

Good.

**Student:** Seem, select, serve, shake.

Shake.

**Student:** Shake, shave, shape, shine, slip, soak.

**Student:** Spit, spread, stare

Stare

**Student:** Stare, store, subtract.

Subtract.

**Student:** Subtract.

Many people make this mistake, subtract.

**Student:** Subtract, surprise, sweep, trap, trick, vanish, vote, wash, waste, weigh, work.

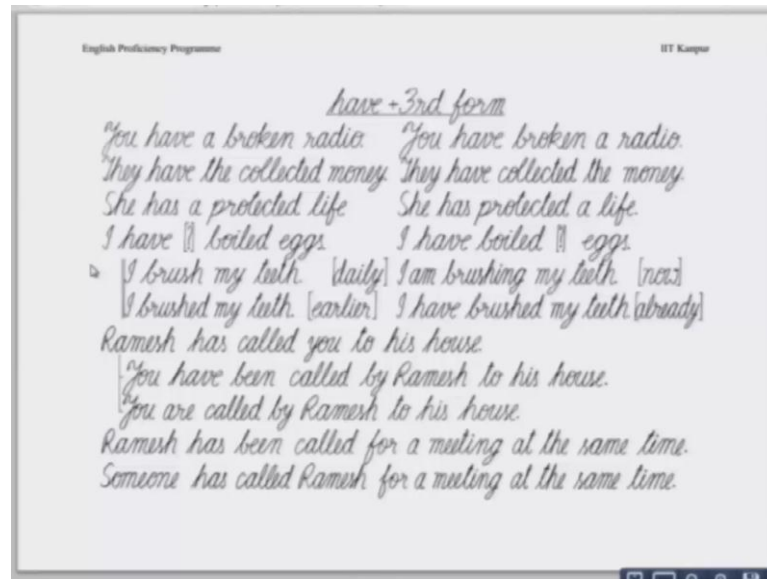
Good. So, I understand that all of you know these verbs and in the background of your lesson you ask yourself, which verb among these can take more object, which can take a single object, which can take two objects and then, you are ask yourself which verb can be used as some other part of speech also. For example, attack it can be a noun. Check can be a noun, even change can be a noun, elect can be an adjective, even select can be an adjective.

So, there are many verbs which can be used as noun or adjective or something.

**Student:** Abuse

Abuse yes, yes abuse also. It can be noun. ((Refer Time: 09:15)) Earlier we have seen third form are adjective, then we have seen be plus third form, which expresses passive voice. Now, we will see have plus third form. From other side we have seen have with it is very funny peculiar shift of meanings and we have seen a particular use of have with to, have to just in the previous session to imply necessity. And now, we have another use of have, a very important use in the language and that is to form sentences in perfect tense, present perfect, past perfect and future perfect.

(Refer Slide Time: 09:58)



Let us motivate the issue with a few funny examples.

**Student:** You have a broken radio.

[FL]

**Student:** [FL].

[FL] Third form adjective [FL] radio, perfectly fine.

**Student:** You have broken a radio [FL].

So, [FL], you have broken [FL]. You have a broken radio [FL]. You have broken a radio [FL]. So, the idea is that you have broken it; that is [FL]. Next

**Student:** They have the collected money [FL].

[FL].

**Student:** They have collected the money [FL].

[FL]. They have collected [FL]. The action has been completed. So, have plus third form expresses the state of completed action, the effect of which is still present.

**Student:** She has a protected life [FL].

[FL].

**Student:** She has protected life [FL].

[FL] So, you say protected life [FL]. Now,

**Student:** I have boiled eggs.

[FL]

**Student:** I have boiled eggs.

[FL]

**Student:** I have boiled eggs

[FL] actually, I have boiled eggs [FL] and that make related problem here, both meanings are possible. I have boiled eggs, I have boiled eggs. Actually in this place if you put some, then you will find that the some shifts. I have some boiled eggs [FL] and I have boiled some eggs [FL]. Then, there is a problem, there is a confusion, both meanings are fine. Now, you will ask we had present tense, I boil eggs; you had past tense I boiled eggs [FL].

I used to boil eggs [FL], I have boiled eggs [FL]. Present state of completed action, not the sense of action which took place long time back, present state of completed action. In order to see it in contrast to other forms, look at these sentences together, yes.

**Student:** I brush my teeth.

[FL].

**Student:** [FL].

[FL] I brush my teeth which I do daily [FL].

**Student:** I am brushing my teeth.

[FL]. Now

**Student:** I brush my teeth earlier.

Earlier, super [FL]

**Student:** I have brushed my teeth just now.

Just now [FL], [FL] is good enough, yes.

**Student:** Ramesh has called you to his house [FL].

A invitation ((Refer Time: 16:18)) currently effective here. A recently completed action, the effect of which is still there, invitation is valid.

**Student:** You have been called by Ramesh to his house [FL].



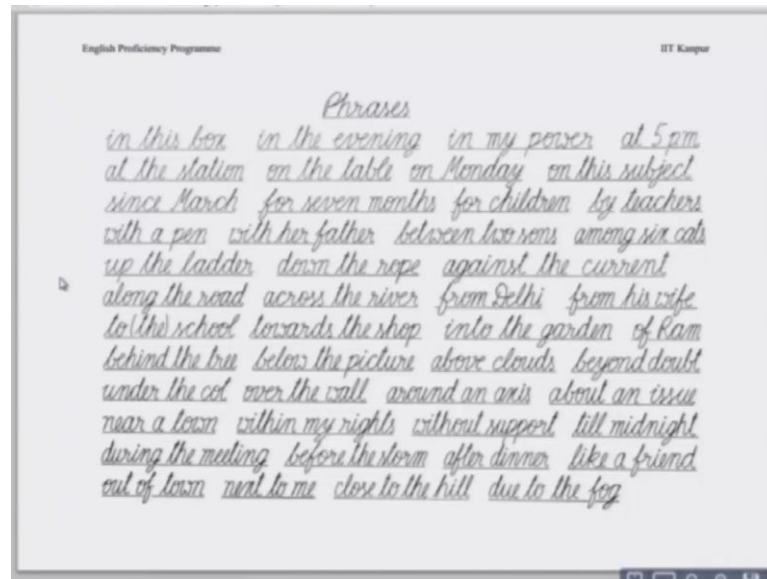
Good, [FL] and that is interesting. This sentence you have been called and this sentence also may make the same sense. You are called by Ramesh to his house, but this sentence can make, can give another sentence. [FL] I am called or is it may mean Ramesh calls you or it may mean Ramesh has called you. Both may mean, both may be meant by this; you are called by Ramesh, but Ramesh has called, perfect would be you have been called, which will give no ambiguity. But, sometimes this also gives the same sense. So, in passive voice there is very little difference between these two and sometimes they are used interchangeably, for normal emphasis communication. Next

Student: Ramesh has been called for a meeting at the same time.

So, actually he cannot host you see, he has called you to his house, but at the same time he has been called for a meeting. Ramesh has been called for a meeting at the same time, has been called. So, has third form of be itself and another third form called. Now, we are putting it inactive by the use of unknown subject someone. Someone has called Ramesh for a meeting at the same time. So, this shows you a examples of have plus third form in order to express sentences in present perfect and similarly, you can make past perfect and future perfect also.

But, in past perfect typically the sense is that you need to have another sentence, another action in the same sentence or nearby context, which marks the time. In the present you do not need that, because in the present, now is the reference time anyway. For the past you will need some reference time, in which some action takes place or took place. So, that action, that event comes in simple past and the other thing which had been completed before that, that comes in past perfect, we will see more of these.

(Refer Slide Time: 19:17)



((Refer Time: 19:09)) Another important topic we have today, which we have been talking about for quite some time is phrases. So, this kind of things we see all the time in English and we have been seeing these things over number of lessons of ours in number of examples to give extra details of many events or many states, many positions in this box, in the evening [FL], in my power [FL], at 5 pm [FL] and so on. So, these at the station and in the station. What will be the difference? At Kanpur or in Kanpur, what do you say.

**Student:** The train arrived at Kanpur.

The train arrived at Kanpur and where do you live.

**Student:** I live in Kanpur.

You live in Kanpur. But, when you came here first time, your train arrived not in Kanpur, but it arrived at Kanpur. You live in Kanpur, but when you go from Kanpur to Bangalore, on the way you halt at Hyderabad. So, the place, where you live you live in that place, but where you halt on the way, you halt at that place. So, in a larger map, when you see a place as a point, then you use at and when a larger area, when you live inside that, then you use in, so that is the idea.

O this subject, you can [FL.]. There are context in which you can have in this subject. When the subject is considered as a big area in which lots of discussion will take place, in this subject there are many points to discuss, so whenever you consider something as big in which you may consider sub parts, then you typically use in. On the other hand

when you look at that whole thing together as an item, on which you can say something on which you can know based some discussion, then you use on.

For seven months, since December, then between two sons, among six cats. So, which two of them you will use between and with more of them you will use among, fine. Up the ladder or down the ladder, you can climb up the ladder or you can climb down the ladder or if you are very smart, then you can climb down the rope and up the rope, it has a sense of direction. There is a difference between into the garden and in the garden, there are flowers in the garden, the cat went into the garden.

So, in is status, into is entry motion, into is dynamic; so in and to combined into. The opposite is out of, but into is written together; out of is written separately, out of town. Yes, anything here, any question? Quick yes.

**Student:** Difference between among and amongst.

They are very, very close. I mean it would be very difficult to pin point differences without appropriate sentence. Many, many context also you could perhaps change one to the other.

**Student:** Actually, what are the classical usage that will be used for long.

Nowadays, I find ((Refer Time: 23:49)) usage of it, but it is still there, yes.

**Student:** Sir, since and for little more.

Since and for and one more thing; in Kanpur and at Kanpur I was talking about. Similar thing could be talked about, at 5 pm and in the evening. A longer deviation of time will be taken as in, taken with in, a shorter deviation will be with at. We will have a discussion in the evening after meeting at 5 pm, at 5 pm we meet and then have a discussion, have the discussion in the rest of the evening.

**Student:** For an interval we use in, for a point we use at.

Correct, 5 interval for an area or interval extended region in time or space, we use in; on the other hand for a location we use that in time or space. For or since, yes I am coming to that.

**Student:** ((Refer Time: 24:55))

During has a... Gives us sense of duration, sense of the time flowing. So, we had the discussion in the evening means sometime in the evening. Perhaps the discussion took

place only for 1 minute, but during the evening gives a sense that over 1 and half hours we had a long discussion.

**Student:** ((Refer Time: 25:24))

For, you are talking about actually. During and sense do not have a conflict, for and since have a sense of confusion which people confuse. Though there is absolutely no need no reason to confuse, because since refers to a point of time, since December and for refers to the duration of time, the measure of a duration for 7 months; for last 7 months I am teaching this, since December I am teaching this. So, the current time is July; that is idea. So, that is why since December and for last 7 months are equivalent.

**Student:** It does mean ruining since ((Refer Time: 26:10))

Correct

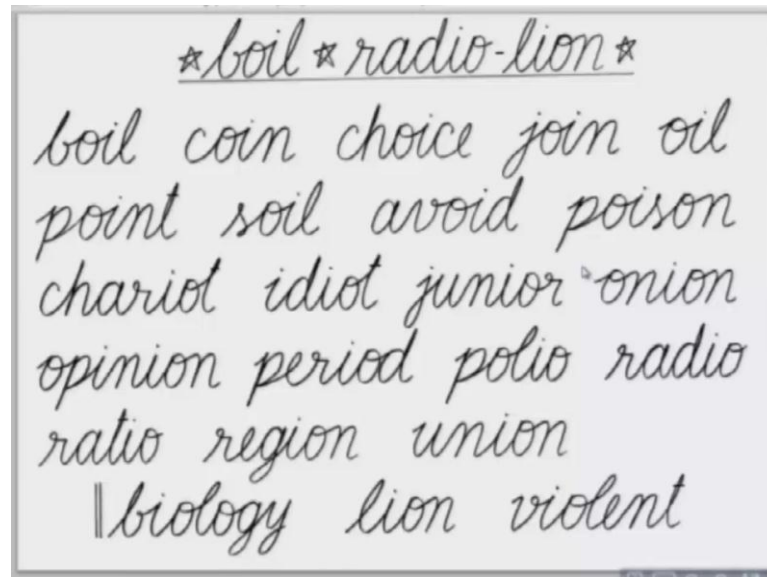
**Student:** ((Refer Time: 26:15))

At will be fine, because at the end of the calculation you are seeing together, but if it is calculus, then I would say in; typically in yes; giving a lot of respect to the subject.

**Student:** This madam pointed out, there might be some confusion with since and from also sometimes.

Because, sometimes in order to demarcate the duration you say from this time to that time, but that is only for from this time to that time. But, when you are marking a time from a particular time to the current, then you simple say since that time. Practice of words with present word families ((Refer Time: 27:13)) let us submit today, we go directly to this perfect tense step.

(Refer Slide Time: 27:17)



Frame a sentence from with a word from the first two lines. From the first two lines take a suitable word of your choice [FL] and frame a sentence with the have plus third form structure. Student: We have kept the coin in the soil.

We have kept the coin in the soil, beautiful. We have kept the coin in the soil, fine. Can you convert it into passive voice? We have kept the coin in the soil.

**Student:** ((Refer Time: 28:11))

Fine, good. Now, take another word from these two lines and make another such sentence. This time with in past, past perfect, yes had plus third form.

**Student:** The chariot had left before the idiot could understand.

The chariot had left before the idiot could understand. This is a good example. So, the chariot had left. So, that is the part of the sentence which is framed in past perfect and past perfect was necessitated for this, in order to show the contrast with the time of the other part, which was the idiot could understand, which is trend in simple past, fine. Now, take one of these words and make a sentence with will have third form.

Student: We have to pivot the violent attack by a lion, when it is injured.

Again

**Student:** We will have to heard the violent attack.

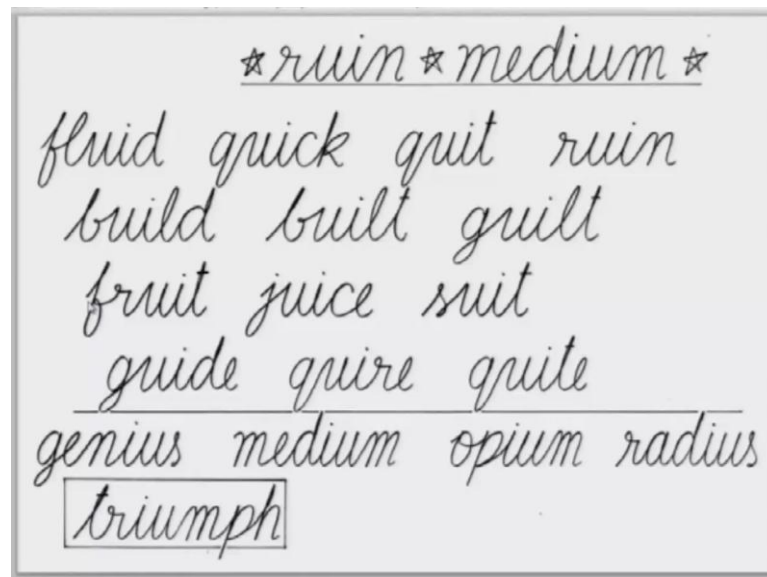
We will have to, we are not asking for that, we are asking for will have plus third form. After staying together for one year, we will have formed the union. After staying together

for one year we will have formed the union or a union. We will have formed a union. So, I am marking the time by putting, after staying together for a year. Any other example from any word? Do not force yourself to use two words, three words of the group or maybe we go to the other group of words ((Refer Time: 30:47)).

**Student:** I will have formed an opinion after going through your write up.

I will have formed an opinion after going through your write up, I will have formed an opinion after going through your write up or before the meeting that is more important.

(Refer Slide Time: 31:05)



**Student:** Sir, one small question. In the context of this perfect tenses I have had a book. I mean this kind of that is perfect. Right.

**Student:** I mean fine.

So, good sentences are coming. So, in today's assignment also we have tasks to frame such sentences and we stop at this point and in the next session we again cover these things in some more detail.

Thank you.