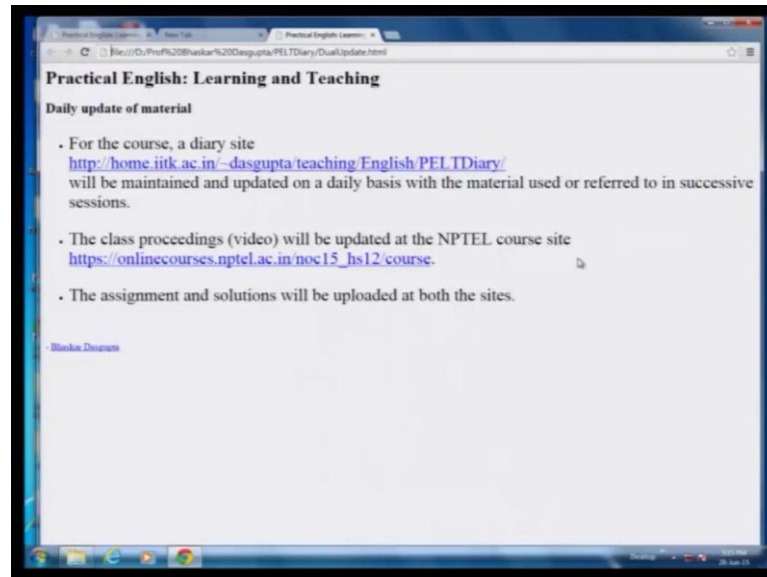


Practical English: Learning and Teaching
Prof. Bhaskar Dasgupta
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Lecture-29

(Refer Slide Time: 00:09)



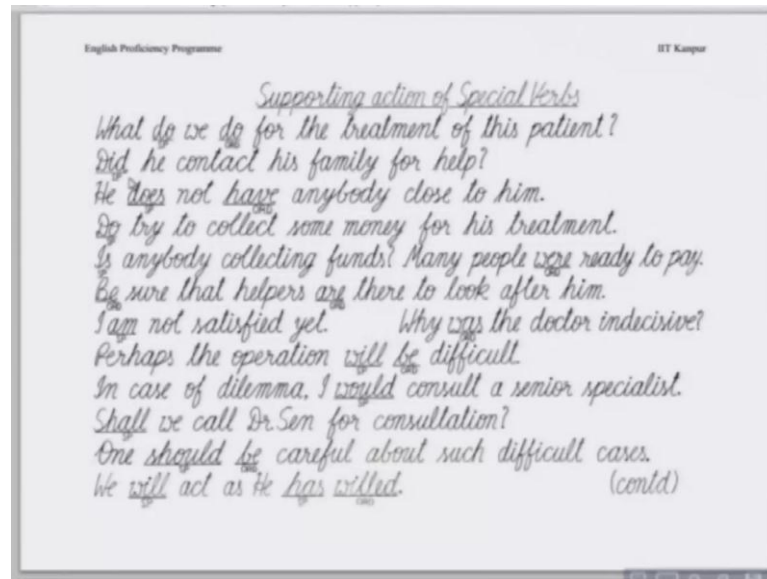
Good morning, we are in session 29 of the course.

(Refer Slide Time: 00:15)

26	Vowel-Rich Words Summary of Vowel Sounds Connecting Words and Connecting Patterns	Discussion	Expand the idea in the questions in 15-20 sentences.	Practice of Vowel-Rich Words Exercise of connections with words of the SHEEN club	Notes
27	Compound Words You are given a set of words like 'born', 'is', 'from', Habit and Stage	Discussion	Cover the <i>given sentences</i> , beginning ending as given, so that the meaning remains the same.	Practice of compound words Exercise of perfect continuous tense (have been + -ing form)	Notes
28	Highlighted Words Supporting Action of Special Verbs Inflect Verb Agreement Short versus Long Sentences	Discussion	Work with long and short sentences in interpretation and expression.	Practice of highlighted words Exercise of changing the subject 'under cover'	Notes
29	Summary of Special Verbs One final set of verbs Major Forms of Sentences	Discussion	Form 20 sentences in the <i>given structure</i> and write three unrelated messages in Hindi.	Practice of Major Forms of Sentences Study of defective verbs.	Notes
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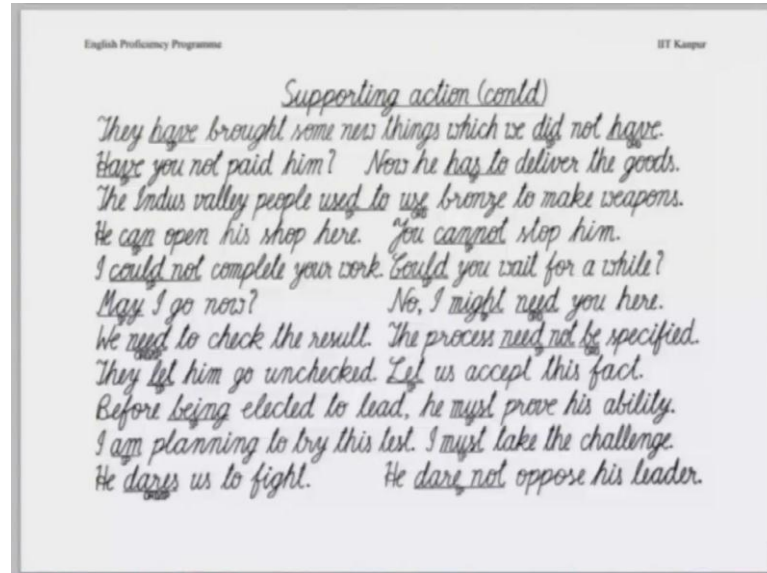
In the last session we spend some time, on supporting action of special verbs.

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We saw special action of special verbs, which were ‘do’, then ‘be’, then ‘will’, ‘would’, ‘shall’, ‘should’; and we also saw very particular use of will, which is ordinary here and special here.

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And then we continued and saw special uses of supporting verbs, that is support this ‘have’ and then use to use of use in special sense. And then can, could, may, might and need, let, must, dare. So, these are verbs which are special in some sense or the other. Many of them are auxiliary in the sense that they help, they are helping verbs; they come in supporting roles. And some are special because of a certain other reason. So, here let us see, a summary of all these special verbs.

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English Proficiency Programme HT Kapoor

Special Verbs

do-	do	does	did	done	doing	do not	don't	does not	doesn't	did not	didn't		
be-	be	are	am	is	were	was	been	being	are not	am not	is not	was not	were not
									aren't	amn't	isn't	wasn't	weren't
have-	have	has	had	having	have to	have not	haven't	has not	hasn't	had not	hadn't		
will-	will	could	will not	could not	use	will not	won't	could not	couldn't				
shall-	shall	should	shall not	should not	use to	shall not	shan't	should not	shouldn't				
can-	can	could	cannot	can't	could not	cannot	can't	could not	couldn't				
may-	may	might	may not	mayn't	might not	may not	mayn't	might not	mightn't				
	need	let	must	ought	dare								

So, 'do' in several forms: do, does, did, done, doing. And in negative you write; do not, does not, did not. But while speaking you say don't, doesn't, didn't. So, these are the contractions for speaking, for dialogues. So, if you write a drama, then the in the dialogues you can put: don't, doesn't, didn't. But in your normal serious writing, to the extent possible use: do not, does not. So, in normal writing also once in a while some authors, use these forms; only when they are trying to narrate a story in a to intimate manor to you, as if their telling. But in your compositions, typically write: do not, does not, did not; unless you are reporting something in direct narration, direct speech. If somebody is speech your narrating directly, then in that speech if 'don't' comes then write 'don't'; otherwise normally full form, no contractions.

The other which was perhaps most important verb. In several forms we saw, we have seen it earlier. Be in imperative sentences, expressing request, order, instruction; then are, am, is, in present; where was are past. And of course, in the case of future, you put a will; and then we saw the 3rd form and 5th form which have been used in certain a sentences, in order to signify certain tense patterns. And here also there are contractions, are not for written and aren't for speech; am not is not for written, isn't for speech. Similarly was not, where not; in dialogues wasn't, weren't is fine.

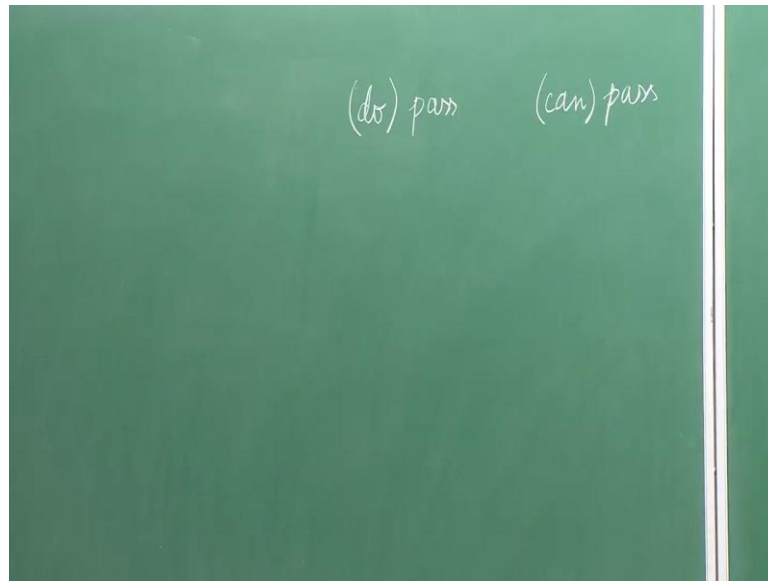
The next special verb was have, which again has its own forms: have, has, had, having, and have to; is one special use, and of course, there are similar contractions here. And use is another verb which is normally used in the ordinary sense, but there is a one special use of use to, in order to signify how is past. and then will is the typical future

marking verb and its past is would, that has two purposes: one is, to talk of a past in a future context and more prevalent use of would is to make a statement about a hypothetical situation. So, you come and ask my opinion, on whether to join particular university for PhD. Then I say that in a similar situation, I would make a thorough survey of all the universities to which I can get admission. I never sort that admission. So, that situation does not mine. So, I will I cannot say, but in a similar situation, if I were put in that hypothetical situation I would do such and such thing. So, in order to make a statement about and imagined situation, you use would.

So, you want to punish somebody or you want to take a fight with somebody, then I said I would rather like to may compromise first. So, I am not in that situation. So, I cannot say I will, so it is I would. Similarly the negatives will not and would not. These in speech and dialogues of a drama, a reported speech can be contracted to won't, wouldn't.

Shall is very rarely used these list to mark future, but you can still use if you like it; for I and we. For others we will come. But normal practice now a days, is to use will in all cases; however, the past of shall, which is should had more and less left its old connection with shall. And now should is typically used to express a moral necessity. You should support your family. So, that is a moral necessity. So negative: shall not, should not. Can to be able to. Can means to be able to. So, can, could, cannot written together and spoken quite often as can't; could not written separately and quite often spoken as couldn't. May past is might, but really not use in the past sense much, it is use in order to make it more polite. For that matter even can is made could to make it more polite. May is for permission and might is more polite format or to signify less possibility fainter possibility. And the negatives are may not, might not. These again are a few need, let, must, ought, dare; which are also special in some senses and some of them are also called defective. You know why? Let us take some examples. I will try to make a pairs of sentences with 2 verbs.

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Can here to help. So, I am asking you. [FL]

Student: Last year he didn't pass the exam.

Good. [FL]

Student: last year he could not pass the exam.

Did not pass, could not pass; but in between he has made good preparation. [FL]

Student: This year he will pass the exam.

[FL]

Student: This year he will be able to pass the exam.

Not he will can, he will be able to; you make note. So, can does not have future, can does not a future. So, it does not have a future. Fine. That is one reason why it is effective more [FL]

Student: Did you go to the market?

[FL]

Student: Have you been to the market?

Ok, have you been to the market. [FL] Have you gone to the market? Or have you go to the class? I have gone to the class [FL] Have you gone to the class? Maybe you are not. Yet in the class you are on the way. I am asking another question. [FL]

Student: have you reach the class? have you been able to.

Have you been able to. [FL] have you reached the class? [FL] you do not have, have you can reach no nothing on that is all. Can does not have a third form; no past participle. And similarly there is no can in. So, no fifth form either. [FL]

Student: I love the song. I like the sing.

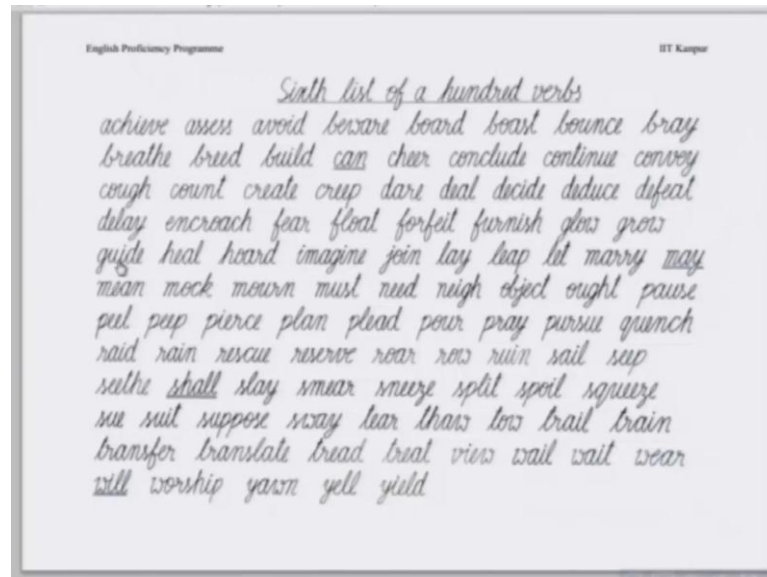
I like singing this song. [FL] but I am not good at singing you see; some songs I can sing well, some other songs I cannot sing well. One day I can sing a particular song well, another day I am not in proper form I don't manage it well. if I manage it well, I feel happy. Ok. [FL]

Student: To be able to sing this song.

To be able to; because there is no can, no canning, no to can. I like to sing this song, but there is nothing like I like to can sing this song. So, it doesn't have two plus can, it does not have canning; because of these reasons some of these words are called defective. They do not have all the forms and they cannot put in all forms of conjugation. Similarly must, if you must go you must go write now in a conductivity, still you must go; no musting. So, these are reasons why these are defective. Need, this is also defective, in the sense that in certain circumstances it does not operate like a normal verb.

You need to go opposite, you need not go. to has dropped off, to has dropped off. So, negative is in a different manor. It is also possible to say, you do not need go. Then you will be operating in a normal manor. Similarly ought also, in ought the to will come. Dare, for dare we saw the examples actually. He dares us to fight. Dares, its not he; but then see here. In a normal sense it would be he does not dare, but in the case of dare, you simply say dare not. So, there are ways in which these verbs are special.

(Refer Slide Time: 13:24)



So, we come to our final list of verbs. So, 600 verbs in this course have been given to you; 500 earlier and the 6th list now. and this is the point where we will stop very unhappily, because still many common heavily use verbs remain outside the ambit of our lists. but we expect to learn those verbs as you read lots of books and speak with lots of people. Yes; just read out.

Student: achieve.

[FL] continue.

Student: assess, avoid.

Assess meaning? [FL] yes [FL]

Student: avoid.

Avoid, most the people know the meaning. Beware [FL]

Student: board.

[FL]

Student: boast.

[FL]

Student: bounce.

Bounce. [FL]

Student: bray.

[FL] basically the sound of donkey.

Student: breathe.

Breathe [FL] and when you say breathe normally, then you mean both of presents together; breathe in, breathe out.

Student: breed.

[FL] you bread certain quality of hot size or whatever. That is also possible.

Student: build

to construct. Can, to be able to. [FL] right?

Student: cheer.

and we have put can. So, separately we are not putting could, but we understand, that could is almost a new verb in many senses. Ok, cheer. Cheer?

Student: [FL]

[FL]

Student: conclude.

[FL]

Student: continue.

[FL]

Student: convey.

[FL]

Student: cough.

[FL]

Student: count.

[FL]

Student: create.

[FL]

Student: creep.

[FL]

Student: dare.

[FL]

Student: deal.

Deal? [FL]

Student: decide.

[FL]

Student: deduce.

Deduce; to reason out, to reason out.

Student: defeat.

[FL]

Student: delay.

[FL]

Student: encroach.

[FL]

Student: fear, float.

Float, [FL]

Student: to be there at the surface.

to be there on the surface of water, yes. and to put something there on surface of water also. we will float a proposal.

Student: forfeit.

Forfeit; to give up actually. [FL]

Student: furnish.

[FL] To make ready, yes.

Student: glow.

[FL]

Student: grow.

[FL]

Student: guide.

[FL]

Student: heal.

[FL]

Student: hoard.

[FL]

Student: imagine.

[FL]

Student: join.

[FL]

Student: lay.

[FL]

Student: leap.

[FL]

Student: let.

Allow, to allow.

Student: marry.

[FL]

Student: may.

May, to ask for permission, yes. This is a verb used to ask for permission. [FL]

Student: mean.

To imply, to imply. [FL]

Student: mock

[FL]

Student: mourn

[FL] yes.

Student: must.

Must is use to show a necessity, sort of rule based necessity.

Student: can you please a given the example sentence.

you must drive on the left side.

Student: must is coming in another verb

Yes, must is supporting verb, must is a helping verb. So, it operates in the do fashion, not in the be fashion. Must, can, should all of these operating the do fashion; that they have got the license of operating along with different verb in the real world sense. not like the other verbs like be and have, which operate only one the 3rd form and 5th form.

Student: need.

[FL]

Student: neigh.

[FL]

Student: object.

[FL]

Student: Ought

this is a very strong moral necessity, should say [FL] strong, it is stronger than should.

Student: pause.

[FL] It is not stop, it is halt; yes.

Student: peel.

[FL] yes.

Student: peep.

[FL]

Student: pierce.

[FL]

Student: plan.

[FL]

Student: plead.

[FL]

Student: pour.

[FL]

Student: pray.

[FL]

Student: pursue.

Pursue, [FL] try to achieve something, so you say pursue. You are pursuing in academic carrier. So, it is not a yet going behind the academic carrier all the time, but you are actor in various. So, that is idea.

Student: quench.

[FL]

Student: raid.

[FL]

Student: rain.

[FL]

Student: rescue.

[FL] row.

Student: row.

[FL] reserve, reserve. [FL]

Student: row.

Row the boat with the odd.

Student: ruin.

[FL].

Student: sail.

[FL] oh noun is different, yes. [FL]

Student: seep.

[FL] yes.

Student: seethe.

[FL] seethe this is the. shall is of course, typical future marker which is no more use very often.

Student: slay.

[FL] yes.

Student: smear.

[FL]

Student: sneeze.

[FL]

Student: split.

[FL]

Student: spoil.

[FL]

Student: squeeze.

[FL]

Student: sue.

[FL]

Student: suite.

Suite [FL]

Student: suppose.

suppose [FL]

Student: sway.

[FL]

Student: tear

[FL]

Student: tow.

[FL]

Student: trail.

[FL]

Student: train.

Teach, to teach.

Student: transfer.

[FL]

Student: translate.

[FL]

Student: tread.

[FL]

Student: treat.

[FL]

Student: view.

[FL]

Student: wail.

[FL]

Student: wait.

[FL]

Student: wear.

[FL] well.

Student: will.

[FL] future tense marker, future tense marker [FL]

Student: worship.

[FL]

Student: yawn.

[FL]

Student: yell.

[FL] yell is a typical verb with a dog.

Student: yield.

Yield? [FL] we come to the major forms of sentences, that we have learnt all through the 3 quarters of the course still now.

(Refer Slide Time: 25:55)

The image shows a handwritten slide titled "Major Forms of Sentences" from an "English Proficiency Programme" by "H.K. Kapoor". The slide is organized into a grid of four rows and two columns, detailing the conjugations of the verb "give" and its passive form "be given".

Active Voice	Passive Voice
Present I give He gives We give You give It gives They give	Present I am given He is given We are given You are given It is given They are given
Past I gave He gave We gave You gave It gave They gave	Past I was given He was given We were given You were given It was given They were given
Future I will give He will give We will give You will give It will give They will give	Future I will be given He will be given We will be given You will be given It will be given They will be given
Present Continuous I am giving He is giving We are giving You are giving It is giving They are giving	Present Continuous I am being given He is being given We are being given You are being given It is being given They are being given
Past Continuous I was giving He was giving We were giving You were giving It was giving They were giving	Past Continuous I was being given He was being given We were being given You were being given It was being given They were being given
Present Perfect I have given He has given We have given You have given It has given They have given	Present Perfect I have been given He has been given We have been given You have been given It has been given They have been given
Past Perfect I had given He had given We had given You had given It had given They had given	Past Perfect I had been given He had been given We had been given You had been given It had been given They had been given
Present Perfect Continuous I have been giving He has been giving We have been giving You have been giving It has been giving They have been giving	Present Perfect Continuous I have been being given He has been being given We have been being given You have been being given It has been being given They have been being given

Yes; actually in this it is not much possible to read out anything. So all the form of the sentences which we have study till now; that has been summarized here. So, this we studied in quarter 1, these 3 we are read in quarter 2 and these 4 we have added recently in quarter 3. So, here we have got different kinds of subjects. Here I, we, they, you, other plural nouns, other plural nouns or pronouns, subjects will run like this. and single subject he, she, it, Ram, the dog, the table all of them will fit here.

Here you have corresponding to the upper one, we have the form give; corresponding to the lower one you have gives. This is for present, for past it is the same thing gave, for future it is will be. In a negative, in place of give you it will become do not give; for give it will become does not give. Similarly for gave it will become did not gave, for will give

it will become will not give; right? When you want ask a question, then you may ask. Do, we give or if you ask otherwise then we will say 'do we not give' depending on whether that not will be the, there are not if it comes; then it will come here.

You may ask a question, which requires a specific answer rather than yes no; in the case the corresponding w h word will come here. What does he give? What will I not give? [FL] What will I not give you? Fine? in passive voice similarly you will have the structure. In the passive voice, in the support you will get: are, am, is, or be, or were, was or will be. And therefore, we have do now split this we and I, because here we and I will take different kinds of verbs. With we you will have are, with I you will have am and with he you will have is. And other plural subject we will go along with we, and singular subjects other than I and you will go with he; the I is unique anyway. So we, I, he, with that will fit are, am, is, in present; and where with we; and was with these two in past and in future all the same cases will be given. So, we will be given, we are given, he is given, he was given, right? Many sentences you can scoop out from here. When it is negative, sensibly and not will come here, but with the special provision. In the case of present and past simply not will come here. In the case of future, in which in case of are am is were was; here there is a two verb combination, will be. In that with the weight of this not, the be drops down and then realizes a little later that is has drop down. So, it joins here. So, will, out of will be; be will get dropped and it will actually join here.

So, in that case the sentence will turn out to be. we will not be given. So, out of will be one bit that be part with actually end up here. Same thing happens in the case of asking questions. So, are we given? are we not given. So, not comes here. Will we be given, so under the weight of the subject, the out of will be be drop down and goes and joins here. And if not is there, then it will go and join even after not. Will we be given, will we not be given. So, be then connects very closely with given and does not retain its contact with will anymore. In the case of not coming in the picture or subject coming in the picture then be rushes to be close to the verb it is supporting and not with the subject. this thing has to be kept in mind.

And similarly as we come to continue us; we are given, we are giving, we are not giving. [FI] we will be giving, we will not be giving. be will come later it not comes. similarly the in the questions. Why are we giving? Why are we not giving? Why will we be giving? Why will we not be giving? [FL] basically verb is coming in 3 parts: will, be, giving. So, be have a dilemma. With whom to stay, with will or with give. So, when

things come in between note or subject, then it feels that its duty is to be close to the verb which it is supporting. So, rushes to give and will stay alone.

So, this is the verb which need support, so be stays close to it. That could not be done in a case of where was; because the two parts were not there. Similar things here: we are not being given. [FL] Are we not being given? in this the difficulty with future does not arise; because in the first list future itself does not arise. So, in case of passive voice continues future is not possible; that is continuous future does not have a passive form. Whatever was happening with be here, same thing will have here, with have in the case of completed action, perfect tense. We have given, we have not given; we had given, we have not given; we will have given, we will have not [FL] we will not have given, have comes later. Have you given? Have you not given? Will you have given, will you not have given; have comes later, after not. Similarly here, in passive.

Here again you do not need that trouble, because forget about future that whole passive will not come in the case perfect continues. So, both of these are active; this is positive negative sentence and this is interrogative including query. Query has been included like this. So, this is what we set out to teach in this proficiency program essentially. And somebody who does not make any mistake from top to bottom, from this corner this corner, in making all the 360 kinds of sentences that can come out of this; he knows English. That is our idea. he can polish his English, he can improve his English, but to begin with he knows English, if he does not make any mistakes from this end to that end. And those who do not know English to the extent that make mistakes here and there in this all that they need to learn is this. But this sheet in isolation you give to somebody, it is very difficult to learn. And that is why we are having all this session, all these classes, all these discussions. And in order to have the practice of framing sentences this form that form in order to recognize is a pattern, in order to have in a practice; you need words and that is why we are trying to teach you thousands of words.

So, at this point.

Student: have a question sir.

Yes.

Student: which state is been refer to by will have?

Oh ok. At a future time, the particular point of time about which we will be talking, which reference to that time the action which has been completed which will have been

completed before that. That is a time which we are talking about. So, before you pass it for Germany, I will have completed these lessons.

Student: will have and would have both are the same meaning sir.

Will is actual situation which will arise, would is a mostly hypothetical or imaginary. but sometimes people use it interchangeably and many people use would in the place of will, because they feel that is the only thing which we can do. So, we stop here and continue with session 30 in the next class, which will be our last session in quarter 3.

Thank you.