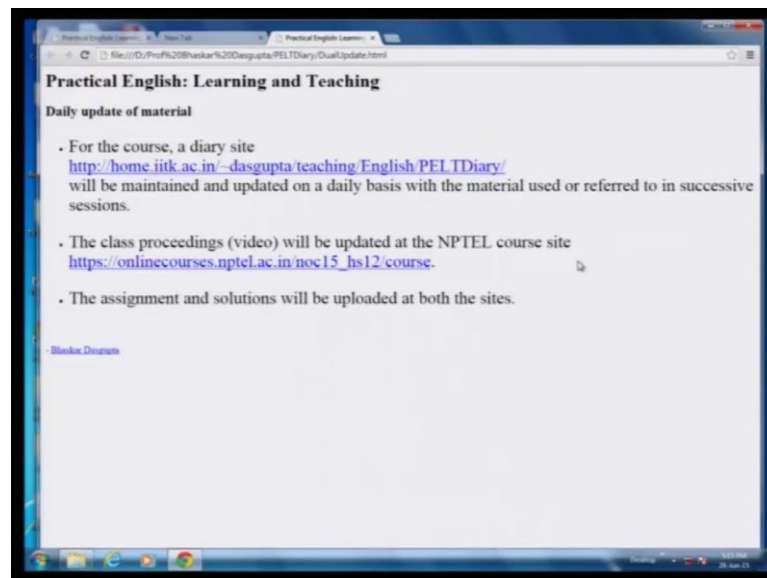


**Practical English : Learning and Teaching**  
**Prof. Bhaskar Dasgupta**  
**Department of Mechanical Engineering**  
**Indian Institute of Technology, Kanpur**

**Lecture – 25**

Welcome back.

(Refer Slide Time: 00:09)



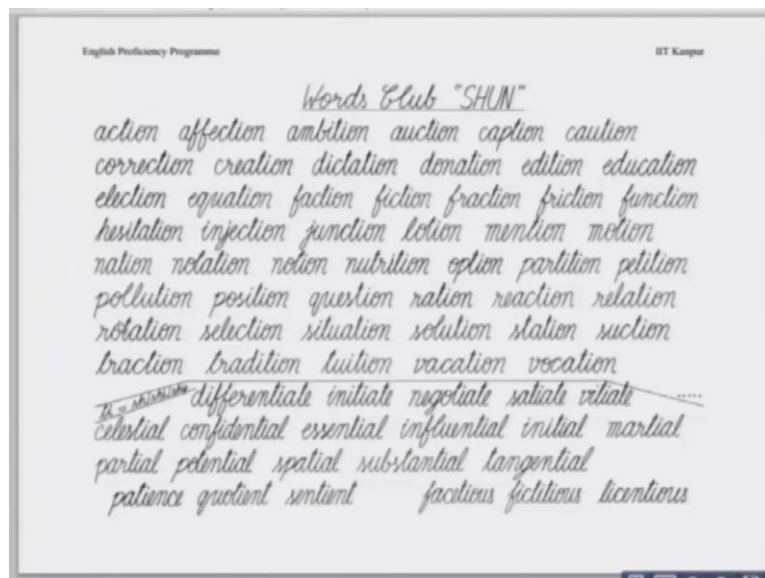
We are in session twenty five.

(Refer Slide Time: 00:18)

|    |                                                                                                       |            |                                                                                                                          |                                                                                                                                                       |
|----|-------------------------------------------------------------------------------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Sentences in 45 pages<br>Interpretation and Expression.                                               |            |                                                                                                                          |                                                                                                                                                       |
| 22 | Word Family: "had" & "under-"<br>Word Family: "had" & "judicial"<br>Two objects<br>Special structures | Discussion | Make 50 sentences: 40 in 45 pages, three with "have had to" and one with "used to" using 10 verbs from the lexical list. | Practice of words from the present word families, preferably using two objects or "have to"/"used to" structures.                                     |
| 23 | Word Family: "had enough"<br>Word Family: "had"<br>From more verbs<br>have - had form<br>Practice     | Discussion | Form sentences and extend them with additional details, as required.                                                     | Practice of words from the present word families. Exercise of perfect tense with old word families "had" & "under- had", and "was" & "was/were".      |
| 24 | Word Family: "had done"<br>Word Family: "had" and small word families<br>"at"<br>Relation Markers     | Discussion | With more relation markers, construct phrases and use them in sentences.                                                 | Practice of words from the present word families. Exercise on using relation markers and phrases with old word family "had enough from group".        |
| 25 | Word club "SHUN"<br>Another set of verbs<br>have been - had form<br>Connections                       | Discussion | Form sentences and extend them with additional details, as required.                                                     | Practice of words from the present word club. Exercise on active-passive constructions to perfect tense with old word families "had done", and "had". |
| 26 |                                                                                                       |            |                                                                                                                          |                                                                                                                                                       |
| 27 |                                                                                                       |            |                                                                                                                          |                                                                                                                                                       |
| 28 |                                                                                                       |            |                                                                                                                          |                                                                                                                                                       |
| 29 |                                                                                                       |            |                                                                                                                          |                                                                                                                                                       |
| 30 |                                                                                                       |            |                                                                                                                          |                                                                                                                                                       |
| -  | Quarter 2 ends here                                                                                   |            |                                                                                                                          |                                                                                                                                                       |
| 31 |                                                                                                       |            |                                                                                                                          |                                                                                                                                                       |
| 32 |                                                                                                       |            |                                                                                                                          |                                                                                                                                                       |

So, in the last session, I told you that we have exhausted our word families. But, then, all associations do not end with families; there are clubs.

(Refer Slide Time: 00:31)



So, till now, we have considered vowel sounds in constructing word families. In the word club – shun, we stress on a particular kind of sound coming from different patterns of letters. And, in that also, consonants. So, t i o n pronounced as shun is very common. Such words are enormously large in number. So, let us have a look at a cross section of

them. And, it is a club in the sense that, there are other combinations of letters, which give the same sound. Divyansh, read out the first two lines.

**Student:** Action affection ambition auction caption caution correction creation dictation donation edition education

Next?

**Student:** Election equation faction fiction fraction friction function hesitation injection junction lotion mention motion

Okay

**Student:** Nation notion

[FL]

**Student:** Notation

Yes

**Student:** Notion nutrition option

Yes

**Student:** Partition petition pollution position question ration reaction relation

Okay

**Student:** Rotation selection situation solution

Solution

**Student:** Solution station sunction

Suction

**Student:** Suction

Suction Suc

**Student:** Suction

Suction

**Student:** Traction tradition

Tradition

**Student:** Tradition tuition

Actually it is tuition – tui tui tuition; mostly, people tell it wrongly.

**Student:** Vacation vocation

Okay. In this, t i is actually giving you the sound of s h; that in these words, comes in which after t i, o n comes; but, that is not so exclusive about t i o n; t i – even in other combinations, sound like s h. And, the examples are here, yes.

**Student:** Differentiate initiate negotiate satiate vitiate celestial

Celestial

**Student:** Celestial confidential essential influential initial martial

Yes, okay.

**Student:** Partial potential spatial substantial tangential

Just a minute. So, i a – in these, it is getting pronounced as e a; differentiate – shay. In these, it is getting pronounced as ea – differential confidential. And now, you see i e. Then, here i o – i o u actually.

**Student:** Patience quotient senti...

Sentient

**Student:** Sentient facetious

Facetious

**Student:** Facetious fictitious licentious

Yeah; so, the way you have patience, you will also have patient. So, sentience – sentient. So, you will have sentience. Any quick meanings of any word? Sentient – conscious, which has a consciousness.

**Student:** Tangential

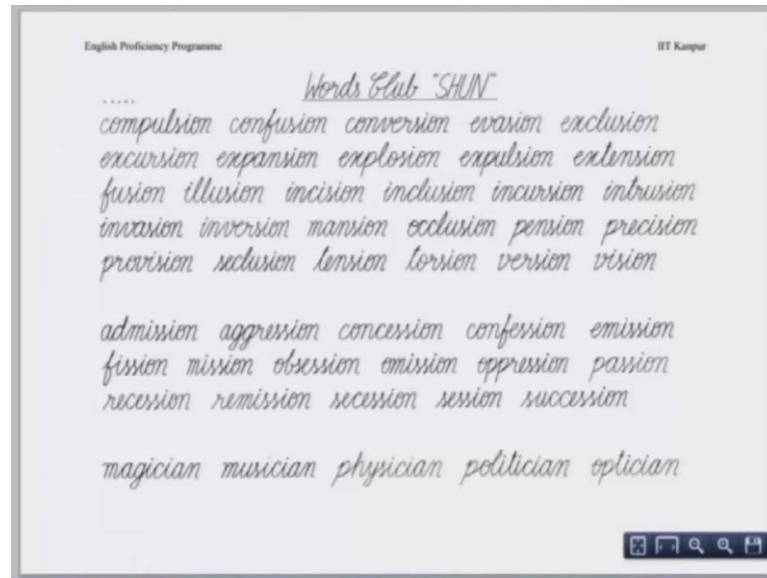
Tangential – you know tangent; you have a curve and...

(Refer Slide Time: 04:49)



This is the line, which cuts the curve. And, this is the line, which stays away from the curve. This line, which does not stay really away, but does not cut; it just touches. A line which touches a curve or a surface is a tangent and adjective is tangential. So, if a bullet is fired, but if it is goes like this, then it goes tangentially.

(Refer Slide Time: 05:23)



Yes.

**Student:** Compulsion

Compulsion

**Student:** Confusion

Confusion

**Student:** Conversion

Conversion – sion

**Student:** Conversion

Evasion

**Student:** Evasion

Do not say zun – tion – a little solid.

**Student:** Exclusion

Exclusion; exclusion. Next?

Student: Excursion expansion explosion expulsion extension

Yes; just a minute. These are a little tricky; in some, it is clear – tion; in some, it is little towards zun. So, this... His pronunciation was correct.

**Student:** Fusion

Yes

**Student:** Illusion incision inclusion incursion intrusion

Next?

**Student:** Invasion inversion mansion occlusion pension precision

Precision

**Student:** Provision seclusion tension torsion version vision

Vision

**Student:** Vision

Double s i o n

**Student:** Admission aggression concession confession emission

Okay

**Student:** Fission mission obsession omission oppression passion

Good

**Student:** Recession remission secession session

Session

**Student:** Session

We are right now going through a session.

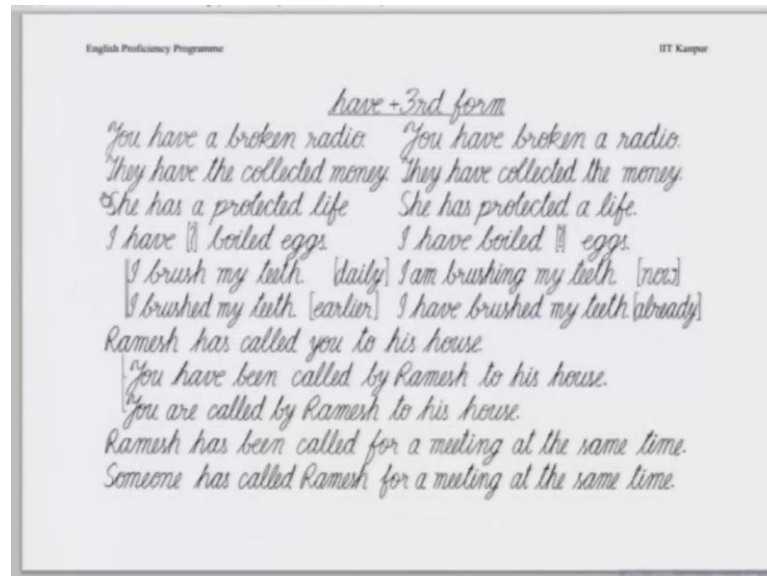
**Student:** Succession

Just a minute. So, earlier, you saw t i o n – shun; here you saw s i o n – shun or zun or zhun; here you saw double s i o n; now, c i a n

**Student:** Magician musician physician politician optician

Politician optician. So, lots of words.

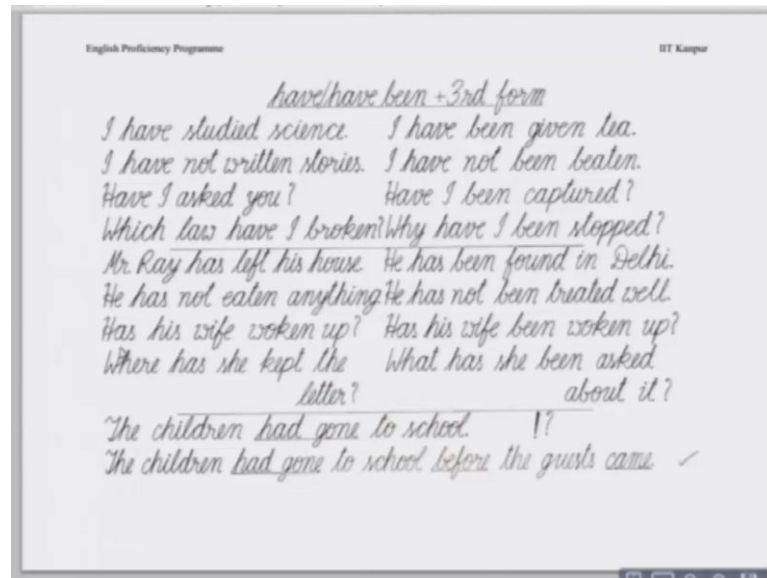
(Refer Slide Time: 07:46)



Now, we come to a very important topic. Earlier we have seen – have plus third form; the way... In quarter 2, we studied be plus third form for passive voice of simple present, past, future. Here we have seen have plus third form, which talks about state of completed action. And now, on that, we build more.



(Refer Slide Time: 08:14)



Yes, Divyansh.

**Student:** I have a studied science.

[FL]

**Student:** [FL] science [FL]

[FL] science [FL]

**Student:** [FL]

[FL] science [FL] completed [FL] I am studying science [FL] I am studying science [FL]

I study science [FL] And, I have studied science.

**Student:** [FL]

[FL]

**Student:** I have been given tea. [FL]

[FL] I have been given tea. [FL] have [FL] been [FL] third form [FL] be [FL] have been  
[FL] third form [FL] verb [FL] I have been given tea. Somebody has given tea to me.  
Somebody has given to me and I have been given [FL] That is the idea. [FL] Next?

**Student:** I have not written stories. [FL]

[FL] Negative sentence [FL] example [FL]

**Student:** I have not been beaten. [FL]

[FL] I have not been beaten [FL] That is the breakup. [FL] So, [FL] passive voice [FL]  
Nobody has beaten me. [FL] been [FL] passive voice [FL] been [FL] So, somebody has  
beaten and somebody else has been beaten. [FL]

**Student:** Have I asked you? [FL]

[FL]

**Student:** Have I been captured? [FL]

[FL] captured [FL] That is the idea.

**Student:** Which law have I broken? [FL]

[FL]

**Student:** Why have I been stopped? [FL]

[FL] active voice [FL] passive voice [FL] Have [FL] third form [FL] been [FL] Next?

**Student:** Mr. Ray has left his house.

Okay.

**Student:** Mr. Ray [FL]

Mr. Ray [FL]

**Student:** He has been found in Delhi. [FL] Delhi [FL]

[FL] Delhi [FL] Next?

**Student:** He has not eaten anything. [FL]

[FL]

**Student:** He has not been treated well. [FL]

[FL]

**Student:** [FL]

[FL]

**Student:** [FL]

[FL] Somebody has not treated him well; and, he has not been treated well by some others – by somebody. [FL] passive voice [FL]

**Student:** Has his wife woken up? [FL]

[FL]

**Student:** Has his wife been woken up? [FL]

[FL]

**Student:** Where has she kept the letter? [FL]

[FL]

**Student:** What has she been asked about...

It

**Student:** ...asked about it? [FL]

[FL]

**Student:** [FL]

Investigation [FL] missing [FL] Delhi [FL] Next?

**Student:** Children had gone to school.

[FL] sentence [FL]

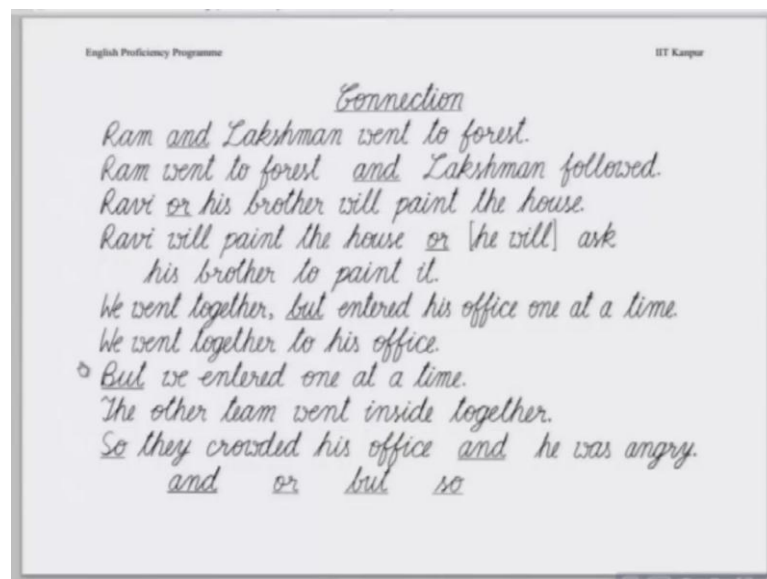
**Student:** No ((Refer Slide Time: 13:19)) in an isolation...

In an isolation, this sentence does not look any good, because you could simple say the children went to school. But, in a context, where you try to mark this event as happening before a reference time when something else happened, then it will make sense.

**Student:** The children had gone to school before the guests came.

This makes sense; that is, the guests came, which is in simple past; that sets the reference time of the past about which we are talking about – about which you are talking; and then, we are telling that, something else had happened before that. And, that is then completed action. And, that is why you use perfect tense for that. The children had gone to school before this. So, past perfect typically is used only in a context of a reference time; and, the event at the reference time is described in simple past.

(Refer Slide Time: 14:39)



Another important side issue is connections. Yes, Durga?

**Student:** Ram and Lakshman went to forest.

[FL]

**Student:** Ram [FL] Lakshman jungle [FL]

Jungle [FL] Ram [FL] Lakshman jungle [FL] Can we say Ram went to forest and Lakshman went to forest? Yes? Or, I can say Ram went to forest full stop; Lakshman went to forest full stop; that is also fine. So, here you could say two sentences have been connected into a sentence by the use of this – and. Or, you can simply say two subjects have been connected together – Ram and Lakshman. Now, I am breaking the sentence a little and making two parts of it, which are a little clear.

**Student:** Ram went to forest and Lakshman followed

[FL]

**Student:** Ram jungle [FL] Lakshman [FL]

[FL] sentence [FL] sentence [FL] So, we are using this thing to connect two sentences or two parts of the subject – two subjects together with the same verb. Both are doing the same work, which is the work of going. Next?

**Student:** Ravi or his brother will paint the house. Ravi [FL]

[FL]

**Student:** Ravi [FL]

Ravi [FL]

**Student:** [FL] paint [FL]

Paint [FL]

**Student:** Ravi will paint the house or ask his brother to paint it.

Ravi [FL] Ravi [FL] Ravi [FL] paint [FL] paint [FL] he will [FL] Ravi will paint the house or he will ask his brother to paint it. [FL] he will [FL] Ravi will [FL] cover [FL] cover [FL] and [FL] or [FL] And [FL] action subject [FL] or [FL] combine [FL] combine [FL] combine [FL] part [FL] part [FL] support [FL] oppose [FL] And, or [FL] actually support [FL] And [FL] support [FL] or [FL] support [FL] fever [FL] relation [FL] relation [FL] Ram [FL] jungle Lakshman [FL] support [FL] Ravi [FL] support [FL] support [FL] connection [FL] support [FL] opposition [FL]. Yes.

**Student:** We went together, but entered his office one at a time.

[FL]

**Student:** [FL] office [FL]

[FL] So, [FL] full stop [FL] but [FL] b [FL] capital [FL] connection [FL] sentence [FL] connect [FL] sentence [FL] This connection may mean connecting two sentences into a single sentence or the connection may be only in the meaning. The sentences may be separate; it is still possible; still it is a connection – connection of meanings. The connector in the second sentence makes its connection to the earlier sentence to the previous sentence and puts a logical meaningful continuity. Read this.

**Student:** We went together to his office. [FL] office [FL]

Separately

**Student:** But, we entered one at a time. [FL]

[FL] In this, the two statements were together in a sentence; in this, they are two different sentences. What is the difference? Difference is that, in this, we came only once; and, in the second part, that same subject we was obvious, was understood, was implied. So, we did not have to say we went together, but we entered his office one at a time; it was not necessary that we is covering both of these parts. But, here it is a separate sentence. So, in spite of this we, we have to give another we here for this sentence – fresh. Now, we did a good thing. See what the others did.

**Student:** The other team went inside together. [FL] team [FL].

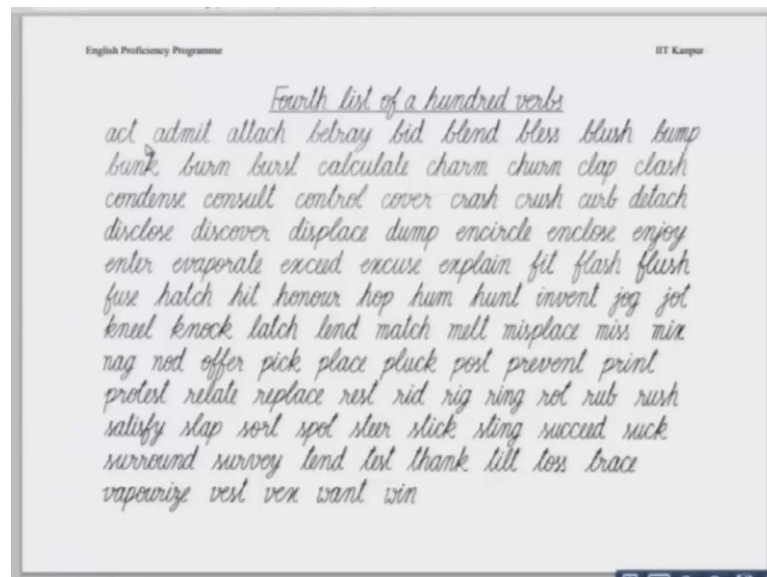
[FL]

**Student:** So, they crowded his office and he was angry.

[FL] project [FL] project [FL] So, another connector. So, one connection is by support working together; another support is by another connection is by or – working optionally – either this or this or one of them. Another is by opposition; another is by explanation. So, the other team went inside together and this so is connecting the meaning of this sentence with the meaning of the previous sentence. This so is connecting the meaning in

the sense of reason that, this is the reason why this happened. They crowded his office and he was angry. So, these are four very simple connectors; with the help of which you connect subjects, sometimes you connect verbs, sometimes you connect adjectives, sometimes you connect sentences. When you connect sentences, as a result, you may get a single sentence out of two smaller sentences; or, you may let that smaller sentences be separate sentences yet establish a logical connection in the meaning in order to give continuity to your composition.

(Refer Slide Time: 21:38)



In the verbs, we set up a rule that will ensure that everybody knows the meanings. Act?

**Student:** [FL]

[FL] yes. Admit?

**Student:** To confess [FL]

[FL] all the meanings are there. Admit means to let somebody in [FL] in that sense. School [FL] admit [FL] hospital [FL] Or, admit something; this is also in a way accept...

**Student:** [FL]

[FL] admit [FL] is very close. Attach?

**Student:** [FL]

Verb [FL]

**Student:** [FL]

[FL] connect attach enclose

**Student:** Betray

[FL] yes

**Student:** Bid

Bid [FL]

**Student:** [FL]

[FL] yes

**Student:** Blend

Blend [FL]

**Student:** [FL]

[FL] yes

**Student:** Bless [FL]

[FL] complicated meaning [FL] When you bless your son, that means, one reason; when god blesses you, that is another. So, that is not exactly [FL]

**Student:** Blush

[FL]

**Student:** Bump

Bump [FL]

**Student:** Bunk

[FL]



**Student:** Burn

[FL]

**Student:** Burst

Burn [FL] sense [FL] object [FL] sense [FL] object [FL] Burst? [FL]

**Student:** Calculate

[FL]

**Student:** Charm [FL]

[FL] Good

**Student:** Churn [FL]

[FL] Good

**Student:** Clap [FL]

[FL]

**Student:** Clash [FL]

[FL]

**Student:** Condense [FL]

Actually [FL] solid [FL] liquid [FL] vapour [FL] right?

**Student:** Consult [FL]

[FL]

**Student:** Control [FL]

[FL] yes

**Student:** Cover [FL]

[FL]

**Student:** Crash [FL]

[FL]

**Student:** Crush [FL]

[FL] perfect

**Student:** Curb ((Refer Slide Time: 24:32))

Control [FL] sense [FL] control [FL]

**Student:** Detach ((Refer Slide Time: 24:47))

Attach [FL] Attach-detach; next?

**Student:** Disclose – reveal

Reveal – to reveal

**Student:** [FL]

[FL] Wow, beautiful. [FL] disclose

**Student:** Discover [FL]

[FL] cover [FL] cover [FL] Newton's second law [FL]

**Student:** Displace [FL]

[FL] yes

**Student:** Dump [FL]

[FL]

**Student:** Encircle [FL]

[FL] Surround

**Student:** Enclose

Almost close to that.

**Student:** Enjoy [FL]

[FL]

**Student:** Enter [FL]

[FL] yes

**Student:** Evaporate [FL]

Liquid [FL] vapour [FL] condense [FL]

**Student:** Exceed [FL]

Limit cross [FL]

**Student:** Excuse [FL]

[FL]

**Student:** Explain

When you say excuse me, [FL]

**Student:** Explain [FL]

[FL] Explain [FL]

**Student:** To describe

To describe; yes, to describe [FL]

**Student:** Fit [FL]

[FL]

**Student:** Flash [FL]

[FL] actually; but, in an... As a noun, it is [FL]

**Student:** Flush

[FL] sense [FL] To put things in a current – flush.

**Student:** Fuse

Fuse

**Student:** To merge

To merge, yes.

**Student:** Hatch [FL]

[FL] hatch [FL]

**Student:** Hit [FL]

[FL]

**Student:** Honour [FL]

[FL]

**Student:** Hop [FL]

[FL] actually

**Student:** Hum [FL]

[FL] yes

**Student:** Hunt

[FL]

**Student:** Invent [FL]

[FL] Discover [FL] discover [FL] Invent [FL] north pole [FL] discovery [FL] invention

[FL]

**Student:** Jog [FL]

So, discovery [FL] typically scientist [FL] invent [FL] typically engineer [FL] That is the difference. Jog [FL] Jot.

**Student:** Jot [FL]

Quickly – to write quickly.

**Student:** Kneel

[FL]

**Student:** Knock [FL]

[FL]

**Student:** Latch [FL]

[FL]

**Student:** Lend [FL]

[FL]

**Student:** Match [FL]

[FL] correct

**Student:** Melt [FL]

[FL]

**Student:** Misplace [FL]

[FL] basically [FL] that is misplace.

**Student:** Miss [FL]

[FL] I am missing my brother.

**Student:** [FL]

[FL]

**Student:** [FL]

[FL] basically. Train [FL] train [FL] miss [FL] Train [FL] miss [FL]

**Student:** Mix [FL]

[FL] These people mix together.

**Student:** Nag

Nag

**Student:** [FL]

[FL]

**Student:** [FL] Irritate [FL]

Nag

**Student:** [FL]

[FL] office [FL]

**Student:** Nod [FL]

[FL] yes, yes, yes

**Student:** Offer [FL]

[FL]

**Student:** Pick [FL]

[FL]

**Student:** Place [FL]

[FL]

**Student:** Pluck [FL]

[FL]

**Student:** Post [FL]

[FL] post [FL]

**Student:** Prevent [FL]

[FL] Prevent [FL]

**Student:** Print [FL]

[FL] yes

**Student:** Protest [FL]

[FL] yes

**Student:** Relate [FL]

[FL] Relate [FL]

**Student:** Replace [FL]

[FL] yes

**Student:** Rest

Replace [FL] tense [FL] I replace the earlier person. [FL] Rest?

**Student:** [FL]

[FL] yes

**Student:** Rid [FL]

[FL] yes

**Student:** Rig. Rig ((Refer Slide Time: 30:54))

No, no; Rig – what you do with the election?

**Student:** Rig the election.

[FL]

**Student:** [FL] Ring

Manipulate [FL] That is a good one; manipulate [FL]

**Student:** Ring [FL]

[FL] Phone [FL] basically

**Student:** Rot [FL]

[FL] yes

**Student:** Rub [FL]

[FL]

**Student:** Rush [FL]

[FL] That is a good one.

**Student:** Satisfy [FL]

[FL]

**Student:** Slap

[FL]

**Student:** Sort [FL]

[FL]

**Student:** Spot [FL] Spot – point out [FL]



Point out [FL] identify [FL] Spot – to identify

**Student:** Steer

[FL]

**Student:** Stick

[FL]

**Student:** Sting

[FL]

**Student:** Succeed [FL]

[FL] yes

**Student:** Suck

[FL] Suction [FL]

**Student:** Surround ((Refer Slide Time: 32:05))

Correct; encircle and surround – same thing

**Student:** Survey survey [FL]

[FL]

**Student:** [FL]

Not ((Refer Slide Time: 32:16)) [FL] is the word.

**Student:** Tend [FL]

[FL] that is tend

**Student:** Test [FL]

[FL]

**Student:** [FL]

[FL]

**Student:** Thank [FL]

[FL]

**Student:** Tilt [FL]

[FL]

**Student:** [FL]

[FL] shape [FL] tilt [FL]

**Student:** [FL]

Oh, yes.

**Student:** Toss

[FL]

**Student:** Trace [FL]

[FL] in that sense

**Student:** Vaporize [FL]

Evaporate [FL] vaporize [FL] science [FL] issue, English [FL]

**Student:** Vest

Vest [FL]

**Student:** [FL]

[FL]

**Student:** Invest [FL]

Invest [FL] sense [FL] extra [FL] vest. I am vested with this authority. [FL] authority [FL]

**Student:** ((Refer Slide Time: 33:37))

Yeah... Yes, I have vested interest [FL] interest vest [FL] Invest [FL] actually [FL]

**Student:** Vex [FL]

[FL] Annoy, annoy, annoy, yes. In this sheet, annoy also comes? No, annoy did not come here; nag came.

**Student:** Want

[FL]

**Student:** Win [FL]

Very good. So, hundred verbs. This is the fourth list. So, we stop here and continue again in next session.

Thank you.