

# Assignment 31

Please watch Lesson 31 and Tutorial 31 before attempting this assignment.

## Part A

1. According to the lecture, what kind of literature/books does the speaker suggest the beginners for reading? Why are English translations from a different language a good point to start reading from, particularly for beginners?
2. The speaker points out the goals and plausible potential of the English Proficiency Programme. Having enrolled in the course, how do you intend to take the knowledge you will acquire from it forward in your life?
3. In the slide ‘Major Forms of Sentences’, it is demonstrated how different types of sentences may arise from the seeds given. But it was also pointed out in the lecture that a seed may give rise to invalid (‘mutant’) sentences for a certain tense (present, past or future). From the list, point out a seed and the tense in which it generates invalid sentence(s).
4. Which special structures or items are mentioned by the speaker as the topics that typically confuse a learner from non-English or non-European background, in particular, Indian students?

## Part B

Take two seeds out of 16 shown on the slide “**Major Forms of Sentences**”: fourth in the first column and seventh in the second, namely

**(A) “We/I/He + are/am/is / were/was / will be + [not] + giving ... .”**

and

**(B) “[Wh..] + have/has / had / will have + we/I/he + [not] + been given ...?”**

for expansion. **Construct your own sentences (18 for case A and 36 for case B) with different verbs (replacing 'give') in them to illustrate all the cases that may arise out of these two seeds.**

[You may replace “we” with any other plural subject.

Similarly, “he” can be replaced with any other singular subject, except “I”.]