

## **Practical English: Learning and Teaching**

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### **Lecture-16**

We have completed 3 weeks of this course and going into the 4th week. Before starting this lecture I want to share a few points with you. First, from the discussions in a forum and more importantly from the submission of assignments in the first round, we have been extremely impressed with a positive response of the class and that is a very good sign. Apart from that we have noted that a large number of our participants, our students in the course, our teachers in schools and colleges, and that gives us more satisfaction and hope; because we know that it is the teachers of the country on whose shoulders lie the responsibility of educating the rest of the population.

The idea is also to teach through this course not only English, but how to teach English. And from the teachers we expect that whatever you pick up in this course, whatever of that you praise, you admire, you like, you will propagate to your students and you will perhaps set up class rooms in order to propagate the same theme and the same knowledge. And therefore, we imagine a future in which there will be a large number of sites where multiple deliveries of this English proficiency programs scheme, will be done through you in small class rooms; because class rooms are ideally small.

At this point other than this, I also want to address three issues which have come up in the discussions in the forum. You must have already noted that in order to teach the language, I am trying to teach you sentences of different kinds. In fact, eventually I will aspire to teach sentences of all kinds. And that poses a problem, how do I ensure? That the sentences that you build, are of this kind, that kind, all the kinds. In order to span the entire spectrum, entire possibilities of sentences I cannot force you to make a sentence in a particular form which you will avoid. For example, if I ask you to make a sentence with 'honest', if you say I am honest; done. It is a correct sentence you get full marks and that is an end of it, but that does not teach English. So, in order to ensure that my students get the practice of all kinds of sentences, I have two means in my hand. One, I frame the sentence in one language and ask you to translate. If I frame the sentence in a

particular form, and you are trying to translate it to English; then it is necessary that you construct a sentence in English of that form. To this in the forum there have been some issues, because some people have said that they have difficulty with Hindi, which is our current common local language. We understand the pretty comment, but unfortunately we do not have a solution to it.

To the extent, we handle this issue by mentioning on the course, announcement that the basic aptitude in Hindi will be important. But then how much knowledge is basic as well as sufficient, that is a question. But then before being unhappy about the issue of Hindi coming into assignments, you also think that Hindi is coming as the medium in the instruction also once in a while. And we are very sure that, because of that we are capable of teaching to a large number of our audience, who would otherwise not be able to follow the lectures properly.

Now those who want to avoid Hindi in the assignments, why do they want that? Is it because they know enough English and don't need Hindi or because they do not know enough Hindi. First for those who know enough English; if you know enough English and if you have a problem with Hindi, then please do not complain you have been fortunate think of those. Who do not know that much English, that they can follow an English course through English medium only. They need the help though Hindi and in their favor you should be content to go through the course as is going on; because you have been already fortunate.

Those who do not know enough Hindi, many of them would find a totally English course without the support of any other language, also difficult; and it would be nice for them if the CLL were different. We understand that, but at the same time we cannot have five CLLs running together. And therefore, what we have done is that we have tried to reach out to the majority and use one language at one time as CLL, and on you lies the responsibility that whatever you learn from this course. If you feel that, it is worth propagating then with your own language just CLL, you redesign the course. We will participate in the discussion if you want to do that. And then be of help for the community which speaks your language; this is one thing.

Apart from that I also would like to mention, that out of the 40 assignments that we are giving, only a few require you to operate with Hindi. You see I have ensured that because

I know, that there will be a large number of participants, who would have difficulty in Hindi, difficulty with Hindi; and they should not be made to feel uncomfortable. But for a larger number of people who are doing the course, because Hindi is in the scene; and because that way they feel that they are learning. Can you not tolerate just a hand full of assignments which involve Hindi.

The second way that I have in my hand is, in order to make you sentences of all kinds; one kinds at a time, another kind a again and so on; is that I frame the structure the sentence and ask you to complete it.

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**ASSIGNMENT 13**

Frame the sentences, as required. [Use discretion regarding articles.]

**Verb: be -> be / are / am / is / were / was / will be and no other verb in any form**

Subject	Type	Further details
1 thieves	past, negative	what, when, how
2 Raghav	future, negative	where, when, how
3 Daisy	future, positive	where, why, when
4 they	past, negative	when, what, why
5 dogs	present, positive	when, where, why
6 Alice	past, positive	where, when, why
7 your son	future, query: when	where, what, why
8 teacher	past, interrogative	whom, when, what, how
9	present, interrogative	who, when, why
10	past, query: who	where, when, what
11 children	present, positive	what, when, why

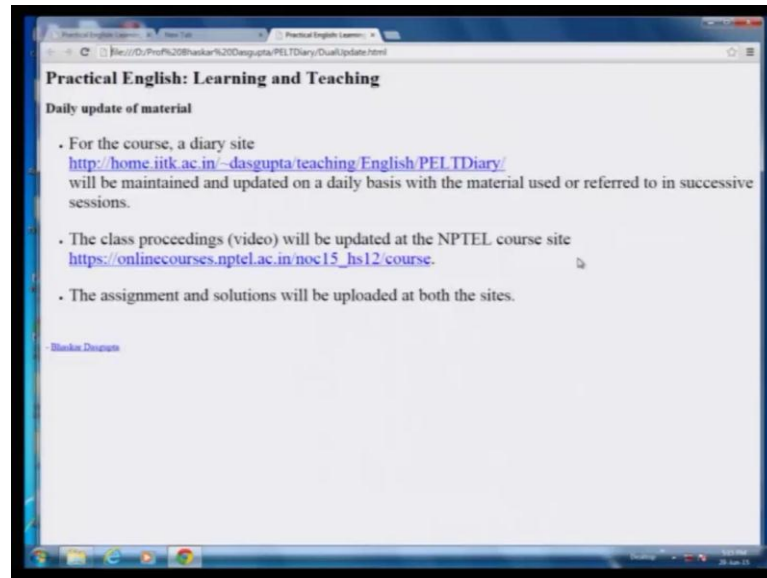
For example, this assignment ask you to frame a sentence in a particular structure, with particular kinds of details. Now to this I have found some peculiar comments in the forum. Somebody simply says do not give this kind of assignments, because it is impossible to do this kind of thing. How it can be done? We in the English proficiency program are not offended by such remarks, because we are have achieved it; there is a problem of psychology here. When they have to frame a sentence, they first think of a theme. And if that theme does not fit with the conditions that I am asking, then they fill that no, this is unfair. And people in our class room sessions also have said sometimes, that without the word be sentence cannot be made. Then when we ask them to make sentences with be and no other verb, then people say that without using any other verbs

sentence is cannot be made. You have to come out of that and do not say that do not give this assignment, do not teach this.

In the 1st lecture which has been widely appreciated, thanks to you. In the first lecture I mentioned that in the in adulthood, autonomy of the student is also a pretty comment to learning. They can decide, what they want to learn and what not. And therefore, they take the easy way decide not to learn may lot of things. Autonomy was already a trouble, autonomy was already a problem. Now comes authority, when the students start telling the teacher do not teach me this, do not ask me to do this, then you can understand how teaching will go. But we in APP are not going to spoil the program, spoil the course because of a such unhappiness. Today you may be unhappy, but if I can succeed in forcing you to go through my programmer then after 6 months, you will say that through this course I ended up doing things which I would otherwise not do.

A 3rd question is regarding assignments. Some people have missed some assignments. Which is not a great issue, because out of 40 assignments if you have missed 4 or 5 assignments; it is not a problem. Still you have 35 assignments left or 32 assignments left, 30 assignments left. So, handle those well and follow the earlier lectures, earlier sessions properly. So, that. So, for us learning is concerned, you fill up the gap which has been created by your missing some of those assignments. Otherwise the marks component of assignment is actually very small, very low; it is a learning component which is important. This is what I needed to share with you and after this we will go to our session 16.

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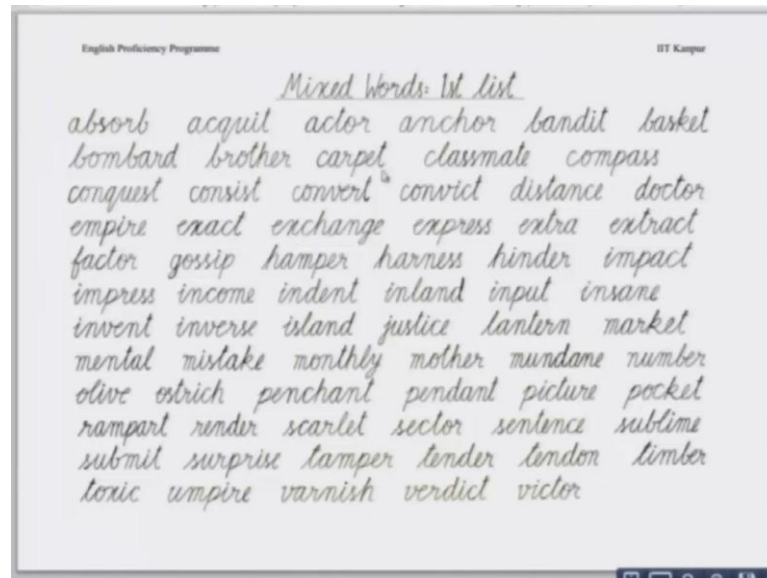
Good morning, we are at the 16th session of this course.

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View	Discussion	Assignment	Exercise of verb 'be'
14	<a href="#">Word Families "open" &amp; "close". Adjectives, Nouns, looking like verbs. Discuss: Subject (through CLL-324)</a>	Translate the given sentences into English.	Practice of words from the present word family. Exercise of sentences with dummy subjects and Noun forms of verbs with old word family "be".
15	<a href="#">Word Families "see" &amp; "lay". Verbs List 4: be + 3rd form. Construction of sentences in passive voice.</a>	Form sentences and expand them with additional details, as required.	Practice of words from the present word family. Exercise of passive voice (be + 3rd form) with old word family "open" & "close".
16	<a href="#">Revision of Mixed Words 1st List. Mixed Words 2nd List "be". Active-Passive Conversion.</a>	Convert the given sentences as required so as to retain the meaning.	Exercise of voice (active-passive) conversion with word families "see" & "lay".
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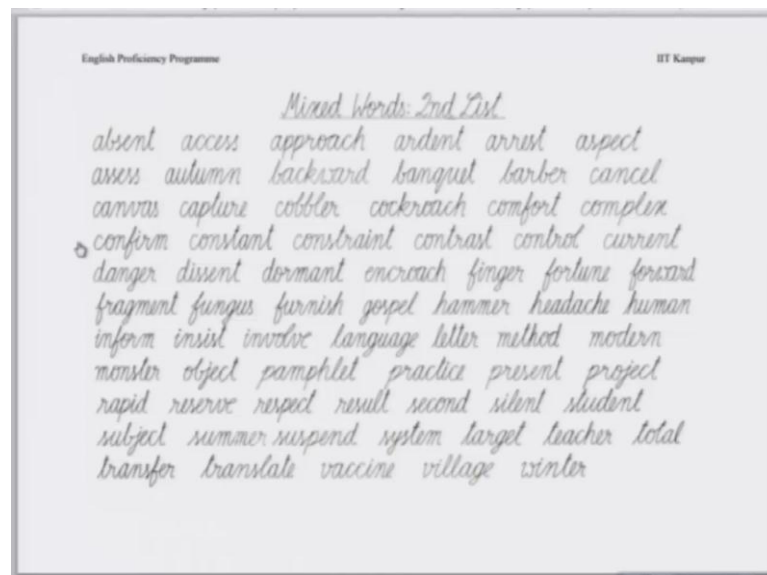
In the previous few sessions, we saw the vowel sound patterns of combinations of 'a' with some other vowel or semi vowel. Today we will have a look at some words of more than one syllabus which have different sound patterns, different vowel patterns in different parts of the word.

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Another such a list of words you have seen earlier, which we called as these words, first list. So this we have seen earlier in our 1st quarter.

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So, similarly now another list of by syllable words are here, another list is here. Yes Akshath, read the first 2 lines.

**Student:** Absent, access, approach, ardent, arrest, aspect, assess, autumn, backward, banquet.

Banquet yes.

**Student:** Barber, cancel.

Good, Shashank.

**Student:** Canvas, capture, cobbler, cockroach, comfort, complex, confirm, constant, constraint, contrast, control, current.

Good next.

**Student:** Danger, dissent, dormant, encroach, finger, fortune, forward, fragment, fungus, furnish, gospel, hammer, headache, human.

Good, karthik.

**Student:** Inform, insist, involve, language, letter, method, modern, monster, object, pamphlet.

Pamphlet.

**Student:** Pamphlet, practice, present, project.

Good, Akрати?

**Student:** Rapid, reserve, respect, result, second, silent, student, subject, summer, suspend, system, target, teacher, total, transfer, translate, vaccine, village, winter.

Good, these words are always simple straight forward right? Words are not very difficult and here you might notice, that we have in this 2nd lists of next words, we have import some two vowel combinations; a i here, o a here, e a here and so on; which we have studied in some of the recent word families. So, here also we make the same point that as long as different parts of the word, you can capture based on their individual sound patterns. Spelling or pronunciation of the complete word will not pose a great problem. You go to the segment of our syntax lesson. In the previous session, we studied the forms b plus 3rd form. The structure of the sentence with b plus 3rd of the word. So, and we saw that that case you used to tell something in the passive voice.

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ACTIVE		<i>"tell"</i>	PASSIVE	
I tell	We tell	I am told	We are told	
You tell	You tell	You are told	You are told	
Hari tells	Boys tell	Meena is told	The robbers are told	
He tells	They tell	She is told	They are told	
I told	We told	I was told	We were told	
You told	You told	You were told	You were told	
The cat told	Children told	The dog was told	John and Mary were told	
It told	They told	It was told	They were told	
I will tell	We will tell	I will be told	We will be told	
You will tell	You will tell	You will be told	You will be told	
A letter will tell	Events will tell	A story will be told	Facts will be told	
It will tell	They will tell	It will be told	These will be told	

Now here see the forms of active voice and passive voice together; yes Kartik.

**Student:** I tell.

[FL] This one. [FL]

**Student:** I am told.

[FL] Divance.

**Student:** Hari, you tell. [FL]

[FL]

**Student:** You tell.

[FL]

**Student:** You are told.

[FL]

Next here.

**Student:** Hari tells.



[FL]

**Student:** Boys tell. [FL] Meena is told. [FL] The robbers are told. [FL] He tells. [FL] They tell [FL] She is told. [FL] They are told.

[FL] She is told a story. [FL] She is told a story. [FL] Shashank.

**Student:** I told. [FL] We told. [FL] You told [FL] The cat told. [FL] Children told. [FL] It told.

[FL]

**Student:** They told. [FL] I was told. [FL] We were told. [FL] We were told. [FL] The dog was told. [FL] John and Mary were told. [FL] It was told. [FL].

[FL] You are told a story. [FL] A story is told to you. [FL]

**Student:** They were told. [FL]

[FL] Aksath [FL]

**Student:** I will tell. [FL] We will tell. [FL] You will tell. [FL]. A letter will tell. [FL]

[FL]

**Student:** Events will tell. Events [FL] It will tell. [FL] They will tell. [FL] I will be told. [FL] We will be told. [FL] You will be told. [FL] A story will be told. [FL] Facts will be told. [FL] It will be told. [FL] These will be told. [FL]

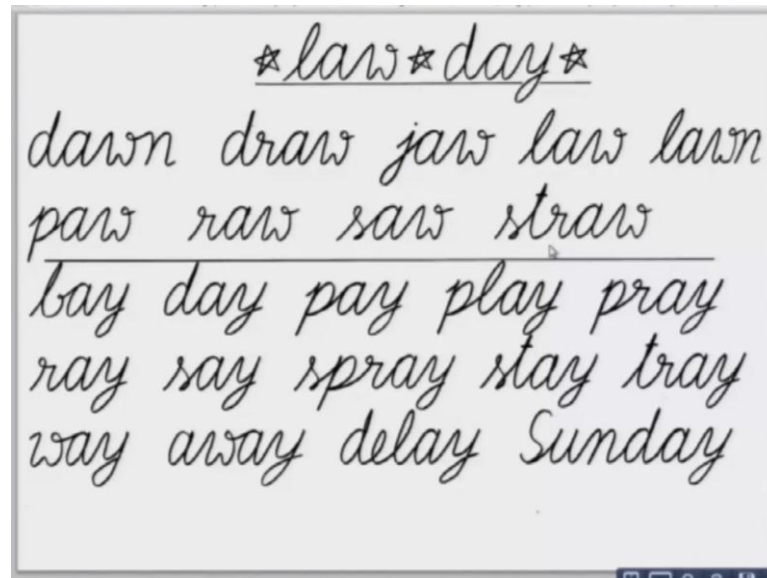
[FL] I tell. [FL] I am told. [FL]

Yes, this one.

**Student:** [FL]

[FL] I have been told is also, [FL] I am told. [FL] I have been told [FL] So, that certain idea is given a little more clearly, if it is said I have been told. So, from this form to this form, or the other way round; this is what will do and let us take some words to anchor our practice.

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[FL]

**Student:** Any type of sentences.

Any type of sentence.

**Student:** They will pay the fees.

They will pay the fees. [FL] They will pay the fees.

**Student:** They will be paying to fees.

No, no, no. [FL]

**Student:** Negative.

[FL]

**Student:** Passive. [FL] A fees will be paid by them.

The fees will be paid by them. [FL]

**Student:** The fees will not be paid by them.

[FL] The fees will not be paid by them. [FL]

**Student:** They will not paid the fees.

They will not paid the fees. [FL]

**Student:** I will say the question.

I will say the question; he has already said the question, good. I will say the question. Akriti. [FL] Ask, I will ask the question. I will ask the question.

**Student:** The question will be asked by me.

The question will be asked by me. [FL]

**Student:** The question will be asked by me.

By me to.

**Student:** By me to.

By me to.

**Student:** To my friend.

Good; the question will be asked by me to my friend. [FL] The question will be asked by me to my friend.

**Student:** I will ask the question when my.

To my friend.

**Student:** To my friend.

I will ask the question to my friend. [FL] I gave a pen to him on that day. [FL] I gave a pen to him on that day. [FL] I gave a pen, I gave him a pen on that day. [FL] A pen, a pen.

**Student:** A pen was given by me to him that day.

[FL] A pen was given by me to him, yeah a pen was given to him by me on that day. Shashank. [FL] He was.

**Student:** He was given a pen by me on that day.

He was given a pen by me on that day. [FL]

**Student:** If we make a sentence with b plus 3rd form, then what is the major difference between that sentence and the sentence which does not have b plus third form. So, what is the, I mean what is the main purpose of using that, b plus 3rd form.

B plus 3rd form is used to express the same sentence with the object in focus. So, that is in grammatical terms is called the passive voice. So, it is just that, that is one form of sentence which has evolved and we are trying to capture it, by calling it the sentence with the structure; b plus 3rd form, so in order to identify that separately from this kind of sentences. And this is also important because, you will see those who are new to the language. When they continuously read they are not so habituate form and in the beginning of the sentence somewhere if they see I, and then somewhere if they see told then, they do not notice that and am is sitting just before the told. They try to interpret the sentence as if [FL], but it is actually [FL]. So, this is why we are stressing this point and this is the theme of that structure.

**Student:** [FL]

In principle it is possible to use habituate in active voice also; for example, if I say, that it is necessary to habituate the students to this kind of exercises. It is difficult to say that the sentence will be wrong, but yes; it is less commonly used.

**Student:** And you said 2 verbs cannot come together, I mean.

In the proper verb form, yes.

**Student:** But there are some sentences like have a spot.

Yeah,

**Student:** I got caught.

I was caught. That is what I am telling; 'was' is the verb, what is the adjective?

**Student:** He got caught.

Same thing; got is the verb, caught is the adjective. The third form. So, in the case of what was the 1st sentence for example, you get? I was got. So, in the case of caught, you find it difficult to notice that we are using 3rd form; because in the case of catch the 2nd and 3rd form are similar. So, replace it by a verb which has its 2nd and 3rd form different and then you will notice. I was gave is not right; I was given. I was new, is not right; I was known. So, when you see caught, you may get misled by the 2nd form of catch, but it is actually the 3rd form of catch that is coming here.

Teaching these verbs, you are teaching these words in the family, I mean with a pronunciation same; same pronunciation. But when we teach in a class the child has to know a word by its pronunciation and meaning? And meaning is a sometimes it is very straight forward, and sometimes they arise out of a context. But for children, look at I know pointed with such things becomes difficult. So, is it really known helpful in a class to know teach children, teach words, children in a family and with this.

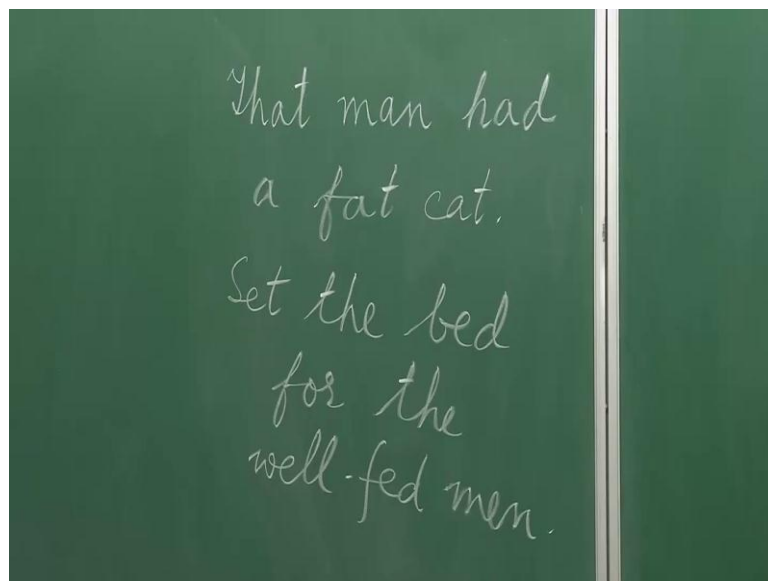
This question actually can be answered; this question can be you know. Raised at a several levels and answer at several levels. Some of the upper levels we are addressing in this course, and lower levels we are not; because the kind till in our course happens to be adults. So, we are doing two things in this direction. So, one is that of course, the word families are constructed in order to put together the spelling patterns and the pronunciation patterns. So, for it succeeds, but beyond that words are really learned, really captured through meaning and usage. In order to handle that, we are doing 2, 3 things; one is that, we are encouraging the students to know the words in their meanings, some of the meanings I am telling here, write here. And for others they can look up the dictionary. And 2 more things we are doing; one is this round, practice of words from the present word family to an extend and for teachers in a you know, school class room framework I advice this practice in a really long coverage. And apart from that a short listed ah collection of the same words we are using five exercise of the grammatical or syntactic lessons.

But then even this request a kind of a level of proficiency. So, that is we said 2 things; there is a chicken at problem there, that words can be really learned through usage in sentences, but sentences can be really built only when there is a stock of words already sitting there. Who will build that stock of words and how that will be build? In this context we can I mean I can share with you something which we did long time back

once. Once we gave one quarter of this course in a class, in which they were some 40 children of 3rd, 4th, 5th and 6th standard together. And we had absolutely no idea of, what is their background? And some of them were of reasonably good background, and some of them were from a very poor background.

So, in order to ensure that anybody can something, so we were trying to teach the word family words. To the extent of sound and reading and spelling and some kind of familiarity, and for that we will constructed few interesting sentences and ask them to read to the sentences. And even before they can construct sentences, it is possible for them to read sentences and make sense out of it. So, for example, I will share some of the sentences with you, which children find a very quick to you know, a capture and go on repeating and trough repeating many times, they learn it. For example, when you are teaching the first word, family cat.

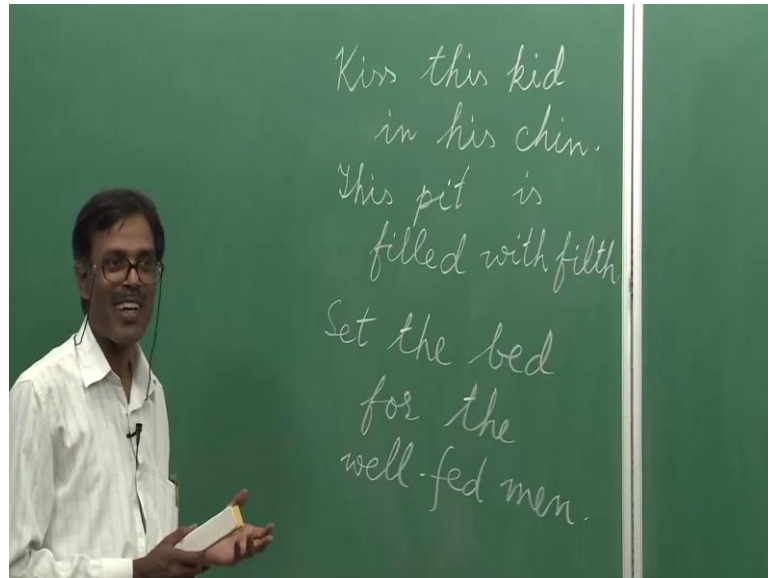
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This is one sentence we had. That man had a fat cat. So like this we construct a quite a few sentences; from words, with words from the cat family. And then similarly, from the when we are teaching the. Then when you are teaching the bed family, then we had this sentence; set the bed for the well fed men. So, and this exercise you can start even before the child is really in the writing phase. Even in the kinder garden kind of atmosphere, you can put these sentences. And some of the sentences though, even you know at a

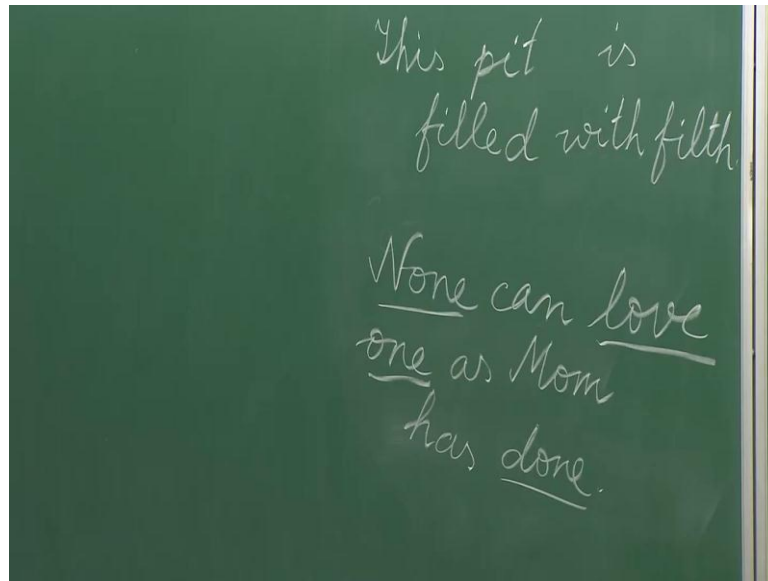
further younger age; and you can try to invent the idea of different sound patterns, different word patterns in the mind of a child even earlier.

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For example; kiss this kid in his chin. So, this is sample, when we are teaching family big. So, the same sound pattern even before a child has come to the stage, you know spelling and writing and so on, pronunciation he knows. And this is actually the way to learned actual sentence. So, even for a 3 year or 4 year old child, you can tell him this sentence, and you can make him tell this sentence; and we will like if it is your own child, then you can do further action also with the sentence. And after the child becomes a little larger a bigger; then in the same word family 'e', another; this pit is filled with filth. So, like this you can construct many nice interesting sentences and supply those sentences to the child, and I found that small children very happily, very nicely, and very quickly start repeating. That man had a fat cat; that fat cat on a mat and so on. And from that day get the sound pattern and spelling patterns. Then when came to the sound pattern, the word family home; then similarly we constructed many such sentences.

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And one of them is this, classic sentence of a universal appeal. None can love one as Mom has done. And make note; four words here are from a single line of a special class of exceptions of that word family. So, rather than in the home family, these word listed in a single line as exceptions. Love, dove, none, done, one, some, these are the 6 words. So, out of that this words pattern comes very quickly. So, by this you can supply good nice sentences which have an appeal which children pickup very quickly. And some of them will start getting the meaning, it is not necessary at every stage for the child to know the meaning, it is not necessary at every stage to derive on the meaning completely. At a very beginning stage you can supply words in the framework of sentences. And if you take in bunches, words, which are from the same family, then together they will get those words and somewhere in the mind it stays that these words have a same pattern; because the sound that I heard, came similar. And then later when the child comes to the stage of writing and spelling and using then that memory operates.

Anything else? So, we stop here and continue in the next session, with lesson 17.

Thank you.