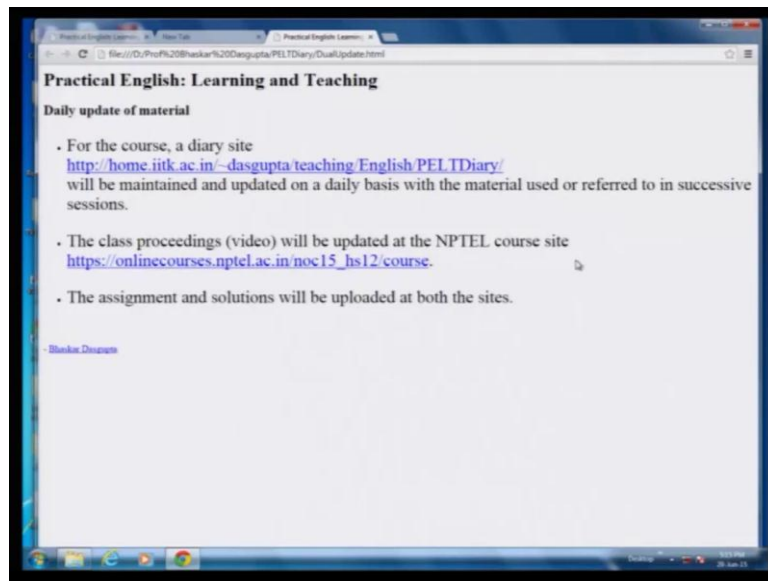


Practical English: Learning and Teaching
Prof. Bhaskar Dasgupta
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Lecture – 18

Welcome back.

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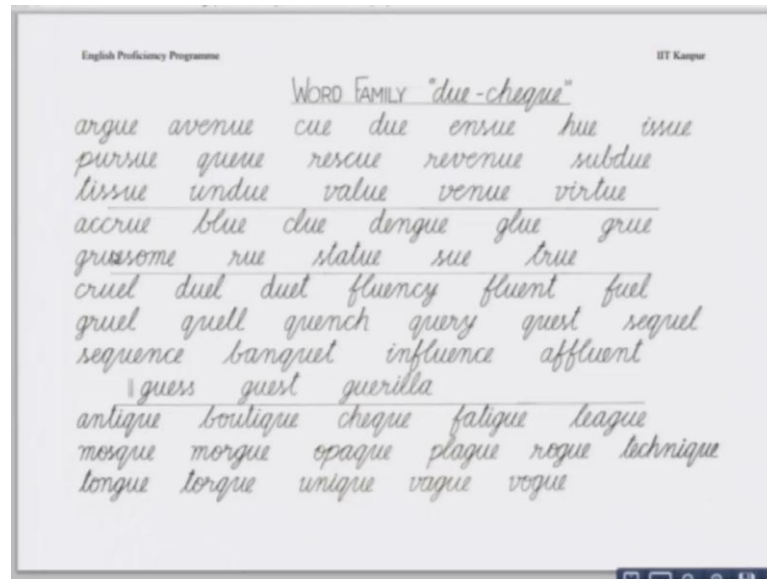
We are in session eighteen. As usual, we start with some words. Karthik.

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15	be + 3rd form	Discussion	additional details, as required.	Exercise of passive voice (be + 3rd form) with old word family: "amuse" & "funny".	Notes
16	Review of Mixed Words List Mixed Words List	Discussion	Convert the given sentences as required so as to retain the meaning.	Exercise of voice (active-passive) conversion with word families: "act", "A", "do".	Notes
17	Word families: "field, die, A, strong", Word families: "be + 3rd form", "amuse", "funny", be + 3rd form Constructions	Discussion	Form sentences and extend them, with additional details, as required.	Practice of words from the present word families. Exercise of continuous tense (be + 3rd form).	Notes Basic build-up.
18	Word families: "amuse, funny", Word families: "act", "A", "do", "die", "strong", "be + 3rd form"	Discussion	Convert the given sentences as required so as to retain the meaning.	Practice of words from the present word families. Exercise of active-passive conversion (same meaning) in continuous tense with old word families: "field, die, A, strong".	Notes
19					
20					
Quarter 2 ends here.					
21					
22					
23					
24					
25					
26					

Today, we start with the sound patterns of u e.

(Refer Slide Time: 00:25)



So, we are calling this word family as due-cheque. But, there are several kinds of sounds that come here. Start from here.

Student: Argue avenue cue due ensue hue issue pursue queue rescue revenue subdue.

Divyansh.

Student: Tissue undue value venue virtue.

Wait. So, this is one sound of u e, that is, u – value venue virtue. Next, the second kind of sound pattern, which is simply oo.

Student: Accrue blue clue dengue glue grue gruesome rue

Rue

Student: Rue statue sue true

Good. Sparsh. Another third kind of sound uel

Student: Uel

Uel, yes

Student: Cruel duel duet fluency fluent fuel

Fuel

Student: Gruel quell quench quarry

Query

Student: Quest

Query

Student: Query quest sequel

Sequel

Student: Sequel sequence banquet

Banquet

Student: Banquet influence affluent

Affluent, fine. A fourth pattern here.

Student: Guess guest guerilla

Guerilla

Student: Guerilla

Akshat; the final sound pattern of u e in which there is no sound.

Student: Antique boutique cheque fatigue

Fatigue

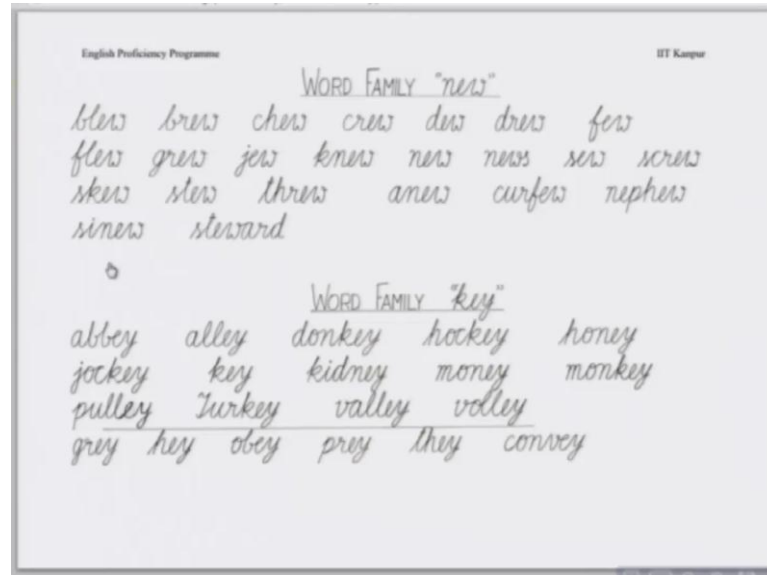
Student: Fatigue league mosque morgue opaque plague rogue technique tongue torque
unique vague vogue

Vogue

Student: Vogue

Vogue means fashion; and, rogue means [FL] This was the sound of u e and e with
((Refer Slide Time: 03:05)) e with w, e with y.

(Refer Slide Time: 03:08)



Akshat.

Student: Blew brew chew crew dew drew few flew grew jew knew new news sew
screw.

Sparsh.

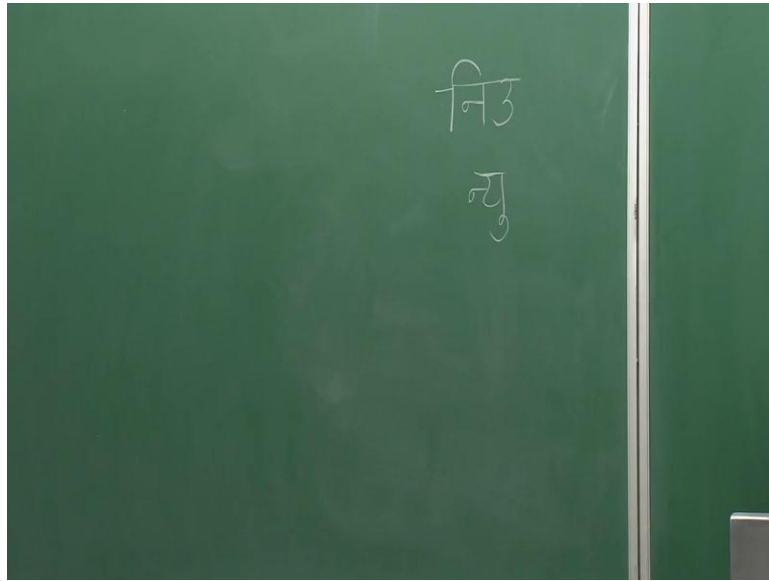
Student: Skew slew stew threw

Threw

Student: New anew curfew nephew sinew steward.

Just a minute. When you say these words, somehow many of you try to say as if it is e
wo; it is not e wo; it is u. So, think of it; not as... not so much as...

(Refer Slide Time: 03:59)



Not like this. Think of it as this; not new, but new. Divyansh, word family – key.

Student: Abbey alley dunkey

Donkey

Student: Donkey hockey honey jockey key kidney money monkey

Student: Pulley turkey valley volley

And, a little different sound pattern.

Student: Grey hey oobey prey

Oobey [FL] obey

Student: Obey prey they convey

Good; sounds are not very difficult; words are not very difficult, fine.

(Refer Slide Time: 05:11)

ACTIVE		"tell"	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	

Earlier we had one lesson like this in which here we had a lot of sentences in active voice and here we had a lot of sentences in passive voice showing the structure of both kinds. This was all for simple past, simple present, simple future. Now, that we have done our lesson on continuous tense; so, similar things we should have in continuous tense.

(Refer Slide Time: 05:36)

"telling" AND "being told"	
I am/ was telling a story	We are/ were telling Ravi.
A story is/ was being told by me	Ravi is/ was being told by us
You are/ were telling the fact	You are/ were telling story
The fact is/ was being told by you	" " ?
Pappu is/ was telling people	They are/ were telling nothing
People are/ were being told by Pappu	Nothing is/ was being told by them.
Is/ Was Pappu telling them?	People are/ were not telling that
Are/ Were they being told by Pappu?	That is/ was not being told by people.

So, telling and being told. Divyansh.

Student: I...

You read this as two sentences; read two sentences separately.

Student: I am telling a story; I was telling a story.

[FL]

Student: [FL] story [FL].

[FL]

Student: [FL]

[FL] passive voice [FL]

Student: A story is being told by me. A story was being told by me.

[FL]

Student: [FL]

[FL]

Student: [FL]

[FL]

Student: We are telling Ravi.

That is it; [FL] We are telling...

Student: [FL] Ravi [FL]

[FL] Ravi [FL]

Student: Ravi is being told by us. Ravi [FL]

[FL]

Student: Ravi [FL]

[FL] Karthik.

Student: You are telling the fact.

[FL] full stop. [FL]

Student: [FL]

[FL] sentence [FL]

Student: The fact is being told by you. [FL]

[FL] Is told [FL] Is being told [FL]

Student: You are telling slowly.

[FL]

Student: [FL]

[FL] You are telling slowly. [FL] form [FL] sentence [FL] form [FL] form [FL] sentence
[FL] sentence [FL] You are telling him slowly [FL] he is being told slowly [FL] story
[FL] missing [FL] form [FL] Divyansh.

Student: Pappu is telling people.

[FL]

Student: Pappu [FL]

[FL]

Student: People are being told by Pappu. [FL]

[FL]

Student: They are telling nothing. [FL]

[FL]

Student: Nothing is being told by them. [FL].

[FL]

Student: Is Pappu telling them? [FL] Pappu [FL]

[FL]

Student: Are they being told by Pappu? [FL]

[FL]

Student: People are not telling that. [FL]

People...

Student: [FL]

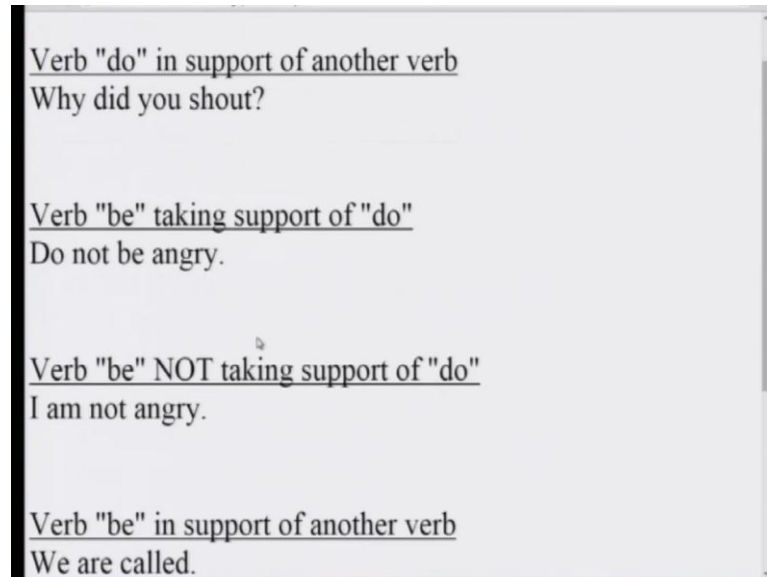
[FL] people [FL] people [FL]

Student: [FL]

[FL] type [FL] sentence [FL] handle [FL] side [FL] side [FL] Good. [FL] quarter [FL]
important verb [FL] do. [FL] important [FL] be [FL] Do [FL] be [FL] Do [FL] negative
interrogative sentence [FL] be [FL] passive voice [FL] third form [FL] continuous tense

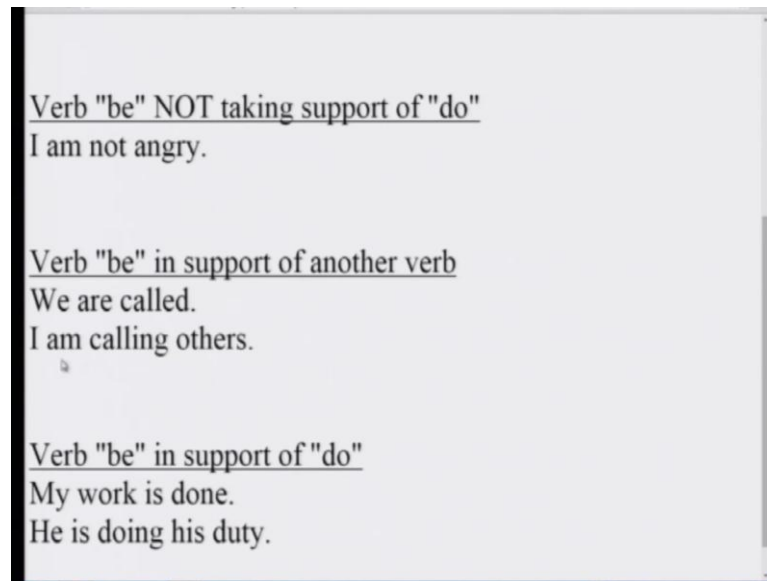
[FL] fifth form [FL] be [FL] do be [FL] be do [FL] example [FL] do [FL] do [FL] He does not do this work [FL] be – be [FL] do [FL] do [FL] structure [FL]

(Refer Slide Time: 10:55)



Verb – do in support of another verb. Why did you shout? [FL] So, main verb is shout. And, this do or the past form of do – did is helping to ask this question. Now, see the verb – do giving support to verb – be; do not be angry. If you wanted to say be angry; then, this verb – do would not come; do is coming here support be to make a negative sentence; do not be angry. Fine? Now, see be is coming on its own and not asking for the help of do. Other verbs in such situation will take the help of do. For example, if yes, I go; I do not go; I am angry. You do not say I do not am; be does not need the help of do in this kind of situation. When be is coming in its original form as be in sentences expressing request instruction order, there be is an ordinary verb. So, there it takes the help of do in an ordinary manner. But, where be is coming in one of its changed forms – are, am, is, was, were – in such situations, be in that changed form does not need the support of the verb do; that gets its own negative directly the way do takes. I am not angry.

(Refer Slide Time: 12:52)



Verb "be" NOT taking support of "do"
I am not angry.

Verb "be" in support of another verb
We are called.
I am calling others.

Verb "be" in support of "do"
My work is done.
He is doing his duty.

Now, see how be helps other verbs. Verb – be in support of another verb. We are called. So, here be is coming and then the third form of a verb. So, this support of be is given to the verb call to make it a sentence in passive voice; we are called; [FL] Or, to the fifth form in order to make continuous tense. I am calling others; verb – be helping the verb – call. So, after the verb be, the fifth form is coming to make a continuous tense. I am calling others. Now, here you have seen how the verb be takes the support of do; even the verb do sometimes takes the support of be. You see – my work is done; third form of do is coming here, which is in the adjective form, it is coming; and, it is by the help of the verb be here, you are getting a sentence in passive form as with other verbs. Similarly, do here is operating like an ordinary verb and be is the helping verb. You see again here; he is doing his duty – fifth form of do; do is appearing as the ordinary verb; be is the supporting verb. So, as be supports other verbs in third form and fifth form here, it is supporting do also in third form and fifth form. So, this is a typical way be comes in support of other verbs.

(Refer Slide Time: 14:30)

Exercise No.	Topic	Discussion	Exercise Description	Notes
13	Word family: 'be' Verb List 1: Verb: 'be'	Discussion	Forme sentences using 'be' as the only verb and extend them with additional details, as required.	Practice of words from the present word family. Exercise of 1st and 3rd forms with old word family 'am', 'is', 'are'. Exercise of verb 'be'.
14	Word Families: 'come', 'A', 'doe' Adverbs, Nouns looking like verbs Dummy Subjects (through CLL:Tag)	Discussion	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 'doe'.
15	Word Families: 'be', 'A', 'doe' Verb List 1: be - 1st form Construction of sentences in passive voice.	Discussion	Forme sentences and extend them with additional details, as required.	Practice of words from the present word family. Exercise of passive voice (be + 1st form) with old word family 'come', 'A', 'doe'.
16	Revision of Mixed Words, 1st List Mixed Words 2nd List 'be' Active-Passive Conversion.	Discussion	Convert the given sentences as required so as to retain the meaning.	Exercise of voice (active-passive) conversion with word families: 'be', 'A', 'doe'.
17	Word Families: 'field', 'doe', 'A', 'doe' Word Families: 'be', 'A', 'doe', and 'am' be - 1st form Comments	Discussion	Forme sentences and extend them with additional details, as required.	Practice of words from the present word families. Exercise of continuous tense (be + 1st form).
18	Word family: 'doe', 'doe' Word Families: 'be', 'A', 'doe', 'doe' 'doe', 'doe', 'doe'	Discussion	Convert the given sentences as required so as to retain the meaning.	Practice of words from the present word families. Exercise of active-passive + continuous (same meaning) in continuous tense with old word families: 'field', 'doe', 'A', 'doe'.
19				
20				
Quarter 2 ends here.				

Any questions on these things? [FL] There was a question in one of the earlier sessions regarding how to build up the basic vocabulary. We have this issue of what gives students good practice. That was a teacher's question; that is, we are telling a few things regarding how to teach English well to students in a class. And, so far as the issue of learning of words and sentences are concerned, we are telling that, practice new words and conduct the exercises with old words, simple words. So, the question is that, there is a chicken-egg problem here that, if the children do not know enough words, then how they make sentences? On the other hand, if they do not make sentences, then how do they get the practice of words, how do they learn words? So, what is... How do we build the basic vocabulary based on which we can start some practice sessions. So, for that, in that session, when the question came, we give the answer based on a tactical arrangement, which we have implemented in some of our class rooms.

(Refer Slide Time: 16:18)

Strategic build-up of background for EPP/PELT course
EPP Module Zero

Day 1: A benchmarking through a simple checklist.
Letters.

Activities from second day onwards

	Activity	Duration
1	Reading and oral interpretation.	20
2	Learning a new page of words.	20
3	Learning a type of sentences.	10
4	Eng2CLL of the type learnt - oral.	10
5	CLL2Eng of the type learnt - oral+board.	20
6	Cwa: CLL2Eng of the type learnt - written.	10
7	Cwb: Making sentences with given words.	10
8	Corrections of 'notes' (primarily item 2).	10
9	Consulting, editing or repeating, as necessary.	...
		150 min

On the other hand, in our English proficiency program, we also try to build up a strategic solution to that problem. How to build up the basic background from which point this course one can take? And, that strategic build-up of the background for this EPP or PLT course, we call as EPP Module Zero. And, the motivation behind this is that, the way typically in English proficiency program, we give the courses; in that, we find that, there are some people – even adults, who have difficulty with the pace of instruction. On the other hand, a large segment of the class would not enjoy the course if the pace of instruction is slowed down. So, we developed an EPP Module Zero, which builds up the basic background in a strategic manner in a systematic manner. And, for that, in the first day of the class, we conduct a benchmarking through a simple checklist in which we ask every student to read through a few words and then we keep a track of how one reads those words, how proficient the student is in reading very simple words. This is for absolute beginners.

And, apart from that, with some of the very simple words, we ask them to make some sentences. And, through those simple exercises, we develop a rough idea of the prevalent background of the students in the class. And then, on the day 1, we give them the letters in the cursive form the way we started this particular course. And then, second day onwards, we have a number of activities, which are conducted in a very mechanical manner, because at that stage of learning, the role of intelligence is actually very small; the role of practice, exercise and patterns is stronger. So, in that scheme, we had – most of the operations we had were oral, very little written work. So, we planned like this. We

had reading of a simple text, a story kind of thing, very simple English. So, reading and oral interpretation – 20 minutes. And, this same story will continue over successive days.

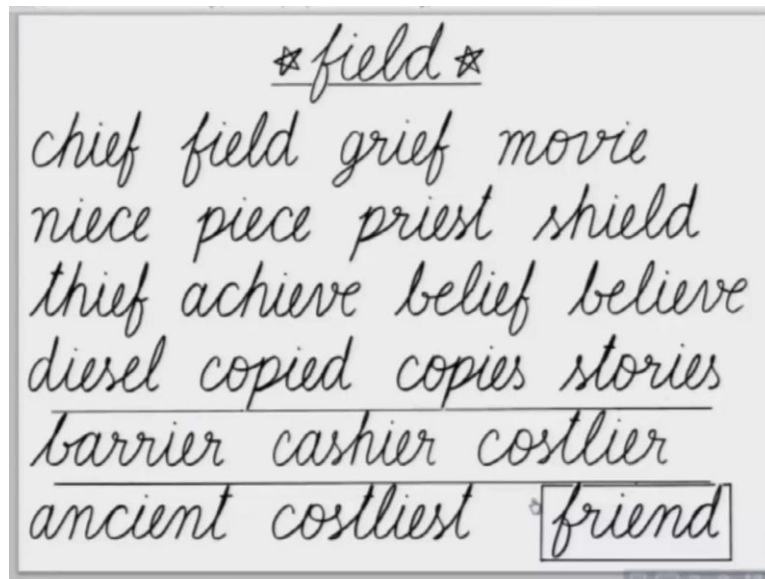
Then, learning a new page of words – very simple words; it could be the shortlisted words of our own word families; or, even before that, it could be any other simple collection of words, which the teacher feels suitable for her class at any particular point of time. So, learning a new page of words. And then, learning a type of sentences – say 10 minutes. And then, in that type of sentence, a lot of sentences in that type, the teacher tells and tries to get the meaning from the students. And, if students do not succeed in giving the meaning of some, then the teacher tells. So, this is almost like continuous mechanical pattern matching kind of exercise, which goes on for some time – say 10 minutes. And then, the opposite of that. Teacher fires another round of sentences in the common local language of that kind and invites the students to make the English of that. And, this is partly through oral exercise and partly through board work.

After this, there are two small parts of two small pieces of class work, each of 10 minutes duration. First one is translation of a few same kind of sentences in Hindi to English. This is the only essentially written part on the part of the children, on the part of the students. And, the second part of the class work is making sentences with given words; the words, which they have recently learnt. This could be written or could be oral depending upon the discussion of the teacher. Beyond this, there are two more things. One is collection of notes – primarily, item 2, the new page of words, which they have read understood and made note of. So, the teacher is supposed to check their notes and see that their notes are right.

This is important at that level, because if they have taken wrong notes and then from that wrong notes, if they keep on learning, then a lot of wrong learning will take place. So, the teacher's responsibility here was to check through their notes. And, if there are mistakes, if there are wrong way of writing, then a little consultation – editing or repeating as necessary. So, this is why this dot dot dot, because low students, who have completed everything all right, completed everything correctly – they leave at this point; and, those who need a little further advice – special care, special consultation, they can utilize this extra time. So, our typical session was two hours. This is... This should be 110; this sum is not right; this addition is not right. This is 110. 1 hour 50 minutes actually, not 150 minutes; it is 1 hour 50 minutes. So, sum of these are this 1 hour 50 minutes. So, 110 minutes. And, extra 10 were left for this last piece.

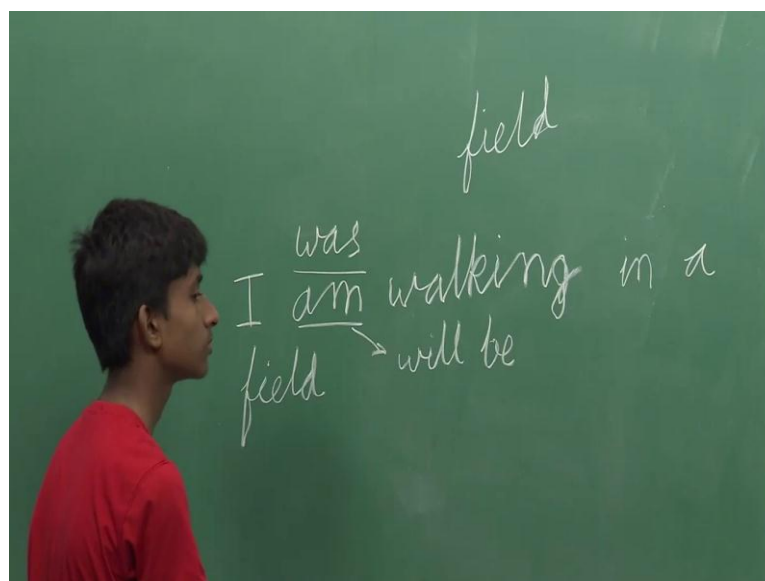
So, this was our strategic solution for building the basic background; after which, we hope that a student. a learner can take up the EPP or PLT course in a reasonably confident manner. And, our hope is quite well founded, because for this EPP module zero, in principle, we do not put any timeframe, because this goes on till the teacher feels that the EPP models you have succeeded on the students; after which the students can take up our actual course. So, this was our strategic answer to the same question to which a tactical answer I gave you in the earlier session. So, we have a little practice.

(Refer Slide Time: 23:34)



Maybe we take an old word family and make some sentences. Divyansh, come.

(Refer Slide Time: 23:36)



Yes; make a sentence in continuous tense. Be plus fifth form. [FL] Akshath?

Student: I am working in the field.

In a field [FL]

Student: [FL]

[FL] Okay Divyansh, to make it past, what do you have to change?

Student: Am

Am [FL]

Student: ((Refer Slide Time: 24:20))

Fine. [FL] am [FL] line [FL] was [FL] future [FL]

Student: ((Refer Slide Time: 24:34))

[FL]

Student: ((Refer Slide Time: 24:36))

((Refer Slide Time: 24:38)) Am [FL] Good. Good. [FL] I am walking in a field; I was walking in a field; I will be walking in a field; very good. [FL] negative sentence [FL]

Student: Am ((Refer Slide Time: 25:14))

[FL]

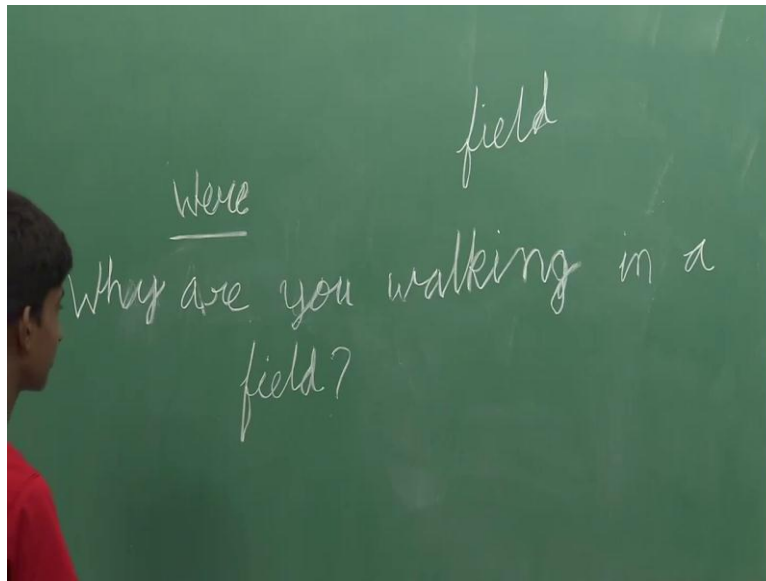
Student: ((Refer Slide Time: 25:17))

Will be ((Refer Slide Time: 25:19)) [FL]

Student: ((Refer Slide Time: 25:19))

Will not be; right? So, was [FL] am [FL] will be [FL] will be [FL] not [FL] was, am, will be [FL]

(Refer Slide Time: 25:42)



[FL] operation [FL] I [FL] I [FL] you [FL] you [FL] Good. Question mark [FL] Are you walking in a field? [FL]

Student: Yes.

Past [FL] Past [FL] Were you walking in a field? [FL] future [FL] will be?

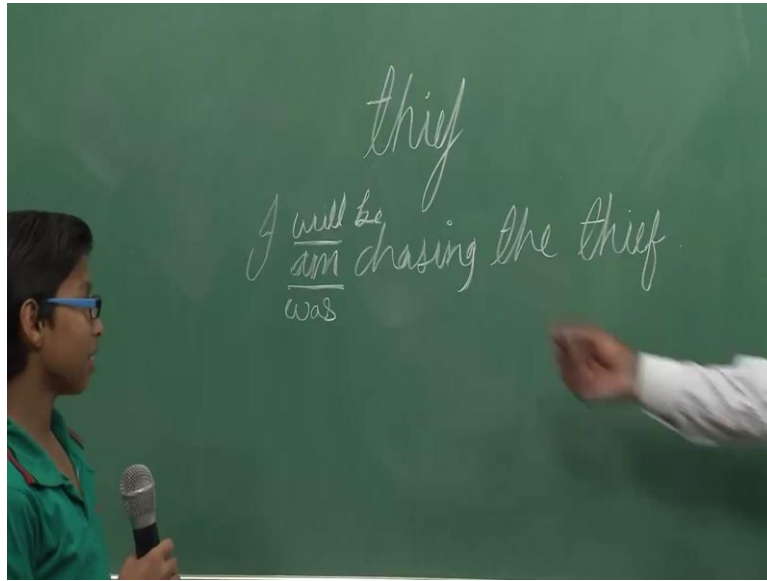
Student: Will you be

Correct. Will you be; will be [FL] Will you be walking in a field? [FL] word [FL] question [FL] Right. When we... [FL]

Student: Why are you...

When are you walking... [FL] Are you walking [FL] present continuous [FL] Why [FL] [FL] are [FL] are [FL] Why are you walking in a field [FL] Karthik? [FL] Thief.

(Refer Slide Time: 28:03)



Chasing the thief [FL] hero [FL] I am chasing the thief. James Bond. I am chasing the thief. I [FL] dot [FL] full stop [FL] dot; beautiful. I am chasing the thief. [FL]

Student: [FL]

[FL]

Student: [FL]

[FL] present – present continuous [FL]

Student: Was

[FL] was [FL]

Student: ((Refer Slide Time: 29:10))

[FL] Good; I am chasing a thief. I am chasing the thief. [FL] I was chasing the thief. I will be chasing the thief. [FL] James bond [FL] chase [FL] negative [FL]

Student: I am not chasing the thief.

Correct; I am not chasing the thief. [FL] past [FL]

Student: I were...

[FL]

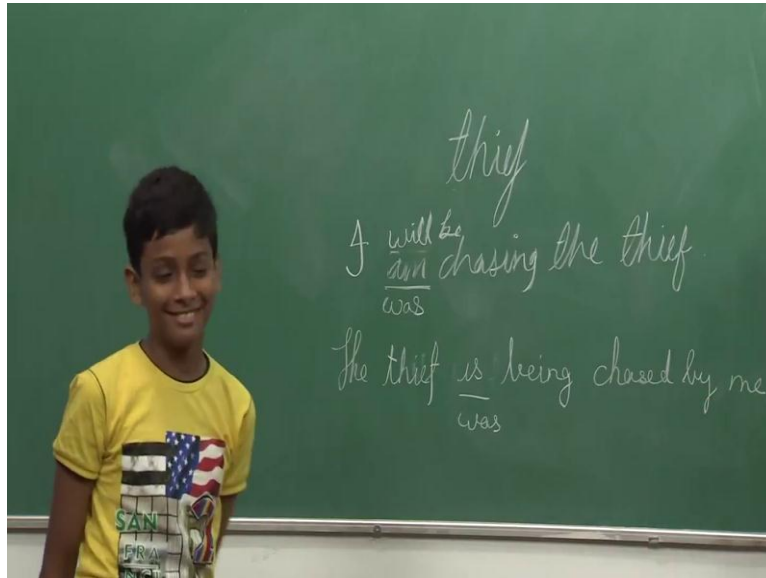
Student: I did not... I was not chasing the – chasing the thief.

I was not chasing the thief. Future [FL]

Student: I will not be chasing the thief.

Correct; I will not be chasing the thief. [FL] Will be [FL] chase [FL] not [FL] I will not be chasing the thief. Okay, Sparsh? [FL]

(Refer Slide Time: 30:39)



[FL] sentence [FL] the thief [FL] sentence [FL] sentence [FL] The thief is running [FL]?

Student: I am chasing the thief [FL]

[FL] running and [FL] I [FL] me [FL] Chasing, being chased; thief [FL] The thief is being chased by me. Past [FL]

Student: Thief was being chased by me.

[FL] line [FL] was [FL] future [FL]

Student: He will be... Thief will be chased by me.

[FL] future [FL] toffee [FL]

Student: The thief... The thief will be being chased by me.

Toffee [FL]

Student: ((Refer Slide Time: 32:23))

Toffee [FL] form future tense [FL] past, present, future [FL] form future tense [FL] was [FL] will be [FL] being [FL] sentence [FL] The thief will be being chased. That sounds peculiar; that sounds awkward. [FL] awkward sentence English [FL] English [FL] This is a weakness of English that, this structure does not exist in that language [FL] structure

[FL] Teacher [FL] The teacher will be teaching us at five o'clock. [FL]

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

[FL] sentence [FL] English [FL] form [FL] at five, we will be taught by the teacher. [FL] actually simple future [FL] continuous tense [FL] future [FL] passive voice [FL] Okay, thank you.

Student: ((Refer Slide Time: 34:09))

So, we stop here at this point. And, next we continue with session nineteen in the next class. And, you must have noticed that, we are very close to the completion of quarter two of the course.

Thank you. See you again.