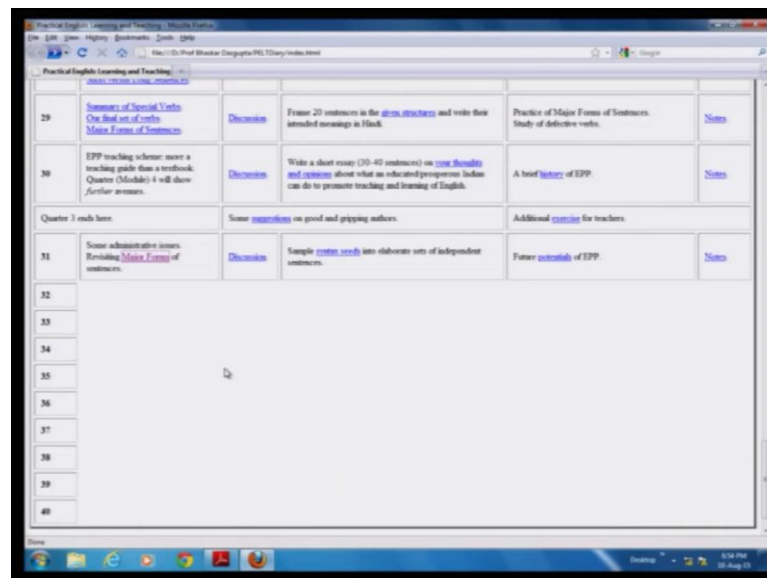


**Practical English: Learning and Teaching**  
**Prof. Bhaskar Dasgupta**  
**Department of Mechanical Engineering**  
**Indian Institute of Technology, Kanpur**

**Lecture – 31**

Welcome back, we are starting quarter 4, session 31.

(Refer Slide Time: 00:18)



Sl. No.	Topic	Activity	Assignment	Additional
29	Summary of Special Verbs On the list of verbs Major Forms of Sentences	Discussion	Form 20 sentences in the <a href="#">given structure</a> and write their extended meanings in Hindi.	Practice of Major Forms of Sentences Study of defective verbs.
30	EPP teaching scheme: more a teaching guide than a textbook. Quora (Module) it will show further answers.	Discussion	Write a short essay (30-40 sentences) on <a href="#">your thoughts and opinion</a> about what an educated person in India can do to promote teaching and learning of English.	A brief history of EPP.
Quarter 3 ends here		Some <a href="#">exercises</a> on good and gripping notices.	Additional <a href="#">exercises</a> for teachers.	
31	Some administrative issues. Revisiting <a href="#">Major Forms</a> of sentences.	Discussion	Sample <a href="#">exercises</a> into elaborate sets of independent sentences.	Future <a href="#">exercises</a> of EPP.
32				
33				
34				
35				
36				
37				
38				
39				
40				

However, today in quarter 4 we have a little background of quarter 3.

(Refer Slide Time: 00:31)

# First segment (related to selection of literature) removed from the previous session.

Earlier we use to just give you some links of internet sites, where a lot of free literature is available. But, those who have come with us till session 30 with patience, they are suddenly taking their English quite seriously. So, at this stage it may not be a bad idea to make some suggestions regarding reading, which authors would benefit them regarding improving their English. Of course, I am not telling here about good literature only, because there are many, many authors who are very good as authors, whose books are excellent literature, but then, for that a lot of time and a lot of patience if needed. All of you may not have that.

(Refer Slide Time: 01:47)



**English Proficiency Programme**

Some suggestions for selection of reading material that grips and takes you forward

1. Jeffrey Archer, Arthur Hailey, Satyajit Ray.
2. O. Henry, H. H. Munro (Saki), E. L. Stanley Gardner.
3. Isaac Asimov, Somerset Maugham, Agatha Christie.
4. J. R. R. Tolkien, P. G. Wodehouse, Sir Arthur Conan Doyle.
5. Jane Austen, Charlotte Bronte, H. G. Wells, R. L. Stevenson, Mark Twain.
6. History, Science, Psychology and Philosophy books written for layman audience.

**Suggestion for Grammar**

Nesfield and Nesfield only.

**Suggestion for Vocabulary**

Norman Lewis, Nuremberg and some others.

[Online literature](#): Free repository of literature.

[Free ebooks - Project Gutenberg](#): Lots of books available.

Note: You may find [English Dictionary Resources](#) and [Hindi - English dictionary](#) on the net useful while reading or composing.

- Bhaskar Dasgupta

So, here I will give you a few suggestions on which authors to read if you do not have enormous amount of time and if your reading speed is right now not very high. In that case, you would need those books or those authors, that style of stories and the kind of stories which get hold of you and pull you. So, you have perhaps do not have enormous amount of time to release very deep good literature for long time, because then mid way you may get struck with a lot of work and your flow may stop.

So, right now we are talking about slow, those stories, those authors which will get hold of you and not let you easily. So, first round say you read these authors, Satyajit Ray books are originally Bengali, but they have been translated and that itself gives you 35 stories over 2000 pages and these are detective stories to begin with and very beautifully written. And originally, they were written in simple Bengali, because it was supposed to be for youngsters 14 years, 16 years, 18 years, 20 years and so on. But, interestingly even a 50 year old man would find these stories interestingly.

Apart from being in simple language, make note that when a translator translates a book from one language to another, he is trying to convey the original story. He is not typically trying to show his great style in the language in which he is translating and typically, such translations are in simple language and these books, particularly I use simple language, because their original was also very simple and these stories are very well written, interesting and since there is a mystery.

So, you cannot stop it easily, you need to see the solution and they are written in a very jovial style. So, you proceed very fast and these other books also, other authors also have a very fast phase that you want to know always what happen next, what happens next and reading every page and turning is creatively easy. Next round you can go to this Erle Stanley Gardner is again a detective stories. They had the hero is actually a lawyer and those stories are quite fast.

Isaac Asimov, who is science fiction; Agatha Christie detective story very famous, again at by this time I am expecting that your reading speed will improve, your language skill speed will also improve and so, you will be able to read and appreciate and enjoy Tolkien, Wodehouse and Conan Doyle. If you can enjoy up to this segment and ask for more, then; that means, your English is good, but then if you going to literature, then

before you put a stop you must read some of the classics and greatest or perhaps these and of course, ((Refer Time: 05:22)).

So, ((Refer Time: 05:23)) I have not mention, because ((Refer Time: 05:24)) is relatively low, but Jane Austen, Charlotte Bronte you must read and of course, many other things you can need. So, for us grammar is concerned, our suggestion is in a field and in a field only. There are some good books on vocabulary willing, which you may read at your leisure and they are very interestingly. With these things we continue ((Refer Time: 05:54)) and...

(Refer Slide Time: 06:02)

**Second segment  
(related to future  
possibilities)  
removed from the  
previous session.**

So, what is next?

(Refer Slide Time: 06:10)

Jan-Apr	Registration reaches three digits. <b>First successful delivery of EPP Module 2.</b>	Certainly.
Feb-Apr	EPP Module Zero conceived, prepared and delivered over twenty 2-hour sessions.	Important.
April	"Test of English as a Functional Language" conceived, designed and tested.	Perhaps.
May	Modules 1 and 2 course (of 22 sessions) repeated over a span of two weeks.	
Jun-Sep	We proposed this MOOC under NPTEL. <b>11,032 registrations.</b> Module 4 chalked out. <b>Module 3 executed first time.</b>	In principle, yes.
<b>What next?</b>		
	What can <b>you</b> do? What do you <b>intend</b> to do? Why should <b>we</b> do anything?	
2016	Perhaps we succeed in one classroom round and one more online version? Perhaps 20 of you succeed in replicating the programme? Perhaps EPP versions are developed with three or four other languages as CLL?	
2017	Perhaps a total number of 40 centres of EPP develop at several places? Perhaps improvements and better alternatives emerge? Perhaps many teachers and schools - and coaching classes - implement EPP versions and its alternatives regularly in their classrooms?	
2018	<b>Perhaps there will be some 12,34,567 registrants/associates in EPP courses?</b>	
2025	Completing school with an acceptable level of English proficiency would then be as common as riding a bicycle or verifying the grocery bills.	

Now, we have got over 11,000 registrants; out of them I am sure 1000 are doing it seriously and in between we have chalked out module 4 and module 3 got executed first time with you. What next? The next questions are what can you do and what do you intend to do. One question I read, why should we do anything? I have learnt my English, but make note that you have learnt your English or somebody says that, in my age not much anyway can be learned, fine.

But how do you ensure that those others, who are dear to you, how do you ensure that they learn, they are not deprived of this important necessity in their professional life. So, you cannot ensure that individually, unless all of us to get a grantee a system, a society in which it comes as a matter of routine. So, therefore, if many of you take up the banner and continue, not necessarily; through exactly the ways by which I am showing these schools, but with same intention with the same objectives, then a lot can be accomplished.

For example, we have seen that from 910 to 11,000 we have income within a span of 2 years. Now, what can happen over next 2 years? In 2016, perhaps we succeed in one more class room round and one more online version. Perhaps 20 of you succeed in your endeavors in replicating the program; perhaps EPP versions are developed with 3 or 4 other languages as the common local language and out of those 3 or 4 languages, perhaps one is Russian. Anything is possible? You never know. Then, in 2017 what can happen?

(Refer Slide Time: 08:20)

May	Modules 1 and 2 course (of 22 sessions) repeated over a span of two weeks.	
Jun-Sep	We proposed this MOOC under NPTEL. <b>11,032 registrations.</b> Module 4 chalked out. <b>Module 3 executed first time.</b>	In principle, yes.
<b>What next?</b>		
	What can <b>you</b> do? What do you <b>intend</b> to do? Why should <b>we</b> do anything?	
2016	Perhaps we succeed in one classroom round and one more online version? Perhaps 20 of you succeed in replicating the programme? Perhaps EPP versions are developed with three or four other languages as CLL?	
2017	Perhaps a total number of 40 centres of EPP develop at several places? Perhaps improvements and better alternatives emerge? Perhaps many teachers and schools - and coaching classes - implement EPP versions and its alternatives regularly in their classrooms?	
2018	<b>Perhaps there will be some 12,34,567 registrants/associates in EPP courses?</b>	
2025 onwards	Completing school with an acceptable level of English proficiency would then be as common as riding a bicycle or verifying the grocery bills. You will no more need to worry about this largest reason of <b>unemployability</b> of your children and other favourite youngsters!	

Perhaps a total number of 40 different centers of EPP developers at several places, perhaps improvements and better alternatives emerge, perhaps many teachers and schools and coaching classes implement EPP versions and it is alternatives regularly in their classrooms. Then, what happens in 2018? Perhaps there will be 12,34,567 registrants or associates in EPP courses. If that happens I am not telling that it will happen, but it is not impossible.

If this happens, then you and I will know that we have put in motion a system, so that 7 years later when these children come out of their school; 2025 onwards completing school with an acceptable level of English proficiency would be common, just like riding a bicycle or verifying the grocery bills. So, it will be that common and then you and I will no more need to worry about this largest reason of unemployability of your children and other favorite youngsters, in whose careers in whose life you have an interest.

(Refer Slide Time: 09:41)

continuing to 12,34,567 registrants associates (2018)?

Period	Status	Replicable?
Aug 1997	I formally started as a teacher.	
1997-2006	Complaints and Lamentations.	
Regular gibe A huge majority of engineering graduates are not employable. [from industry tycoons]		
2006-2008	My own problem. Tentative plans and trials.	
2008-2010	Realization: I did not have the license to complain. Admission: Rather, I could be blamed as partly responsible. Question: Is it an unsolvable problem? What can the government/society do? What can schools do? What can the system do? What can I - a mere human being - do? Is it an unsolvable problem?	
In our lifetime, we have seen <u>great problems</u> solved.		
2010-2012	Definite intention to make a contribution. Abortive plans to adopt a school for the purpose. Concrete roadmap to set up a classroom.	
Jul 2012	A classroom: earthen walls, tin shade, cheapest possible furniture and blackboard, no fan, thrice a week, 2-3 pm, <b>9-10 students</b> .	Perhaps.

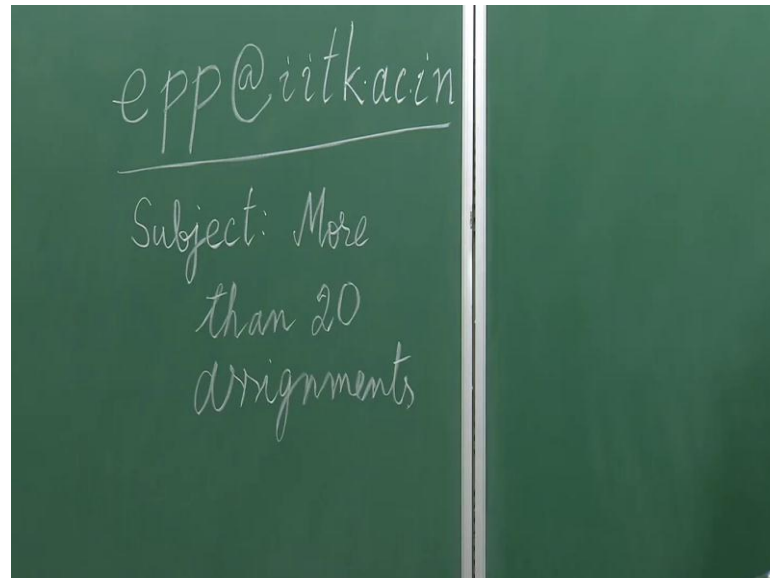
I am continuing in quarter 4 with a lot of expectation, that this idea this thing will be taken up by others and continued forward. At this stage ((Refer Time: 09:55)), we need to clear a few administrative issues. In the interface, recently I wrote an announcement in which I mentioned that in few of the large number of assignments submitted, it is not feasible to grade all of them and therefore, our first priority will be to concentrate on the grading of the assignment submitted by those people, those participants who are appearing in the exam and trying to accrue a certificate.

However, apart from these people who are appearing in the exam, there are quite a good number of people who have been very regularly following through the course and submitting assignments and they are actually real assets of the project and therefore, we want to spend some amount of our active effort in evaluating their assignments also. And our definition of really serious participants of the course is that, those who are going to submit at least 32 to 35 assignments out of 40, they are certainly very serious participants and they are the assets of the program.

And therefore, at this stage when we are running session 31, which means up to session 26 have gone and for which the assignments have been due. So, out of these those who have already submitted more than 20 assignments, we call them serious participants and therefore, we are interested in grading or evaluating their assignments and trying to see how well the course progresses in the real academic sense, away from exams and marks

and certificates. But, then it is a problem for us to identify those participants who have submitted 20 or more, because for that purpose we will need to search through 1000 of mail which is not a good idea.

(Refer Slide Time: 13:11)



Therefore, those of you who have already submitted more than 20 assignments, to them I make this request that please drop a mail to this address [epp@iitk.ac.in](mailto:epp@iitk.ac.in) with the subject line more than 20 assignments. So, the moment we receive your mail at this address with this subject line, we will get your email address and from that it will become very easy for us to look through the 1000 of emails that are sitting in the TLT course site.

So, then we can quickly see some of you have submitted 24 assignments, some of you have submitted 25, 23, 22 and those participants we will keep in a particular special database, whose assignments we will go through seriously. Others also we are going through seriously, but for a different purpose, different for ((Refer Time: 14:31)) only academic purpose. So, now ((Refer Time: 14:35)) we come to the actual discussion of the course material. I have already discussed with you that in the 3 quarters that we have covered, we have basically done three important things; one is of course, apart from the letters part of it.

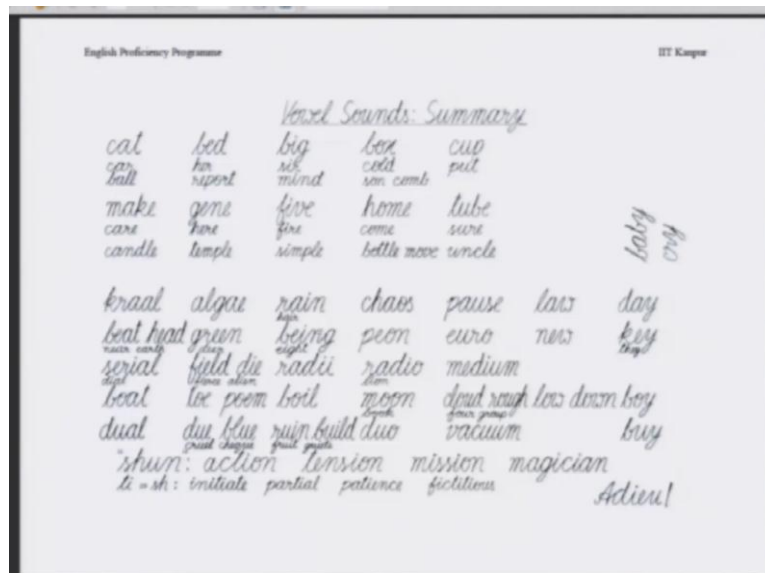


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Practical English Learning and Teaching - Module Content					
	Prayers				
24	Word Family: 'see-shine' Word Family: 'see' and small word families 'see' Relation Markers	Discussion	With more relation markers, <u>construct phrases and use them</u> in sentences.	Practice of words from the present word families. Exercise on using relation markers and phrases with old word family 'shoot-choose-lose-choose'.	Notes
25	Words club 'SHUN' Another set of verbs have been - 'ed form Connections	Discussion	Frame sentences and <u>extend them with additional details</u> , as required.	Practice of words from the present words club. Exercise on active-passive conversion in perfect tense with old word families 'see-shine' and 'see'.	Notes
26	Verbs Rich Words Summary of Verbs Connecting Words and Connecting Patterns.	Discussion	Expanded the idea in the <u>exercise</u> in 15-20 sentences.	Practice of 'Verbs-Rich Words'. Exercise of connections with words of the SHUN club.	Notes
27	Compound Words Yet another set of verbs have been - 'ed form Hats and Straps	Discussion	Convert the <u>given sentences</u> , beginning with as given, so that the meaning remains the same.	Practice of <u>compound words</u> . Exercise of perfect continuous tense (have been + 'ing form).	Notes
28	Hyphenated Words Supporting Action of Special Verbs Subject Verb Agreement Short versus Long Sentences	Discussion	Work with <u>long and short sentences</u> in interpretation and expression.	Practice of hyphenated words. Exercise of changing the subject 'under cover'.	Notes
29	Summary of Special Verbs One Set set of verbs Major Forms of Sentences	Discussion	Frame 20 sentences in the <u>given structure</u> and write their extended meanings in Hindi.	Practice of Major Forms of Sentences. Study of defective verbs.	Notes
30	EPP teaching scheme more a teaching guide than a textbook. Quares (Mishra) it will show further sessions.	Discussion	Write a short essay (30-40 sentences) on <u>one thought and opinion</u> about what an educated progressive Indian can do to promote teaching and learning of English.	A brief history of EPP.	Notes

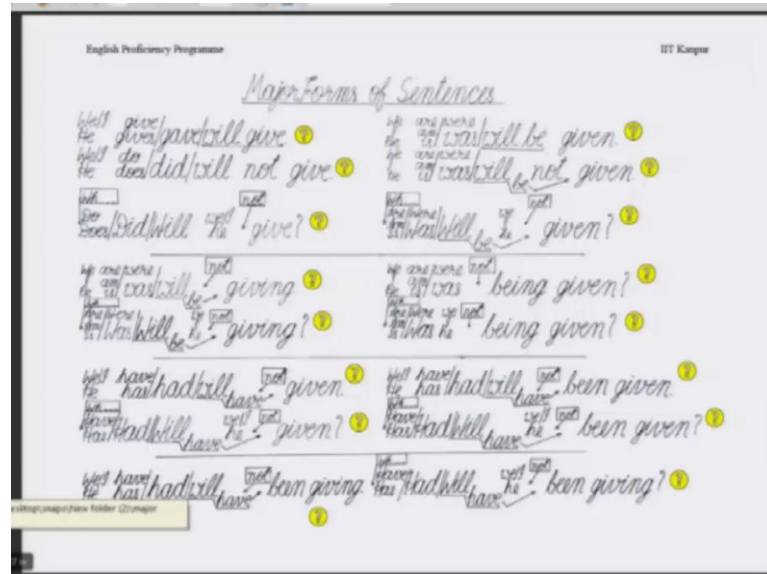
So, one we have covered a large number of words in word families for which the summary was given here.

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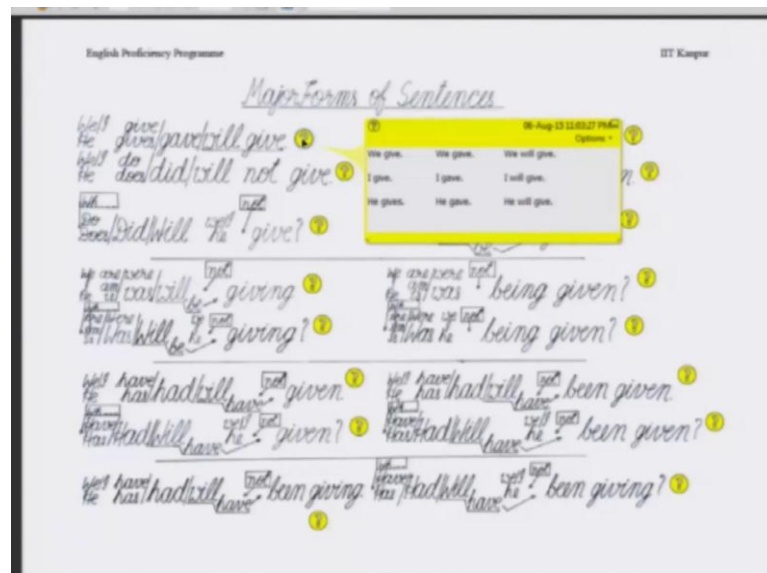
So, these are the entire summary of all the word families that we have covered and that covers the vowel sound patterns and apart from that, we covered a segment on syntax ((Refer Time: 15:35)) and in that, the major main stream part of the discussion basically concentrated on the development of major forms of sentences and in that, we have quite a few things to revise it.

(Refer Slide Time: 15:50)



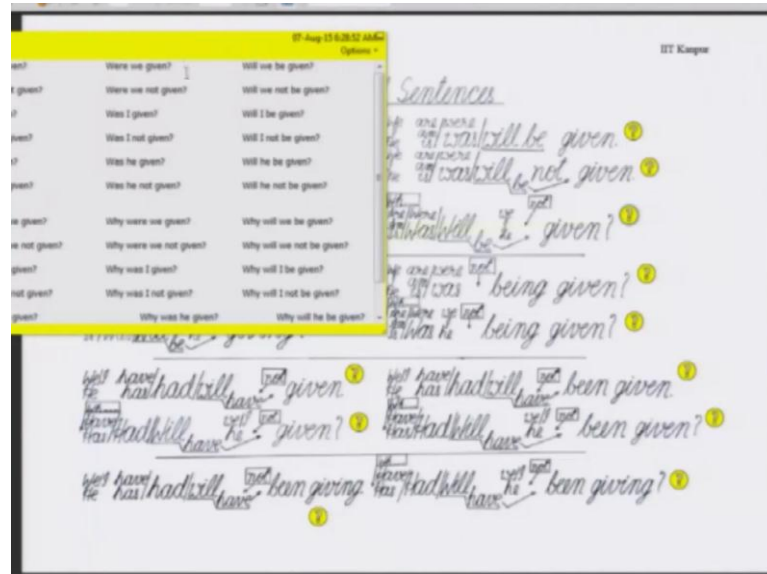
And this was the sheet; this was the slide which we earlier saw without these annotations. Now, you see each of these is actually like a seat of a number of sentences and in a... From this for example, you can actually get 9 sentences.

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So, out of the subject part you take we, I or he. In fact, 9 has already written here, but in place of we you put any other singular subject, in place of he you put any other singular subject other than i and you. So, it will be the similar subject. So, 9 sentences already are there contained in this seat and similarly say this one.

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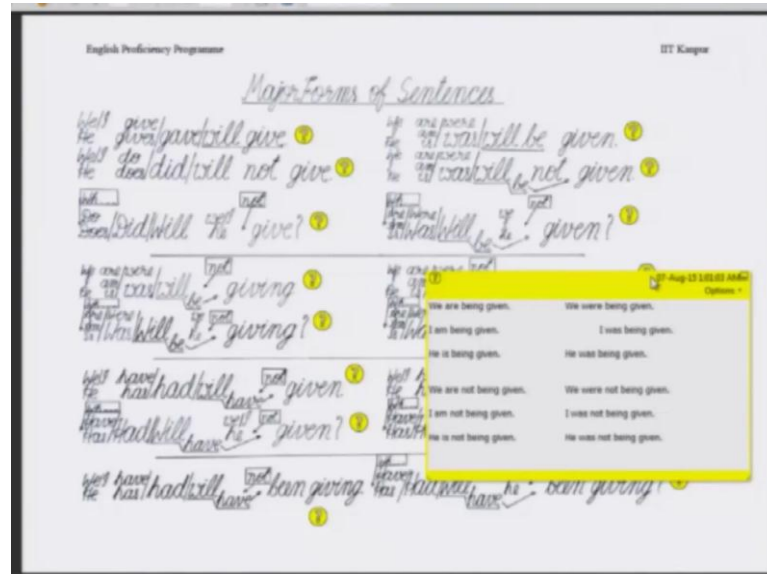


So, here we have got a total of how many sentences, 3 into 12, 36; 36 sentences. Because, if you take the straight forward question like are we given something, whatever you put after this is symmetrical for the purpose of the study of the structure of the sentences. So, if you put the straight forward question are we given, then that is one kind of sentence. So, that is the first line, the third line and so on; first line, third line and fifth line.

And then, if you expect that we are actually given and you will be surprised, if it turns out that we are not given and then you want to ask the question of verification, then you ask are we not given, in that case that not comes here. Normally, not comes here is the very simple statement, but it does not remain simple if will be is the case if it is future. In that case, be drops from here and goes to support given, the verb which it is supporting at present.

Even if not does not come, in this case the subject itself will cause the same effect. So, the corresponding sentences are in the rows 2, 4 and 6 and then, if it is not a simple interrogative sentence, but a query by earlier given. Then, that w h word comes in the begging and then the corresponding 6 rows are here, so in this case also in the passive voice be would coming here. So, this seat gives rise to 35th sentences, this seat gives rise to 9 and so on.

(Refer Slide Time: 19:03)



So, it is a worth file exercise to open each of these seats and see, if all the sentences make sense and whether we are able of making all the sentence correctly. Every student should verify that he is making all the sentences correctly. So, just look at the sheet and try to construct all kinds of sentence form here and then, verify whether all of them are correct. You see there are two issues involved here, that I am suggesting in the exercise.

One is to see that you are making the sentences correct and the second is, that the sentences themselves that get framed by this sheet are valid sentences. For example, if we had not gone through a little carefully and by the pattern, present, past, future, present, past, future if we had filled those patterns here also, then you know we would be giving rise to some sentences which are invalid and by that analysis that whether all the sentences coming out of it are invalid, you will very clearly notice that the future case here will not be any sense.

So, who knows out of all these that are still there, perhaps some seat taking some option, gives rise to wrong sentence? So, on your own for your side for your satisfaction, you should verify that all these seats are really correct and from the seats, all the sentence that you can construct are really a valid sentences and they appear in the form in which the seat will generate them. So, the seat should not generate some new tense, which cannot exist.

So, this is the purpose of putting these annotations here, which are to help. So, in the exercise also for today, we have got some exercise in which you will be asked to frame some sentences from some of the seats. Sometime back, I told you that apart from the stress on letters, in this course till now in the 3 quarters we have done 3 broad works. We covered 3 broad items, one was the vocabulary which we covered through word families and in that, whatever does not fit in the rule in the logic, so we try to mention those samples as exceptions and the second was ((Refer Time: 22:03)) this tense structure, which we started since session 3.

We completed in session 29 in which finally, we culminated in the structure, major forms of sentences this one ((Refer Time: 22:19)), in which the entire 10 structure has been summarized. And in the study of syntax ((Refer Time: 22:26)), whatever does not conformed to these rules exactly or whatever is special inside them, which an Indian student or let us say a non English or non European student if likely to confuse.

So, those things in between through separate sessions, we try to cover. In that category I would put the techniques of interpretation and expression, then special items like articles and phrases which are specific to English. Once if you are specific to English, I mean that different from Indian languages, because they may be similar in many other European language also. So, such specific items like articles and phrases we covered, which are either not used in Indian language or the purpose is covered in different manners.

Besides, because of certain limitations on the usual normal syntax use of English, there are some special structures which we covered separately in some sessions in between like dummy subjects, the topic of compliments and then the structures like have to and use to. Apart from that, throughout the course at different contexts we gave special importance to the different rules of special verbs like do, will, be, have supporting the main verbs of the sentence.

Apart from that, at the end in the summary of supporting action and the list of special verbs, we give particular coverage to other special verbs including defective ones, other than do, will, be and have. For example, can, must, should, so these verbs have... These verbs are very small in number, they are handful, but they have some special ideas,

special arrangements in which they appear and they have some very specialized rules which operate only for this handful of verbs.

And in some cases, a particular rule operates for only one or two verbs, even that is the case in some situations. So, these are... These special structures or special items are the topics which typically confused a learner from non English or non European backgrounds in particular Indian students. And therefore, while learning English more so, while teach in English we need to give special emphasis and special coverage to these items and try to ensure that these issues and these structures in English is not confused by us and students, children who typically do not come from an English environment.

((Refer Time: 25:54)) Beyond this, there are issues both in vocabulary and in syntax and of course, in the overall idea of composition which in the ((Refer Time: 26:07)) necessary component of quarters 1, 2, 3 could not be accommodated and those issues of vocabulary and syntax will be covering in the coming sessions.

Thank you.