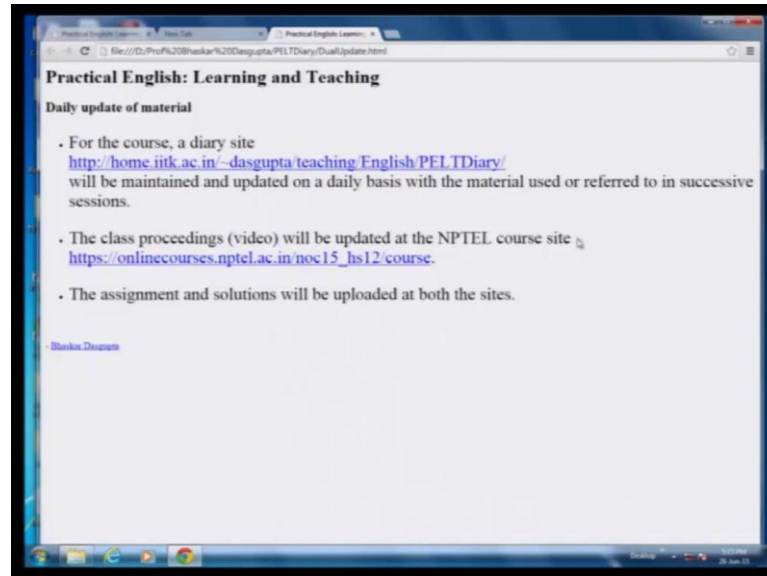


Practical English: Learning and Teaching
Prof. Bhaskar Dasgupta
Department of Mechanical Engineering
Indian Institute of Technology, Kanpur

Lecture – 04

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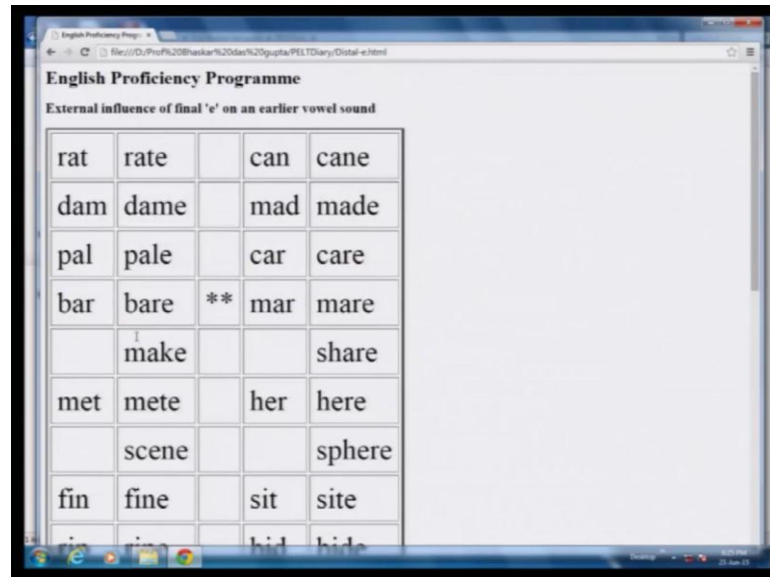
We now start the fourth session of the course.

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Session	Instruction	Questions	Assignment	Tutorial Practice	Teaching
1	Introduction.	Discussion	Write a summary, a report, or a critique on the opening introductory lecture.	Course plan	Notes
2	Letters and sentence style Interpretation (Eng/NCL) technique: passage to interpret.	Discussion	Translate the given passage into Hindi.	Interpretation (Eng/NCL) practice on continuation passage.	Notes
3	Word families: 'cat', 'cat-hat', 'back-hat', 'dog', 'dog', 'dog', Expression (NCL/Eng) technique: passage to express.	Discussion	Translate the given passage into English.	Expression (NCL/Eng) practice on continuation passage. Practice of words of the present families.	Notes
4	End of effect Sentence construction 'is'.	Discussion	Make sentences as the required types with given words.	Exercise on simple present, past and future with selected words from families: 'cat', 'cat-hat', 'back-hat', 'dog', 'dog', 'dog'.	Notes
5					
6					
7					
8					
9					
10					
	Quarter 1 ends here.				

The first issue is that, you have seen the sound patterns of the five vowels a, e, i, o and u.

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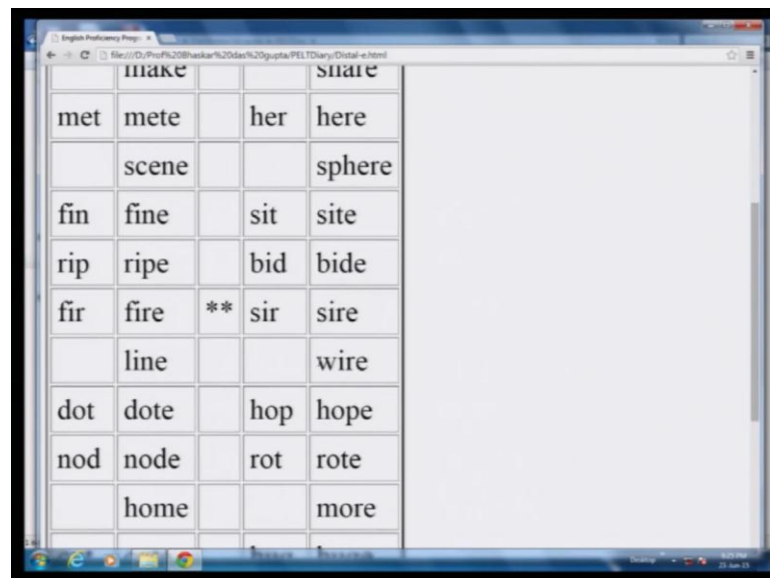


English Proficiency Programme
External influence of final 'e' on an earlier vowel sound

rat	rate		can	cane
dam	dame		mad	made
pal	pale		car	care
bar	bare	**	mar	mare
	make			share
met	mete		her	here
	scene			sphere
fin	fine		sit	site
			bid	bide

And now, see these words or rather these pairs of words rat, rate, can, cane, dam, dame, mad, made, pal, pale, car, care, bar, bare, mar, mare.

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	make			share
met	mete		her	here
	scene			sphere
fin	fine		sit	site
rip	ripe		bid	bide
fir	fire	**	sir	sire
	line			wire
dot	dote		hop	hope
nod	node		rot	rote
	home			more

Similarly, make, share, met, mete, her, here, scene. Similarly sphere, fin, but fine, sit, but site, rip, but ripe, bid, but bide, fir fir, but fire fire, sir sir, but sire sire.

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The screenshot shows a presentation slide with a grid of words. The grid is as follows:

	line		wire
dot	dote	hop	hope
nod	node	rot	rote
	home		more
cut	cute	hug	huge
tub	tube	cur	cure
	mule		tune

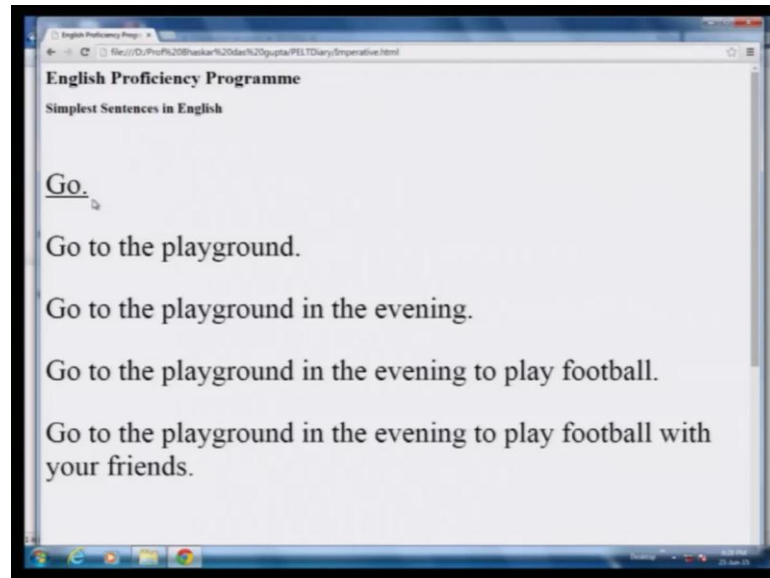
Below the grid, the text reads: "Pattern: consonant(s) or blank --- single vowel --- consonant(s) --- e".

Similarly, line, wire, dot dot, dote dote, hop hop, hope hope. Similarly home, more, cut, but cute, hug, but huge, tub tube, cur cure, mule, tune. So, you note that, because of this e at the end, the sound of the earlier vowel changes. So, the sound of a changes here, sound of e changes, sound of i changes, sound of o also changes, sound of u also changes. So, all the vowel sounds undergo a change, because of the effect of this e, which is not showing it is own pronunciation in the word.

For example, dote it is not dot a. So, according to box, dot is dot according to bend ten is ten. So, it but in this word it is not dot a, but it is do not. So, you can see the pattern in which, you have in the beginning one constant or some more constants may be there here. For example those, those, th or it can be blank. For example age, before a there is no consonant. So, one or more consonants or no consonant and there is a single vowel a, e, i, o, u whatever and then, again one or more consonants and then, finally, n e.

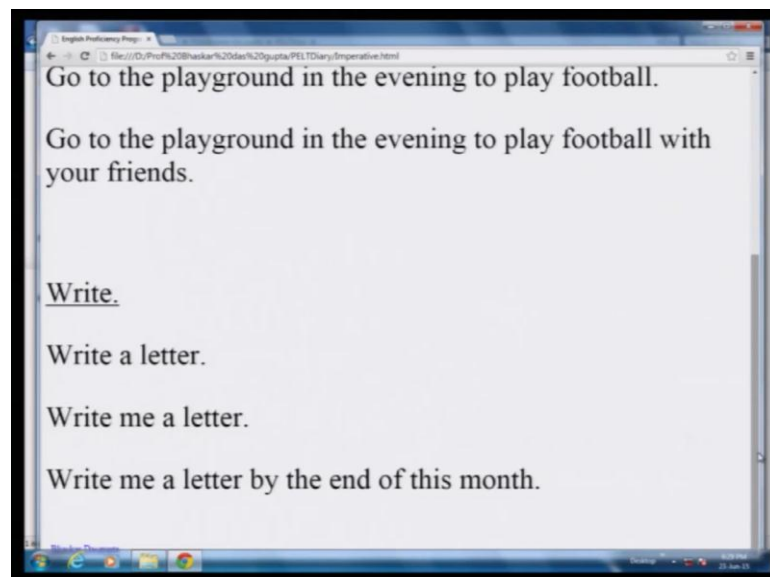
Because, of this e the sound of this vowel changes. If you try you can find a lot of examples of this happening among the words that you already know. Try to compile a list of your in which this is happening and at this point, we take a little bit from words and going to sentences, the rules of syntax of English sentences. The simplest kinds of sentences in English are of this kind.

(Refer Slide Time: 03:54)



Go, this is perhaps the smallest possible English sentence, just one word with just two letters. You can explain that go to the play ground [FL]. Go to the play ground in the evening [FL]. Go to the play ground in the evening to play foot ball [FL]. Go to the play ground in the evening to play foot ball with your friends [FL]. So, but all of these sentences have a simple pattern.

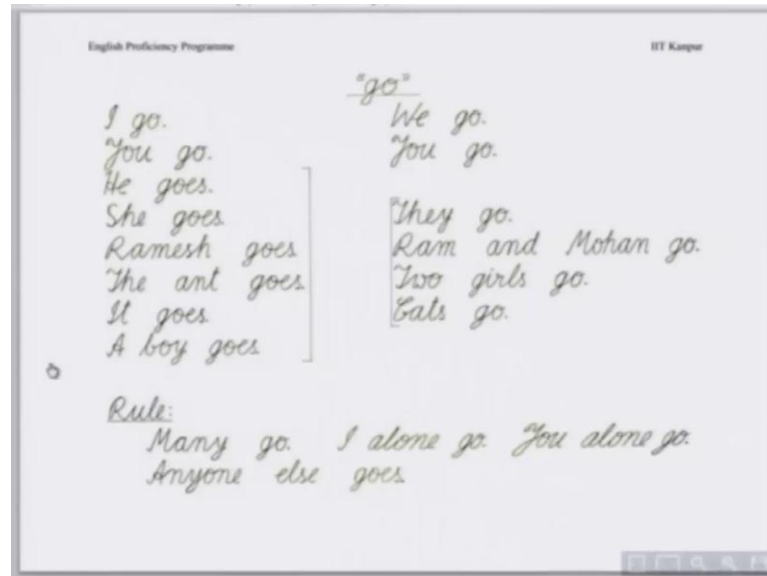
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Take another example write [FL], write a letter [FL], write me a letter [FL], write me a letter by the end of this month [FL]. So, still the structure of the sentence is very simple.

So, you call this as the simplest words, simplest sentences in English, which is for expressing a request and order or an instruction.

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Let us make the sentences little more complicated ((Refer Time: 05:31)) and see these sentences, I go. What is the meaning of I go?

Student: [FL]

[FL] and what is the meaning of this sentence, you go?

Student: [FL]

[FL] That is on side here. ((Refer Time: 05:57)) Who? In this we had just go and who was suppose to go, you. So, whenever you given order or make a request, you make a request to you, to whoever you are talking. When you given an order, you do not... If you are talking to me and you ask me give me that pen, whether it is an order or a request, in any case you are talking to the person whom you are talking in the u term, but you do not put that you there [FL].

So, similarly here you do not say you go, you might say among seven people you, you go, but basically the sentence is go. Here the meaning is not an order, you go the meaning is not an order, it is a statement of something which happens, which takes place.

For example, I might be talking about you go to school by bus. So, I go, we go, you go, you go. Yes karthick, what is this?

Student: He goes

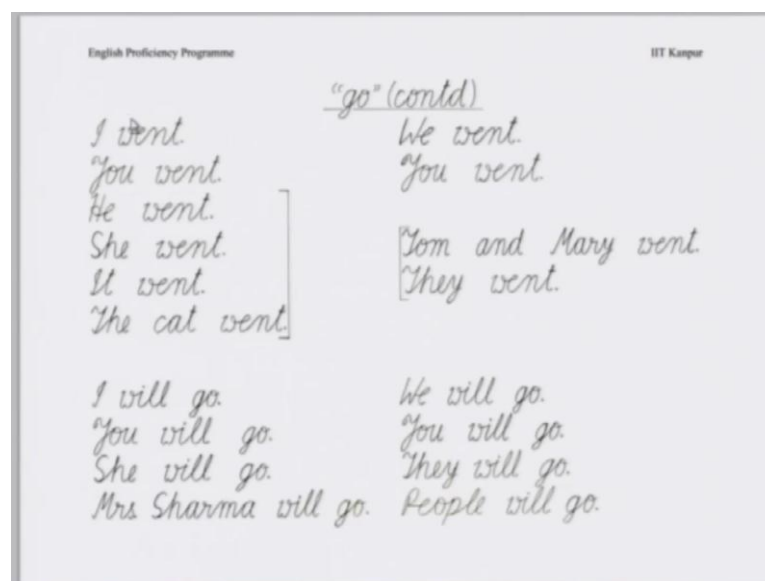
[FL]. What? [FL] next

Student: She goes [FL]

The sentence structure in English is similar. Unlike Hindi there is no difference in [FL] and [FL], in both cases it is goes. Ramesh goes, the ant goes, it goes, a boy goes. All of the cases here, in all of the cases here there is a single person who goes. So, then in that case we say goes, not go and when there are more people, who go, then we say they go, again go just like here. In all these cases we had just go, here also we have go, they go; Ram and Mohan go, two people, so goes.

Ram goes, Mohan goes, ram and Mohan go; fine. Two girls go, cats go. The rule is, the general rule is many go; if there are more than one here, then it is go and for single person also it will be go not goes in two cases for two most important people, one is i and the other is u. So, they are like equivalent to many people and for all the other people as long as everybody is single, anyone else you use the form goes not go and this is for talking about events, which takes place in the present nowadays, which is a usual thing which happens regularly.

(Refer Slide Time: 09:27)



Something that happen in past, so in that case in case of go it will become went and it will be went for all the cases. I went, we went, you went, he went, she went, it went, the cat went. Similarly, Tom and Marry went, they went. So, whether there is only one person here or many in any case, in either case it will be went, same form and if we talk about away. This is [FL] unlike in Hindi, in English went is a same form and if you talk about event which will take place later, for future in some other time that is for example, tomorrow or next month or next year, then it will be will go.

So, will is the English word which signifies future tense. I will go [FL], we will go [FL], you will go [FL], she will go [FL], Mrs. Sharma will go [FL], they will go [FL], people will go [FL]. So, this is the typical structure of the verb, these are typical sentence structure in simple present, simple past and simple future sentences. Any questions?

Student: yes sir, could we use shall in a place of will.

That is a beautiful question. In English the original rule was that with I and we, it is shall which should be used and with you and she, they, people, Mrs. Sharma for all of these will should be use. This was a original rule and you should know it, but nowadays for last, almost 32 to 50 years will is being used for I and we also. So, now, now nobody uses shall for these, still you should know it. Can you tell me why you should know the use of shall?

Because, now nobody use this, but you may read a book which was written in 1960, which is more than 50 years back, many good books were written in that time and that is why you should know that with I and we shall is to be use, that was the original rule in English grammar. But, now nobody uses this, so we are not advocating that you will shall there, now will as almost replaced shall. Any other question?

Student: If we are not using shall, then why are we using should?

That is a good question again and should historically is the past of shall, but it is meaning is actually very different, quite independent from shall and the use and meaning of should will come in our course, must later a few weeks down the line it will come properly and then, we will see. We will discuss this point again.

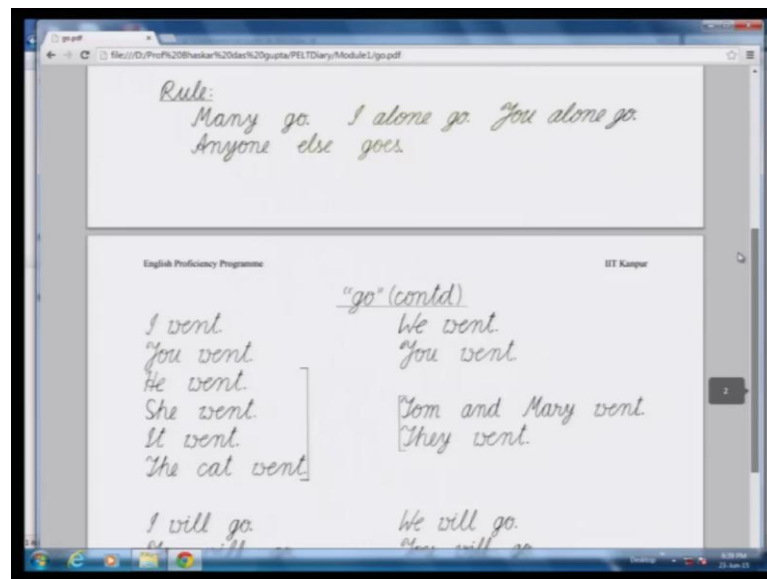
Student: Sir, continuing on this meaning shall discussion, when there was this idea of shall been used against I and we ((Refer Time: 13:01))

That also right. When that rule was that with I and we, we use shall and for others we use will. When that rule was prevalent, at that time the reverse was used in order to express emphasis. I shall go meant [FL], I will go meant [FL]. On the other hand, she will go meant [FL] and she shall go meant [FL] and as we have evaluate shall, we have evaluate that asset that weapon of putting emphasis, that has been unfortunate, but we cannot help it. Perhaps, because of that normal speech and emphatic speech, so much of confusion was cause, that people found it safe to use will for every subject. Anything else?

Student: sir, on the usage of articles a boy goes there ((Refer Time: 14:07)).

Yes. We are again later having one round of discussion in articles ((Refer Time: 14:16)) and there we will repeat this check statement again.

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That in English there is a funny rule that singular noun typically goes with an article. So, either a or the or in case of a in some cases an. In the case of plural noun it may not be with an article; for example, cats is fine. So, where you are not talking about some cats, which are already known, you are talking about cats in general, so cats go. So, not the case, in this place if you toward the cats, then it would mean that in the background it is known about, which cats we are talking.

And similarly here, if about the ant for about which we are talking if we know that ant, then it is the ant, we have been already talking about that ant. On the other hand in this case a boy we do not know which boy we are talking about. So, if we do not know, which boy we are talking about, then it is a boy. The Hindi of it is not necessarily [FL], it could be [FL]. If you have to translate [FL], then also you have to say a boy goes and this is one issue, which needs to be stressed, because Indians make a lot of mistake in this.

And [FL], so here it is known which it you are talking about, which ant you are talking about; that is known, that is why it is the ant goes. So, that is the basic idea. What else?

Student: Sir sentences...

The previous one, simplest ones, these one ((Refer Time: 16:08)) these...

Student: Why these are simple sentences?

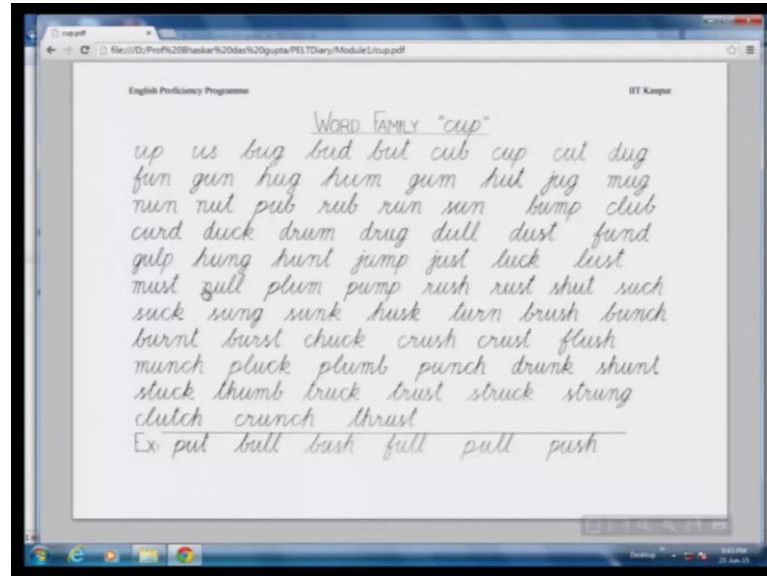
Why do we call them simple sentences? As long as you know the idea of these sentences and what do they mean and in what context you use such sentences. It is not necessarily to keep in mind that someday I told that they are the simplest sentences; that is first thing. Second is that why we call it simplest, because in any language and certainly in English, in most important thing to learn and practice is the agreement between subject and verb.

And in this context ((Refer Time: 16:53)) these sentences are simplest, in the sense that subject is always known, which is you and which is not appearing in the sentence at all. And in that case, first of all the subject is always known, always the same, which is you and subject is not appearing here. So, we do not have the headache, we do not have the trouble of ensuring the agreement between the subject and the verb. Subject is not coming into the sentence at all and whatever is the subject that is known that is you.

Another difficulty in the learning of the language is the different kinds of sentences [FL]. There is absolutely no difference of that, this is simplest in the sense that while giving an order, while making a request there is only one form in which the verb may come and with only one meaning, there is no possibility of different cases, so that is why we call it simplest. Anything else? So, we proceed ((Refer Time: 18:12)) for this exercise on this kind of sentences with these word families.

You know in the previous session we were supposed to conduct a practice of words in these families according to the plan of the course. But then, because of lack of time we did not do that ((Refer Time: 18:44)).

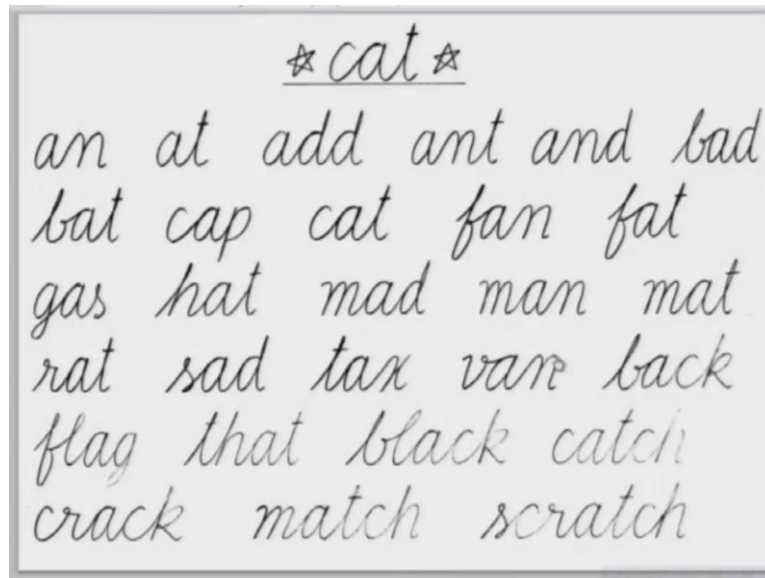
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And now, we will do a little practice on sentences to be formed in simple present, past and future in this pattern. So, in this round as I call you and ask you to make some sentences, you make sentences only in these structures ((Refer Time: 19:10)). Sentences which express something which happens nowadays or which happened some time in past or which will happen ((Refer Time: 19:19)) sometime in future.

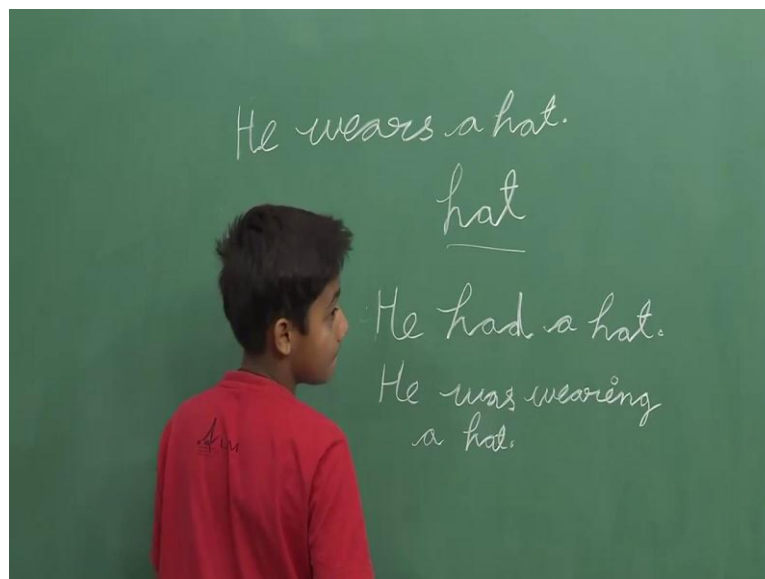
So, only those sentences ((Refer Time: 19:24)) we want and simple present, simple past, simple future and here we will pick up words not from the full list, but from a shorter list. Having those words, which are very, very simple.

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Seshank, please come.

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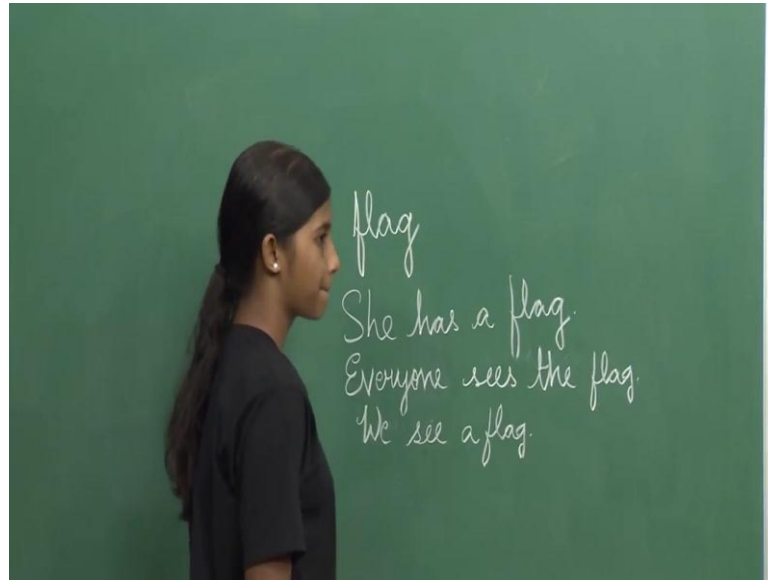


Write this word hat and make a sentence with this in that format in which, have some sentences is correct yes he had a hat [FL].

Student: [FL]

Good he wears a hat now, is fine [FL].

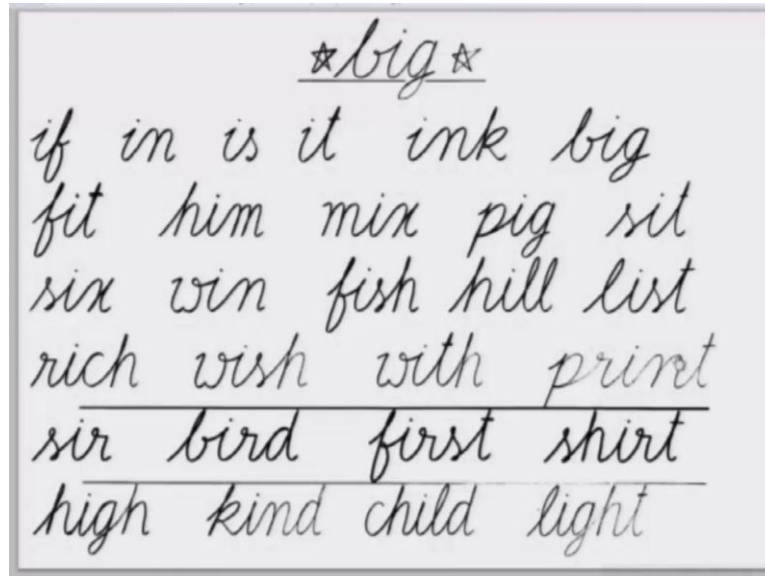
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Monika you come now, write the word flag and make a sentence with it is the sentence right she has a flag and what is a meaning [FL] [FL], but you have written everyone sees the flag sentence is right, but it is not the exact sentence exact meaning, exact meaning of what I ask for, but it roughly means the same thing if I want it precise transaction you keep this sentence.

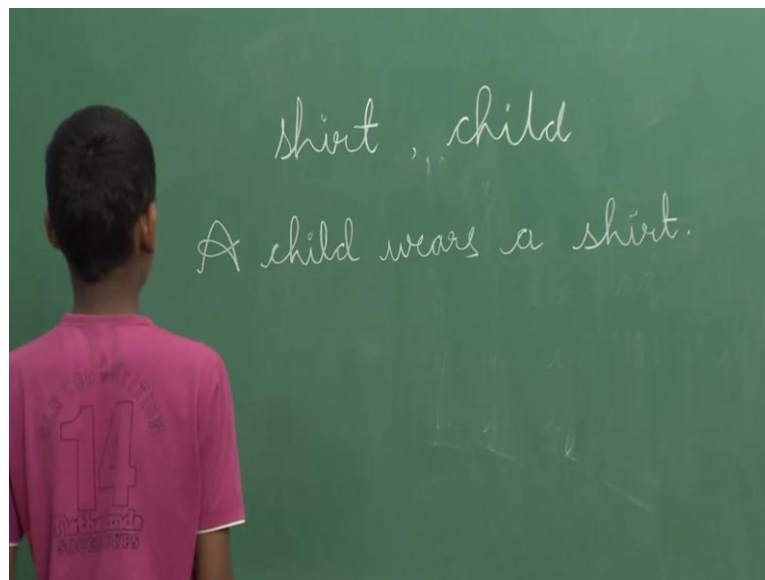
But, if I want a perfect translation of [FL], then what will be the sentence write below that [FL] we see a flag [FL] it is possible, that we see the, the flag, but our any missed don't. So, everybody sees everyone sees the flag does not mean the same thus we see the flag ((Refer Time: 25:30)).

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Next we go to another work family for continuing our practice on sentences. Yes Akshanth.

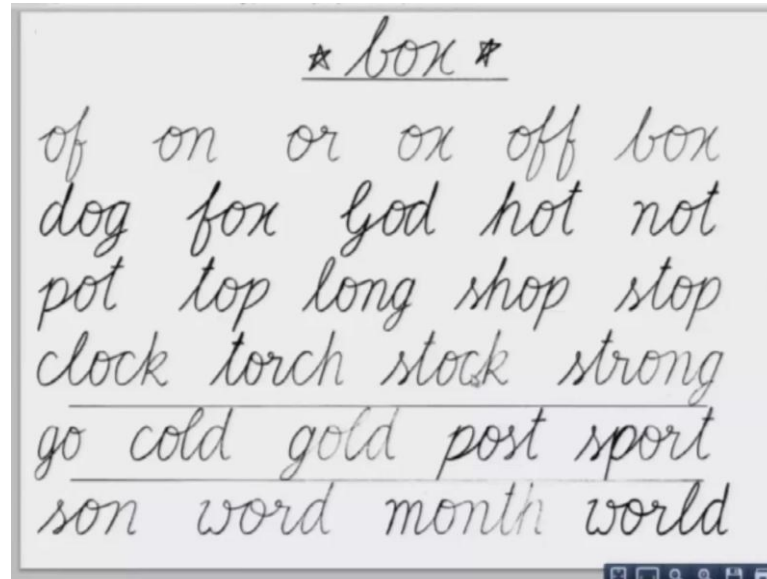
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((Refer Time: 25:40)) shirt, child make a sentence in simple past present or future in which, both of these words a child wears a shirt is this sentence right yes, what is the meaning of this.

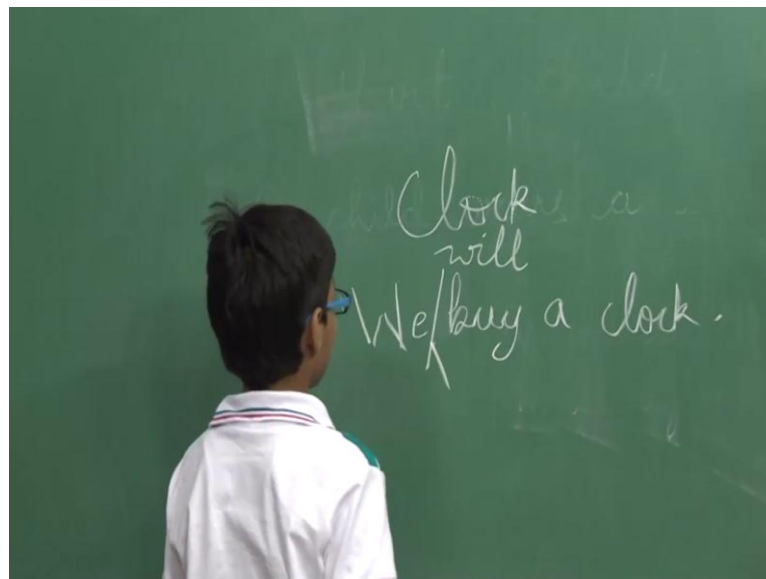
Student: [FL].

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Karthick

(Refer Slide Time: 27:01)



Clock, clock make a sentence with this in simple present past [FL] we buy a clock full stop full stop you buy a clock is this sentence right sentence is right, but not what I ask for yes we buy a clock.

Student: [FL].

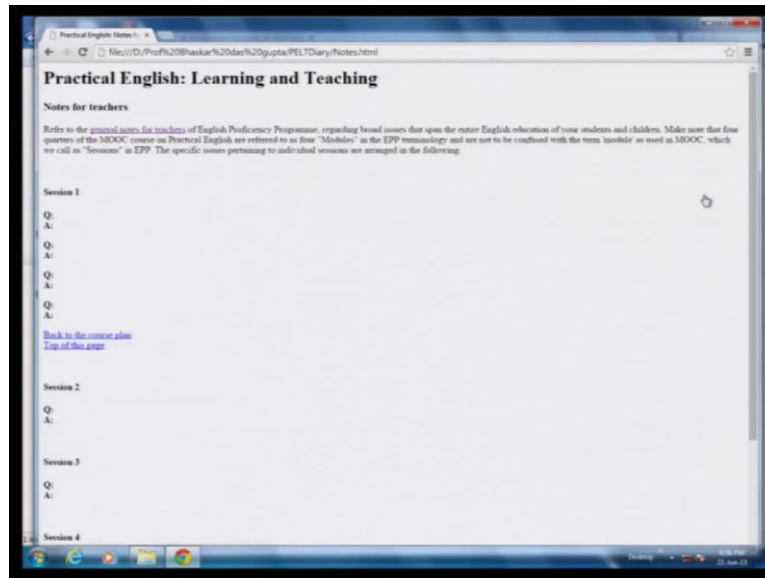
We will buy a clock fine [FL] you write e you do not write as write like this you write like this.

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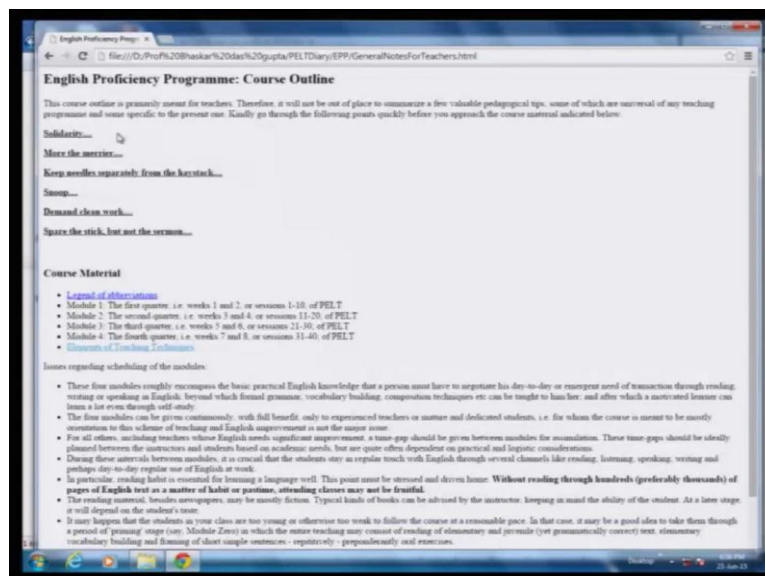
And when you write o some of you writing like this, this is not the way to write the correct panning is this o a, so it goes up to this point and turn like this anti clock wise. So, the sense of the rotation should be against the clock opposite to the clock not like the clock this discussion is for teachers ((Refer Time: 29:12)). There are two source here, one is you much a noticed, that here in the session, what we have is a statically practice of words of the present families.

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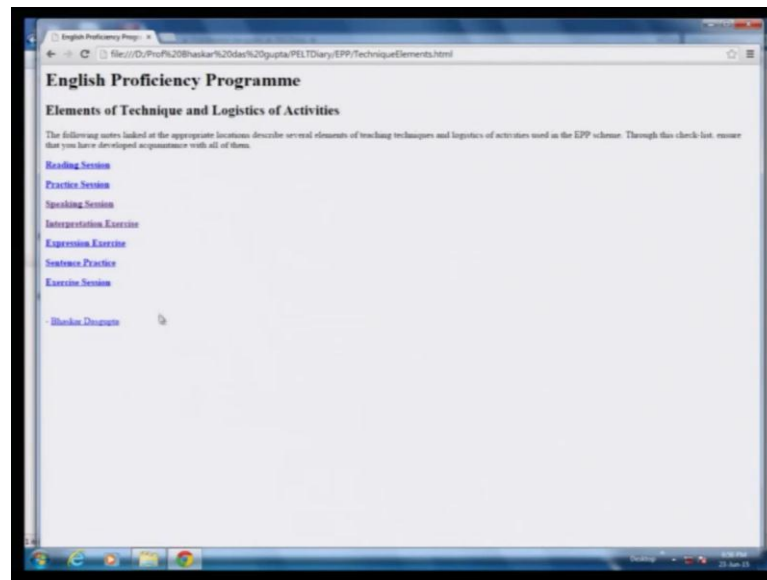


So, how set of words is to be practice for that there is a little notes here.

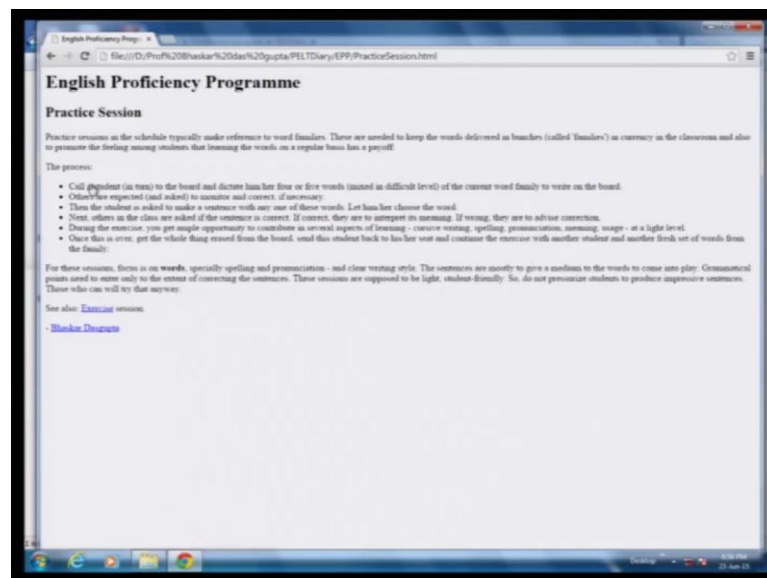
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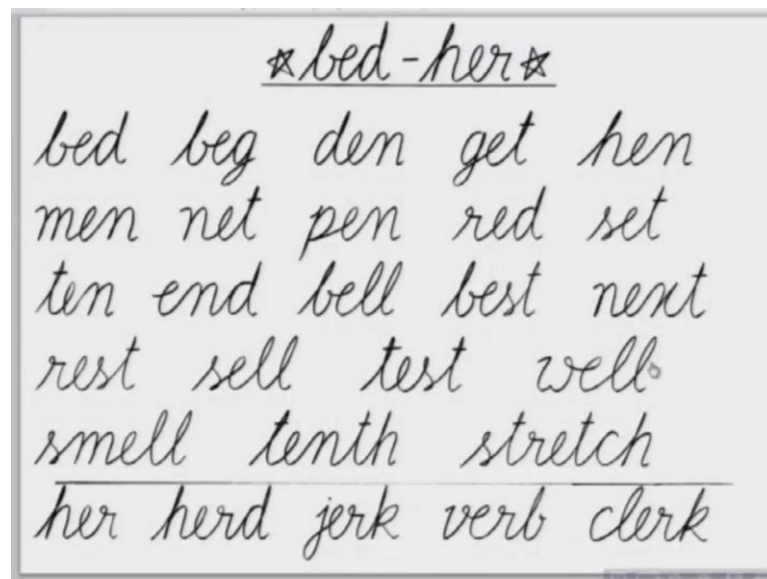


So, in the process of practicing of words you can call students in turn to the board dictate them some of the words in the family and then, ask them to make some sentences with those words. And when you are running a practice session with focus on words at that situation in that case you typically do not instance on the form of the sentence any sentence that the sentence makes as long as a sentence is right it should be fine, because at the time the focus is onwards.

And after the student makes a sentence you ask the rest of the student in class whether the sentence is right in that case ask them the meaning and then, ask the student who has make the make that sentence as whether that is a meaning that indent and then, settle that is. On the other hand if the sentence is not right on the word, then ask the student what will be the correction and then, figure out whether that is the meaning that the student making the sentence really wanted to say.

So, this, say there will be a live discussion in class among the students with you and together the students will land the words better and make note remember that in this exercise the focus is to teach the students works. On the other hand here when we are interesting on the form of the sentence there is a sentence must be made in simple present simple past simple future or some other particular form that we study that we cover in the later sessions. When we are interesting on the form of the sentence at the time it is better to remove the stress of difficult words from the minds of the children.

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And therefore, you can take these short lists of very simple words, because now here you take only those words for which, the meaning is mostly known among all the children. So, that the threshold of words and meanings is off their mind and they can concentrate on the form of the sentence. And in that case even if a student has form the sentence, which it says right, but not according to the form which you asked for the form of the sentence, which is being talk currently in that case you accept the sentence as I correct

sentence, but you should also ask him to make a sentence with that same word in the form in which, you not wanted.

This is evaluate to ensure that the student gets the practice of making sentences in every form whenever that form is being studied in the class. ((Refer Time: 32:40)) So, when those words are current you conduct a practice session of these words with focus on the words and sentences coming into picture only for uses ((Refer Time: 32.49)). On the other hand when the seen the word families are little old, then you take those old word families and run the short lists for a practice of syntaxes. There are many similar advices suggestions in these note files which will help you in conducting your class later.

Thank you.