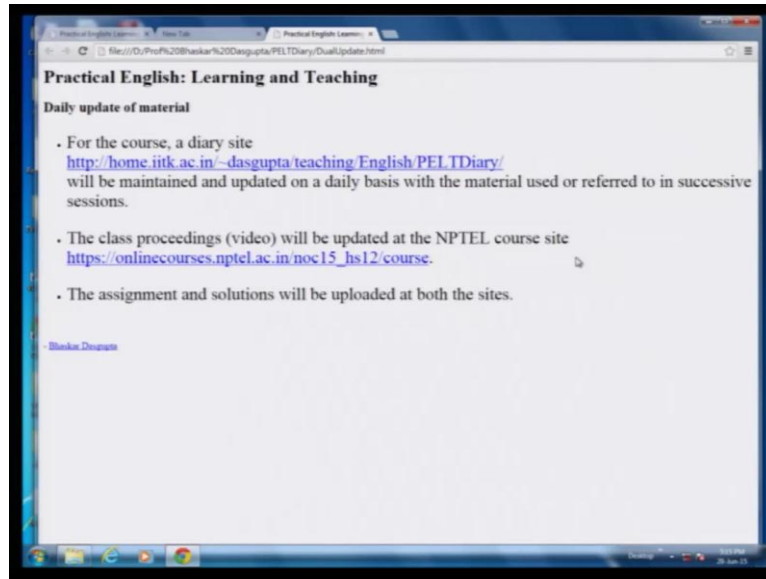


Practical English: Learning and Teaching
Prof. Bhaskar Dasgupta
Department of Mechanical Engineering
Indian Institute of Technology, Kanpur

Lecture – 05

(Refer Slide Time: 00:09)



Welcome back, so we are in the fifth session; that means, goes to the end of the first week.

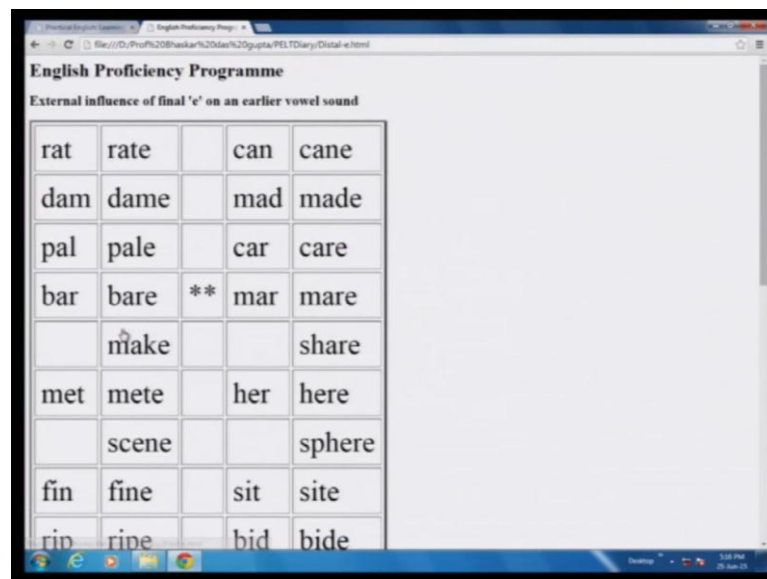
(Refer Slide Time: 00:21)

Session	Instruction	Questions	Assignment	Tutorial/Practice	Teaching
1	Introduction.	Discussion	Write a SUMMARY, a REPORT, or a CHANGE on the opening introductory lecture.	Course plan	Notes
2	Letter and writing style. Interpretation (Eng/CLL) technique: passage to interrogative.	Discussion	Translate the given passage into Hindi.	Interpretation (Eng/CLL) practice on continuation passage.	Notes
3	Word families 'cat', 'can-bell', 'bed-ber', 'bag', 'bun', 'cup'. Expression (CLL/Eng) technique: passage to express.	Discussion	Translate the given passage into English.	Expression (CLL/Eng) practice on continuation passage. Practice of words of the present families.	Notes
4	Make effect: Simplest sentences 'an'.	Discussion	Make sentences in the required tense with given words.	Exercise on simple present, past and future with selected words from families 'cat', 'can-bell', 'bed-ber', 'bag', 'bun', 'cup'.	Notes
5	Word families 'bed-ber', 'bag', 'bun', 'cup', 'can', 'cat', 'can-bell'. Write List 1.	Discussion	Make sentences with the given words in simple present.	Practice of words of the present families. Exercise on simple present, past and future with selected words from old families 'cat', 'can-bell', 'bed-ber', 'bag', 'bun', 'cup'.	Notes
6					
7					
8					
9					
10					

Here, I will start with a few more word families, for which we have already made an

introduction earlier.

(Refer Slide Time: 00:31)

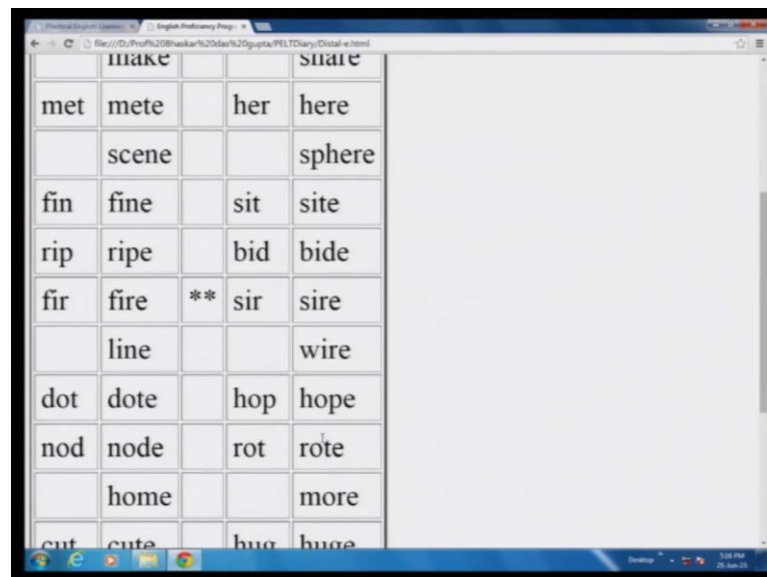


English Proficiency Programme
External influence of final 'e' on an earlier vowel sound

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
rip	ripe		bid	bide

In the last session we noted the difference of pronunciation, difference of sound of the word if and e comes at the end.

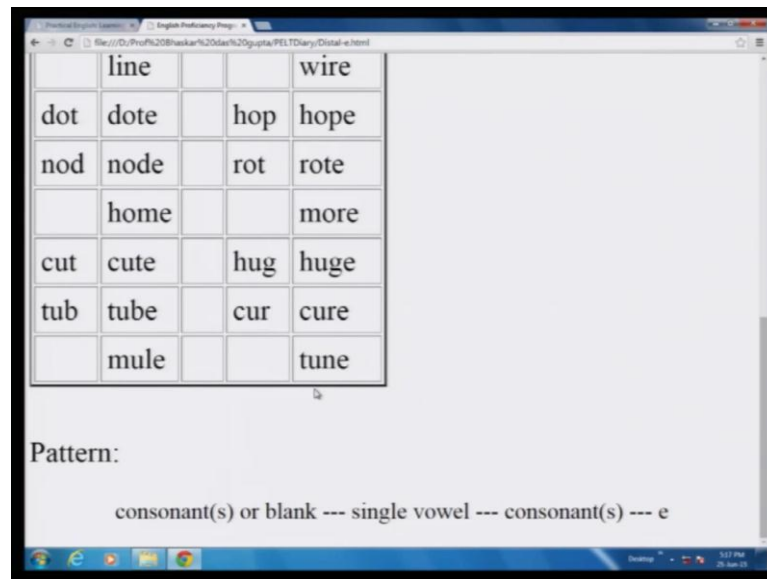
(Refer Slide Time: 00:46)



	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
cut	cute		bug	huge

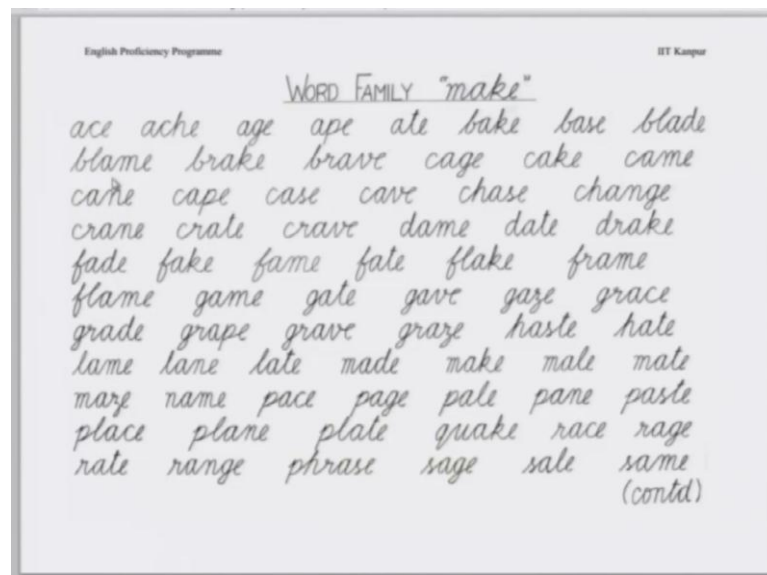
The sound difference in place of, in the case of the internal vowel being a, then e, then i, then o, then u.

(Refer Slide Time: 00:48)



And I advise you to get a lot of such words on your own. So, by that by now, you must have collected a large number of words, which had this pattern and which show that difference of sound and you might have got some words, which have that pattern, but do not show; such that difference of sound. We will study these things in the next five word families.

(Refer Slide Time: 01:21)



First make ((Refer Time: 01:20)). Akshath, can you read out the first two lines to the audience?

Student: ace

Ace

Student: ace, ache, age, ape, ate, bake, base, blade, blame, brake, brave, cage, cake, came.

Never if your pronunciation was more or less right, but when you said this it sounded a little like brake, but it should not be brake, it should be brake. In particular actually the original correct text pronunciation of these words blame, brake, brave, cage, as if it is not cage, but it is cage, cake in, so came, blame like that, but we will not take that much straggle. As long as you stress the sound, it is good enough. Yes Karthik next

Student: cane, cape, case, cave, chase, change, crane, crate, crave, dame, date, drake, Good, Seshank

Student: fade, fake, fame, fate, flake, frame, flame, game, gate, gave, gaze, grace.

Good, Ishanth

Student: grade

Grade

Student: grade, grape, grave, grape, graze

Yes

Student: haste, hate

Grade, grape, grave, graze, haste, hate ((Refer Time: 03:28))

Student: lame, lane, late, made, make, male, mate, maze, name, pace, page, pale, pane, paste

Good, Monika

Student: place, plane, plate

Quake

Student: quake, race, rage, rate, range, phrase, sage, sale, same

This is quake. What is the meaning? shake like earthquake, earthquake is this and if you say quite, what is the meaning of that, bad doctor. Quite means bad doctor, fine. Any words that looks like something which you know, but you want to quickly find out the meaning.

Student: second one

Second one ache. Ache is pain like headache, two things.

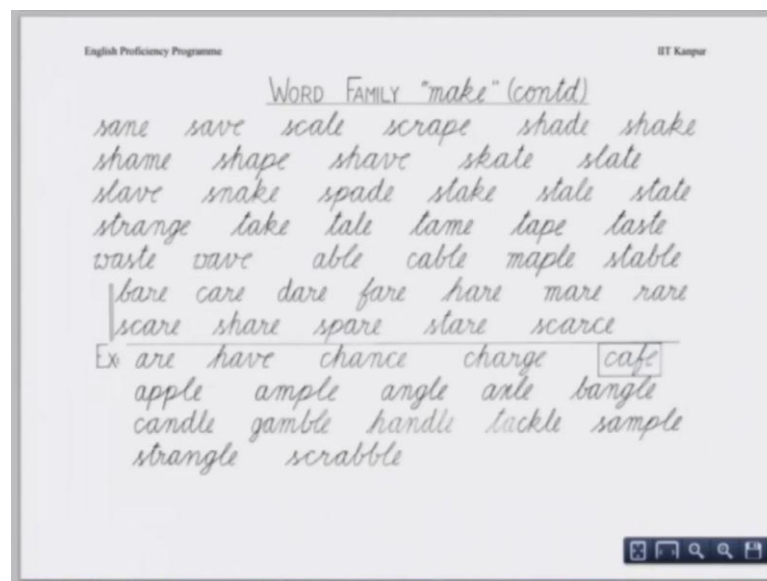
Student: Stomach ache

Stomach pain, correct. Anything else?

Student: drake

Drake is bird, the masculine of duck, those who like meanings in other language drake is [FL]. Anything else? Dame, dame is close to madam.

(Refer Slide Time: 05:01)



We continue ((Refer Time: 05:05))

Student: sane save

What is the first word?

Student: sane

Sane, that is n

Student: sane, save, scale, scrape, shade, shake, shame, shape, shave, skate, slate

Akshath

Student: slave, snake, spade, stake, stale, state, strange, take, tale, tame, tape, taste

Good, Karthick

Student: waste, wave, able, cable, maple, stable

Yes, now you see that if r comes after words, then the sound is little different. Seshanth

Student: bare, care, dare, fare, hare, mare, rare

Just a minute, bare

Student: bare, scare, share, spare, stare, scarce.

So, here it is air, like air oxygen, nitrogen, hydrogen air. So, air like that it sounds. Bare, care not bare, care it should be bare, care. Now, they are some exceptions ((Refer Time: 06:34)) can you read the first line of the exceptions?

Student: are, have, chance, charge, and cafe.

So, these are all exception of different kinds, five different kinds of exceptions, where it is not are, have, chance, charge, café. No, it is not like that, these are, have, chance, charge, café, has been enclosed in a box, because it is special. Why is it special? It is not original English word, it just come from French and its pronunciation has been taken directly from French. Now, in the next three lines the words that you see, there this normal rule of changing of the vowel sound does not apply, you know this some of these words. Muhitha.

Student: apple, ample, angle, axle, bangle

Continue

Student: candle

Candle

Student: candle, gamble, candle, gamble, handle, tackle, sample, strangle, scrabble.

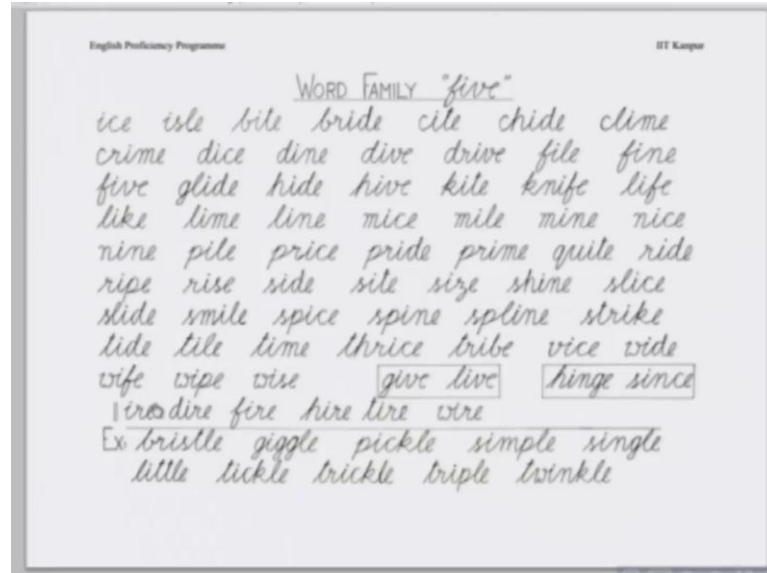
Good, what is scrabble you know? It is a game [FL]. So, this is the effect of this strong consonant sound, which is coming between the a and this last e. So, this strong wall of consonant sound is stopping this e from putting, from influencing the sound of this a, because they are far away. In this case the distance was not so much, the sound in between was light just in m, so shame, shape where all these little light consonant sound was coming in between. This e was affecting the sound of this a, here strong consonant sound is coming in between. So, the effect of this e on this a does not go that way.

Student: From the last three columns and rows, did a and e there are usually three letters

Not necessarily, in this case there are only two. So, it is a sound which is important, not

necessarily the number of letters. So, number of letters is not that important, it is the sound which is important. So, whether that sound has quite a bit of force. We have seen the effect of that e and a, now we see that effect of that, ((Refer Time: 09:13)) e and i.

(Refer Slide Time: 09:12)



((Refer Time: 09:15)) Niranj

Student: ice, isle

Isle, s is silent

Student: isle, bite, bride, cite, chide, chide, clime, cite

Cite, this is cite

Student: cite, chide, and clime, crime, dice, dine, dive, drive, file, fine

Good, Akshath

Student: five, glide, hide, hive, kite, knife, life, like, lime, line, mice, mile, mine, nice

Good, Karthick

Student: nine, pile, price, pride, prime, quite, ride, ripe, rise, side, site, size, shine, slice

Good, Seshank

Student: slide, smile, speak

Speak a little loudly

Student: spice, spline, spine

Spine

Student: spine

Correct

spline, strike

Strike, Preethi

Student: tide, tile, time, thrice, tribe, vice, wide, wife, wipe, wise, give, live, and hinge, since.

Good, so you see these are in some way exceptions give live hinge since and then, again we see that if r comes as a later consonant, then the sound is yet another sound sir higher.

Student: sir, why these words are in box

They have we put in box, because they are not showing the effect of this e ((Refer Time: 11:06)) without any sensible reason. But, further matter in this case; that is another pronunciation of this words, which is life. So, leave is to leave rather if and life means [FL] a life [FL]. So, and hinge and since also have n put in box, because of the same different here that e is actually doing some job, what is a job in change the pronunciation it is changing the sound of the consonant this e, which end the sound of g that e one not their then it would begin, because of that e is change. Similarly, because of that last e this e this is since, otherwise we could be things, Mohitha.

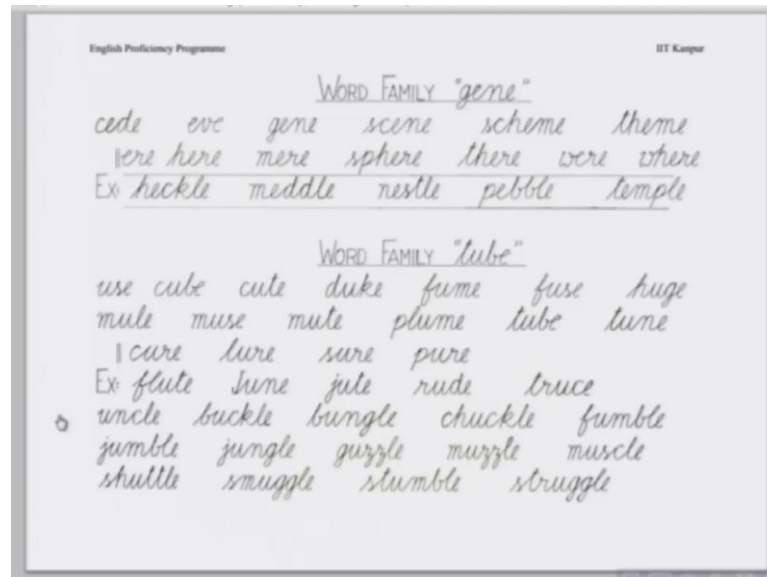
Student: ire, dire, fire, tire, wire

Good you see, now again because of the strong consonant world this e will file to change the sound of this i is pronounced in it is original form this is this out this words giving it read once.

Student: gristle, giggle, pickle, simple, single, little, tickle, trickle, triple, twinkle

When you day in this word you do not sat little it is you say little, tickle, trickle, triple, twinkle and among many of this sounds simple, single, simple, single is not correct simple single no consonant from and now, words in between effect was that e on internal e and u

(Refer Slide Time: 13:03)



Akshath

Student: cede, eve, gene, scene, scheme, theme, ere, here, mere, sphere, there, were, next Karthick

Student: heckle, meddle, no not heckle [FL] heckle, meddle, nestle, is the name of the company, but the word is nestle, then pebble, temple

Seshank

Student: use, cube, cute, duke, fume, fuse, huge, mule, muse, mute, plume, tube, tune

Good, Asanth

Student: cure [FL]

This is just a mine this is nothing this is in order to the market this is away of the word is come here this is cure next that is a

Student: lure, next sure, pure, so with r some are different [FL]

((Refer Time: 14:49)) the exceptions

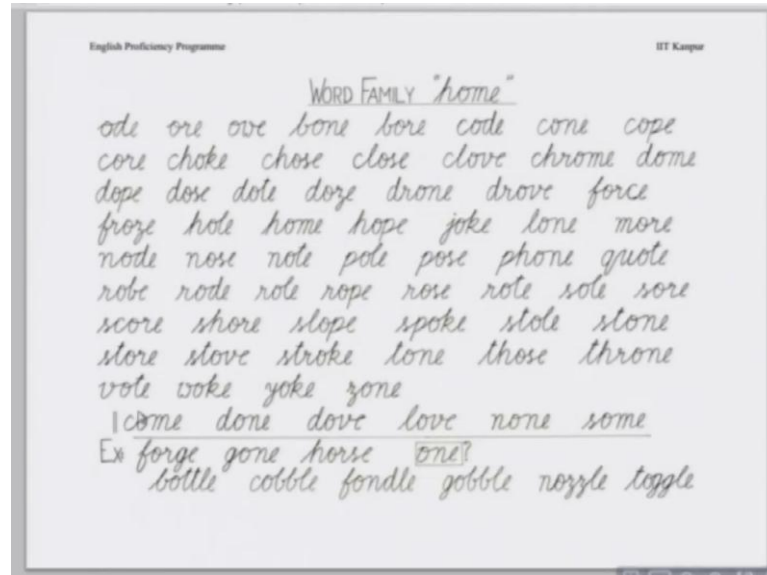
Student: flute, June, jute, rude, truce, uncle, buckle, bungle, chuckle, fumble, fumble, fumble

Mohitha

Student: jumble, jungle, guzzle, muzzle, muscle, shuttle, smuggle, stumble, struggle

Good you have seen the effect of he is not coming on u original sound is coming u is not coming as u, which is coming as r. On the other hand the consonants here we like, so it was becoming use q and the different uncle, chuckle, not ((Refer Time: 15:34)) shuttle, uncle, shuttle ((Refer Time: 15:43)).

(Refer Slide Time: 15:46)



Finally, effect on o ((Refer Time: 15:46))

Student: ode, ore, bone, code, cope, core, choke, chose, close, clove, chrome, dome

Good, Akshanth

Student: dope, dose, dole, doze, drone, drove, force, froze, hole, home, hope, joke, lone, more

Good, Karthick

Student: node, nose, note, pole, pose, phone, quote, robe, rode, role

I have kept those words here, because their sound like that

Student: robe, rode, role, rope, role, yes rote, sole, sore

Good, Seshank

Student: score, shore, slope, spoke, stole, stone, store, stove, stroke, tone, those, throne

((Refer Time: 17:02))

Student: come, done, if there is another line vote this the vote, yoke, zone, yoke, zone

Next come, done, dove, love, none, some is right this is exception come is right come done loudly done yes dove love yes none some good come done dove love none, so this is another kind of sound of o with e here. And now these are situation, where there is not effect ((Refer Time: 17:56))

Student: forge, gone, forge, gone, horse, one, bottle, cobble, fondle, gobble, nozzle, and toggle this is a very pictorial sound of e one this is not following any rules for us sound is concerned it has no business being spoken like one. Either you should have spell it as on or own some we write that, but one saying it one has absolutely those n, but that how is pronoun here.

Student: What is the meaning of hole, lyric sound nice sound we take it [FL] it was a graph ((Refer Time: 18:47)), fine. You have seen earlier that in tutorial I am asking you to that is tutorial or practice. So, in the normal class room it will you can have a tutorial, but since this is a class across a internet all that you can have is practice on your own and through that tutorial practice sessions I have been trying to show you, what practice you should do on your own and in that I am asking you to make large number of sentences.

So, for making sentence is one kind of words you certainly need, what is that kind of words verbs are something with you certainly need go, eat, way, then think, dance, eat drink and, so on. So, he should have a good number of verbs in supply before you think of making any sentence.

(Refer Slide Time: 19:51)

English Proficiency Programme IT Kanpur

Common Verbs: List 1

go	went	gone	goes	going
eat	ate	eaten	eats	eating
play	played	played	plays	playing
come	came	come	comes	coming
jump	jumped	jumped	jumps	jumping
buy	bought	bought	buys	buying
sell	sold	sold	sells	selling
live	lived	lived	lives	living
love	loved	loved	loves	loving
read	read	read	reads	reading
		[sound: 'red']		(could)

So, we have here a small this tough words, which are very common and through the

course we talking about some more else some more else in many I am just going to and everyone has ((Refer Time: 20:06)) form in which, it may appear. So, go we have already seen go went and goes these three we have already seen in the earlier level. And there are two more forms of the word this is the third one and this are fifth one which we have till now not use in our typical lesson and, but you have might a seem them in some of your other take have a some values.

So, this is the column of the words the main form as it is

Student: sir I have question, why we write common before the verbs

Co these are common words for example, another word is ((Refer Time: 20:50)) another word is ((Refer Time: 20:54)), another one is positive, these are not for common. So, I am giving a list of common words which most of us certainly need in our day to day use. So, I expect that all of you know this words go, eat, play, come, jump, by sell live love read right. So, go [FL] this is the last one [FL] and this is the present [FL], but fall one person other, then i or you with i or you we use this. So, go [FL] and so on, these three that third one and the fifth one right now, we are talking about them will come back later in lot of detail on them.

(Refer Slide Time: 22:08)

English Proficiency Programme IT Kanpur

Common Verbs: List 1 (contd)

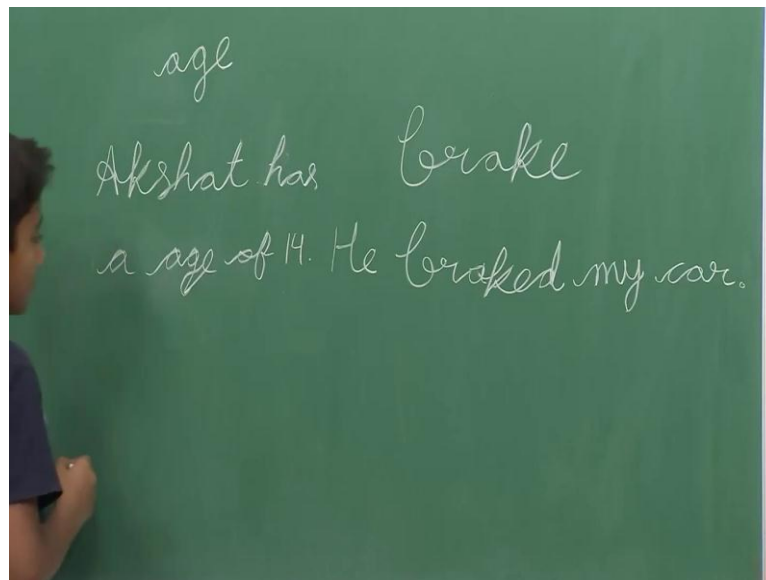
write	wrote	written	writes	writing
sleep	slept	slept	sleeps	sleeping
sing	sang	sung	sings	singing
dance	danced	danced	dances	dancing
put	put	put	puts	putting
cut	cut	cut	cuts	cutting
sit	sat	sat	sits	sitting
stand	stood	stood	stands	standing
take	took	taken	takes	taking
give	gave	given	gives	giving

So, these are ten and taken another ten right the write [FL] sleep [FL] sing [FL] dance [FL] put [FL] cut [FL] sit [FL] stand [FL] take [FL] give [FL] right hand make more that read this is read i red every day I read something yesterday I read very good book. The same spelling, but in present you pronounce it as read in past you will say red this red by

me i red this book last year and I am read this book nowadays, past present tense it is read and past same spelling, but it is pronounce as red anything else.

So, we start our slot of the sample tutorial for practical for those who are here to learn the language for them this try to show, what it should do, do practice what you are studying and those who are here to learn how to teach in English in their class room they are suppose to in by it from this a typical way to conduct tutorials. So, whatever tutorial we are conducting for 5, 10 minutes in your class room you might need to conducting over 5, 10 hours.

(Refer Slide Time: 24:06)



Seshank, please come brake make a sentence, how you tries you can do that he brake my car no brake is fine brake is fine that broke is the past tense of brake, which is to brake something ((Refer Time: 24:57)) this is brake when you assigning something come in front and you break then if is right this sentence is right he braked my car it is the car is yours, but he was driving.

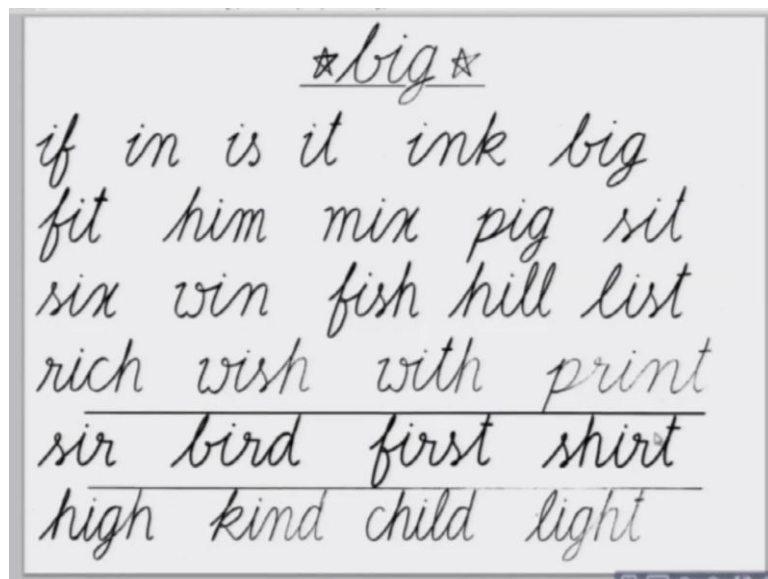
So, that way it make sense perhaps you do not think that that was not think that ah sentence any way you remove both of them I am giving another word age make a sentence with this yeah common this sentence from you people wrong sentence, what is correct correction is to be done change we have seen add first of all an age after from that these typically not the way we say this thing either we say Akshath is fourteen years old, but then age does not come all we say the Akshath is 14 years old no Akshath age is 14 years Akshat age is 14 years; that is how will say ((Refer Time: 27:00)) please come.

(Refer Slide Time: 27:18)



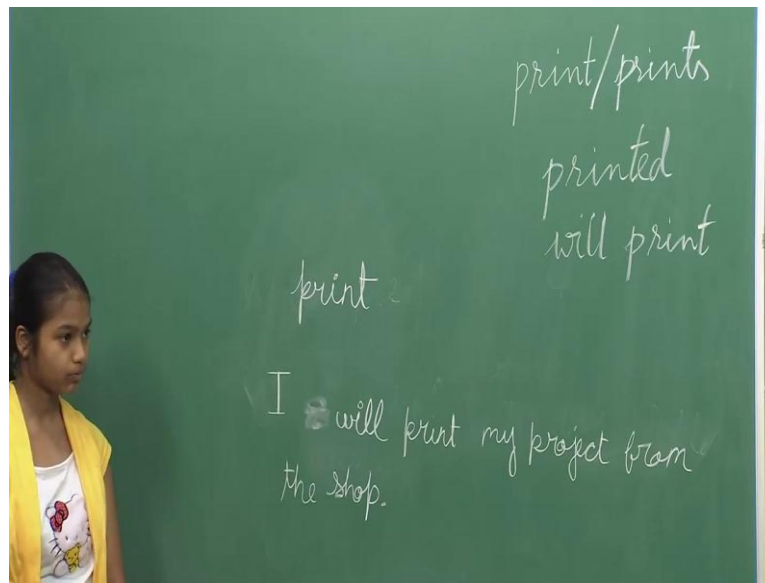
Write simple make a sentence I am wearing a very simple dress is a sentence correct yes
[FL] very good now, we go to the second segment of the...

(Refer Slide Time: 28:08)



Tutorial in which, we try to make sentences with kind of sentence is that we have been studying.

(Refer Slide Time: 28:37)



Now, make a sentence with print with is in the print this time I want a sentence from you of the kind that we were studying I go you go we go is wrong words they go or I went he went that kind of sentence simple past simple present simple future no this is not going right this is the not the kind of sentence we want I will give you either use this or use this or use this if you want to use print as the word.

On the other hand if you want to use some other word for example, see and print somewhere else then see will see something of this ((Refer Time: 29:57)) should come I will print my project from the shop is that report ((Refer Time: 30:39)) project report that will be good actually there are other improvement that one can make here I will print my project report from the shop what should be there at the shop at the shop or you can say I will get my project report printed from the shop.

So, when you print it you print it at the shop on the other hand when you get in printed you give in the pen drive and say that I want a print out. So, you are not printing he is printing it for you and you are paying. So, you are getting it printed.

Thank you.