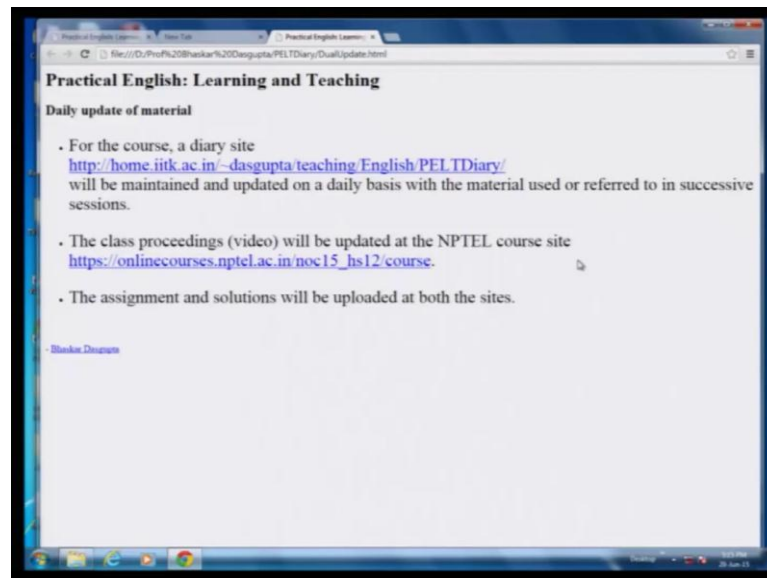


Practical English: Learning and Teaching
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Lecture – 06

So, now, we start our session six.

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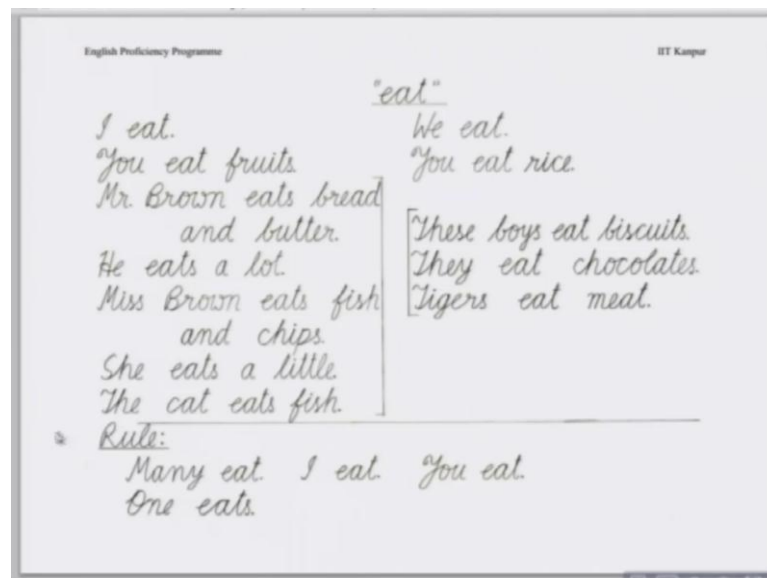
It is a first session of the second week.

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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.	Context plan	Notes
2	Letter and message style Interpretation (Eng/CLL) technique: passage to interpret.	Discussion	Translate the given passage into Hindi.	Interpretation (Eng/CLL) practice on continuation passage.	Notes
3	Word families: "eat", "can eat", "eat/has", "eat", "eat", "eat". 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	Basic effect: Simple sentences "eat".	Discussion	Make sentences in the required types with given words.	Exercise on simple present, past and future with selected words from families "eat", "can eat", "eat/has", "eat", "eat", "eat".	Notes
5	Word families "make", "has", "eat" & "eat", "eat", "eat". Verbs List 1.	Discussion	Make sentences with the given words in simple present.	Practice of words of the present families. Exercise on simple present with selected words from old families "eat", "can eat", "eat/has", "eat", "eat", "eat".	Notes
6	Mixed Words List 2 Verbs List 2 "eat", "eat", "eat", "eat". Phrases and long sentences.	Discussion	Make PPF sentences with the given words.	Exercise on PPF sentences with selected words from families "eat", "eat", "eat", "eat", "eat", "eat".	Notes
7					
8					

Last week, in the last session, because of time constraint, we did not cover one particular lesson.

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And, that is this. You might remember that, in the session four, we studied one lesson titled – go. In that, we had sentences like I go, we go, you go and so on. Similarly, sentence with eat will be I eat [FL] We eat [FL] You eat fruits [FL] You eat fruits [FL] You eat rice [FL] You eat rice [FL] Hindi [FL] structure [FL] English [FL] structure [FL]

You rice eat [FL] You eat rice. Immediately after you, here we put the word [FL] You eat fruits, you eat rice. Eat [FL] Yes, Akriti, read this line.

Student: Mr. Brown eats bread and butter

[FL]

Student: Mr. Brown bread [FL] butter [FL]

Bread [FL] butter [FL] Next line?

Student: He eats a lot bread [FL]

[FL] A lot. He eats lot [FL] He eats a lot. Mohita, next line?

Student: Miss brown eats fish and chips

[FL]

Student: Miss brown fish [FL] chips [FL]

Fish [FL] chips [FL] You might know that is a favorite among English people – fish and chips. Eats [FL] Fish and chips. Next sentence?

Student: She eats a little [FL]

[FL] A little, not little. She eats little [FL] She eats little [FL] A little [FL] I have a few questions [FL] I have few questions [FL] The cat eats fish [FL] Divyansh?

Student: [FL]

[FL] Eats. Mr. Brown [FL] eats. He [FL] eats. Miss Brown [FL] eats. She [FL] eats. The cat [FL] eats [FL] eats. These boys eat biscuits. Akshath?

Student: [FL]

Next? They eat chocolates

Student: [FL]

[FL] Tigers eat meat

Student: [FL]

[FL]

Student: [FL]

[FL] tigers [FL] eat [FL]

Student: Eats

[FL]

Student: Tiger

[FL] Tiger?

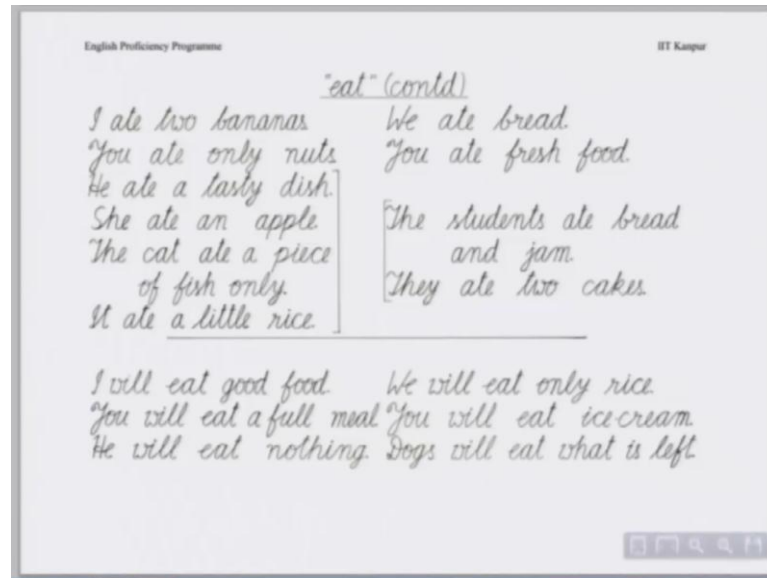
Student: A tiger.

A tiger [FL] the tiger. [FL] tiger [FL] the tiger. [FL] tiger [FL] a tiger. Rule is this. Many eat, one eats. Exceptional [FL] I [FL] you [FL]

Student: I have one question. I have seen few people they use she eat four mangoes.

That is wrong. She eat four mangoes. Some people think that, since mangoes are so many, then it should be eat, no; that is not the way to do. The word – agrees with the subject. [FL] She eats a mango, she eats four mangoes. Yes, he is very right that, some people do that and it is the responsibility of the teacher to correct it. We come down and now, talk about things, which have happened in the past, and then, things, which will happen in the future.

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Akriti; I ate two bananas

Student: [FL] banana [FL]

[FL] We ate bread

Student: [FL] bread [FL]

[FL] bread [FL] piece [FL] bread [FL] Shashank, next line?

Student: You ate only nuts [FL] akhrot [FL]

Not necessarily akhrot [FL] nuts [FL] nuts [FL]. Nuts is [FL] Next?

Student: You ate fresh food [FL]

[FL] Karthik, next?

Student: He ate a tasty dish

[FL]

Student: [FL]

[FL]

Student: [FL]

A dish – dish [FL] English [FL] noun [FL] singular [FL] article [FL] Normally, [FL] So, dish [FL] article [FL] singular noun [FL] adjective [FL] Next, this one.

Student: She ate an apple [FL]

[FL] Mohita, next?

Student: The cat ate a piece of fish only.

[FL]

Student: [FL]

[FL]

Student: It ate a little rice. [FL]

[FL]

Student: [FL]

[FL] Next, we come here. Akriti?

Student: The students ate bread and jam. [FL] bread [FL] jam [FL]

[FL]

Student: They ate two cakes. [FL] cake [FL]

[FL] Present [FL] eat or eats [FL] ate [FL] Future [FL] I will eat good food [FL]

Student: [FL]

I will eat

Student: [FL]

[FL] We will eat only rice.

Student: [FL]

[FL] You will eat a full meal.

Student: [FL] meat [FL]

Meat [FL] meal [FL] We will eat only rice [FL] You will eat ice cream. [FL] Finally, he – he will eat nothing [FL]

Student: [FL]

[FL] Akriti?

Student: Dogs will eat what is left. [FL].

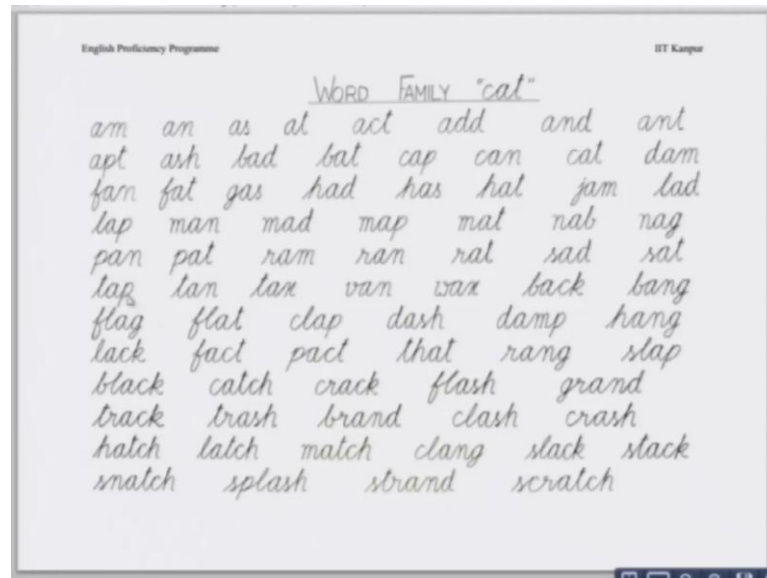
[FL] present [FL] eat [FL] you [FL] eat [FL] eats. [FL] eat [FL]

Student: But, if you go to the other slide – The cat will eat a piece of fish only. It ate a little rice. The eat refers to the cat. I mean it will know the ((Refer Slide Time: 10:51)) cat or dog or tiger. In that, still we have to use eat or we can use ((Refer Slide Time: 10:57)) sometimes.

Sometimes we use she. If we are close to the cat, then we quite often use she. And, for large animals – tiger, lion, and typically, we do not use it; we quite often use he and she. But, for mice or ants, we normally use it. For small animals, we typically use it. For table, chair, pen, it is always it; but, for living animals, for large ones, quite often we use he and she as the case maybe. And, sometimes for closed animals – pet animals, you use he or she you know. And, for in general, you can use it also.

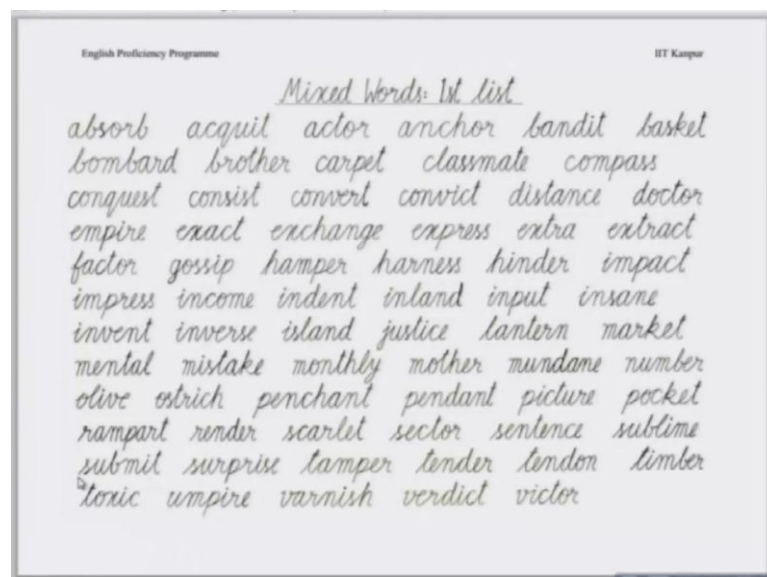
Now, you come to the actual subject matter of today's – this session. We have seen a large number of word families already. And, we have seen – the some patterns of a e i o u.

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And, till now, we have actually studied only those words, which are small. Even this word I call small. Even though there are 7 letters, but only one vowel is there and only one vowel sound is there. So, in that context, this also I brand as – I classify as small word. Technically, you say it is a single syllable word. It is a... There is a single syllable in the word. Now, in a larger word, you cannot put a larger word in this kind of families – constitution. So, in constitution, you have so many vowels coming and showing the behavior of their individual families. But, the rules are the same, which we have seen earlier. So, let us see a small set of mixed words.

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So, the first part goes like cat family; the second part goes like box family. If you know how to pronounce the vowel sounds correctly; then, large words also will not be a problem. You will fit each part of the word in one of the word families that you already know – the sounds, which you have already learnt. Mohita, first line?

Student: Absorb acquit actor anchor bandit basket

Basket. Divyansh, next line?

Student: Bombard brother carpet classmate compass

Good. Akshath?

Student: Conquest

Conquest

Student: Conquest consist convert convict distance doctor

Next?

Student: Empire exact exchange express extra extract

Good. Next Shashank?

Student: Factor gossip hamper harness hinder impact impress income indent inland
input insane

Good. Akriti?

Student: Invent inverse island justice...

Island

Student: Island justice lantern market

That s is silent – island; continue

Student: Mental mistake monthly mother mundane number

Good. Mohita?

Student: Olive ostrich penchant...

Penchant

Student: Penchant pendant picture pocket

Good. Divyansh?

Student: Rampart render scarlet sector sentence sublime

Good. Akshath?

Student: Submit surprise tamper tender tendon timber toxic umpire varnish verdict victor

Good. So, individual pieces you can pronounce according to its own vowel sound. And then, even if a huge long word comes, it is no problem.

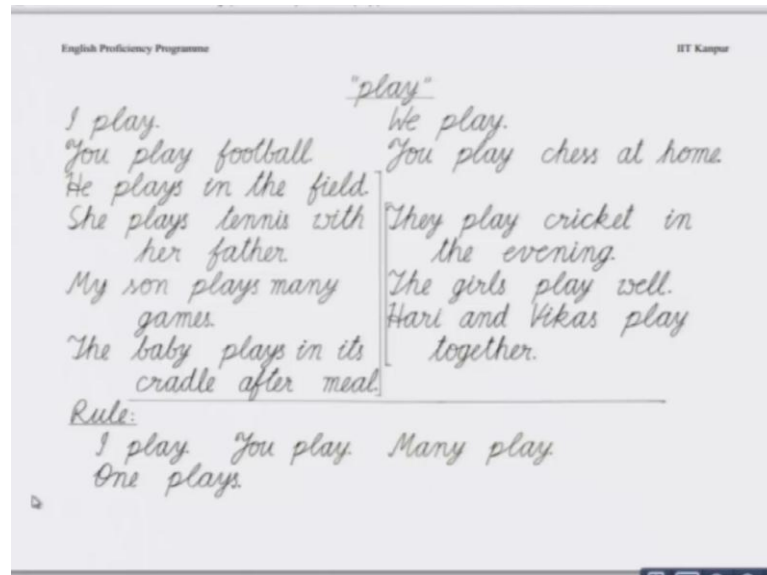
Student: Sir, what are these mixed words? Why we called them mixed words?

They are long words; and, in individual words, two families are contributing. For example, from the Mughul family, Akbar and from the Rajput family, Jodha Bai come and then they together mix. So, that is a mixed family. So, this is a set of mixed words. So, in which, individual words can show different sounds because of different vowel patterns appearing. And, what I am trying to tell is that, even though our words studied in the word families are typically small words, but that develops the mental picture with the help of which you can handle larger words also, because individual parts of the larger words will follow individual vowel sound patterns.

Now, earlier we have studied two slides on syntax. One is... One which we studied go, in which we put the subject and word. Next, we studied eat, in which after subject word, we put object. And, you make note that here we asked he eats; then, we asked he eats what. So, a lot; you ate; you eat; you eat what – fruits. So, the answer to that question what comes after eat. In the earlier case we could not ask that question; we could not ask you go what. She goes what; that question does not make sense. With go, you cannot ask [FL]. So, there are some verbs for which that question does not arise. And, in the other case, there are verbs for which that question arises. If the question arises, that need not be answered in the sentence; it can be I eat – that simple sentence or it can be answered –

you eat fruits; I eat bread. There can be many other questions that may arise – where, when, why, how; and, you can go on answering them. And, all those answers will come after words.

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Yes, Akriti, first sentence?

Student: I play

[FL]

Student: [FL]

[FL] This one?

Student: We play [FL]

[FL] We play [FL] You play football

Student: You play what?

You play football [FL]

Student: [FL]

[FL]

Student: [FL] football [FL]

[FL] Next, Shashank, this one?

Student: You play chess at home [FL] chess [FL]

[FL] verb [FL] Verb [FL] Hindi [FL] standard format [FL] You play chess at home [FL]
Karthik, next sentence?

Student: He plays in the field [FL]

[FL] Next?

Student: She plays tennis with her father [FL]

[FL]

Student: [FL] tennis [FL]

[FL] tennis [FL] tennis [FL] tennis [FL] English [FL] She plays tennis with her father.
[FL] Hindi [FL] She plays tennis with her father. [FL] tennis [FL] English [FL] structure
[FL] 1, 2, 3, 4. Hindi [FL] 1, 2 [FL] with her father; tennis [FL] plays [FL] Interpretation
[FL] interpretation [FL] She [FL] Hindi [FL] Tennis[FL] Plays [FL] English [FL] Hindi
[FL] English [FL] Hindi [FL] Hindi [FL] Hindi [FL] plays [FL] Hindi [FL] typical [FL]
Hindi [FL] English [FL] English [FL] Hindi [FL] Hindi [FL] English [FL] Verb [FL]
Hindi [FL] English [FL] Verb [FL] Examples. Mohita?

Student: They play cricket in the evening [FL] cricket [FL]

[FL] cricket [FL] Next?

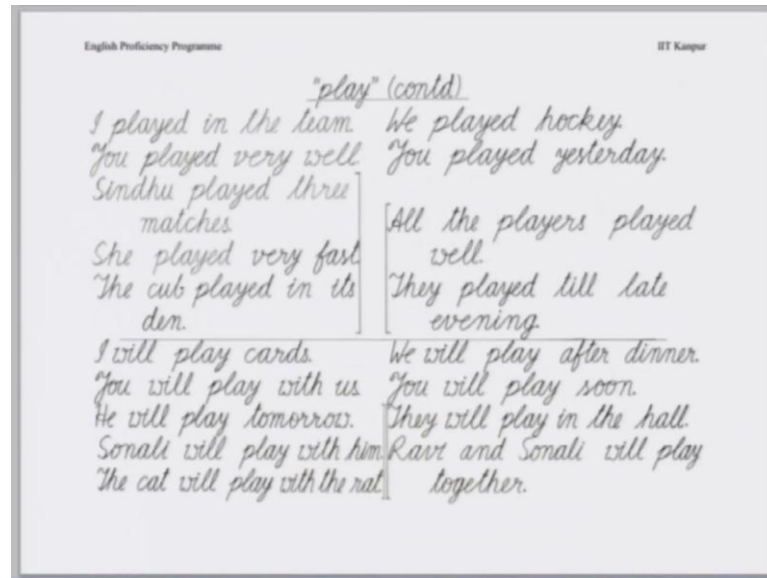
Student: The girls play well [FL]

[FL] Next, Divyansh?

Student: Hari and Vikas play together; Hari [FL] Vikas [FL]

Hari [FL] Vikas [FL] play [FL] play [FL] play [FL] play [FL] plays. Present [FL] This is
one point of largest number of mistakes in writing English; be careful about this.

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In past and future, not much of problem is there. Yes, Shashank?

Student: I played in the team [FL] team [FL]

[FL] team [FL] team. Yes?

Student: We played hockey. [FL]

Very good. Next, Karthik?

Student: You played very well [FL]

[FL] Next?

Student: You played yesterday [FL]

[FL] Akshath, next?

Student: Sindhu played three matches.

[FL]

Student: [FL]

Sindhu [FL] Next?

Student: She played very fast. [FL]

Next?

Student: The cub played in its den. [FL]

[FL] Next, Divyansh?

Student: All the players played well. [FL]

Beautiful. Next?

Student: They played till late evening. [FL]

Good, Mohita?

Student: I will play cards.

Good

Student: [FL] cards [FL]

[FL] cards [FL] Next?

Student: We will play after dinner. [FL] dinner [FL]

[FL] Cards [FL] Football [FL] Next, Akriti?

Student: You will play with us. [FL]

Right

Student: You will play soon [FL]

[FL] Next, ((Refer Slide Time: 24:29))

Student: He will play tomorrow.

[FL]

Student: [FL]

[FL] Next, Shashank?

Student: Sonali will play with him. Sonali [FL]

Next?

Student: The cat will play with the rat. Cat [FL]

[FL] Karthik?

Student: Ravi and Sonali – they will play in the hall. [FL] hall [FL]

[FL]

Student: Hall [FL] Hall [FL]

Hall [FL]

Student: Hall [FL]

[FL] Next?

Student: Ravi and Sonali will play together. Ravi [FL] Sonali [FL]

[FL] Good [FL] pattern [FL] assignment [FL] present, past, future – triplet [FL] sentence
[FL] You sing. [FL] You sang. [FL]

Student: You will sing.

You will sing. [FL] triplet [FL] This is a triplet; present, past, future. And, to learn well,
you need to know how to handle all three. [FL] triplet [FL] triplet [FL] Ravi [FL]
English [FL]

Student: Ravi teaches in a school.

Ravi teaches in a school. Fine; in the school teacher [FL] Ravi teaches in a school. [FL]
present [FL] past [FL]

Student: Ravi taught in a school.

Ravi taught in a school. [FL] future [FL]

Student: Ravi will teach in a school.

Ravi will teach in a school. [FL] sentence [FL] triplet [FL] I will give four lectures.

Student: [FL] lectures

[FL]

Student: [FL] lecture [FL]

[FL] lecture [FL] lecture [FL] I will give four lectures. [FL] past [FL]

Student: [FL] lecture [FL]

[FL]

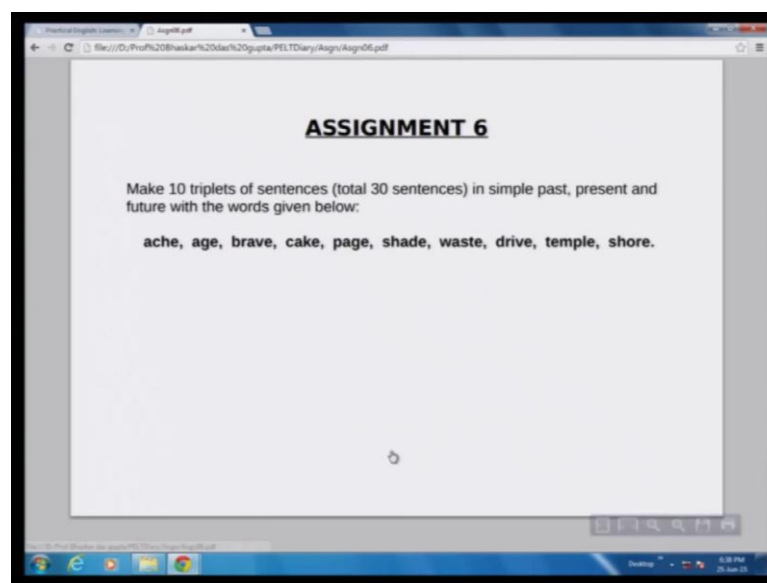
Student: [FL]

[FL] lecture [FL] I gave four lectures. Present [FL]

Student: [FL] lecture [FL]

[FL] lecture [FL] Simple. I give four lectures [FL] four lecture [FL] lecture [FL] course
[FL] course [FL] lecture [FL] lecture [FL] ((Refer Slide Time: 27:33)) [FL] lecture[FL]
colleague [FL] It makes sense. [FL] phrases [FL] sentences [FL] word [FL] tennis [FL]
with her father [FL] with her father [FL] ((Refer Slide Time: 28:13)) [FL] In the field
[FL] phrase [FL] At home [FL] phrase [FL] In the evening [FL] phrase [FL] phrases [FL]
what [FL] where, why, when [FL] typically phrases [FL] word [FL] identity [FL] So,
[FL] object [FL] question [FL] Ram beat [FL] drum [FL] Ram [FL] Laxman [FL]
English. Ram beat Laxman. [FL]

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So, we stop at this point and I make a note that in the assignment of today, the task is to make triplets of sentences. We will make triplets with these sentences. So, some sentence in present, same thing in past, same thing in future. And, in that, make note; keep in mind that, all sentences, all thoughts, all ideas cannot be put in the form of simple past, simple present. Simple past – it is still possible; simple present is the problem. For example, there are situations when some sentences naturally come in the continuous tense. We do not want that here. We are asking to have simple past, simple present and simple future. So, think of those things, which are, which can be expressed in simple present; and, the typical things, which can be put in simple present are habitual things, regular things that happen – sun rises, I teach, you study [FL] regular [FL] regular [FL] So, things like that. [FL] meaningless [FL] It sounds meaningless. So, present simple [FL] sentence [FL] present simple [FL] Right. So, we stop here and meet again in the session 7. Thank you.