

Practical English: Learning and Teaching.

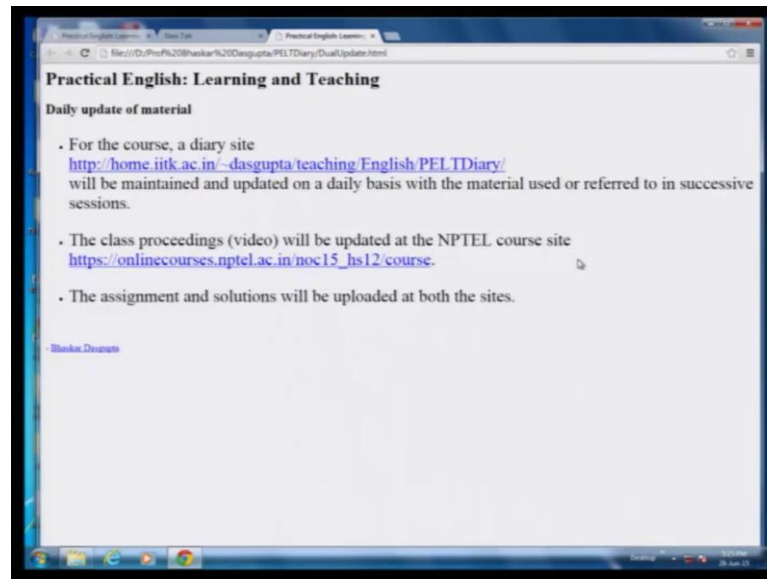
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Lecture – 08

(Refer Slide Time: 00:09)



Welcome, we are going to start our session 8.

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		Discussion	Make sentences on the required topic with given words	Notes
7	PN1 syllabus: 3 x 3 PPF PN1 Sets, Objects and phrases: order	Discussion	Make sentences on the required topic with given words	Exercise on 3 x 3 sets with selected words from old families "snake", "live", "game" & "table", "house"
8	Word families "upset" family, "water" & "moon" family and "jump". Questions: Binary Query: W3, words and questions. PN11-W3 Quadruples.	Discussion	Make sentences on the required topic with given words	Practice of words of the present families. Exercise on PN11-W3 Quadruples with selected words from family "table" etc.
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-	Quarter 2 ends here			
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In this session we have quite a few and new word come these. And I will 1st remind you, that we have studied too typical sounds of E.

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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	Letter and writing style Interpretation (Eng/CLL) technique: passage to interpret.	Discussion	Translate the given passage into Hindi.	Interpretation (Eng/CLL) practice on <u>captioned passage</u> .	Notes
3	Word families "cat", "cat-hat", "backlog", "bat", "bat", "song", "Expect" (C.L.L.Eng) technique: passage to express.	Discussion	Translate the given passage into English.	Expressions (C.L.L.Eng) practice on <u>captioned passage</u> . Practice of words of the present families.	Notes
4	End e effect Simplest sentences "cat".	Discussion	Make sentences in the required types with given words.	Exercise on simple present, past and future with selected words from families "cat", "cat-hat", "bat-hat", "bat", "bat", "song".	Notes
5	Word families "make", "like", "game", "A", "like", "house", "cat", "Verb 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 "cat", "cat-hat", "bat-hat", "bat", "bat", "song".	Notes
6	Mixed Words List Last Verb List 1 "cat". PFF English. Phrases and long sentences.	Discussion	Make PFF English with the given words.	Exercise on PFF English with selected words from families "make", "like", "game", "A", "like", "house".	Notes
7	Word Family "like-are", "do", Support, P-N-I English, 3 x 3 PFF P-N-I Sets, Objects and phrases, order.	Discussion	Make sentences in the required types with given words.	Practice of words from the present family. Exercise on 3 x 3 sets with selected words from old families "make", "like", "game", "A", "like", "house".	Notes
8	Word families "import-export", "game", "A", "game", "house", and "game". Questions: Binary Query.	Discussion	Make sentences in the required types with given words.	Practice of words of the present families. Exercise on P-N-I-Wh Quadriple with selected words from family "like-are".	Notes

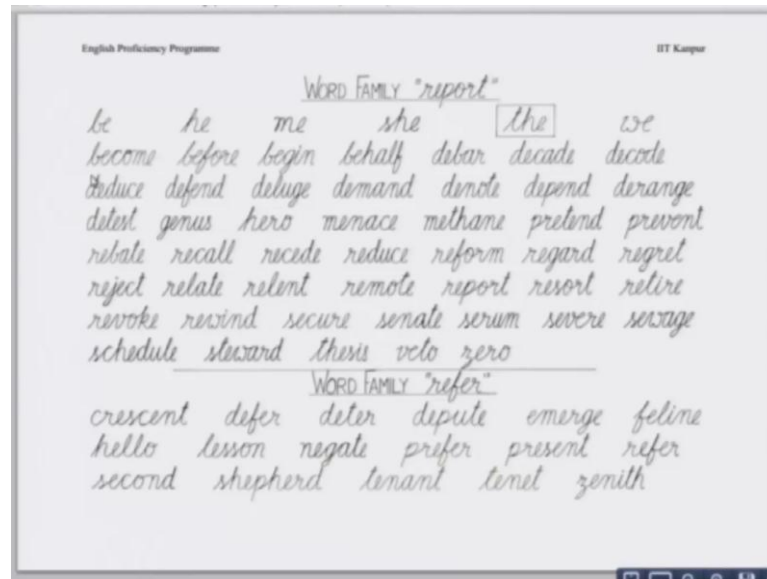
In family bed-her. Bed is one sound of E and her is another sound of E; and a smaller sound of E we have heard in gene. Ok.

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3	Expressions (C.L.L.Eng) technique: passage to express.	Discussion	English.	Practice of words of the present families.	Notes
4	End e effect Simplest sentences "cat".	Discussion	Make sentences in the required types with given words.	Exercise on simple present, past and future with selected words from families "cat", "cat-hat", "bat-hat", "bat", "bat", "song".	Notes
5	Word families "make", "like", "game", "A", "like", "house", "cat", "Verb 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 "cat", "cat-hat", "bat-hat", "bat", "bat", "song".	Notes
6	Mixed Words List Last Verb List 2 "cat". PFF English. Phrases and long sentences.	Discussion	Make PFF English with the given words.	Exercise on PFF English with selected words from families "make", "like", "game", "A", "like", "house".	Notes
7	Word Family "like-are", "do", Support, P-N-I English, 3 x 3 PFF P-N-I Sets, Objects and phrases, order.	Discussion	Make sentences in the required types with given words.	Practice of words from the present family. Exercise on 3 x 3 sets with selected words from old families "make", "like", "game", "A", "like", "house".	Notes
8	Word families "import-export", "game", "A", "game", "house", and "game". Questions: Binary Query. Wh-words and questions P-N-I-Wh Quadriple.	Discussion	Make sentences in the required types with given words.	Practice of words of the present families. Exercise on P-N-I-Wh Quadriple with selected words from family "like-are".	Notes
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In gene we will see that the mouth opening is smaller than bet and her. And a similar pattern comes in a large number of words, where the sound of e is small; the mouth opening is small and the sound is sometimes very light and sometimes a little stretch it, but with the same pattern.

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Akrati, read the 1st line.

Student: Be, he, me, she, the, we.

Yes you read it the or the or what?

Student: The.

The or the. Ok. If you try to write it in Devanagari script.

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You would be writing it. [FL] Has this. Ok. [FL] I saw the monkey; ok. The small. And you can also say, I saw the elephant. The elephant. Ok. What is the difference between

the elephant and monkey? Elephants starts with a vowel sound and that is why it is the elephant. Ok. And monkey stands start with a counseling sound m, so it is the monkey. Ok. This is the beginning and this is the end. The beginning, the end. Ok.

Otherwise all these are spoken as e; be, he, me, she, we and this is the original sound of e actually; as e. And in these words you will hear the same sound. These else; become, before, begin, behalf, debar, decade, decode. Shashank, next line.

Student: Deduce, defend, deluge.

Deluge.

Student: Deluge, demand, denote depend, derange.

Akshat.

Student: Detest, genus, hero, menace, methane, pretend, prevent.

Good. Karthik.

Student: Rebate, recall, recede, reduce, reform, regard, regret.

Do not stretch in these words. Reform, not reform. Regard, not regard. Ok, reform regard regret. Akshat.

Student: Reject, relate, relent, remote, report, resort, retire.

Ok. Jagan.

Student: Revoke, rewind, re secure.

Secure.

Student: Senate, serum, severe.

Severe.

Student: Severe, sewage, schedule, steward, thesis, veto.

Veto.

Student: Veto, zero.

Ok.

Student: Sir veto means?

Now this one, here the original sound of e, the bed sound comes back; bed and her. See

'refer'. In 'refer' the first e sounds as bed and the second e sound as her, 'refer' ok. And in many of these words the spelling that in is very much like this, but here the opening of the mouth is little more than this. Here it was e, here it is a; ok, but the spelling patterns are similar. That is why, I am including some of them in juxtaposition to these. Akрати.

Student: Crescent, defer, deter.

Defer, defer.

Student: Defer, deter.

Deter.

Student: Deter, depute, emerge, feline.

Student: Hello, lesson, negate, prefer, present, refer.

Reshanth.

Student: Second, second, shepherd, tenant.

Tenant.

Student: Tenet.

This is tenant, the other this is tenet, et.

Student: Zenith .

Quick demand for some what meanings?

Student: Recede.

Recede [FL]

Student: Sir, deluge.

Deluge, it is like z.

Student: Steward.

Steward, captain. Anything else?

Student: Sewage.

Sewage, [FL] that is sewage.

Student: Crescent.

Crescent, [FL] half moon like this shape. That shape is called crescent. [FL] Negate, [FL]

Student: Derange.

Derange, [FL] do you know range? [FL] derange. [FL]

Student: Debar.

Debar, [FL]

Student: Behalf.

Behalf, behalf [FL] I will do this on your behalf. [FL].

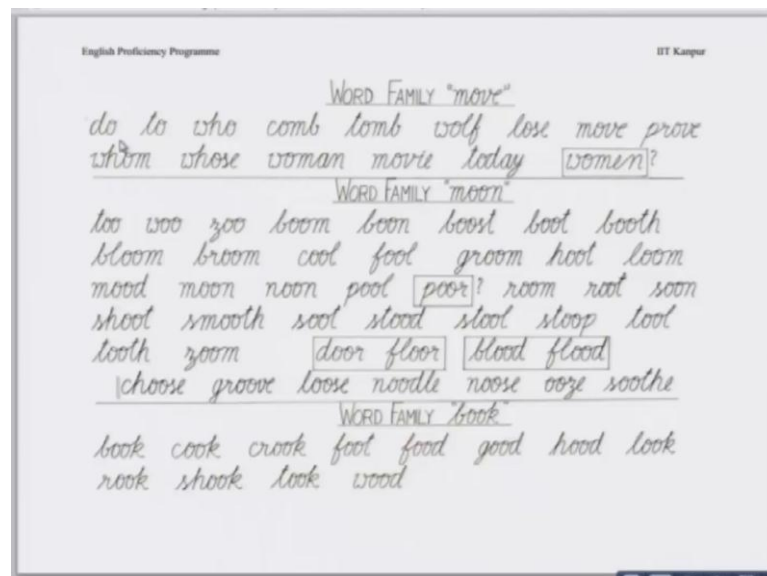
Student: Relate.

Relate, [FL] relation [FL].

Student: Detest.

Detest [FL]ok. The way there is a sound, a small sound, a light sound of e; there is a similar light sound of o. And that we have earlier seen, has an exception in the box family into small boxes; do and to.

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Student: Do, to, who.

Who.

Student: Who, comb.

Comb.

Student: Comb [FL]

Comb, comb.

Wolf.

Student: Lose.

Lose.

Student: Move.

Move.

Prove.

Yes. Once, whom, whose.

Student: Woman.

Woman.

Student: Movie, today, women.

Women. This is special. Ok, women. Akshat, now double o. Double o has two sounds, patterns, typical two sounds patterns; one is long and one is short. Long as in moon.

Student: Too, woo, zoo, boom, boon, boost, boot, booth.

Continue

Student: Bloom.

Bloom.

Student: Bloom, broom, cool, fool, groom, hoot, loom.

Good, Shashank.

Student: Mood, moon, noon, pool, poor.

Poor yes.

Student: Room, root, soon, shoot, smooth, soot, stood, stool, stoop, tool.

Ok, Divyanksh.

Student: Tooth, zoom, door, floor, blood, flood.

Yes. These two have a peculiar sound; door, double o sound like o. These two also have a another peculiar sound granular sounds like a blood, flood. And here this 1st thing just a line; round to show that it is different from the rested of the thing. Here we are trying to

show, that an e coming at the end does not change sound pattern of double o. Akрати.

Student: Choose, groove, loose, noodle, noose, ooze, soothe.

Noodle, not noodle; ok? Noodle ok. There is a loose here and there is a loose here. Ok?

[FL] right? This is small sound, double o small sound. Book, not book; ok?

Student: Book, cook, crook, fool, food, good, hood, look, rook, shook, look, wood.

Good, ok. Any quick word meanings?

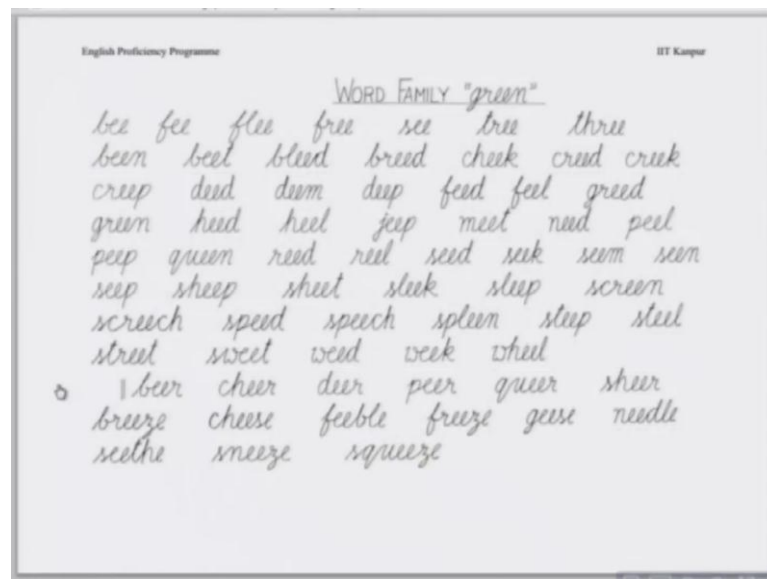
Student: [FL]

Groove. [FL]

Student: Soothe.

Soothe, [FL] and this is always long; ok?

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Green, Karthik.

Student: Bee, fee, flee, free, see, tree, three, been, beet, bleed, bread, cheek, creed, creek.

Good, Akshata.

Student: Creep, deed, deem, deep, feed, feel, greed, green, heed, heel, jeep, meet, need, peel.

Good, Shashank.

Student: Peep, queen, read.

Reel.

Student: Reel, seed, seek, seem, seen, saap.

Seep.

Student: Seep.

That is double e.

Student: Sheep, sheet, sleek, sleep, screen.

Good, Divyanksh.

Student: Screech, speed, speech.

Just a minute, [FL] speed, speech ok? speed speech [FL]

Student: Speed, speech, steep, steel, street, sweet, weed, week, wheel.

Ok. Mohita.

Student: Beer.

Beer, beer; here you see the last consonant, when it is 'r' the sound pattern typically changes in most of the words families. Yes beer.

Student: Beer, cheer, deer, peer, queer, sheer.

Good, next.

Student: Breeze, cheese, feeble, freeze, geese, needle.

Good.

Student: Seethe.

Seethe; the.

Student: Seethe, sneeze, squeeze.

Good. So, here you see the end e has no effect on this. Ok? It is the same sound. Any quick? Meaning with any requirements.

Student: Seethe.

Seethe [FL] cheer [FL] you understanding the meaning on the.

Student: Seen.

Seen [FL].

Student: Sir, creed?

Creed, [FL]

Student: Peep.

Peep [FL]

Student: Sir, first.

Peep. [FL]

Student: Peer.

Peer [FL]

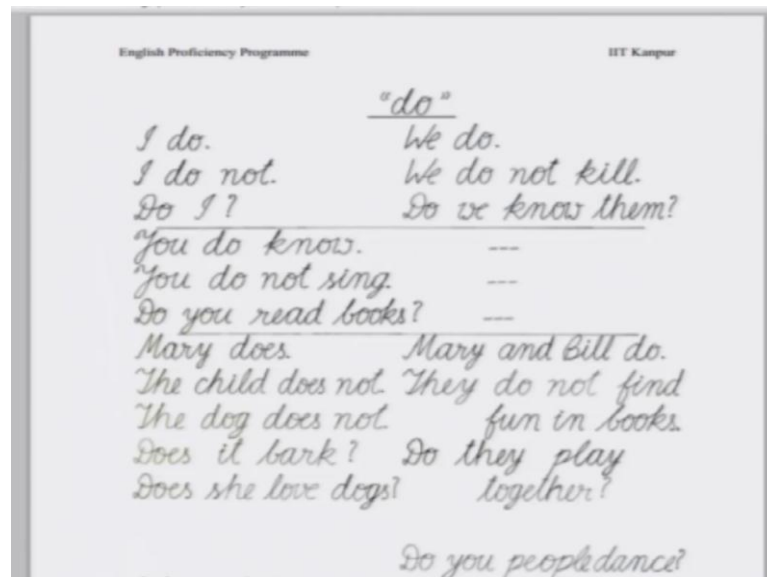
Student: Reel?

Reel, [FL] that is a reel.

Student: Feeble.

Feeble [FL] ok. Now we come to a very important issue. [FL] Do we know them? [FL] is question [FL]

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[FL] How many answer we can get to this question? How many remind answers?

Student: Two.

Two, yes and no, right? Nothing else; got that? Do they play together? [FL]

Student: Two.

Two; yes and no, ok. So, these are questions.

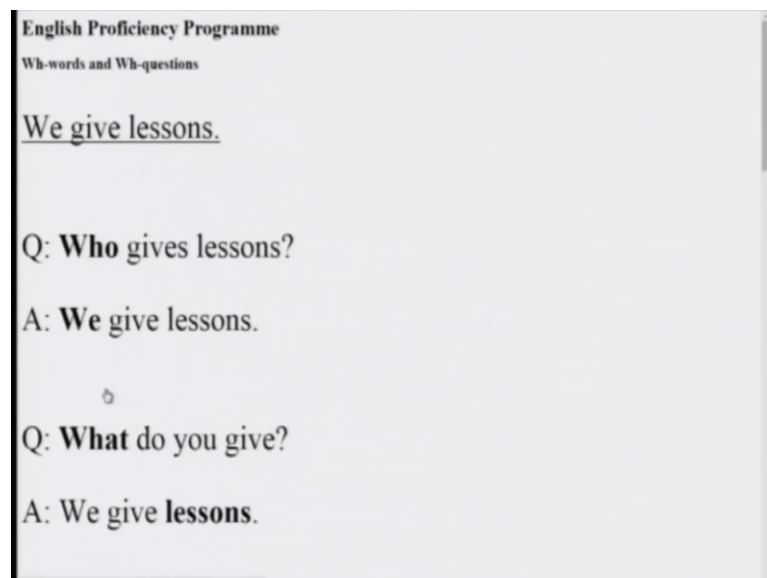
Student: Sir three, do they play together? I do not no.

Yeah [FL] then this is the that will be either yes or no; ok? Now these questions, I am calling as binary question. In which only two positive answers are possible, only two positive answers are there. Yes; that can be another kind of question; question mark. They, do you play? Yes or no. What do you play? [FL]

Student: Many answers.

Many answers. Where do you play? Many answers. When do you play? Many answers. Why do you play, many answers. So, those questions where you are making a query, you are really asking for some piece of information; not just conformation. When you ask a question like, do you play? Or do you read books? Then you asking for a conformation or denial, yes or no. On the other hand when you say, what do you read? What do you play? When do you study? When do you play? Where do you play? Then you are asking for some information; that is a query. So, how to frame those questions? So, in those question typically what, why, when kind of a word will come; right?

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English Proficiency Programme
Wh-words and Wh-questions

We give lessons.

Q: **Who** gives lessons?

A: **We** give lessons.

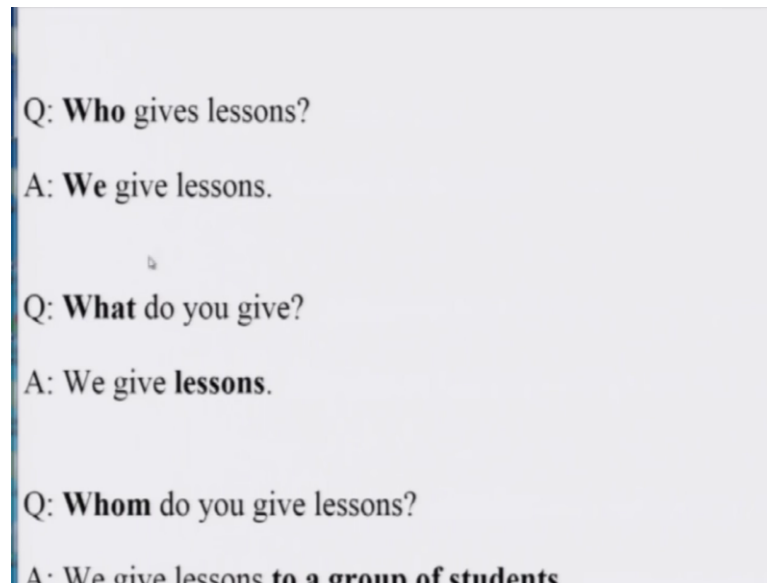
Q: **What** do you give?

A: We give **lessons**.

So, such words we call as w h words; what, where, why, when, which and so on. And in those words typically w h comes. I n one such question one such word w h does not come like that. There is a how? How also is classified as a word of this kind.

Let us start with this sentence. So if you ask, who gives lessons? Ok? Answer, we give lessons. Fine, as you will see. That most of that turns with which, we were connecting the word. In our sentences are connected through some question and their answers. Who gives lessons? Answer is, we. Ok? We come here. Subject, that is often called the subject.

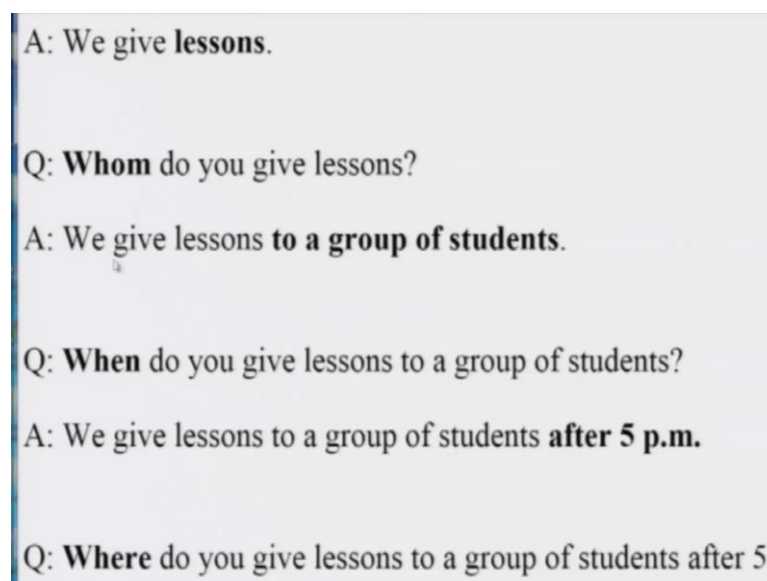
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Q: **Who** gives lessons?
A: **We** give lessons.
Q: **What** do you give?
A: We give **lessons**.
Q: **Whom** do you give lessons?
A: We give lessons **to a group of students**

Then what do you give? We give lessons. So, this what question, answered here. Let us extend it; make more queries. Whom do you give lessons? Whom? [FL] We give lessons to a group of student.

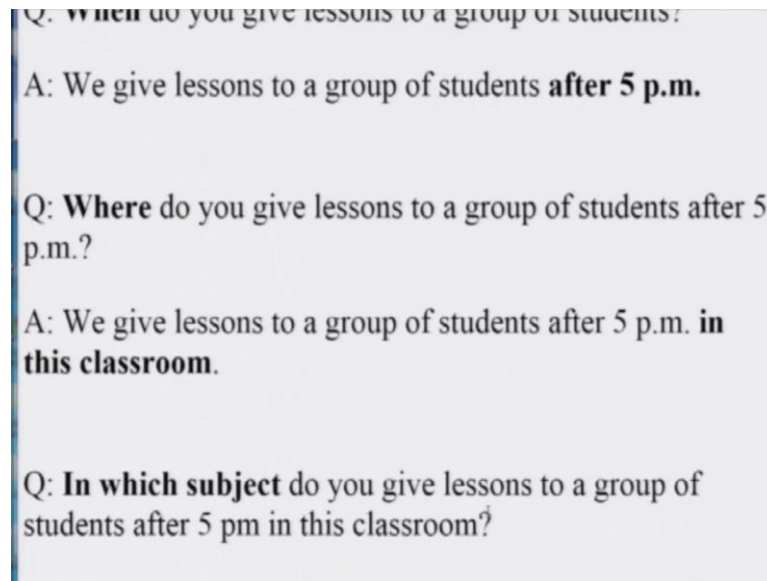
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A: We give **lessons**.
Q: **Whom** do you give lessons?
A: We give lessons **to a group of students**.
Q: **When** do you give lessons to a group of students?
A: We give lessons to a group of students **after 5 p.m.**
Q: **Where** do you give lessons to a group of students after 5

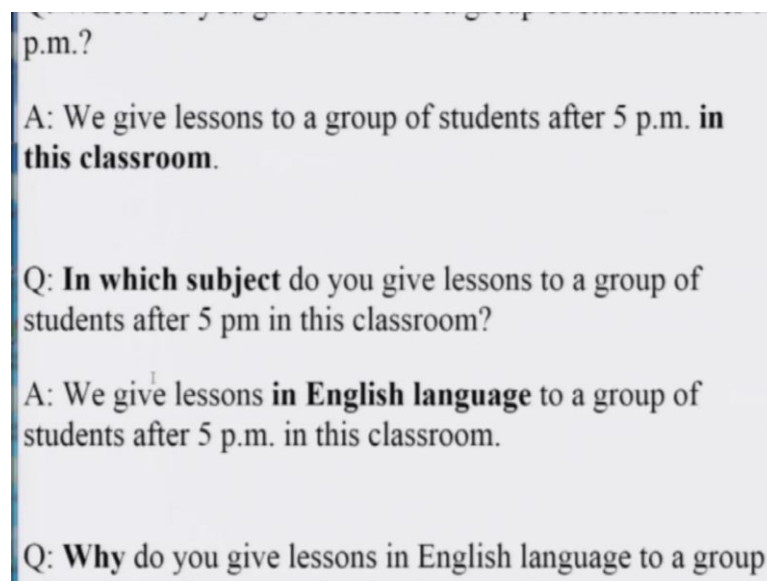
So, this is how it is answered here. When do you give lessons to a group of student? We give lessons to a group of students after 5 p. m. The instead a structure of this w h word, do you give. If I remove this w h word from here. If I start the question like, do you give a lessons to a group of students? [FL] So that is how the sentence is start. We give lessons to a group of students after 5 p. m. The answer to that is coming here.

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Where do you give lessons to group of students after 5 p. m? We give lessons to a group of students after 5 p. m. in this classroom. So, query is another such word. Fine.

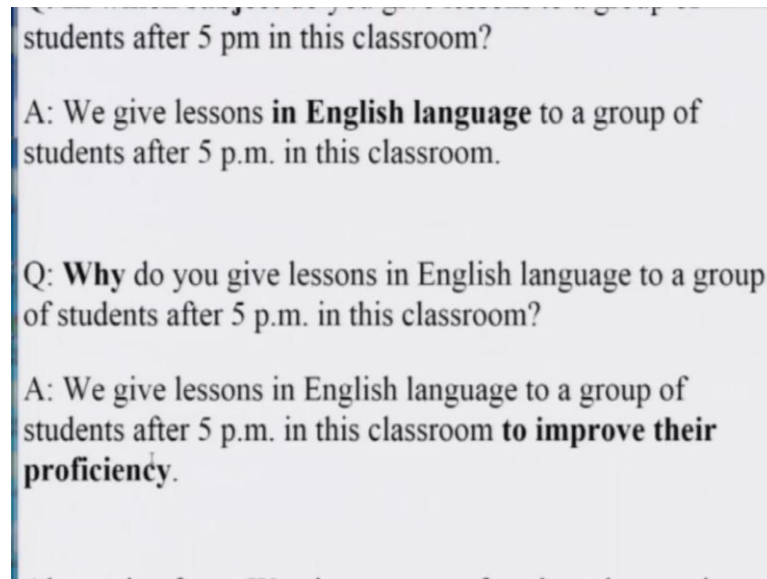
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In which subject, which is also a question like that. Do you give lessons to a group of

students after five p m in this classroom? Answer is coming here. So you see, as an answer to such questions, which are information seeking questions, the answers that come. They supply you the object to the word and other phrases denoting the place, the time, the manor and so on; the purpose. And sometimes who does that? The subject also some times.

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Why? Answer is here to improve their proficiency another their phrase system. So, all these phrases and objects come in a way in response to questions which can be ask with the w h word like this. So, corresponding questions would start like this. And the answer to who, comes typically in the beginning of the sentence and then the word comes and the answer to what and whom will come after that. What answer does lessons, to whom answer here to a group of students and lessons has been elaborated here. Lesson in English language, lessons in English language. And the all the other answers will come much later. Immediately after the word you have the answers to 2 questions; what and to whom. These 2 things are called objects. Whatever comes as the answer to the question what is called the direct object and what is coming as the answer to the question whom that is coming as indirect object; which is later, typically later with 2.

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of students after 5 p.m. in this classroom?

A: We give lessons in English language to a group of students after 5 p.m. in this classroom **to improve their proficiency.**

Alternative form: We give a group of students lessons in English language after 5 p.m. in this classroom to improve their proficiency.

Several issues can be noted in this context:

- Most of the elements of a sentence, e.g. "We", "(to) a group of students", "to improve their proficiency", "after 5 p.m.", "in this classroom", "lessons", "in English language" etc. are connected to the verb or other terms as accessories to the question asked with words "what", "where", "why", "when", "where", "what", "which" etc. -- signifying explicit query as opposed to binary questions like "Do you give lessons?" which can be answered as yes/no.
- Three of the questions are special here: what, what and when. Note the most important role of the answer to the question "what" and its position in the sentence.
- Questions "what" and "where" do not arise with all verbs. When one of them does arise (transitive verbs) and its answer (object) is included in the sentence, it is closest to the verb, compared to the other elements appearing as accessories to "why", "when", "where" etc. -- just as in Indian languages, but from the other side.
- When both these questions arise (ditransitive verbs) and their answers (one transitory, the other beneficiary) are included in the sentence, then the alternatives in their positioning

If you change order, if I put the group of students 1st, then the 2 will not come. We give a group of students, lessons in English language. So, this is also another way to answer the in questions; same question. So, the principal gave a price to Rekha; to Rekha. Otherwise you can say, the principal gave Rekha a price, 2 is not come; right? So, in the last lesson, you are making triplets; positive, negative and interrogative.

Now with that as a term with the w h; w h questions. So, then we will have 4 sentences in a group; positive, negative, interrogative, as yes no question and also other kind of interrogatives, query questions in which a w h word will be come. In which the answer will come as some information, not yes no. So, I start with one sentence and then you people will continue. I am starting this. Ram kill Ravan. What is the meaning of this sentence, Akrtati?

Student: [FL]

Student: Ram did not kill Ravan.

Ram did not kill Ravan. [FL]

Student: Did ram killed Ravan?

Did ram kill?

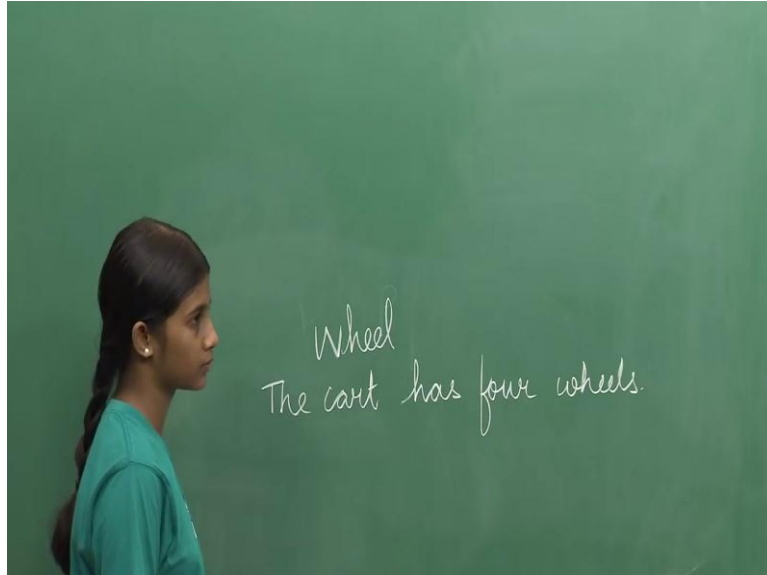
Student: Kill Ravan.

Did Ram kill Ravan? [FL]

Student: Why did.

Why did Ram kill Ravan? Right? Why did ram kill Ravan? Yeah, when did ram kill Ravan? Where did ram kill Ravan? Ok.

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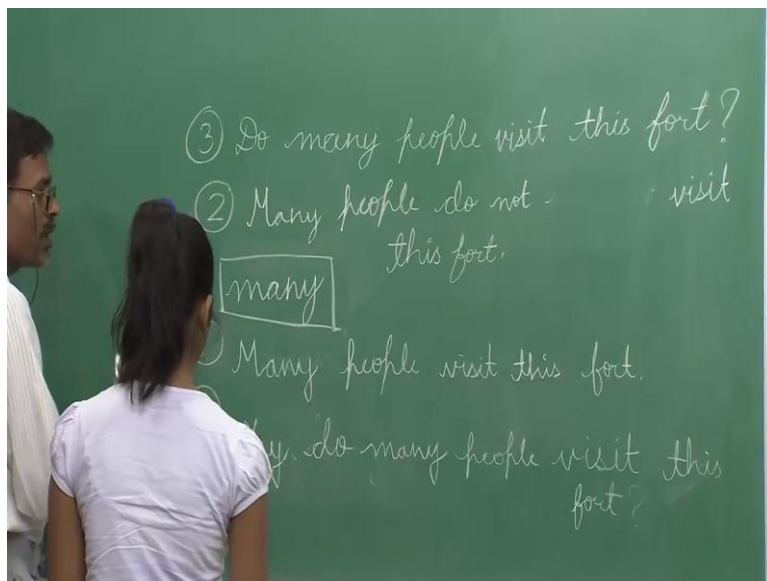
Make a sentence with this. What is sentence, she has written?

Student: Car has four wheels. The cart, the cart has four wheels.

The sentence is fine? [FL] Have in your sentence try to keep a solid word, some action.

Note are solid action.

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Many people visit this fort. There is some action, right? Many people visit this fort. What is the meaning? [FL] Make a negative of it. Any problem? Something unnecessary.

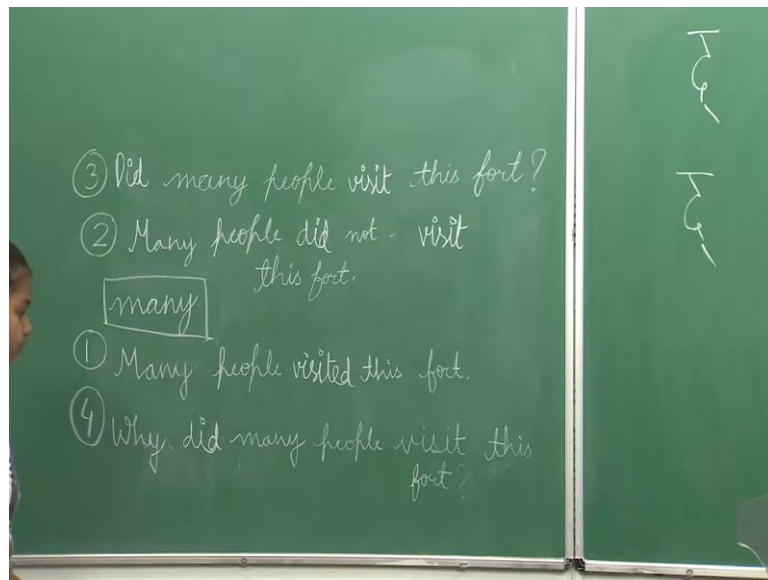
Student: Come to.

Come to, remove come to. Many people do not visit this fort. [FL] Make a question of it. Binary, yes no. Do many people visit this fort? [FL] Now in the beginning of this sentence, by putting another word make another kind of question.[FL] Akshat.

Student: Why we do?

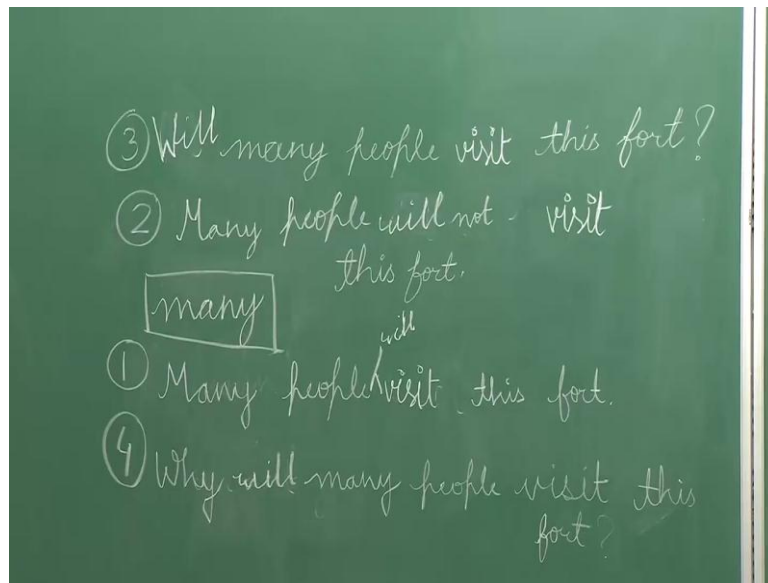
Why do many people visit this fort? [FL] We want to have past tense of these 4 sentences. First, second, third, fourth. So, this is a set of 4 sentences in present. I want past tense of all of them. So, make changes in this itself to make it past.

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Yes. Good, many people visited this fort. [FL] No, when you are going to the station with your suitcase, you carried alone. But when the servant is there? The servant will carry the suitcase. Where is a servant? Correct. You are currently changing this sentences. Many people do not visit this fort. [FL] Many people [FL] Right. Many people did not visit this fort. Wait see where is the, [FL] No. [FL] Correct. Did many people visit this fort [FL] Why did many people visit this fort? [FL] Beautiful; Deviance.

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[FL] Good. When, the way which has others. Richard you have to make a sincerity. Many people will visit this fort? [FL] Many people will not visit this fort. [FL] Will many people visit this fort? [FL] Why will many people visit this fort? [FL] First class. So, think [FL].

Student: Twelve.

Twelve, right? So, everything is fine? English is easy? So, any quick questions that we may have in this, yes.

Student: Sir, for all w h words like what why does it give? what does it give? Whom does it give? But, who gives?

Who will come to that? In the next session we are coming to that. Anything else? Ok, thank you. We will meet again in session 9 very soon.

Thank you.