

# Practical English: Learning and Teaching.

Prof. Bhaskar Dasgupta

Department of Mechanical Engineering

Indian Institute of Technology, Kanpur

## Lecture – 09

(Refer Slide Time: 00:09)

**Practical English: Learning and Teaching**

Daily update of material

- For the course, a diary site <http://home.iitk.ac.in/~dasgupta/teaching/English/PELTDiary/> will be maintained and updated on a daily basis with the material used or referred to in successive sessions.
- The class proceedings (video) will be updated at the NPTEL course site [https://onlinecourses.nptel.ac.in/noc15\\_hs12/course](https://onlinecourses.nptel.ac.in/noc15_hs12/course).
- The assignment and solutions will be uploaded at both the sites.

- Bhaskar Dasgupta

Good morning, we are at session 9 of our course.

(Refer Slide Time: 00:17)

S.No.	Topic	Discussion	Make PFF triggers with the given words	Exercise on PFF triggers with selected words from families 'aude', 'sua', 'pene' & 'tude', 'sonae'	Notes
6	Maxim Words 1st List Yada List 2 PFF triggers Phrases and long sentences.	Discussion	Make PFF triggers with the given words	Exercise on PFF triggers with selected words from families 'aude', 'sua', 'pene' & 'tude', 'sonae'	Notes
7	Word Families 'tude' etc. Jal, Support P/N I triggers, J x J PFF P/N I form, Objects and phrases, order.	Discussion	Make sentences in the required types with given words	Practice of words from the present family. Exercise on J x J sets with selected words from old families 'aude', 'sua', 'pene' & 'tude', 'sonae'	Notes
8	Word families 'oportere', 'sua' & 'sonae' etc. 'sonae' Questions: Binary Query Wb, words and questions, P/N I I- Wb, Quadruplets.	Discussion	Make sentences in the required types with given words	Practice of words of the present families. Exercise on P/N I I- Wb Quadruplets with selected words from family 'tude' etc.	Notes
9	14 Types, 18 Forms Why is it successful? Do have the meaning and usage of a lot of words	Discussion	Translate the given sentences into English.	Exercise on sentences of 14 Types, 18 Forms with old word families 'oportere', 'sua' & 'sonae' etc. and 'tude'.	Notes
10					
	Quarter 1 ends here				
11					
12					
13					
14					
15					

In between, in this course we have studied a lot of words; around a 1000 words have come in our word families still now. And we have studied the simplest kinds of sentences in English, and the types of sentences which we have studied if we summarize all of that then we get this.

(Refer Slide Time: 00:45)

English Proficiency Programme BT Kapoor

*Sentences: 14 types, 18 forms*

	1 Present	2 Past	3 Future
1 <sup>POS</sup> ? tell ...	1 <sup>POS</sup> * tells ...	2 <sup>POS</sup> told ...	3 <sup>POS</sup> will tell ...
2 <sup>NEG</sup> ? do not tell ...	2 <sup>NEG</sup> * does not tell ...	2 <sup>NEG</sup> did not tell ...	3 <sup>NEG</sup> will not tell ...
3 <sup>INT</sup> Do ? tell ... ?	3 <sup>INT</sup> * Does ? tell ... ?	2 <sup>INT</sup> Did ? tell ... ?	3 <sup>INT</sup> Will ? tell ... ?
4 <sup>WH</sup> ? do ? tell ... ?	4 <sup>WH</sup> * does ? tell ... ?	2 <sup>WH</sup> did ? tell ... ?	3 <sup>WH</sup> will ? tell ... ?
13 Tell ... / Please tell ...			
14 Do not tell ... / Please do not tell ...			

*\*Special case like*

Here as you see, that in the columns we have got the 3 tenses; present, past and future. Of course; all simple present, simple past, simple future at this point. And here we have got the 4 different types of sentences; positive, negative, interrogative of the binary kind and query. In which we are asking for some information that cannot be answered in yes or no. And apart from that, the other two sentences; other two kinds of sentences, that we studied at the once which express, ordered, instruction, request and sustains. This is the positive one and this is the negative one. This is prescription and this is prohibition.

So, starting from here, to summarize in the simple present sentence; if you want to say the positive sentence, something happens. Then here the subject comes and then either the original form of the word, 1st form or the 4th form; depending upon what kind of subject you have. Whether you have a plural subject, many people or I or you. Then it will be the 1st form of the word, on the other hand if it is; he, she, Ramesh, Mahesh, Geetha, the cat, the table and so on. Single, 1 entity here. One subject, one singular subject then it will be the 4th form, what we call as the 4th form. The word form, with s or e s at end and then other things come. Among other things, you will have objects and other ah more details

like where, what and so on. The answers of those things, those questions will come here later; after object.

In the past only one form for both the cases and that is the 2nd form of the verb, for tell it is told. In the future for both kinds of subjects, whether it is a plural subject or singular subject it will be simply, will and then the original verb and then the rest of the things as usual. So, you have got four forms here. In the present form, in the present tense, in the simple present you will have two forms and I must exercise care to differentiate between these two forms. And in the past and future it is a single form that will come. Similarly in the case of negative sentences, you construct the negative by the use of the helping verb 'do' and in that case this 'tell' becomes 'do not tell', 'see' will become 'do not see' and where here tells was coming, then it will be does not tell.

Implies of 'feel' it will be does not see. And as you see that in the case of the negative sentence, the main verb returns to its original form and the task of modifying because of the subject is taken by the helping verb 'do'; and 'that' becomes 'does'. Going by the same spirit, when you make it past; Then in case of told you have did not tell. When there is a helping verb, then the task of marking the past also is taken by the helping verb; do becomes did, rather than tell becoming told. So, tell comes back to its original form. In future which is perhaps a simplest; we will put, we will tell here. That is you put will before the main verb and in this case you will say will not. So the 'not', the word which signifies that it is a negative sentence comes between the helping verb and the main verb. We will not tell.

In the case of interrogative sentence, where you are asking question, expecting an answer yes no. Then basically you will interchange the order you 1st put do as if this one was I tell which is the same as in sentence, I do tell. So, you interchange the order, do I tell. So the subject comes here and the sentence actually starts with do, which is a helping verb; and other things as come as usual. And similarly for the singular verb, singular sentence it will be does here. We must like, what you use, when you use the negative sentence. Does he tell a story and so on.

Similarly he also the form, the correct form of do in past, which is did will come here and the subject i, u, e, whatever it is. Then the verb, main verb in its original form; not the past form because past has been already signified by this helping verb and then other

things. And similarly here 'will' and the subject will be interchanged and you will have 'will' then the subject and then tells. Will I tell, will he tell, will Ramesh tell and in all cases of the subject both the plural and the singular it will be the same form. In past and future the verb form does not change much, the verb form does not change much with the subject like in the present case. Now, coming to the query that in which you are asking for some specific information rather than just yes no answer.

Where, why, when and so on. So, that is very simple, you just put that question word before this at the beginning. The rest of the things go as usual, just like this case. Apart from these there are 2 specific cases, which we studied in the under head of simplest sentences in English that is to express, order, request and so on. Tell me his name. Tell me his name; verb, object, the other object. Please tell me his name. Do not tell him, please do not tell him. So, this is the positive and this is the negative; this is tell, this is do not tell. See, do not see; and there is no subject. Subject is understood here because subject is 'you' in any case.

And there is no inflection, no differences of the tense in this case; because this kind of sentences can be side in only one way. Now this entire summary shows you fourteen kinds of sentences, among which you get eighteen forms. So, three tenses, four kinds in each. So, that makes 3 by 4, twelve sentences; and then additional two sentences like this. two kinds of sentences like this, the total fourteen types. And in the types in the present tense, you have two forms for each. So, that adds 4 extra forms and make it 18 forms among those fourteen types. Except that one point does not get covered here, whatever we said about where when etcetera that will not work in the case, where the questioning word is 'who' or something that fix in place of who. For example, which also may coming that place in some situations what also may come. Wherever the question indicates the subject itself, then this structure will not work. For example, when did I tell, when did I tell. [FL] If we do not know who it is that told this, then we will be asking who told? And then this structure breaks down that is who did subject tell, because subject you do not know. Subject the role of subject is played in this sentence by actually who; the question itself is for the subject. In that case, questioning word did, subject, tell cannot work; because we do not know the subject. And the role of the subject is played by the questioning what it tell. So, the questioning word and the subject

to merges. So, who and then there is no gap between did and tell. So, they also merge and it becomes whom told.

Who killed Harshvardhan? (10:29) do not say who did somebody killed? Because somebody you do not know, you are asking. So, you say who killed Harshvardhan? On the other hand, after you know who killed Harshvardhan; then you may ask, when did he kill him? So, there are the subject comes here and the question is one. So, the normal rule gets followed. So, the normal rule breaks down only in case of the question being for the subject itself. So, subject cannot be filled here.

Earlier, we have covered a large number of words and in coming weeks we will be covering many more words. Of course, the focus in this a course is to learned the words in it in their spelling and pronunciation primarily. And meaning we are keeping secondary, because all our participants will not need same set of words. So, among the stock of the words that we are giving; some of the you will need all the words, some of you will need even more words beyond that and some of you manage may manage with half the words, only or 80 percent of the words. But apart from the spelling and pronunciation the understanding is that for many of these words you know the meaning and usage. And the question arises, why it is important to know the meaning and usage of a large number of words? You may say that I will use only these words and that is good enough for my day to day purposes. It may seem that it is enough, but typically it is not enough. Take this example.

(Refer Slide Time: 12:16)

English Proficiency Programme	
Words related through meaning	
<b>abode</b>	a place in which a person resides.
<b>apartment</b>	a room or a group of related rooms, among similar sets in one building, designed for use as a dwelling.
<b>bungalow</b>	a one-storied thatched or tiled house, usually surrounded by a veranda.
<b>building</b>	a relatively permanent enclosed construction over a plot of land, having a roof and usually windows and often more than one level, used for any of a wide variety of activities, as living, entertaining, or manufacturing.
<b>castle</b>	a fortified, usually walled residence, as of a prince or noble in feudal times.
<b>cottage</b>	a small house, usually of only one story.
<b>dwelling</b>	a building or place of shelter to live in.
<b>flat</b>	a set of rooms comprising a residence entirely on one floor of a building.
<b>home</b>	a house, apartment, or other shelter that is the usual residence of a person, family, or household.

On this side, we have got a large number of words and on this side we have got some meaning of it. You can see this meaning at a list and even if you skip it does not matter; because all of these are taken from a particular dictionary and these are perhaps not the best meanings, I have kept only that meaning which is listed as the 1st possible meaning of that word in that particular dictionary. But the point is that all these words about, apartment, bungalow, building, castle, cottage, dwelling, flat, home, house, hut, lodge, mansion, residence, shack, shanty. So, there are sixty words here.

(Refer Slide Time: 12:58)

<b>cottage</b>	a small house, usually of only one story.
<b>dwelling</b>	a building or place of shelter to live in.
<b>flat</b>	a set of rooms comprising a residence entirely on one floor of a building.
<b>home</b>	a house, apartment, or other shelter that is the usual residence of a person, family, or household.
<b>house</b>	a building in which people live.
<b>hut</b>	a small or humble dwelling of simple construction, especially one made of natural materials, as of logs or grass.
<b>lodge</b>	a small, makeshift or crude shelter or habitation, as of boughs, poles, skins, earth, or rough boards.
<b>mansion</b>	a very large, impressive, or stately residence.
<b>residence</b>	the place, especially the house, in which a person lives or resides.
<b>shack</b>	a rough cabin.
<b>shanty</b>	a crudely built hut, cabin, or house.
...	... ..

Then may be many more words in this group. Now against each word a meaning has been put and you can say that I will do a better job. I will consult a better dictionary and whichever dictionary I consult. I will do a thorough job at it, and I will have all the 5 meanings; all the 7 meanings. Fine, you have that; but is it so, that in a language a word has a meaning or 7 meanings or 5 meanings, no. And that is why this above list of meanings is not adequate.

(Refer Slide Time: 13:36)

<b>house</b>	a building in which people live.
<b>hut</b>	a small or humble dwelling of simple construction, especially one made of natural materials, as of logs or grass.
<b>lodge</b>	a small, makeshift or crude shelter or habitation, as of boughs, poles, skins, earth, or rough boards.
<b>mansion</b>	a very large, impressive, or stately residence.
<b>residence</b>	the place, especially the house, in which a person lives or resides.
<b>shack</b>	a rough cabin.
<b>shanty</b>	a crudely built hut, cabin, or house.
...	... ..

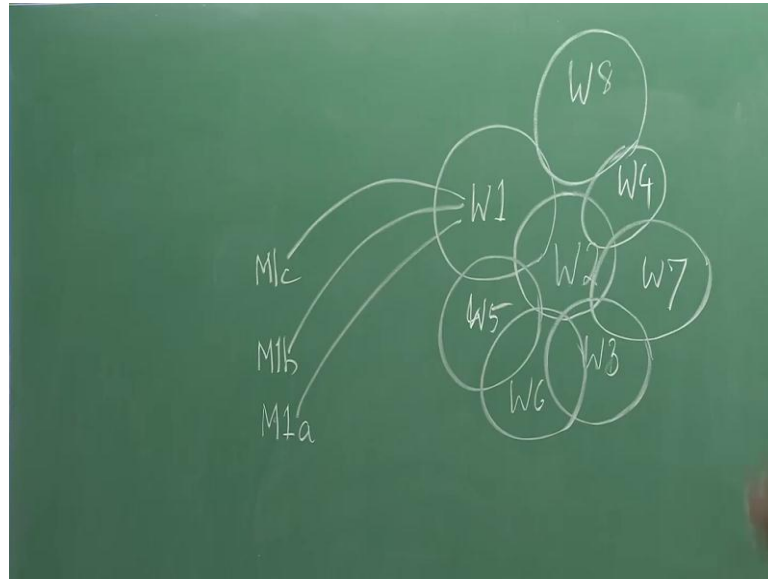
The above list of meanings is not adequate.

Words and meanings do not have a one-to-one correspondence.

Words are networked through [innumerable links](#) among **overlapping fields** of meanings.

Words and meanings do not have a one to one correspondence. Words are among themselves networked through innumerable links among overlapping fields of meanings. What really happens, is that there is one word, say W1; course to the meaning of that there is another word W2.

(Refer Slide Time: 13:59)

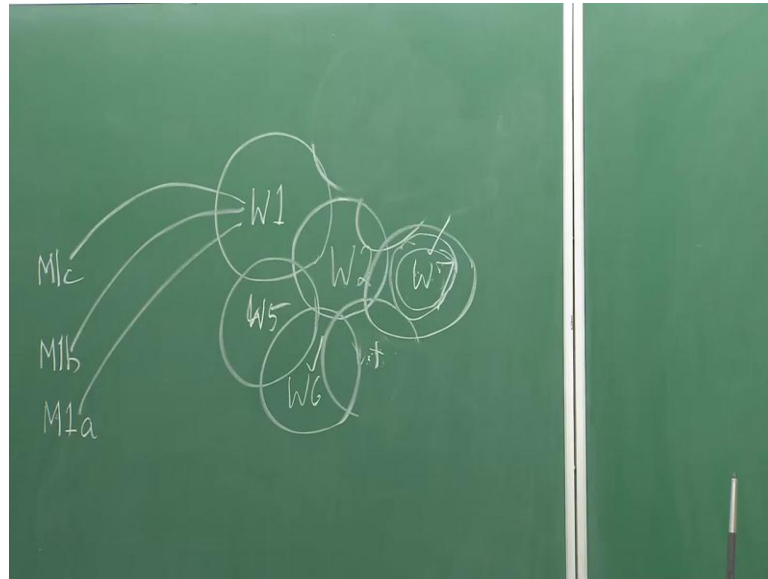


And close to that another word W3 and so on. And so on. Now it is not that, this word have meaning 1a, meaning 1b, meaning 1c; and similarly others, it is not so. What really happens? Is that this word has a field of meanings. This word has a field of meaning. This word has another field of meaning. And then there is another word which has this field of meanings.

Now what happens? Is that, if in the particular language these eight words have a; have each of them having fields of meanings which are overlapping somewhere. Then if these 8 words are used in the language to describe roughly similar things, slightly different from each other may be and with overlapping meanings. And then you do not know 1, 2, 3; these 3 are them.

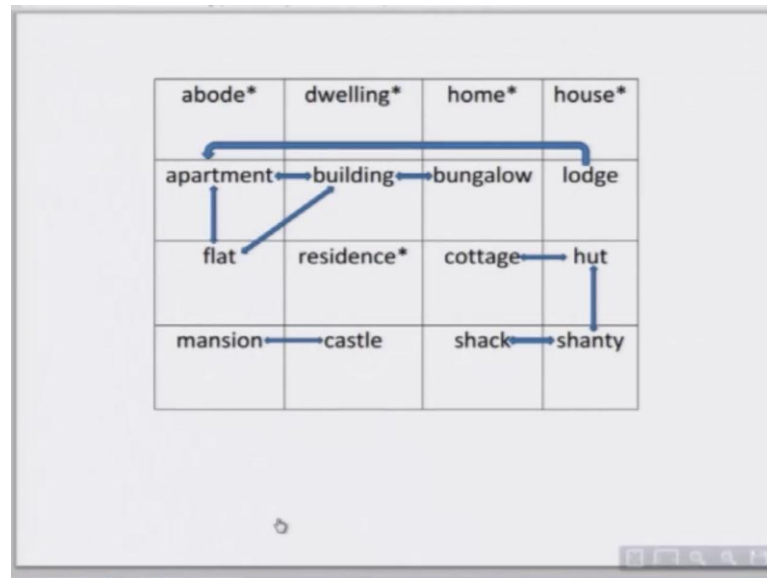


(Refer Slide Time: 15:39)



So suppose you do not know these three of them. Then what happens? In order to describe something which false here, you will be using either this or this. And other people who know the language will not understand that. Or when this word is used you will not know what it is, either you will go to the dictionary or you will not. If you go to the dictionary, then you get the meaning; otherwise you will not get the meaning. On the other hand if somebody uses this word for meaning somewhere here or here, you may think that he is using it for the meaning of this; because this word you do not have. If you do not know the this word, then this word you do not have and then if the author or the speaker is using this word with its correct meaning; then you will interpret it as this, or even like this which is perhaps not the right interpretation. So, as I told you that this list of word meanings is not enough, because you have innumerable links among the overlapping field.

(Refer Slide Time: 17:02)

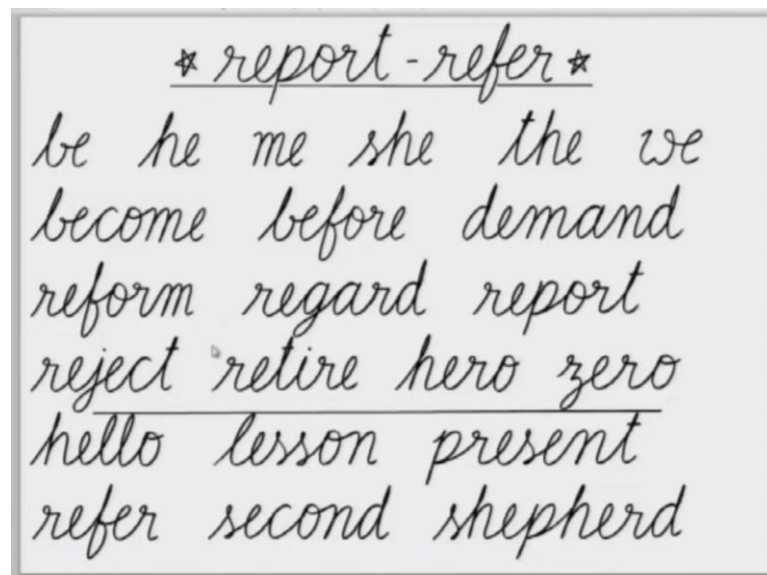


Say these 16, same 16 words have several links. Only some of the links have been shown here; because these 5 words about, dwelling, home, house and resistance. These 5 words can form, so many connections with other that. The entire figure will become dirty and that is why we have just marked stars against them to show that these can be connected to many many of these words and others also. And even this is not a very good representation of the fields of words. The correct representation would be something which is an extension of this which cannot be shown on black board; because black board has only 2 dimensions.

So, this is the reason why we should know the large number of words. And you see the way you learn some words and forget some words the language itself also does that. Suppose the language had 8 words, use for signifying some idea in one rough sense. And then the language comes in contact with other languages and then some new words come here; and you know what happens? Some of the fields of these words shrink a little and give some space to the guest word and that is how language rules. So, really if some words are never used by any author, any speaker for they 60 years, then some words become absolute they are forgotten. And the fields of other words similarly expand and covered that space. So, this way the way we learn new words and forget some of the old words, the language does the same thing.

Horizontal out of these 16 words, these 4 words are not there. Do you think that, we will lose out for telling something about mention or flat. We will use other words and similarly other words will expand in their scope to accommodate that free space. So now it is important to know a large number of words which are in circulation in the language. So, that when you hear something spoken by others or you read something written by others, you take the correct meaning. And similarly when you are speaking you are using the words in the correct context, in the correct meaning. So, that those who know the language interpret appropriately. Now, we come to little practice on these forms and you people have got these forms. So, what I will do? I will tell you, I will ask you to make sentences in certain forms.

(Refer Slide Time: 20:26)



Aksath; make a sentence with this word, reform. In simple present.

**Students:** I reform my teacher for the application.

Is it simple present? I reform, ok you are using it, you are making it in the sense of inform. What is the meaning of reform? Reform is to improve, to correct, but not in the sense that you are using. Make a sentence with regard, simple present tense.

**Students:** He regards the teacher for his.

He regards the teacher, ok? He regards the teacher. So, you see Deviance he has made a sentence in simple present; he regards the teacher. Now make another sentence in the

same form, same type simple present. In which it will not be regards that sentence is correct. He regards a teacher. Make another sentence in which the form of the word will be regard and not regards.

**Students:** They regard the teacher.

They regard the teacher, right. Karthick, make another sentence in the same line, but in simple past. Make with demand.

**Students:** He demanded for a ball.

He demanded for a ball or he demanded a ball?

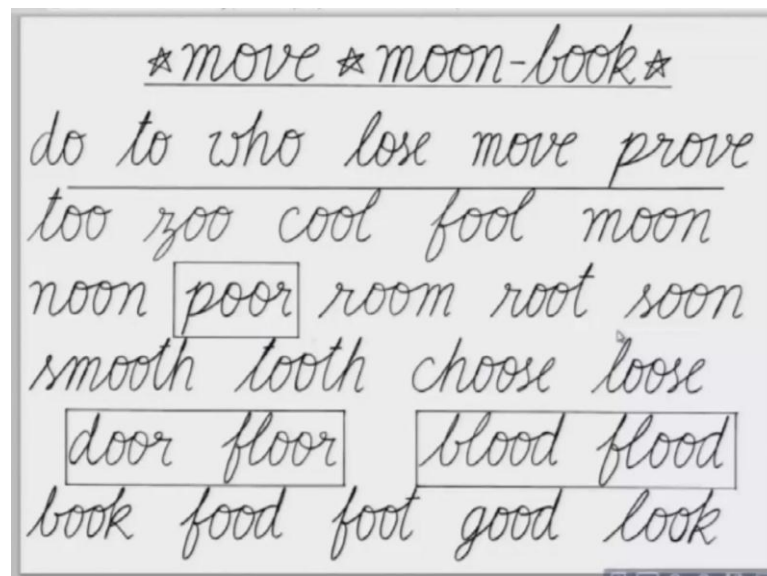
**Students:** He demanded a ball.

He demanded a ball. Now make it in future.

**Students:** He will demand a ball.

He will demand a ball; fine.

(Refer Slide Time: 22:29)



Now Karthick. Now we will make negative sentences. Simple present, simple present negative sentences; moon. [FL]

**Students:** Moon is.

[FL]

**Students:** We do not see moon in day.

We do not see the moon in the day time or in the day or during the day. [FL] We do not see the moon in the day.

**Students:** He does not see the moon in day.

Good. Karthick [FL]

**Students:** He does not. [FL]

Sunday.

**Students:** He see the moon.

Negative. Yes.

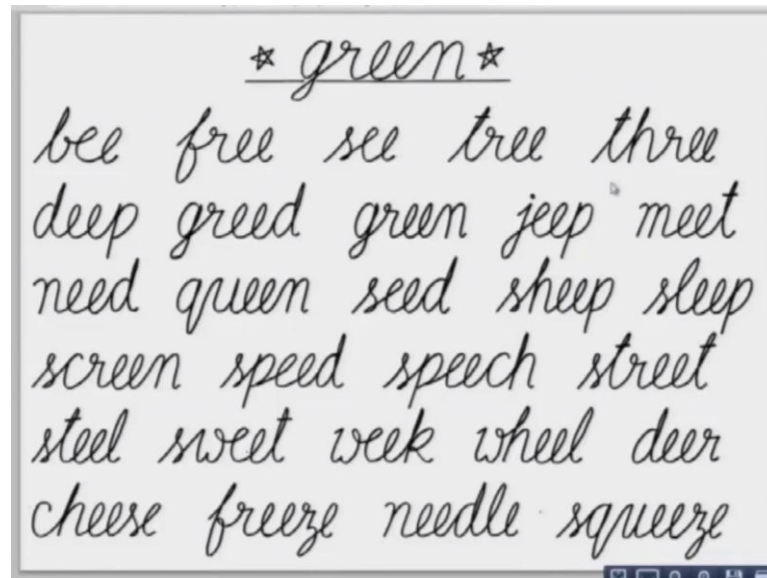
**Students:** We did not see the moon last night.

Beautiful, we did not see the moon last night. [FL]

**Students:** We will not see the moon next night.

Tonight [FL] Today [FL] We will not see the moon tonight [FL]. So, negative sentences also done.

(Refer Slide Time: 24:51)



Ask a question with this word, set three will coming the sentence, Karthik, ask a question.

**Students:** Who has three ball?

Who has three balls? And this is actually that specific case of exception. Make some other sentence, make some other sentence asking when, where something or not you can that. Start the sentence with the helping verb. In binary question yes no.

**Students:** Do three of them like football?

Do they like football? Do they like football?

**Students:** Three is not here.

Oh three is not coming, ok. Three was ask one. Fine we will come to the word later. Do they like football? Fine, actually that was a very artificial use of the word three. So, do they like football? Now changing it sentence in which the subject changes; in order to give different form of the verb. Do they like football?

**Students:** Does he like football?

Does he like football? So, you see the helping verb changes 'does'. From like we do not make it likes, because a helping verb is there; so, that will change their form. Does he like football? Make it fast, Karthik.

**Students:** Did he like football?

Fine or if you can get it a football then the degree right is nil. [FL] And now make it future.

**Students:** Will he like football.

Again football fine, will he like football. So this is the kind of question for which you can give and yes no answers; fine. Now let us go to week. Seven days, week; fine? And now make a sentence with proper question, in which yes no kind of the answers. Proper query information, you are asking query formation.

**Students:** How many days are there in a week?

Lovely, how many days are there in a week. But when we convert the sentence in other forms it will be very funny, because last in the last century also is to be use same number of days in a week. Make a different sentence. May be not with week, but with wheel.

**Students:** There are four wheel in car.

There are four wheels in a car, but there is not the kind of sentence which we are asking. We are asking for a w h question.

**Students:** Why there are four wheels in a car?

Beautiful, why are there? But do not make so many sentences with are. At this stage we are not interested so much in the use of it are. We are interested in the use of do, does, did as the helping verb.

**Students:** Why do the car has four wheels?

No, no, no. Why does, why does the car skid? Why does the car slip? [FL] Why does the car slip? Ok. [FL]

**Students:** How do the birds fly?

How do the birds fly? How do the birds fly? So why does the car skid? How do the birds fly? Does, do.

**Students:** What does the wheel do?

What does the wheel do? Yeah, that is the good question; what does the wheel do? Here you see, the helping verb is do and the main verb is also do. Main verb is do because the question is, what it does? On the other hand, you do not say what it does. You say what does it do. So, you put the does here in the correct form of the helping verb and the main verb do stays in its one form. Go to the past, in the structure.

**Students:** What did the wheel do?

Or what did I tell you. What did I tell you? What did I ask you? Now make it future of it.

**Students:** What will I ask you.

Or what will I answer. So now, make a sentence in which, you will be asking me to do something.

**Students:** Give me the bottle of water.

Perfect I was expecting precisely this sentence; give me the bottle of water. Make a negative of it.

**Students:** Do not give me the water.

Or do not give him.

**Students:** Do not give him.

Please do not give him. Fine, whatever; whether you want to put these or not. So, these are the 18 forms in the 14 types of sentences which we have covered in this course till now. We will have more types to come. Any questions?

Thank you, we will stop at this point and in the next session we will again continue.

Thank you.