

Practical English: Learning and Teaching.

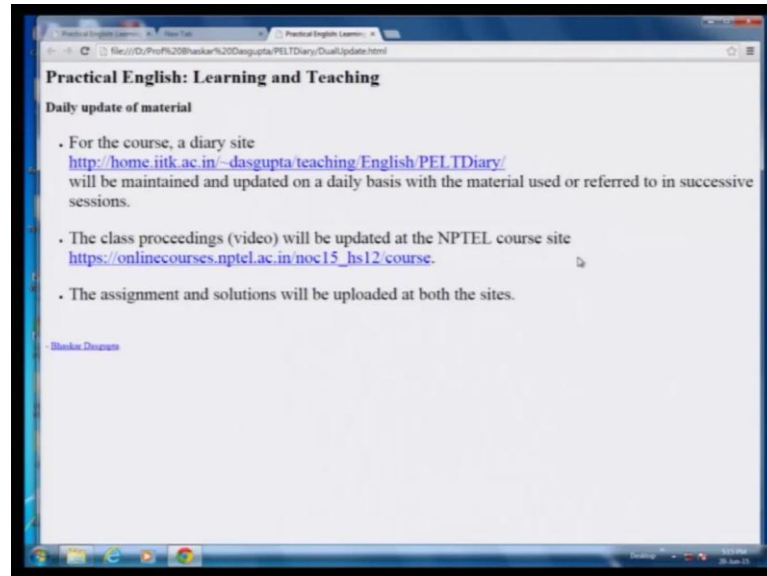
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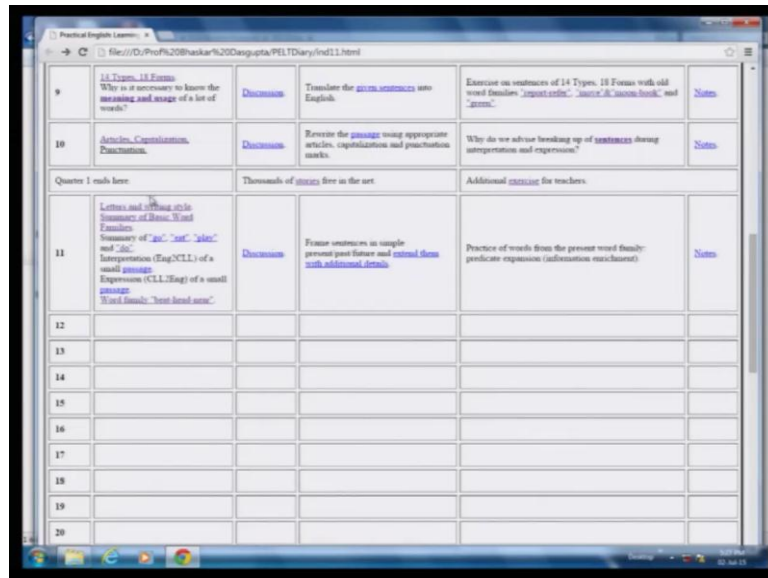
Lecture – 11

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We have completed one quarter of our course. In the original scheme which we call English proficiency program; that is called module one, which we are calling here as quarter 1.

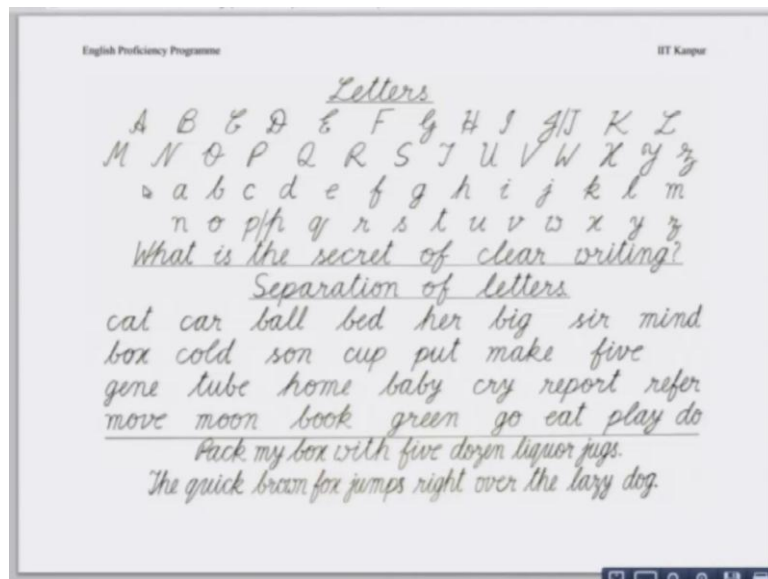
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9	14 Types, 18 Forms Why is it necessary to know the meaning and usage of a lot of words?	Discussion	Translate the given sentences into English.	Exercise on sentences of 14 Types, 18 Forms with old word families: "import/traffic", "journal/K-magazine/book", and "prom".	Notes
10	Articles, Capitalization, Punctuation.	Discussion	Reverse the passage using appropriate articles, capitalization and punctuation marks.	Why do we advise breaking up of sentences through interrogation and exclamation?	Notes
Quarter 1 ends here.		Thousands of <u>pieces</u> live in the art.		Additional <u>exercise</u> for teachers.	
11	Letters and office style Summary of Basic Word Families Summary of "an", "the", "into" and "do". Interpretation (EngNCLL) of a small passage. Expression (CLL) of a small passage. Word family: "beat/beat some".	Discussion	Frame sentences in simple present past future and <u>general them with additional details</u> .	Practice of words from the present word family: predicate expression (information enrichment).	Notes
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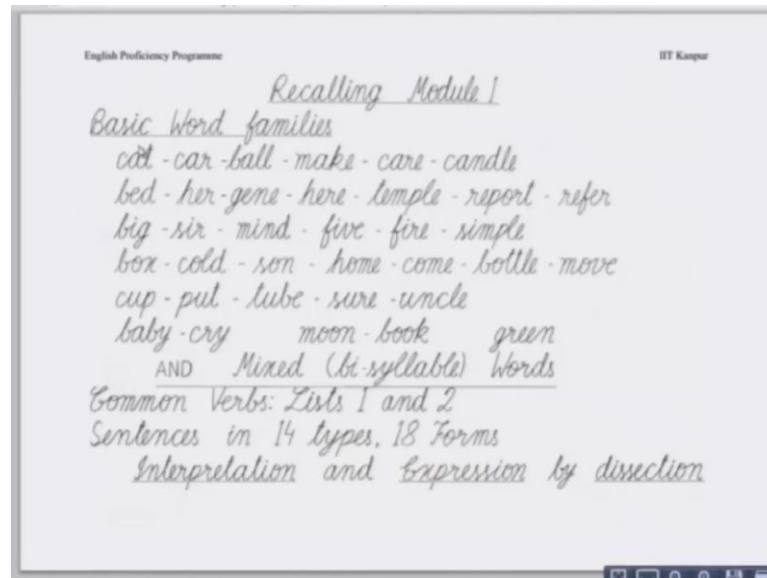
So, at this stage I would quickly try to recap it to late, what we have done thing how.

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Once we studied how the English letters as supposed to be written, by hand; and we advised that when you write by hand, you should follow this standard and try to write clearly. And teachers in or audience, you should also try to take a lot of care to teach your children that they should write in cursive letters; connected cursive letters.

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Next we studied a lot of words in groups of a word families and we in particular we studied sounds of the vowels. So, in the word families cat and car ball we studied the basic sound of 'a' and then in word family make under the word family make, we studied the modification of the sound of 'a' effected by an 'e' coming at the end; so that sound is make. And exception to that we studied a true quite of few examples; for example, care or candle. So, here in the 'r' makes another difference in the sound of a, and here a solid array of consonants stops this 'e' from making its effect on this 'a'. Similar number of word families we studied for the vowel 'e'; so the main word families in that are bed, her. And then one word family not word family rather, but one word family was gene. Which is the, which shows the effect of this 'e' on this interior 'e'. A particular case of that is here and then exceptional case, because of this constant twelve temple; shows that example she saw. And then the small sound of vowel 'e' came in our word family report. Similarly the word family that we studied to identify the sound patterns of 'i' are big, with, exception, sir, mind. And then the additional words, word groups of families five; along with the exception come as fire and simple. Similarly we have the sequence; box, cold, son; as exceptional sounds, minor sound patterns and then this family home along with which come and bottle.

And then we saw a short sound of 'o' as in do to that is in word family move. Similarly we saw the sound of you, in word family cup; with minor sound as in put. And then the family tube with exceptions like this, sure and uncle. And then of course, we saw the

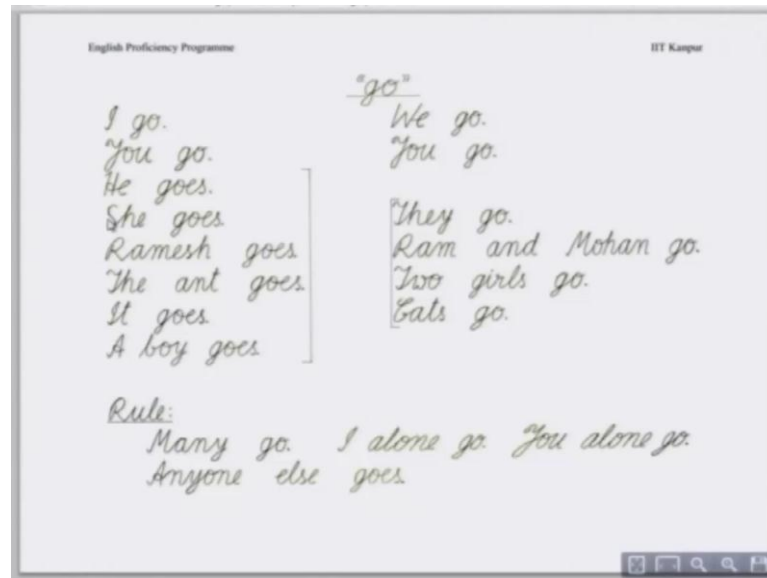
sound patterns the two major sound patterns of 'y', baby and cry. And then we studied the sound patterns of double 'o', in moon and book and double 'e' in green. So, these are the word family that we studied to captures the vowel sounds of single vowels.

And then we studied a small list of bi syllable words to show, how in a single word different sound patterns combined. Apart from that we learned two small list of very common verbs with the total of 40 words. All such things will come more in number and diversity as we progressed in the coming quarters. And then in the syntax we studied sentences in 14 types; simple present, past, future and the kinds of sentences expressing orders and requests.

Apart from this we developed 2 techniques for interpretation of English text and for expressing one's own thoughts, all thoughts got from somewhere else in English. So, these two techniques we try to develop for reading English and writing English; and in both of them one procedure is common, that we dissect a given sentence or thought out sentence into different identifiable parts. Then interpret or express these parts separately and then according to the rules of the language in which we are trying to convert it, for complete interpretation or expression we reassemble them. And once we have reassembled successfully, capturing every part of the original sentence; we feel that our interpretation of the English sentence. For our expression of the thought into an English sentence is complete.

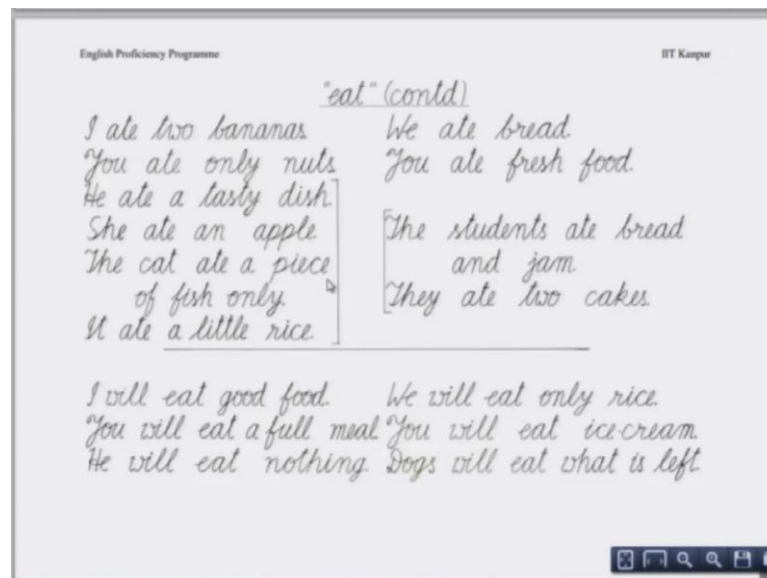
And this process is, black and white process also gives the teachers a confidence; that her students have done their job completely and the learning is complete. And with this some of the points let us quickly revise; for an example, this syntax.

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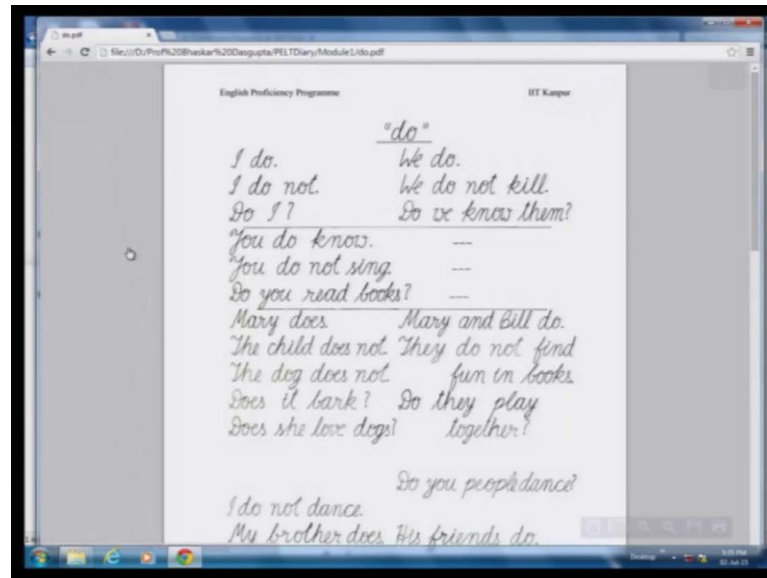
We started with the simple simplest kinds of sentences in simple past, present and future in which only subject and verb come.

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And then in the next we joined object to it and then we extended that to in good other things; praises other than objects in order to have large informative sentences. And then of course, we studied the verb do in detail, which is one of the most important verbs in the English language.

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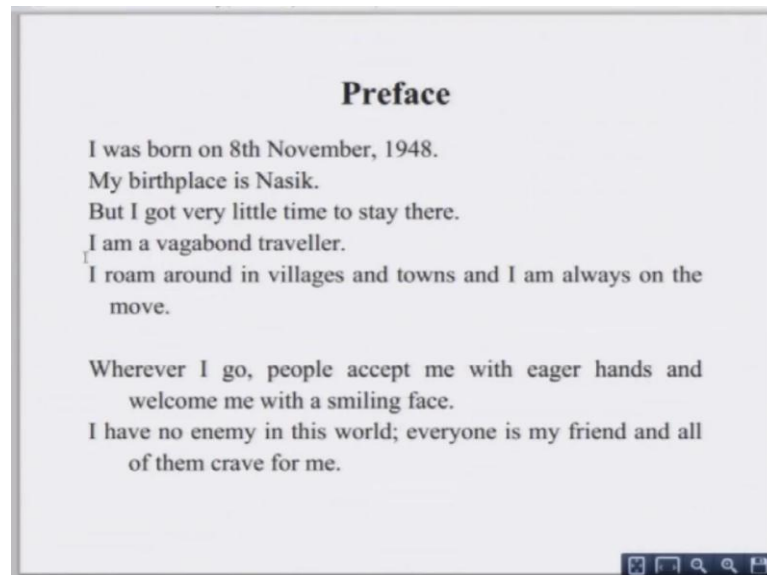
And then who has studied how do we make negative and interactive forms of sentences. And as we did this at another stage somewhat later, we can cross the question. That the questions the interrogative sentences that get front here, by this use of do. In this manner are only those questions which can be answered in yes or no. And that leave from the discussion all those questions in which specific information is sort. And then we studied w h words; why, where, when etcetera; which helps us, which enables us to ask questions which require a specific information to answer.

And of course, in the method of interpretation and expression which we also call as Eng to CLL and CLL to Eng; this means English to common local language, this means common local language to English. I have a got for you today, 2 simple passages and for interpretation and expression. But these passages we will not do here completely, but we will just take one sentence as sample from each of them; and keep the rest for you as practice. And calling it practice rather than assignment, because for these 2 we are not expecting submission. We want to you to practice upon them and then verify that your translation or your interpretation or expression whatever it is, is correct 12 early extend.

Of course, in order to verify, what we are doing? In order to enable you to verify, what we are doing? Is that we are making available to you both the Hindi and English versions of a the document. So, part of it we advise you to take as an interpretation exercise and the second part we expect a advice you to take as an exercise in expression. And then of

course, what you do? May be correct, but may not be exactly as the sample passage here shows; because when you try to express something, when you try to transact something from one language to another it does not have a unique one. Your translation may be correct, but it may not match exactly with this one.

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So, in this let us take one sentence as sample; this one. Wherever I go, people accept me with eager hands and welcome me with the smiling face. So, Aksath if we try to break this sentence in to large number of parts, what will be the first part?

Student: When I go, whenever I go.

Wherever I go. Wherever I go. What will be its meaning?

Student: [FL]

Next part.

Student: People accept me.

People, people, people. [FL] Second, next third part?

Student: Except me.

Except [FL] Me; next part is me. See I am breaking so in to so small, this also could have been broken in to 3 parts; wherever I go. Here I am particularly taking care to breaking to small pieces, because these are different kinds of pieces important; subject, verb, object. So, [FL] next piece?

Student: With eager.

With eager hands. [FL] People accept me with eager hands. So with eager hands. [FL] and, or, welcome me. [FL] Me. [FL] With the smiling face.

[FL] Right? There is the different. So, this is the meaning in Hindi. [FL] The original which is Hindi is [FL]. So, this is one sample. So, if you translate from English to Hindi, you will never find that sentence. Hindi was original in this case; so its style is different [FL].

So, the rest of the passage, you translate like this. And you verify and how for your translation as come out to be right. And make note; that translating this requires a lot of care, because from the beginning of the passage towards almost the end, you do not know who is talking. Towards the end it will be suddenly clear who is talking. So, the translation should be such that till the end both the meanings who he actually is and who you guess it is. So, that should be a intact that dilemma should be intact you almost the end. So, that is very sensitive issue and if you spoil at then the entire job is spoiled. Fine; now let us take add to some sentence from the second page for the expression accessories.

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भूमिका

मैं 8 नवम्बर, 1948 को पैदा हुआ।
मेरी जन्मभूमि नासिक है।
लेकिन मुझे वहाँ रहने का बहुत कम अवसर मिला है।
मैं एक आवारागर्द सैलानी हूँ।
मैं गाँव-गाँव, शहर-शहर में घूमता हूँ और सदा चक्कर में रहता हूँ।

जहाँ जाता हूँ लोग मुझे हाथों-हाथ लेते हैं, और मुखरित चेहरे से मेरा स्वागत करते हैं।
इस दुनिया में मेरा कोई दुश्मन नहीं है, सब मेरे दोस्त हैं, सब मुझे दिल से चाहते हैं।

[कृष्ण चन्दन मेरी]

Akathi, of course, you can verify your word here.

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मैंने अपने छोटे-से जीवन में बहुत-कुछ देखा है, सीखा है, खोया है।
लेकिन, अपने जीवन के बहुतेरे अनुभवों के बावजूद एक बात मैं बेखटके कह सकता हूँ कि अपनी छोटी-सी ज़िन्दगी में मैंने जो ख्याति और लोकप्रियता प्राप्त कर ली है वह बहुत कम लोगों को मिलती है।
आज तक किसी बड़े-से-बड़े राजनेता, समाज-सुधारक या फिल्म स्टार को भी वह प्रसिद्धि और लोकप्रियता नहीं मिली जो मुझे मिल चुकी है।
भारत का बच्चा-बच्चा मुझे जानता है, पहचानता है और सम्मान करता है।

मैं दस रुपये का नोट हूँ।

[कृष्ण चन्दन मेरी]

Take this sentence. [FL]

Student: But in my life.

Break it first, let us see. First piece but.

Student: [FL] But in my life.

[FL]

Student: Despite the valid experiences of my life.

Yes despite the valid experiences of my life or inspite of the valid experiences of my life.

[FL] Take one thing fine; may, I. [FL] Without hesitation certainly for sure.

Student: Without any confusion.

Without any confusion, fine. My translation shows for sure, fine. [FL]

Student: I can say.

Can say [FL]

Student: That.

Perfect [FL] In my small life, you are during my small life, you are during my small life
can,

Student: Short life.

Short is a even better, yes short. During my short life depend [FL]

Student: I.

I [FL] The fame and popularity. [FL]

Student: Achieved.

Have achieved, have achieved. [FL] You can say that, but it will get killed in the process
in English. [FL]

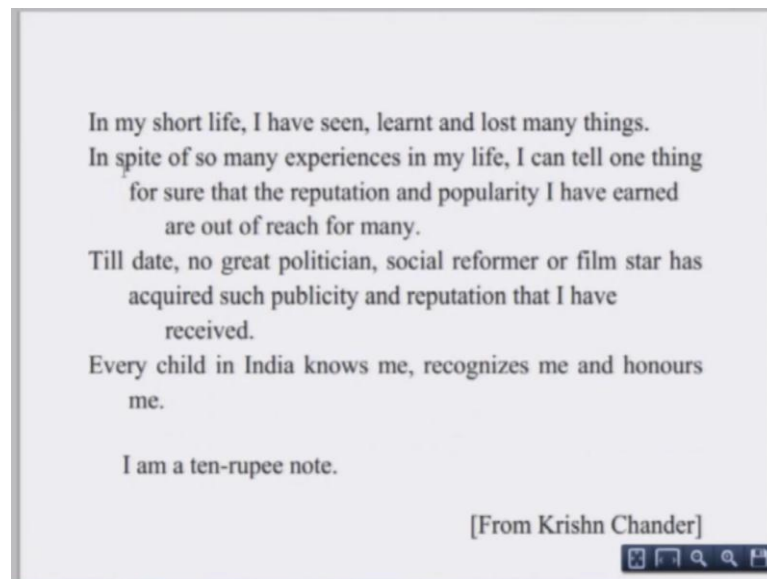
Student: Very few people.

To very few people, to very few people; depending upon how will you put it as it is. [FL]
To very few people [FL].

Student: Can get.

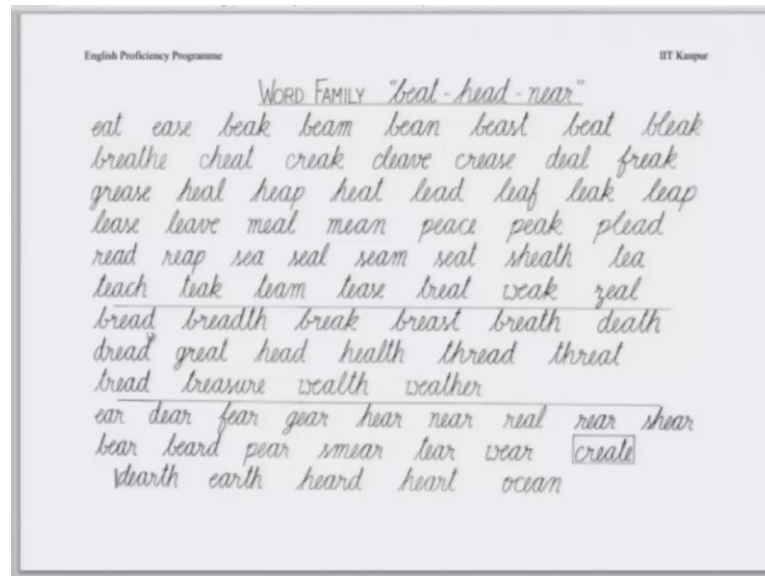
That is a point. So, if you translate it with get, then rest of the thing also will get a little deformed. So, one possible translation which is merging out of the class is that, but in spite of valid experiences of my life, one thing that I can say for sure is that; in my short life pan the fame and popularity that I have achieved, is available to very few people or very few people can get that. Something of that follow. The translation in our record is of course, this is translation.

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In spite of so many experiences in my life I can tell one thing for sure, that the reputation and the popularity I have earned are out of reach for many. So, you take one of these and try to put it in the other language, either part or the complete one; and then take the other one and translate it in to the other language, either part of it or the full one. So this is just for your practice, not for submission.

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Akshath, can you read out the first 2 lines?

Student: Eat, ease, beak, beam, bean, beast, beat, bleak, breathe, cheat, creak, cleave, crease, deal, freak.

Shashank.

Student: Grease, heal.

[FL] grease.

Student: Grease, heal, heap, heat, lead, leaf.

Lead was also fine. Lead is a word, which has a meaning and lead is another word which has its own meaning.

Student: Leaf, leak, leap, lease, leave, meal, mean, peace, peak, plead.

Plead.

Student: Plead, read, reap, sea, seal, seam, seat.

Sheath.

Student: Sheath, tea, teach, teak, team, tease, treat, weak, zeal.

Student: Bread, breath, break, breast.

Breast.

Student: Breast, breath, death.

Breath.

Student: Breath, death, bread, great, head, health, thread, threat.

Threat, give it to Shasank.

Student: Tread, treasure.

Treasure. Zh.

Student: Treasure, wealth, weather.

Ok, give it to Akshath.

Student: Ear, dear, fear, gear, hear, near, real, rear, shear, bear, bread.

Beard.

Student: Beard, pear, smear, tear, wear, create.

Just a minute; it is not wear, it is say anything open it wear.

Student: Wear.

Yeah. Last line Shasank.

Student: Dearth, dearth.

Dearth, correct.

Student: Dearth, earth, heard, heart, ocean.

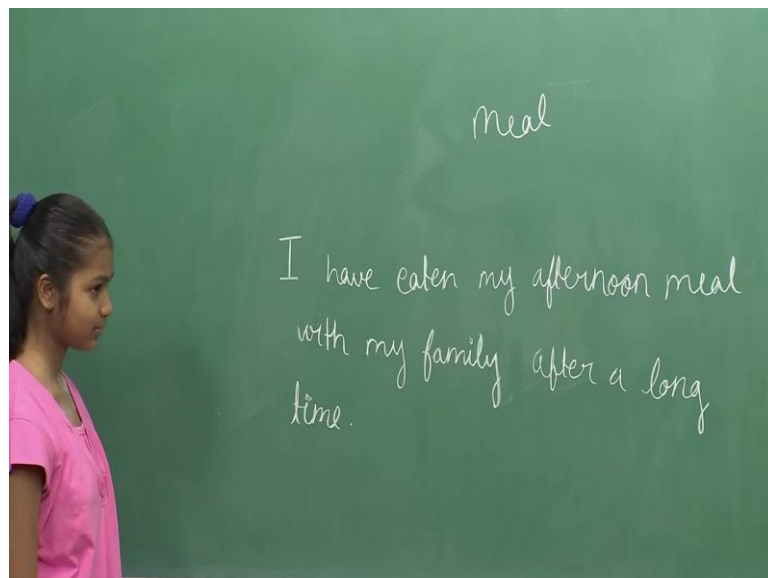
Good. Actually 4 sounds you have found here; this is e, this is a, this is e r or a r and this is earth. Earth, dearth. Make note a few things, this is breath and this is breathe. So, vowel sound is different, consonant sound is also different. Breath, breathe; this breath is noun, [FL] this breathe is verb [F] Fine.

We will come to the practice session later; in between if you have any question, you can ask me. Any question? Yes.

Student: From which class cursive should be start?

Three, two, one, k g also is fine. Actually for very small children wearing pencil is difficult, but the moment they hold the pencil, writing block letters is not easier then cursive. So, you can start with cursive. In our childhood we actually started with cursive. So depending up on at which age you start the child learning English. So, we will do from practice. Let us take this. Akirati please come. Meal, write meal.

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And make sentence with it.

Is a sentence alright? I have eaten my afternoon meal, can somebody improve it a little?

Student: I had.

No, no, it is fine.

Student: Afternoon.

Eaten, it is correct, but if you right taken.

Student: I have my.

I have taken, taken would be little bit, but this also fine. Now what you do? Remove this full stop and on this side add something to enlarge the sentence. We want a larger sentence. You have learned quite a bit, you have come to quarter 2 of the course. So, you want large sentence from you now. Somebody can suggest? She is doing something. First class.

Now full stop. That is good, remove the full stop; and put something more.

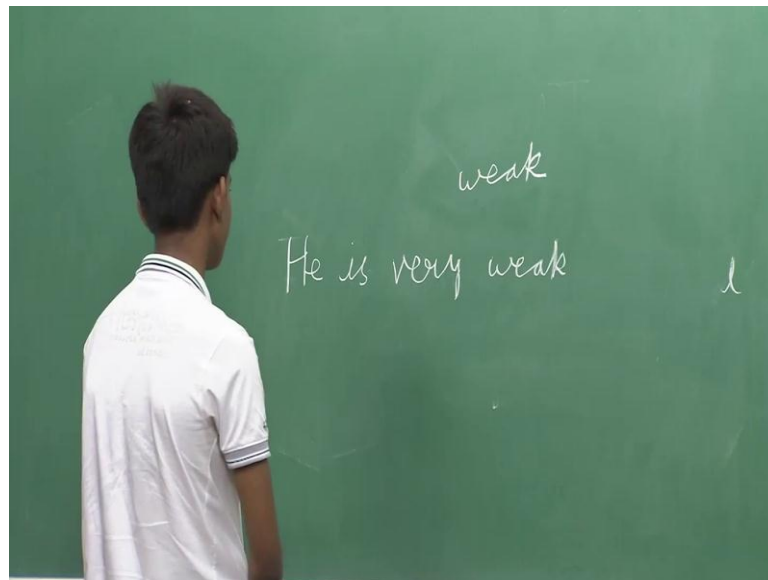
Student: At 1 p.m. After long time.

That is a good one, because at 1 p.m. will not be, will not sounds very nice; because she is using have eaten. If she had said took then it would come naturally, but after a long time write and then see how; what kind of a sense it makes. Suppose you stay in hostel and you have come home after four months and I have eaten my afternoon meal with my family after a long time. Such a emotional nice sentence. Rub it all. Weak.

Student: Sir which weak?

Good; w e a k.

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Make a sentence, your choice. So now, you are not put the full stop, because you know what I am going to ask you. Fine, extend it. Move a little, so that people can see clearly.

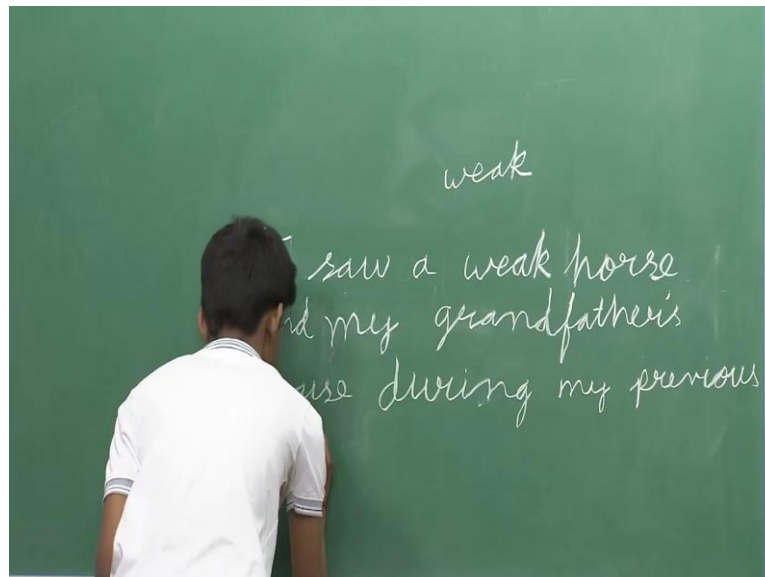
So, he is very weak. Sentence is right, after he puts a full stop? If he puts it. He is very weak [FL].

Make a different sentence, which will be easier to explain it. [FL] That is a good one. He means, he is telling that without is, am, are English sentences cannot be made; you get so. You get what we are telling? Fine. [FL] How many of you cannot make sentences without is, am, are? [FL] He can think of a weak word.

Student: [FL] I saw a weak horse.

Yeah, I saw a weak horse. [FL]

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I saw a weak horse. [FL] At this stage, I also would like to remind the teachers; because they have to be particularly careful with their students. That people use; is, am, are too often and they make mistakes too often. So, it is good to ban the use of is, am, are once in a while. So, as to keep people steam lined in the correct kinds of sentences. I saw a weak horse. [FL] Right? [FL] Suggestion.

Student: In my grandfather house.

[FL] In jungle. [FL]

Student: In the stadium.

In the stadium [FL].

Student: When I was a 5 year. In my grandfather house.

[FL] In my grandfather's house; beautiful, in my grandfather's house. [FL] Behind my grandfather's house. [FL]

Student: During my previous visit.

During my previous visit. [FL] Ok Akshanth.

Student: [FL].

I saw a weak horse behind my grandfather's house during my previous visit to our village.

In today's assignments also we have similar task. Frame sentences in simple present, past, future; and extend them with additional details. What kind of additional details are required? In many cases we have a put some suggestions and apart from that you can put more extra information's also. So, we stop here and we will continue again in the next session.

Thank you.