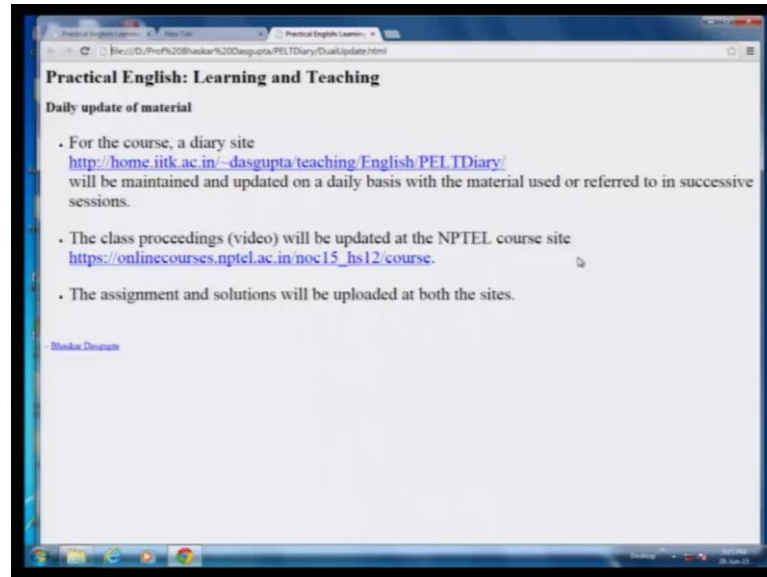


**Practical English: Learning and Teaching**  
**Prof. Bhaskar Dasgupta**  
**Department of Mechanical Engineering**  
**Indian Institute of Technology, Kanpur**

**Lecture – 02**

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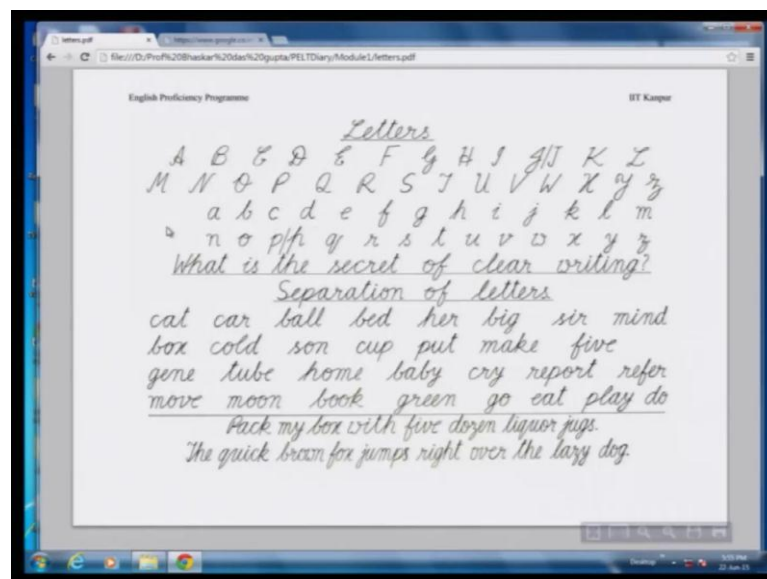
Welcome to session 2 of our course. From here we actually start the subject matter. When you learn a language or when you teach a language, what it is, that you learn or teach. You learn and teach basically three things, letters, words and sentences and that is precisely, what we will do in this course.

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Session	Instruction	Questions	Assignment	Tutorial Practice	Teaching
1	Introduction	Discussion	Write a <u>summary</u> , a <u>report</u> , or a <u>critique</u> on the opening introductory lecture	Course plan	Notes
2	Letters and writing style Interpretation (Eng OCLL) technique <u>passage</u> to interpret	Discussion	Translate the <u>given passage</u> into Hindi	Interpretation (Eng OCLL) practice on <u>continuation passage</u>	Notes
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4					
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-	Quizzes 1 ends here				
11					
12					

Starting with letters and this is one point, where I would like to put a lot of stress.

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Because, people quite often do not write the script in the correct way in which it should be written. When you write English, it is important that you write cursive with the proper style of the letters and you write the letters connected; that is in this manner and when you write connected, then it is important that the letters do not in finch on each other's land.

In such a manner, that after you have written your text it should be possible to run parallel lines, in such a manner that all the letters become separated by these parallel

lines. The letters do not trespass in to each other's tragedy. So, this is something, which is very important to practice and to instruct children, do it thoroughly and whenever you write with your hand, not at the key board and it is important that you follow this practice.

Because, otherwise your written text will be early, it will not be possible to easily read them and you will not be able to write fast enough, if you write block letters like in printing. And it will be a good idea to practice these words and these text once thoroughly as it is given here if you already do not have a proper habit of writing in cursive writing and through the course, during all the related activities that you do in your rough work, which you do with hand you try to ensure that you follow through this discipline of writing cursive.

So, that by the end of the course you develop a have it of writing in this manner only. And with this, we should proceed to our study of words and sentences, but before that I would like to introduce two techniques, one in this session and one in the next session, which we will follow through the course more or less regularly. One is interpretation, which we will cover today and the other is expression which we will cover in the next session.

So, in this interpretation technique, what we do is we try to develop a systematic methodology to read English text and understand it, interpret it and in principle interpretation should mean, that you read the text and you understand. But, how do you know, how do we know, that you have understood it completely and for that we use the advantage of proficiency in the common local language and when we say that we interpret a text, we mean that you interpret it completely in another language in which, you are quite profession, which is quite established.

And, so interpretation exercise, interpretation technique will cover the transaction of English text in to the common local language, which we are taking as Hindi ((Refer Time: 04:27)). So, I will explain the process through this illustration.

(Refer Slide Time: 04:34)

**Matron of the Metropolis**

People were dying in famine in the city of Shravasti.  
Buddha asked his devotees,  
“ Who will take the task of feeding the hungry ? ”

Ratnakar Seth lowered his head.  
Folding his hands, he said,  
“It is a huge hungry city.  
I will not be able to satisfy its hunger.”

Nobleman Jayasen said,  
“I could give my blood to save the city.  
But, so much of grains I do not have.”

Suppose this passage we want to interpret, we want to understand. So, we will take it sentence by sentence.

(Refer Slide Time: 04:45)

People were dying in famine in the city of Shravasti.

1	2	3	4
लोग	मर रहे थे	अकाल में	श्रावस्ती नगर में
2	4	3	1

श्रावस्ती नगर में लोग अकाल में मर रहे थे।

So, say this is a first sentence. When we take this first sentence, so what we will do is that we break the sentence into several parts, these are the parts. The full sentence is people were dying in famine in the city of Shravasti. So, first part in this sentence is people, second is were dying, then in famine, then in the city of Shravasti. These are individual tangible parts of the sentence, which we can separately try to understand, separately try to interpret or separately try to convert it to Hindi.

And as you do that, we get people [FL], were dying [FL], in famine [FL], in the city of Shrivasti, Shrivasthi [FL] and now, in order to construct the Hindi text out of this we need to follow through the syntax rules of Hindi. So, then in order to do that, we number this in the Hindi order and then, by numbering it as 1, 2, 3, 4 we will construct the sentence as [FL] and that way we quickly can develop this sentence without any for it.

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Buddha asked his devotees,  
 1            2            3

बुद्ध पूछा अपने भक्तों से,  
 1            3            2

बुद्ध ने अपने भक्तों से पूछा,

Suppose next sentence is this, here again as we break it into parts, we get these as the three parts. Convert each of the parts into Hindi and then, order that in Hindi order and then, you get this.

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“ Who will take the task of feeding the hungry ? ”  
 1            2            3            4

कौन लेगा काम भूखों को खिलाने का  
 3            4            2            1

“ भूखों को खिलाने का काम कौन लेगा ? ”

Next sentence in the passage is who will take the task of feeding the hungry. Seshank, how will you break it into parts? Can you make the sentence into different parts?

**Student:** Who will take the task of feeding the hungry.

First part

**Student:** Who

Correct. Second?

**Student:** Will take

Correct. Then the third is task, the fourth is of feeding the hungry. Seshank, can you tell us the meaning of who?

**Student:** [FL]

[FL]. Who will take?

**Student:** [FL]

Fine. The task [FL], of feeding the hungry [FL], hungry, hungry [FL]. Now, we connect them in the appropriate Hindi order. So, we put different numbers under this [FL], so we get this.

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Ratnakar Seth lowered his head.

1                      2                      3

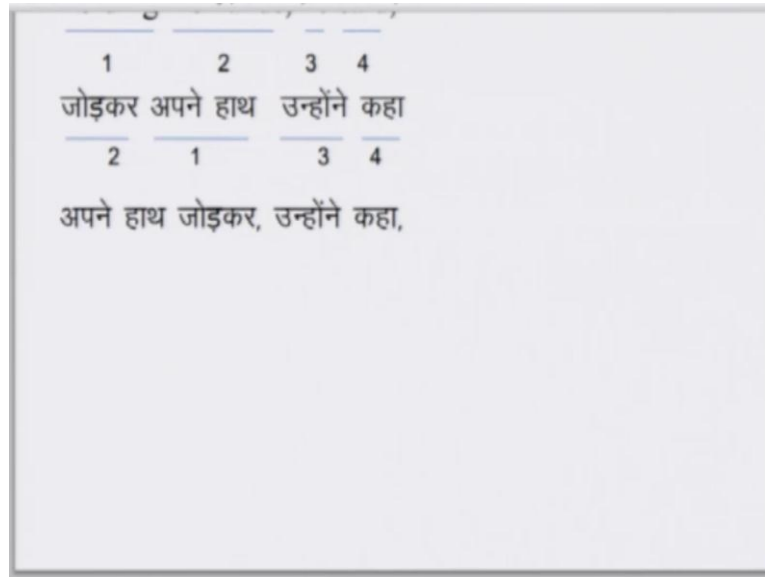
रत्नाकर सेठ      झुका लिया      सर

1                      3                      2

रत्नाकर सेठ ने सर झुका लिया।

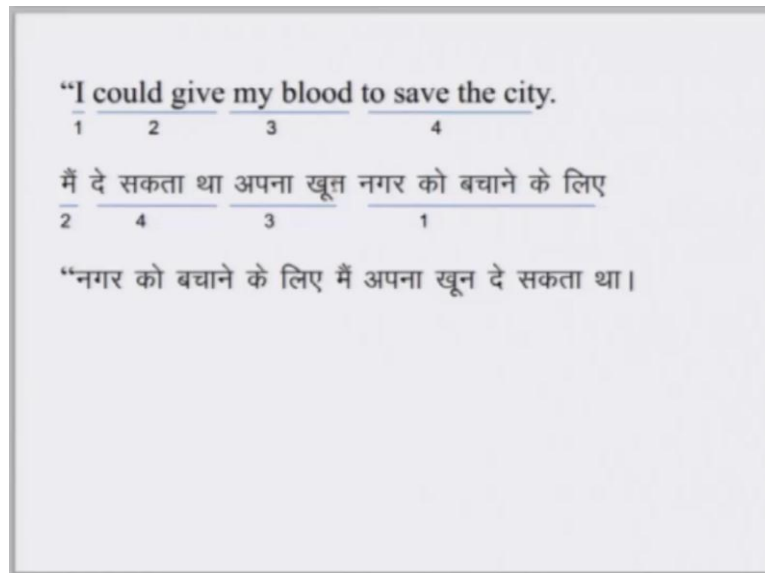
Next we take this, take the next sentence. So, what will be the first part? Ratnakar Seth, second part lowered and third part, his head fine. So, then we transfer each of them to Hindi, one by one Ratnakar Seth [FL].

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((Refer Time: 08:24)) Step by step into Hindi, you do not lose anything. So, in this entire exercise though we are calling it interpretation, but we are actually doing translation. The idea is that in order to interpret and show that we have interpreted correctly, what we are trying to do is that we are transferring it in to a language in which the text has got completely converted.

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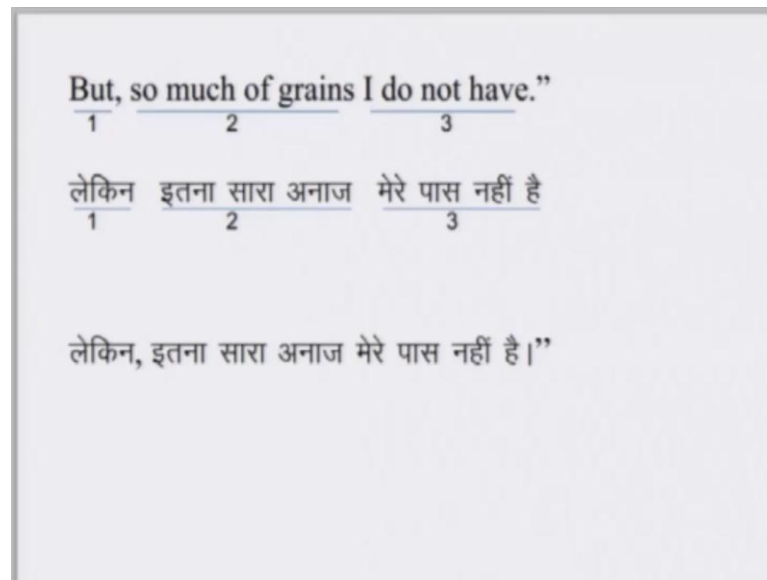


And the understanding it, understanding behind it is that if we have converted the text completely to Hindi; that means, we have interpreted it correctly. So, the proof of the interpretation complete interpretation is that, we have converted into Hindi completely without losing any information of the original text. And it will help you when you try to

read something which is complicated. If the sentence is too long, too large, too complicated, a lot of things hanging from this side and that side and in one chart you cannot see the full meaning.

Then, if you try to break that different parts and then, try to assemble the meanings of different parts into the sentence that you are constructing in Hindi and when you succeed in doing that and account for all the bits and pieces of the original sentence in your new in the sentence, then you know that you have understood the complete meaning of the original sentence. So, that is the idea behind this interpretation exercise.

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But, so much of grains I do not have, so is ((Refer Time: 10:49)) into parts and then, how do you convert this different parts into Hindi, but...

**Student:** [FL]

[FL]. So much of grains

**Student:** [FL]

[FL]. I do not have

**Student:** [FL]

That is it [FL]. So, 1, 2, 3 direct. So, this way you can systematically ensure that you have understood the complete message of the text without losing any information. So, this interpretation exercise perhaps was not very necessary to interpret such a simple text, but we are taking a simple text as illustration in order to ensure that we understand,



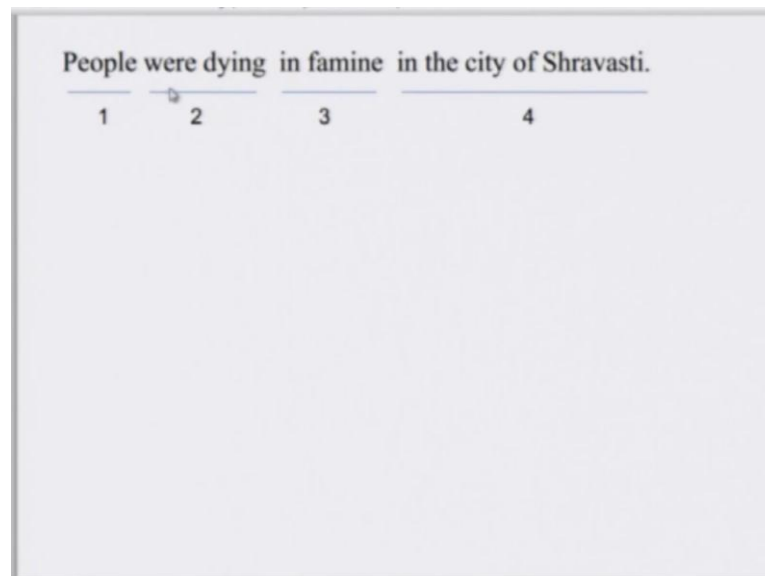
what is a method, so that we take this method and continue applying the method on other text, which are perhaps more complicated.

And when you break into pieces, you first of all try to break the sentence into different pieces, different parts according to the sentence structures and try to identify individual parts, individual pieces in such a manner, which are themselves you know things which you can think of separately.

And then, each of them individually you can translate into Hindi, you can understand that this is this, this is this and so on. And then, you try to assemble the resulting pieces in the other language. When you assemble it correctly; that means, you have completely interpreted the original sentence. In that it maybe so that some of the words are missing, then you know that when we convert this particular word into Hindi, then over that thing you will go and sit something, which you have that is a action or a think if it is a think, then whether it is a think to eat or to play with or to see those are things, which will come up in this finding the meaning of each and every part.

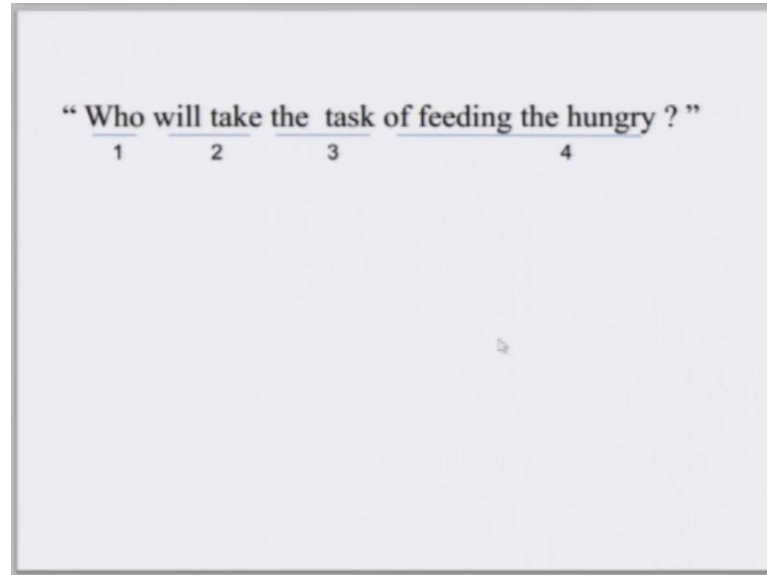
So, meaning of sentences is one thing, which we will read on the way, but apart from the sometimes even without knowing the meaning of some words the way it comes in the sentence structure you can make this parts and then, you know, what is the word for which, you have to find out the meaning. So, any questions on this yes, how to break the sentence yes this is what I was just now trying to tell when you try to break a sentence you need to identify individual parts, which in themselves mean something.

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For example, when I took this passage and say this sentence we broke it as people were dying in famine in the city, in the city of Shravasti it does not make sense to break it I was famine the city as one part and then, of Shravasti another part, because; that is something, which makes a wrong connections with in two parts.

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Here we have taken will take together other will alone will not much make a much sense only when the other word taken, then will take together makes a sense, who will take, will take together the alone will make will not make a sense. And then, again you cannot have having definitely make to sense to break apart and say who will consider take the as a part that make sense.

So, we will break it into part in such a manner that each part and itself can be interpreted has a meaning it sort a full sentence, which is the part of the sentence, but that has a part that has a meaning. So, who will take [FL] we will see [FL], will eat [FL], which we can directly understand individually, similarly the task come, so which you can understand directly.

So, individual pieces should be understandable in itself and then, individually translated; that is how you need to break the them yes why it is important to write cur cursive and there are several reasons two important reasons are that one if you write cursive, then you can write fast, because otherwise that are you will be writing separately. So, when you write cursive, then you continuously write and, so you write at a good speed and the second thing is that English letters the letters of the roman script in printed form have a

lot of straight lines.

And when you try to make straight lines with your print, then most of the not really straight, but we were when you write try to write fast they do not remain state for is again many of the lines are vertical. So, first of all line will not remain straight and second it will not in vertical. So, when you write first when you write pelt, pelt. So, l is vertical t again has another vertical line, now if l goes this way and t goes this way it will look ugly.

On the other hand, when you write cursive you have a lot of freedom you write in curves you not write in straight lines. So, in curves you can manage a lot without it looking ugly. For example, I show you this sent this word I am writing pelt.

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So, if I write in maybe this in does not look, so bad, but if I am writing first, then it will look ugly. On the other hand when I am writing cursive, then all of them are curved not are the yet all of them are slant a little bit and then, it will not be a problem even if this is inclined at 30 degree and this is inclined at 28 degree, it will not matter much, it was still look nice. So, therefore, when you write cursive you writing curves and therefore, slide adjustment of your hand will not show up as agile stocks.

On the other hand, when you write this way, then this not being straight will call some agelessness this and this being incline differently one incline left other incline right will look, but at of course, the over writing reason is that if you write separately write this, then it will take a lot of time for you to write anything. So, when you write a large word,

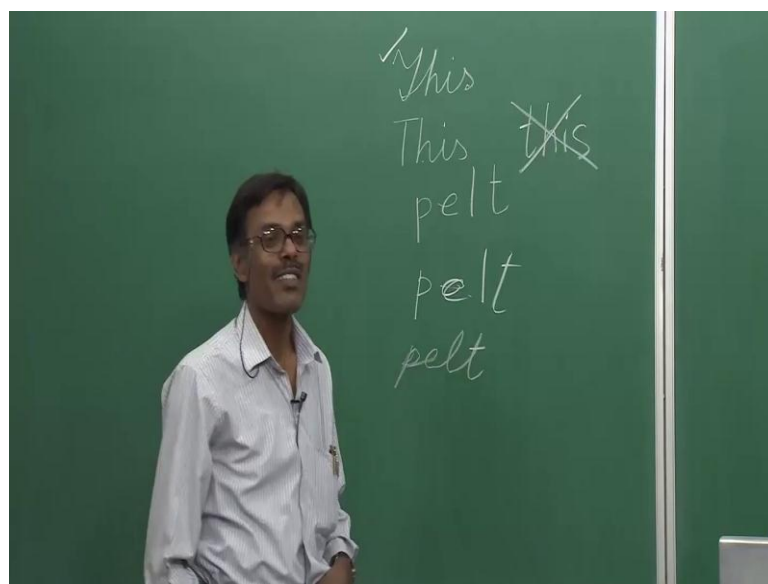
then say a word having a 12 words 12 letters.

So, 12 times you have to put down your hand you are take hand take away your hand write. So, that cursive lot of loss of time on the other hand in cursive you can continuously write it, what we are doing here is a typical strategy called divide and conquer. So, if you have a very strong enemy having a seven people in that, then the correct way or the more efficient way to win if to divide them make them into different parts and then, individually fine one person at a time.

Any other question yes sir, how do we differentiate between capital J, capital J we in my slide I have shown two different forms of J first is that whichever one of that they version you write is actually alright besides I do not put a lot of emphasize on cursive writing. So, for as the capital letters or concurrent small letters are very important to write in cursive otherwise you use a lot of efficiency over writing a capital letters are not that crucial.

Because, first of all capital letters really and even when they appear you need to join them only for one side and not from the other, because capital letters will never come in the middle of a word. So, capital letters even if you write the block letter this not a great issue yes why writing cursive they where t yes it sometimes look like I many people like it like I many people like block letters t, then the write cursive the it is capital T you are talking about yes.

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Then, it is write to write to up by what you are telling in is that when you want to say

this is wrong then whether you should start it like this or whether you should start it like this, which one is better I always do this, but if you are my student and if you do this then perhaps I will not the extreme take with you, but it would look like of you do this, because this is the correct style. On the other hand, if you are my student I my class and if you writing like this, then I am not going to accepted yes, if we have develop such level of translation, then why it is important to translate a sentence into Hindi, yes.

Student: I think what straight in the long standing deviate, whether translation d is not these not ((Refer Time: 21:54)).

Is that the question whether learning a language through translation is a good idea or not. See, there are two things to make note of here. One is that we should not fall a victim to the decease of translation it should not happen that whatever we try to read we have translate mentally that is not a good idea when you read English you should understand directly and when you speak English you should construct you speech directly into a English this is the major we to do it yet there is a lot of utility in the weapon of translation.

So, at a stage in learning it helps to understand the text two translation at a stage in expression it helps to first has the purity of your thought whatever you want to write if you think once in your own language, then you will know the thought completely and then, you try to translate to English or when you read something after mentally translating in by Hindi are whatever language you know that you have understand completely.

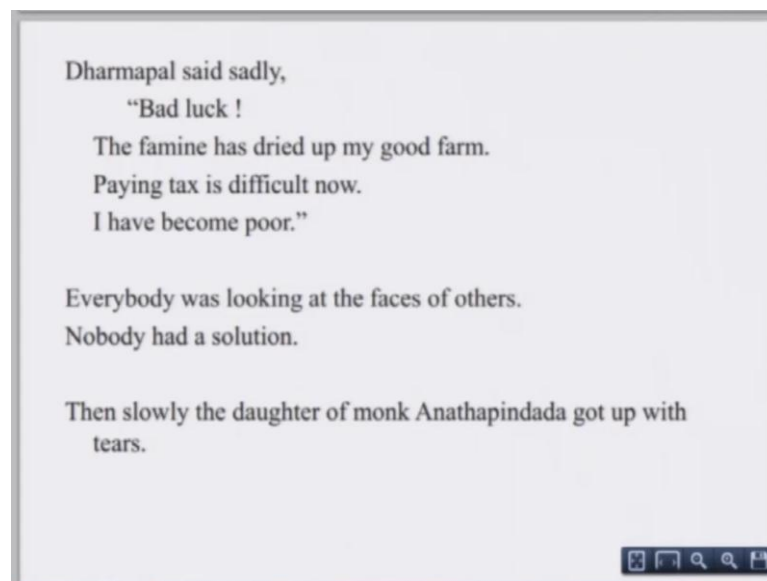
And when you reach the maturity that you directly and continuously read through English text and understand directly then there is no ((Refer Time: 23:20)). Now, we are using the medium of translation in order to in a teach learn and understand thinks better, because a understanding through translation is a certainly better, then not understanding at all; that is one thing taken through the translation it will be clear between you and me that whatever the take whatever text I as you read to you have actually understood it, because it is meaning you have told me.

And the last point in the discussion on interpretation to translation is that we are focusing on those learners for whom there is already a good proficiency in one language. And we are taking about English as an acquire language as an additional language a second language not them mother tongue. Mother tongue is something, which you learn directly

in the learning of any other language to run it fast within the reasonable time it helps to interpret things in your own language in which, your thought process is already quite match have already started thinking and expressing much more complex thought.

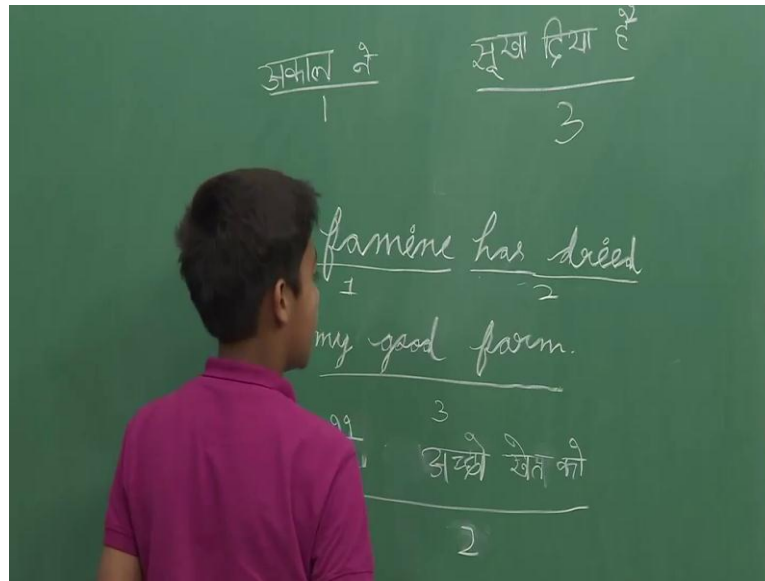
I think we have a little wrong of tutorial in which, I will call some of the students here in our audience who will, ((Refer Time: 25:02)) exercise in this interpretation technique and this is also illustration to the those participants in our program who are school teachers and who would like to know how they can a conduct this exercise in their class, so the story, which we were interpreting earlier who will continue with that story.

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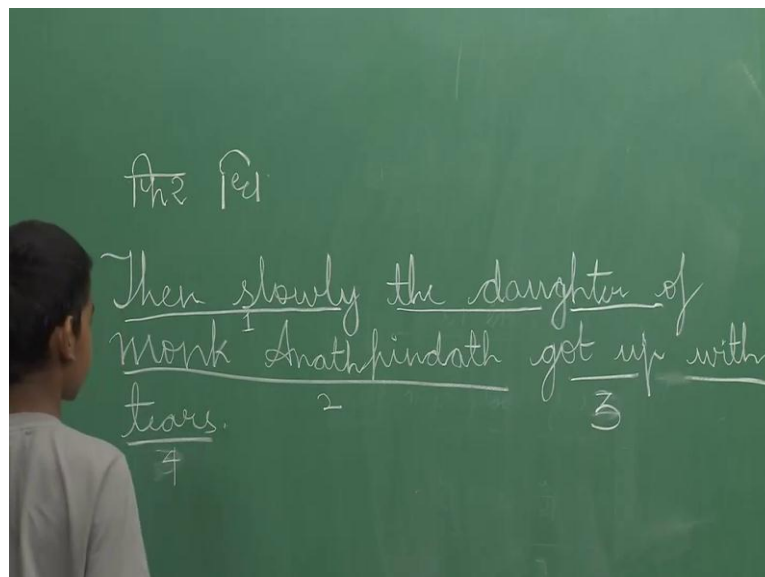
And this first page will covered and now, you go to the second page sasanth see we not take the simple sentences we start from third sentence write on the board.

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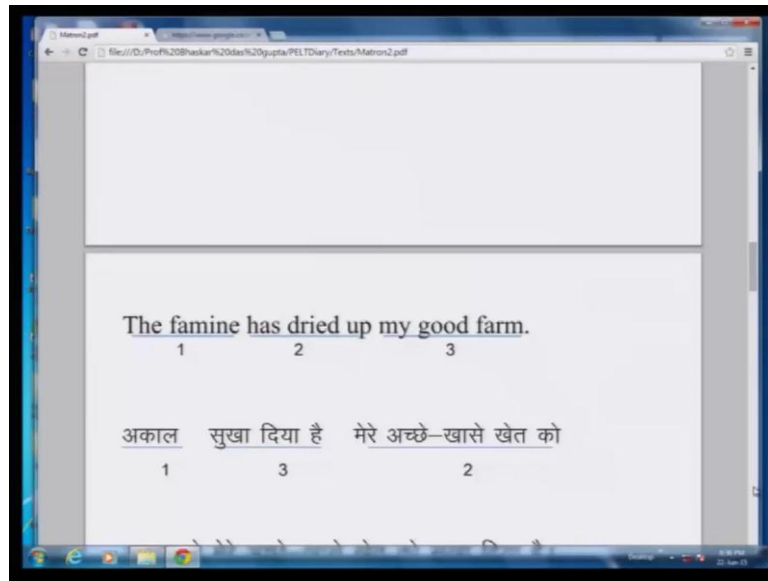
The famine has dried up my good form, so now, break it into but what will the first part only the famine yes and then, second part had dried up by. So, now, convert the first one first part into Hindi the famine and now the second part [FL] third part [FL] [FL], now in this in the part how they put 1, 2, 3 really in Hindi sentence structure correct fine. So, you will make it [FL].

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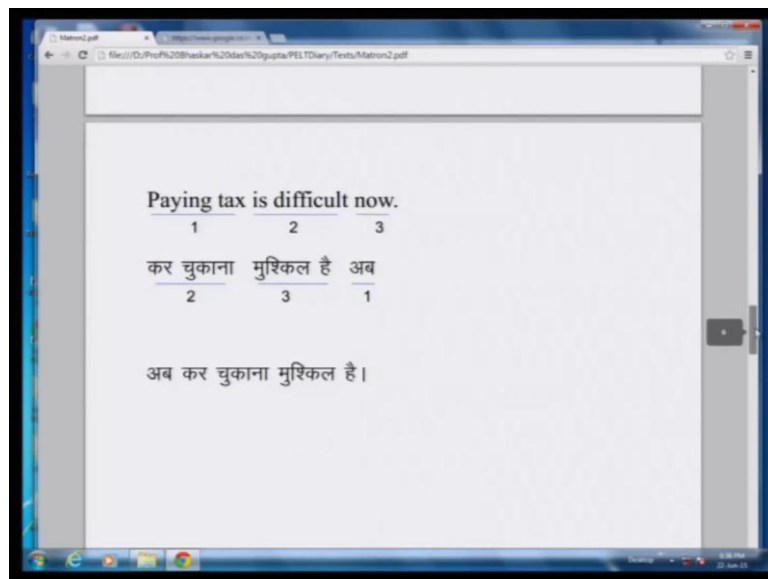
And now, we take the last sentence [FL] you ((Refer Time: 29:00)) tell the class the different parts [FL] anathapindath [FL] got up [FL]. So, [FL] take care [FL].

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So, if other through the steps here all the steps to we have put together.

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(Refer Slide Time: 30:05)

The screenshot shows a PDF viewer window titled 'Matron2.pdf'. The main content area displays the following text:

I have become poor."  
1 2 3

मैं हो गया हूँ गरीब  
1 3 2

मैं गरीब हो गया हूँ।"

The text is presented in a way that illustrates word segmentation for the sentence 'I have become poor.' and its Hindi equivalent 'मैं गरीब हो गया हूँ।'.

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The screenshot shows a PDF viewer window titled 'Matron2.pdf'. The main content area displays the following text:

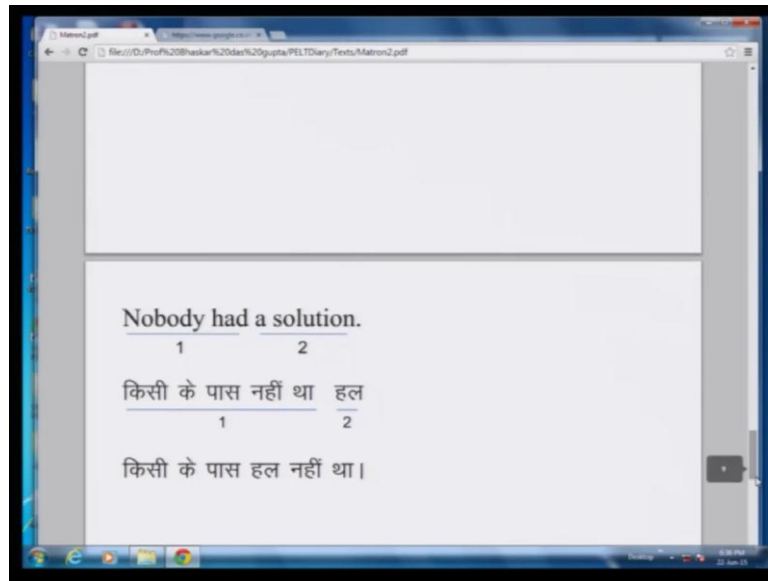
Everybody was looking at the faces of others.  
1 2 3

हर कोई देख रहा था दूसरों के चेहरे  
1 3 2

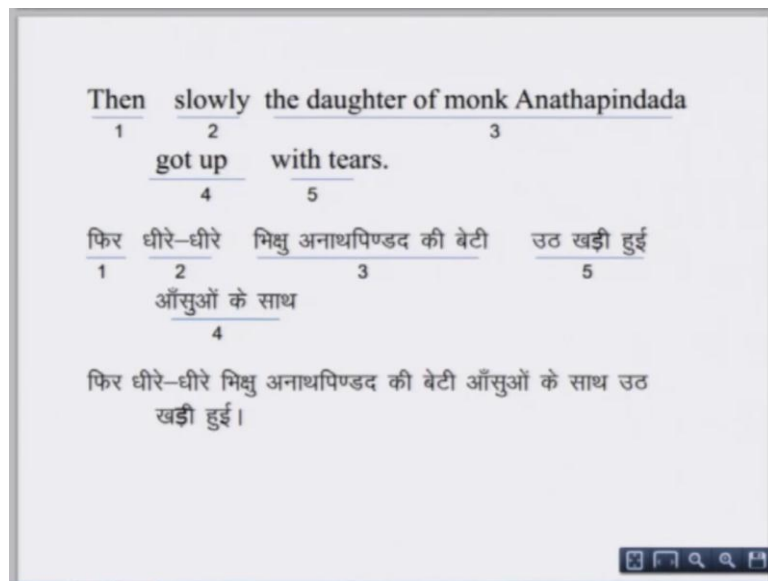
हर कोई दूसरों के चेहरे देख रहा था।

The text is presented in a way that illustrates word segmentation for the sentence 'Everybody was looking at the faces of others.' and its Hindi equivalent 'हर कोई दूसरों के चेहरे देख रहा था।'.

(Refer Slide Time: 30:12)



(Refer Slide Time: 30:16)



Then, slowly as I told you that this could have been two different parts also are they could be put together [FL] in the correct order you get it [FL].

Thank you.