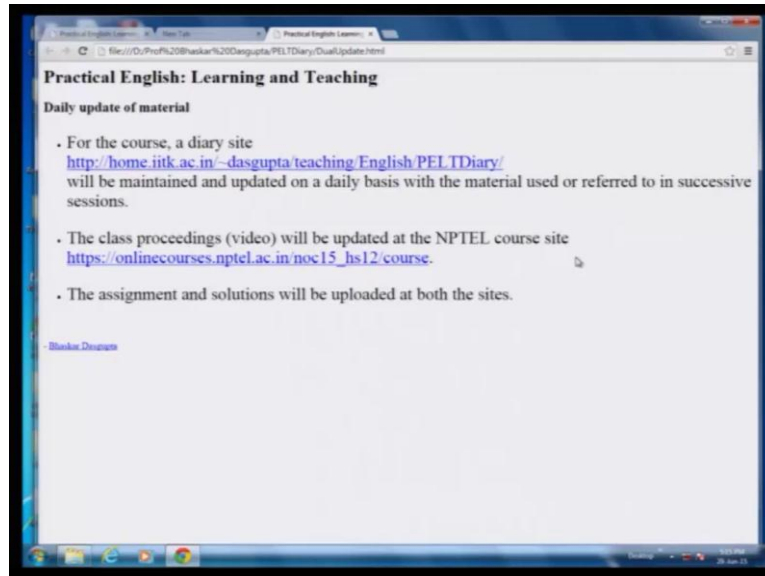


Practical English: Learning and Teaching
Prof. Bhaskar Dasgupta
Department of Mechanical Engineering
Indian Institute of Technology, Kanpur

Lecture-28

(Refer Slide Time: 00:09)



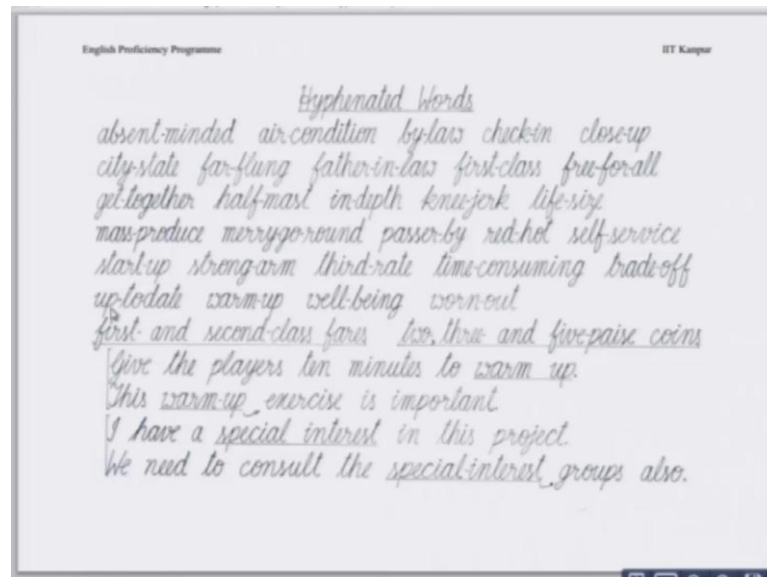
Good morning, we now start with session 28.

(Refer Slide Time: 00:16)

24	Word Family "see-saw" Word Family "see" and small word families "see" Relation Markers	Discussion	With more relation markers, construct phrases and use them in sentences.	Practice of words from the present word families. Exercise on using relation markers and phrases with old word family "lead enough flow group".	Notes
25	Words club "SHUN" Another set of verbs here. Item 25 from Connections	Discussion	Form sentences and extend them with additional details, as required.	Practice of words from the present words club. Exercise on active-passive conversion in perfect tense with old families "see-saw" and "see".	Notes
26	Vowel-Rack Words Summary of Vowel Sounds Connecting Words and Connecting Patterns.	Discussion	Expand the idea in the questions in 15-20 sentences.	Practice of Vowel-Rack Words. Exercise of connections with words of the SHUN club.	Notes
27	Compound Words Yet another set of verbs here. Item 27 from Hubs and Spokes	Discussion	Convert the given sentences, beginning making as given, so that the meaning remains the same.	Practice of compound words. Exercise of perfect continuous tense (have been + 'th form).	Notes
28	Hyphenated Words Summarizing Action of Special Verbs Subject-Verb Agreement Short versus Long Sentences	Discussion	Work with long and short sentences in interpretation and expression.	Practice of hyphenated words. Exercise of changing the subject 'under cover'.	Notes
29					
-	Quarter 3 ends here				
31					
32					
33					
34					

In the previous session, we saw a list of compound words without hyphen. Let us see today, if you such words with hyphen; where hyphen comes. Now you will ask, where hyphen will come and where it will not come. Nobody can given any rule. What is standard we need to follow that; and so one has to be careful.

(Refer Slide Time: 00:46)



Yes.

Students: Absent-minded, air-condition, by-law, check-in.

By-law.

Students: By-law.

Check-in.

Students: Check-in, close-up.

What is by-law? No, no, no, no. That is not a hyphenated, they are two, according to the is by-law; ok, separate. And by-law is something like sub rule which is not the law of the land; for example, if you are staying in a society, that society housing society may have certain rules. So, those are by-laws.

Students: City-state, far-flung, father-in-law, first-class, free-for-all.

Free-for-all. Do you know what is a city-state? Can you tell me the name of the city-state? Singapore, in ancient times there were a lot of city-states; Athens, Sparta, Pitheculasae, Troy; they were city states which were like independent countries of today, but spare over particularly a city.

Students: Get-together, half-mast, in-depth, knee-jerk, life-size.

What is knee-jerk? A situation for which we were not prepared in advance and we were happily sitting or if you happily standing, relaxing, and suddenly when the situation comes, we make a reaction which is all of a sudden; which was really not needed. So, that is knee-jerk reaction.

Students: Mass-produce, merry-go-round, passer-by, red-hot, self-service.

Just a minute, passer-by; what will be its plural?

Students: Passers-by.

Passers-by, yes.

Students: Start-up, strong-arm, third-rate, time-consuming, trade-off.

Strong-arm, just use this in a sentence. Or use the entire strong-arm as an adjective. I do not like this strong-arm tactics. So, the entire strong-arm is coming as adjective to tactics. Continue.

Students: Up-to date, warm-up, well-being, worn-out.

Now here, make note. Sometimes to the noun here, something comes as adjective which as 2 or 3 different parts, which are supposed to be connected with hyphen. For example, if you are talking about first class fare, then you will say first hyphen class fare. If you are trying to talk of both first and second class fares together, then the way to write it is first hyphen, space, and, space, then second, hyphen, class, then space, fares. As if you are using the brackets, first class and second class. Similarly 2 paisa coins, 3 paisa coins, and 5 paisa coins. If you want to set together, then you will set two three and five paisa coins and you will write it like this. Of course, most of the people here have not seen 2, 3 and 5 paisa coins; there used to be a time when these were visible.

Now when to put hyphen and when not to, that is an issue. Here warm and up are two different words. Give the players 10 minutes to warm-up; it is a phrasal verb, warm-up you know, to get ready. Now here warm-up together is the adjective to exercise. This warm-up exercise is important and here they will be hyphenated. Give the players 10 minutes to warm-up. This warm-up exercise is important. Similarly, I have a special interest in this project. Special is an adjective to interest. Here we need to consult the special interest group also. So those groups which are called 'special interest groups'. So, here special interest is coming as an adjective to group. So, this whole thing is hyphenated. Yes.

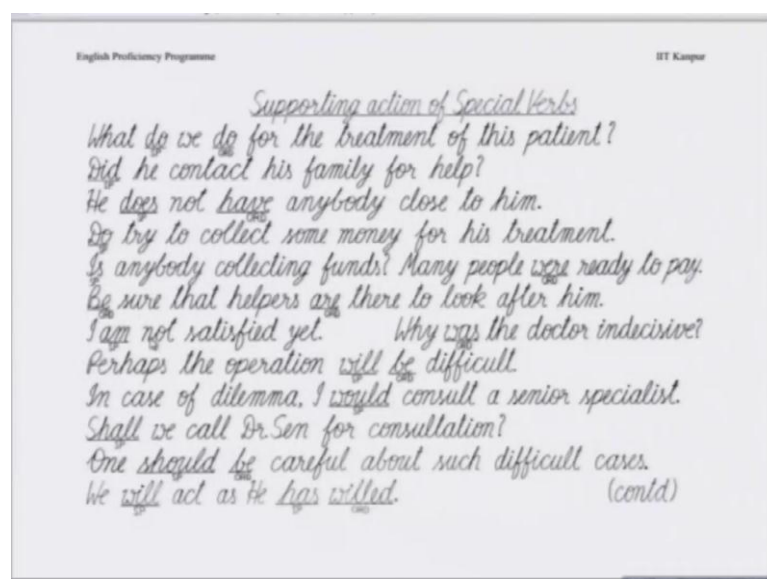
Students: Passers-by plural for the passer-by, what will be the plural for start-up?

Start-up is an adjective, so you do not talk about plural. You heard start ups. That is when it is used as a noun there is 1st start up business.

Students: In this case why is this coming after up coming up.

The rule is that the principle noun in the thing should get that s. In start-up there is no noun for that matter. And start-up as it is, is actually adjective. When you use start-ups you are actually using a short cut for start-up businesses. So, for such short cuts standard rules do not exist. Now one very important topic which we have been talking around for a long time since a quarter 1 itself.

(Refer Slide Time: 07:12)



That is supporting action of special verbs. Till now we have seen 3 impotent special verbs; do, be and have. And one more verb 'you', we have seen in a particular situation and its use as special verb is only in that particular situation for habitual past. Now we attempt a comprehensive session on special verbs. Read out this line.

Students: What do we do for that treatment of this patient?

This 'do' is ordinary, ordinary verb just like do [FL]. This do is special in the supporting role, which you will typically use for making negative and interrogative sentences. What do we do for that treatment of this patient [FL] . Next.

Students: Did he contact his family for help?

This is special verb, supporting verb. It is helping this contact for this question [FL].

Students: He does not have anybody close to him.

Here 'have' is the ordinary verb, the actual verb; this is a supporting verb, does not have anybody close to him. [FL]

Students: Do try collect some money for his treatment.

[FL] Do here is use for emphasis, do try [FL]. So, this emphasis that is the special purpose or supporting action that this do is giving. Next; the supporting action of another special verb 'be'.

Students: Is anybody collecting funds? Many people were ready to pay.

Be coming here as well as here to support. This is ordinary; many people were ready. [FL] Is anybody collecting fund? [FL] Is collecting is a complete verb. Then an ordinary use of be.

Students: Be sure that helpers are there to look after him.

This is ordinary use, this is also ordinary use; be sure that helpers are there, it is not neither of the 'be' supporting anything.

Students: I am not satisfied yet.

This is supporting; I am not satisfied, 'to' support the verb in passive voice.

Students: Why was the doctor indecisive?

[FL] Why was the doctor indecisive? This is ordinary verbs.

Students: Perhaps the operation will be difficult.

Will be [FL]

Students: In case of dilemma, I would consult a senior specialist.

In case of dilemma, I would consult a senior specialist; would [FL] in case of dilemma,

[FL] I would consult a senior specialist. [FL]

Students: Shall we call Doctor. Sen for consultation?

[FL]

Students: One should be careful about such difficult cases.

This 'be' is ordinary, be careful. [FL] Should is technically officially the past tense of shall. [FL] This implies a moral necessity, one should be careful about the difficult cases.

[FL]

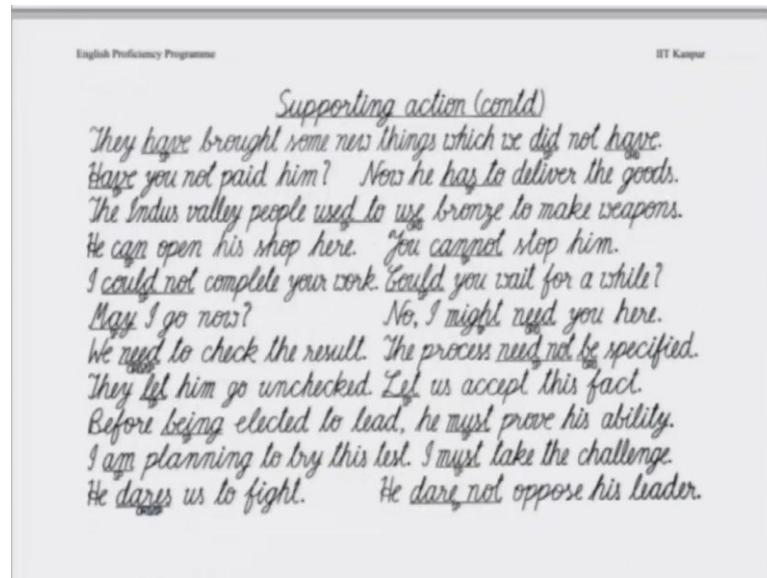
Students: We will act as he has willed.

[FL]. So, this 'will' is ordinary. [FL] has, have is supporting. [FL]

Students: H is capital.

Oh lovely, h is capital [FL]

(Refer Slide Time: 13:10)



[FL]

Students: They have brought some new things which we did not have.

[FL] Which we did not have. [FL] fine.

Students: Have you not paid him?

[FL] Have you not paid him? [FL]

Students: Now he has to deliver the good.

[FL] Now he has to deliver the goods compulsory. [FL]

Students: The Indus valley people used to use bronze to make weapons.

[FL] Common event in the past.

Students: He can open his shop here.

Supporting verb can. [FL] He can open his shop here. [FL]

Students: You cannot stop him.

[FL]

Students: I could not complete your work.

[FL]

Students: Could you wait for a while?

[FL] Could you wait for a while? [FL]

Students: May I go now?

[FL]

Students: No I might need you here.

[FL] I need you here. [FL] I may need you here. [FL] I might need you here. [FL]. So, you have to be really dedicated to waiting here for that little chance. [FL]

Students: We need to check the result.

[FL]

Students: The process need not to be specified.

[FL] Does not do, does not have, does not go. Ok [FL] And there is a different, he does not need to go. [FL] He does not need to go. [FL] He need not go.

Students: They let him go unchecked.

Let, another supporting verb. [FL] Let is to allow.

Students: Let us accept this fact.

[FL] Proposal; let us accept.

Students: Before being elected to lead, he must prove his ability.

[FL] Before being elected to lead, [FL] he must prove his ability. [FL]

Students: I am planning to try this test.

I am planning to try this test. [FL]

Students: I must take the challenge.

[FL]

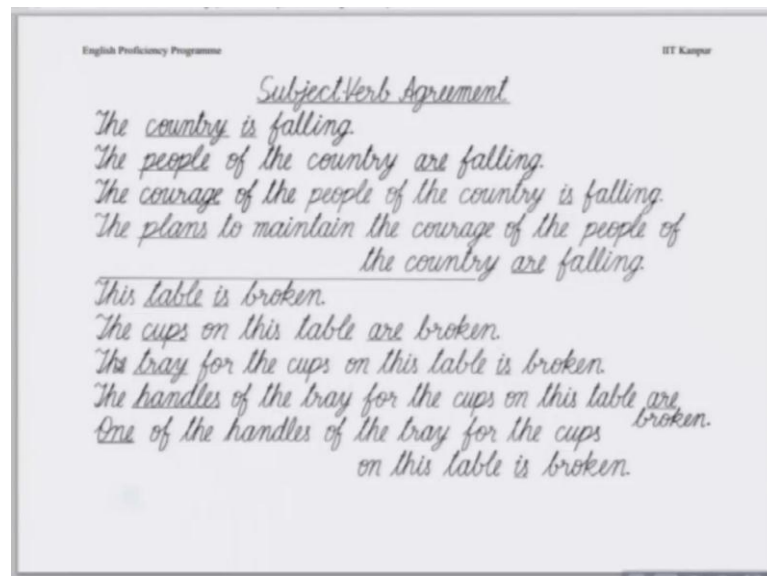
Students: He dares us to fight.

[FL]

Students: He dare not oppose his leader.

[FL] One important issue, which you should keep in mind is that the name issue is subject to verb arrangement.

(Refer Slide Time: 20:37)



And sometimes if the subject is long, then people miss the main subject word from the last word or trailing word of the entire subject. Read out this.

Students: The county is falling.

[FL] Now this one.

Students: The people of the country are falling.

The people of the country are falling. People is plural, so are. So, some people seek county here and put is here and that is dangerous, that will be wrong. The people of the country are falling. Next.

Students: The courage of the people of the country is falling.

Are you falling here? Not the country, not the people, the courage. So, courage is the subject word, so is falling.

Students: The plans to maintain the courage of the people of the country are falling.

What are falling now?

Students: Plans.

Plans, [FL]. Hopefully that is not happening with our country, it about some other country. Another.

Students: This table is broken.

Is, because it is table. Next?

Students: The cups on this table are broken.

Cups, which are broken.

Students: The tray for the cups on this table is on broken.

This time the tray is broken.

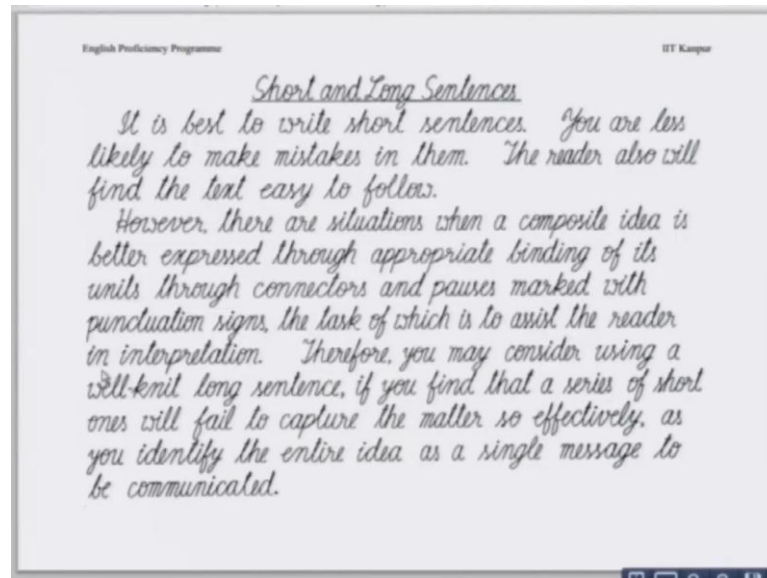
Students: The handles of the tray for the cups on this table are broken.

So, here handles are broken. Next?

Students: One of the handles of the tray for the cups on this table is broken.

By that, by this time many people will confused and put something wrong. So, it is one of the handles which is broken. So, is broken. So, it is important to capture the subject word of subject of this length correctly and accordingly put the verb. When you write something, a composition, some long thing in continuity over lot of flow, you have got lot of idea and you try to put it down properly. So, the issues arises whether you should write short sentence or long sentences.

(Refer Slide Time: 23:13)



Short sentences are basically the best. It is best to write short sentences. You are less likely to make mistakes in them. The reader also will find the text easy to follow. Connect these in a single sentence.

Even that is not a needed. You can make it, it is best to write short sentences which will avoid mistakes for you and make it easy for the readers. That way slightly changes, but it becomes more natural and it does not make such a long one. So, long it did not freedom, but then there are situation where you may decide to write long sentences. However, there are situations when a composite idea is better expressed through appropriate binding of its units through connectors and pauses marked with punctuation signs. The task of which is to assist the reader in interpretation. There is a long sentences, break it in to a number of short sentences.

You will make it that long, postpone this. Postpone this thing, sometimes.

Students: Sometimes opposite idea is better expressed through appropriate binding of its units.

This is long enough.

Students: Units of.

Sometimes you get a composite idea, that is better expressed through appropriate binding of its units; such binding can be effected through connectors and pauses. These are marked by punctuation signs. The task is to assist the reader. In such situations, you may write that is coming now. Therefore, you may consider using a well-knit long sentence, if you find that a series of sort once will fail to capture the matter so effectively, as you identify the entire idea as a single message to be communicated. Suppose you identify the entire idea as a single message, to be communicated; full stop. You find that a series of short sentences will fail to capture the matter so effectively; put another full stop. Then you put this in such situations, you may consider you think well-knit long sentences.

So some authors typically write short sentences, their writing is quite often very powerful. But sometimes, some idea happier which as a composite idea together makes one sense; and if you try to spread it up, you find that the exact message that you wanted to communicate that get scattered. In that case, you have to try to put together the entire idea, but while doing that you have to be careful; to put all the information correctly assemble then in the proper manner and put appropriate punctuation science. So, that the reader does not jumble of the feature of information.

So, in any situation just check with yourself, that you are trying to make a sentence which is just of the length which you can handle. If you cannot handle very long sentence, this is the typical source of mistakes among people who know more less, fine; but cannot handle to complicated things. They start the sentence with one theme, one tone and by the time the end it they have shifted gears four times and then the sentence actually becomes meaningless. So, be careful about that.

See an example; and as I read, if you can listen to me and understand the meaning continuously as I read; even without reading it yourself, then understand that for comprehending you have got the appropriate level, that you can understand whatever long sentence you come across.

(Refer Slide Time: 28:19)

Assignment 28

(A) Translate the following into Hindi or
break it into 3 or 5 or 8 sentences easier to understand.

As does the bird, among beloved branches, when, through the night that hides things from us, she has rested near the nest of her sweet fledglings and, on an open branch, anticipates the time when she can see their longed-for faces and find the food with which to feed them – chore that pleases her, however hard her labours – as she awaits the sun with warm affection, steadfastly watching for the dawn to break: so did my lady stand, erect, intent, turned toward that part of heaven* under which the sun is given to less haste; so that, as I saw her in longing and suspense, I grew to be as one who, while he wants what is not his, is satisfied with hope.

* that part of heaven: the zenith

As does the bird among beloved branches, when, through the night that hides things from us, she as rested near the nest the nest of her sweet fledglings and, on an open branch, anticipate the time when she can see their longed-for faces and find the food with which to feed them - chore that pleases her, however hard her labours - as she awaits the sun with warm affection, steadfastly watching for the dawn to break: so did my lady stand, erect, intent, turned toward that part of heaven under which the sun is given to less haste; so that, as I saw here in longing and suspense, I grew to be as one who, while he wants what is not his, is satisfied with hope.

So, part of the assignment, for today is to translate it to Hindi or to break it up in to a number of shorter sentences; it will take some time. And the part d, of this exercise is to take a similar passage not so long sentence, but with quite a few long sentences in Hindi and translate it into English.

(Refer Slide Time: 29:35)

(B) Translate the following passage into English.

'जीवनी' का सूत्रपात कैसे हुआ और उसे पाठक किस रोशनी में देखें इसके बारे में मुझे जो निवेदन करना था वह मैं कर चुका। लेकिन शायद इसके बाद भी कुछ कहने को रह जाता है, क्योंकि पाठक के सामने इस भूमिका के साथ जीवनी का एक भाग ही पहुँचेगा, दो बाकी रह जायेंगे!

'शेखर : एक जीवनी' तीन भागों में विभक्त है। तीनों भाग एक ही कथासूत्र में गुँथे होकर भी अलग अलग भी प्रायः सम्पूर्ण हैं। कहा जा सकता है कि जीवनी वास्तव में तीन स्वतंत्र उपन्यासों का अनुक्रम है। ऐसा न भी होता तब उन्हें अलग-अलग छापा जा सकता है; ऐसा होने पर तो विशेष सफाई देने की जरूरत नहीं है। जो एक भाग पढ़ने के बाद दूसरा पढ़ना नहीं चाहेंगे उनको यह सोचने कि आवश्यकता नहीं कि उन्होंने अधूरी कहानी पर वक्त बरबाद किया, वे एक को ही पूरा उपन्यास मान सकते हैं और उसी पर अपनी राय भी कायम कर सकते हैं, मैं पक्षपात की शिकायत नहीं करूँगा।

This is from the pieces of a famous Hindi book. [FL]

(Refer Slide Time: 30:37)

किन्तु जो पाठक पहला भाग पढ़ते हुए जानना चाहते हैं कि शेष भाग वे क्यों पढ़ें या उनके बारे में कैसी पूर्व-धारणा बनाकर चलें उनके लिए कुछ निवेदन करना यहाँ अप्रासंगिक न होगा। अतः उन पाठकों के लिए मैं कहना चाहता हूँ कि अभिप्राय की – यदि उतना दम्भ कर सकूँ तो कहूँ कि सन्देश की! – दृष्टि से शेखर के तीन भागों में एक एकान्तता है; कालीन के रंग बिरंगे बाने को जैसे मोटे और सख्ता बटे हुए सूत का एकरंगा ताना धारण करता और सहता है उसी तरह जीवनी के तीन भागों की रंगीन गाथा में मेरे अभिप्रेत, मेरे कथ्य का एक तंतु है, जो एक है, अविभाज्य है, मेरी ओर से जीवन की आलोचना और जीवन का दर्शन है। 'जीवनी' को गढ़ते हुए मैंने कलावस्तु गढ़ने का यत्न किया है; इसलिए वह चाहे कैसी भी हो उसे लेकर मैं पाठक के आगे प्रार्थी के रूप में तो आ सकता नहीं पर इतना कहूँगा कि यदि आप निर्णैता होने का हौसला करते हैं तो पहले पूरा पढ़ने की उदारता भी दिखाइए।

[FL]

I read it out, in order to communicate to you the intonations. So, that the pauses you put in the appropriate places in the Hindi text which will to an extent help you file translating it while expressing it in to English.

Any questions, on these topics? So, we stop here, and continue next week session 29.