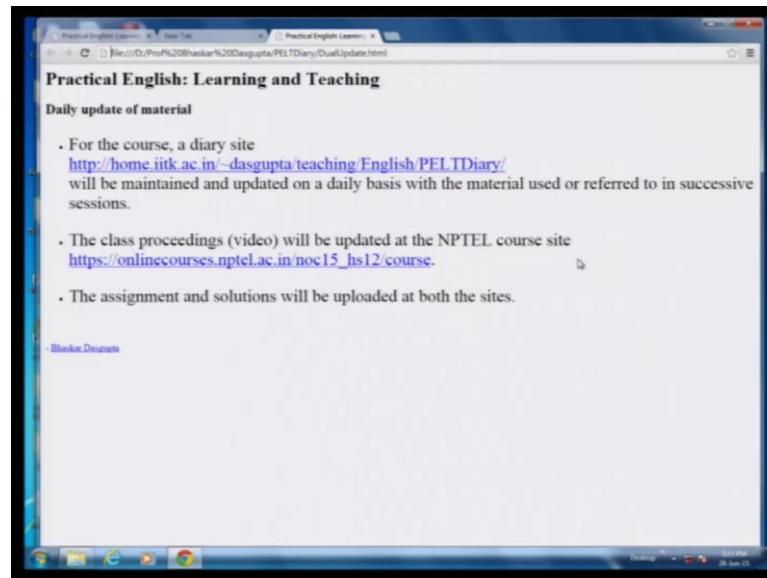


**Practical English: Learning and Teaching**  
**Prof. Bhaskar Dasgupta**  
**Department of Mechanical Engineering**  
**Indian Institute of Technology, Kanpur**

**Lecture – 03**

(Refer Slide Time: 00:09)



Welcome back to the third session of the course. In the previous session we discussed that in a language when you to learn letters, words and sentences and then, we saw letters. Today we will start with words.



**Student:** apt, ash, bad, bat, cap, can, cat, dam.

Next Seshank, can you read the third line?

**Student:** yes. Fan, fat, gas, had, has, hat, jam, lad.

Monika, next line

**Student:** lap, man, mad, map, malt, nab, nag.

Karthik, next line

**Student:** pan, pat, ram, ran, rat, sad, sat.

Next line

**Student:** tap, tan, tax, van, wax, back, bang.

Good, Akshath next

**Student:** flag, flat, clap, dash, damp, hang.

Next

**Student:** lack, fact, pact, fact, rang, slap.

**Student:** black, catch, crack, flash, grand, track, trash.

Dhinesh, what was the last word in that line?

**Student:** crash

After flash

**Student:** crash, grand

Grand, next

Grand, track, trash, brand, clash, crash

Monika, next

**Student:** Hatch, latch, match, clang, slack, stack, snatch, splash, strand, scratch.

Beautiful. So, children what do you see common among these words?

**Student:** The word a and pronunciation.

All the words, in all these words a is pronounce a particular manner. So, that is the reason why all of these words you have put together in one word family cat which captures the sound. All these words are familiar to you?

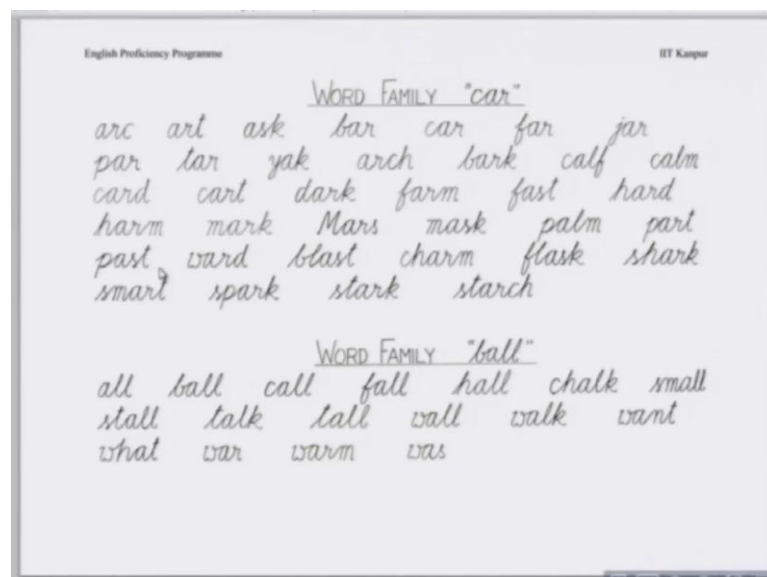
**Student:** yes

Roughly for most of them you know the meanings?

**Student:** yes

Good and even if you do not know the meanings of some of them when you, when those words come you can pronounce it correctly and when you need the meaning you can look up. If some of the words look familiar, known, but you do not remember the meanings and if you want to know you can quickly ask the meanings of some of the words after, which we go to the next word family. Now, we go to the next word family ((Refer Time: 03:52)) and then, later if some words meanings you need you can look up.

(Refer Slide Time: 04:00)



Our next word family is this. Karthik, can you read from the top?

**Student:** arc, art, ask, bar, car, far, jar, par, tar, yak, arch, bark, calf, calm

Good, as you note he read calf calm in English some of the letters sometimes are silent, they are not pronounced, that l in calf and calm are now pronounced, they are silent.

Next Akshanth

**Student:** card, cart, dark, farm, fast, hard, harm, mark, mars, mask, palm, part

**Student:** past, word, blast, ward, blast, charm, flask, shark

Next

**Student:** smart, spark, stark, starch.

So, you notice that in these words also a comes, but with the different sounds and that is why they are put together in a different word family car, move it, next here.

**Student:** all, ball, call, fall, hall, chalk, small

**Student:** stall, talk, tall, wall, walk, want

Here again in talk the l is silent. Akshanth

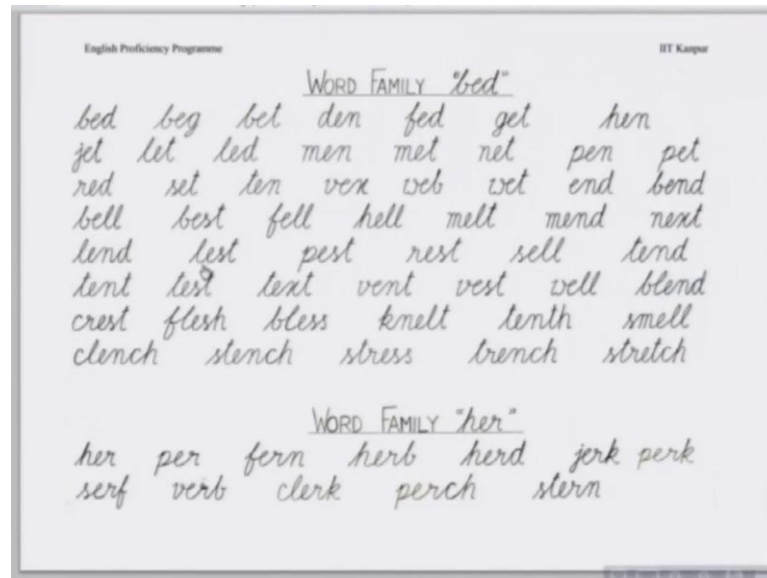
**Student:** what, war, warm, was

In all these words you pronounce a as all and as you notice, this M is capital Mars. What is the meaning of the word Mars?

**Student:** It is a proper noun

It is a proper noun, it is a name of a planet. Good ((Refer Time: 05:51)).

(Refer Slide Time: 05:56)



Next we have two word families again together, Monika from the top.

**Student:** bed, beg, bet, den, fed, get, hen.

Next

**Student:** jet, let, led, men, met, net, pen, pet.

Seshank

**Student:** red, set, ten, when, vex, well, web, wet, end, bend, bell, best, fell, hell, melt, mend, next

Next

**Student:** lend, lest, pest, rest, sell, tend, tent, test, text, vent, vest, well, blend.

Yes, Karthik

**Student:** crest, flesh.

What is this?

**Student:** flesh

Continue

**Student:** bless, melt, tenth, smell.

Yes

**Student:** clench, stench, stress, trench, stretch.

Good in all these words you must have noticed the word either letter e and it is sound, which is different from the sound, which we will see in the next words. Yes Seshank.

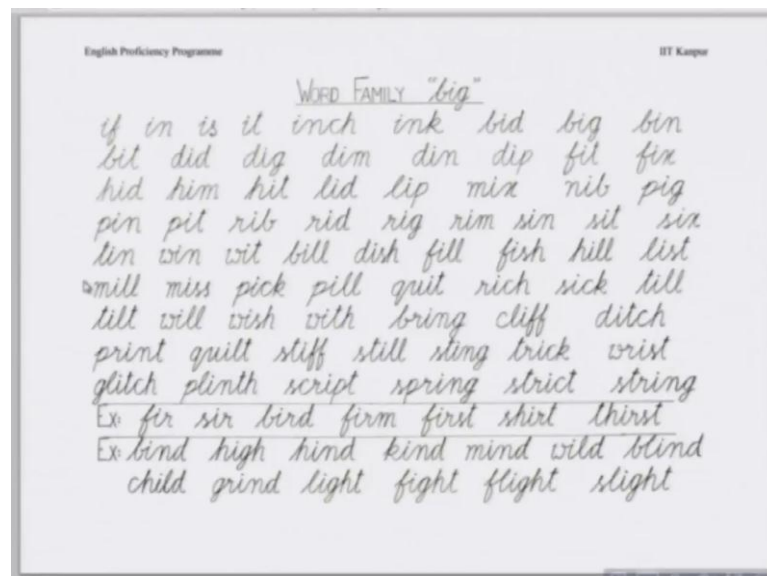
**Student:** her, per, fern, herb, herd, jerk, perk, serf, verb, clerk, perch, stern.

We have seen the sound patterns of a and e, three sound patterns of a and two sound patterns of e. What is the next vowel?

**Student:** i

i ((Refer Time: 07:35)).

(Refer Slide Time: 07:36)



Let us see it is sound pattern. Monika...

**Student:** if, in, is, it, inch, ink, bid, big, bin.

Continue

**Student:** bit, big, dig, dim, din, dip, fit, fix.

Seshank

**Student:** hid, him, hit, lid, lip, mix, nit, pig.

Continue

**Student:** pin, pit, rib, rid, rig, rim, sin, sit, six.

Yes, in English when you pronounce r, make note that the pronunciation is lit, not rig, rim. It is rid, rig and particularly if it comes towards the end, it is kept very light car, for, par, not, car, par, car.

So, English sound set typically light next

**Student:** Ten, win, wit, bill, dish, fill, fish, hill, list, mill, miss, pick, pill, quit, rich, sink, till.

Next

**Student:** tilt, will, wish.

What is this first word?

**Student:** tilt

Yes

**Student:** tilt, will, wish, with, bring, cliff, ditch, print, quilt, stiff, still, sting, trick, wrist.

Next Akshath

**Student:** glitch, plinth, plinth, script, spring, strict, string.

In all are these you have noted the sound of i, which is e small sound e. Some other sounds of i are also possible. Yes move it at, this x means exception exceptional sound. Exceptional sound of i...

**Student:** fir, sir, bird, firm, first, shirt, thirst.

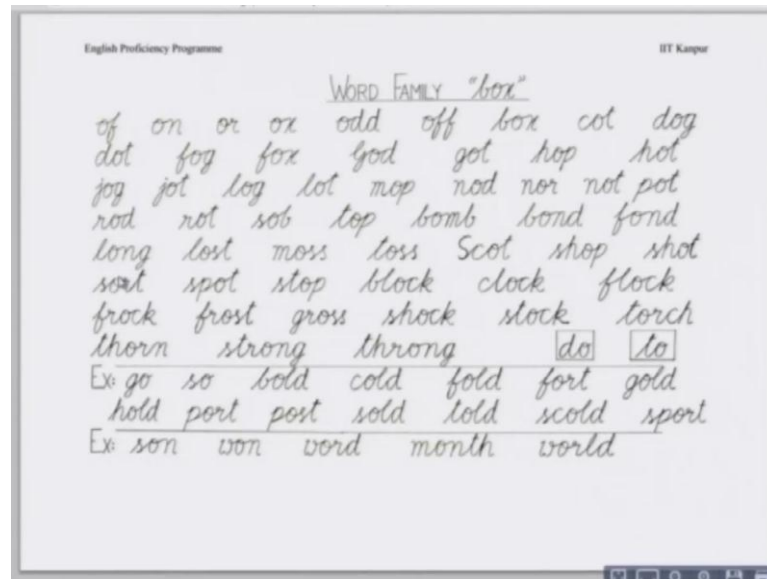
Another exceptional sound Seshank



**Student:** bind, high, hind, kind, mind, wild, blind, child, grind, light, fight, flight, slight.

Good. So, for i the major sound pattern is this e, the minor sound patterns are a and i. So; that means, in a word which you see first time some the word the sound of i will set typically in one of these.

(Refer Slide Time: 10:33)



Next vowel O. ((Refer Time: 10:32)) box yes that is it.

**Student:** of, on, or, ox, odd, off, box, cot, dog, dot, fog

Wait, just a minute. In this case, in this line the first word was of and this word was o double f. What is the difference in the sound of these? In this o double f you pronounce f precisely as f off and in this one you pronounce light and almost like the off how o v see at if it is o v.

Now continue from here

**Student:** dot, fog, fox, god, got, hop, hot.

Yes Seshank, next

**Student:** jog, jot, log, lot, mop, nod, nor, not, pot.

Continue

**Student:** rod, rot, sob, top, bomb, bond, fond.

Monika next

**Student:** long, lost, moss, toss, scot, shop, shot.

Continue

**Student:** sort, spot, stop, block, clock, flock.

Yes, Karthik this from frock

**Student:** frock, frost, gross, shock, stock, torch, thorn, strong, throng, do, to.

And you know why these two are, these two words in a box, because their sound pattern is not according to the normal word. We will come back to this sound reading later. And now, let us go to another exceptional sound which is more common. Akshath...

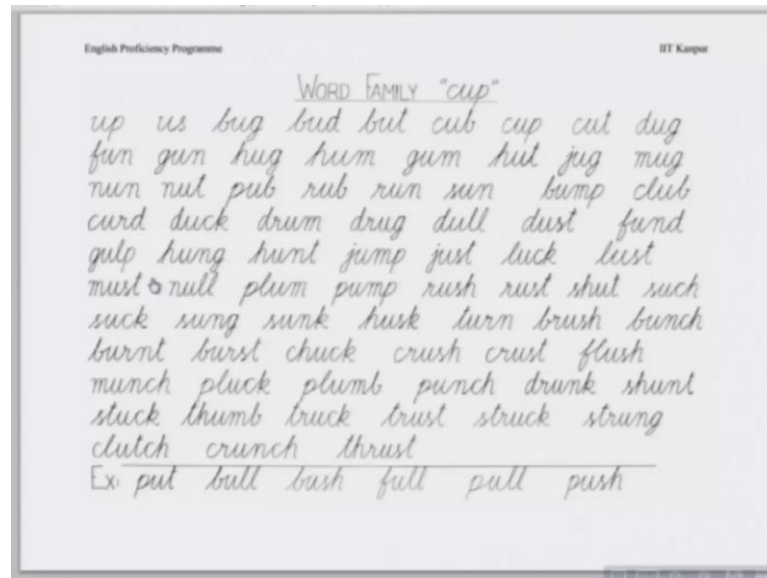
**Student:** go, so, bold, cold, fold, fort, gold, hold, port, post, sold, told, scold, sport.

Beautiful, Seshank

**Student:** son, won, word, month, world.

So, one sound pattern here, which is the major sound pattern of O, which is like box and two minor sound patterns bold and word and one peculiar very rare sound pattern, which is in box here that is do, to.

(Refer Slide Time: 13:07)



We continue with the remaining vowel U ((Refer Time: 13:02)) that is right, yes Monika.

**Student:** up, us, bug, bud, but, cub, cup, cut, dug.

Continue

**Student:** fun, gun, hug, hum, gum, hut, jug, mug.

Yes, Seshank

**Student:** run, nut, pub, rub, run, sun, bump, club, curd, duck, drum, drug, dull, dust, fund.

Next

**Student:** gulp, hung, hunt, jump, just, luck, lust, must, null, plum, pump, rush, rust, shut, such.

Next Karthik

**Student:** suck, must, null, plum, pump, rush, rust, shut, such, suck, sung, sunk, husk, turn, brush, bunch

Just a minute, yes next Akshath

**Student:** burnt, burst, chuck, crush, crust, flush.

Next Seshank

**Student:** munch, pluck, plumb, punch, drunk, shunt.

This word is new?

**Student:** Yes

Shunt in matrix in a circuit you have something called a shunt, Monika...

**Student:** stuck, thumb, truck, trust, struck, strung.

Continue

**Student:** clutch, crunch, thrust.

Akshanth

**Student:** last put, bull, bush, full, pull, push.

So, this is the different sound that is why that has been as exceptional. So, for you this is a major sound pattern and this is a minor sound pattern you see these are word families, which we have put together according to defined and sound pattern of the vowels in the words. We will come back to these word families later and right now, we have one more issue in agenda for this particular session and that is the counted part of the technique that we studied in the previous session.

In that technique in which, who which we called interpretation our idea was to take an English text and make out its meaning and in the process of making out its meaning in order to make out its meaning correctly and we considered that we have done. So, we broke the sentence in different parts and then, completely translated all the parts into Hindi and then the Hindi he constructed the sentence and then, ensure that we have understood the sentence completely.

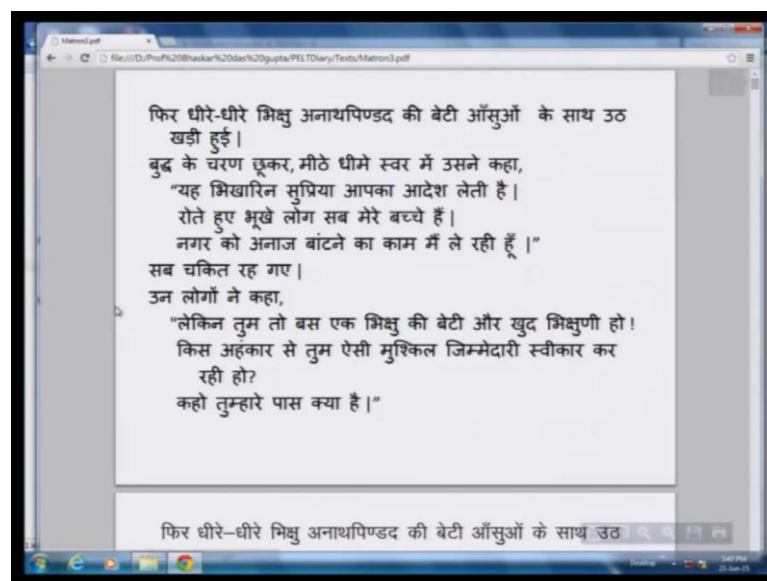
And there assumption was that in the, which is our CLL look Common Local Language is something in which, all of us are profession to a very high degree compare to English, which you have learning in this other technique, which we do today the process is

exactly reverse the idea is that we have something in mind, which you want to say and we want to express something and for that we will constraint the correct in this sentence.

So, as two express our idea in English, but in practice we will not right now take the job of putting down our idea, but put down in idea, which is already return already available in c l already available in hind and; that means, all of us know what it is that we are trying to express. So, that when it is express in English all of us know that it has been express correctly and the purpose was successfully executed.

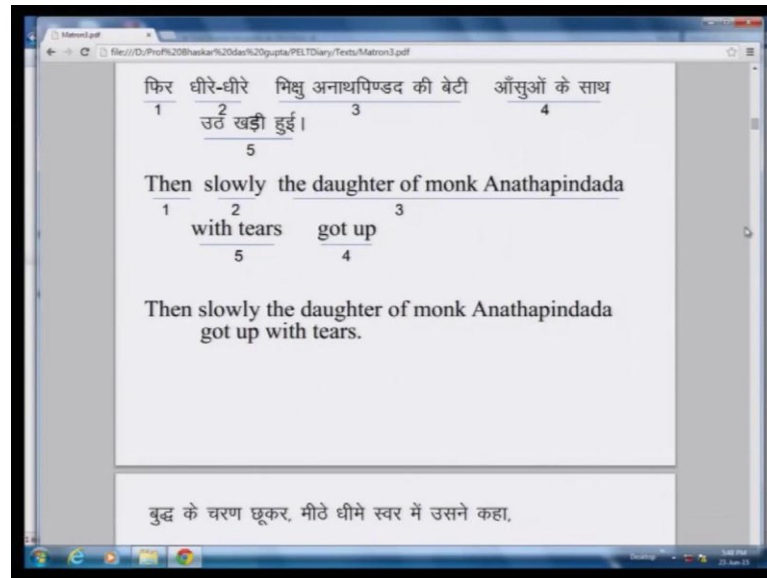
So, this passive this techniques will call us expression or in nick name we call it CLL two eng; that means, common local language to English the way interpretation we call as eng to CLL; that means, English to common local language. So, for the expression session we have this present for doing it in class today, which is actually to the continuation passage of the one, which we used for interpretation session.

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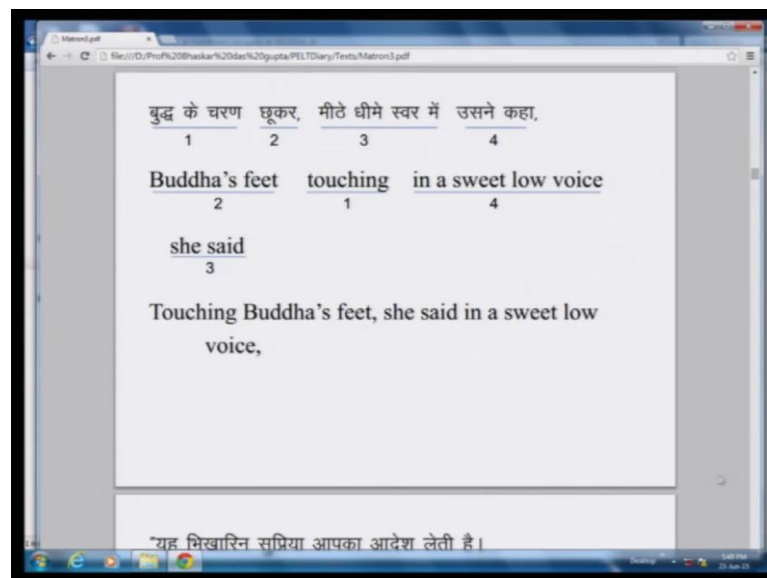


And in order to remind you that it is continuous session continuous passage the first sentence is repeated this is the sentence with, which we completed the exercise in the last session that if, then slowly the daughter of mom among took in them got up with dears [FL]. And today we will continue the same story and this time we has the Hindi version, which as and we will converted in to English step by step.

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(Refer Slide Time: 18:32)

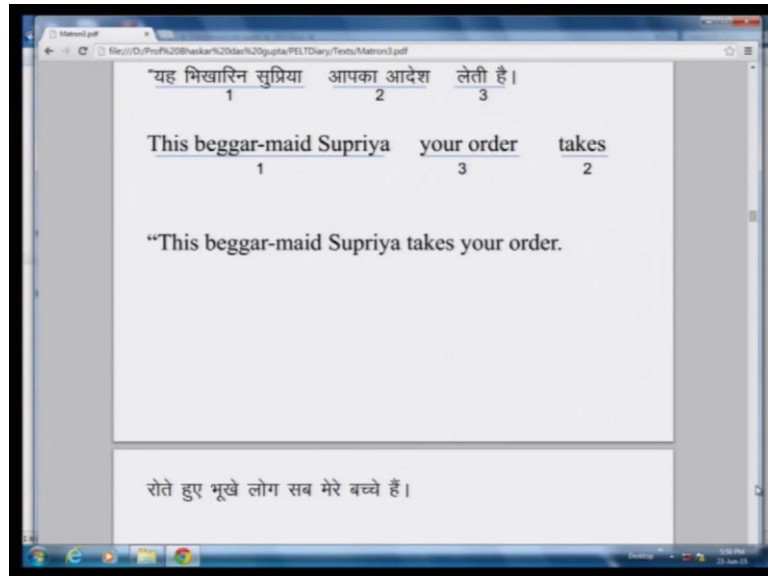


Next sentence is [FL] and if we make it, then we get [FL] Buddha's feet [FL] touching [FL] in a sweet low voice [FL] she said. And now, we number, then according to the English sign that rule and how we will make that you say first here, then here and so on, but touching it is one then, 2 here 3 here and 4 here and as we assemble it in that order we will get the by touch in this sentence.

And then we will make the appropriate capitalization that T will become capital, because it is a first letter of the sentence touching Buddha's feet she said in a sweet low voice and

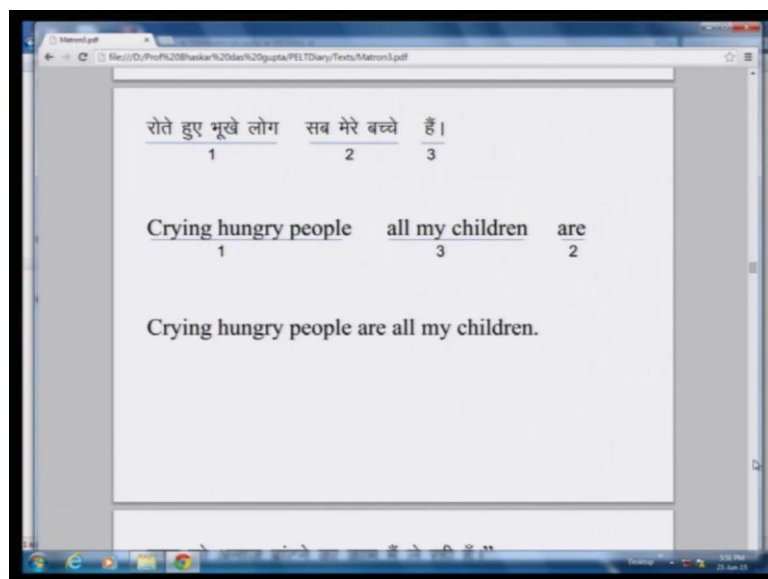
this common here signifies that the sentence is not really complete, because the speech will come now, the direct speech will come now and, so that is why it is come here.

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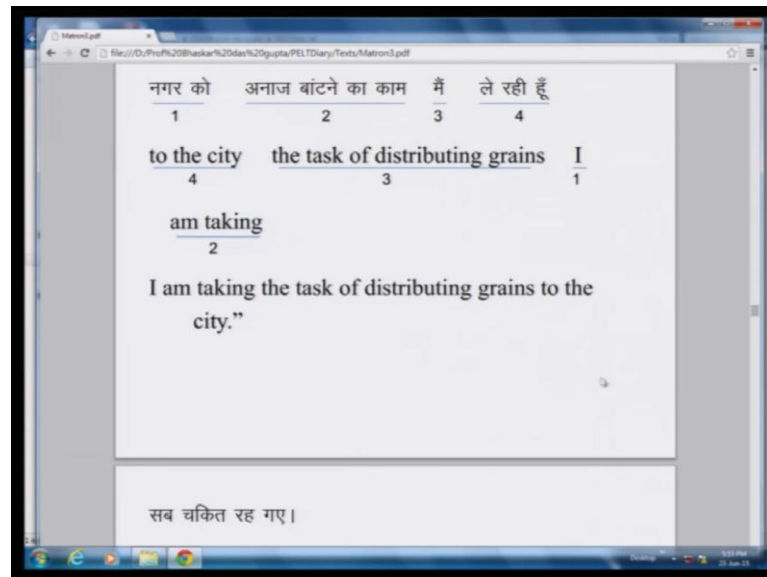
Next [FL] [FL] is one [FL] two [FL] three as we convert each of them in to English [FL] becomes this beggar maid Supriya [FL] becomes your order [FL] becomes takes and then, the number these parts and composing that sequence and get this bigger made Supriya takes your order fine.

(Refer Slide Time: 20:45)



Next [FL], so you see this is the ((Refer Time: 20:59)) and this is the subject and this is rest of the predicate other than the word [FL] crying hungry people [FL] all my children [FL] are in English rules, now you number these parts and assemble it crying hungry people are all my children.

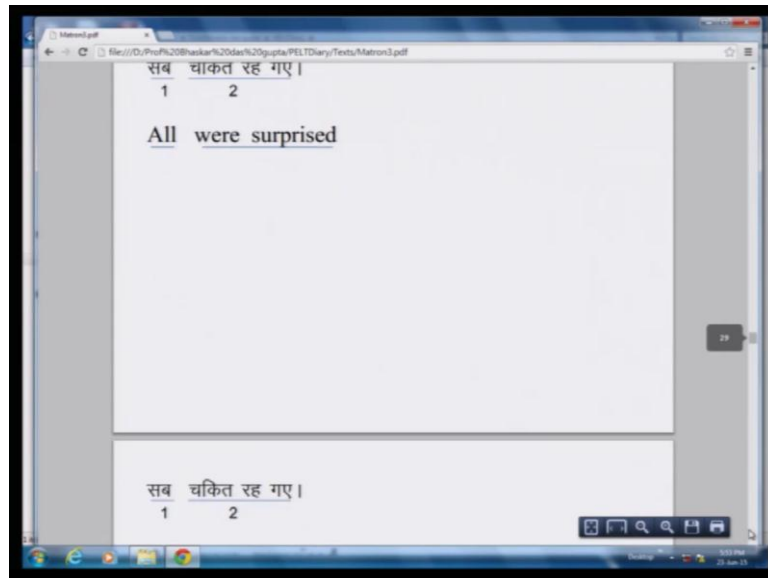
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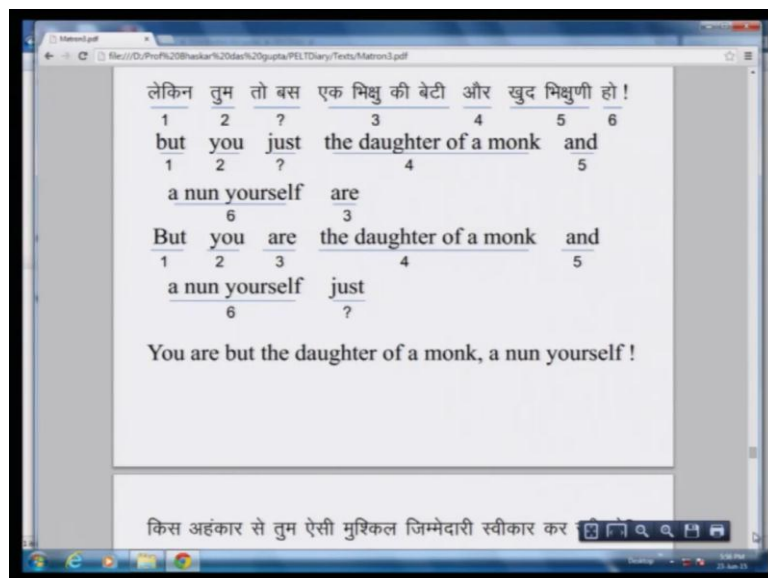
Next [FL] is you remember the story in which, the story started with the problem who will distribute gains to the hungry. So, we break into pieces [FL] [FL]. What is the action layer here? So, in that sense of the meaning we break it in the last session we are discussion, what is a sense in which you break it. So, ask a question get the answer, so according to the answer break it for every little question the answer that you get in the sentence that is one pieces of a one part who doing what is the action that is action who what is the action I am taking, what the task of distributing grains home to the city.



(Refer Slide Time: 22:49)



(Refer Slide Time: 22:52)



How to do it? What is the first piece? [FL], who is have a little struggle ((Refer Time: 23:05)) [FL]. In parts translate it [FL], but [FL] you [FL] only [FL] daughter of a mom, the daughter of a mom or and [FL] have none when she talks about herself she talks about bigger night, but others in good in us other in good in we not suppose to call her that; that is not expectable.

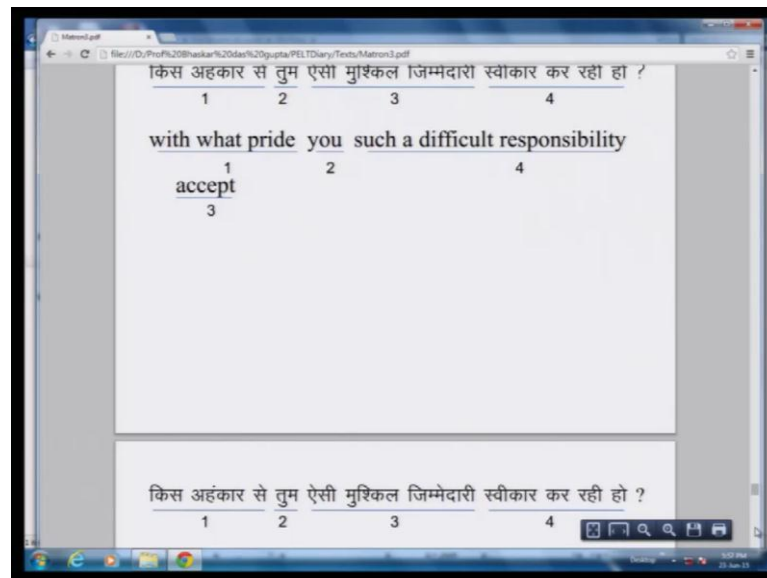
So, we say the right word, which is none [FL] are now, a how do you number less number than, but you just the daughter of a mom and then, on yourself are. So, you

number that like that, but you are you are what the daughter of a mom and nun yourself and we do not we have not yet before just in you her. So, let it stay outside for the time being like this.

And then we think how to settled this word just one way to put it here and then you say, but you are just the daughter of a monk and a nun yourself or you say, but you are only the daughter of a monk and nun yourself or we say, but you are the daughter of a monk the and nun yourself, but for as the best and stylish way to do that is not to keep this word just it a, but put this word, but here you are, but the daughter of a mom in the I yourself.

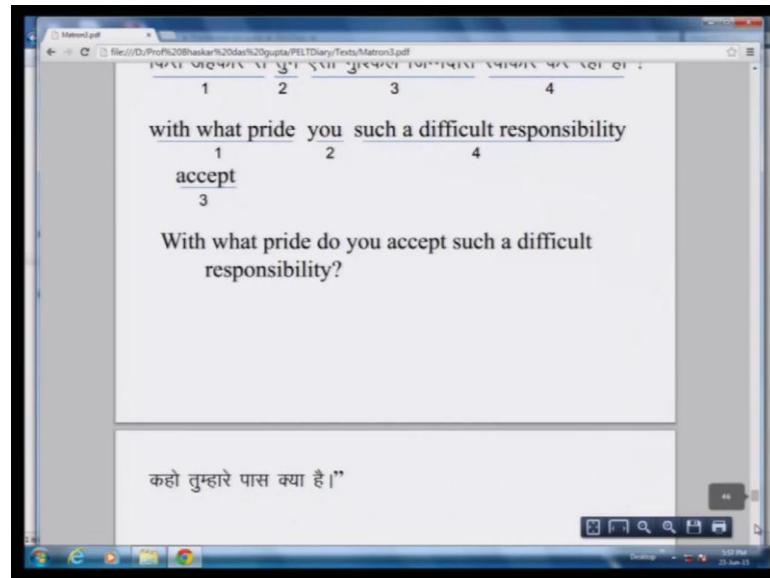
And in this last round you must have a noticed that I have got read of this and rather put it form a here and this has come to come out to be stylish translation more dramatic, but that is not necessary and dramatic transition is not necessary for a translation and for during ((Refer Time: 25:33)). Other version will be as good as this. So, for us understanding is concerned or the job was a transition is concerned.

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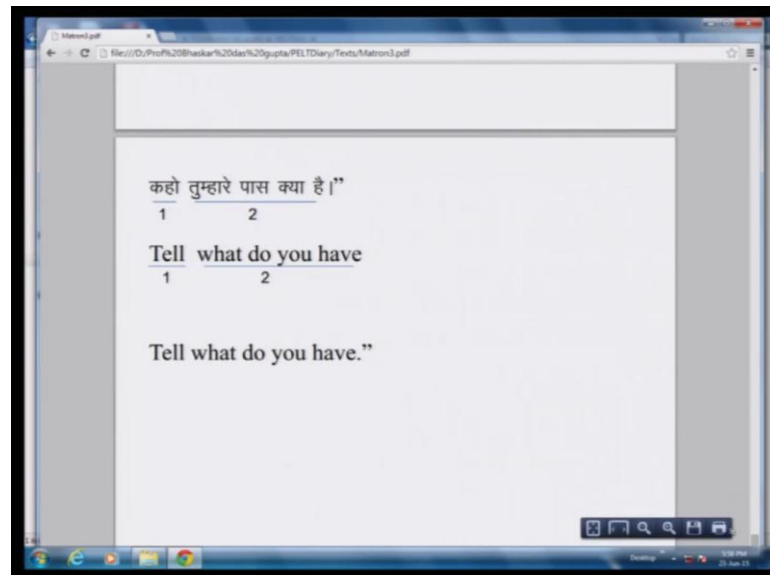
You have as assemble it like that in the sentence we correct.

(Refer Slide Time: 25:47)



Not really like to something more according to English rules of question it will be not with per people with pride you exception such a difficult responsibility, but you will be, what pride do you accept such a difficult responsibility, because that is the roll of constructing a question.

(Refer Slide Time: 26:11)



So, this will you will find that as you begin in to parts and covert each part in to English, then you see different parts you will see a number of pieces, which we have to assembly and if you have some familiarity with the language increase your trying to assemble, then

the order in which, you are to assemble should not be very difficult to find out. So, at this point we stock and find out if you have any questions yes, why we need word families why do we need word families why do you accept that difficult task.

So, why do you need word families, word families we do not need as such word families we are using as a convenient to teach you a lot of words together in one big group. So, that in every word family, where you know some of the words some of the words are familiar and some of the word you do not know some of the words are new.

But then, when you see that in one group when you see, so many words in which, you no majority of the words and there are some words, which you do not know, but just the fact that we have put to gather these words in one single family tells you that whatever is the sound of i in the words you know it will be the same sound in the other words, which i am new to you. So, for example, suppose for somebody this word is new, what are the options, how to how she would say this word.

So, having these in this word family she knows that sense it is club it tin miss print excreta. So, this should be glitch and not bitch have this is our techniques of putting unknown things in the group of known things. So, that some corrected about the unknown is; obviously, known to the new comer. Above from that the major purpose of putting words in a family according to the vowel sound is to ensure that student of the class learn, so many words together and get the pattern of the sound.

So, that wherever is in new word he gets the get some particular vowel he knows that typical sounds by which you has been pronounced. So; that means, even if the does not no meaning of the word he at least can read it smoothly and he wants the meaning he consult the dictionary, but even before knowing the meaning you have an idea of the pronunciation. So, that is the purpose of having words club together in word family anything else why we have to an, so many words, so many these are, so many or.

So, few this is also a question, because as we know there are too many words in the language, which is a a good thing, which means that is the language is rich you do not need to I mean every student does not need to the these many words in one set it can be possible that we have a short list of word and it is that in the beginning and if I am trying to you reach you dictionary words not must less; that means, I except you do the able to lines of many words.

In other class if the student are little weaker than people, then the teacher may decide that may be not reasoning words, but little smaller words and in that case the teacher will teach subset of these words not allowed these there is also possible it is a decision, which rest to the teacher, because the teacher knows as students and see knows how many words of one kind together a student would be capable of handling easily, since I know that you when you, so many words towards that is why trying to teach you, so many words together.

(Refer Slide Time: 31:02)

उसने विनय से कहा,  
मेरे पास केवल यह भीख माँगने की कटोरी है।  
मैं एक गरीब लड़की हूँ – सब से कमजोर।  
इसलिए मुझे आप लोगों की दया मिलेगी।  
और, प्रभु का आदेश पूरा होगा।  
मेरा भण्डार आप सब के घरों में है।  
अगर आप लोग चाहेंगे, तो यह कटोरी हमेशा भरी रहेगी।  
मैं भीख से जमा किए गए अनाज से नगर को बचाऊँगी।  
मैं अकाल की भूख मिटाऊँगी।”

रवीन्द्रनाथ ठाकुर से,

So, today we are not contacting the 30 session are that you duel session, but the what was in the agenda and what those of if you school teachers and who want to run this in you among your student are suppose to do in this tutorial I will just outline. The continuous passage of whatever you are doing are here and the task in the tutorial is to get similar passages done by students by this step by step process, which in a closing manner I am showing you here.

(Refer Slide Time: 31:45)

उसने विनय से कहा,  
उसने विनय से कहा,  
1 2 3

She modestly said  
She modestly said  
1 3 2

She said modestly,

मेरे पास केवल यह भीख माँगने की कटोरी है।

(Refer Slide Time: 31:48)

मेरे पास केवल यह भीख माँगने की कटोरी है।  
मेरे पास केवल यह भीख माँगने की कटोरी है।  
1 2 3 4

I have only this begging bowl  
I have only this begging bowl  
1 2 3

"I have only this begging bowl.

मैं एक गरीब लड़की हूँ - सब से कमजोर।  
मैं एक गरीब लड़की हूँ - सब से कमजोर।

(Refer Slide Time: 31:50)

मैं एक गरीब लड़की हूँ - सब से कमजोर ।  
मैं एक गरीब लड़की हूँ - सब से कमजोर ।  
1 2 3 4 5

I a poor girl am - all weakest  
I a poor girl am - all weakest  
1 3 2 5 4

I am a poor girl - weakest of all.

इसलिए मुझे आप लोगों की दया मिलेगी ।  
इसलिए मुझे आप लोगों की दया मिलेगी ।

(Refer Slide Time: 31:52)

इसलिए मुझे आप लोगों की दया मिलेगी ।  
इसलिए मुझे आप लोगों की दया मिलेगी ।  
1 2 3 4

Therefore I your pity will get  
Therefore I your pity will get  
1 2 4 3

Therefore I will get your pity.

और, प्रभु का आदेश पूरा होगा ।  
और प्रभु का आदेश पूरा होगा ।

(Refer Slide Time: 31:53)

और, प्रभु का आदेश पूरा होगा।  
1 2 4 3

And the master's order fulfilled will be  
1 2 4 3

And, the master's order will be fulfilled.

---

मेरा भण्डार आप सब के घरों में है।  
मेरा भण्डार आप सब के घरों में है।

(Refer Slide Time: 31:55)

मेरा भण्डार आप सब के घरों में है।  
1 2 3 4

My store of all of you in the homes is  
1 4 3 2

My store is in the homes of all of you.

---

अगर आप लोग चाहेंगे, तो यह कटोरी हमेशा भरी रहेगी।  
अगर आप लोग चाहेंगे, तो यह कटोरी हमेशा भरी रहेगी।  
1 2 3 4 5 6



(Refer Slide Time: 31:56)

अगर आप लोग चाहेंगे, तो यह कटोरी हमेशा भरी रहेगी।  
1 2 3 4 5 6

If you people wish, this bowl always full will remain  
If you people wish, this bowl always full will remain  
1 2 3 4 6 5

If you people wish, this bowl will remain always full.

मैं भीख से जमा किए गए अनाज से नगर को बचाऊँगी।  
मैं भीख से जमा किए गए अनाज से नगर को बचाऊँगी।  
1 2 3 4 5

I collected from alms with the grains the city

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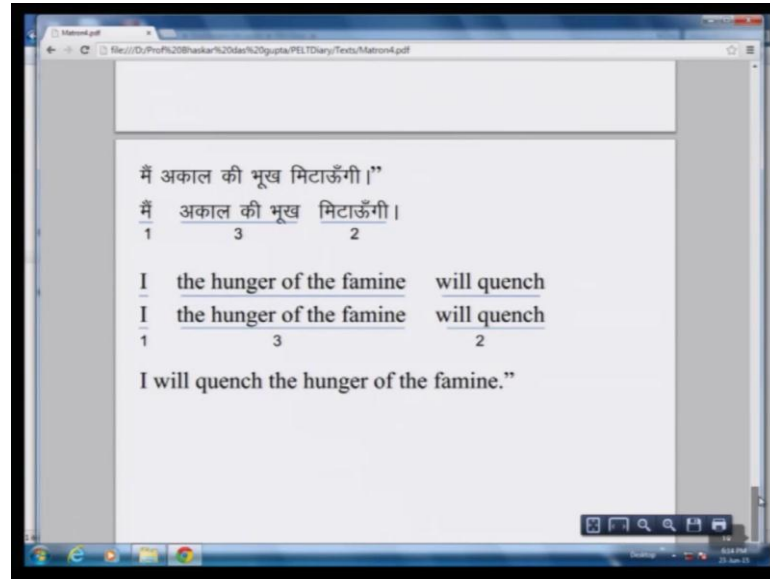
मैं भीख से जमा किए गए अनाज से नगर को बचाऊँगी।  
1 2 3 4 5

I collected from alms with the grains the city  
will save  
I collected from alms with the grains the city  
1 5 4 3  
will save  
2

I will save the city with the grains collected from  
alms.

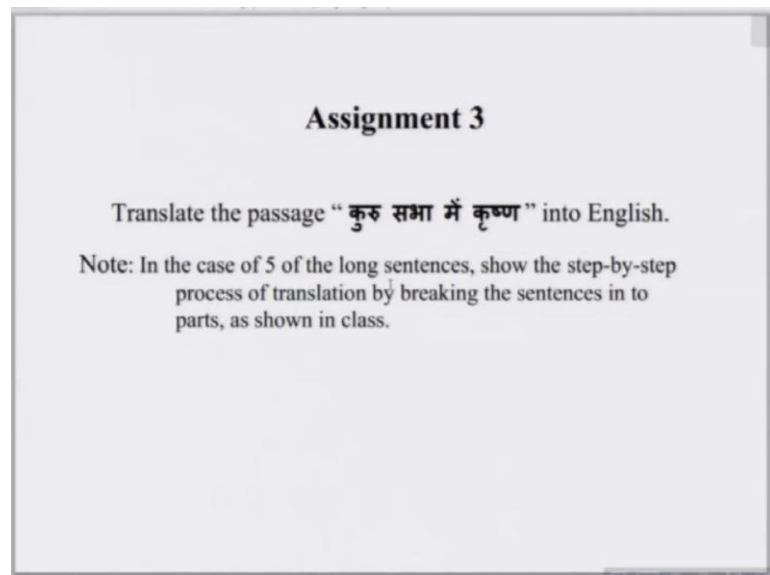
मैं अकाल की भूख मिटाऊँगी।”  
मैं अकाल की भूख मिटाऊँगी।  
1 3 2

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And make note that this kind of exercises running by instruction running through instruction for five minutes certain minutes and through the work of the student for another five or a ten minutes is not a enough for the children that children need a lot of practice and those among you who are here in order to improve in your English those also those peoples also need it in much larger measure.

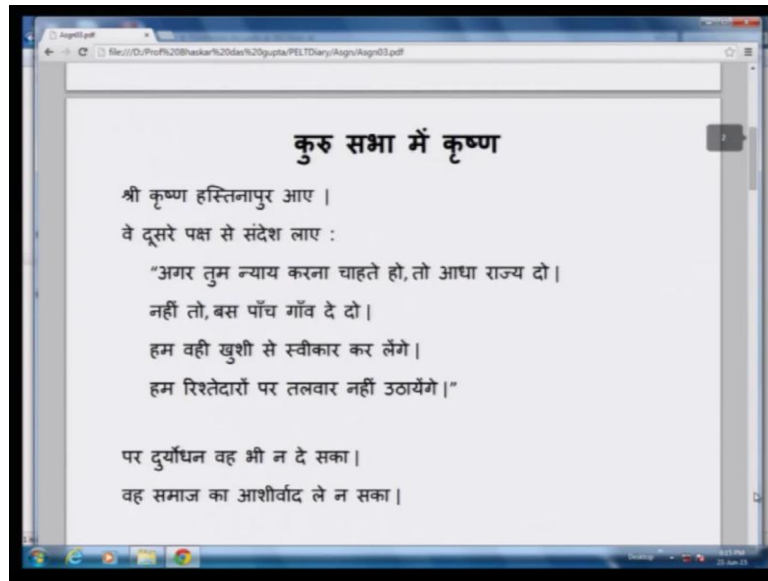
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And that is why we have this passage for assignment and just like passage in the previous assignment in which, passage was given to translate from English into Hindi in

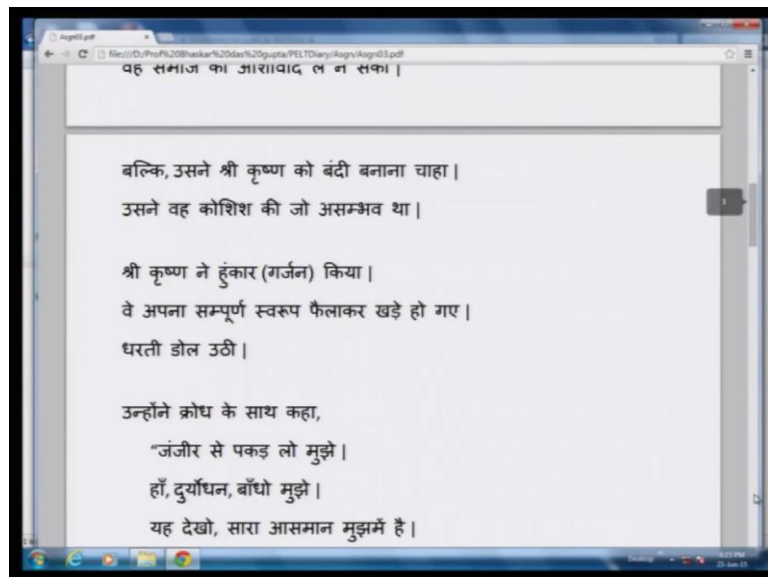
the interpretation exercise. Now here, this passage is given for translation form Hindi into English and here also in the case of five of the long sentences I am asking you to show the step by step process of transaction by breaking in two parts as that in the class. And in rest of the sentence also you do it like that, but in your submission you do not need to show all those steps in details, because the that way you are not going to large, but in the case of 5 of the long sentences we do that.

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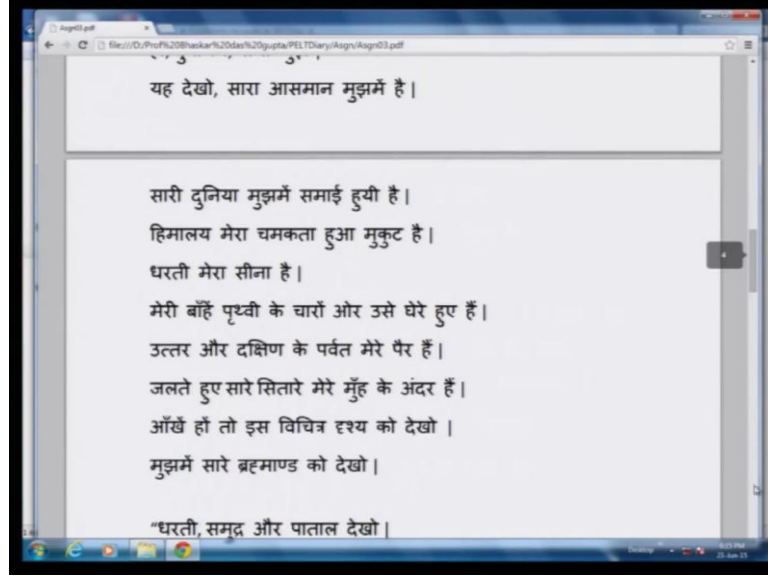


And this passage is a little long.

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So, here we stop in the session and continue again in session 4.

Thank you.