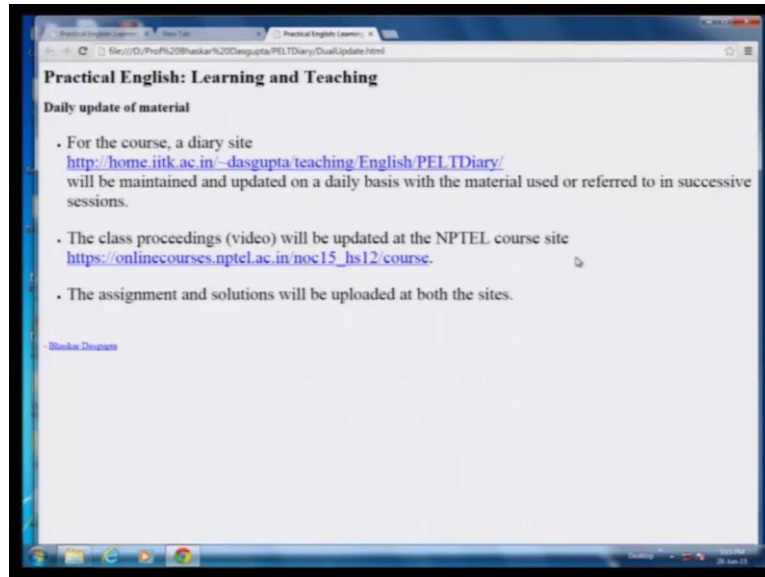


**Practical English: Learning and Teaching**  
**Prof. Bhaskar Dasgupta**  
**Department of Mechanical Engineering**  
**Indian Institute of Technology, Kanpur**

**Lecture – 37**

(Refer Slide Time: 00:09)



Welcome, we are in session 37 of the course.

(Refer Slide Time: 00:17)

Quarter 3 ends here:	Some suggestions on good and gripping authors:	Additional exercise for teachers:
31 Some administrative issues. Revisiting Major Forms of sentences.	Discussion Sample <a href="#">articles</a> study into elaborate sets of independent sentences.	Future <a href="#">potentials</a> of EPP
32 A <a href="#">read here</a> and its <a href="#">read</a> teachers. <a href="#">Start</a> in a <a href="#">self</a> <a href="#">Syntax</a> on Sentences.	Discussion From the internet, <a href="#">read</a> a <a href="#">fresh</a> <a href="#">story</a> and <a href="#">collect</a> a <a href="#">total</a> of 100 sentences: 25 of each kind.	Identification of sentences as simple, compound, complex, mixed etc. Examples
33 Another <a href="#">read here</a> Careful about <a href="#">types</a> that are <a href="#">misleading</a> .	Discussion Find out <a href="#">terms</a> of etymologically connected words to the <a href="#">given</a> <a href="#">words</a> and provide illustrations. <a href="#">Three</a> parts of speech.	Practice on Parsing: Classification. Practice on etymologically connected words.
34 Parsing of Simple Sentences. Text-based parsing.	Discussion Parse (Analyze) 10 simple sentences from your collection.	Guess: A great contributor to 'learning' Rules of a <a href="#">given</a> of 7-letter words.
35 Live versions for double resolution.	Discussion Words with multiple <a href="#">Puls</a> identifiers. Marking Phrases and Clauses.	Discussion on learning, teaching and examination-related issues.
36 Words as available rules. Parsing of Compound Sentences. Clauses and Phrases: Interchangeability.	Discussion Parse (Analyze) 10 compound sentences from your collection.	Exercise on Parsing
37 <a href="#">Syllabus</a> and <a href="#">Purdess</a> Parsing of Complex Sentences.	Discussion Parse (Analyze) 10 complex sentences from your collection.	Test of English as a Functional Language
38		
39		
40		

Today's lecture in the segment on vocabulary, I want to discuss with you two things, which have been already introduced a little obliquely through the word trees. From one

root word when you try to derive a large number of words in a tree, then essentially you at suffixes and prefixes and sometimes beyond that you connect that with other words. But, the primary way of modifying words is through suffixes and prefixes. So, they operate differently and give different kinds of changes on the meaning of the word.

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English Proficiency Programme		
A collection of Suffixes		
Suffix	Typical Word	Examples
-cy, -acy	noun	privacy, adequacy, intimacy, supremacy
-te, -ate	adjective	private, adequate, intimate
	verb	imitate, meditate, officiate
-age	noun	courage, coinage, shrinkage, tonnage
-al	noun	referral, disavowal, disposal, festival
-al, -ial, -ical	adjective	structural, territorial, categorical
-ance, -ancy, -ence, -ency	noun	resistance, dependence, extravagance, vacancy, agency, potency
-ant, -ent	adjective	important, dependent, malignant
-ise, -ize	verb	energise, specialise, optimize

As you already know suffix typically adds on the right side; that is at the end of the word and it typically changes one kind of word to another kind of word among noun, adjective, verb, adverb and so on. So, here I have composed a small correction of suffixes in order to trigger the reaction in your mind, from which I expect you to be more conscious more alive to the idea of looking at a word and identifying it is suffix.

And then, do two things by changing a suffix or by putting more suffixes, but other words you can derive and when you put the same suffix on other words, then how those words give raise to new further words. So, this is one suffix cy or acy and the result of the addition of this suffix is typically the formation of a noun; showing action or quality or state, position etcetera. Examples privacy, adequacy, intimacy, supremacy, these are all quite well known words.

But, similarly you can also combine and derive and figure out some less well known words also and that is the advantage. In case of cy or acy, if you have te or ate, then the corresponding adjective few fight; private, adequate, intimate and so on, te, ate also add at the end of a word to give rise to verbs like imitate, meditate, officiate and so on. Sometimes ate joins with an I before that and there is age, so the result is noun, courage,

coinage, shrinkage, tonnage.

So, you know courage is actually connected actually derived from cour, which is the Latin root has come through French to English and it means heart. So, your courage and your cordiality have the same root, it has a cordiality. Al joining typically gives rise to noun or adjective. Examples of al giving noun are referral, avowal, disavowal, disposal, festival and so on, the resulting word maybe adjective in other cases like structural, territorial, categorical.

(Refer Slide Time: 04:29)

-al	noun	referral, disavowal, disposal, festival
-al, -ial, -ical	adjective	structural, territorial, categorical
-ance, -ancy, -ence, -ency	noun	resistance, dependence, extravagance, vacancy, agency, potency
-ant, -ent	adjective	important, dependent, malignant
-ise, -ize	verb	energise, specialise, optimize
-fy, -ify	verb	classify, vilify, crucify, deify
-ion	noun	obsession, imitation, explosion
-ive	adjective	defensive, qualitative, evasive, aggressive
-ful	adjective	hopeful, powerful, beautiful
-less	adjective	helpless, meaningless, matchless
-hood	noun	manhood, brotherhood
-ly	adverb	equally, finally, specially

There are many others. Make an additional list. Expand this list itself with more examples.

So, there al may come simply as al or ial or ical, categori categorical. Then a number of related suffixes ance, ancy, ence, ency. This typically gives rise to nouns resistance, dependence, extravagance, vacancy, agency, potency and so on. And the corresponding adjective forms you will get with ant or ent, important, dependent, malignant. Ise or ize both are same actually ise, ize, i s e, i z e this typically gives rise to words and lots of verbs get formed like this energize, specialize, optimize and in the case of many words of like, of this sort the British spelling has ise and the American spelling has i z.

So, one needs to be careful about that and sometimes the word form uses s or z and the noun form of the same thing is uses c and pronunciation is very close, but slightly different. Example advise with s verb and advice with c noun; device, device. I o n of course, we have seen this in a word club earlier, the result of this. When this comes after t or s or w, then we have seen the shunk club; typical result is noun, but also used in the verb sense quite often; not always, but quite often. Obsession, imitation, explosion and,

their adjective forms you get with if defensive, qualitative, evasive, aggressive and so on, aggression, aggressive.

Ful is very common, but make note it is not a few double l; this is a common mistake. After putting the suffix ful people put an extra l, which is wrong. When ful comes at the end as a suffix, then one l gets dropped, hopeful, powerful, beautiful and so on. Similarly, less and the result is again adjective helpless, meaningless, matchless. Hood is typical noun forming abstract noun forming suffix manhood, brotherhood and so on.

Ly typically gives you adverb, comes after adjective gives you adverb beautiful, beautifully, but with ugly you do not make uglyly, that is not a verb not a word. So, equally, finally, specially in these cases it has in equal it is adjective equal adjective, final adjective, special adjective, so equally, finally, specially.

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-ency	noun	potency
-ant, -ent	adjective	important, dependent, malignant
-ise, -ize	verb	energise, specialise, optimize
-fy, -ify	verb	classify, vilify, crucify, deify
-ion	noun	obsession, imitation, explosion
-ive	adjective	defensive, qualitative, evasive, aggressive
-ful	adjective	hopeful, powerful, beautiful
-less	adjective	helpless, meaningless, matchless
-hood	noun	manhood, brotherhood
-ly	adverb	equally, finally, specially

There are many others. Make an additional list. Expand this list itself with more examples.

There are those usual suffixes also with the basic conversion roles for nouns, verbs, adjectives and adverbs. For example, -s, -es, -ess, -er, -est, -en, -ed, -t, -ing etc.

Blanker Diagrams

There are many others I advise you advise with s, I advise you to make an additional list of suffixes and what they give and some examples and these list itself you can expand by putting more examples here. In every case you will get some more examples certainly and in some cases you may get 20 to 30 more examples the moment you start trying.

And of course, apart from these and others that you collect, there are those usual suffixes about, which we did not spend much time and they are the ones which have the basic conversion rules among nouns, verbs, adjective, adverbs like s, es for making plurals e double s for making familial, er and est for comparing adjectives and adverbs more and most sense dear, dearer, dearest, near, nearer, nearest. So, pretty, prettier, prettiest and er

has another role that it does when it comes after a verb. So, it gives you the actor for an action, so you have.

**Student:** Borrow, borrower.

Borrow, borrower and then lend lender, send sender, receive receiver and so on. Ened typically for forming the third forms of verbs and third forms and second forms of also of verbs and for forming second forms and third forms sometimes t also easiest and ing typical for fifth form, present participle. So, lots of suffixes are there in every language, in our languages also lots of suffixes are there. In most of the languages suffixes give rise to an enormous amount of fertility to the words of the language. Another source of fertility is prefixes.

**Student:** sir,

Yes.

**Student:** ((Refer Time: 10:21)) en, the end that thing in some times we can get the first forms like strength strengthen, length lengthen especially with long.

From noun to verb yes, yes, yes en also operates in order to give verbs to begin with.

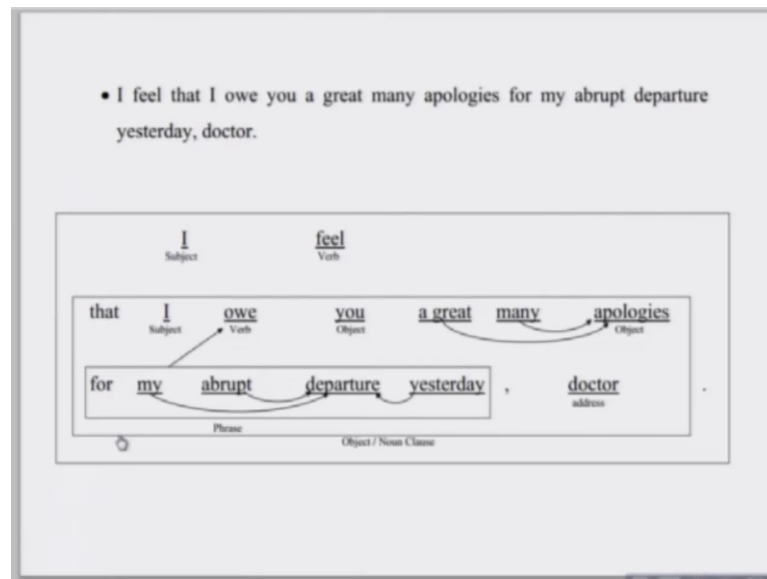
**Student:** ((Refer Time: 10:40))

Yes, that is not usual grammatical role that is the typical role of a suffix. Yes, in that sense it could have been in this list, yes certainly.

**Student:** Sir, another question this deify, deify d e i f y that is to make got out of something elsewhere.

Yes, yes, yes, yes in this word quite often the practice is that when some great people appear in seen, you first try to classify and verify them and when you do not succeed, then you proceed by them and after that you deify them. ((Refer Time: 11:13)) So, in the syntax segment we talk of complex sentences.

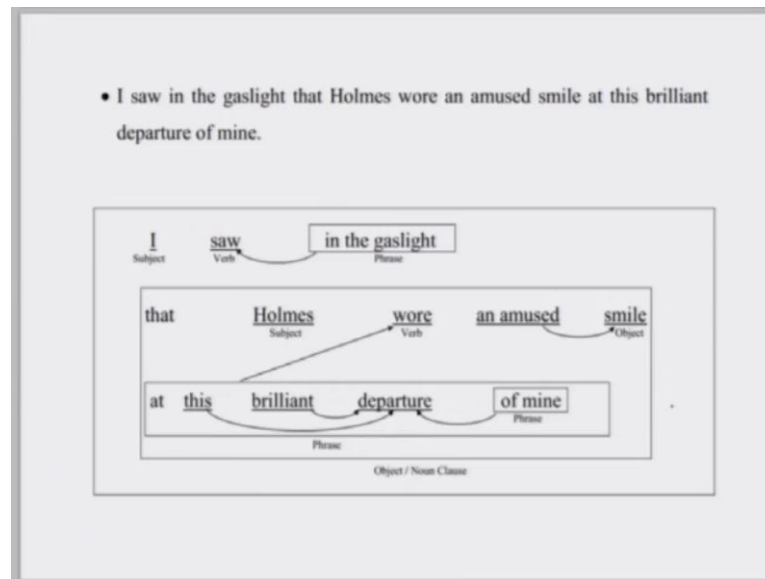
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Some examples, which are a little complex compare to earlier cases. The first one is not very complex, I feel that I owe you a great many apologies for my abrupt departure yesterday, doctor. Doctor is of course, address; I feel something this is the sentence. This is the main clause and that something is this subsidiary clause and I feel what, that is thing thing and therefore, this is operating like an object. So, it is a noun clause, because object the task of an object is typically the task of a noun.

So, this is something that has the force of a noun and what is that, that I owe you a great many apologies and so on. So, in this clause the main skeletal part is I owe you and what do I owe you apologies; that is the object. You also is a object, so owe has two objects; this is the indirect object this is the direct object. So, of course, these things are coming as qualifiers to this and for what, for my abrupt departure yesterday; for my departure, abrupt and yesterday are qualifying that, fine. Next...

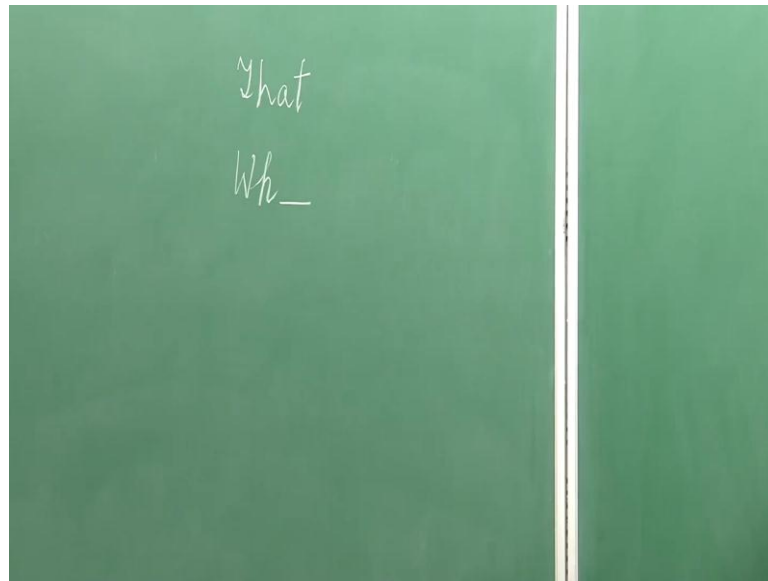
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I saw in the gas light that Holmes wore an amused smile at this brilliant departure of mine. I saw is the main sentence, what did I see that object noun clause is coming here. And of course, in the gas light is the answer of where operating as an adverb and what is I see, that thing is the noun clause and when you go inside that you find that Holmes wore smile, so subject, verb, object. What kind of smile an amused smile and an adverb here at this brilliant departure of mine.

So, of mine qualifying departure, brilliant also qualifying departure; even this qualifying departure. So, wore at departure, wore an amused smile at departure. When dependent clauses come in the sentence as noun clauses, they can operate either as the object or as the subject. Unfortunately as a result of our decision to take all our illustrative examples from a particular story, we did not get a specimen of a sentence in which, the noun clause is operating as a subject.

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So, I will give you one or two examples. Typically, the starting point of such noun clauses operating as subject would be with that and also with a w h word. So, that our country is the largest and most important neighbor is quite often forgotten in their calculations; that our country is the largest and most important neighbor. This whole thing is a subject of the sentence, is quite often forgotten in their calculations w h word. Why this drastic step was necessary remained or answered in the entire discussion? Why this drastic step was necessary remained un answered during the entire discussion?

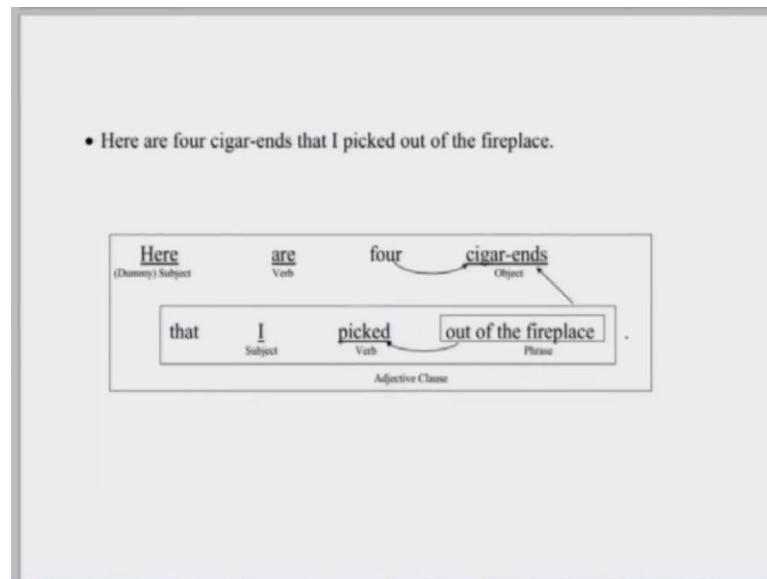
So, something some question remained unanswered during the entire discussion, what was that something, why such a drastic step action was necessary. So, that whole thing or whether you people are doing all your assignments sincerely or not is something which we will never know. So, here that whole thing, whether onwards is one clause noun clause operating as a subject of the main clause of my sentence.

**Student:** How he could remain silent is still beyond me, then it is also.

Yes, how he could remain silent is still beyond me or beyond my understanding or beyond my imagination. So, in such situations the entire clause is actually setting as the subject and quite often it happens in very stylish compositions, that there is a huge clause and that is the subject and then, at the end of that there are just two words or one word, which is the predicate, which is the thing to be communicated, fine.

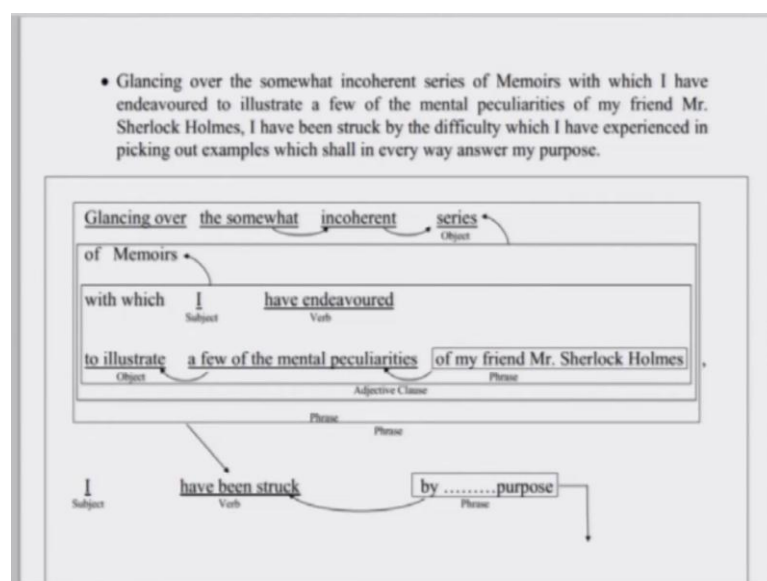


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So, now, an example of adjective clause. Here are four cigar ends that I picked out of the fireplace. We specially picked up this example, because typically adjective clauses get connected to the main clause with, which, where, w h words and that is the typical connector of a noun clause. But, that is not necessary, that is not universal, that also connect as adjective clauses. Here is an example, here are four cigar ends this much is obvious this is a skeletal sentence, which cigar ends which four cigar ends that I picked out of the fireplace. So, this is actually qualifying or restricting the cigar ends; not all cigar ends is being talked about, so this is a adjective clause.

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So, this is a complicated this has, Glancing over somewhat incoherent series of memories

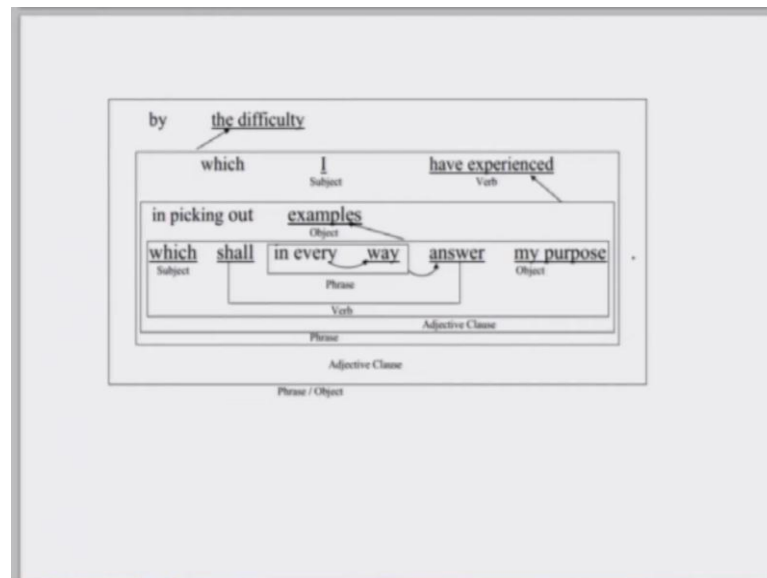
with which I have endeavoured to illustrate a few of the mental peculiarities of my friend Mr. Sherlock Holmes, I have been struck by the difficulty which I have experienced in picking examples which shall in every way answer my purpose. I have been.

**Student:** ((Refer Time: 18:48))

Oh yes of course, I have been struck, I have been struck that is a main clause yes, so more than half the sentence from here to here is actually a subsidiary phrase not even clause, then see guessing our something this whole thing is phrase up to this point I have been struck is the skeletal part of the main clause by something by the difficulty, which is a phrase the phrase runs from this point onwards till the end of the sentence.

So, I have been struck by something and that something is difficulty and difficulty is qualified by this adjective phrase clause, who which will come later, then glancing over the somewhat incoherent series, then glancing over series the over incoherent series of me moils. In that phrase another subsidiary clause adjective clause is coming with, which I have endeavored to illustrate peculiarities a few of mental peculiarities who's of my friend of Mr. Sherlock Holmes. So, then glancing over the somewhat in covariant series of memoirs qualified by these the memoirs, what endeavored qualify these.

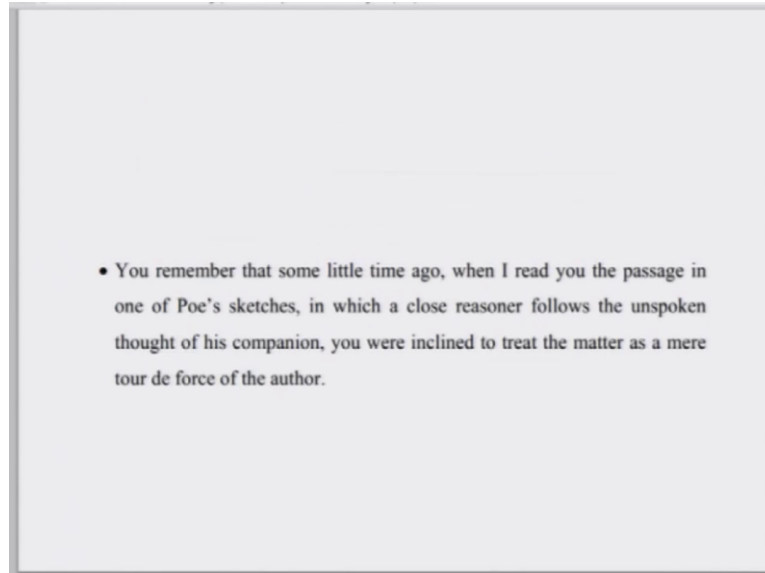
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I have been struck by the difficulty and which difficulty this is the kind of difficulty, which I have experienced this is the skeletal part of this clause and experienced in our even context where when. So, for that this is giving the adjective phrase I have experienced in picking out not adjective adverb phrase adverb phrase in picking out

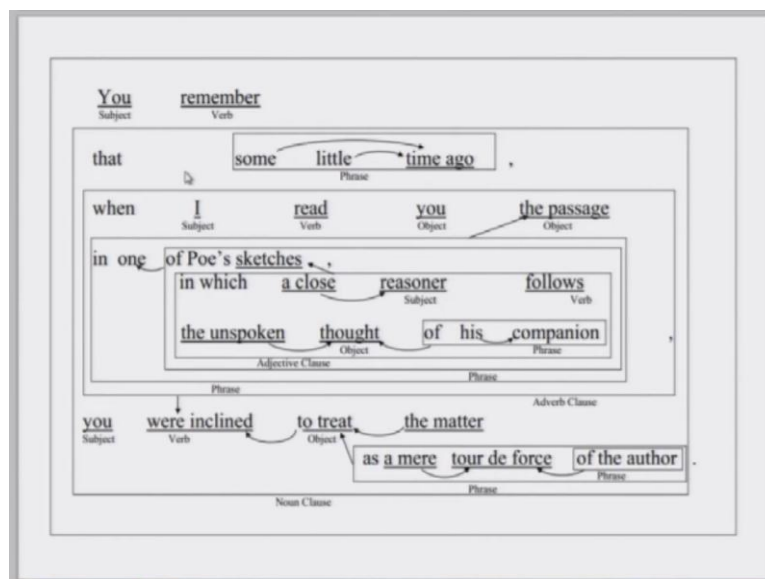
examples. And examples are qualified by this other subsidiary clause, which has answer my purpose and I shall how in every way shall answer is the where is qualifying that it is the adverb. So, this is the compare analysis of this sentence.

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The next sentence is also long, but not this long, you remember that some time ago, when I read you the passage in one of Poe's sketches, in which a close reasoner follows the unspoken thought of his companion you were inclined to treat the matter as a mere tour de force of the author.

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It is covered in a within a single page you remember something that something this entire

thing that and inside that the main clause is you were inclined to treat the matter. So, you where inclined object to treat the matter this is object were should be here actually the matter is object, you were inclined to treat the matter and adverb as a mere tour de force of the author. So, this is the clause in which, this also is there sometime some little time ago.

So, the noun clause here, which is the thing remember is that sometime some little time ago you are inclined to treat the matter as a mere tour de force of the author this is the phrase in which, this is the another smaller phrase qualifying to the force we are also qualifies the same thing. And this is another adverb in fact, some little time ago is also and adverb to this were inclined and another adverb to that is this and that is a clause and that itself has things, when I read you the passage I read you the passage in one of Poe's sketches and sketches not all of Poe's sketches one of Poe's sketches of that kind that particular one in which, adjective clause.

A close reasoner follows the and spoken thought adjective to subject verb the subject follows verb thought object qualified by the unspoken and thought is qualified by of his companion, so this is a complete parsing analysis object of the sentence. So, while interpreting while trying to understand the sentence you typically need to break it like this you need not necessarily write it down and break it with the diagrams, but this is the mental process; that is essential behind understanding a text.

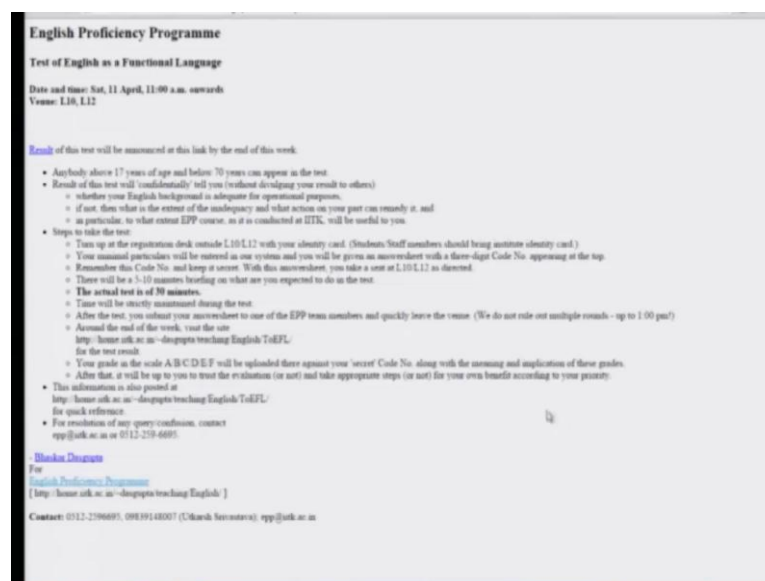
So, today we have got sometime in hand. So, I would like to share with you another important development that we made in ((Refer Time: 24:40)) English proficiency program a few months back you know before we get people in our courses or classes people typically do not exactly know, where there English stands. And some people at their, who know English well out of home there is a subset who knows that they know and then, there is another subset who do not know that they know.

On the other side of course, what is the good segment does not concern as, on the other side among those people who do not know good English some of those know that and some others do not this is a matter of concern. Because, if they do not know, then they will try to improve, on the other hand they are some people who know that there English is ideal, but how good or how bad it is they cannot quantify it or cannot place themselves in the context of others and figure out try to figure out whether their English can we called adequate.

So, quite often I mean recently we started this practice that before offering a course we try to judge the current level of the potential participant and tell them that this is your position. So, quite often people do not like to obtain in tests and we told there we are proficiency level. So, divides a system, which is practical and based on which we can actually classify in a non intrusive private manner, what is the English level of person, which he only knows and it is up to him to share it or not with others.

So, I am particularly telling this here, because I know that there have been many colleges, who have a sent to students to this particular course or block. So, if those students, who are this attending this particular lectures if they go and tell the principles that well this is a good instrument to identify people, who can be given a remedial English course and not necessarily for the system there is that knowledge that knowledge necessarily does not decide only with the system that knowledge particularly stays with the students concerned. Then, those colleges can actually do the good job at identifying and targeting their audience when there try to organize such courses such remedial courses.

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What we did we made an announcement of test of English as a functional language? Toefl, toefl test of English as a functional language, so that certain very well with the current name of the course PELT practical English, so practical or functional a similar. So, we open with the dramatic statement anybody above 17 years of age and below 70 years and below 70 years can appear in the test. So, upper 70 you did not expect much utility an interest for that matter though there are some people beyond 70, who retain a

lot of identically.

Below 17 we felt that children or already in school and the process of development is going on in some frame work already besides the framework of our questions set was a little mature little adult oriented. So, did you not expect the children below 17 to do a good job at it from the subject matter point of view from the social understanding of things rather than the English level.

So, their performance will be difficult to judge if they felt at some places we will not know whether they are fostering, because of an poor English or because of their less age and lack of maturity, because of is they cannot interpreted a few things directly, but, similar test can be designed for them also. So, which or that the result will tell you how good is in English and how participant has to take the test he has to turn up at the registration test outside to words those two words are the example sentence a venues.

So, do not mind the small letters, because you can go through the details later through the web, because this is going to stay in the dairy well dairy side and anyway the important things I am telling you right now. So, as he approaches the registration desk he is given an answer sheet thin 4 pages and at the same time he is issued three digit random number. So, for somebody it is 25 or somebody 752 and so on, and he only knows it we do not know and that three digit number is we do not know is what the right statement, but nobody else knows and we also typically do not remember unless we look up our data base and we never had the opportunity are need to look up that.

So, that three digit number is return at the top of the answer sheet. So, he goes and take he takes the answer sheet and goes and takes the sheets inside the hall and then, when the crowd collect at the stimulated time we give a 5, 10 minutes briefing and then, give a half an hour test in that half an hour in blocks of 10 minutes or blocks of 15 minutes the questions are displayed over the screen and their ask to right answers in the answer sheet.

So, if the stimulated time of the particular question, so 12 minutes, then 12 minutes that screen is kept there and after that the next question comes and so on. So, after that the participant remembers, what is the three digit code number and then, after the reading of these answer sheet after a week we announce the results.

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**English Proficiency Programme**  
**Test of English as a Functional Language**  
 Date and time: Sat, 11 April, 11:00 a.m. onwards  
 Venue: L10, L12

Before you check your result of the English Diagnostic test held on 11 April 2015, you may like to have a quick look below to appreciate the scale of the grades. Those having grades B, C, D, E (particularly C & D) should seriously consider enrolling for the EPP course on Mar. 2015.

Make note that your grade reported here is no indication of your general intelligence or ability. English is just a language, which needs to be learned. Anybody can achieve a level of at least 'B', with proper time and effort, and perhaps guidance. The sooner one does that, more is the advantage.

In our scale, following are the different levels of English proficiency, along with their brief interpretation and connection with EPP.

Grade	Meaning	Implication	Connection with EPP	Special Remark
S	Powerful/Beautiful	You are an effective communicator, at ease with the language.	If you join the EPP course, more aptly as a contributor than as a participant, you will do so only to grasp its 'essence' of teaching, and improvement of your own English is obviously not an issue.	The limited spectrum of the test may not be very efficient in identifying this particular level, and may classify some people of this level with grade A.
A	Very good	You have the full operational latitude in English and, if you put the effort, you can track it as well.	As a participant of EPP, you would find the experience a relaxation rather than study. As a contributor, the experience will be mutually beneficial.	The topmost people in this category often differ from the 'V' category in a subtle yet very elegant, which is not easily identifiable with English or with 'learning'.
B	Adequate	Your English is perhaps adequate for your professional purposes, unless it is centred around English language or literature. But, you do have weaknesses and gaps, which you can remedy with a little directed effort.	As a sincere participant, you will enjoy as well as improve with a light effort from your side, and may soon elevate yourself to the 'A' level. As a contributor, as of now, you can 'assist' in its operations under a capable supervisor, which would also have an elevating effect.	
C	Inadequate	Your English proficiency is operationally insufficient. Your comprehension and expressions in English are	EPP is well-suited as a remedy for your level. But, you need to put sincere effort. Registering for it and	People in this level typically do not know how poor their English

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Make note that your grade reported here is no indication of your general intelligence or ability. English is just a language, which needs to be learned. Anybody can achieve a level of at least 'B', with proper time and effort, and perhaps guidance. The sooner one does that, more is the advantage.

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A	Very good	You have the full operational latitude in English and, if you put the effort, you can track it as well.	As a participant of EPP, you would find the experience a relaxation rather than study. As a contributor, the experience will be mutually beneficial.	The topmost people in this category often differ from the 'V' category in a subtle yet very elegant, which is not easily identifiable with English or with 'learning'.
B	Adequate	Your English is perhaps adequate for your professional purposes, unless it is centred around English language or literature. But, you do have weaknesses and gaps, which you can remedy with a little directed effort.	As a sincere participant, you will enjoy as well as improve with a light effort from your side, and may soon elevate yourself to the 'A' level. As a contributor, as of now, you can 'assist' in its operations under a capable supervisor, which would also have an elevating effect.	
C	Inadequate	Your English proficiency is operationally insufficient. Your comprehension and expressions in English are sometimes right, but not reliable. You must remedy it soon.	EPP is well-suited as a remedy for your level. But, you need to put sincere effort. Registering for it and then trying to do it with a marginal passing attention will be of little use.	People in this level typically do not know how poor their English is. A large number of IIT students fall in this category.
D	Poor	Your English is not even understandable. Many terms/species are you do not understand, often misinterpreted. Many thoughts you cannot express. Often, you say/write sentences which give a wrong meaning or no meaning at all. You must spend a lot of time and effort - starting now - to remedy this situation.	You will benefit by EPP - with hard work from your side.	People in this level typically know that there is a problem. But, none of them undertake it by trying to believe that it is just a lack of fluency in speech and occasional 'slip' mistakes.
E	Familiar	You have only an exposure of English. It cannot be said that you 'know' the language.	EPP must come, as it is usually given here, will be a little sharp for you, but with serious effort you can manage it. If available, first take a course of EPP, Module Zero, which will prepare you for the main course (Modules 1, 2 and 3).	Indian society is full of college graduates who fall in this category even after (usually) studying English for years!

So, at opening of the result we tell them that we will give you minute in these letters A, B, C, D, E, F and in all you can see one even above a there is a bit which is s. So, the meaning of s is powerful or beautiful. And A is very good a means the complete knowledge of English in the practical sense in the functional languages sense in the functional sense a means complete knowledge, but there is something beyond complete there are many people in our society who's English can be considered as good as was expected.

But then, beyond that there is some level, which was not expected, which is unexpected that is something, which cannot be captured in such general tests. So, that is something

some beauty some power our the language comes through a different source, which cannot be learned or taught perhaps it can be learned to on an extent, but not really thought. So, we keep that beyond and do an 21 clime that our great will just this properly for that manner matter many people having as great will be just as A at least A.

So, A is complete very good and our understanding is that these people can teach English well and we would be happy to get them our group, then beyond that I mean after that next there is a clause of adequate of English who's English proficiency will be enough for their own professional purposes and if they join as contributed in our program, then they can make some contributions though typically it will be difficult for them to handle the entire course with themselves at the leadership sheet.

And if these people join the course as participant as student, then they will really enjoy with very little labor on their part and they will still improve and possibly one day reach the level A.

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A	Very good	You put the effort, you can track it as well.	As a sincere participant, you will enjoy as well as improve with a light effort from your side, and may even elevate yourself to the 'A' level. As a contributor, as of now, you can 'stand' in its operations under a capable supervisor, which would also have an elevating effect.	contribution, the experience will be mutually beneficial.	elegance, which is not easily identifiable with English or with 'learning'
B	Adequate	Your English is perhaps adequate for your professional purposes, unless it is central around English language as literature. But you do have weaknesses and gaps, which you can remedy with a little directed effort.	Your English proficiency is operationally sufficient. Your comprehension and expressions in English are sometimes right, but not reliable. You cannot remedy it soon.	EPP is well-suited as a remedy for your level. But, you need to put sincere effort. Registering for it and then trying to do it with a marginal passing attention will be of little use.	People in this level typically do not know how poor their English is. A large number of IIT students fall in this category.
C	Inadequate	Your English is not even marginally. Many terms/expressions you do not understand, often misunderstood. Many thoughts you cannot express. Often you say/write sentences which give a wrong meaning or no meaning at all. You cannot spend a lot of time and effort - starting now - to remedy this situation.	You will benefit by EPP - with hard work from your side.	EPP main course, as it is usually given here, will be a little sharp for you, but with serious effort you can manage it. If available, first take a course of EPP Module Zero, which will prepare you for the main course (Modules 1, 2 and 3).	People in this level typically know that there is a problem, but, many of them underplay it by trying to believe that it is just a lack of fluency in speech and occasional 'slip' mistakes.
D	Poor	You have only an exposure of English. It cannot be said that you 'know' the language.	You have a difficulty in letters and complex words also. You need thorough personal attention for a long time.	EPP does not operate at this level.	We typically do not expect people of this level coming with the aspiration to learn English.
E	Familiar	You have just been initiated in the language. And, that is fine, because you have not learnt the typical mistakes either.	Starting with EPP Module Zero, it will be a long journey for you.		Indian society is full of college graduates who fall in this category even after (occasionally) studying English for years!
F	Beginner				
X	Zero level				

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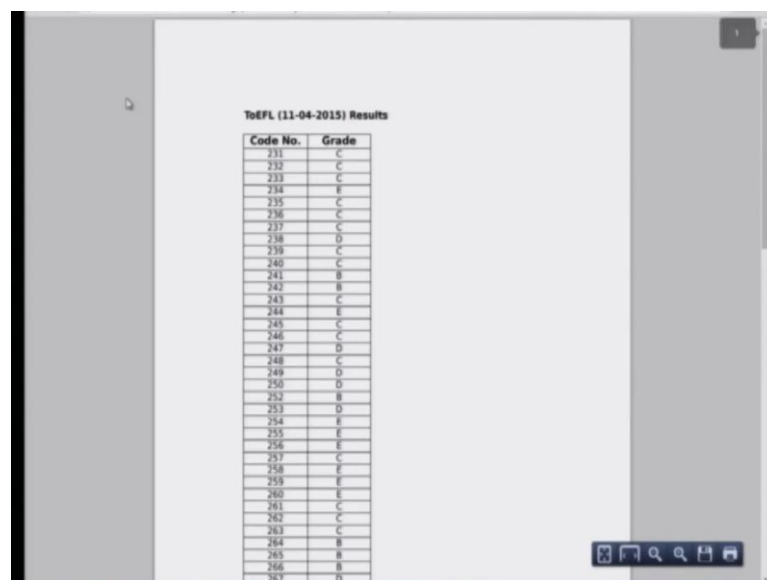
And if somebody with A level joins as a participate student in the full of course we expect him to join basically as a teacher trying to learn the teaching scheme. Because, PLT or EPP course has two dimensions one is learning and the other is teaching next is see in adequate this part onwards we have people these are majority CDE. So, which is in adequate and we have lot of concern pattern and we strongly advise them to take it up as ah real issue and improve their English possibly through our the course and EPP is well suited as remedy for this level.



And below also to go to an extent, but as you know these people will make good improvement with either support these people will make reasonable improvement with substantial effort and these people will need a lot of effort in order to make some improvement. And then, that improvement will perhaps cumulative your time with their own efforts, the people with read e cannot be called to know the language all that you can say he means exposure.

So, they are just familiar with the language they cannot be say to know the language and for them our course as it is will be difficult and it will be necessary to start these people with our, so called module zero specifically design for people in this category and this just good beginning as. So, children and sociality advantage people and so on, and of course, as absolute movement minimum there is as you level as, who are to be start the A B C D properly. So, these are the typical great that we have and then, after week of the test we announce a results very openly in a website in this manner code number grade.

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Code No.	Grade
231	C
232	C
233	C
234	F
235	C
236	C
237	C
238	D
239	C
240	C
241	B
242	B
243	C
244	E
245	C
246	C
247	D
248	C
249	D
250	D
252	B
253	D
254	E
255	E
256	E
257	C
258	E
259	E
260	E
261	C
262	C
263	C
264	B
265	B
266	B
267	D

So, the meaning of the read is grade openly that is impersonal, so so in loss of privacy and this is just code number and grade. So, everybody is grade and does not know the grade of anybody else unless he has shared his code with somebody else. So, that way we will not have any difficulty in a make keeping this result private and then, somebody who has code number 232, CC grade C and silently decides that at the first opportunity he will try to improve in English and then friends ask him what grade you got he say I got A.

I have no problem we have no problem with that let him do that who have no problem that. So, I am Suring this information with you, because for many administrators principals and teachers identifying the division people is a problem that is one reason.

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Date and time: Sat, 11 April, 11:00 a.m. onwards  
Venue: L10, L12

Before you check your result of the English placement test held on 11 April 2015, you may like to have a quick look below to appreciate the scale of the grades. Those having grades B, C, D, E (particularly C & D) should seriously consider registering for the EPP course in May 2015.

Make sure that your grade reported here is an indication of your general intelligence or ability. English is just a language, which needs to be learned. Anybody can achieve a level of at least 'B', with proper time and effort, and perhaps guidance. The sooner one does that, more is the advantage.

In our scale, following are the different levels of English proficiency, along with their brief interpretation and connection with EPP.

Grade	Meaning	Implication	Connection with EPP	Special Remark
S	Prowful/Beautiful	You are an effective communicator, at ease with the language.	If you join the EPP course, more aptly as a contributor than as a participant, you will do so only to grasp its 'essence' of teaching, and improvement of your own English is obviously not an issue.	The limited spectrum of the test may not be very efficient in identifying this particular level, and may classify some people of this level with grade A.
A	Very good	You have the full operational latitude in English and, if you put the effort, you can teach it as well.	As a participant of EPP, you would find the experience a relaxation rather than study. As a contributor, the experience will be mutually beneficial.	The topmost people in this category often differ from the 'S' category in a subtle poise and elegance, which is not easily identifiable with English or with 'learning'.
B	Adequate	Your English is perhaps adequate for your professional purposes, unless it is crucial around English language or literature. But you do have weaknesses and gaps, which you can remedy with a little directed effort.	As a sincere participant, you will enjoy as well as improve with a light effort from your side, and may soon elevate yourself to the 'A' level. As a contributor, in of time, you can 'boost' its operations under a capable supervision, which would also have an elevating effect.	
C	Inadequate	Your English proficiency is operationally insufficient. Your comprehension and expression in English are courteous right, but not reliable. You must remedy it soon.	EPP is well-suited as a remedy for your level. But, you need to put sincere effort. Registering for it and then trying to do it with a marginal passing attention will be of little use.	People in this level typically do not have more than three English in. A large number of IIT students fall in this category.
		Your English is not even understandable. Many words/sentences you do not understand, often.		People in this level typically know that there is a problem. But,

So, this kind of a scenario of course, we are not sharing with you that the typical kinds of positions that we will do some at some later occasion. So, we wanted to give this idea this information that such a thing is possible to do in a neat manner and not only that the idea should convince you, but we have we have done it and found that it is certainly do, so this is one reason why I am sharing with you.

Second reason for tense to future I am also thinking that we have been discussing in our group that next time when we offer a course we will certainly try to organize a try to before that and if not the course at least the test we will try to conduct online and at the time after a oneth or two we might try to you are in. So, today at this point and going to stop and will meet again in session 38.

Thank you.