

Practical English: Learning and Teaching.

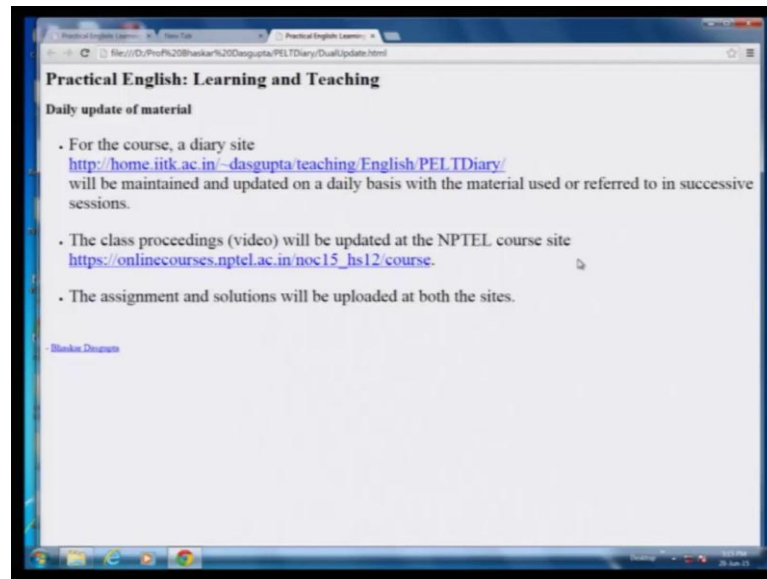
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Lecture – 10

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Good morning. Today we are very close to the completion of first quarter of all course.

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S.No.	Discussion			Notes	
7	Support PNI I English. 3 x 3 PNF PNI Sets. Objects and planners: order.	Discussion	Make sentences in the required form with given words.	Practice of words from the present family. Extract on 3 x 3 sets with selected words from old families 'make', 'sit', 'open' & 'take', 'know'.	Notes
8	Word families 'import, export', 'invest', 'A', 'invest, bank', and 'arm'. Questions: Essay: Query: 2x3 words and questions PNI-11-13 Quads/grams.	Discussion	Make sentences in the required form with given words.	Practice of words of the present families. Extract on PNI-11-13 Quads/grams with selected words from family 'take, cry'.	Notes
9	14 Types, 18 Forms. Why is it necessary to know the meaning and usage of a lot of words?	Discussion	Translate the given sentences into English.	Extract on sentences of 14 Types, 18 Forms with old word families 'import, export', 'invest', 'A', 'invest, bank', and 'arm'.	Notes
10	Articles, Capitalization, Punctuation.	Discussion	Rewrite the passage using appropriate articles, capitalization and punctuation marks.	Why do we advise breaking up of sentences during interpretation and expression?	Notes
Quarter 1 ends here.			Thousands of students free in the net	Additional students free teachers.	
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Here, we will discuss a few items little cursorily, which we has not discussed in earlier sessions. As you see we will discuss articles, capitalization and punctuation. And there

will be an exercise on that. So, as I have said, here we will discuss only rudimental ideas only basic ideas. And those who go deeper, they can always regard to a grammar book and follow those things in details. So, those rules of articles capitalization and punctuation we will discuss today; which are very basic, very obvious and with you should never miss first articles.

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English Proficiency Programme
Articles: a, an, the

	Singular	Plural
Indefinite	Rani plays with a doll. An uncle gave it to her.	She likes dolls.
Definite	She will cry if she loses the doll.	She chose it from the dolls her uncle showed her in <i>the</i> shop.

The above table illustrates the basic rule.

Important:
In English, a singular noun *needs* an article. Using "a/an" or "the" will have different meanings. A plural noun can be used without an article. Using the article "the" or not using it will have different meanings.

Examples: a man, a nice man, an ugly man, an honest man, a wonderful man, a unique man; a university, an honour.

Note: There are lots of other rules and exceptions, that can be found in standard grammar books.

In English there are three adjectives a, an and the; which are called articles. The basic rule is coded in this table. Rani plays with a doll.

Student: Rani.

Rani. [FL] Till now we have not talked about that doll; so the doll is coming into picture first time in the discussion. So, then we say, a doll. Without identifying which doll it is; and similarly she likes dolls. So, in this case there is no article here. So, in plural before, plural noun which has not been identified you put no article. In the case of singular you put article a. If this first sound of the next word is not a consonant, that a vowel; then in case of 'a', you put 'an'. There is no only difference between 'a' and 'an'. And uncle gave it to her. Fine, since it is uncle, so it is an. If it were brother then should be a. A brother gave it to her. So, if the next sound is consonant sound, then a would come and in the next sound is vowel sound; then add with them. There is a only difference between a and an.

And now for a noun, which has been already identified. She will cry if she loses the doll. Which doll? This doll; which has already come into the picture. So, we know which doll

we are talking about, then it will be the doll. Come here and why she will cry? Because she choose it from the dolls her uncle showed her in the shop. So, the dolls because even though we have not identified all the dolls before hand, but in this sentence it sells those dolls have been identified. Which dolls, those which her uncle showed her. So, here you will talk about the. Talk about the dolls, as the dolls; identified already here.

And you notice, that we are saying the shop rather than a shop; even though the shop is coming into picture first time. And there the context, the prior identification is insult. [FL] Sometimes the noun coming here, is identified from the context. So, you can say in the shop. She chose it from the dolls along to show here in the shop. In a shop also could have come here. Then the shop could not be identified; it will be just a shop.

Now this table illustrates the basic rule. A new noun an identified till now, typically we take a or an depending upon what is the next sound consonant or vowel. Plural in such a situation we will take no article. 'The' is call with the definite article, which is used for identified objects; known objects. So here the doll we are talking about a doll which has been already identified. Here also the same things; the dolls which are just being identified. So, the above table illustrates the basic rules.

And one important issue to remember in which many new learners make mistakes and those mistakes sound very bad. And that is the rule in English grammar, is that a singular noun needs an article. [FL] But in English you do not say I read book. You say I read a book or you can say I read books. [FL] I read books; very simple, straight forward, no mistakes. [FL] I read a book. [FL] I read a book and which is not a problem, which is very straight forward. [FL] Which exceptions, there are exceptions in particular situations.

So, a similar noun needs an article and which article to use, as I told you. That for an unknown new noun; typically you will use a or an. And if it is somehow identified then you can use the; you will use the, if it is identified whole object. In the case of plural noun, plural noun you can use without an article. The way we did here, she likes dolls. Now whether to use or not to use; in the two pages, the meaning will be slightly different. And sometimes it will be considered as mistake if the identification is already there, is the context is already cleared and you do not use the. Then in some cases it may be a mistake; fine. As I told you between a and an the defense; is the next sound is consonant then a will come, in the next sound is vowel then an will come. Fine?

And this sound of the next word is immediately next word even if an adjective comes in between, then this sound will rule whether it is a or an not that sound; immediate next sound. A man, a nice man. Even with the noun if you put an adjective still you need this. On the other hand, if this noun is not there just the adjective comes then you will not put an article. So, he is a nice man, he is nice; not he is an nice. Before adjective you do not put article because article itself it is an adjective. A man, a nice man, an ugly man. So, here an because this is a vowel. An honest man is this is a vowel?

Student: Yes.

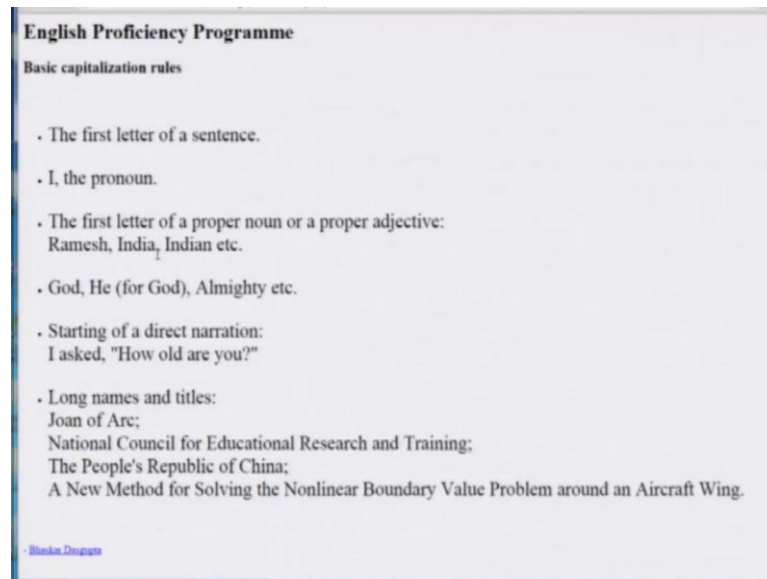
Yes, the sound is vowel. An honest man, h is silent. So, it is would by the sound; an honest man. A wonderful man, this is the consonant, wonderful. A unique man, a unique man. This is a consonant? Yes, because the sound is consonant sound; unique. As you write you try to write it in Devanagari script and then you will find, that you will find it. this 'ya' is a consonant sound.

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So, as you think in the terms of Devanagari script then you clearly see, what is a consonant and what is a vowel? So, similarly a university, a European, an honor because here the sound is vowel sound. So, these are the main rules of putting a, an and the. Next issue is capitalization. Where do you could? Capital decoration, the rules are very few and very easy to remember. Still people make mistakes because of carelessness. So, please be careful while using small letters and capital letters.

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First is that, the first letter of a every sentence will be capital letter. Then I the pronoun. That will be always in capital and then the first letter of a proper noun or a proper adjective. Ramesh, India further matter Indian, it is a proper adjective and like that. So English, Hindi all of these will be written with a capital letter in the beginning. Then God or even he, for God; almighty these words will start with capital letter. And when you report something indirect speech you report somebody's speech as it is. Then the first letter of that direct speech is capital. I asked how old are you? If I had said I ask how old he was, then everything after this could be small letter. In that case this inverted comma would not come. So the moment you start a piece of speech directly with an inverted comma, first letter will be capital.

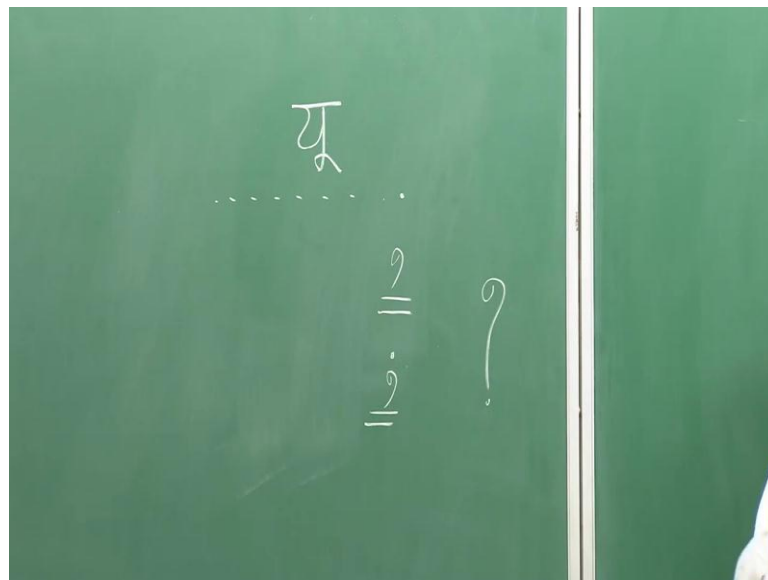
Long names and titles; here mark the important issue, Joan of Arc, Saint Francis of as ACC. So there the of, o is not capitalized; but the important words are capitalized, Joan and Arc. And similarly we will go on for long names and titles. National Centre for Educational Research and Training. National Council sorry, National Council for Educational Research and Training. So, national N, council C, educational E, research R, training T; these are capital. But the un important words preposition and conjunctions and articles they remain small throughout. The People's Republic of China; here of is small the, that T is capital because it is a first letter. There will be a difference here, note the last one.

This is the typical title of research paper. A New Method for Solving the Nonlinear Boundary Value Problem around an Aircraft Wing. This A is capital because it is a first

letter. The t of this the is not capital; similarly the a of this an is not capital. Around preposition, for preposition these are not capitalized. The other important words, nouns, adjectives particularly; new, method, solving, nonlinear, boundary etcetera etcetera aircraft, wing. So, important words are capitalized. So, these are the general rules for capitalization.

Finally, the issue of punctuation. Of course, we will treat punctuation even more cursorily than articles and capitalization; because as you weeks later we have one full lesson on punctuation. So, right now I have point out only those very simple common sense ideas, which you should keep in mind while putting the punctuation science with basic understanding.

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So of course, you know that full stop is one punctuation sign which comes at the end of the sentence or in one style at the abbreviations. Then comma, comma comes in several contexts. While listing objects, while giving a pause in a long sentence and many other contexts. And for using comma, always think logically. If you speak it with it help, if you be a pause at that place, as you speak continuously I am giving a pause here; that means, I can put a comma while riding. As I speak continuously comma, I may need to wait a times and find out how my audience takes the speech. I put no comma in between, no pause. So, think logically while speaking at which point putting a little pause will be important. Ram, Mohan and Suresh were going together. So, between Ram and Mohan you will put a comma. So, there are several situations some logical, some complicated where putting a comma helps the listener to understand. Even it helps a reader to break

the sentence in appropriate places to make the meaning more here. So, there are situations where you may put a comma may not. There are some situations where you have to, you must. Where you must put a pause. There are other situations where you may put a comma or not. Sometimes if you put one comma, then you will need to put another comma. So, these rules we will discuss later in detail, in another lesson if you reached on the line.

Between comma and semicolon, you put semicolon when you need to separate things to a biggest end. And inside one long item at the end of which you have put a semicolon, perhaps there are many other things which have been put by separating them with commas. For example, in this particular I have put semicolons here. You know why? Because see this name, National Council for Educational Research and Training. Now there are two things, research and training. If there are something else, for example. For example, suppose there is an analysis here, just in case. Then how will be go? It will go National Council for Educational analysis comma, Research and Training. Now in order to ensure that nobody confuses this comma with this thing, I have decided that I will put a semicolon here. Because something some another long name would have come; for example, title of this paper. Somewhere some comma could have come and I must differentiate between that comma, which is a minor pause; from the semi colon which is a major pause. So, before the full stop if there is a minor pause then you put a comma, and if there is a major pause at a higher level then you put a semicolon.

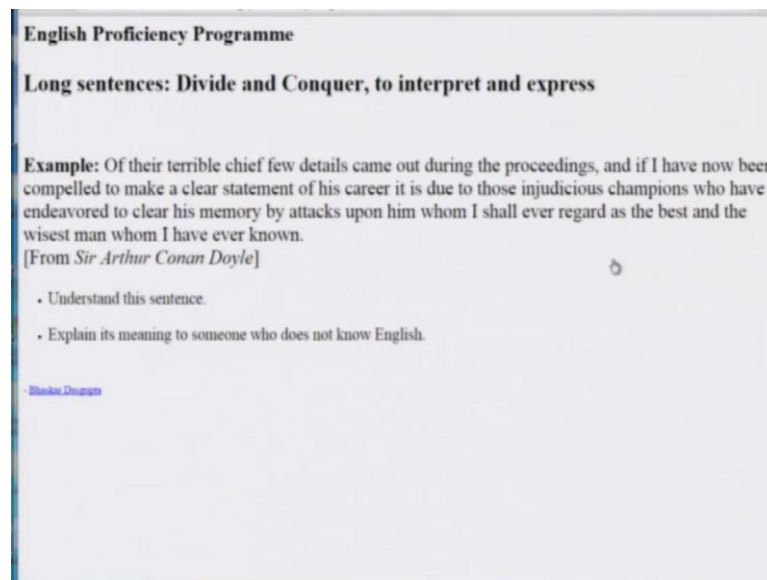
And of course you know, what is a question mark? When you ask a question at the end this comes. And if it is a direct speech, then whether that full stop or question mark whatever comes at the end of that speech that spoken thing, that should come inside the inverted comma. So this is another issue where you think sometimes; that whether I should put this thing here or whether I put thing here. Because you see logically, that there are actually two sentences ending at this point; one is how old are you and the other is I ask something. So, both sentences are ending here, but at the end only one end marker is used. I ask something at the end of it a full stop should be there logically, but that never comes. So, this marks went of the sentence.

If the sentence continues, then it can continue; for example, I ask how old are you when I saw him or her whatever. So, then the sentence continues with a small letter. So, fine. So these are some of the things which of course, punctuation will come again later in more detail. And of course, make note that even though only a little rudimentary ideas of

articles, capitalization and punctuation we are discussing here. The assignment that you get here may have even other things. So, do not assume that only in a those punctuation marks you have to insert, which I have been discuss in class. There is nothing like that, this is completely general, completely professional.

Yes; the way in the previous session, we discussed why it is necessary to know a large number of words. Similarly today my endeavor it is to discuss, why do we advise breaking up of sentences during interpretation and expression. When you are reading something or when we are trying to write something, then how does it help in breaking them into pieces and then interpreting or constructing our sentences. So, one example would suffice to show you the idea.

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English Proficiency Programme

Long sentences: Divide and Conquer, to interpret and express

Example: Of their terrible chief few details came out during the proceedings, and if I have now been compelled to make a clear statement of his career it is due to those injudicious champions who have endeavored to clear his memory by attacks upon him whom I shall ever regard as the best and the wisest man whom I have ever known.
[From *Sir Arthur Conan Doyle*]

- Understand this sentence.
- Explain its meaning to someone who does not know English.

Shanku Durgam

You see in long sentences we use the policy, Divide and Conquer. Whether to interpret or to express. Or taken an example from a master author Sir. Arthur Conan Doyle and this sentence as I remember something like approximately 60 words. So, when you try to interpret it in one shot, you cannot see the whole sentence in one shot. You have to read it slowly and whether you want to do it consciously or not, you will actually go on interpreting bits and pieces of it, parts of it and keep in your mind as you pause it. And by the time of you finish, you will realize the complete meaning. So, this new do anyway everybody does. For some people who know very good English, the whole thing goes continuously and those who are not that good in English they need to consciously break and assemble pieces of ideas.

So you do to exercise; exercises with this. First understand this sentence completely and once you have understood it completely, then try to explain its meaning to someone who does not know English. Then you will see that as you are trying to explain the meaning to somebody, if you are not careful then you will miss some pieces of information of here and there. And if you want to capture the entire meaning correctly, then you have to go through a process of keeping things together and then assembling things together appropriately.

So, when the long sentences come, complicated sentences come they are breaking them into pieces and working out the logical relationship among those pieces is important. And you need to do it in any case; how fast you do it, how naturally, how continuously you do it that shows your proficiency. We are coming near the course of one quarter of this course and at this point, I would like to mention that; those students in the course who are trying to improve their English and whose English at present or at the beginning of the course was something which can be called weak. They should be very particular that just by attending lectures and doing home work and class work, you do not learn a subject and certainly you do not learn a language.

For learning a subject really well you need to use it. To learn a language very well; you need to read a lot, write quite a bit, speak a lot and listen. So, when you want to find out reading material, you try to find out reading materials from everywhere. If your English level does not allow you to read very advanced sophisticated books, do not worry. You read the advanced, sophisticated books later. Right now read those children's books and which you can handle. Those who are at a little better level, they can read books for adults, but which in simple English and some can try advanced versions of classics. But whether you are trying to read books written for children or books written for adults or general books or whatever try to ensure that you choose good books; because if you choose bad books, your English is bad, there will be the bad English that you will learn.

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So, there are large number of books available online free. These are two websites which I have listed down here, but then there are other sites also. These two I have particularly found very useful; one is online literature and project Gutenberg; and there are other sites also. And then while reading sometimes you will need to use dictionary, and while writing quite often you may need to use dictionary or exercises if you want to find out the correct meaning, correct usages and so on. So, for that I has link to such dictionaries for you which the address of which you can get quickly. They are in a net and of course, there are very good bound volumes of dictionaries also.

But in the net if you want to find out quickly, because suitable words then these are two good dictionaries. This is dictionary and thesaurus combined, this is in the English dictionary and I have found it very useful. There is a reason why at this time, at this particular sessions I am talking about reading habits and reading literature and so on. Those words, teachers have specific responsibility in this manner, in this matter that.

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Sr. No.	Topic	Activity	Objective	Notes
3	Word families: "cat", "car", "bat", "bad", "hat", "bad", "bat", "cat", "dog", "passage" (CLL-Eng) technique: passage to experts.	Discussion	Translate the given passage into English.	Expressions (CLL-Eng) practice on continuation passage. Practice of words of the present families.
4	End of effect: Simplest sentences "at".	Discussion	Make sentences in the required types with given words.	Exercise on simple present, past and future with selected words from families: "cat", "car", "bat", "bad", "hat", "bat", "cat", "dog".
5	Word families: "make", "fire", "game", "a", "table", "house", "at". Verb List 1.	Discussion	Make sentences with the given words in simple present.	Practice of words of the present families. Exercise on simple present with selected words from old families: "cat", "car", "bat", "bad", "hat", "bat", "cat", "dog".
6	Word Families List 2 Verb List 2 "at". PFF t-ngrams. Phrases and long sentences.	Discussion	Make PFF t-ngrams with the given words.	Exercise on PFF t-ngrams with selected words from families: "make", "fire", "game", "a", "table", "house".
7	Word Family: "table", "at", "support", PNI t-ngrams. 3 x 3 PFF P-NI Sets. Objects and phrases: order.	Discussion	Make sentences in the required types with given words.	Practice of words from the present family. Exercise on P-NI-Wh Quadrigrams with selected words from family: "table", "at".
8	Word families: "support", "order", "game", "a", "house", "book", and "game". Questions: Binary Query; Wh-words and questions. P-NI-Wh Quadrigrams.	Discussion	Make sentences in the required types with given words.	Practice of words of the present families. Exercise on P-NI-Wh Quadrigrams with selected words from family: "table", "at".
9	14 Types, 18 Forms Why is it necessary to know the meaning and usage of a lot of words?	Discussion	Translate the given sentences into English.	Exercise on sentences of 14 Types, 18 Forms with old word families: "support", "order", "game", "a", "house", "book", and "game".
10	Articles, Capitalization, Punctuation.	Discussion	Revise the passage using appropriate articles, capitalizations and punctuation marks.	Why do we advise breaking up of sentences during interpretation and expression?

Quarter 1 ends here. Thousands of pages live in the net. Additional passage for teachers.

You know, we are covering this entire course over 40 sessions, in 20 hours, but if you teach this same course to your students in school, then you may need to cover it over a number of years.

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Practical English: Learning and Teaching

Notes for teachers

Refer to the general notes for teachers of English Proficiency Programme regarding broad issues that span the entire English education of your students and children. Make sure that four corners of the MOOC course on Practical English are referred to as four "Machines" in the EPP terminology and are not to be confused with the term "machine" as used in MOOC, which we call in "Sessions" in EPP. The specific issues pertaining to individual sessions are arranged as the following:

Session 1

Ref: Knowing the meaning of every word.

Q: Should we advise the students to consult the dictionary to match their vocabulary whenever they find a new word?

A: One can comprehend a passage without knowing the meaning of some of the words. Looking up in the dictionary may not be a pleasant task and again to know the meaning of a word, sometimes, proves to be a deterrent to reading continuously. And continuous reading is important in order to acquire fluency in the new language. There will be phrases and parts in the piece which are reasonably easy to make out. These help the reader to decipher the theme of the piece and many other associated ideas. Often, that helps even in figuring out the meaning and usage of some of the new-found words. A dictionary can be consulted when there is an urge to pin-point the right meaning of a word, which is already somewhat familiar, or the right meaning is badly needed for interpreting a context.

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Session 2

Ref: Creative writing.

Q: How to ensure adherence to writing creative among students?

A: Adherence requires patience from both sides. The utility of writing creative must be clarified to the students. Errors to eradicate such a habit at an early age. Since most children like to do things to earn appreciation, your assistance should instill a mastery. After that, take the early step of giving the definitive additional lesson-work on handwriting. When they notice that improving the handwriting to your satisfaction emerges from their work, many sensible children will fall in line. Indeed, it will be important for you to set a high standard, and then meet, stable and demand performance with an endless perseverance. But, then, if that is not part of teaching, then what is?

Ref:

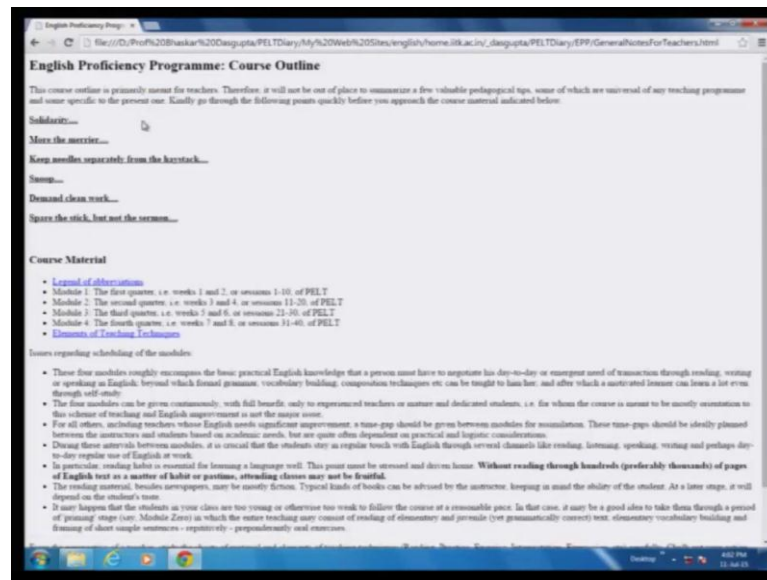
Q: Is it a good idea to learn or teach a language through translation?

A: Well, translation can be a bit of a double-edged sword. If it is the only chosen path to learn a language then the limitations of translation will certainly affect the overall learning of the language. It may also become an impediment to thinking in the new language. But on the flip side, if that new language does not happen to be a native one to the learner then translation becomes a great tool to acquire the language. Ideally, exposure in native language is utilized to lay a foundation in the new language. Of course, one must know when to cast aside the crutch!

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And that means, it is possible at you need to cover say quarter one and then give a gap of time; and then covered quarter two and so on.

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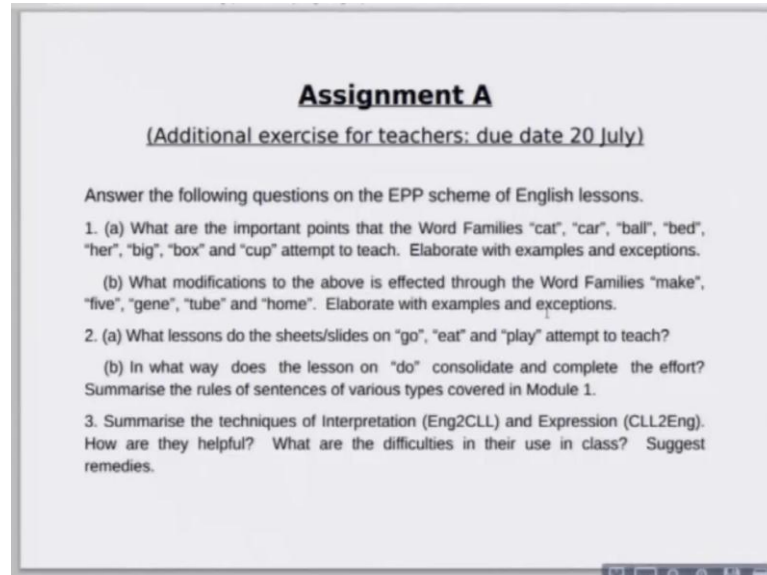
And sometimes depending upon the maturity level of the children, such gaps may be required. And during those gaps, what do the students do? They need a lot of practice; and the best way to get a lot of practice in English is to read books and therefore, you must inculcate among your students healthy reading habit. And this is the reason why at this point I am talking about reading literature. Because we are completing quarter one and if you need to give a gap to the course among your students, then this is one good break point. So, at this point you can take a break and then advise your students to read a lot of literature in between. So, that when they come back for quarter two, they are well prepared.

And it is also essential that to learn the language, one must read a lot and in this notes for teachers this has been mentioned here among the general notes for teachers. And make note of this particular statement without reading through hundreds of pages; preferably thousands of pages of English text as a matter of habit or pastime, attending classes, doing class work home works etcetera only is not going to be of great advantage. So, this is the reason why at this point I am stressing the need to read a lot of literature.

And one more thing as we complete one quarter, I have got an additional exercise for teachers. So, those of you who are teachers or who want the proficiency of English as teachers to be mentioned in the certificate or in some place. From then I would expect these additional exercises also which I will be giving at the end of every quarter. So, one

exercise I am giving now; and there is another such exercise at the end of session 20, and then another at the end of session 30 and one at the end.

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Assignment A
(Additional exercise for teachers: due date 20 July)

Answer the following questions on the EPP scheme of English lessons.

1. (a) What are the important points that the Word Families "cat", "car", "ball", "bed", "her", "big", "box" and "cup" attempt to teach. Elaborate with examples and exceptions.
(b) What modifications to the above is effected through the Word Families "make", "five", "gene", "tube" and "home". Elaborate with examples and exceptions.
2. (a) What lessons do the sheets/slides on "go", "eat" and "play" attempt to teach?
(b) In what way does the lesson on "do" consolidate and complete the effort? Summarise the rules of sentences of various types covered in Module 1.
3. Summarise the techniques of Interpretation (Eng2CLL) and Expression (CLL2Eng). How are they helpful? What are the difficulties in their use in class? Suggest remedies.

So, for this you have to really think like a teacher. And actually think for your students; how will you convince your students, how will you make difference in the learning process of your students. And then thinking of that you construct the answers to these questions and for this ample time has been given, the due date of this will be 20th July.

At this point I stop and in write if you the audience here have any questions. Yes.

Student: I want to get it better so, first semicolon. I will not expected like larger pause, that is one issue and particular sentence where have to say for it. Lot of pronouns, punctuations, objective we have kind of used up lot of commas, maybe we can use a semicolons.

Actually larger pause into sentence; one is a time duration while speaking and other is logical.

Student: Second thing is this. That is divide on this point the Ram, Mohan and I followed by particular ok.

Yes. So after Mohan what we do?

Student: Yes one idea was, Mohan comma and I and other idea.

That was a original old idea, but for last 40 years I have found that very rarely people use it and I don't use. But if somebody uses that is right, you cannot call it wrong.

Student: And the other question is in general punctuations.

Just a minute, sorry to interpret you. Similar rule is a before etcetera.

Student: Oh yes, yes.

So, whether before etcetera after the last item that you are explicitly listing whether you put a comma or not. Original scheme was to put a comma; now before etcetera quite of an people do not put that last comma. Yeah.

Student: So, another thing is with that fundamental rules in place that you have to follow for a punctuations. After word is not a part of the person's style or approximately in my lot of.

Partly years, partly years. Partly years. But while following a style in my opinion and the endeavor of the author, should all ways be to come negate to his reader and convince his reader. So if one scheme of punctuation helps you reader to understand then do it; as long as it is not wrong. Because after all the success of whatever you write is in readership. Anything else?

Thank you. So, in the next session we start with our quarter two.

Thank you.