

# Practical English: Learning and Teaching

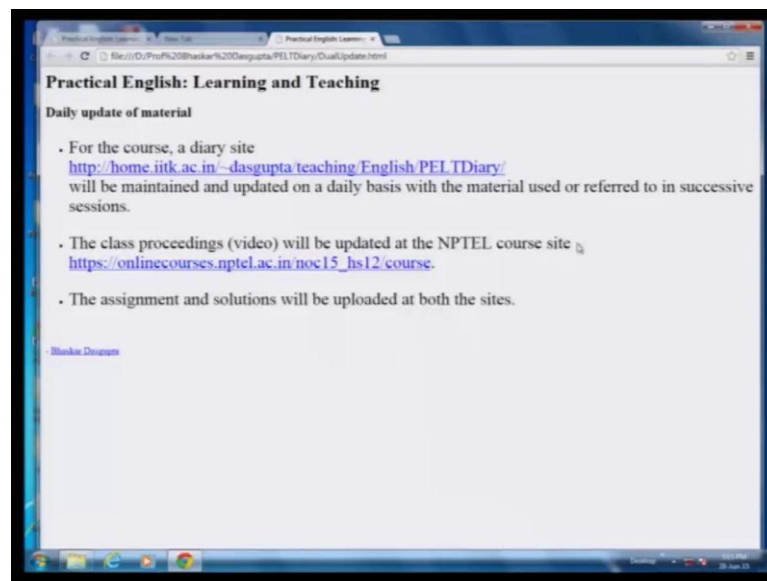
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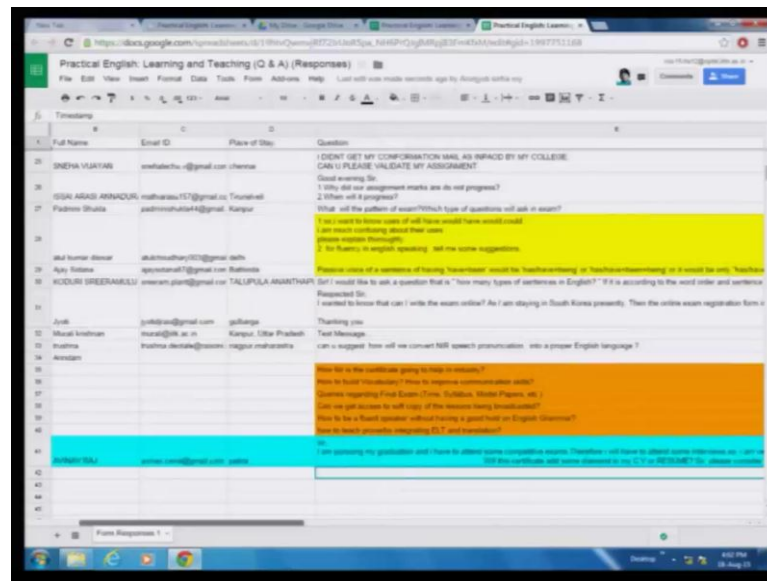
## Lecture – 35

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Good afternoon, welcome to the live session of today the actual proper lecture of the first time of this EPP course of PLT and our NPTEL of course. The purpose of this session is particularly to simulate something of a radial classroom, when in the context of the ongoing discussion in class, some new question gets triggered in your mind, you ask that question and you get an answer, what happens in real actual class room. Indeed we are going to take advantage of the fact that many of the questions we already have with us and we will start our discussion with that.

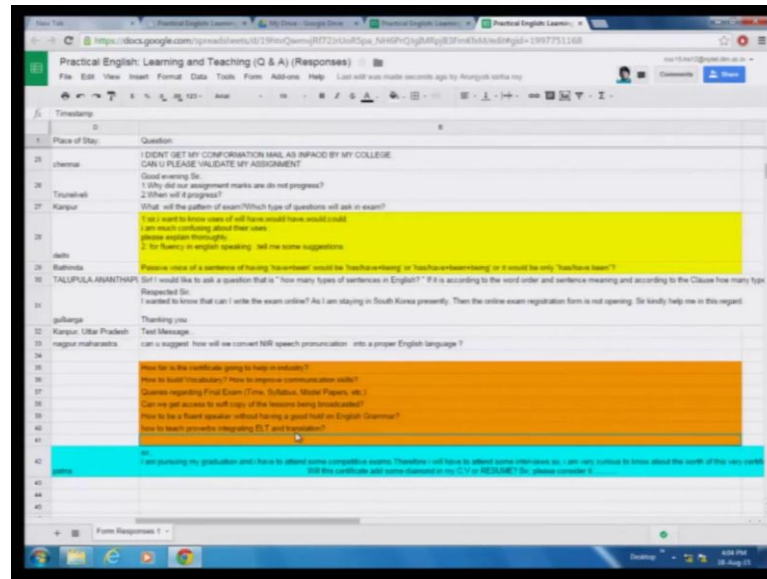
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But, in between after my answers to some of these questions or even otherwise, if new questions come to your mind you can ask those questions through the same form and some of our team members are sitting to organize those queries for me to answer. And to the extent possible I will try to give high priority to academic kind of questions other than those are, which are related to the administrative issues, network issues and of course, financial issues including certificates and so on.

So, those things will be lower in our priority, in comparison academic questions related to learning and teaching those questions will be high priority among my responses. Even among them, questions related to teaching will be accorded the highest priority. So, please try to follow the responses that I give as much as possible through internet and network rather than actual classroom and as questions come to your mind, you send them through to us through these forms.

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So, out of the questions that have been corrected by my team members to begin with. One question is how to teach proverbs integrating, ELT and translation. Truly speaking, even in our own languages it is very difficult to teach proverbs to anybody. So, proverbs typically you come in conversation in compositions and you encounter them and if you have a very good grounding in the language and culture of the people's speaking that language, then typically you get the meaning.

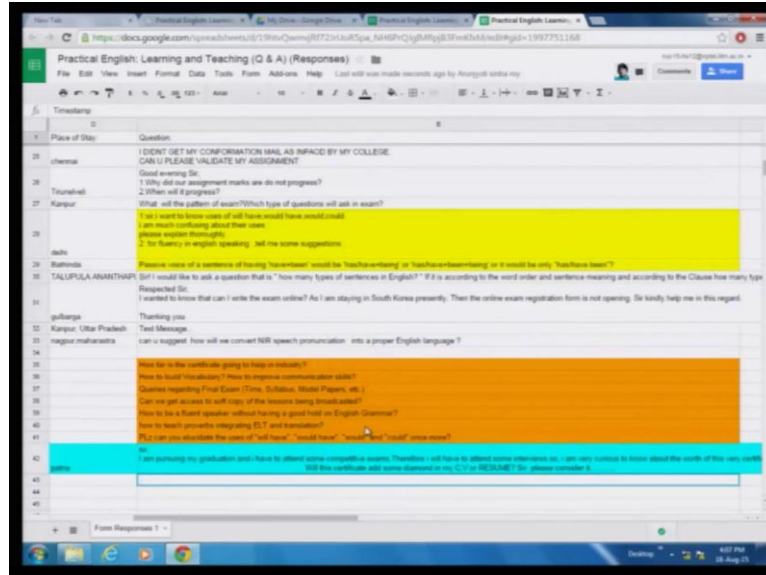
To the extent we are not habituated with the initial culture historically of England, it is a little awkward for us to follow English proverbs. Compare to that proverbs of our own country, even from other linguistic group we find easier to understand. For example, very few people know the meaning or meaning, everybody knows; if you people know the origin of the phrase or idiom raining cats and dogs.

We all know, what is heavy rain; in fact, in our country it really rains cats and dogs rather than in England, but the idiom raining cats and dogs is an English idiom. At one historical milieu of England, where the roof were not of solid concrete there used to be the ((Refer Time: 04.25)) and cats and even dogs sometimes used to take shelter in them and as the house becomes old, under heavy rain they would not sustain and those cats and dogs would start falling with the rain through the roof.

So, that is why extremely heavy rain is a raining cats and dogs. So, you see the grounding of this idiom is in a historical and cultural milieu rather than any logic. So, it is difficult to teach proverbs like this one by one, because if I want to do that or if some

teacher wants to do that, she has to go on narrating such tails. These are interesting for a class room, but over a short period of time it is very difficult to teach like that through the roots.

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However, here was issue is integrating, ELT and translation, so for that what you can do is that there are many proverbs, which have a connection across languages and such proverbs you can teach through translation also, by getting the appropriate proverb in our own language and you tell the English proverb and you tell the CLL proverb and then, you explain, why they means the same thing even though they are coming from different contexts, so that is one issue one way.

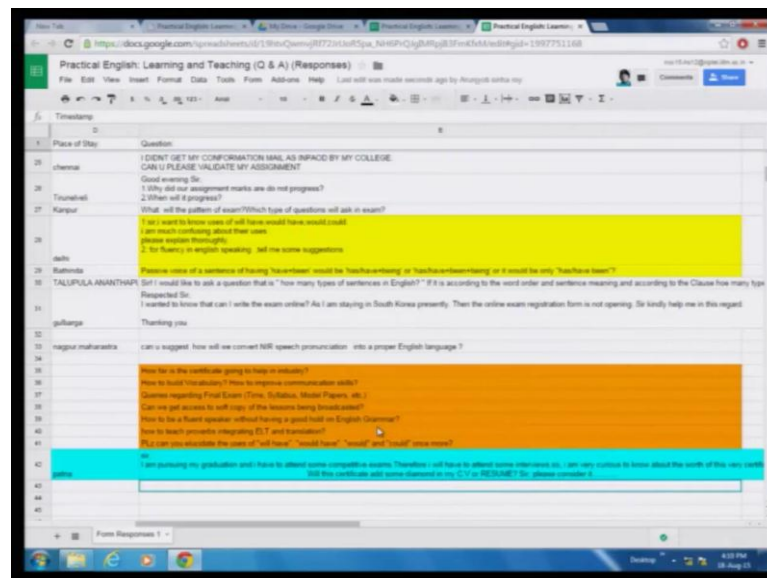
Another is of course, the way we mostly ended up picking up many of the English proverbs is by reading a lot. When you read a lot, you come across proverbs and when the same proverbs come again and again, sometimes you develop a sense of the meaning and sometimes you consult some dictionary or website or senior. When I say senior I mean somebody who knows a little better English or equivalent English, who knows this you expect.

So, by consulting dictionary or reference of some kind, which may be a human being you get such answers. So, the first thing necessary is to encounter them to begin with, then only you can ask those questions. Another question is please can you elaborate the uses of will have, would have, would and could once more. You see this is the advantage of having an online course in which the lectures takes in the network, is that if first time it

did not become very clear, then you can attend the lecture once more. In normal lectures, that typically does not happen, so that option is always open.

And of course, beyond that, so far as covering the same topic for another 15, 20 minutes in another session at this fecund of the course it is going to be a little difficult to do that, because there are a few other things which we are committed to cover and complete. But, of course, you can see those same lectures once more and of course, you can consult a proper grammar book on this. The main question is that the question has come to your mind. Once you have captured the question, how the problem is actually solved. The difficulty is when people do not get the question to begin with.

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The third question is how to be a fluent speaker without having a good hold on English grammar. We have a lot of fluent speakers without a good hold on English grammar. They speak and they speak a lot of wrong English, yet they communicate and to the extent, the purpose of speech is communication their job is done. But, whatever image or whatever impression they build up among educated listeners that may have other benefits other advantages, but certainly the image of good English is not made, which also has a merit, a value.

However, having said that I would also like to emphasize that it is very, very essential to speak and it is very, very essential to speak wrong. Because, unless you start speaking wrong English you will never starts speaking right English, the reason of mistakes in speech, which happens even to accomplished speakers is not that somebody does not

know, but there is another difficulty there is another pretty comment. When somebody's speaks, quite often it happens that he starts a sentence with one theme in my mind, one orientation in mind and on the way, half way through the sentence he revises his orientation his plan of the sentence and then, he ends up completing the sentence with a different grammatical frame work.

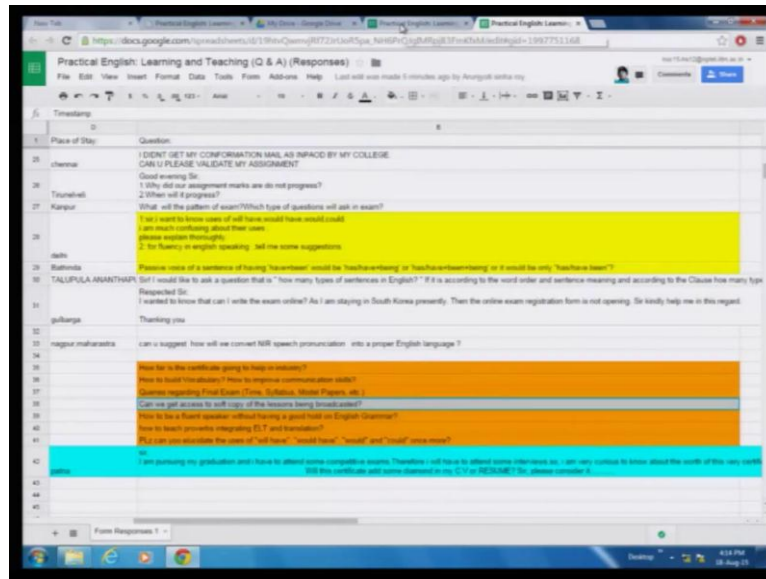
So, the reason for that is the human thought was this, it does not stop after you have started attending a sentence. Through the sentence your thoughts your planning your strategy of communication keeps on evolving and through the evaluation, if you suddenly stop if you suddenly spot in a better way to communicate it is quite often impossible for you to control yourself from taking that opportunity.

And, so you reorient your communication and try to express the same thing in the revised better framework and sometimes you fail to reconcile the old starting point and the later ending point. And then, the entire sentence put together if it is thrown back to you at a proper English grammar class, you may start looking in some other directions; such things happens to everybody it happens to me also I am admitting, but that is a reason.

So, you cannot decide that after my English is perfect and after I stop making any mistakes in grammar, then I open my mouth, then you will never open your mouth. So, most of us is not all of us have started at a point, well we start of new that when we write we write reasonably alright, but when we speak somehow nothings do not come to the lips at the right time and some of us stop midway and start processing in the brain and then, some of us never recover from that processing.

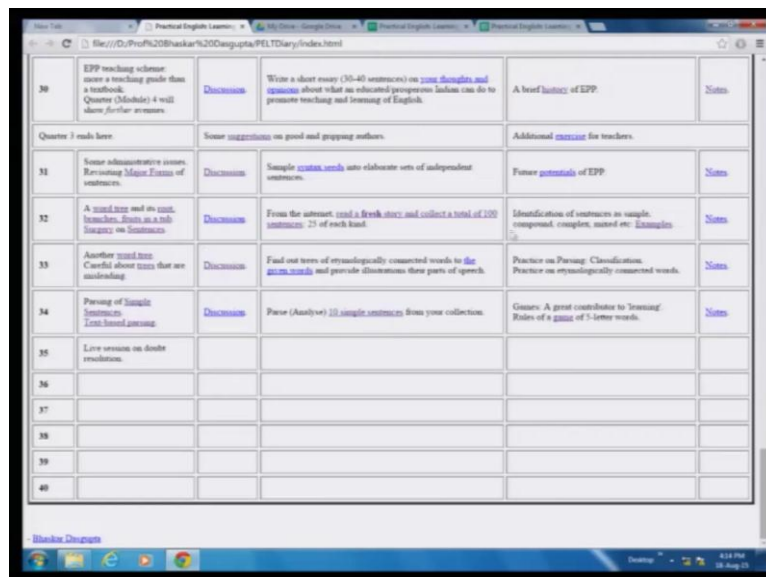
So, they stays silent, that is not a good idea you quickly extract something from your mind and starts speaking, continue speaking and force yourself to complete your speech, that way one immediate cash advantage is that you get hurt, your communication reaches home. And through this practice the brain is continuously at work, it develops ideas, stores ideas and builds tactical and strategic assets by which next time it will do a better job. And therefore, it is very, very important to be shameless and speak. Never mind that it is not write English, write English will come with time.

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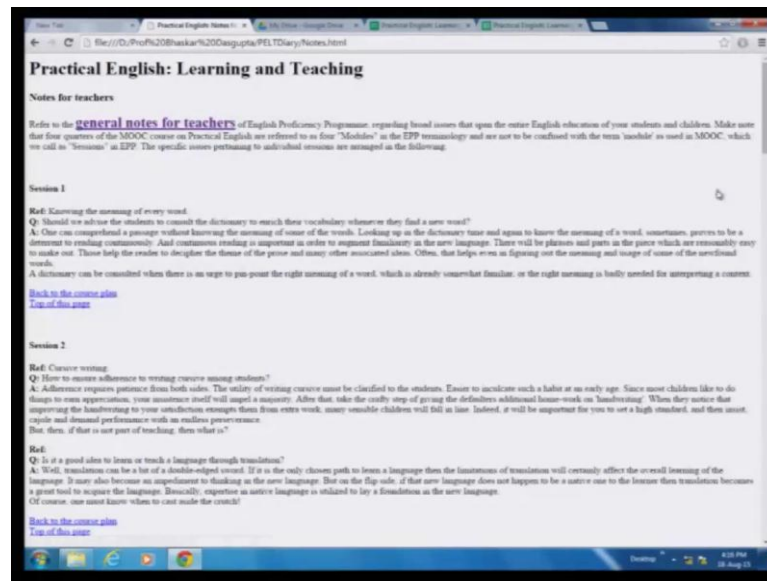
Session	Instruction	Questions	Assignment and Sample Solutions	Tutorial Practice	Teaching
1	Introduction.	Discussion	Write a <b>summary</b> , a <b>report</b> , or a <b>refugee</b> on the opening introductory lecture. <a href="#">Assign A summary</a> <a href="#">A paragraph</a> <a href="#">A refugue</a>	Concept plan	Notes
2	Letters and various style Interpretation (Eng/CLL) Exchange <b>passage</b> to subpage	Discussion	Translate the <b>given passage</b> into Hindi. <a href="#">Solution Sample</a>	Interpretation (Eng/CLL) practice on <a href="#">confirmation passage</a>	Notes
3	Word families <b>'car'</b> , <b>'can'</b> , <b>'had'</b> , <b>'had her'</b> , <b>'has'</b> , <b>'has'</b> , <b>'has'</b> , Expression (CLL/Eng) exchange <b>passage</b> to subpage	Discussion	Translate the <b>given passage</b> into English. <a href="#">Solution Sample</a>	Expression (CLL/Eng) practice on <a href="#">confirmation passage</a> Practice of words of the present families.	Notes
4	<b>End of effect</b> Simplest sentences <b>'is'</b>	Discussion	Make sentences in the <b>required types</b> with <b>given words</b>	Exercise on simple present: past and future with selected words from families: <b>'car'</b> , <b>'can'</b> , <b>'had'</b> , <b>'had her'</b> , <b>'has'</b> , <b>'has'</b> , <b>'has'</b> .	Notes
5	Word families <b>'make'</b> , <b>'is'</b> , <b>'is'</b> , <b>'is'</b> , <b>'is'</b> , <b>'is'</b> , Vocabulary List 1	Discussion	Make sentences with the <b>given words</b> in simple present	Practice of words of the present families. Exercise on simple present with selected words from old families: <b>'car'</b> , <b>'can'</b> , <b>'had'</b> , <b>'had'</b> , <b>'has'</b> , <b>'has'</b> , <b>'has'</b> .	Notes
6	<b>Most Words List</b> Vocabulary List 2 <b>'is'</b> , PPF triplet Phrases and long sentences	Discussion	Make PPF triplet with the <b>given words</b>	Exercise on PPF triplet with selected words from families: <b>'make'</b> , <b>'is'</b> , <b>'is'</b> , <b>'is'</b> , <b>'is'</b> , <b>'is'</b> .	Notes
	Word Family: <b>'to be'</b>			Practice of words from the present families	

These entire materials with all the links operative are sitting at the website free for everybody to view and use. Use for learning and use for teaching and we do not mind at all if you take this entire material and teach in your coaching class and you will be rich. All our best wishes are with you. So, it is not at all of our concern that with our material somebody may become rich, please be rich and please be with our material.

So, this entire material is freely available for learning and teaching for all over the world, where it is, when you try to access every lesson in the beginning a website comes in which, the mouse slowly goes and points to a site and that is the place, where PLT tally has been kept and it was announced on the first day itself in the first lecture. So, that is the place, where we are keeping all this material, whatever has been used in till now, including assignment and other notes.

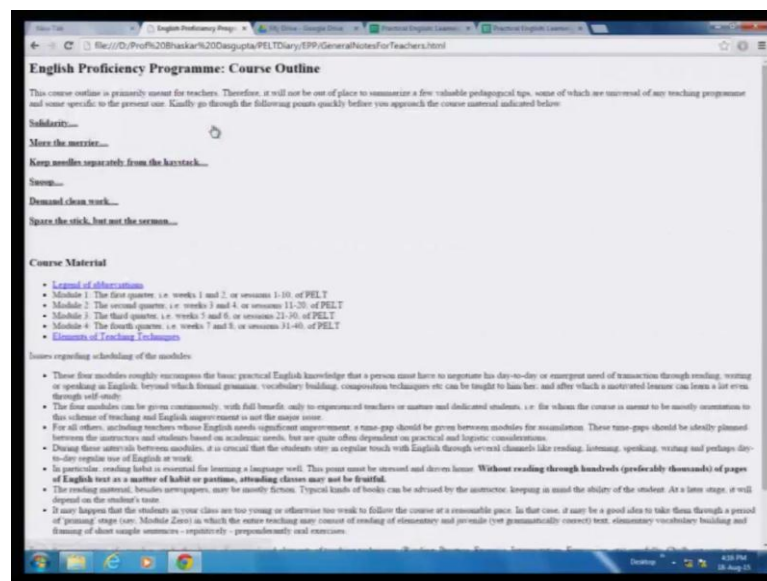


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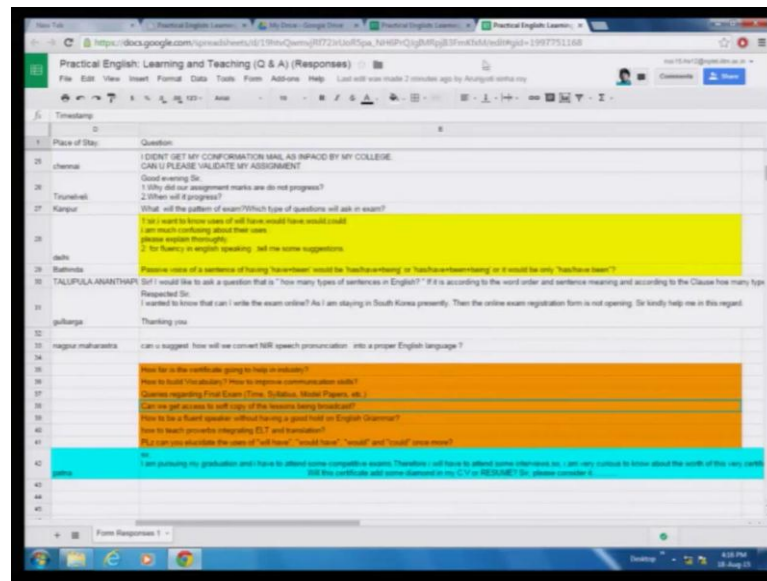


Even those notes, which have not been used in the class. For example these.

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So, we have the soft copy available and since that is housed in my own website, my own area. I intent to keep it there for some more time till I need it somewhere else and disk space become an issue. Queries regarding final exam time syllabus, model papers, etcetera. Time is 3 hours, starting when and ending when that I do not know, but administrative partners must have informed everybody. So, it is not, so right saying I do not know; I should say I do not remember it exactly, because I am not appearing in the exam.

But, I am sure the course admin has communicated to you the time the starting time deduction is 3 hours and the question paper may not really take 3 hours. So, you may be a little free before that, so within that 3 hours we have a time for a cup of tea after that exam syllabus is a whatever we have done in this course and heavy load will be on the later part, because initial part was actually very trivial and besides it involved a lot of CLL.

So, the major part of the exam syllabus banks on the later part, which is the consolidated result of the quarters 1, 2, 3 etcetera. And that makes very good sense, because of two reasons one is that somebody starting from scratch without having a good job at quarters 1, 2, 3 and directly jumping into quarter 4 cannot suddenly develop a very strong proficiency in quarter 4. So, just by testing somebody in quarter 4, which is in a way not only practical English, but to a good extend profession English we will judge whatever we needed to a judge.

The second reason for keeping it heavily on the later part is that if somebody says that I did not begin from scratch I started with the reasonable level. And therefore, I do not care, what is there in quarters 1, 2, 3 I want to concentrate on quarter 4 and I want you people to tell how good is in my English we should be in a position to tell him that. And therefore, in the question paper we should not be framing too many questions, which do not test the English background of the person, but in test the in a you know exposure and involvement in our lectures we do not see any reason, why should we insist on that.

So, if our final goal is to ensure that people have good in English level and that we would like to tell test through the final exam. So, if he started at a very good position or he has brought himself to that good position through quarters 1, 2 etcetera we would like to put both of them my part, so for as the exam is concerned. And, how to build vocabulary, how to improve communication skills this seems we have been telling in all the sessions, how to build vocabulary of course, you should come across words and to come across a words you need to read a lot and listen a lot and of course, speak a lot.

Because, unless you use then even if you come across those words you will miss them and of course, you should be aware you should be conscious that whenever a word process a problems difficulties that you feel that you better know that word, then do not be shy do not be hesitant to consult a dictionary further in the web in the fact book style. And of course, you need to read a lot that part remains this is one thing, which people typically do not do.

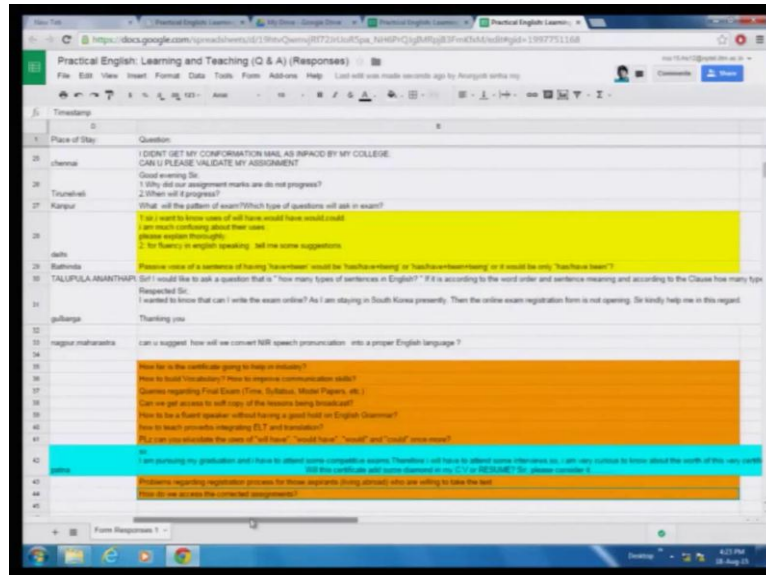
And, so for as strategy and statics all concerned we have already given you some a leads in that that is when you find 3, 4 words, which are related irritate, irritant, irritation that is really lots of words related like that, then one day whenever you have some free time try to sit down and frame a word tree. So, that word tree is a good way to exercise your own mind and dictionary and associated other resources two build a large number of words and connect them.

So, other tips and another leads we are going to cover in coming sessions. Apart from vocabulary the same question says or maybe it is an assembled version of quite of you version of good number of question, how to improve communication skills. So, of course, good vocabulary it is a must and a reasonable command over the syntax rules is actually important for that.

Otherwise ((Refer Time: 21:20)) sitting sets of words will not, let you communicate your

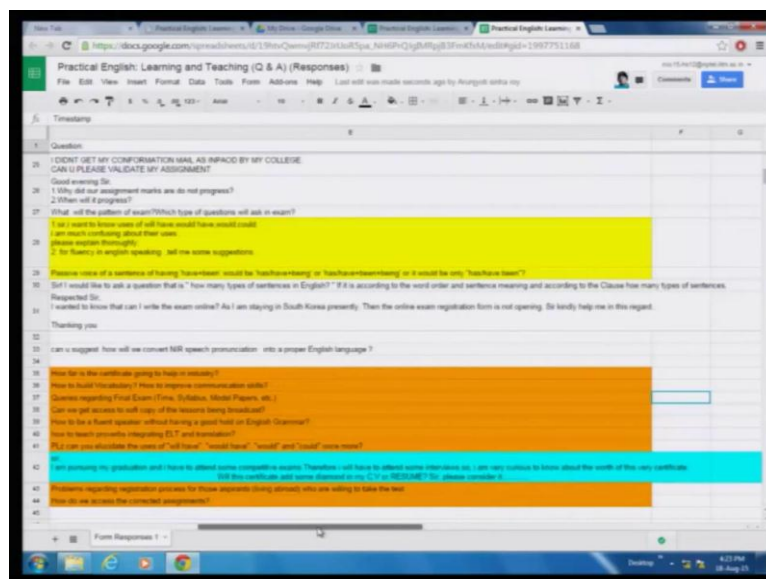
ideas well. And of course, you have to the fourth coming in opening your mouth and actually speaking this issues have earlier discussed, how for is a certificate going to help in industry.

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Many people have ask this question and one of them we really loved the phraseology of that question. Abinav from Patna says, sir I am pursuing my graduation and I have to attend some competitive exams. Good please do it, our best wishes with you.

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Therefore, I will have to attend some interviews, so I am very curious to know about the worth of this very certificate will this certificate add some diamond in my CV or

resuming we like this a certificate is worth only that much it is certificate. So, for people who have excellent command and who have got already an opportunity to open and show that command they typically do not need a certificate.

People who have extremely poor background and if they have an opportunity to show their capabilities, then a certificate is not only not helpful it is countable active, because very soon he will display how bad his command. So, his certificate will not convince everybody it is middle segment of the people for whom certificate the important this is, so for us the certificate printed and signed on paper or in any communicate will form both as an official authorship.

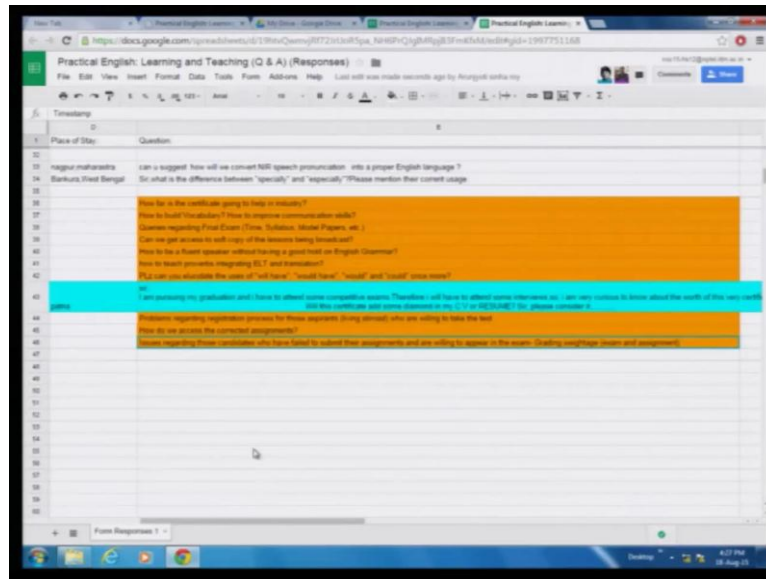
Other than that certificate in the true sense of the term original sense of the term has another sense. For example, you interact with some people who know very good English and they give you some work are you operate in some project, which them at the kind of it some of those people who know extremely good English they say that hey man your English is good this is a certificate here certified you only to you for that matter that has a value, because then you know that you are good English has been confirmed by another person.

So, to that extend in that sense having somebody else acknowledge your strength as assign. Incidentally I have got some appreciations and confirmations from some of the friends and admires once in a while, but, so for us an English certificate is concern I do not have done. So, I cannot say that is certificate is a must, but yes I told you that those who have all ready got an opportunity to display their command to them certificate may not mind.

But, nowadays a population is four large and in combines for every position are, so many that it is sometimes difficult to get the entry to get the opportunity to show you command at that gate way in a certificate from a responsible and respectable source saying that this person has done this and his level is this has a slight advantage over another candidate, who does not have that. But, as I say initially a certificate if worth only that much beyond that any required would think that the other person has not done that course, because may be not need.

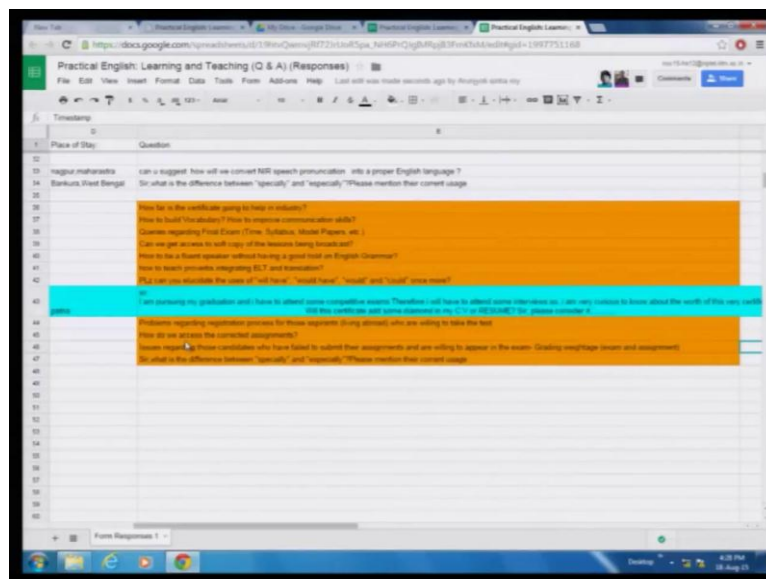
But, any way in your guest if you have the certificate you will be sure that you have at least come through this and you have exposed your capability and got this note on it, which he can evaluate. So, this is some information rather than lack of information.

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There are some other questions here, how do we access the corrected assignments; that are a good question. Assignments grading is not a going at a very fast schedule, but we will as soon as we are at a reasonable position regarding preparation and delivery of the actual lesson we will spend more often energy on that front and before the session 40 goes in the net I am sure many of you have many of you will have you assignments good number of assignments graded and the marks will be available to you.

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And there are if you network issues always involved software issues interface issues also involve in this communication process regarding, how we make available to you what we already have. So, some of such issues network and software related issues also will

need to be settled in between. Issues regarding those candidates, who have failed to submit the assignments and are willing or unwilling to appear in the exam, grading weightage exam and assignments, little verification on this and may help many people, who have a lot of dilemma, we have three strategies for grading the final grading.

Of course, not really three strategies and I am coming to that issue, I am going to tell you, how the third strategy also strategy, let us start with that presumption that we have three strategies for grading. Taking the word grading in the general sense of our evaluation of, how good a person's English is at the moment of evaluation. Whether it was, so even in 2014 or whether it has been, so on the recently there is not of concern.

One strategy, which is the main general strategy is to count 40 percent of the weightage from the assignments and 60 percent from the exam. And we want to keep the arithmetic symbol, so every assignment is being graded out of 100 marks and; that means, if you complete 40 assignments then you actually target 4000 mark out of that and we find that dividing a number, which 10 is extremely easy.

So, that we will do and then, convert that marks out of 400. So, just get read of the last digit and immediately we get the mark out of 400 the final exam paper has been said for 600. So, out of 600 we get a mark some ((Refer Time: 29:42)) that is from the final example. So, out of 400 and out of 600 we take just some of those two adding is easy we can do it, so then, we have got the marks out of 1000, so adding in easy. So, out of 1000 we have got the total mark.

So, that gives you the final comparison among all the participants of the course this is one strategy the grand strategy, now we come to those people who have not submitted me and the examples, what is the meaning? So, out of 40 if you are submitted more than 30 assignments change the high you have got reasonable amount of mark out of that, on the other hand if we submitted less than 10 assignments, then that will be almost useless.

So, along with the grand strategy we have also is a subsidy strategy in which, we have put no assignments only final with them. So, that will cover even those, who say that we are following through the lesson, but we are busy people we do not have time to go through all those assignments, but we started from the reasonable level. So, moment tell something in lecture we immediately understand, so which is good. So, we have lot of expect for them, they are busy they are ((Refer Time: 31:18)) they are being important things.

So, but then they value the certificate, which is also something good I like myself to appear an exam. And then, so there will say that ((Refer Time: 31:32)) from the exam only we are ready to do it. So, our subsidiary strategy is to evaluate the exam paper and get rate for those candidates only based on the exam without consideration of any of these assignments. And therefore, those questions that out of the 40 assignments I have submitted 26 etcetera, etcetera are all, all irrelevant they need not be answered they need not be could asked.

So, many people have ask me earlier in the forum I have fail to submit to of the assignments connect appear in the exam of course, yes assignments submission is not a must for the entry in to the exam hall. So, one can submit no assignments and yet and the exam hall and come out with and edit certification it is possible there is no problem in that. So, this is subsidiary strategy for grading and now, if there is a conflict between the subsidiary strategy exam only and the grand strategy the entire marks, then who will give precedence to the some in timers.

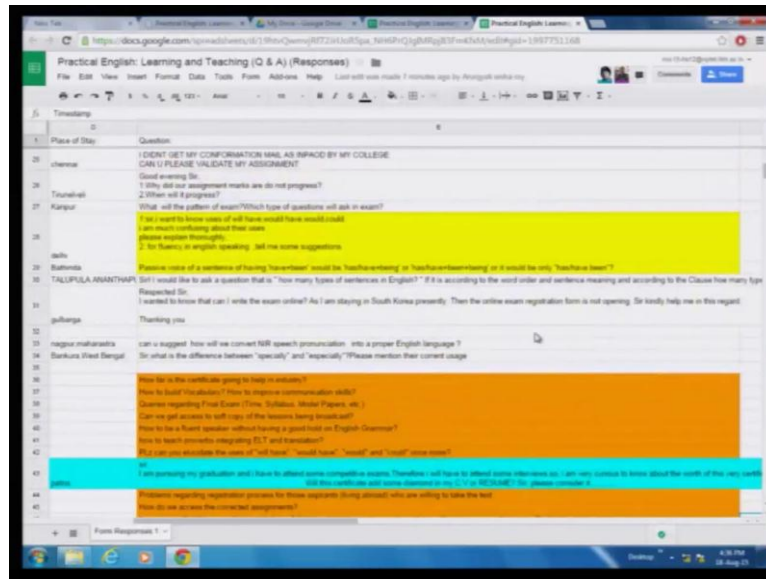
As that I told you is the third strategy also for those that is p only academic strategy that is for goes, who are submitting assignments with un can regularity, but who are not appearing in the exam. Since, we have the assignments in our database and since we have reason to believe that they are academically sincere to are program we evaluate them without even evaluating their assignments we evaluate them as the assets of the original project.

And therefore, we will suddenly go through their assignments with lot of focus and make an evaluation based on those assignments only and that will not be return on the certificate on anything, but we will find our way to communicate to them. But, that it is lower imparity, so for us chorological order of our grading is concern, what is there say, what is the difference between specially and especially actually not much.

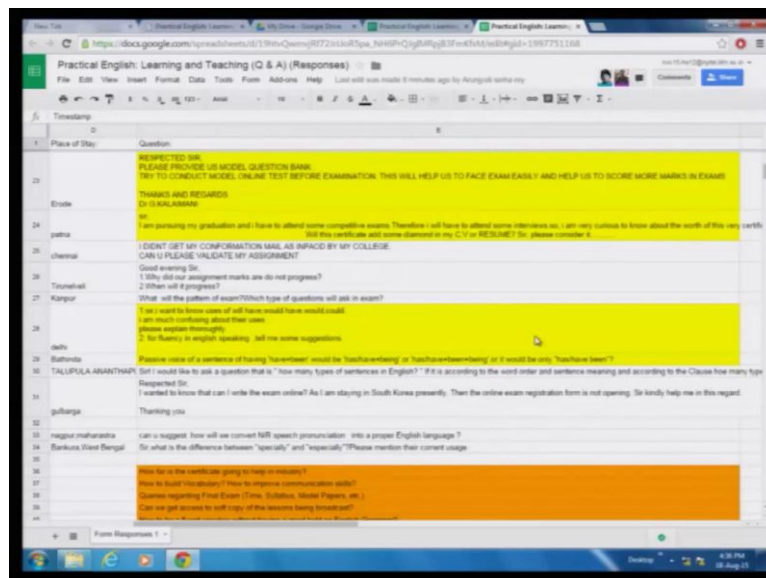
Problem is regarding registration problem for those as present, who are willing to take that presents living abroad Korea I do not know handle this I am extremely sorry, but I do not manage that side that part I wonder whether Murali can help, even Murali cannot help. Anything else not till now.



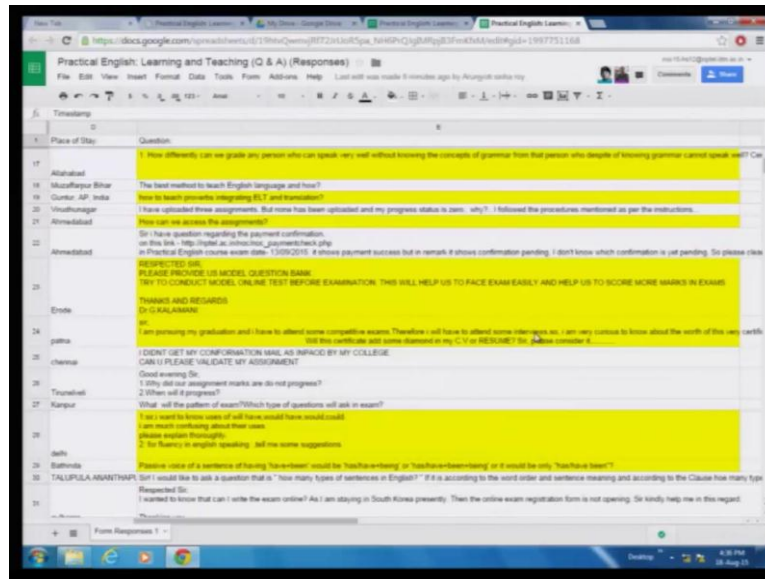
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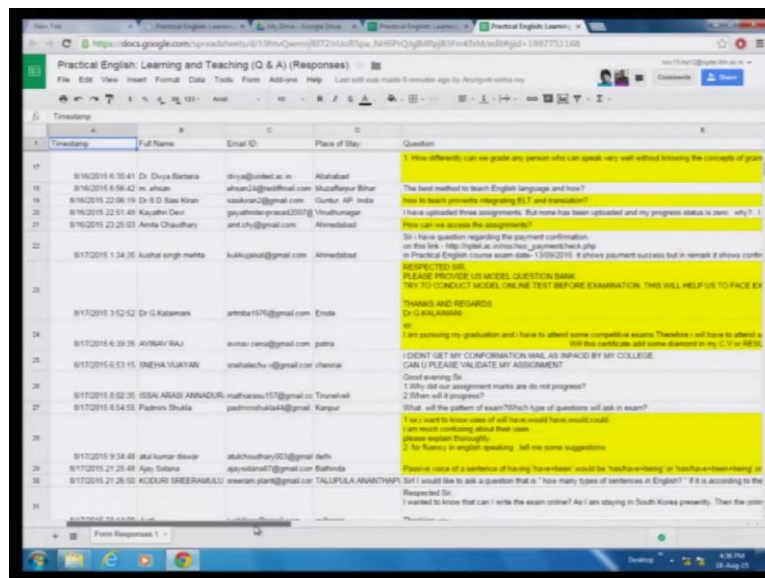
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Where is that? You solve something here, which one this the best method to teaching this language and how ((Refer Time: 35:28)) the best method to teach English language and how. So, these is giving July, August, September of 2015 we have decided to believe that this PLD course is the best method to teach English language to Indians and which, is practical you know why I am telling you the that we have decided to believe that this is the best method to teach English, which is practical, because if we knew that there is anything better, then we would have adopted that.

So, at any other time an perhaps per any other person also perhaps it can be conformed that this is possibly very good method of teaching in this language particularly when,

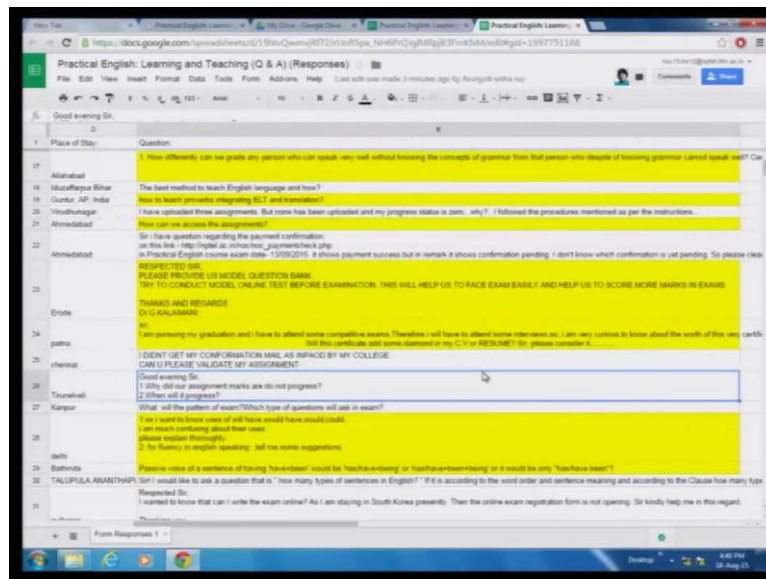
what is a good method and sure method on that there is a lot of confusion. For example, one of my earliest co worker in the English efficiency program project after seeing through this material at that time the materiel was not in, so package format it was return in my note book total of 130 pages of quarters1, 2, 3.

So, when she saw some first 40, 50 pages, then she was struck by the novelty of the theme and methodology of teaching English and I remember her remarks she is a school teacher mind that. So, she knows she said that yes many times I have felt that we really do not know how English is suppose to be toward those of us who have learn in English if we try to look that into our past into our childhood, then we find that English just happened to us.

We were not systematically and thoroughly and strategically dot English and several people have succeeded in learning English in several different ways many of them accidentally. So, to many of us English just happened rather, then we acquiring English in sure manor the way you acquire the skill to drive a car or swimming. So, away from that accidentally happenings of somebody ending up learning English other from all that besides all that, what would be a sure and methodical way to learn English.

So, equal of you can learn ((Refer Time: 08:42)) how to build ((Refer Time: 38:44)), so that is the issue.

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So, she said that looking at these EPP notes I feel that maybe this is one possible way of teaching English and you should try it enough and then, see what is it is end results. And

to try it enough you should try quarter one over and extended period on children of class 4 and when the same children go to class 5, then similarly give them quarter 2 in that extended form and then, in the next year give them model quarter 3 and then, next year quarter 4 and if the children go through all this successfully, then as a teacher you will be almost forced to design for them, what you can call as module 5, 6 etcetera.

And at that level there are a lot of resources available for you and even before standard 4 if you want to start you children, then you can give that thing, which we are module 0 you can contribute you formulating that in framing that. So, as of now, we believe that EPP, LT, PLT is a best method to teaching these language, because otherwise we would have try the other method, which is perhaps method the you can question this is a good question anybody ask that is good, who ask that from somebody ((Refer Time: 40:35)) yeah thank you ((Refer Time; 40:37)) this is a question should have entry that I should answer that question pattern is not MCQ type this question should be answer it.

Because, many people in today's edge assume that question paper must be MCQ type and it is good of premises you have to think that it can be otherwise because assignment where not a [FL] it is not MCQ it is not right or wrong it is not even the fill in the blanks it is asking you question paper is asking you words and sentences actual full things sometimes it is a asking you for paragraph.

So, be ready to handle all those kinds of ready brain racking things which give as to do in the assignments, so that kind of things. Anything else you have any questions yes.

**Student:** Somebody's mostly speaking wrong English not being corrected or does the person it who improve.

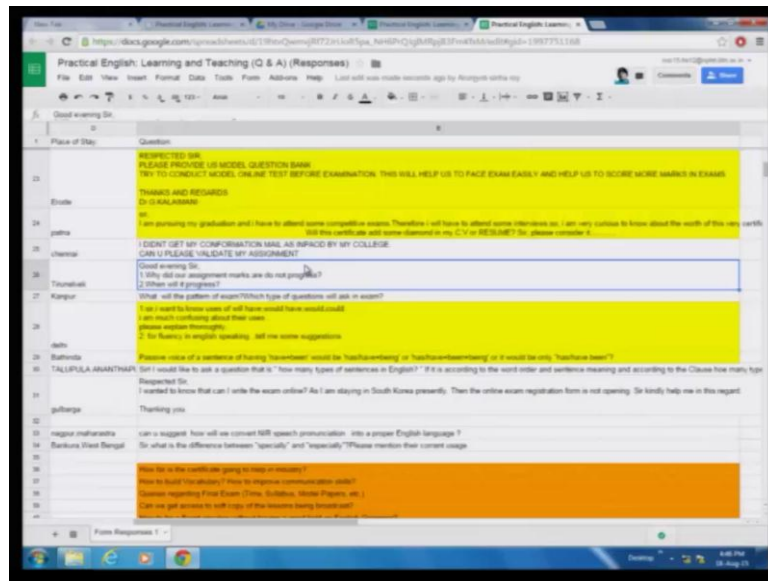
He needs help and the person, who is going to help him will have a talk time, because a wrong things learn take a lot of trouble to correct and that is why I think that I were teaching a class of children I would have the found my job is here, because there are mind is an empty slide on which, I could write happily or else have the advantage of higher processing power yes, but not all that words.

Because, you cannot expect high processing 46 a person, but 22, 30 that age group has a lot of connections a lot of background. So, that advantage they have, but they also have the derbies of a lot of long learning, so even after deciding that this is not the way to. So, it that is the correct way to do it on the fly on the operate the end up doing the wrong thing the way people out traffic rules you know many of them know, what is a correct

traffic rules. So, like that many of them cannot help, why going on the wrong side, so like that why speaking many of them cannot help it.

So, for example, India's mess of between in hands and arms even though everybody do not hand and what is an arm leg and feet and there are very the acquired kinds of jocks, which are developed based on the mistakes of on for the other. So, that is difficult anything else is would exams regarding exams centers I do not know I do not handle that I think there was a list of the centers of somewhere.

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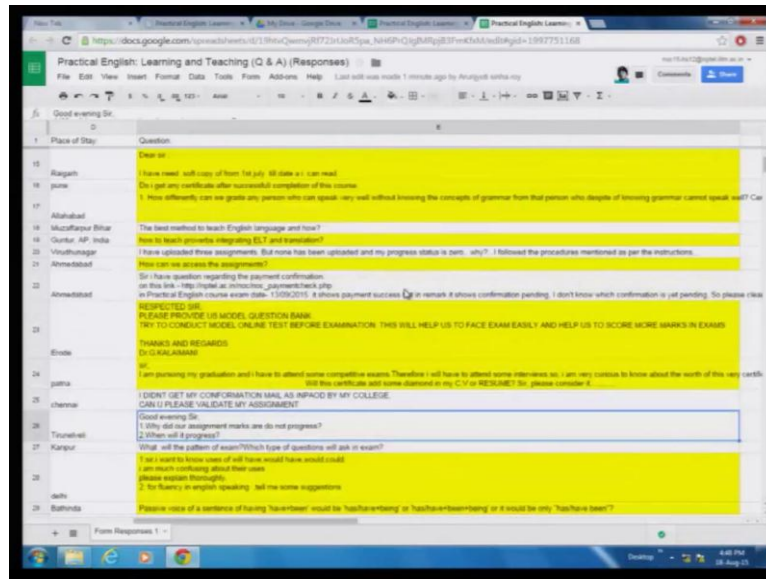
How many types of sentences is in English? Do not get a misled by our, what you summaries or quarter summaries like 14 types and 46 types and so on language is, so reach and, so worst and ways of classification are, so lose that you cannot really count the number of types of sentences. So, forget about that in summaries of 14 types at the in the quarter 1 and 46 types of the at the end of quarter to we were trying to takes talk of, what we have done during that period.

So, to how much we have come and the movement at the end of quarter three we felt that we have covered a most of that the casuals we stopped making that counting and till the end of quarter 3 also we at prime rely convert only simple sentences and with a little a touch over compound sentences and that was one of those importance why a quarter module 4 or module 4 was essentially at the end of EPP and that is, what we are doing in quarter 4 these as.

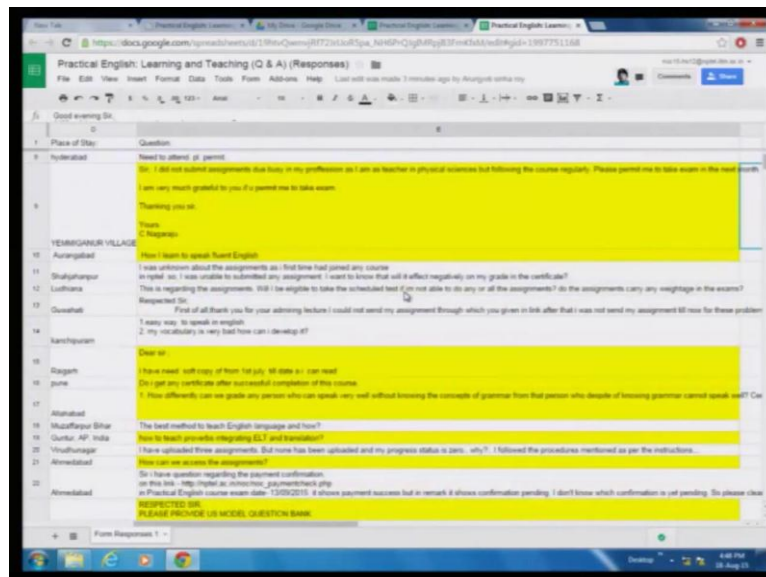
So, that way if you go for a complete classification you cannot we classify them, but yes

in grammar books there are classifications like types of sentences and sub types and then, sentences can be classified and discussed on voice tense and what not and that different kinds of sentence kinds of classifications itself already test by the effect of the difficult the difficult a that how difficult is that kinds of a classification a besides that grammar book kind of classification should not fall in the per view of practical English, so that is bother about that.

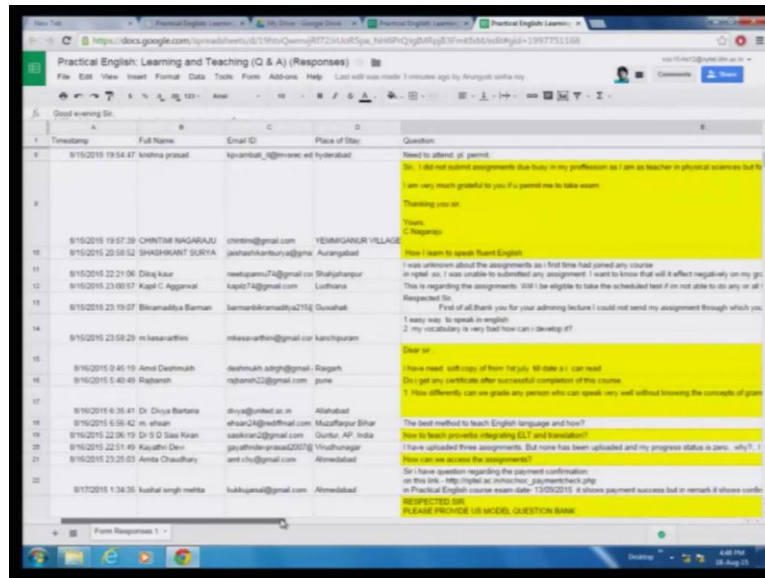
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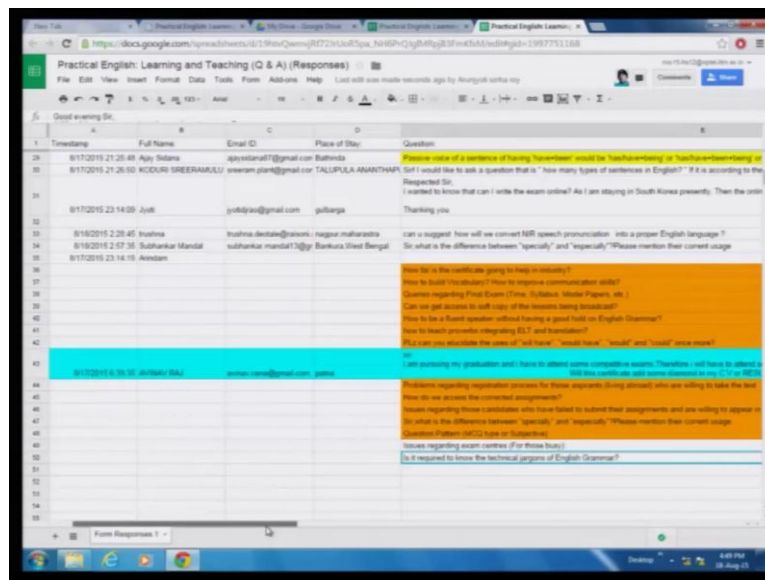


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He thanks for lectures is we go to speak in English for whatever is very bad how can I develop it already we have discuss that we should read a lot any other any other good questions.

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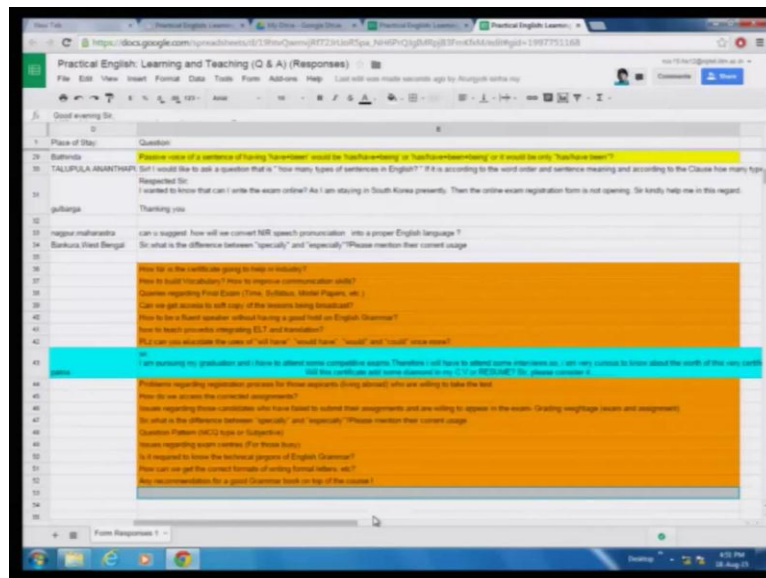
You tell me the number (((Refer Time: 47:57))) here, here, here is it equal to know the technical no, no, no, no, not at all not at all, but if you if you need to discuss, then need some terms with the help of which, we discuss and that is why we end up using those some of the terms and in the initial part we vary point to avoid that technical ((Refer Time: 48:32)) as much as possible following a language you do not need technical

((Refer Time: 48:37)), but hold of the language to the extent of teaching it systematically you need to some where at least you with using some Tamil.

So, when we tell a teacher that in our opinion it is important to teach the kids teach the children those sentences has with have nothing, then subject and verb and then only at a later stage to produce object how do you tell this to a teacher without attending the word subject or verb or object then we will have to say that my dear teacher. So, you think it will be important for you to be easier for you first introduce and as which has only the do were and the deed rather than on the that had deed has been perform this will be even verse compare to saying subject and object.

So, to that extend we need to use ((Refer Time: 49:49)) or technical terms I mean as long as possible we can keep the discussion on simple understandable terms rather, then technical words. So, for subject if you coin a simpler word if the word poor after is me acceptable what can do it at some it is acceptable and understood correctly it can be used rather, then verb that we felt that subject verb etcetera are quite well understood. So, we used at, but beyond that ((Refer Time: 50:22)) is not necessary for knowing good English.

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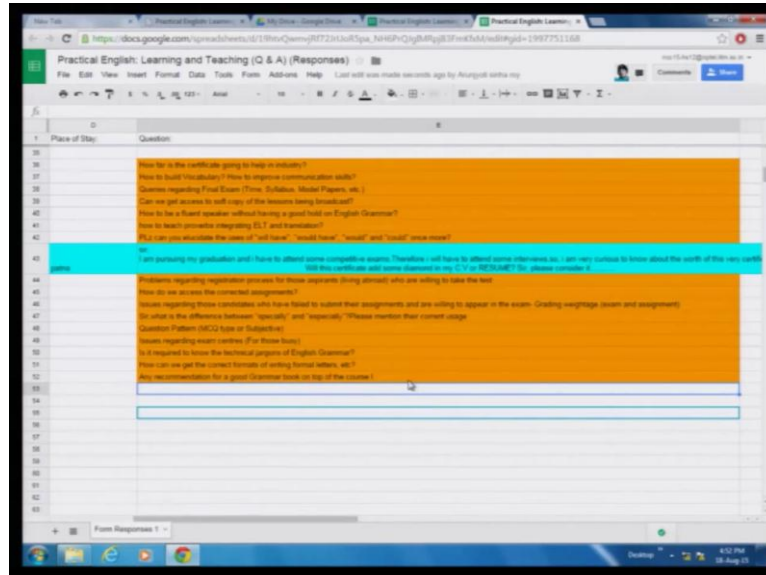


But, for discussing that you need the words to more how can we get the correct formats of a writing formal letters they are in most of the composition books any recommendation for a good grammar book on top of the course top or even bottom of the course I would say the foundation we have already ah mention once I am ready to



mention again our recommendation for a good grammar book is by a felt and he feel lonely.

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And it is also important to mention in this regard that i would advise you not to trust on some websites for the ((Refer Time: 51:33)) on grammar because some website have been develop by some people with some knowledge. So, and some amount of seriousness. So, quite of an I find people who come and start arguing with me on this and that topic and say that I have found this as return in websites somewhere here there and I find my selves are disadvantage.

Because, if I go and try to search for the topic in Google it is possible that the that topic ((Refer Time: 52:08)) up in thousand sides out of which 450 are correct and out of which 125 explicitly support y position. So, I find myself a disadvantage quickly go to my room and get that blue book of my field and then, come with that book and then, encounter my adversary and now say it now tell what. So, that helps. So, that is why I suggest a this field and this field only.

So, I think we have had a good session question and answer and this we have covered and the assignment thirty five we will do later. So, today on the this much, so thank you and will see you again in session 36.

Thank you. Bye.