CHAPTER IV.1
CLASSROOM EXPERIMENTS
Headache

(1) Pre-reading orientation

The researcher talked: "Good morning, my dear students, I have a leave letter with me. Let me read" Sir, As I am suffering from head ache, I request you to grant me leave for today only.

T: Suppose we want to go on leave, what is the immediate reason we have in our mind?
St: Head ache.
T: Only head ache? Any other excuse.
St: Stomach ache Sir.
T: Any other reason other than head ache or stomach ache.
St: ......
T: No other reason?
St: ......
T: How about indisposition? (The teacher wrote the word in capitals on the chalkboard) The word indisposition means 'ill-health'.

A discussion on the answers given by the learners.

1. Leave - Content word
D.E. - Love

Except one, who gave the answer 'love', all the learners gave the correct answer.
2. Once - Content word
   D.E. - only, also, often, because, of course

   The cloze text is in present tense. But the example given substantiates the previous statement 'Headache has become a boon'. The Time-when adverbial, 'once' here has not been understood by the learners. Students have written answers like only, also, often, because and of course.

3. the - Definite article
   D.E. - an, our

   The learners were asked if these answers were appropriate. One learner replied that 'the' was correct. The researcher asked him the reason. He could not reply. The question was posed to the entire class and then to a particular student. The learner replied that the preceding phase 'a ready excuse' serves as a clue for blank No.3.

4. drill - Content word
   D.E. - PT, tuition

   These expressions were thrown open to the learners. One of the learners said that the blank carried only one word and so the answer PT was wrong. Another student pointed out that tuition masters do not give physical exercise.

5. Special: Content word
   D.E. - Physical, Social, Some, Simple, Students, rough severe

   The teacher pointed out that a drill master would give only physical exercise and asked the learners whether
R.K.Narayan should tell this in a humorous situation. The students replied in the negative. To the other answers viz. social, some, simple, small, short, the learners were asked to react. One student said that drill masters don't give 'social exercise'.

6. Gathering: Content word
D.E. - Service, work, games, activity, function,

Though answers like work, activity, function, service appeared to be appropriate, since the writer, R.K.Narayan intended only 'gathering', the learners were asked to think and say whether those answers were suitable to the context. Here the teacher emphasised out that answers should not only be grammatically correct, but contextually appropriate.

7. Headache: Content word

This was easily answered by all the learners as it was the topical word and redundant. The researcher took the opportunity of impressing upon the learners that certain words would occur frequently in a cloze text and they had to take this account while doing a cloze task.

8. is: Copula
D.E. : was

The learners were asked to study the general tense pattern followed in the text.

9. is: helping verb

As there was no deviant expression, there was no discussion.
The teacher asked the class whether 'party' would be suitable when it was followed by 'himself', a possessive pronoun. They replied in negative.

All the learners gave the correct answer.

As none of the learners could reason out the researcher explained that words such as act, action, ache, sickness do not fit in this context.

The researcher asked the class what was wrong with 'will'. A learner pointed out the word 'if' in the succeeding clause, and replied that may was the write answer.

For the wrong answer 'used', the learners' attention was drawn to the modal auxiliary 'may' which was a present tense.
The learners were asked if the word *in* was necessary when we use the word 'support'. The researcher wrote the following two sentences:

She has decided to support me.
She has come to support in my life.

The learners were asked to frame a sentence by using the phrase 'come to stay'. The teacher wrote one model sentence on the chalk board.

Terrorism has come to stay in India.
The learners gave the following sentences.
Corruption has come to stay in India.

Among the girls, one of the girls said: Dowry evil has come to stay in India.

[Thus the learners were immediately asked to frame sentences using the words/phrases].

The learners themselves objected to the answer 'common man' as it contained two words. Though the word 'cashier' appears to be correct, it is not appropriate as it was odd in this context. The researcher explained that the situation was one who grants permission and one who gets the benefit. So, *colleague, cashier, captain* were incorrect.
The learners were quick to identify the error behind in using 'has' instead of 'have' when the words were written on the chalk board. The investigator asked the learners whether there was an acceptable expression like 'headache the mind'.

While the word 'this' was ruled out by a learner himself, the researcher explained that 'so' is used generally in informal contexts.

The investigator posed the learners the following question:
Are the words 'work' and 'duty' similar in meaning? or different?
Is there any expression like 'work on duty' in this context? or work our duty? in this situation? When the learners answered in negative, he wrote the following statements on the chalk board.
That researcher took the opportunity of emphasising the fact that the aforesaid conjunction can be used both in the context of synonyms and antonyms.
You can either go to Madras or Bangalore (alternatives).
The leaves may be lean or plump (antonym).
The researcher drew attention to the subject being singular and asked for suitable answer between help and helps.

Another question posed to the learners was 'Does headache have to maintain human relationship'? or 'Does it help to do so'? One of the students replied that 'it helps'.

The researcher cautioned to the learners to read the text and use the appropriate articles.

No discussion. But the learners were asked to frame sentences using the phrase, 'on the plea of' the teacher orally gave the following sentences as a model and wrote them on the chalk board also:

On the plea of going to his native place for a function, he did not attend the college. The learners in general could not frame a sentence.

The researcher asked the learners to understand the collocational relationship of daughter-in-law and mother-in-law and asked them to fill in the blanks with apt words.
Since there was no wrong answer given in a classroom situation, there was no discussion.

Most of the students had erred in doing this blank.

Some of the students gave the answer never. When the subjects were asked to read to the deviant expression, a learner remarked that never was not necessary here.

The learners were asked to react to 'because' and one of them pointed out that it was grammatically incorrect.

The researcher asked the learners whether the word 'cases' was acceptable in this context. One of the learners replied that situations was more acceptable.

All the learners had gone wrong. The investigator directed the learners to read the cloze passage repeatedly
and meaningfully in order to recognize the relationship between the sentences and fill in the blanks with contextually acceptable words.
HEADACHE

1. Headache is one of the blessings God has conferred on humanity. As real explanations for many human lapses are not generally accepted, headache comes as a ready excuse to every human being. Right from our school days we are taught about the usefulness of headache in terms of writing _____1 letters. Thus, headache has almost become a boon. _____2 we tried to avoid physical exercise by giving _____3 usual excuse called headache. But the moment the _____4 master announced that he wanted to give some _____5 exercises for headache sufferers, our headache disappeared.

2. Social _____6 is conveniently avoided by us making use of _____7. The only expression which is superior to headache _____8 indisposition. It will be better if the excuse _____9 given by the third person than the affected _____10 himself. As it sounds more convincing, we do _____11 probe into the nature and remedy of the _____12. However indisposition cannot be used by all. It _____13 look precocious and odd if a small boy _____14 indisposition to cut classes.

3. Headache has come to _____15 in our social and official life. If a _____16 tells frankly his boss that he does not
4. Either at home or in public, headache 20 to maintain human relationships. At the domestic level, 21 mother-in-law who avoids taking food on the plea 22 headache is not on good terms with her 23 or son; the son using headache as an 24, not only avoids office and friends, but also 25 with his wife; the little child who has 26 done his homework may avoid his tuition master 27 citing headache as an excuse. In all these 28, the statements and excuses are accepted at their 29 value and hence the maintenance of cultured existence.

5. Thus headache has become a confirmed 'habit', people feel diffident if they don't carry a ready remedy for headache. Some opticians give glasses which are headache-free.
Note: (i) Read the following passage fully and fill in the blanks with appropriate words.
(ii) Each blank will accept only one word.
(iii) First fill in those blanks which you are sure of and then come back to the unfilled blanks.

Pre-reading orientation

1. Oscar Wilde said 'man can resist everything except temptation' - Do you agree with this maxim?
2. Is it proper to read the personal letters of your friends or relatives?
3. Suppose you are offered the boon of overhearing and covertly watching others, will you accept it? or reject it? If no, why?

ON KEYHOLE MORALS

1. A.G.Gardiner in his essay 'On the keyhole morals' emphasises the need for a private standard of conduct. Our outward standard of conduct is so important as being honest to our 2. He gives a few examples to illustrate 3 view points.

2. A neighbour of Gardiner had a 4 night. The reason was he had overheard 5 the people next to his cabin were 6. He did not have any sign to 7 to them that there was a man 8 to their cabin overhearing unintentionally. When the 9 revealed this to Gardiner, the latter advised 10 former to send a word to the 11 man's neighbours that their cabin next to 12 had been occupied.

3. Gardiner wondered whether his 13 was a willing or an unwilling eavesdropper. 14 are all perfect in
public, where we ____ 15 social conduct. We do this out of ____ 16 motive for seeking good opinion from the ____ 17. The true estimate of our character is ____ 18 when we have the opportunity to do ____ 19 when we are alone. Being polite to ____ 20 else's wife in public is not so ____ 21 as being polite to one's wife in ____ 22.

4. Gardiner gives another example from day-to-day life. ____ 23 are tempted to read the open letters ____ 24 other people. Even if such letters belong ____ 25 one's own son, the dilemma between one's ____ 26 and reading of open letters is always ____ 27. One may give plausible reasons like parental ____ 28, natural curiosity of a close, relative etc., ____ 29 the moment the son arrives when his ____ 30 is reading the letters, the latter loses ____ 31 respect. It is only in that situation ____ 32 real character is revealed.

5. It is but ____ 33 nature to be curious about our neighbours. ____ 34 his fable Le diable Boiteux, Le sage ____ 35 us of a devil that transported him ____ 36 each and every house and helped him ____ 37 and hear what was going in private ____ 38 each home. However, Gardiner is for one ____ 39 would turn down such an offer from ____ 40. Our honesty lies in being true to ____ 41 conscience.
6. Certain crimes like murder or burglary, might not have been done due to poverty or the needlessness of wealth. Over hearing and reading the open letters of others are as criminal as stealing somebody's property. The question is not whether we have respect for law, but the question is whether we have respect for our conscience.
4.2. On Keyhole Morals

Objective:
To find out learners' close responses in a text of cultural familiarity.

Pre-reading orientation:

The researcher wrote the following words/phrases on the chalkboard and invited learners' reaction: Overhearing, watching without his/her notice, reading the personal letters/diary of friends or relatives.

Researcher: Do you think that these habits are good or bad.
Learners: They are bad Sir.
Researcher: Why are they bad?
Learners: Because people do not like such habits.
Researcher: Why people don't like? Because they are examples of unhealthy curiosity. People are more curious about what other people or neighbours are doing than themselves. Now read through the text.

After about twenty minutes, the researcher asked the following questions:

1. Does the author, A.G. Gardiner, approve or disapprove habits of unhealthy curiosity?
   Learners: He disapproves.

2. Suppose you are given a boon of watching others without their notice, will you accept it or reject it?
   Learners: reject it, Sir.
Researcher: Do you think that people generally can control their temptations and they cannot? Can you answer this?
Learner 1: They can.
What is your opinion?
Learner 2: They cannot, Sir.
Researcher: Some people can resist their temptation and some people cannot. It depends on the mentality of persons.

The numbers on the margin indicate the blank Nos. and the abbreviation, D.E. denotes deviant expressions given by the learners. The researcher distributed the cloze text of 'On Keyhole Morals' and asked them to fill in the blanks. After about fifteen minutes the deleted words were taken up for discussion.

1. not - negative
   D.E - never

   The researcher asked the learners if the deviant expression was correct. One of the learners pointed out the clue 'so as'. The researcher pointed out a similar phrase ("not so .... as") in paragraph 3 where the sentence starts with "Being polite to some one else".

2. Conscience - content word (redundancy)
   D.E - Conduct, character

   The researcher asked the learners if the two deviant expressions were appropriate. They replied that they were wrong. One of the learners when questioned, said that the phrase 'outward standard of conduct' gave the clue for the answer. The researcher asked the learners if the answer
'conscience' was found anywhere in the passage. The learners went through the passage and one of the learners pointed out that it was found in paragraph No.5.

3. his - anaphora
   D.E - their, the

   The researcher impressed on the need for learners reading the context again and supplying the appropriate pronoun/anaphora.

4. bad - content word
   Acceptable answer - sleepless

   The researcher appreciated the learner who gave the acceptable answer, though it was not an accurate answer.

5. Whatever - subordinating conjunction
   D.E - What, when, with, while

   The researcher asked the learners if the deviant expressions were right. They said that they were wrong. As no one was confident enough to give the answer, the researcher gave the answer.

6. Talking - content word

   As there was no deviant expression, there was no discussion.

7. indicate - content word
   inform, intimate

   The researcher wrote the following statements and asked the learners which was correct. We informed to them or
we informed them. The learners opted for the former. The researcher explained that since there was a preposition 'to' after the blank, the two deviant expressions were wrong.

8. next - content word (collocation)

There was no deviant expression.

9. friend - content word (redundancy)
D.E - man, follow

The researcher asked the learners if the two expressions were right. They said that they were wrong. When asked to reason out, one of them read out the first sentence (Para 2) "A neighbour's...... night".

10. the - Definite article

There was no deviant expression.

11. perturbed - content word
D.E - poor, pitiable, particular

As no student came out with the right answer, the researcher gave the first letter clue 'p'. Students started telling the deviant expressions cited above. The researcher asked the learners to suit the word to the context and not any word starting with 'p'. As nobody could identify the word, the researcher gave the answer.

12. them - anaphora
D.E - him, this, that

The researcher drew the attention of the learners to the anaphora 'their' in the context under discussion and
asked them whether words like 'him', 'this', 'that' were appropriate. The learners expressed their disapproval.

13. friend - content word (redundancy)

There was no deviant expression.

14. We - cataphora
D.E - They

The researcher reemphasised the need for the learner to read the entire context and then come to conclusion. It is illogical to say "They are all perfect in public where we observe social conduct", he added.

15. Observe - content word
D.E - obey, keep, offer

The researcher asked the learners whether people observe or obey or respect or keep or offer manners. The learners answered that people observe manners.

16. Our - anaphora
D.E - some

The researcher asked the learners if 'some' was correct; the learners replied that it was wrong. The researcher clarified that when we say 'some motive', the motive is not known, but here the motive, 'seeking good opinion', has been expressed. So 'our' was the correct answer, he concluded.
17. public - content word (redundancy)  
D.E - world

As the author draws a distinction between public and private standard of conduct, 'public' is preferable to 'world', the researcher explained.

18. revealed - content word, (redundancy)  
D.E - estimated

The researcher asked the learners if the expression 'estimated' was right. One of the learners pointed out that this word has been already used in a similar context in the same text.

19. Mistakes - content word
Acceptable answer: mischief, wrong
D.E - crime

The researcher asked the learners if 'crime' was the right answer. One of the learners replied that it was a big word: The researcher endorsed his viewpoint and said that it was not acceptable in this context.

20. someone - cataphora  
D.E - some, somebody

The researcher asked the learners to take a note of the following word 'else' and said that it was ungrammatical to say 'someelse'.

21. important - content word

There was no deviant expression.

22. private - content word (collocation in terms of antonym)

There was no deviant expression.
The researcher asked the learners to recall the discussion on blank No.12 and added further that the answer "they" could mean a specific group, whereas here Gardiner generalised people.

There was no deviant expression.

The researcher asked the learners if 'for' was appropriate. One of the learners said that we say 'belong to' and not 'belong for'.

The researcher asked the learners if the two deviant expressions were right. They replied in negative. The researcher explained that the word 'dilemma' indicates that people are in two minds, and added that reading of open letters is a bad habit and our conscience pricks when we do that.

The researcher asked if the two deviant expressions were appropriate. They said that they were wrong. The researcher explained that the subject of the sentence was
not 'reading the open letters', but the dilemma faced by father, and hence the pointer there was the acceptable answer.

28. care - content word (collocation)
   Acceptable answer: concern, affection, anxiety
   Though there was no deviant expression, many students did not answer the blanks.

29. but - coordinating conjunction
   D.E. - Here, at, hence
   The researcher insisted on the need of understanding the total context and filling in the blanks with suitable link order.

30. father - content word (redundancy)
   D.E. - mother
   Though this answer 'mother' was not incorrect, he asked the learners to adhere to Gardiner's view points.

31. his - anaphora
   There was no deviant expression.

32. man's - content word
   D.E - our
   The researcher asked the learners whether man's or our was the right answer. The learners opted for man's. The researcher explained that since Gardiner was making a general statement, man's is preferable to 'our'.
The researcher asked if the author talks of a particular group or people in general. When they opted for the latter, he said 'human' was the right answer.

There was no deviant expression.

The researcher asked the learner what was the tense followed in the lesson. They replied that it was in the present. One of the learners said that the second paragraph was in the past tense. The researcher explained that since the situation referred to an incident it had to be in the past tense.

The researcher explained that, since 'home' referred to a smaller place, 'at' is normally used.

When the learners were asked to react, one of them explained that the person refusing the offer was the author and hence 'who' would be appropriate.
40. God - content word
   Acceptable answer - anybody.

41. Our - anaphora
   D.E. - one's

   When learners were asked to react, one of them pointed out that the sentence begins with 'Our' and hence 'our' would be appropriate.

42. forgery - content word
   D.E. - theft, rape

   The researcher asked the learners whether the theft and burglary were different. One of them said that burglary means breaking open the house and stealing things. The researcher explained that 'theft' and 'burglary' did not mean two different acts. He added that a word like 'rape' was not used by the author.

43. honesty - content word

   As no learner gave the answer, the researcher gave the answer.
Fill in the blanks with appropriate words. Each blank will accept only one word.

On the Need for a Quiet College

Stephen Butler Leacock in his essay 'On the Need for a Quiet College', brings out his viewpoints of the system of education he would follow if he were to start a college.

1. Leacock's college will be situated with fifty acres of wooded ground and lawn. ____1 will be surrounded by two dozens of old elm ____2. The college will have a few buildings, a belfry, ____3 a clock, which is preferably not functioning. The author ____4 be in need of a few books and a ____5 apparatus for scientific work. He thinks that highest quality ____6 scientific work can be carried out by a few ____7.

2. The author needs professors of real, and disinterested learning. ____8 will neither carry out any clerical work nor simply ____9 conferences and committee meetings. They will not have any ____10 place or fixed hours of work. Their only fixed ____11 is the classroom. They will be free from witch-hunting ____12 evaluation.

3. However, their lectures would be so interesting to ____13 students that they will be motivated to go to ____14 library to seek further knowledge on the subject. No ____15 will be able to give a complete knowledge. What ____16 does in the classroom is only fragments of
knowledge, this context, the author quotes a scholar who worked for twenty-four years on Machiavelli and published his: yet, it was considered to be a premature judgement of Machiavelli according to a popular review journal.

4. Another example a person who was working on the history of tariff. The scholar could never feel the up-to-date completeness, the tariff began to move by the time the was published.

5. Leacoch's professors would be eminent of learning. eminent professors would be either bought or even kidnapped the sake of learning. Only such men form the of the college within a generation, the best books humanities will be brought out by such devoted teachers the college.

6. There will be no thought of money, it ruins life. The studies on the college will to acquiring wealth. The so-called practical studies will be given much importance. Subjects like history, literature, philosophy be given due importance. These subjects help man to a continuous search for ultimate truth.

7. Any large college gives more importance to student activities, organisations and societies.
single-minded absorption of learning is found to be missing. In Leacoch's college, there will be no newspaper, no _____38 and the students will control nothing. The students will _____39 games for its own sake. It will not be _____40 for college advertising and there will be no gate _____41.

8. Co-education will be followed. Because, girls of co-education system _____42 more fit than any others. They prove to be _____43 wives. Women make college life brighter and happier. However, men can't study when women are around. Sometimes, to-day's women students marry the dusty old professors.
4.3. On the Need for a Quiet College

Objective

To find out the learners' cloze responses to a text which is thematically familiar.

The following pre-reading questions were posed to the students the purpose of these questions is to help the students familiar with the main points of the text.

Researcher : What do you understand from the title 'Quiet College'?

Learner A : A peaceful college, Sir.

Researcher : What do we mean by 'peaceful'? Does it mean that there would be silence, and no activity, no learning at all?

Learner A : No Sir.

Researcher : Then what? Can you tell me?

Learner B : There would be no strike, Sir.

Researcher : That's good. What is the picture you get when you think of a college teacher?

Learner C : A good scholar Sir.

Researcher : Do you think that a college professor has to continuously develop his knowledge in the subject?

Learner D : Yes Sir.

Researcher : In what way?

Learner D : By reading books and journals.
Researcher: Where do you get such things?
Learner E: Library Sir.

R: Do you think that knowledge develops very fast in these days?
L: Yes Sir.

R: What is modern to day becomes out-dated after five years, is it not?
L: Yes Sir.

R: Suppose you have a professor who is very good in his subject, from some other college, do we have to do something?
L: Yes Sir.

R: How?
L.P.: We can invite him to give a lecture on the subject.

R: That's good. Do you think we have to encourage sports activities?
L: Yes Sir.

R: What is your opinion about co-education?
L: We should have co-education Sir.

R: 'Reason?
L: There will be competition between boys and girls.

R: That is our opinion. Let us see Stephen Leacock's opinion also. Now go through the text and then do the cloze text without referring to the original text.
1. It - anaphora
   As there was no deviant expression there was no discussion.

2. trees - vocabulary, collocation.
   As the word was preceded by elm, it gave a clue to most of the subjects and there was no deviant expression.

3. and - co-ordinating conjunction, inter-sentential cohesion
   D.E. - alarm, around, tower
   The researcher asked the learners if the two deviant expressions were correct. One of the learners replied that there was an 'a' after the blank, and so the two deviant expression were wrong. The researcher appreciated his answer.

4. will - auxiliary verb
   D.E. - would, to, wants
   Many of the erring learners have resorted to 'would'. The researcher asked the subjects if the text was in present or past tense. The learners replied that it was in the past tense. The learners further replied that answers like 'to', 'wants' were grammatically wrong.

5. few - Quantifier, redundancy
   Since the answer was redundant, the learners could fill in the blanks correctly.
There was no deviant expression and there was no discussion.

As the answer was redundant with the same phrase, few apparatus, the learners did not have any difficulty. However, some learners of FL had left the blank unanswered.

The researcher asked the learners, with reference to the deviant expression, whether the author or the professors should or should not carry out clerical work and attend conferences. The learners replied that those things referred to the professors. Hence 'He' was considered to be wrong.

Many of the learners of FL group did not answer the blank. The researcher asked the learners what was the action word one could think of here. Professors, according to Leacock, should not carry out clerical work and here the researcher gave the first letter clue 'a'. The learners then identified the word and said 'attend'. The researcher asked them whether we attend meetings or assemble meetings. The learners opted for the former.
10. fixed - content word, redundant

As the word was redundant, barring a few, all the learners gave the right answer.

11. place - content word
D.E. - person

The researcher asked the subjects if the phrase 'fixed person' suited this context. They replied in the negative. Incidentally, on noting the subjects mispronouncing the word 'fixed' he pointed out that 'fixed' rhymes with 'mixed'.

12. and - co-ordinating conjunction
D.E. - about

The researcher asked the learners if there could be evaluation about witch hunting. He asked the learners what was the meaning of 'witch-hunting'. One of the learners replied that it was to hunt the witches. The researcher disapproved the answer. The researcher explained that the word 'to carry investigation on people who meant to speak against the authority'. He further explained that during the emergency time in 1976, Smt. Indira Gandhi was accused of doing witch-hunting on opposition parties.

13. their - anaphora
D.E. - teach

The researcher asked the learners if 'teach' or 'their' was correct. One of them was asked to read the context. When the question was repeated, the learners opted for 'their'.

There was no deviant expression.

The researcher asked if the deviant expressions were contextually acceptable. One of the learners said that 'nobody' is a single word and so it was a wrong answer. The researcher asked if the context was about books or professors or person. The learners opted for the second.

There was no deviant expression.

The researcher asked the learners if the answer 'with' was right. Many of them said that it was wrong. The researcher added that when one quotes an incident, a situation or a context, we use 'in'.

The researcher asked the learners how many years did the scholar work? They said 'twenty four years'. Now he asked them whether the answers 'correctly' and 'carefully', were correct. They were considered to be wrong answers by them. Next he asked them whether it was 'continuous' or 'continuously'. They opted for the latter.
The researcher asked the learners if the author spent twenty-four years to publish one book or more than one. They said that it was 'one'.

The researcher explained that judgement is generally followed by 'of' or 'on'.

The researcher asked the learners if the context of the fourth paragraph was in the past or present tense. They replied that it was in the past tense. So 'is' was considered to be wrong.

The researcher asked the learners the meaning of tariff. One of them said that was a kind of tax. The researcher explained that tariff is a fixed charge to be paid on imports and exports and sometimes for meals, rooms in a hotel; the researcher asked the learners if 'a' or 'the' was correct. They opted for the latter.
But for a few from IL group, all the others gave the deviant expression cited above. The researcher asked the learners to connect the meaning 'relationship' and asked them as to why the scholar's work was incomplete. They replied that it was rise in the tariff. Hence 'as' was more suitable than 'and', he concluded.

There was no deviant expression.

The researcher clarified that 'these' was more suitable as a point of emphasis.

There was no deviant expression.

The researcher asked the learners, in a college, who played the major role in teaching. They answered that it was 'teachers'. As no one could give the apt answer, the researcher gave the answer 'backbone'.

The researcher explained that 'on' was preferable to 'of' as the usage 'continually' demanded the former.
29. of - preposition
D.E. in - preposition

The researcher remarked that 'of' was preferable to
'in' as the former denoted an attachment/affinity to
institution.

30. as - subordinating conjunction (intra-sentential
cohesion)
D.E. - and

The same explanation given for discussion on blank
No.23 was given.

31. not - negative
D.E. - never

When questioned on the deviant expression, one of the
learners reacted to 'never' and said that 'not' was lighter
in tone. The researcher argued that 'never' was a sweeping
word.

32. not - negative

There was no deviant expression.

33. will - Auxiliary verb
D.E. - may, should

A learner reacted to the deviant expressions and said
that 'may' indicated probability and 'should'
conditionality. Hence 'will' was appropriate, the
researcher concluded.

34. do - content word
D.E. - make

A learner reacted by saying that we do research and
we don't make research.
35. nowadays - content word  
D.E. - now, never

The researcher asked one of the learners to read the entire paragraph and asked them whether Leacock disapproved of student activities or gave a piece of information. They opted for the latter. The researcher explained that 'now' denotes a specific sport time and nowadays a long period of time.

36. A - Indirect article

There was no deviant expression.

37. However, But - inter-sentential cohesion  
D.E. - there, hence

The researcher asked the learners to link the second sentence with the third and questioned whether Leacock's College was different or similar to 'any large college'. They opted for the former. Hence, 'however' and 'but' were considered to be correct.

38. Politics - content word  
D.E. - magazines, pictures, films

The researcher cautioned the learners against giving their view points and asked them to adhere to author's views.

39. play - content word (collocation)

There was no deviant expression.

40. used - content word

There was no deviant expression.
41. receipts - content word
   As none gave the answer, the researcher himself gave the answer.

42. are - copula
   There was no deviant expression.

43. better - comparative
   D.E. - good, best
   Many of the learners opted for either 'good' or 'best'. The researcher drew their attention to the phrase 'more fit' and asked them whether blank No.43 should take a positive, comparative or superlative. Having understood the context, they opted for the second.
Note: (i) Read the following passage fully and fill in the blanks with appropriate words.
(ii) Each blank will accept only one word.
(iii) First fill in those blanks which you are sure of and then come back to the unfilled blanks.

SHANTINIKETAN - C.F. Andrews

1. C.F. Andrews, the author of the lesson 'Shantiniketan' is happy to be back to SHANTINIKETAN. Children feel happy to work, play and sing songs here. The place is well known for its beautiful surroundings of nature.

2. People visit the ashram, irrespective of age, have felt the beauty of the sacred place. Saints like Devendranath Tagore his brother, Dwijendranath Tagore, have added to this inner with their spiritual presence. It is comparable to Tintern of England which, with its ruined walls, has not its sacred beauty.

3. There are many stories about Shantiniketan. years ago, a poet and maharishi came to the during sunset and meditated upon God, and in the morning, he considered the sacred place as his last of pilgrimage having felt the heavenly presence, the home of peace, as SHANTINIKETAN.

4. Another myth was a robber came in search of a hidden treasure the place. On seeing the heavenly face of the, he surrendered himself before him, and
became a saint. Such [15] illustrate the viewpoint that the place of saints is [16] place of immortal joy to mortals.

5. In the ashram, [17] boys greet the Sun and offer their prayer to [18]. The song adds beauty to the silent morning air [19] brings peace and happiness to the soul. After an [20], individual meditation is carried on by the boys. Later [21], before they go to school, all of them under [22] shade of trees singing hymn to God.

6. Classes are [23] under the trees in the open air. Every teacher [24] only eight or ten boys. Very few books are [25]. Learning is generally of academic interaction between the teacher [26] the taught by means of raising doubts and seeking [27]. Hence, learning is lively and interesting.

7. After the lunch, [28] students assemble at two O'clock in the afternoon. The [29] is with the hand as well as with the [30]. Handwork is given to identify the individual learner's interests [31] carpentry, mechanical work, spinning and weaving, painting, music, etc. [32] the learner's interest is given due encouragement.

8. After four O'clock, the [33] are let off for sports and games. At sunset, [34] return from playground and again meditate for a short [35] in silence.
9. During night time, fairy stories are told, dramas are recited and Gurudvara's songs are sung. By nine O'clock, they again sing hymns. Thus life in Shantiniketan is full of joy and freedom.
4.4. Shanthiniketan

Objective

To find out the learners' cloze responses to a text which thematically and culturally familiar.

The following questions were posed to the learners by the researcher. In terms of prior knowledge and thematic familiarity, these questions established a linkage between the lesson 'on the Need for a Quiet College' and the text under discussion 'Shanthiniketan'.

1.1. Pre-reading orientation

Researcher: In the previous text, we had one phrase 'quiet college'. Does it have any reference to the title of this text 'Shanthiniketan'?

Learner: Both 'quiet' and 'Shanthi' are same Sir.

Researcher: That is correct. What is learning?

L1 : Passing the examination.

L2 : Taking notes.

L3 : Memorising.

Researcher: Do you think a teacher alone should talk in a class room?

Learner: No Sir.

Researcher: Then what?

Learner: The students also should talk Sir.
Researcher: Very good. Well, we have meditation classes in our city. What is the use of meditation?

Learner: ....

Researcher: Meditation classes teach us calmness.

The students were asked to go through the original text 'Shanthiniketan'. After fifteen minutes, the cloze texts were distributed. The researcher was going round the class when the learners were doing the cloze task. The first learner from the IL group completed in about 15 minutes and the last learner from the FL group completed in about thirty minutes. The discussion on cloze was as follows:

1. Who - Grammatical word, relative pronoun
   Deviant expressions, were, when, often

   The researcher asked the learner whether the use of auxiliary verb was correct there. One of the learners pointed out that 'were' should be followed by 'visiting' and not 'visit'. The next answer 'when' was taken up and the researcher left the learners to comment on the answer. One of the learners remarked that if we want to use 'when' in this context, it should be followed by 'they'.

2. inner - adjective, redundant content word.
   Deviant expression: surrounding, Indian, Shanthiniketan

   The learner was asked to read the entire paragraph (2) of the cloze text and her attention was drawn to the
fourth blank where the same phrase occurs and particularly to the pointer word 'this'. The same instruction was given to the learner who gave the answer 'Indian'. The researcher asked the entire class whether the word 'Indian' would suit this context. The learners replied in negative.

As far as the answer 'surrounding' was concerned when the learner was asked to account for this answer, he pointed out the phrase 'beautiful surroundings' in the first paragraph. The researcher emphasised on the need for adhering to C.F.Andrew's views.

3. and - co-ordinating conjunction, grammatical cohesion
   Deviant expression - with

   The researcher explained that the context did not speak of a combined effort and so 'and' was appropriate.

4. beauty: content word
   D.E - poetry, bright

   The researcher appreciated the learner who gave the answer 'poetry', but still urged him to stick on to the author's ideas. His attention was also drawn to the earlier redundant phrase 'inner beauty'. For the other answer 'bright', the researcher said that it should be brightness and not simply bright, for the previous word was an adjective.
5. (Tintern) Abbey – content word
   D.E – Land, hill, Ashram
   
   The learners might have gone wrong because of their unfamiliarity with the place/ignorance about the place, 'Tintern Abbey'. However, the researcher appreciated the learner who gave the 'ashram' because of his ability to guess words from the context.

6. lost – content word.
   D.E – left, affected
   
   The researcher asked the learners if the two deviant expressions were correct. They said that they were wrong. One of them said that if we wanted to use 'affected', it should be preceded by 'been' and succeeded by 'by'. When asked to comment on the answer 'left', a learner said that left meant moving over and the researcher helped him by saying abstract things such as beauty, charm etc. lose their glory and they do not leave.

7. many – quantifier
   D.E – Long, much
   
   As there was no reaction from the learners, the researcher explained that 'much' is used for non-count things and 'many' is used for countable things. He further said that the usage is 'Long time back' and not 'long years ago'.
The researcher asked the learners if the two deviant expressions were correct. They said that ashram could be the right answer as the maharishi came to Shanthiniketan, an ashram.

The researcher appreciated the learner who gave the answer 'golden' for his poetic sense and asked him to look at the passage from the author, C.F. Andrew's point of view. The 'next' (morning) was considered to be a correct answer.

The researcher asked the learners to relate a holy place, the priest/maharishi with the deleted word and decide whether 'stage' or the deviant expressions were appropriate. The learners replied that 'stage' was the appropriate one.

The researcher explained that in this context 'named' would be preferable to 'called' as the former denotes a tone of permanent value.

The researcher asked the learners whether 'once' was right. A learner said that the narration was in the past tense and so there was no need for 'once'.

8. ashram - content word (redundant)  
D.E - spot, place

9. early - Quantifier  
D.E - next, golden  
Acceptable answer - next

10. stage - content word  
D.E - site, summit, space

11. named - content word  
Deviant expressions - called

12. that - that clause  
Deviant expression - once
The preposition 'at', the researcher explained has a touch of a specific spot in the place and so it was inappropriate.

The researcher asked the learners whether the deviant expressions were right. One of the learners pointed out that the robber saw only the saint and not the ashram or God. The researcher appreciated the crisp answer of the learner.

As there was no deviant expression, there was no discussion.

The researcher asked if a content word 'sacred' would suit in this context. The learners gave a negative answer. The researcher explained that rare things take a or an before them and wrote the following statements.

A thing of beauty is a joy for ever.
The researcher asked the learners if the anaphora 'these' could suit in this context. One of the learners said 'boy' did not find a place in previous contexts and hence 'the' would be the right answer.

The researcher asked if the deviant expressions were right. One of the learners remarked that 'together' was a single word and gather was wrong. The researcher asked if the boys offered their prayer to God or maharishi. The learners opted for the former.

As there was no deviant expression, there was no discussion.

The researcher appreciated the learners who gave the answer 'interval', though it was not contextually appropriate. The researcher asked if 'hymn' was appropriate as the blank was preceded by 'an'. The students replied in negative.

The learners, when asked to react, said the two deviant expressions were wrong. The researcher asked the
learners to connect the last sentence of paragraph o with the previous context. As it was a context of time, (later) on was the only answer.

22. the - Definite article
   D.E - take

   The researcher asked the learners if the word 'undertake' was a single word or not. The learners replied that it was a single word. He further explained that undertake is normally used in business contexts/work situations.

23. conducted, held - content word
   D.E - placed, present, arranged, covered

   The researcher asked the learners if any school could place classes or present a classes, or arrange a classes, or cover a classes: classes could be arranged, but not class room was the comment made by a learner.

24. has - content word
   Acceptable answers - teachers, helps

   The researcher asked the learners if a teacher helps or teaches. One of the learners said that a teacher does both. Though the answers 'has' and 'teaches' were considered appropriate 'helps' could not be straightaway told as incorrect.
The researcher asked the learners to react to the deviant expressions. One of the learners asked what was wrong with 'utilised'. The researcher said that 'utilised' is a term used by economists to mean 'usefulness'. He further said that availability of books itself does not ensure reading. The same principle holds good for the answer 'present', he added. Regarding the answer 'useful', this answer looked as if some books were not useful. The researcher asked the learners to draw a distinction between 'used' and 'useful' in this context.

The researcher drew the attention of the learners to the word 'interaction' in the context and see for themselves whether 'and' or 'or' was correct. They opted for the latter.

The researcher asked the learners suppose one raised any doubt, was it for seeking questions or correction or for answers? The learners opted for the third one. He further clarified that seeking clarifications would be better as people quite often ask "Any doubt to be clarified"?
28. the - Definite article
   As there was no deviant expression, there was no discussion.

29. work - content word
   D.E - study
   The researcher asked the learners if 'study' or 'work' was appropriate. One of the learners pointed out the immediate context which talks of hand work. The researcher further clarified there was a mention of 'mind' in the context under discussion.

30. mind - content word (collocation)
   D.E - machine
   The researcher asked the learners if the deviant expression was correct. The researcher clarified working with hand involved machine in this context. But what the author C.F.Andrews meant was the boys were given both physical and intellectual work, he added.

31. in - preposition
   D.E - like
   The deviant expression was thrown open for discussion. The learners opted for the preposition 'in'.

32. Thus - coordinating conjunction
   Acceptable answers - Hence.

33. boys - content word (redundancy)
   Acceptable answer - students
34. they - Anaphora  
   D.E - boys, students  
   
   The learners reacted to the deviant expression by saying that a mention has been made about of boys. The next sentence, the researcher clarified, referred to boys.

35. time - content word  
   
   There was no deviant expression.
TWO GENTLEMEN OF VERONA

A.J. Cronin in Two Gentlemen of Verona narrates the experiences of a tourist with two small boys when he visited Verona.

1. Nieda and Jacopo, aged 13 and 12 were strawberries of different kinds and taste in a busy street 2 Verona. The tourist bought them, though his driver objected to 3 because of their shabby appearance.

2. The next day morning the 4 saw the two boys shining shoes of the visitors. They 5 doing a good business. When talking to them, the tourist 6 that they not only sold fruits, and newspapers but also 7 shoes. They acted as tourist guides, ran errands and did 8 they could. They did not worry about the climate nor 9 dress nor even their food. Their unceasing willingness to work 10 the narrator. But what he could not understand was their 11 the maximum and spending the minimum for their dress or 12.

3. One day, he asked the two boys about their future 13. They evaded his question and did not reveal anything. The 14 expressed his desire of doing something
for the hard working boys __15 his departure. All they asked him was his vehicle to __16 to Poleta.' Reluctantly, they agreed when the tourist himself wanted __17 take them there.

4. All the three reached a large red-roofed __18. The tourist was surprised at the destination as he was __19 the impression that they would go to a small house. __20 the big building and its surroundings surprised the visitor. The __21 boys requested him to wait for sometime and entered the __22. Curiosity compelled the tourist to enter the building. He understood __23 it was a decent hospital with well-equipped wards. A kind __24 showed him the ward where the two boys were sitting. __25 the glass partition, he saw a young pretty girl about __26 resembling the two boys.

5. The narrator did not enter their __27. The nurse told him that the bed-ridden girl called Lucia __28 their sister. They were brought up by a widowed father __29 was a famous singer. Lucia was also trained as a __30 and they all had a comfortable and cultured life. A __31 destroyed their home and all the three children were thrown __32 hunger and severe cold.

6. For months they managed to live __33 a shelter which they themselves built when the German Elite Guard
34 ruled the city for three years. The boys hated these 35 masters and joined the resistance movement. They acted as informers 36 the movements of the German troups. Their age and appearance 37 them escape from suspicion.

They stood all the sufferings. After three years, 39 they came back, they learned with shock that Lucia was 40 from tuberculosis. The two brothers admitted her in the Poleta 41. Whatever they earned in Verona, the author came to know 42 to the treatment of Lucia. The tourist was happy to 43 that she was progressing in treatment.

When the boys returned 44 the hospital they did not say anything; nor the author asked any thing. But what moved the author was their untold suffering in such a young age for their sister. Their selfless attitude and youthful devotion with dignity and courage gave a new meaning and hope to the tourist.
4.5. Two Gentlemen of Verona

Objective

To find out the learners' cloze responses in a short story.

Pre-reading orientation

Researcher: What do you understand from the title?
Learner: There were two gentlemen from Verona.
Researcher: That's good. Go through the text and tell me what you have understood.

After about ten minutes, the following discussion took place.

Researcher: Who were the two gentlemen?
Learner: ........
Researcher: Were they students or employed?
Learner: Employed Sir.
Researcher: In which company?
Learner: Not in one company.
Researcher: Then what?
Learner: They were doing all type of jobs.
Researcher: Why?
Learner: They were hard working.
Researcher: Why were they doing all and sundry job?
Learner: For their sister.
Researcher: Was it for her marriage or something else?
Learner: She was a sick person, Sir.
Researcher: So what?
Learner: They spent everything to cure their sister, Sir.
Researcher: That's good. Now go through the cloze text and fill in the blanks.

1. Selling - content word, collocation.

As there was no deviant expression, there was no discussion.

2. of - preposition
deviant - in, at

As there was no reaction, the researcher explained that generally 'in' used for places which are small and at for smaller things. Moreover, the title of the story is 'of Verona' and so 'of' is an apt expression.

3. to - preposition
D.E - for, that

The researcher asked the learners if the two deviant expressions were correct. Since there was no response, the researcher explained that object is generally followed by 'to' and 'that' is ungrammatical as the answer was 'followed by 'it'.

4. tourist - content word (redundant)

As there was no deviant expression, there was no discussion.
The researcher asked the learners if the present auxiliary verb was correct. When they said 'no' he asked them to reason out. One of the learners said that the story was in the past tense.

The researcher asked whether the tourist realised or thought or he saw something. They said that the tourist saw the happenings.

As there was no deviant expression, there was no discussion.

As all the answers were acceptable, there was no discussion.

The researcher explained that as there was 'about' in the sentence, the second 'about' would be unnecessary. Moreover, the anaphora becomes imperative as the 'dress' or 'food' refer to the researcher added.
10. surprised - content word
   D.E - attracted, astonished

   The researcher asked if the two deviant expressions were right. The learners replied in negative. He further asked whether the tourist was pleased or displeased by the two industrious boys. The learners said that he was pleased. The researcher explained that the word 'astonish' was generally used in unpleasant contexts. He further explained that beautiful objects/persons attract people and not hard working.

11. saving - content word (collocation)
    Acceptable answer - earning, getting
    Deviant expression - doing

   The researcher asked the learners if doing was appropriate. They said that it was wrong.

12. food - content word (redundant)
    D.E - shatter

   The researcher draw the learners attention to sentence 6 of paragraph 3 and see for themselves if the author talked about dress and food or dress and shelter.

13. plan - content word
    D.E - life, ambition

   The researcher asked the learners to relate the deviant expressions with the previous content and see for themselves whether big words like 'ambition', 'life' would be appropriate. He added that the two boys were very
economical in order to fulfill something and hence 'plan' would be appropriate.

14. boys - content word (redundant)

As there was no deviant expression, there was no discussion.

15. before - preposition

As there was no deviant expression there was no discussion.

16. go - content word

deviant expressions - visit, travel

The researcher said that contextually the two deviant expressions were not correct as they were associated with tourism, VIP's visit, sight-seeing etc.

17. to - Infinitive to

There was no deviant expression.

18. Villa - content word (redundant)
Acceptable answers - hospital, building

19. But - coordinating conjunction (Grammatical cohesion)
Acceptable answer: However

Deviant expressions - So, In

The researcher asked the learners to see the contrast between the expectations of the tourist and the real situation. He asked them if there was any clue within the sentence One of the learners pointed out the word 'surprised'. The researcher emphasised the point that words such as but, however, etc., are used to show contrast.
21. two - quantifier

There was no deviant expression as the answer could be found in the title itself.

22. Villa - content word (redundant)

As the word has been repeated, the students did not find the blank difficult.

23. that - 'that' clause

There was no deviant expression.

24. nurse - content word (collocation)
D.E - lady, patient

The researcher asked the learners, in the context of the story, who would have taken care of the tourist when the two boys were unwilling to reveal anything. He impressed on them the need to read and re-read the cloze text, for, the answers could be redundant. A patient will not take care of the visitors nor a(ny) lady, but only a nurse, the researcher added.

25. through - preposition
D.E - Between, from

The researcher explained that there were no two glass partitions. As the tourist was covertly watching, 'through' would be the acceptable answer, he added.

26. twenty - quantifier
D.E - sixteen, seventeen

As the answer was of recall type, the learners when asked to comment on the deviant expressions, gave the correct number.
27. ward - content word
   D.E - hospital, room, house
   The researcher asked if 'hospital' and 'house' were correct and asked them to reason out. One of the learners said that it was not a house. Another learner said that the tourist had already entered the hospital.

28. was - zero verb copula
   There was no deviant expression.

29. who - Rel. pronoun (grammatical cohesion)
   D.E - he, and
   The researcher asked the learners if there was a semicolon or a fullstop before blank No.29. As there was no such thing, the only answer could be a relative pronoun.

30. Singer - content word (collocation)
   As the word 'also' served as a clue, the learners found the blank easy to fill in.

31. bomb - content word
   D.E - fire, war
   The researcher asked the learners to adhere to the author's ideas and fill in the blank. As 'fire' or 'war' does not find a place, they were considered as wrong answers.

32. to - preposition
   D.E - for, out, into, with
   The researcher asked if the deviant expressions were grammatically correct and contextually appropriate. As they
were not able to respond, the researcher explained that
throw into meant throw something or somebody into a smaller
space. e.g. The poor 'child was thrown into the well',
'thrown out' is followed by 'of'. Thrown with or 'thrown
for' was not in use, he added.

33. in - preposition
   D.E - with

   The researcher asked the learners if 'with' was
right. The learners replied in negative.

34. ruled - content word
   D.E - destroyed, fought

   The researcher explained that the cruel masters need
not have taken three years to destroy a city. He further
added that 'fight' is normally followed by 'with' or
'against'.

35. cruel - content word
   Acceptable answers - unwanted, merciless, kindless, bad,
   German

   The researcher appreciated the learners for giving a
variety of acceptable synonyms.

36. to - preposition
   Acceptable answers - of

   There was no deviant expression.

37. helped - content word
   D.E - made

   The researcher asked the learners if 'made' was
correct. He further asked if their age and appearance could
make them escape or help them escape. The learners opted
for the latter answer.
38. 

**dangerous - content word**

Acceptable synonyms - difficult, risky, hard

The researcher appreciated the learners for giving a variety of acceptable synonyms.

39. 

**When - content word**

D.E - once

The researcher asked if 'once' was right. As the event denotes a specific point of time, 'when' was preferable to 'once', he explained.

40. 

**suffering - content word**

D.E - attached, affected

When asked to comment on the deviant expressions, a learner remarked that words such as attacked or affected were followed by 'by' and not 'from'.

41. 

**hospital - content word (redundant)**

There was no deviant expression.

42. 

**went - content word**

There was no deviant expression.

43. 

**knew - content word**

Acceptable answer - learn, hear

44. 

**from - preposition**

D.E - to

The researcher asked the learners if the two boys went to the hospital or came from the hospital. They said that they were returning. Hence the answer 'to' was not right, the researcher remarked.
Fill in the blanks with appropriate words. Each blank will accept only one word.

The Ant and the Grasshopper

Somerset Maugham

1. When Somerset Maugham was asked to memorise certain fables of La Frentaine it taught him a lesson that in this imperfect world, industry is rewarded and giddiness punished. The story tells of an ant which in a laborious summer was gathering its winter store, while the ___ and an empty larder begging for little food to the ___ Maugham, however could not reconcile himself with the moral of the story and his sympathies were with the grasshopper.

2. The author ___ reminded of the fable when he saw one George Ramsay in ___ restaurant. The latter was very gloomy and Maugham thought that ___ unfortunate brother had been causing trouble again. His brother Tom, ___ author presumed was giving him trouble again.

3. Every family has ___ blacksheep Tom had been in score trial for Ramsays. In ___ in the beginning of his life Tom led a decent ___ life. He had a business, married and had two children. True ___ the character of the family, Tom was thought to be ___ a bright career. But, one day, he said that he ___ not like his work as well as his married life. ___ left his work and family.
became a spendthrift, and within ___15 years, he became a borrower. Though dishonest, he was charming. ___16 never hesitated to lend him money. He felt that money ___17 on necessities was boring and spent all the money on ___18. Every time he needed money, he depended on his brother, ___19. He was a serious minded person and gave him money to ___20 a fresh start. Tom however brought a motor car and ___21 nice jewellery. His brother decided to wash his hands off ___22 Tom approached him again. When George did not give him ___23, Tom threatened him. It was not respectable for others ___24 see his brother working in a bar or driving a ___25. When George asked his brother, the latter claimed ___26 to be a decent occupation, but agreed to give up ___27 he was paid a couple of hundred pounds. George paid.

4. ___28 Tom went to prison for cheating a man called Gronshaw. ___29 relationship compelled George to ___30 him at the cost of ___30 hundred pounds. George was annoyed over. Tom's wild, thoughtless and ___31 and ___32 But what shocked George more was Tom and Cramshaw ___33 together on receipt of the cheque from George to Monte Carlo ___33 spend a happy month there.

5. For nearly twenty years Tom enjoyed ___34 pleasures like gambling, racing etc. His appearance was less than ___35 years of his chronological age. He was an amusing
companion had pleasant manners. Everybody disapproved his actions but still like.

6. George, his brother, was in contrast to Tom. At the age of forty seven, he looked like a sixty year old man. was an industrious person constantly working from nine thirty to six, availing of leave. He was a loyal husband to his and lovable father to his four daughters. He saved a of his income and planned to cultivate his garden after retirement. His life was blameless.

7. George was glad that he growing old because Tom also would be growing old. George that Tom would not find life so easy; he would the consequences of having led an idle life and feel worth of work. George said that he was financially due to his hard work, respectable due to his honesty. Tom, on the other hand, due to his free has become a liability and has to be . At the same time, George added in anger that married, of late a person, old enough to be his mother who left him a lot of wealth after her. It not fair, George concluded with an angry tone.

The author could not but be amused over the turn of events in the life of Tom and George, since here industry had not been so rewarded as giddiness.
4.6. The Ant and the Grasshopper

Objective:
To find out the learners' cloze responses in a short story.

Researcher: Last class, we had the lesson 'Two Gentlemen of Verona' who were the two brothers.
Student: Nicholas and Jacob Sir.
R : Why they were working so hard?
Student: For their sister?
R : Do you think that all the brothers will be like them, working for a noble cause?
Student: No Sir.
Teacher: Have you seen two brothers completely different in their character?
'S : Yes, Sir.
T : That's good. In what way?
'S : One is intelligent, the other is dull.
T : Any other contrast or difference?
'S : One is good, the other is bad.
T : That is good.
R : Do you think good people are always rewarded and bad people punished?
'S : Yes Sir.
R : Always?
S : No Sir.
R : Then what?
S : Sometimes good people are not rewarded but bad people are rewarded.
R : Bad people are ......?
S : Rewarded.
R : Now go through the lesson 'The Ant and the Grasshopper, and then do the cloze text given to you (The numbers in the margin indicates the blank number).

1. grasshopper - vocabulary redundant.
   As the word was found in the title, the learners did not have any deviant expressions.

2. ant - vocabulary, redundant
   This word was also redundant and there was no discussion.

3. the - Definite article
   acceptable synonym - this deviant expression - that
   The researcher asked the learners if 'that' was correct. The learners replied in negative. The researcher explained that though 'that' was grammatically correct, contextually it indicated something remote and not so effective as 'this'.
The researcher asked the learners whether the deviant expressions were correct. A student said that 'be' should follow 'would'. The researcher asked the learners whether the story was narrated in the past tense or present tense. The learners replied in one voice that it was in past tense. Hence the deviant expressions mentioned were considered as wrong.

The researcher asked the learners if George was running any restaurant. He further asked if the restaurant belonged to him. The learners replied in negative. He asked if the restaurant mentioned has been already introduced in the previous context. He wrote the following sentence on the chalkboard for illustration.

Ramesh bought a TV and a washing machine, but he returned the TV.

The researcher asked the learners if 'him' was grammatically correct. As there was no affirmative reply, there was no discussion.
7. the - definite article
   As there was no deviant expression, there was no discussion.

8. a - Indefinite article
deviant expression - the
   The researcher reinforced the point that was discussed in relation to blank No.5. for the answer.

9. fact - prepositional phrase
   Deviant expressions - family
   The researcher asked the learners whether the phrase 'In family' would make sense contextually. He asked one of the learners to read the entire sentence loud and decide for himself whether 'In fact' or 'In family' was correct. He opted for the former.

10. life - vocabulary
    Deviant expression - lawyer.
    The researcher asked the learners if one would lead a life or lead a lawyer in this context. The learners chose the first answer.

11. to - preposition
    Deviant expressions - that, was
    The researcher asked the learners if the two expressions were grammatically correct. They replied in negative.
12. having, leading - verb

As there was no deviant expression, there was no discussion.

13. did - Aux. verb
Deviant expression - does

The subjects were asked to read the passage and see for themselves what was the general tense of the passage. The learners answered that it was in the past. The researcher reemphasised the point of reading the passage as an integrative one.

14. He - Anaphora

As all the students responded correctly, there was no discussion.

15. few - quantifier
D.E - some

When the learners were asked to react to the deviant expression, they pointed out the preceding article a.

16. People - content word
Deviant expressions - He, George

The learners were asked to read the previous sentence and understand the character of Tom. In the light of this logic, the researcher asked if 'George' or 'He' would suit the context. One of the students stood up and said it might be 'people'. The others also agreed with the answer.
17. spent - content word.
  deviant expressions - to, saved

  The researcher asked the learners if the answer 'to' was correct as it was followed by another preposition. They replied in negative. To the other answer, the researcher asked if Tom had saving mentality and ruled out the answer 'saved'.

18. luxuries - content word

  As there was a clue in the form of antonym 'necessities', within the same sentence, there was no deviant expression.

19. George - content word, redundant

  As there was no deviant expression, there was no discussion.

20. make - content word
  deviant expression - bring, manage

  The researcher asked the learners if one would make a start or bring a start or manage a start. The learners replied that one makes a start.

21. a - Indefinite article
  deviant expressions - brought, very

  The researcher said that the verb 'bought' in the previous clause would hold good for jewellery also. He said that the intensifier 'very' might not suit this context.
22. **when** - subordinating conjunction
   deviant expression - *while*
   
   As no one could discriminate between the contextual use of 'while' and 'when' the researcher said that 'while' is generally used to show contrast, or 'duration'. The following sentences were written:
   
   She stayed out while the meeting was in progress. He was strong, while his brother was weak.

23. **money** - content word
   
   Since the preceding context 'to give' served as a clue there was no deviant expression.

24. **to** - Infinitive 'to'
   
   As all learners responded correctly, there was no discussion.

25. **taxi** - content word, collocation
   deviant expression - *car*
   
   The researcher asked if there was any difference between 'a car' and 'a taxi'. One of the students said that while a taxi is a hired one, but a car is not. The researcher appreciated him.

26. **it** - anaphora
   deviant expression 'itself'
   
   The researcher asked the learners if the reflexive pronoun was contextually applicable. As there was no reply, he explained that a reflexive pronoun was not necessary.
27. if - subordinating conjunction
deviant expression - when

The researcher explained that though there is an expression called 'if and when', in this context, the 'condition' was more appropriate than the 'time'.

28. Once - content word
deviant expression - one day

Many of the students came out with the above mentioned deviant expression. The researcher reminded them that two words for a single blank would be unacceptable, moreover, if one wants to denote a point of time, once will be better than one day, he added.

29. Blood - content word
deviant expression - Brotherly

The researcher appreciated the good guess work made out by the learners, but added that blood would be more appropriate than 'brotherly'. The maxim, 'Blood is thicker than water' is well-illustrated here, he pointed out.

30. few - quantifier

As it was merely a problem of 'recall', there was no deviant expression.

31. dishonest - content word
Deviant expression - decentless, bad, rough

The researcher asked the learners if bad, rough, decentless, wild and thoughtless were not synonyms. They replied that they were synonyms. He further explained that
even a wild man could be honest or dishonest. While honesty speaks of character, words like wild, thoughtless might denote one's conduct he added.

32. going - content word
As there was no deviant expression, there was no discussion.

33. to - Infinitive to
As there was no deviant expression, there was no discussion.

34. Worldly - content word
deviant expressions - well
As many of the learners went wrong, the researcher had to give the answer.

35. ten - quantifier
As the deleted word was recall-based, there was no deviant expression.

36. Who - rel. pronoun
Acceptable synonym - and
Many of the learners gave the acceptable synonym. Probably the learners were not conversant with the use of relative pronoun.

37. him - anaphora
There was no deviant expression and there was no discussion.
38. age - content word, collocation

As the succeeding number gives the clue, the learners were able to guess easily.

39. He - anaphora

All the learners gave the right answer.

40. rarely - near - negative
deviant expression - not, and

The researcher asked the learners to connect the missing word with the phrase 'industrious person' and decide whether 'and' was right. The answer 'not', the researcher explained was very sweeping. The answer 'and' he explained would speak against the good quality of George.

41. Wife - content word, collocation

The surrounding context, 'loyal husband' gave the clue for understanding the relationship.

42. third - quantifier
Acceptable synonym - portion

Though the answer 'third' was accurate, 'portion' would not be incorrect, the researcher said when a student raised a doubt regarding this.

43. his - anaphora
deviant expression - the

The researcher asked the learners if a definite article would be appropriate. They replied in negative.
44. was – Auxiliary verb
   Deviant expression – is
   The learners were reemphasised on the need for understanding the general tense followed in the story.

45. said – content word
   There was no deviant expression and so there was no discussion.

46. face – content word
   Deviant expression – find, feel
   The researcher asked the learners if the deviant expressions were appropriate. They said that they were correct. The researcher explained that certain words go with certain contexts. The following statements were written on the chalkboard.

   He realised his fault
   He faced the consequences.

47. the – Definite article
   Since all learners gave the right answer, there was no discussion.

48. at – preposition
   Deviant expression in, and
   The learners' attention was drawn sentence No.2 of paragraph 6 (At the age of ....). They were once again impressed on the need for reading and re-reading the cloze text to look for similar expressions, synonyms.
There was no deviant answer.
The researcher asked the learners if 'living' was right or wrong. They said that it was wrong. When asked to explain, a learner said that we only say carefree life and not carefree living.

As no one was able to identify the answer, the researcher had to give the answer.

Inferences
1. Learners of FL group understand the text but could not restore the cloze items according to tense the context demanded.
SERENDIPITY - Horace Walpole

1. The term 'Serendipity' looks as if it might be of Latin origin. Some people made a wild guess that it was probably a mental condition combining serenity and stupidity.

2. It was Horace Walpole who made the proposal of including the word 1 to the vocabulary. His proposal was based on a fairy 2 called 'the three princes of Serendip'. Serendip was the ancient 3 of Ceylon. The tale speaks of three princes who made 4 discoveries by accident or wisdom.

3. In the Bible, Saul, the 5 of Kish, was sent forth to find his father's lost 6. When he was searching, he consulted one Samuel, a seer. 7 latter told him that the ass had been already found. He also told Saul that he was chosen to rule over 8 the tribes of Israel. Public also approved the choice. Thus 9 Saul, who was in search of his lost ass, accidentally 10 unexpectedly became a king.

4. In modern or ancient history, Columbus 12 away from Shain to find out a shorter route to 13 East Indies. Quite unexpectedly he found out the western hemisphere 14 landed himself in a new world (called America).
5. Another example of Serendipity 15 from Science of electricity. Some frogslegs were hanging by copper wire from an iron balustrade in the Galvini home Bologna; they were seen to twitch when they were swung an electric wind and happened to touch the iron. Whether twitching was first noticed by Luigi Galvani, the scientist or talented wife is not clear. However, many researches started on basis of this discovery, preserving the term Galvanism, Galvanis contemporary, carried out many experiments on the production of electric currents contact of two dissimilar metals, the invention became so famous Volta's name is used in terms like 'volt' and 'voltage'.

6. medical science, Von Mering and Minkowski were studying the functions of in digestion. Since they wanted to gather more proof, they that organ from a number of dogs. Later on, they informed that swarms of flies gathered round the urine of animals. When the urine was analysed, it was found to loaded with sugar. Thus for the first time an experimental was produced and this resulted in the discovery of insulin.

7. unexpected contingency may provide scope for scientific advances. People were the impression that the use of polished rice was good health. Yet removal of the covering from the kernals produced
disease called beri-beri. The study of beri-beri, accidently noticed, revealed only the cause of the disorder but also led various discoveries of deficiency diseases and cellular processes.

8. The presence a prepared mind is also a feature of serendipity. Archimades' of specific gravity in a bathroom, Newton's discovery of gravitational on seeing on apple falling from a tree, James Watt's of steam engine on observing the regular lifting of the of a tea kettle are all examples of this aspect prepared mind.

9. In 1929, an English bacteriologist, called Alexander Fleming, noticed a culture of pus-producing bacteria underwent dissolution in the neighbourhood a mould which accidentally contaminated it. Instead of throwing it, Fleming let the mould grow. Later on, he discovered that this capable of stopping the harmful germs. He named it as pencillin.

10. It is difficult to predict what will be the future accidental inventions or discoveries. However, when there is a tide in the affairs of all people, including the scientists, which taken at its flood leads on to fortune.
4.7. Serendipity

Objective

To find out the learners' cloze responses in a text of scientific discourse.

Pre-reading Orientation

I. The Researcher asked the following questions to the individual learners.

R : What is 'Eureka'?
L1 : It is the name of a Company, Sir.
R : Any other answer?
L2 : Aristotle shouted this name from his bath-room.
R : Was it Aristotle or Archimades?
L3 : Archimades, Sir.
R : Any other scientist who discovered something suddenly?
L4 : Newton, Sir.
R : Where was he at the time of discovery, bath room or some other place?
L5 : In his garden.
R : What was he observing?
L6 : He saw an apple falling from the tree.
R : Any other similar example?
L : ........
R : Did anybody see the water boiling and find out something new?
L7 : George Stevenson Sir.
R : Were the findings systematic or accidental?
L8 : Accidental Sir.
R : Why scientists alone could do it? Why not we?
L : .......
R : Because, we do not have prepared minds as scientists have.

The researcher wrote the following quotation of Louis Pasteur:
"Success comes to the prepared minds" - Louis Pasteur.

R : Please read the text 'Serendipity' (After about fifteen minutes, the researcher continued the discussion.
R : What is Serendipity?
L9 : It is accidental finding.
R : Any other example apart from Newton, Archimades and George Stevenson?
L10 : Columbus Sir.
R : Did he invent America, or discover America?
L11 : Discovered Sir.
R : Discovery is finding out places, facts for the first time. Those things already exist. Invention is something completely new, for example, Telescope was invented by Galileo. Please go through the cloze text and do the blanks.

The following discussion on the deleted words took place.
1. Serendipity - redundant content word.

As the deleted word was the topical word, the learners did not find any difficulty.

2. Tale - redundant content word
D.E. - story poem.

The learners were asked to react to the two deviant expressions. One of them said that we say only fairy tale, not fairy story. The researcher drew the attention of the learners to the last sentence of the second paragraph "The tale ...... wisdom". He remarked that tale is the only acceptable answer.

3. Name - Content word
D.E. word - people, town, division

All these answers were given by the boys of FL group. The researcher asked them to reread the text and not to be hasty in supplying the words. He further asked them whether a country could 'take' a word,

4. Fantastic - content word
D.E. - the acceptable synonym - new, many, some

The researcher took the definite article for consideration and asked the learner if it was contextually appropriate. The learners replied in negative.

5. Son - content word (collocational)
D.E. - King

The erring learner was asked to see the logic and see for herself whether Kish was a person or a Kingdom.
6. Asses - redundant content word (Cataphora)  
D.E - ass, area

The learner who gave the answer 'ass' was asked whether they were looking after only one ass or a group. His attention was drawn to the third sentence and the last sentence of the third paragraph where the deleted word find a place. The researcher asked him to read loudly the entire paragraph. For the second answer, 'area', the researcher asked the entire class whether it was possible to an 'area'.

7. The - Definite article. D.E. - He, They

Many of the learners could not distinguish between 'later' and 'latter'. It was this indiscriminate use that had led them to fill in the blank either with a pronoun like he or they. The researcher wrote the following sentences on the chalkboard.

Peter did not like hostel life in the beginning, later on he could adjust himself.

Both Rama and Krishna were neighbours. The former is intelligent, the latter is hard-working. Many of the girls of FL group went wrong.

8. He - Anaphora

There was no deviant expression.

9. all - Content word.  
There was no deviant expression.
The researcher asked the learner whether one could use a definite article before proper nouns. The learner said so. The researcher added that in certain contexts, one uses def-article before proper nouns.

The Coimbatore of today is different from the Coimbatore of 1990s.

The learner was asked to pay attention to the surrounding context and he was asked whether Columbus went by ship or train. There are certain words which are subject/context specific, the researcher explained and wrote the following sentences.

1. She rides a scooter
2. Pilots fly aeroplanes.

Though 'went' (away) came nearer to the answer, the apt expression would be sailed (away). and — Co-ordinating conjunction. As there was no deviant expression, there was no discussion.

The researcher asked the entire class whether 'but' was the right answer. The learner replied in negative.
The researcher while answering to a question raised by a learner in using the present tense, said that though the present is not completely wrong, past tense would be apt, because the whole text is the past tense.

When the deviant expression was left for discussion, one of the learners said that the use of definite article was wrong, because copper wire did not come before. The researcher modified the explanation and said when a thing is introduced for the first time, we generally use 'a' and 'the' in subsequent contexts.

The researcher asked the learners to react to the deviant expression. The learners replied that when we referred to a smaller place, we use 'at'. Hence 'in' was considered to be appropriate.

As no one was able to explain as to why the deviant expression was wrong, the researcher explained that swing is normally followed by 'by'. The following sentence was written on the chalkboard:

The huts were swung by a hurricane.
19. the - Definite article

   There was no deviant expression.

20. his - anaphora
    D.E. - the

   The researcher asked the learners whether the use of
definite article was contextually correct. One of the
learners replied that there was no mention of wife at all in
the previous contexts. Hence his was considered to be the
right expression.

21. the - Definite article
    D.E. - a

   The researcher explained that the normal usage is on
the basis and not on a basis.

22. Vojtta - content word

   The word deleted demanded inferential reading at the
text level. The answer was hidden in terms like 'vott' and
'vojtage'.

   A few learners could not identify the appropriate
answer. The comma before the word 'contemporary' was
intended for the reader to think, reread and fill in the
blanks. A learner said that it might be 'Edison and another
learner said that it was 'Marconi'. As these answers were
considered to be wrong, the learners read the text and gave
the right answer 'Vojtta'.
23. **that** - 'that' clause
   D.E. - the, some

   The researcher wrote the following sentences and asked the learners to say which was correct.
   
   a) He was so good that he gave money whenever his poor relatives wanted.
   
   b) He was so good and he gave money whenever poor relatives wanted.

   The learners said that 'a' was correct.

24. **In** - preposition

   There was no deviant expression and there was no discussion.

25. pancreas - content word.
   D.E. - lives, insulin, food, heart, kidneys, organs.

   The researcher took into account the words such as kidneys, lives, heart and insulin and asked the learners whether they were related to the context. One of the learners was asked to read the entire paragraph. He further asked "when insulin was discovered only at the later stage, how they could study it right then? Though food was an eye-catcher but did not suit the context.

26. removed - content word.
   D.E. - found, examined
   Acceptable synonyms - isolated, collected, separated

   The researcher took the first word 'found' and asked the learners whether the job of a scientist ended by merely observing or finding alone. His work does not end in merely
examining an organ. A scientist attempts to use an object or an organ to the fullest possible. Hence the word 'removed' was found to be appropriate.

27. were - Aux. Verb
D.E. - are

The learners of FL group who gave this answer was asked to see the tense of the text and fill in the blanks accordingly.

28. these, pointer word.
D.E. - that

The researcher wrote the following phrases on the chalkboard and asked the learners which of them are right.
this students
those students
The learner responded correctly.

29. be - Auxiliary verb

As there was no deviant expression, there was no discussion.

30. diabetes - content word.
D.E. - proof, result, test, discovery

The learners were asked to go through the entire paragraph and their attention was drawn to collocational words like urine, pancreas, sugar, insulin. The researcher asked them in which context these words are used. One of them said 'diabetes'. The researcher asked the learners whether there are phrases such as 'experimental result' or 'experimental discovery'. He stressed the need for reading
the entire context and filling in the blanks with appropriate words.

31. An - Def article
   D.E. - A

   When the learners were asked which was correct, a or an here, the learners replied 'an'. When asked to tell the reason, one of the learners said that we use 'an' before words of vowel sounds. The researcher modified his explanation and said it that an is used before words starting with vowel sounds such as a, i, o, u, e.

32. Under - prep. phrase
   Acceptable synonym - having

   The researcher asked the learners if we could use present progressive tense for habitual actions and permanent. For example, the researcher continued and wrote the following sentences on the chalkboard.

   I am having a daughter
   I have a daughter

   He asked the learners which was more acceptable. The learners opted for the latter.

33. for - preposition

   There was no deviant expression and there was no discussion.
The researcher asked the learners to react to using a definite article here. A learner of IL group said that when people introduce a new thing, we generally use 'a'. The researcher wrote the following sentences on the chalkboard.

This is a place called Nainital.
He is a new staff member of our department.

Since all learners gave the right answer, there was no discussion. Moreover, the following phrase 'but also' served as a clue to the blank No.34.

The researcher required the learners to comment on the deviant expression. A learner stood up and said that 'lead' is followed by 'to'. The researcher asked a learner to frame a sentence using 'lead to'. The student said 'Hard work leads to success'.

The researcher said that just like 'lead' is normally followed by 'to', presence is generally followed by 'of'. The following sentence was written:

1. He laughed loudly in the presence of so many people.
2. His presence of mind was appreciated.
Though the word 'idea' was not incorrect, the researcher remarked, in the context of an innovation, we use invention or discovery.

The researcher asked the learners to comment on the word 'pull' in this context. One of them said that in science books they have read only as gravitational force.

The researcher asked the learner to recall the initial discussion and reinforced the difference between discovery and invention.

The researcher asked the learners if it was possible to lift a storm. They replied in negative.

There was no deviant expression.

The researcher asked the erring learner his 'it' refers to what. The learner could not answer.
There was no deviant expression.

The researcher asked the learners when a scientist is doing a busy work, will he throw an unwanted thing away or take pains to move from his place and throw it outside. The learner said that he would throw it away.

The learners were reemphasised the need for maintaining consistency in the use of tenses.

There was no deviant expression.
Fig. 1.

1. Work-sheet.

- Use
- Pesticides
- Carefully

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.
Note: (i) Read the following passage fully and fill in the blanks with appropriate words.
(ii) Each blank will accept only one word.
(iii) First fill in those blanks which you are sure of and then come back to the unfilled blanks.

'DOS' AND 'DONTs' IN USING PESTICIDES

1. When you buy a bottle of pesticide, check up for the correctness of the chemical supplied from the label on the bottle of the pesticide. The label will indicate the information on the 1 of the chemicals and the correct method of 2 for effective remedy.

2. On returning home, keep the 3 in a safe place. As the pesticides are 4, do not leave them within the easy reach 5 the children. It is better to keep the 6 in an almirah under lock and key.

3. For 7 the pesticide for application, study carefully the label 8 the bottle or the brochure, and note down 9 much of chemicals should be mixed with how 10 of water in what order and under 11 conditions.

4. While handling the pesticides, put on the 12. Measure out the exact quantity of the chemical 13 the bottle without spilling. Prepare the mixture very 14 according to the procedure. Keep the mixture in 15 safe place.
5. Before starting the spraying, put on ___16 gloves so that the spray does not stain ___17 clothes. One should have a fine muslin rolled ___18 his nose and mouth in order to prevent ___19 spray particles getting into the lungs.

6. While spraying, do not stand against the direction of the wind. ___20 It is windy, keep the nozzle low or, ___21 the so that the wind does not carry ___22 spray to your face or elsewhere from the ___23.

7. You may use any kind of sprayer. But ___24 should see that while spraying, the chemical spreads ___25 on the plants, and does not reach your ___26. If it is windy or threatening to rain, ___27 not undertake spraying operation at all.

8. When the ___28 is over, wash all the vessels thoroughly and ___29 sure that the mixture is not left behind ___30 the sprayer or the vessel. Keep the left over, ___31 any, under lock and key.

9. Wash the apron ___32 other clothes and leave them to dry.* It is necessary that in your own interest, you take utmost care in handling pesticides.
4.8. Dos and Don'ts in Using Pesticides

Objective

To find out the learners' ability to make use of non-text/non-verbal information and develop understanding for doing a cloze task.

The text was based on Advance organiser model. The objective of the choosing the text 'Dos and Don'ts using pesticides' was to orient the learners to read and understand the pictures first and then do the cloze task.

The researcher asked the learners to go through the pictures and posed the following questions.

1. Who were the two people in picture No.1?
   Ans: A farmer and a shop keeper.

2. What do you understand from diagram No.2?
   Ans: There is an almirah locked and a window.

3. What does the farmer do in diagram No.3?
   Ans: He is reading.

4. What does he read?

5. What is he doing in diagram No.5?
   Ans: Wearing a gloves and an apron.

6. What do diagrams 6, 7 and 8 show?
   Ans: The farmer showing pesticide in all directions.

R: Is he showing or spreading?
S: Spreading, Sir.
T. What is he doing in diagram No.9?
S. Washing Sir.
R: Washing what? Is it washing only?
S: Washing the vessels.
R: What do you understand from diagram No.10?
T: He has taken bath and washed the clothes.

Stage No.2

The learners were given the cloze hand out. The researcher allowed them to refer to the pictures, if required, to fill in the blanks. After about twenty minutes, the deleted words were taken up for discussion (The numbers on the margin indicate the blank number).

1. Composition - vocabulary, collocational relationship with chemicals, pesticide.

The researcher called for the answers from the learners and wrote them. The answers were: pesticide, bottle, percentage ratio. The erring learners' attention was drawn to the overall context. They were asked whether words such as percentage and ratio would suit this context. The other learners replied in negative. The class was asked whether bottle would suit this context, as the sentence itself started with 'label'. The researcher told the class that the consumer would be interested only in composition of chemicals, adding further that certain words go with certain
2. application: Vocabulary, collocation

The other answers given by the learners were handling, spraying, mixing. The answer spraying was accepted as a correct one. The researcher asked the class whether people apply chemicals or mix chemicals. One of the learners said that pesticide itself was a mixture. Another learner pointed out that people handle machines, men but not chemicals. The researcher appreciated his response.

3. bottle: vocabulary, redundancy

Acceptable answers - pesticide

Some of the learners gave the answer chemicals. The answer was thrown open for discussion. One of the learners said that pesticide was made of chemicals and chemicals could not be placed.

4. dangerous - vocabulary, collocation and redundancy

Acceptable synonyms: dangerous, harmful

Some of the learners gave the answer 'poison'. The researcher asked the class which was correct, poison or 'poisonous'. The researcher drew attention to the warning signals in cigarette pockets "Smoking is dangerous to health". The learners could understand the morphological error and said that the answer poisonous was correct.
5. of – preposition
D.E: to, in, for, by hand, place

The last two words 'hand', 'place' were taken up for discussion. The researcher asked the learners whether 'hand' was necessary as 'reach' itself implies 'hand' in this context. The learners ruled out the word 'place' as it was incorrect.

The prepositions 'to', 'in', 'for', 'by' when taken for discussion, the researcher drew attention to the following advertisements in newspapers. "Schools and shoes within walking distance of the sites". The researcher pointed out the inappropriate use of 'in' or 'by' here, after getting the similar type of answer.

6. pesticide – vocabulary, redundancy
Acceptable answer: bottle

As there was no deviant expression there was no discussion.

7. using – vocabulary
other answers – applying, handling, making, preparing, spraying

The learners were asked whether we make pesticide or use pesticide. The learners chose the latter.

8. on – preposition
D.E – in, of, to, from

The deviant expression 'in' was taken up for discussion and the researcher asked one of the learners
whether it was right. The learner replied that label is only on the bottle and not inside the bottle. The researcher appreciated the learner for her apt explanation.

The deviant expressions, 'of', 'to', 'from' were thrown open for discussion. The researcher asked the learner whether anybody would study the label to the bottle or from the bottle. The learners replied in negative. Though the answer 'of' is not incorrect, the appropriate preposition, the researcher explained could be only 'on'.

9. how — as
   D.E — the, add

The learners ruled out the possibility of the use of definite article here. The learners were asked by the researcher if the verb 'add' was necessary in view of the verb note down already being used.

10. much — quantifier redundant
    D.E — many

The researcher left the deviant expression for discussion. One of the learners pointed out that many is used for countables and much is used for uncountables.

11. What — Interrogative pronoun
    D.E — given, suitable, good

The learners were repeatedly told to read the entire context and then decide the answer. By merely reading the
word that is given before the blank and deciding the answer, the researcher cautioned, may lead to wrong answer. The researcher asked the learners at random whether (content) words like given, suitable, and good would suit here. The learners replied in negative.

12. gloves - vocabulary
D.E - bottle, covers

When the researcher asked the learners whether one would put on the bottle, they could not but laugh. The researcher further asked whether diagram number five indicated gloves for hands or covers for hands. The learners opted for the former.

13. from - preposition
D.E - in, on

The learners were asked whether the two deviant expressions were right. One of the learners pointed out the phrase measure out and said that from was most appropriate, as nobody measures out in the bottle.

14. carefully - vocabulary, collocation
D.E - correctly, precisely, sincerely, accurately

The researcher asked the learners which was more important while handling a dangerous thing like pesticide, accuracy, or preciseness or sincerity or correctness or care. The word 'correctly' preceded by very would sound very odd, the researcher pointed out. One of the learners said that care is more important than other things.
15. a - indefinite article
   D.E - the

   The learners were asked whether 'a' or 'the' was correct and asked to reason out. One of the learners said that 'the' was wrong because the safe place has not been introduced before.

16. the - Definite article

   As there was no deviant expression, there was no discussion.

17. your - pronoun
   Other answers - the, with

   The researcher asked the learners to read paragraph no. six of the cloze text under discussion and decide whether the two deviant expressions were correct. He further asked them whether clothes would be stained with spray or vice versa. He reemphasised the need for the learners to read the text in full, understand the context and then decide the answer.

18. around - preposition
   D.E - on, over, in

   The learners were asked to look at diagram No.... and see for themselves whether the fine muslim was rolled in or on or over or around. The researcher asked them which was correct. The students replied 'around'.
The researcher asked the learners whether the passage refers to a particular situation or a general one. She opted the latter. He wrote the sentences on the chalkboard and asked the learners.

Because it is rainy, take an umbrella with you. If it is rainy, take an umbrella with you.

The researcher asked the learners to look at the diagram Nos. 7, 8 & 9 and asked them if the nozzle was found to be closed or stopped. He further asked them if spraying was possible when the nozzle was closed. The answer 'adjust' was accepted because the sprayer has to be shown uniformly in all directions.
The researcher asked the learners whether the prepositional phrase 'carry out' would be said in this context. They replied in negative. He further explained that 'carry out' means to do something or take action. e.g. 'The clerk carried out the instructions of his boss'.

The researcher asked the learners if the wind or body or sprayer or nozzle would carry the spray to one's face. The learners replied in negative. Their attention was drawn to paragraph No. 7 where the answer plants was found.

As there was no deviant expressions, there was no discussion.

The learners attention was drawn to diagram Nos. 6, 7 and 8 and the researcher asked them why four diagrams have been explained to show the spraying operation. One of the learners said that the aim was to show the different directions. The researcher asked whether the spraying process was complete or uniform. The learners replied in affirmative. The two deviant expressions were not accepted.
26. face - vocabulary
   Acceptable synonym: body

   As most of the students have written either 'body' or 'face' and since both of them are acceptable, there was no need for discussion.

27. do - Aux. verb
   D.E - there

   The erring learners were asked to read the topic of the text and see for themselves which was correct: 'do' or 'others'. Here also the learners decided the answer based on the phrase that came before the blank: 'to rain'.

28. spraying
   acceptable synonym - operation
   D.E - spray, control, work, pesticide

   The researcher asked the learners what was the difference between 'spray is over' and 'spraying is over'. One of the learners said the first sentence meant that spray was not used completely. The researcher extended the argument and said that the same meaning holds good for 'work', 'pesticide'. He further questioned the appropriateness of the word 'control' to the learners. They said that it was wrong.

29. make - vocabulary
   D.E - be, clean

   As there was no reaction from the learners when they were asked to react to deviant expressions, the researcher had to say that the usage is 'make sure' and not 'clean sure'.
The researcher asked the learners if one should look for the mixture on or from the sprayer. The learners replied in one voice that it was in the sprayer.

As none of the learners gave deviant expression, there was no discussion.

For the deviant expression 'gloves', the researcher asked the learners if there was a comma after 'apron'. The learners replied in negative. One of the learners said that if there was a comma, the answer 'gloves' might be right.
Note: (i) Read the following passage fully and fill in the blanks with appropriate words.
(ii) Each blank will accept only one word.
(iii) First fill in those blanks which you are sure of and then come back to the unfilled blanks.

MAHATMA GANDHI

1. The name 'Mahatma' means a great soul and Mahatma Gandhi was considered to be so. Even though he did not want people to call him Mahatma, they continue to regard and call him so. His conduct and character revealed the lofty ideals he has been following.

2. First of all, ____1 subjects himself to self-examination. He used to analyse his actions ____2 rectify the unworthy things and failures and lapses. Thus he ____3 improving his ideals, values and actions every day. Yet he ____4 himself a sinner, because he considered stray tendencies and fleeting ____5 were also sins. In short, he followed purity of thought ____6 purity of action. Great paints undergo the process of self-condemnation ____7 self-examination and Gandhi too underwent this. It is this quality ____8 has inspired mankind to emulate him.

3. Usually a man is ____9 unselfish if he devotes some hours for his community or ____10 some wealth for public charity. But Gandhi's concept of unselfishness ____11 in every moment of one's life, one should live for ____12. He
himself followed this principle by giving away his entire 13 for the nation. He used only a simple Khaddar and 14 his time and energy for the happiness of our people. 15 was approachable by anybody at any time. He was always 16 of advancing the welfare of people around him.

4. Man rarely 17 his enemies and forgives them. But Gandhi's concept of forgiveness 18 that there was no virtue in forgetting or forgiving one's 19 like father or brother, as the virtue lies in forgetting 20 sins of our enemies. It is in this context, Gandhi 21 Jesus preaching 'Love thine enemies, forgive thine enemies'. Thus Gandhi 22 a higher level of loving even the enemies after forgetting 23 sins.

5. According to Gandhi, calling a brother to fight, winning 24 opponents in football team are only examples of physical courage. 25 was for a moral courage which inspire man to defend 26 even if the whole world opposes the truth. Though he 27 been assaulted by many people for this courage of the 28 , he was always a gentleman and spoke politely even on 29 occasions.

6. Piety, according to Gandhi, does not lie in merely 30 to the temple or offering money as to God. True 31 does not need any outward manifestations. When he
was in 32 Gandhi used to do midnight prayer, imploring His guidance. Only 33 man of strong faith could do that, Gandhi did this 34 the next day he used to come out with resolutions 35 nobody could change by persuasion or threat.

7. Thus Gandhi, in 36 ways, has proved to be a man of highest qualities. The young generation of today can learn and emulate a lot from the great soul. He is considered to be great not only in India, but also in the Western world. We should be fortunate to have such a great soul born in our country.
4.9. Mahatma Gandhi

Objective
To find out the learners' cloze responses in a text of philosophical discourse.

Pre-reading orientation
Researcher: Did you see the film 'Gandhi'?
Learners: Yes Sir.
Researcher: What do you understand of Mahatma Gandhi's character?
Learner: His patriotism.
Researcher: That's good. Any other thing?
Learner: His simplicity.
Researcher: What do we mean by simplicity?
Learner: His simple clothes.
Researcher: Very good. Do you see an Gandhi in an angry mood any time in the movie?
Learner: No Sir.
Researcher: Did he choose any agitational approach?
Learners: No Sir.
Researcher: What was the method he adopted to get independence?
Learners: Non-violence.
Researcher: He believed in non-violence and he was a lover of peace. Please go through the text.
After about fifteen minutes, the following discussion took place:

Researcher: In this text, do you see Gandhi as a freedom fighter or as a selfless, pious man.

Learner: Selfless and pious man Sir.

The learners were given cloze exercise based on 'Mahatma Gandhi' and after about twenty minutes, the blanks were taken up for discussion.

1. Mahatma - content word
   D.E. - He
   The researcher asked if the anaphora 'He' was contextually suitable. One of the learners said that since it was the beginning of a new paragraph, 'Mahatma' was better than 'He'.

2. and - coordinating conjunction
   DE - to
   The researcher asked the learners if 'to' or 'and' was correct. They resorted to the coordinating conjunction.

3. was - Helping verb
   D.E. - had
   The researcher asked if 'had' was grammatically correct. Asked to reason out, a learner said that the next word should be 'improved or been'. The researcher said that it was a progressive context and hence the use of helping verb 'was' appropriate.
The researcher asked the learners if the narration was in the past or present. They said that it was in past tense. He asked them if 'consider' was correct. They opted for 'considered'.

The researcher asked the learners if there could be 'fleeting habits' or 'fleeting enemies'. The learners gave a negative answer. As the word 'tendencies' was already there, the same word need not be used. So (fleeting) 'pleasures' was decided as the appropriate word.

The researcher asked if there was any choice between purity of thought and purity of action. The learners appeared to have sensed their error and said that the correct answer was 'and'. He further asked if there was any 'distance' between the thought and action in this context. The learners replied in negative.

The researcher explained that self-condemnation and self-examination were two different thought processes.
condemns himself for his wrong doings and analyses his actions. So 'or' was wrong. He further explained the use of 'or' by writing the following statements on the chalkboard.

_East or West, home is best_

_The dorsal side or back of the wheat grain is smooth to touch_

8. **which** - Rel. Pronoun
   D.E. - he, Mahatma Gandhi

   The researcher asked if 'which' or the above mentioned deviant expressions were right. The learners opted for the former.

9. **Called** - content word
   D.E. - said, found, considered

   The researcher asked the learners if the three deviant expressions were right. A learner pointed out that all the three deviant expressions required _to be_ after them. Hence 'called' was proved to be appropriate.

10. **gives, offers** - content word
    D.E. : give, offer, spend, spends

    The researcher asked the learner if the first three deviant expressions were right. One of the learners pointed out that the subject was 'he' and so it should be **gives** or **offers** or **spends**. The researcher further explained that since 'spends' has been already used, 'gives' or 'offers' could be the right answers.
11. was - copula
   D.E.: is, followed

   The researcher asked the learners if 'followed' was correct. After getting their negative answer, he clarified that 'concept' by itself could not follow anything. The researcher asked the learners. The tense system followed in the text. They replied that it was in the past. He added that 'was' was the correct answer.

12. others - Anaphora
    other, another, him, them

   The researcher asked if 'him' or 'them' was right. He clarified that these two words refer to a particular person or group and hence they were wrong. When asked to reason out the inappropriateness of 'other' or 'another', a learner said that these two words also had the similar characteristic. Hence 'others' was decided to be the right answer.

13. wealth - content word (redundancy)
    D.E.: world, life, time, community

   Did Gandhi have a world of his own? was the question posed to the learners. They said that he did not have. The researcher further asked whether one could give away his time or community? 'Not possible' was the answer. "Gandhi sacrificed his life" was the further explanation given by the researcher. The phrase 'give away', is used in the context of offering or distributing, the researcher added and wrote the following sentence.
The collector gave away the prizes to the winners of games.

14. Spent - content word (redundancy)
   D.E.: dhoti, cotton

   The researcher asked if answers like dhoti or cotton were right. They replied in negative. He again impressed on the subjects the need to read and understand the entire context, and then decide the answer. He asked them not to be hasty in writing the answers.

15. He - Anaphora
   D.E.: followed, thought

   There was no deviant expression.

16. Thinking - content word
   D.E.: forgives

   There was no deviant expression.

17. Forgets - content word (redundance)

   There was no deviant expression.

18. Was - Copula
   D.E.: relations, enemies, life

   There was no deviant expression.

19. Relatives - content word (collocation)

   There was no deviant expression.

20. The - Definite article
   D.E.: Their

   The researcher asked the learners if there was any logic in saying "...... forgetting their sins of our enemies". The learners replied that there was no logic. The definite article was the only answer in this context, the researcher explained.
21. Followed - content word
There was no deviant expression.

22. Was - copula
There was no deviant expression.

23. Their - anaphora
D.E.: enemies

The researcher asked the erring learner to read the context loud and asked the class if there was not a mention of 'enemies' already. The learners gave a positive answer and the researcher remarked that it was a repetition to talk about 'enemies' again.

24. Our - cataphora
There was no deviant expression.

25. He - Anaphora
There was no deviant expression.

26. Himself - reflexive pronoun, anaphora
D.E.: truth, him, others

The researcher asked if the answer 'truth' was right. A learner pointed out the reference to 'truth' in the same statement. Another learner referred to the 'moral courage' in this context referred to Gandhi defending himself. The researcher remarked 'himself is an emphasis here and 'him' alone would be inadequate.

27. had - helping verb
D.E.: has

The researcher asked the learners if the present perfect or past perfect form was correct. The learners
opted for the latter. The researcher explained that since the context referred to a distant past, 'had' was more appropriate.

28. Soul - content word
   D.E. - truth, Gandhi, life, Mahatma

   The researcher asked the learners if the wrong answers 'Gandhi' life 'mahatma' are correct. They gave a negative answer. Was the 'truth' was right? The researcher asked. They said that there need not be 'the' before truth.

29. those - content word
   Acceptable answer - those, such
   D.E. - all, some

   There was no deviant expression.

30. Going - content word

   There was no deviant expression.

31. Piety - content word (redundancy)

   There was no deviant expression.

32. Trouble - content word
   D.E. : Problem, confusion

   The researcher explained that in this context, 'trouble' was more appropriate than 'problem' and the usage is 'in trouble' rather than 'in problem'.

33. a - Indefinite article
   D.E. : the, one

   As no learner could point out the nature of error in the deviant expression, the researcher remarked that a.
general statement like this takes an indefinite article. The word 'one' would mean a specific person and in this context 'only one' could mean an individual in relation to a group.

34. and - Coordinating conjunction
   D.E.: work, prayer

   The researcher asked the learner if there was a full stop after the blank No.35. After getting a negative answer from them, he asked them if the deviant expression could suit that context. One of the learners said they were wrong as the sentence continued after the blank.

35. which - Relative Pronoun

   There was no deviant expression.

36. many - quantifier
   D.E.: all

   The researcher asked the learners if all (ways) was grammatically correct. He also drew their attention to the preposition before the blank. They said that 'always' was not correct.
WHAT KIND OF PEACE DO WE WANT?

1. In his address to American University, JF Kennedy stresses the need for world peace. Genuine peace lies in making the earth a better living not only for our children, but also for the entire country at all times.

2. We think of peace due to new face of war. When nuclear forces could destroy ten times the explosive weapons delivered during the Second World War, deadly poisons in nuclear force could destroy the entire natural in no time.

3. It is believed that we need to stock huge weapons of war to maintain peace. It is a destructive way of assuming peace. The pursuit of peace is not as dramatic that of war, it cannot be denied that is rational end of rational men.

4. Many of wrongly think that peace is impossible and war an inevitable thing. Problems are man-made and as human beings, we can solve them without resorting war. We need not invite discouragement and incredulity.
5. _____16 must try to focus on practically attainable peace _____17 on a series of concrete actions and effective _____18. It will be in the interest of all _____19. Genuine peace is a sum of many acts _____20 many nations. It is dynamic, always ready to _____21 challenges and solve the problems of the future.

6. _____22 this peace, quarrels and conflicts may still arise. _____23 peace can be maintained by mutual tolerance. Whether _____24 or nations, enmity does not last least. Time _____25 many wounds and surprising changes take place in _____26 relationship. Hence peace is practicable and we can _____27 for peace by inspiring people to draw hope _____28 peace. In brief, the United States of America _____29 the Union Soviet Socialist Republic do have a _____30 interest in genuine peace and in halting the _____31 race.

7. Let us shun over differences and work _____32 our common interests. This may make us forget our differences. Let us be aware that we all inhabit this planet, breath the same air, work for our children's future and finally we are all mortal.
4.10. What Kind of Peace Do We Want?

Objective

To find out the learners' cloze responses in a text of philosophical discourse.

A. Pre-reading

Researcher: Last session, we had a lesson on Mahatma Gandhi. What are the words we are reminded of when we think of Mahatma?

Student: Non-violence Sir.

R: That's fine. In these days, we find terrorism, both at national and international levels. Do you think it is good for humanity?

S: No Sir.

R: Then, how world peace could be established?

S: By approaching UNO Sir.

R: That is one approach. In spite of UNO, we find a lot of misunderstanding among two powerful countries. How this can be overcome?

S: By mutual talks.

R: That's good. Any other answer?

S: By not producing nuclear bombs.

R: What is so terrific about these bombs?

S: They will finish off a country in a minute Sir.

R: In other words, they may destroy an entire generation. But do you think nuclear energy is always harmful.
S : No Sir. It can be used for constructive purposes also.
R : So, the decision lies in the hands of man. Please go through the text 'What Kind of Peace Do We Want?' and do the cloze task given to you.

1. the - Definite article  
   D.E - that

   The researcher asked the learners whether that and nor were correct. A learner said that that was incorrect. The researcher added that the pointer specified a particular country.

2. peace - Content word

   There was no deviant expression. The learners were able to guess the word because of the succeeding antonym war and the answer was a tropical word.

3. forces - Content word  
   D.E - Weapons

   When the learners were asked to correct on the deviant expression, a learner pointed out the word weapons and so forces would be more appropriate, the researcher added.

4. by - preposition  
   D.E - from, some

   The researcher asked the learners who was the agent who delivered the nuclear weapons and wrote the following sentences on the chalkboard and asked which of them were incorrect.
5.1. The huts were destroyed by rain.
5.2. The huts were destroyed from rain
5.3. The huts were destroyed some rain

The learners said that S2 and S3 were incorrect.

5. contained - Content word
D.E - put

This word was very difficult for the learners to restore. The researcher explained that persons are not put in, but are contained. That is why, we say the mineral content, the calcium content, he added.

6. Wealth - Content word
D.E - world, things

The researcher asked the learners what was wrong with world and things. A learner argued that the author, J.F. Kennedy talks of wind, water, soil and seed and hence the world or things were correct. The researcher remarked that things like wind, water, soil, represent natural wealth and in this context, wealth would be more apt than things or world.

7. have - Helping verb
D.E - used

A learner pointed out that since the passage is in the present sense, the phrase 'used to' would be deviating from the general tense pattern. The researcher appreciated him for his apt comment.
8. peace - Content word

There was no deviant expression.

9. Though - Subordinating conjunction
   D.E - As, Hence

   The learners' attention were drawn to the second part of the sentence, "it cannot be denied .....". He asked the learners whether words such as As, Hence, would be contextually appropriate. The learners replied that 'though' was the right answer.

10. as - Correlative
    Subordinating conjunction

   There was no deviant expression, as the learners were able to recognize the use of correlative subordinating conjunction as .... as in context.

11. it - anaphora
    D.E - peace

   The researcher clarified that the subject here is pursuit of peace and not peace itself.

12. us - anaphora
    D.E - them

   The researcher asked the learners to comment on the answer them. A learner said that the (then) President of America included every American, not necessarily a particular group.
13. is - copula/zero verb
   D.E - was
   The erring learners was asked to judge for themselves
   the general tense pattern and suit the words according to it.

14. responsible.- Content word
    Acceptable substitute: rational
    There was no deviant expression.

15. to - preposition
    D.E - the
    Most of them had written the definite article in the
    blank. The researcher explained that the phrase 'resort to'
    meant to take the help of something or somebody and wrote
    the following sentences on the chalk board. Since other
    methods failed, the principal restored to force: "Politics is
    the last resort of a scoundrel", Dr. Johnson.

16. We - Anaphora
    There was no deviant expression.

17. based - Content word
    D.E - and, of, on
    The researcher asked the learners whether the three
    deviant expressions were correct. One of them said that
    there could not an expression like of on or on on. The
    researcher asked the learners how the author proposes to
    attain peace. They said 'by concrete actions'. So the word
    and was not correct, he remarked. When the researcher gave
    the first letter clue b, many learners were able to
    recognise that it was based (on).
18. remedies - Content word  
D.E - actions, forces  
As there was a phrase 'concrete actions', the same word could not have been used by the author, a learner commented. Another learner said J.F. Kennedy was not for any force and hence 'remedies' was the apt answer, the researcher added.

19. nations - Content word  
Acceptable substitute - Countries  
D.E - time  
The researcher asked the learners whether the deviant expression was right. They replied in negative. The researcher explained that as the President of the United States, Kennedy had a broad-minded vision and so the question of time did not arise.

20. and - Coordinating conjunction  
D.E - of, on  
When a learner was asked to react to the deviant expressions, he remarked that the use of preposition in this context was wrong. The researcher wrote the following sentence "Genuine peace is a sum of many acts and genuine peace is a sum of many nations".

21. face - Content word  
Acceptable substitute - meet  
D.E - the  
The learners remarked that the blank needed a verb, not just a definite article.
22. with - preposition
   D.E - In, On, During, By

   The researcher clarified that the word **During** denoting a point of time was contextually not acceptable. The preposition **By** might denote **Because of**. The prepositions **In, On** might denote a place. The preposition **with** indirectly implied **In spite of**.

23. Genuine - Content word
   D.E - But

   The erring learners' attention was drawn to the last sentence of the same paragraph where the phrase **genuine** peace occur. The word **genuine** was more acceptable than **but**, the researcher remarked.

24. individuals - Content word
   D.E - states, families

   The first two deviant expressions were born out of L1 interference. In Tamil Nadu, people very often say, **States or nation(s), families or nations**. These expressions are generally found in the political speeches of Tamil Nadu. The researcher clarified that the context posed a question of individuals or nations and nothing else.

25. heals - content word
   D.E - has, makes

   Many learners could replace the content word. The researcher asked "Why we apply ointments for our wounds?". A
learner said that it was for quick healing. The researcher said that the same word should be used here and added, contextually time does not make wound, but heals it.

26. human - Content word
   D.E - our, their

   The researcher reemphasised that the speaker was speaking for the entire humanity and not a few individuals.

27. Work - Content word
   D.E - do

   As it was redundant in the last paragraph, learners were able to exploit it. To the erring learners, the researcher said that we only work for something and not do for.

28. from - Preposition

   Since there was a clue draws the learners were able to restore the appropriate preposition.

29. and - Coordinating conjunction

   There was no deviant expression. As the name of two countries were involved in the speaker's expression, the learners were able to recognize the apt link word.

30. mutual - Content word
   D.E - great

   As the two countries were widely different in their political philosophy, viz., capitalism vs communism, the word mutual was more apt than great the researcher remarked.
The researcher asked the learners if the talk was on nuclear weapons or political power. The learners replied, opting for the former. They were convinced that arms(race) was more apt.

The researcher drew their attention to the phrase 'work for' in the same text and commented that the deviant expression was wrong. He further explained 'to work on' meant to concentrate and wrote the following sentence.

The scientist is working on the project for four years.