6.1. The need for Informed Eclecticism:

Finocchiaro and Brumfit (1983) say that:

Choice of a particular method can be justified only when it is clear that there is a close degree of fit between the program goals and objectives of the method. Information concerning the kinds of gains in language proficiency that the method has been shown to bring about in similar circumstances would be needed. When a close degree of fit between method and program objectives is lacking, a choice can be made through 'Informed Eclecticism'.

Informed eclecticism versus uninformed eclecticism:

Informed eclecticism implies the selection of various design features and procedures from different methods which relates itself to specific objectives. Uninformed eclecticism (generally termed 'eclectic method') implies the selection of features, techniques, procedures and activities from different methods without reference to program objectives.

N.S. Prabhu argues for some form of eclecticism in language teaching and has delineated the four distinguishable concepts associated with eclecticism:

1. Eclecticism is a matter of operating with a combination of perceptions or procedures which, though different and... perhaps... inconsistent with others, have nevertheless found a satisfying balance in the mind of an individual... the teacher's 'mental mix' is eclectic...

2. Eclecticism is an exercise in worldly wisdom - a search for the safest course in the midst of many risks... [adopting strategies which make]... concessions to practical or sentimental needs... mediating between specialism and the teaching community...
3. Eclecticism is a desirable principle of life... a refusal to see things in terms of irreconcilable alternatives and a belief that, where there are alternative courses of action available, the 'right' course must be somewhere between the two.

4. Eclecticism is the development of a new perception which enables one to see earlier perceptions in a new light or a new relationship, thus resolving what was earlier seen as a conflict... there is a shift in focus which renders earlier dichotomies irrelevant or reveals earlier interpretations as having been inadequate.

(Prabhu 1986:107-8)

Most language teaching programmes operate from the basis of informed eclecticism rather than by attempting to rigidly implement a specific method. This is more so in general language courses such as English language teaching at the pre university level.

According to Dr. S.K. Rangacharya (1989:5) "... we would be well advised to opt for 'informed eclecticism' in our ELT programmes to prevent further deterioration of standards, instead of eloquently swearing by unattainable (and to my mind undesirable) native norms and standards which when adopted would undoubtedly alienate us from our students who are basically bilingual".

One of CLT's redeeming features is that there is scope for a great deal of individual interpretation and variation than most methods permit. Existing grammar based syllabuses can be revised to accommodate CLT. But how suitable is CLT for non-native teachers and how can it be adopted in situations where students must continue to study a large amount of grammar and where the largeness of the class makes teacher control a vital
and dominant aspect that cannot be dispensed with is a fundamental question that has to be examined in depth.

6.1.2. The Communicative Approach in relation to the Structural Approach:

The adoption of the communicative approach should not involve abandoning the structural approach. Mastery of structures is still the basic requirement for being able to use language communicatively for one's own purposes. A communicative approach encourages us to go beyond structures and pay attention to the important aspect of communication. Linguistic items should serve to illustrate communicative facts as well as structural facts. Structural facts can be rehearsed in language which is communicatively authentic. Contextualised language practice forges a link between structures and functions. A proper synthesis of the expedient features of grammatical syllabuses and methods will enable us to arrive at a methodological solution to the dynamic needs of learners.

"Good teachers have always tried to make grammatical syllabuses dynamic. A functional syllabus is another tool for assisting this process". (Brumfit 1985:32)

"Whatever facilitates the mysterious process of learning is what we are always after: to fit the course to the students and their real needs rather than to fit the students to an unyielding procrustean bed of a course". (MacArthur 1983:105)

6.1.3. The Classroom Experiment:

An experimental teaching project was undertaken in 1992 and spanned several months—February 1992 to September 1992. Its
objective was to find out the effectiveness of adopting an eclectic approach (which focussed primarily on synthesizing the structural and communicative approaches) to the teaching of English at the pre university level. The lesson 'His First Flight' by Liam O' Flaherty from the first year pre university detailed textbook was specifically chosen because many lecturers opined that students found it uninteresting. The lesson was divided into four segments and lesson units of one hour duration was designed on each section.

6.1.3.1. The Guiding Criteria in the Design of the Lesson Units:

When designing the lesson units the following factors were taken into consideration:

1. The predominantly rural/Kannada medium background of the average pre university student. (More than 85% of the students fall into this category).

2. The faulty language habits that students have imbibed over the years and the need for constant repetition of language structures in each of the lesson units.

3. The average pre university student's lack of knowledge of the basic grammatical structures of the English language.

4. The huge classes (ranging anywhere between 80 to 140) making student-student interaction impossible and severely curtails the scope of student-teacher interaction.

5. The need for a large amount of teacher control in view of the above mentioned classroom student strength.

6. The heterogeneous nature of the pre university class especially in urban and semi-rural areas.
7. The inhibition of Kannada medium students to speak in English.

8. The need to focus attention not on the subject matter and content but on language forms, structures and language usage in the prose lessons and relate the same to language use in real life, i.e., making classroom procedures relevant to out of class activities.

9. The need to make all students participate actively and positively in the language learning process.

10. The need to integrate all the four language skills—listening, speaking, reading and writing—in every single lesson.

11. The need to make the students work independently.

12. The Indian Student's need to develop his/her reading and writing skills over his/her speaking and listening skills.

13. The need to ensure that teachers follow the stipulated methodology because "classroom observations often reveal that teachers do not follow the procedures a method prescribes". (Richards and Rodgers 1986:27).

14. The need to ensure that the method to be followed is unambiguous, clear cut and simple enough for any teacher, even those who are not overly competent, to follow with ease.

15. The need to make language teaching and learning interesting and relevant which will motivate students to learn the language.

16. Making the units acceptable to the average English teacher which implied not breaking away completely from traditional teaching practices. Rejecting traditional methods in toto for innovative and radical procedures may give rise to hostile
reactions, proving counter productive in the long run. Prabhu (1991:227) comments that "Since existing routines in classrooms are a source of relative security and stability, an intrusion of new activities is a threat to that stability. It is therefore understandable that teachers tend to be reluctant to alter their teaching procedures despite recommendations that they do so."

17. Finally, the all important need to merge meaningful language teaching with the constraints of curriculum, syllabus completion and the ultimate preparation of students for the inevitable year end final exam.

6.1.3.2. The Short-term Objectives of the Lesson Units:

The lesson units were divided into two parts-Part A and Part B. Part A was to be done orally. The emphasis here was on the teaching and learning of grammatical structures and lexical items. Part A served four basic purposes:

a) To teach the basic structures of the English language.

b) To enable students comprehend the passage through the grammatical and lexical exercises.

c) To enable students to use grammatically correct sentences when answering questions upon the passage.

d) To enable students to use the structural tables as a guide when attempting the written exercises in Part B.

Part B was written work. The written exercises were designed keeping in mind the communicative approach to language teaching. An attempt was made to relate classroom teaching to life outside the classroom and to teach the student to use the language for the purpose of communication, especially written communication.
6.1.3.3. **Integration of Language Skills:**

The lesson units attempted to integrate all the four language skills. Part A provided scope for the development of listening, speaking and reading skills. The numerous grammar items and comprehension questions gives an opportunity to every single student to provide the appropriate answer.

Part B sought to develop writing abilities in a guided and controlled manner as well as free composition. The standard of writing skills among students both at the pre university and undergraduate levels has steadily deteriorated over the years. It is absolutely necessary that students are given some amount of purposeful writing activity in every single English class. It was hoped that students would make use of both grammar exercises and structural tables when doing the written exercises.

6.1.3.4. **The procedure:**

The lesson units were taught to one particular class/set of students in four consecutive English periods at the following colleges:

1. Vishveshwarapura College of Science, K.R. Road, Bangalore, by Ms. Geetha.
2. Malleshwaram Ladies Association Junior College, Malleshwaram, Bangalore by Ms. Annapoorni,
3. Government Pre-University College, Hiresave, Hassan District by Mr. Ram Raj.

The lesson units endeavoured to relate itself closely to actual teaching situations, using typical teacher and representative students in typical conditions.

- large classes (80+)
heterogeneous classes with a large percentage of Kannada medium students.
- pupils not exceptionally motivated.
- expensive equipment not readily available.

The focus of the project was not 'communicative competence' but rather on grammatical competence. It was hypothesized that grammatical competence would eventually lead to communicative competence. Here the concern was for developing teaching/learning procedures which are realistic, practicable and replicable in the Indian classroom. Classroom activities envisaged both linguistic constraints of the kind associated with the structural approach as well the relaxed and genial classroom atmosphere advocated by CLT which enables students to think and work independently.

6.1.3.5. The note to the teacher

Teachers who were to teach the lesson units were provided with a brief note containing guide lines on how to proceed with the teaching of the units. The aims and objectives of the lesson units were stated clearly so as to enable teachers to teach more effectively. The same has been given below:

"English language teaching at the PU level has not been very fruitful for a number of reasons. I have made an attempt to synthesise the structural and communicative approaches to language teaching and have designed lesson units of one hour duration which I hope will enable the student to make use of the four language skills-listening, speaking, reading and writing. As far as possible the students are to be made to work independently with guidance from the teacher."
The lesson unit has been divided into two parts—Part A and Part B. Part A is to be done orally only. Part A serves four basic purposes:

1. To teach the basic sentence structures.
2. To enable students to understand the passage through the grammatical and lexical exercises.
3. To enable students to use grammatically correct sentences when answering questions upon the passage.
4. To enable students to use the structural tables as a guide when doing the written exercises in Part B.

25 minutes have been allotted for the completion of Part A. Try to give an opportunity to every single student to answer the grammar exercises and comprehension questions. Many students may commit mistakes with the grammatical items. Correct them quickly and go on to the next item. If a student does not know the answer go on to the next student. As far as possible try to finish the grammatical items by 20 minutes and set aside 5 minutes for the short answer questions given at the end of Part A. If you are unable to complete the exercises within the stipulated time, don't worry. Go on to Part B.

Part B is written work. Here the emphasis should be on writing and not on grammatical correctness. Encourage your students to write regardless of making any number of mistakes. The students are free to consult the teacher on vocabulary and meaning. Each item has been allotted a certain amount of time. Try to make students complete the exercises within the stipulated time and make them go on to the next exercise even though some may not have finished the previous exercise.
The broad aim of each lesson unit is to keep the students actively and purposefully engaged from the beginning of the lesson to the end. He should be made to participate positively in the language learning process."

6.1.3.6. The Lesson Units:

The teacher's copy of the four lesson units that were designed and taught have been given below. All the four units contained specific instructions to the teacher on how to proceed with the units along with the following tables for the benefit of students:

a) Simple present tense table
b) Table showing agreement of subject with verb 'be'
c) Present and Past perfect tense table.

But here only the first unit contains the instructions to teachers and the above mentioned tables. They have been deleted from the second, third and fourth units in order to avoid repetition and redundancy.

A similar lesson unit was designed upon the lesson 'An Astrologer's Day' by R.K. Narayan from the first year pre-university detailed text to illustrate that all the prose lessons could be taught on similar lines. The unit has been included under Appendix 4.

6.1.3.6.1. LESSON UNIT I

Note: The teacher reads the passage aloud slowly and clearly without explaining the contents. Then students are made to read the passage silently.

HIS FIRST FLIGHT

LIAM O' FLAHERTY

The young Seagull was alone in his ledge. His two brothers
and his sister had already flown away the day before. He had been afraid to fly with them. Somehow when he had taken a little run forward to the brink of the ledge and attempted to flap his wings he became afraid. The great expanse of sea stretched down beneath, and it was such a long way down. He felt certain that his wings would never support him, so he bent his head and ran back to the ledge where he slept at night. Even when each of his brothers and his little sister, whose wings were far shorter than his own, ran to the brink, flapped their wings and flew away, he failed to muster up courage to take that plunge which appeared to him so desperate. His father and mother had come around calling to him shrilly, upbraiding him, threatening to let him starve on his ledge unless he flew away. But for the life of him he could not move.

That was twenty four hours ago. Since then nobody had come near him. The day before, all day long, he had watched his parents flying about with his brothers and sister, perfecting them in the art of flight, teaching them how to skim the waves and how to dive for fish. He had, in fact, seen his older brother catch his first herring and devour it, standing on a rock, while his parents circled around raising a proud cackle. And all morning the whole family had walked about on the big plateau midway down the opposite cliff taunting him with his cowardice.

GLOSSARY:
seagull  
a small grey bird which lives on seashores and eats fish.

ledge  
a projection on the side of a rock or mountain.
brink
flap
great expanse
to muster up
desperate
to feel certain
shrilly
upbraid
threaten
starve
for the life of him
perfecting them
art of flight
skim
herring
devour
cackle
plateau
cliff
taunt
cowardice
midway

PART A

Note to the teacher: This part is to be done orally only, preferably within 25 minutes. Instruct students to keep pens/pencils ready to jot down the correct answers.

I Articles: a, an, the

'A' and 'an' are used before nouns which are not known to the speaker.

'An' is used before vowels-a,e,i,o,u-eg. an atom, an electron.

'The' is used when talking about a definite noun known to the speaker.
'A'/ 'an' is also used to indicate one single item.
Eg: a pen (one pen,) an umbrella (one umbrella).

Examples:

He took a test tube. (any test tube)
He needed an icebox to preserve the liquid. (any icebox)
His brother was eating a herring. (any herring/one herring)
He took the test tube on the right. (one particular test tube)
He needed the icebox in the chemistry laboratory. (one particular test tube)
The seagull was on the ledge. (one particular ledge)

Fill in the blanks with appropriate articles.
1. .....seagulls had built their nest under......ledge.
2. .....young seagull was alone on.....ledge because he was afraid to fly.
3. .....sea stretched down beneath. It was....long way down.
4. .....seagull's parents perfected....children in...... art of flight.
5......brother stood on.....rock on.....opposite cliff and ate.... herring.
6. .....whole morning....family made fun of.... seagull.

II Fill in the blanks with prepositions 'of' and 'for'
Eg: Starch forms the major source of food for human beings.
1. He was afraid.....flying.....he thought his wings would not support him.
2. The seagull's family did not come near him but.... the life.... him he could not fly.
3. His parents perfected the children in the art of flight and to dive and fish.

III. Fill in the blanks with prepositions 'since' and 'for' 

Note: 'Since' denotes from some definite point or period in the past till now. 'For' means length of time up to now.

Eg: I haven't seen you since Monday.
I haven't seen you for one week.

1. His parents did not come near him for twentyfour hours.
2. The young seagull had not eaten one day.
3. His family had been flying about the morning.

'Since' can also be used in the place of 'because'.

Eg: I cannot come since it is raining.
I cannot come because it is raining.

In the sentences given below replace 'because' with 'since'.

1. Because nobody came near him for twentyfour hours the seagull was sad and lonely.
2. The young seagull's parents were angry because he would not fly.

IV Fill in the blanks with prepositions in and on.

Eg. The metal is put in a special chamber and pressure is exerted on it.

1. He stood on the ledge with fear in his heart.
2. The seagulls swam in the sea and floated on the water.
3. In the morning the family stood on the plateau and teased the seagull.

V Complete the following sentences using 'with'

Eg: His brothers and sisters flew with his parents.

His brothers and sisters flew with his parents.
1. The family taunted him..........(cowardice)

2. At night he slept in a hole under the ledge......(brothers and sisters)

3. His parents threatened him.......(starvation.)

VI. SIMPLE PRESENT TENSE

<table>
<thead>
<tr>
<th></th>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person singular</td>
<td>I work/sit/go</td>
<td>do not work/go</td>
</tr>
<tr>
<td>1st person plural</td>
<td>We work/sit/go</td>
<td>do not work/go</td>
</tr>
<tr>
<td>IIInd person singular AND PLURAL</td>
<td>You work/sit/go</td>
<td>do not work/go</td>
</tr>
<tr>
<td>IIIrd person singular</td>
<td>He,she, it</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The girl/boy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The family</td>
<td>Works/sits/goes does not work/go</td>
</tr>
<tr>
<td></td>
<td>The sea</td>
<td></td>
</tr>
<tr>
<td>IIIrd person plural</td>
<td>They</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The boys/girls</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The people</td>
<td>work/sit/go do not work/go</td>
</tr>
<tr>
<td></td>
<td>Gopi &amp; Arun</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The seagulls</td>
<td></td>
</tr>
</tbody>
</table>

Note to the teacher: It would be advisable to give many more examples of third person singular and plural because when students are confronted with inanimate or 'non-person' subjects such as air, water, chairs, freedom, etc., they become confused.

Fill in the blanks with the help of the above table:

Eg: He....(watch) his parents......(teach) his brothers and sister how to fly.

He watches his parents teach his brothers and sister how to fly.

1. The sea....(stretch) down beneath the ledge.
2. He... (bend) his head and... (run) back to the hole under the ledge.
3. His brother... (catch) a fish and... (eat) it.
4. At night the seagulls... (sleep) in the hole under the ledge.

Change the above sentences into the negative form.

Eg: The sea does not stretch down beneath the ledge.

Put the above sentences into the past tense. You could consult the PRESENT TENSE/PAST TENSE/PAST PARTICIPLE/table which has been given under exercise VIII.

Eg: The sea stretched down beneath the ledge.

VII Agreement of Subject with Verb 'be'

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>VERB 'BE' PRESENT TENSE</th>
<th>VERB 'BE' PAST TENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person singular</td>
<td>I</td>
<td>am</td>
</tr>
<tr>
<td>1st person plural</td>
<td>We</td>
<td>are</td>
</tr>
<tr>
<td>2nd person singular and plural</td>
<td>You</td>
<td>are</td>
</tr>
<tr>
<td>3rd person singular</td>
<td>He/She/it</td>
<td>is</td>
</tr>
<tr>
<td>3rd person plural</td>
<td>They</td>
<td>are</td>
</tr>
</tbody>
</table>

Fill in the blanks with the help of the above table:

Eg: The young seagull's wings... bigger than that of his brothers and sisters.

The young seagull's wings... are/were bigger than that of his brothers and sisters.
1. His parents.....threatening to let him starve.
2. I......afraid to fly.
3. You..... a coward.
4. The mother.....teaching the children to fly.
5. His family.....walking about on the opposite cliff and making fun of him.

Change the above sentences into the negative form.

Eg: His parents are not/ werenot threatening to let him starve.

VIII The Present and Past Perfect Tenses:

The perfect tenses express the completion or 'perfection' of an action by a given time. Look at the sentences given below:

The seagull had looked down at the sea.
He had seen his brother catch a fish and devour it.

Have/has + Past participle gives us the present perfect tense.
Had + Past participle gives us the past perfect tense.

The present and Past Perfect Tense Table

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PRESENT PERFECT</th>
<th>PAST PERFECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person singular</td>
<td>I have</td>
<td>had run/seen/fly</td>
</tr>
<tr>
<td>1st person plural</td>
<td>We have</td>
<td>had</td>
</tr>
<tr>
<td>2nd person singular</td>
<td>You have</td>
<td>had</td>
</tr>
<tr>
<td>3rd person singular</td>
<td>He/She/It has</td>
<td>had</td>
</tr>
<tr>
<td>3rd person plural</td>
<td>They have</td>
<td>had</td>
</tr>
</tbody>
</table>
Look at the table given below

<table>
<thead>
<tr>
<th>PRESENT TENSE</th>
<th>PAST TENSE</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>bend</td>
<td>bent</td>
<td>bent</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td>caught</td>
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<tr>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
<td>flown</td>
</tr>
<tr>
<td>look</td>
<td>looked</td>
<td>looked</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
<td>run</td>
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<tr>
<td>see</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>stretch</td>
<td>stretched</td>
<td>stretched</td>
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<tr>
<td>take</td>
<td>took</td>
<td>taken</td>
</tr>
<tr>
<td>teach</td>
<td>taught</td>
<td>taught</td>
</tr>
<tr>
<td>taunt</td>
<td>taunted</td>
<td>taunted</td>
</tr>
<tr>
<td>watch</td>
<td>watched</td>
<td>watched</td>
</tr>
</tbody>
</table>

Change the following sentences into the present or past perfect tense.

Eg: His parents upbraided him for not flying.

   His parents had upbraided him for not flying.

1. The seagull bent his head and ran back to the hole under the ledge.
2. The seagulls flew about and the parents taught the children to skim and dive.
3. He saw his brother standing on a rock. The brother ate a herring.

Change the above sentences into the negative form.

Eg: His parents had not upbraided him for not flying.

IX Combine the sentences given below using 'when'

Eg. He looked down at the sea. He became afraid.

   When he looked down at the sea he became afraid.

   or

   He became afraid when he looked down at the sea.

1. He would not fly. His mother and father upbraided him.
2. His brother caught a herring. His parents were very proud.
Combine the sentences given below using 'whose'.

Eg: His brothers and sister were flying. Their wings were shorter than his.
His brothers and sister, whose wings were shorter than his, were flying.

1. The Seagull would not fly. His mother and father upbraided him.
2. The seagull watched his family on the opposite plateau. His brother had caught a herring.

XI. Combine the sentences given below using 'while'.

Eg: His brother caught a herring and ate it. His parents raised a proud cackle.

His brother caught a herring and ate it while his parents raised a proud cackle.

1. The young seagull watched. His brothers and sister flew with his parents.
2. The seagull stood on the ledge. His family made fun of him from the opposite plateau.

XII. Carefully observe how the following idioms and phrases have been used and try to make sentences of your own.

to the brink of
The seagull ran to the brink of the ledge.

His bad habits brought him to the brink of destruction.

to feel certain
The seagull felt certain his wings would not support him.

My friend felt certain he would get a first class.

to muster up
Though he was tired he mustered up his strength and finished his work.

The young seagull could not muster up his courage and fly.

to perfect
The parents wanted the young seagulls to perfect the art of flight.

My friend practices the violin in order to perfect himself in it.
XIII Comprehension Questions:

Note to the teacher: The teacher reads the passage aloud again, after which students are made to answer the questions given below orally only.

Answer the following questions in a word or a phrase.

1. Where was the seagull standing?
2. Who was with the seagull?
3. When had his brothers and sister flown away?
4. The seagull had: a) one brother and two sisters.
   b) two brothers and one sister
   c) two brothers and two sisters
5. Why did the seagull not fly with the rest of the family?
6. What was the seagull afraid of?
7. What did the seagull do when he became afraid?
8. His brothers' and sister's wings were
   a) bigger than his wings
   b) shorter than his wings.
9. To the seagull the plunge from the ledge seemed;
   a) easy  b) enjoyable  c) very dangerous.
10. When the seagull would not fly what did his parents do?
11. For how long had his family left him alone?
12. The day before what did the young seagull see?
13. What did his older brother catch?
14. Why did his parents praise his older brother?
15. What did the seagull family do on the opposite plateau.

PART B - WRITTEN WORK

Note to the teacher: Part B attempts to develop the writing skills of students. It may not be possible for you to check what each and every student is writing. Concentrate on the weaker students and make a few students who are better at the language read out aloud what they have written for the benefit of the whole class. Ask students to use the structural tables and grammar exercises given in Part A as a guide to monitor the grammatical correctness of their sentence construction.
I answer any one question in a short paragraph. (Time: 5 minutes)

1. Describe the young seagull's feelings of fear and loneliness.

2. What did the seagull family do the day before?

Imagine you are the seagull's friend. Try and lessen the seagull's fear. A table has been given below. Complete the conversation between you and the seagull with the help of the table given. Or you could even make up your own conversation. (5 minutes)

**THE SEAGULL**

<table>
<thead>
<tr>
<th>I am afraid</th>
<th>I am frightened</th>
<th>I feel</th>
<th>that</th>
<th>I will fall and die</th>
<th>my wings will not support me</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I will drown in the sea</td>
</tr>
</tbody>
</table>

**YOU**

Don't worry  
Don't be frightened  
Don't cry

there is no need to be frightened  
your wings are strong  
Your wings will support you  
you can fly  
nothing is going to happen to you  
I will help you

**SEAGULL**

But I don't have courage  
But I don't have the confidence

to jump off the ledge  
to try and fly  
to fly with family

**YOU**

If you try  
Just put in a little effort and you  
Just muster up you courage and you

can fly easily  
will be able to jump off the ledge  
will realise that flying is easy
SEAGULL

Please don't leave me alone
force me to fly
make fun of me
taunt me with cowardice

YOU

Of course I will help you
Certainly You have my support
Definitely I will not make fun of you

Seagull
You
Seagull
You
Seagull
You

III Look at the picture given below and write out the imagined conversation (3 minutes)

Young Seagull:................. His Sister
Shanker wanted to learn how to swim. This is the advertisement he saw in the paper.

Great opportunity for youngsters above 10 years of age to learn swimming within 15 days! Timings: 7AM, 8AM, 4.30PM, 5.30PM.

Expert coaching! Interested persons may write to:
The Swimming Academy, 97/8, North Road, Basavanagudi, Bangalore. (C.372)

This is how Shanker answered the advertisement:

From: Shanker Prasad, 402, 4th Main Road, Vijayanagar, Bangalore-40.

TO: The Manager,
The Swimming Academy, 97/8, North Road, Basavanagudi, Bangalore.

Sir,

Sub: Your advertisement No. C.372 in the issue of the Deccan Herald dated 7.2.92.

I am interested in learning swimming. I am 17 years old. I would like to enrol for the 9 AM class. Kindly furnish the following details:

1. The total amount of fees to be paid.
2. The duration of the course.
3. The venue of the course.

Thanking you,

Yours sincerely,

Shanker Prasad

Using the above letter as a guide you answer the advertisement given below. (10 minutes)

The Amateur Boating Club will conduct boating classes from the first week of March 1992 for persons above 14 years of age. Timings: 4.30 PM, 5.30PM; 6.30PM. Interested persons may write to: The Secretary, The Amateur Boating Club, Ulsoor, Bangalore (N.640)

6.1.3.6.2. LESSON UNIT II:

HIS FIRST FLIGHT

LIAM O' FLAHERTY

The sun was now ascending the sky, blazing on his ledge that faced the south. He felt the heat because he had not eaten since the previous nightfall. Then he had found a dried piece of mackerel's tail at the far end of his ledge. Now there was not a single scrap of food left. He had searched every inch, rooting among the rough, dirt-caked straw nest where he and his brothers and sister had been hatched. He even gnawed at the dried pieces of spotted eggshell. It was like eating a part of himself. He had then trotted back and forth from one end of the ledge to the other, his grey body the colour of the cliff, his long grey legs stepping daintily, trying to find some means of reaching his parents without having to fly. But on each side of him the ledge ended in a
sheer fall in precipice, with the sea beneath. And between
him and his parents there was a deep wide chasm. Surely he
could reach them without flying if he could only move
northwards along the cliff face? But then on what could he
walk? There was no ledge, and he was not a fly. And above him
he could see nothing. The precipice was sheer, and the top of
it was perhaps farther away than the sea beneath him.

He stepped slowly out to the brink of the ledge, and
standing on one leg with the other leg hidden under his wings
he closed one eye, then the other, and pretended to be falling
asleep. Still they took no notice of him. He saw his two
brothers and his sister lying on the plateau dozing with their
hands sunk into their necks. His father was preening the
feathers on his white neck. Only his mother was looking at
him. She was standing on a little high hump on the plateau,
her white breast thrust forward. Now and again, she tore at a
piece of fish that lay at her feet, and then scraped each side
of her beak on the rock.

GLOSSARY:

ascending  going up, going higher
blazing  shining very bright and hot
mackerel  a kind of sea fish
scrap  small piece
to root among  to dig about
hatched  to come out of the egg
gnaw  to bite, to chew
trot  walk
cliff  ; very steep, vertical rock
especially on the seashore.
sheer fall in precipice, with the sea beneath. And between
him and his parents there was a deep wide chasm. Surely he
could reach them without flying if he could only move
northwards along the cliff face? But then on what could he
walk? There was no ledge, and he was not a fly. And above him
he could see nothing. The precipice was sheer, and the top of
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GLOSSARY:

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mackerel : a kind of sea fish
scrap : small piece
to root among : to dig about
hatched : to come out of the egg
gnaw : to bite, to chew
walk : very steep, vertical rock
cliff especially on the seashore.
Remember 'an' is used before words beginning with vowels a,e,i,o,u. In the sentences given below substitute the word 'one' for 'a' or 'an'.

Eg: There is one apple in the basket.

There is an apple in the basket.

1. There is not one single scrap of food left on the ledge.
2. The young seagull closed one eye.
3. The mother was eating one fish.

II Fill in the blanks with prepositions 'on' and 'in' or 'into'.

Eg: The seagull had searched for food on the ledge and also in the dirt caked straw nest.

1. .....each side of him the ledge ended .....a sheer fall in precipice.
2. He wanted to walk like a fly.....the face of the cliff but he thought he would fall....the sea.
3. He saw his brothers and sister dozing.......the opposite plateau with their heads sunk.......their necks.

III. Fill in the blanks with prepositions 'of' and 'from'

Eg: He had trotted from one end of the ledge to the other.

1. There was not a scrap.......food to be found on the ledge.
2. His mother looked at him.....the opposite cliff.
3. He stood on the brink......the ledge and pretended to sleep.

IV Complete the sentences using 'at'

Eg: He had found a mackerel's tail.....(end of the ledge)

He had found a mackerel's tail at the end of the ledge.

1. He had gnawed.........(pieces of spotted eggshells)
2. His mother was looking ........(him)
3. The mother tore.......(piece of fish)

4. Use of 'can' / 'could'

'can' has two main use: 1. to express permission or possibility (may)
   Eg. You can go. She can speak to you.

2. to express ability or capacity (know how to)

The past tense of 'can' is 'could' - (Was/were able to)
'Can' is used to imply future time - (shall/will be able to)
Replace the underlined words with can/cannot/could/could not
Eg: The seagull was able to feel the heat of the sun because he was weak with hunger.

The seagull could feel the heat of the sun because he was weak with hunger.

1. The seagull will not be able to go to his parents on the opposite plateau.
2. The seagull was not able to fly over the chasm between the ledge and the plateau.
3. The mother will be able to see the seagull standing with his eyes closed, pretending to sleep.

VI Simple present tense table

(Refer Lesson Unit I)

1. Fill in the blanks with the help of the above table.
   Eg. The young seagull.......(feel) the heat because he is hungry.
   The young seagull feels the heat because he is hungry.

1. He.......(search) in the nest for food.
2. The Seagull.......(trot) from one end of the ledge to the other.
3. The young seagull.......(want) to move northwards walking like a fly on the face of the cliff.
sheer fall in precipice, with the sea beneath. And between him and his parents there was a deep wide chasm. Surely he could reach them without flying if he could only move northwards along the cliff face? But then on what could he walk? There was no ledge, and he was not a fly. And above him he could see nothing. The precipice was sheer, and the top of it was perhaps farther away than the sea beneath him.

He stepped slowly out to the brink of the ledge, and standing on one leg with the other leg hidden under his wings he closed one eye, then the other, and pretended to be falling asleep. Still they took no notice of him. He saw his two brothers and his sister lying on the plateau dozing with their hands sunk into their necks. His father was preening the feathers on his white neck. Only his mother was looking at him. She was standing on a little high hump on the plateau, her white breast thrust forward. Now and again, she tore at a piece of fish that lay at her feet, and then scraped each side of her beak on the rock.

GLOSSARY:

ascending  going up, going higher
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scrap  small piece
to root among  to dig about
hatched  to come out of the egg
gnaw  to bite, to chew
trot  walk
cliff  very steep, vertical rock especially on the seashore.
Cliff face

dainty

sheer

precipice

brink

chasm

hump

surface of the cliff
delicately beautiful
steep, vertical
a steep, overhanging place
edge, end
a deep gulf or opening
mound, a raised portion

→ precipice/cliff

chasm

hump

dozing

: sleeping

preen

: to comb, to smooth

scrape

: rub
to tear at

: to pull apart by force

PART A

I Articles: a, an, the

Fill in the blanks with the appropriate articles:

1. .......sun was ascending....sky, blazing on......ledge that faced......south.

2. ..... previous night......young seagull had found......piece of mackerel's tail.

3. ....seagull's grey body was.....colour of......ledge.

4. ..... ledge ended in.....sheer fall in precipice and ..... sea was beneath.

5. ..... mother was standing on......hump.

'A' and 'an' is also used to indicate one single item.

Eg: a fish (one fish), an eye (one eye)
Remember 'an' is used before words beginning with vowels a,e,i,o,u. In the sentences given below substitute the word 'one' for 'a' or 'an'.

Eg: There is one apple in the basket.
    There is an apple in the basket.
1. There is not one single scrap of food left on the ledge.
2. The young seagull closed one eye.
3. The mother was eating one fish.

II Fill in the blanks with prepositions 'on' and 'in' or 'into'.
Eg: The seagull had searched for food on the ledge and also in the dirt caked straw nest.
1. .....each side of him the ledge ended .....a sheer fall in precipice.
2. He wanted to walk like a fly.....the face of the cliff but he thought he would fall....the sea.
3. He saw his brothers and sister dozing.......the opposite plateau with their heads sunk.......their necks.

III. Fill in the blanks with prepositions 'of' and 'from'
Eg: He had trotted from one end of the ledge to the other.
1. There was not a scrap.......food to be found on the ledge.
2. His mother looked at him.......the opposite cliff.
3. He stood on the brink.......the ledge and pretended to sleep.

IV Complete the sentences using 'at'
Eg: He had found a mackerel's tail.....(end of the ledge)
    He had found a mackerel's tail at the end of the ledge.
1. He had gnawed.........(pieces of spotted eggshells)
2. His mother was looking ..........(him)

3. The mother tore.......(piece of fish)

Use of 'can'/ 'could'

'Can' has two main use: 1. to express permission or possibility (may)

   Eg. You can go. She can speak to you.

2. to express ability or capacity (know how to)

The past tense of 'can' is 'could' - (Was/were able to)
'Can' is used to imply future time - (shall/will be able to)
Replace the underlined words with can/cannot/could/could not

Eg: The seagull was able to feel the heat of the sun because he was weak with hunger.

The seagull could feel the heat of the sun because he was weak with hunger.

1. The seagull will not be able to go to his parents on the opposite plateau.
2. The seagull was not able to fly over the chasm between the ledge and the plateau.
3. The mother will be able to see the seagull standing with his eyes closed, pretending to sleep.

VI Simple present tense table

(Refer Lesson Unit I)

1. Fill in the blanks with the help of the above table.

Eg. The young seagull......(feel) the heat because he is hungry.

The young seagull feels the heat because he is hungry.

1. He......(search) in the nest for food.
2. The Seagull......(trot) from one end of the ledge to the other.
3. The young seagull......(want) to move northwards walking like a fly on the face of the cliff.
4. His brothers and sister .... (doze) on the opposite cliff.
5. His father .... (preen) the feathers on his back.

Change the above sentences into the negative form.

Eg: He does not search in the nest for food.

Put the above sentences into the past tense.

Eg: He searched in the nest for good.

VII Agreement of subject with verb 'be'

(Refer Lesson Unit I for table)

Fill in the blanks with the help of the above table.

Eg: The sun .... ascending the sky.

The sun is/was ascending the sky.

1. The young seagull .... searching for food in his nest.
2. I .... trying to go to my family on the opposite plateau.
3. The two brothers and sister .... sleeping on the opposite plateau.

Put the above sentences into the negative form.

Eg: The sun is not/ was not ascending the sky.

VIII. The Present and Past Perfect Tenses:

(Refer Lesson Unit I for table)

<table>
<thead>
<tr>
<th>PRESENT TENSE</th>
<th>PAST TENSE</th>
<th>PAST PARTICIPLE</th>
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<td>want</td>
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</tbody>
</table>
Put the following sentences into the present or past perfect tense.

Eg. The seagull gnawed at the dried pieces of spotted eggshell.
The seagull had gnawed at the dried pieces of spotted eggshell.

1. He closed one eye and pretended to sleep.
2. His family took no notice of him.
3. His mother stood on a little hump and looked at him.
4. His mother tore at a piece of fish and then scraped her beak.

Change the above sentences into the negative form.
Eg: He had not/has not closed one eye.

IX. Combine the following sentences using "Where".
Eg: He searched for food in the nest. His brothers and sister had been hatched there.
He searched for food in the nest where his brothers and sister had been hatched.

1. He went to the far end of the ledge. He found a piece of mackerel's tail.
2. He looked at the opposite plateau. His mother was eating a piece of fish.
3. His mother was on the opposite plateau. His brothers and sister were sleeping there.

X. Combine the following sentences using 'that'.
Eg: The mother tore at a piece of fish. It lay at her feet.
The mother tore at a piece of fish that lay at her feet.

1. His brothers and sister were dozing on the plateau. It was opposite the ledge.
2. He found a dried piece of mackerel's tail. It was at the far end of the ledge.
3. There was a wide chasm. It prevented the seagull from reaching his parents.

I. Substitute the underlined words with one of the phrases given in brackets.

(at the back of, were climbing, pulling to pieces, searching in, having a nap)

Eg: The boys ascended the mountain.

The boys were climbing the mountain.

1. My friend was sitting at the far end of the room.
2. The hens were rooting among the dirt for food.
3. The seagull's brothers and sister were dozing on the opposite plateau.
4. The young seagull watched his mother tear at a fish.

XII Answer the following in a word or phrase.

1. Which direction did the ledge face?
2. The seagull felt the heat because: a) the sun was very hot b) he was weak with hunger c) he was lonely and sad.
3. The seagull had not eaten since.................
4. What had the seagull found at the far end of the ledge?
5. "He had searched every inch". What had the seagull searched for?
6. Where had the seagulls built their nest?
7. Why did the seagull root among the dirt caked straw nest?
8. Where had his brothers and sister been hatched?
9. What did the seagull gnaw at?
10. What was the colour of the seagull's body?
11. What was the colour of the cliff?
12. What separated the seagull from his parents?
13. Why could not the seagull walk on the cliff face?
14. What could the seagull see above him?
15. Why did the seagull stand on one leg and close his eyes?
16. Did the family take notice of the seagull?
17. What were his brothers and sister doing?
18. What was his father doing?
19. Who was looking at the seagull?
20. Where was the mother standing?
21. What was the mother doing?

PART B

I Answer any one question in a short paragraph. (5 minutes)
1. Describe the young seagull's behaviour on the ledge.
2. What were the other members of the seagull's family doing on the opposite plateau?

II Look at the pictures given below. What do you think these birds are saying? You could choose appropriate dialogues from those given below or you could make up your own dialogues. (4 minutes)

SEAGULL: ....................... HIS BROTHER:
1. How hot it is. I wish I had some food to eat.
2. Let me go to our nest and search for food.
3. I wish I was a fly so that I could walk on the face of the cliff.
4. Don't take notice of him. He is only pretending to sleep.
5. I will close my eyes and pretend to sleep. Then mother will come to me.
6. This fish is very delicious. If you want food to eat you must come here.
7. I am very hungry. Please bring me some food to eat.

IV Ajay wrote this letter to the Secretary of a Boating Club in Madras.

Bangalore 62
12.2.92

From:
Ajay Sharma,
9572, D.V.G. Lane,
Girinagar,
Bangalore-62.

To:
The Secretary,
Amateur Boating Club,
Madras.
Sir,

I wish to become a member of the Amateur Boating Club. I will be grateful to receive details of subscription rates and other relevant information. I am a sales representative for Alembic Pvt. Ltd, I will be staying in Madras for four years. I am not married. I am citizen of India. My date of birth is 10.3.1966. My telephone number is 227232.

I am looking forward to hearing from you.

Yours faithfully,

Ajay Sharma

Now fill in the application form given below with Ajay's person details.

(3 minutes)

AMATEUR BOATING CLUB, MADRAS.
Membership Application Form
Surname..................First Name............. Date of Birth......
Nationality...........Occupation........Marital Status:.............
Address:.................................Telephone No............

Now look at the application form given below. Fill in the form with your own details. If you are a student write 'student against occupation (2 minutes)

AMATEUR TENNIS CLUB, RICHMOND TOWN, BANGALORE.
Membership Application Form
Surname..................First Name............. Date of Birth..........
Nationality...........Occupation........Marital status........
Address:.................................Telephone No...........

Now write a letter to the Secretary of the Club requesting him to give you all the relevant information. Use Ajay's letter as a guide. (10 minutes)
Only his mother was looking at him. She was standing on a little high hump on the plateau, her white breast thrust forward. Now and again, she tore at a piece of fish that lay at her feet, and then scraped each side of her beak on the rock. The sight of the food maddened him. How he loved to tear food that way, scraping his beak now and again to whet it. He uttered a low cackle. His mother cackled too, and looked over at him.

'Ga, ga, ga' he cried begging her to bring him some food. 'Gaw-col-ah' she screamed back derisively. But he kept calling plaintively, and after a minute or so he uttered a joyful scream. His mother had picked up a piece of the fish and was flying across to him with it. He leaned out eagerly, tapping the rook with his feet, trying to get nearer to her as she flew across. But when she was just opposite to him, abreast of his ledge, she halted, her legs hanging limp, her wings motionless, the piece of fish in her beak almost within reach of his beak. He waited a moment in surprise, wondering why she did not come nearer, and then maddened by hunger, he dived at the fish. With a loud scream he fell outwards and downwards into space. His mother had swooped upwards. As he passed beneath her he heard the swish of her wings. Then a monstrous terror seized him and his heart stood still. He could hear nothing. But it lasted only a minute. The next moment he felt his wings spread outwards. The wind rushed against his breast feathers, then under his stomach, and against his wings. He could feel the tips...
of his wings cutting through the air. He was not falling headlong now. He was soaring gradually downwards and outwards. He was no longer afraid. He just felt a bit dizzy. Then he flapped his wings and he soared upwards.

GLOSSARY:

scrape : rub
whet : Sharpen, to make sharp
low : soft sound
cackle : the cry of the seagull
derisive : making fun
plaintive : sad
joyful : happy
lean out : bend forward
eager : to want something
abreast of : by the side of
limp : without movement
beak : the mouth of the bird
dive at : jump at
swoop : sudden movement
swish : the sound of moving wings
monstrous : very big
to tear at : to pull apart by force
heart stood still : to be very frightened
within reach of : very near
terror : fear
seized : took control of
fall headlong : fall downwards
soar : fly high

I Articles:

Fill in the blanks with appropriate articles.

1. ......mother was standing on......little high hump on....plateau
2. ......mother tore at....piece fish.
4. He uttered.......joyful scream because his mother picked up
.......... piece of fish and came towards him.
5. ........mother stopped opposite......young seagull with....... 
piece of fish in her mouth.
6. ....young seagull dived at....fish and then fell off.... ledge.
7. .....terror in his heart lasted only.......minute.
II Fill in the blanks with prepositions 'in' and 'on'.
1. The mother stood.......a little hump with a piece of fish.... her beak.
2. The mother scraped her beak.....the rock and looked....... the direction of the seagull.
3. There was a monstrous terror....... his heart when he fell off 
the ledge.
4. The young seagull stood....... the ledge and looked at his mother ...... surprise.
III Fill in the blanks with 'of', 'to' or 'across'.
1. The sight.....the food maddened him.
2. His mother had picked up a piece.....fish and was flying.... to him.
3. She stopped just opposite.....him.
4. He heard the swish....... her wings.
5. His mother had flown.....the chasm.....him.
IV. Complete the sentences using 'at'.
Eg: His mother tore.......(piece of fish)
   His mother tore at a piece of fish.
1. He looked........(food)
2. He was hungry and dived.........(fish)
3. His mother screamed derisively.......(him)

V. Complete the sentences using 'with'

Eg: When he saw his mother bringing food he screamed......(joy)

When he saw his mother bringing food he screamed with joy.

1. His mother was flying across to him.......(piece of fish)
2. He was tapping the rock.........(feet)
3. He fell off the ledge .........(loud scream)

VI Simple Present Tense Table

(Refer Lesson Unit I)

Fill in the blanks with the help of the above table.

1. His mother.......(scrape) her beak on the rock to whet it.
2. The seagull.....(beg) his mother to bring him some food.
3. The mother.......(halt) opposite the ledge with a piece of fish in her mouth.
4. His mother.......(pick) up a piece of fish and.......(fly) towards him.
5. The young seagull.......(dive) at the fish and.......(fall) off the ledge.
6. The wind.......(rush) against his body and he.......(begin) to fly.

Change the above sentences into: a) the negative form

b) the past tense

VII Agreement of Subject with Verb 'be'.

(Refer Lesson Unit I for table)

1. His mother........standing on a little hump and looking at him.
2. I.....begging my mother to bring me some food.
3. He...surprised when his mother did not come near him.

4. The young seagull...bending forward, trying to get near his mother.

5. The seagull...frightened when he fell off the ledge.

Put the above sentences into the negative form.

VIII Present and Past Perfect Tense
(Refer Lesson Unit I for table)

<table>
<thead>
<tr>
<th>Present tense</th>
<th>Past tense</th>
<th>Past Participle</th>
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Put the following sentences into the present or past perfect tense.

1. He uttered a low cry and asked his mother to bring him food.
2. The seagull was hungry and the sight of the food maddened him.
3. He saw his mother bringing food and cried joyfully.
4. The mother halted opposite the ledge with a piece of fish in her mouth.
5. He dived at the fish and fell off the ledge.
6. The wind rushed against his wings and he began to fly.
Change the above sentences into the negative form.

IX Combine the sentences given below using 'too.....to'

Eg: The seagull was very frightened. he would not jump off the ledge.

The seagull was too frightened to jump off the ledge.

1. The seagull was very hungry. He would not wait for his mother.
2. It is very dark. I cannot see anything.
3. The music is very soft. We cannot hear it.

X Combine the sentences given below using 'when'.

Eg: The wind rushed against his body and wings. He began to fly.

When the wind rushed against his body and wings he began to fly.

or

He began to fly when the wind rushed against his body and wings.

1. He saw his mother bringing him food. He uttered a joyful scream.
2. His mother did not come nearer. The young seagull was very surprised.
3. He dived at the fish. He fell off the ledge.
4. He fell off the ledge. A monstrous terror seized him.

XI. Carefully observe how the following idioms and phrases have been used and try to make sentences of your own.

now and again
Now and again the mother scraped her beak against the rock.
I go out with my friends now and again.

to tear at
The mother seagull tore at a piece of fish.
The hungry man tore at the bread.

To be abreast of
His mother was abreast of his ledge.
The runners were abreast of each other.
The seagull dived at the fish and fell off the ledge. The cat dived at the mouse and caught it.

When the seagull fell off the ledge he was very frightened and his heart stood still.

When I saw the tiger running towards me, my heart stood still.

**XII Comprehension Questions**

Answer the following questions in a word or phrase.

1. Who was looking at the seagull?
2. Where was the mother standing?
3. What was the mother doing?
4. The sight of the food: (a) saddened the seagull (b) maddened him (c) gladdened him.
5. What did the young seagull love to do?
6. What did the seagull beg of his mother?
7. Why did the young seagull utter a joyful scream?
8. Why did the seagull lean out eagerly?
9. When the mother was opposite the seagull what did she do?
10. When his mother did not come nearer what did the young seagull do?
11. What happened when he dived at the fish?
12. Why did the seagull scream?
13. What did the mother do when the seagull fell off the ledge?
14. How long did the seagull's terror last?
15. What happened after one minute?

**PART B**

1. Why did the young seagull cackle at his mother who was on the opposite plateau?
2. How did the young seagull learn to fly?
II. Imagine you are the seagull. Tell your friend how you fell off the ledge and started to fly by completing the paragraph given below

I was very.................. I had not eaten anything for

........................ I saw my mother................

.................on the opposite plateau. I begged her to........

.............. When I saw her flying over with

................ I was ............... My mother came near me but she........................ I was so hungry that

.......................... I lost my balance and

.......................... I thought that I ............

The wind rushed...........................................

Suddenly my wings opened and I realised that............... .

When I realised that I could fly I was ....................... .

III. Look at the pictures given below and write out the imagined conversation. (5 minutes)

SEAGULL: .............................................

MOTHER: .............................................
In the picture given above Shanker is learning to swim. He is afraid but finally learns to swim well. Imagine you are Shanker. Write a letter to your friend Ashok telling him about your swimming experience. (10 minutes)
The following points might help you:

1. Your reason for learning swimming.
2. Who taught you to swim.
3. Location—pool, river, lake.
4. Your feelings after you learnt swimming.
5. Your offer to teach Ashok swimming.

In writing the letter follow the format given below.

73/2, 5th Cross,
7 'b' Main,
Gauripalya,
Bangalore.
17.2.92.

Dear Ashok,

I hope my letter........................................
................................................................
I have some interesting news ....................
................................................................
Hoping to hear..........................................

Yours truly,
or
Yours affectionately,

Your letter should consist of 3 main paragraphs:


Examples of how to write Paragraph 1 & 3 have been given below.

Paragraph 1

1. I hope my letter finds you in good health. I received your letter a week ago. I suppose you must be enjoying yourself at Simla/Madras/etc.

2. Hello, How are you? It has been a long time since I heard from you. What is the matter?
3. I received your letter yesterday. I apologise for not replying to your earlier letter.

Paragraph 3:
1. I will end my letter hoping that you will reply soon. My good wishes to your family.
2. My best wishes to your family. I am expecting a quick reply from you.
3. Convey my regards to your family. Write soon and tell me when you will be coming to Bangalore.
4. Hoping to hear from you soon. My good wishes to all at home.

6.1.3.6.4. LESSON UNIT IV

HIS FIRST FLIGHT

LIAM O' FLAHERTY

He was soaring gradually downward and outwards. He was no longer afraid. He just felt a bit dizzy. Then he flapped his wings once and soared upwards. He uttered a joyous scream and flapped them again. He soared higher. He raised his breast and banked against the wind. 'Ga, ga, ga, gow-col-ah'; His mother swooped past him, her wings making a loud noise. He answered her with another scream. Then his father flew over him screaming. Then he saw his two brothers and his sister flying around him curvetting and banking and soaring and diving.

Then he completely forgot that he had not always been able to fly, and commenced himself to dive and soar and curvet, shrieking shrilly.

He was near the sea now, flying straight over it, facing straight out over the ocean. He saw a vast green sea beneath him, with little ridges moving over it and he turned his beak sideways and cawed amusedly.
His parents and his brothers and sister had landed on this green flooring ahead of him. They were beckoning to him, calling shrilly. He dropped his legs to stand on the green sea. His legs sank into it. He screamed with fright and attempted to rise again flapping his wings. But he was tired and weak with hunger and he could not rise, exhausted by the strange exercise. His foot sank into the green sea, and then his belly touched it and he sank no further. He was floating on it, and around him his family was screaming, praising him, their beaks were offering him scraps of dogfish.

GLOSSARY:

soar : fly upwards
gradually : slowly
dizzy : giddy, dazed, unsteady
utter : to speak or cry out
joyous : happy
to bank : fly with one wing higher than the other
to swoop : come down suddenly
to curvet : up-down-up-down movement
to dive : plunge into the water
commence : start, begin
shrick : cry out loudly, scream
shril : high pitched sound
cawed : the cry of the seagull
amusedly : with amusement
green flooring: the green sea looks like a solid green floor from the sky.
to beckon: to call
exhausted: tired
belly: stomach
dogfish: a kind of sea fish

PART A

I Articles:
Fill in the blanks with the appropriate articles
1. ......seagull was not afraid but he felt......bit dizzy.
2. When......seagull began to fly he uttered......joyous scream.
3. ....family was happy because.....seagull was flying.
4. ......seagull saw.....vast green sea beneath hin.
5. ......family had landed on.......green sea and were calling.....
6. ......seagull thought.......sea was solid and tried to stand on it.
7. ........seagull became frightened when his legs sank into...... sea.

II Fill in the blanks with prepositions 'on', 'into', 'to', 'over
1. The seagull was flying........the ocean.
2. Little ridges were moving........the green sea.
3. His family landed..........the green sea.
4. The family beckoned......the seagull to come and join them...
5. The seagull dropped his legs to stand......the green sea.
6. The seagull's legs sank......the sea.
7. The seagull's belly touched the sea and he floated.......it.
III. Complete the following sentences using 'with'

1. When his feet sank into the water he screamed...........(fear)
2. The seagull was flying happily...........(his family)
3. He looked at the sea...........(amusement)
4. The seagull had become tired and weak...........(hunger)
5. When he flew his family showered him...........(praise)

IV. Simple Present Tense Table

(Refer Lesson Unit I for table)

fill in the blanks with the help of the above table.

1. The seagull...........(flap) his wings and...........(soar) upwards
2. His family...........(fly) around him with joy.
3. He.......(forget) his fear and.......(begin) to dive and soar and curvet.
4. He ...........(see) a vast green sea beneath.
5. His family.......(land) on the green flooring.
6. The seagull.......(drop) his legs to stand on the sea.
7. The seagull's legs...........(sink) into the sea and he.......(scream)
8. The seagull's body.......(float) on the sea and his family.......(Praise) him.
9. His brothers and sister.......(offer) him scraps of dogfish.

Change the above sentences into: (a) the negative form
(b) the past tense.

V Agreement of subject with verb 'be':

(Refer Lesson Unit I for table)

fill in the blanks with the help of the above table.

1. The other members of the family.......flying around him with joy.
2. The seagull...looking down at the green sea beneath.
3. The brothers and sister...calling him to land on the green sea.
4. I...happy to be flying with my family.
5. He...frightened when his legs sank into the water.
6. The young seagull...tired and weak with hunger and flying.
7. His family...praising him and offering him pieces of dogfish.
8. We...happy because you...flying.

Put the above sentences into the negative form.

VI. The Present and Past Perfect Tenses
(Refer Lesson Unit I for table)

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<th>PRESENT TENSE</th>
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Put the following sentences into the present/past perfect tense.
1. His mother flew over him screaming.
2. The young seagull felt happy to be flying with his family.
3. The seagull thought the sea was a solid green floor.
4. His family beckoned to him to come and land on the sea.
5. He became afraid when his legs sank into the water.
6. His body touched the water and he floated on the sea.

Change the above sentences into the negative form.

VII In conversation two words are often shortened or contracted into one.
Below are some common contractions that are used in English.

I'm - I am can't -cannot they'll -they will
isn't - is not couldn't -couldnot she'll -she will
aren't - are not shouldn't -should not you're - you are
wasn't -was not wouldn't -would not we're - we are
weren't -werenot won't -will not they're - they are
hasn't -has not I've - I have he's - he is
haven't -have not we've -we have it's - it is
hadn't -had not they've -they have she's - she is
don't -do not you've -you have there's - there is
doesn't -does not I'll -I will who's - who is
didn't -did not You'll - You will

Replace the underlined words in the sentences given below with its shortened form.

Eg: The young seagull was not given food because he would not fly.

The young seagull wasn't given food because he wouldn't fly.
1. He did not find a single scrap of food on the ledge.
2. I am afraid to fly because I will fall into the water and die.
3. It is easy to fly and we will help you.
4. Mother will not bring you food unless you fly.
5. He is flying with his family.
6. We have decided to land on the sea.

VIII Substitute the underlined words in the sentences with one of the words /phrases given in brackets.
(warn, gestured, in happiness, was able to, begin, sadly, worn out)

Eg: Our examinations will commence in March.
   Our examinations will begin in March.
1. He beckoned to his friends to follow him.
2. The seagull could fly without fear.
3. The child ran to its mother joyously.
4. We had been working very hard and were exhausted.

IX Comprehension questions.
Answer the following in a word or phrase.
1. Why was the seagull no longer afraid?
   (a) cried for his mother
   (b) flew back to the ledge
   (c) uttered a joyous scream.
2. When the seagull realised he could fly he
   (a) left the plateau
   (b) left the plateau and flew with him.
c) landed on the green sea.

4. When the seagull flew in the sky what did he see beneath him?

5. What moved over the sea?

6. How did the seagull react when he saw the sea?

7. The seagull was amused because a) he saw his family calling out to him. (b) he knew there was a lot of fish in the sea (c) he thought the sea was solid land.

8. Where had his family landed?

9. Whom did the seagull family beckon?

10. Why did the seagull drop his legs?

11. What happened when the seagull tried to stand on the sea?

12. Why did the seagull scream with fear?

13. When did the seagull get over his fear of the water?

14. When he began to float on the water what did his family do?

PART B

I Answer any one question in a short paragraph. (5 minutes)

1. Trace the feelings of the seagull from fear to joy.

2. Describe the seagull's experience on the green sea.

II Complete this conversation between the seagull and his sister (6 minutes)

SEAGULL: ..................................................

SISTER: Of course, flying is very easy.

SEAGUL: ..................................................

SISTER: We are also very happy that you are flying with us.

SEAGUL ..................................................

SISTER: Yes, the sea does look very green and beautiful.

SEAGULL: ..................................................
SISTER: If you are hungry and on the sea. Then you will get some food to eat.

III Read the story given below:

One day long ago an honest, hard working woodcutter was cutting a tree on the bank of a river in Greece. His hand slipped and his axe fell into the water and sank to the bottom. He was very poor and did not have the money to buy another axe. He looked at the water sadly.

Hermes, a Greek God, suddenly appeared. He offered to help the woodcutter. He dived into the deep river and brought up a golden axe. The honest woodcutter said that it was not his. Again Hermes dived into the river and brought up a silver axe. Again the woodcutter shook his head and said it was not his. Hermes dived a third time and brought up the woodcutter's axe. The woodcutter was very happy. He took his axe.

Hermes was very pleased with the woodcutter's honesty. He gave both the golden and the silver axe to the woodcutter.

Now try and dramatize the story given above (15 minutes)

SCENE: The bank of................. A ................. is cutting

He looks sadly at.................

WOODCUTTER: ...........................................

(Hermes appears suddenly)

HERMES: What is the matter? You look..................

WOODCUTTER: ...........................................

HERMES: Don't worry. I will..................

(Hermes dives into the water and brings out a golden axe)

HERMES: ...........................................
WOODCUTTER: No. Though it is a very beautiful...

                        ..........................................................

HERMES: I will dive into the water again and...

                      (Hermes dives into the water again and brings up a silver axe)

HERMES: Is this...

WOODCUTTER: ........................................................

HERMES: I will...

                      (Hermes dives again a third time and brings up the
woodcutter's axe)

WOODCUTTER: Oh! that is my...

HERMES: You are very honest. I will...

                        ..........................................................

WOODCUTTER: Oh! thank you very much. My Lord. You are....

                        ..........................................................

                      (The wood cutter runs out happily)

CURTAIN FALLS
6.1.3.7. The Feedback from the Teachers:

The teachers who taught these lesson units were asked to give an evaluatory comment (feedback) on various aspects of the lesson units such as:
- the length of the unit.
- the division of the unit into Part A and Part B
- the grammatical items dealt with.
- the students' reactions.
- the shortcomings of the lesson units.

Finally the teachers were requested to give suggestions for the improvement of the lesson units.

1. Sri Ram Raj of Government Pre-University College, Hiresave, Hassan District had the following comment to make:

"At the outset I regret to inform you that this method of teaching and learning the lesson was not a very successful one. Students in Government pre-university colleges are not in a position to work independently when it comes to English language learning and exercises. So poor is the background of the students that even words like 'alone' have to be explained in Kannada. There is hardly any response and reciprocation from the students. The meanings in the glossary had to be reexplained in Kannada. As such the time allotted for each unit was totally inadequate. The allotment of 25 minutes for Part A and 30 minutes for Part B, left only five minutes reading time, both for the teacher and students. In fact neither of the exercises (oral and written) could be completed in any of the units in the allotted four hours."
It would be preferable if the comprehension section (Part B and the last question of Part A) was followed by the grammar section in Part A. For this would at least ensure that students fully followed the text. Under the present circumstances wherein the students are hardly aware of any grammar, any attempt to ask oral questions can be extremely frustrating and futile. Though the students have crossed the primary and secondary levels of learning and have entered the threshold of higher and specialised learning, they have hardly studied or learnt any grammar. That is because no concrete effort is ever made at the primary and high school levels to either teach or learn grammar. It may sound strange, but some students are not even able to differentiate between the 'capital' and 'small' letters.

The structures and tables would indeed be useful for students who have some basic background. But here even these had to be explained in Kannada. Once this was done, the students were able to follow and responded. However this meant more time being spent in explaining even the questions in Kannada.

Conclusion: In my opinion it would be futile to isolate the process of English language teaching at the pre-university level for improvement. The process of improvement of English language teaching must aim at improving the standards at all levels, beginning from primary".

2. Ms. Geetha of Vishveshwarapura College of Science made the following observations:

a) The length of the exercises in both Part A and Part B were too long and could not be completed within the stipulated time.
b) The first unit was confusing to the students but she noticed a steady improvement in students' performance as the lesson progressed. By the time she had come to the fourth unit the students had grasped what was expected of them and responded quickly and to a great extent correctly.

c) With regard to Part B, she wrote that it was "very difficult to get them (students) to write... most of them whiled away their time... however in the letter units attempts were made by the Kannada medium students".

d) The units compelled students to participate actively and she noticed a remarkable fall in attendance. For the first unit there were about 75 to 80 students but the strength came down to about 40 for the second unit and remained at that for the third and fourth units.

e) A significant point made by Ms. Geetha was that "the students who came regularly for all the four units showed remarkable improvement and did attempt the written work. By the end of the fourth unit they were confident about the use of articles, the present/past tenses, use of prepositions/linkers". But they were "however not very successful with the past/present perfect tense".

A few suggestions were forwarded by Ms. Geetha for the improvement of the lesson units.

a) Lessons should be of a shorter length, divided into two units— the students will have a continuity of ideas, the story of the lesson.

b) Part A could deal only with the grammatical aspects of language— letter writing, etc. included. Part B could include comprehension questions— short answer as well as paragraph answer questions.
c) Workbooks could be given for Part A-illustrations used for depicting past perfect tense.
d) Classroom discussions/debates where the student takes active part could be held. He must be made to talk in English.
e) Internal assessment, based on tests held periodically. 25% of the marks could be allotted for this. This forces the student to keep in touch with the language and to learn the correct use of the language.

3. Ms. Annapurni of Malleshwaram Ladies Association Junior College has this to say about the lesson units:

"I had taken four classes of one hour duration handling each of the four lesson units separately. Students picked to attend these classes were from Kannada medium plus those who were poor in the language.

Attendance: Out of 50, by the end of the fourth day attendance fell to 44.

Progress: On the first day oral work (Part A) was slow as teaching became necessary to help the students with the grammar. The students had to be encouraged to give answers orally.

Writing (Part B) could not be done for lack of time.

On the second day many of the students could answer Part A with a little help but they were a wee bit slow with the answers. Part B was explained to them. However they could only start with the writing work. The letter of application was finished.

The third day was encouraging with the students participating in Part A and most of them giving the correct answers. Part B was finished partially."
On the fourth day, the students answered promptly—enjoying giving the right answers. The class was noisy with the students vying to give their answers first—there was total involvement. Part B was also completed by many.

Students' Reaction: The students picked to attend these classes were normally silent in the regular classes. (Probably inhibited because of their inability in any of the skills in English). These students were silent in the first class. Things improved on the second day with some of them venturing to give answers orally. On the third day many of them could answer correctly. On the fourth day they were prompt in answering, they were excited, more confident with no inhibitions.

Conclusion: These lesson units are good for students from kannada medium and for students who are poor in the various skills of the English language. It keeps them completely occupied, encourages them to give oral answers confidently plus helps them to tackle the writing work with more enthusiasm. This may pave a new way in the attitude of the students, i.e., instil in them a liking for the language".

Unfortunately Ms. Annapurni did not put forward any suggestions for the improvement of the lesson units.

6.1.3.8. My Personal Evaluation of the Lesson Units:

I taught the lesson units to a particular set of students in four consecutive English classes over a period of four days in the month of September 1992. I recorded my comments and evaluated the lesson units on the basis of students' reaction and performance.
A perusal of the evaluatory comments of the other three lecturers who had taught the four units made me aware of the fact that it was necessary to do preliminary grammar work with students. This was done. The following tenses were covered in about six classes—simple present and past tenses, present and past continuous tenses, present and past perfect tenses. They were also taught how to make use of the various structural tables given in the lesson units. This helped to minimise the confusion that the other teachers seemed to have experienced in the teaching of the first lesson unit.

The Type of class chosen: The class comprised of ninety students who came mainly from Kannada medium/rural backgrounds, with only a very few—not more than 5—English medium students. I chose this class as being representative of the typical pre-university class.

Student attendance: There was a gradual fall in student attendance as I progressed with the lesson units. By the time I had come to the last unit the student strength had come down by about 40%. This was perhaps because the lesson units forced students to work actively. They found that they could not sit back and relax.

Student Response: In all the lesson units I found that the students were kept actively and purposefully involved throughout the whole hour. They were given no opportunity to sit back idle and inactive. There was total student involvement in the language learning process and much scope for independent work. I did not explain the passage. The students were able to comprehend the passage through the grammar exercises and most of them were able to answer the comprehension questions quickly and correctly.
The grammar exercises and comprehension questions ensured that each and every student was given an opportunity to speak in English by providing answers to either the grammar exercises or comprehension questions.

In the first unit a few minutes—about 7 to 8 minutes—were wasted because the students were curious and kept turning the sheets to look at the latter pages.

When I was doing the third and fourth units I observed that the students were a little bored doing the same kind of grammar exercises again and again. But as I progressed with the lesson units the students were more responsive and quicker to answer.

**Students' response to Part B-written work:** Students had to be coerced/threatened to write. I use the word 'threatened' because I was compelled in the last two units to scold them into writing. Many of the students, especially those very poor in the language, preferred to while away their time and attempted to write only when I went around checking whether they were writing or not.

The guided paragraph writing/completion exercises in Part B proved successful. Most of the students attempted to do them with much enthusiasm.

**Students' Comprehension:** The grammatical items did help students to comprehend the passage. Most of the students were able to answer the comprehension questions. The grammar work also helped the students in doing the written work in Part B.

**The length of the units:** Part A was much too lengthy. Part B was more or less appropriate in length. The grammar items in
Part A needs to be lessened considerably and more time ought to be given to students to think before eliciting responses. The first three units were not completed for lack of time. In the fourth unit I deleted about 1/3 of the grammar exercises and this enabled the completion of the unit though not to my satisfaction. I would have been happy with an extra 10 minutes to go around and check students' written work.

The fifth and final lesson:

After completion of the four units a fifth lesson was conducted. In the fifth and final lesson I requested another colleague of mine, Ms. Jayanthi, to read out the entire prose passage 'His First Flight' emphasising the point that on no account should the contents be explained. Then she was asked to do the comprehension questions given at the end of the lesson in the textbook and to gauge the students' comprehension of the content on the basis of their responses. She was further requested to elicit from the students their opinions and views regarding the four lesson units I had done with them. I felt that perhaps students would speak with less inhibition to her than to me. The students were allowed to express their opinions freely.

The entire lesson was read out by the teacher clearly, at normal speed, without explanation. Then a few students were made to read the lesson out aloud. The comprehension questions at the end of the lesson was done including a few global questions which covered the entire lesson and required fairly longer answers. It was observed that most of the students were able to answer the comprehension questions even though the lesson had not been explained.
The teacher then had an informal discussion with the students about the four lesson units taught by me. The students expressed the following views:

a) They liked the lesson units, found it interesting but complained that it made them work too much.
b) They wanted the grammar portions lessened.
c) They were not very sure that they wanted all their lessons taught in a similar manner. There was a mixed response with some saying 'yes' and some 'no.'
d) Some students opined that this kind of teaching would really help them to learn English properly, especially writing.
e) A paradoxical fact was that even though they answered the comprehension questions without any explanation of the content, they still wanted some kind of explanation from the teacher. My observation is that they have become so accustomed to being 'spoonfed' that the idea of working independently seems a little disconcerting to them. After all, students do have the tendency to think that the teacher is the epitome of all knowledge.

6.1.3.9. The Drawbacks of the Lesson Units:

a) Part A is much too lengthy and needs to be shortened to a great extent.
b) The time allotted for silent reading of the passage was inadequate. Kannada medium students take a much longer time to read and understand the passage.
c) The time allotted for the oral comprehension questions was also inadequate.
d) There were a few difficult words in the passage which students had difficulty in pronouncing. No time was devoted to the teaching of the correct pronunciation of these difficult words.
6.1.3.10. Suggestions for the Improvement of the Lesson Units:

1. Decrease the grammar exercises in Part A.

2. The type of grammar exercises given in Part A needs to be varied so as to make the lesson more interesting. Of course, in the case of students whose language is too poor it is vital that the same structures be repeated again and again until mastery is gained.

3. Alloting more time for silent reading of the passage by students.

4. Alloting more time for the oral comprehension questions in Part A. to enable students to think, refer back to the passage and then answer.

5. The passage could be read silently by students a second time after completion of the grammar exercises in Part A and before going on to the oral comprehension questions. The second silent reading will reinforce comprehension of the passage and help them answer the questions.

6. If the units are shortened and a few minutes spared at the end of the period after the completion of the written work, this could be utilised in making two or three students read the passage aloud.

7. A few minutes ought to be devoted for the pronunciation of difficult words in order to improve students' pronunciation.

8. The guided writing in all the units were very successful. The overall quantity of such exercises may be increased.
9. As far as rural students with a Kannada medium background are concerned, extensive grammar exercises need to be done for at least a month before these lesson units could be used successfully or meaningfully.

10. In the glossary the kannada (vernacular/mother tongue/L1) equivalents of the more difficult words and phrases will be a welcome addition.

11. Structural tables have been provided for each of the lesson units. This could be avoided if the basic structural tables are typed/printed on one single sheet of paper and distributed among the students. They could be asked to bring these to English classes. Or if possible, it would be better for the teacher to keep them and distribute them among students when classes are conducted. The structural tables could be collected at the end of the lesson by the teacher. The disadvantage of giving it to students to keep is that more often than not they forget to bring it to class.

12. The lesson units could be made needs-related and relevant if the grammar exercises and written work are designed keeping in mind the varied language needs of Arts, Science and Commerce students. A detailed needs analysis should be undertaken for this purpose.

13. The giving of home assignments could be considered provided students cooperate in doing the given work and bring it to class the next day.

14. The written work in Part B begins with students being asked to write a short paragraph answer. It would be helpful to
students if this exercise is preceded by a note-making exercise as shown in the lesson unit prepared on the lesson 'An Astrologer's Day' (Refer Appendix 4). This would provide specific guidelines for the student to write the free composition paragraph answers. For example, in the first lesson unit a note-making exercise like the following could be incorporated:

**Note-making on the family's activities:**

<table>
<thead>
<tr>
<th>Parents</th>
<th>Brothers &amp; sister</th>
<th>Older brother</th>
<th>The whole family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flying</td>
<td>Learning to ...</td>
<td>Caught .......</td>
<td>Walked on .....</td>
</tr>
<tr>
<td>with ...</td>
<td>...............</td>
<td>............</td>
<td>.............</td>
</tr>
</tbody>
</table>

15. Alternative and parallel exercises of greater complexity and dimension should be provided for the small percentage of English medium students who are likely to get thoroughly bored with the simple, basic exercises provided in the lesson units.
CONCLUSION AND PROSPECTS

The preceding chapters have highlighted the major drawbacks of English language teaching at the pre-university stage— the inadequate and unimaginative syllabus, unproductive curriculum, student apathy to language learning, overcrowded and heterogeneous classes, dearth of infrastructural facilities, improper coordination and progression between different levels of education - school, pre-university and undergraduate. The Indian teacher has to work within the debilitating confines of an uninspiring environment that is bound to persist for a long time to come.

Though tall claims have been made about the overwhelming superiority of the communicative approach over the mechanical and arid procedures underlying the structural approach, merely applying a method that has produced happy results in a particular situation/classroom setting/country in a totally different milieu can have disastrous consequences. A method should ultimately mould itself into prevailing circumstances. Methods are pliable and amenable to change whereas the same cannot be said of circumstances and external classroom/learning conditions.

Professing to have come up with a method of teaching English which works successfully under all circumstances
would be both misleading and simplistic. This research study has endeavoured to test the efficacy of a particular classroom procedure in the hope of finding a few solutions to the seemingly insurmountable problems that practicing teachers face in the class. The success of any method can be gauged only in terms of long-term benefits and perceivable improvement in language skills which are generally discernable after a sizable span of time, i.e., one or two years. The present research limits itself to estimating the effective working of a method within the purview of existing classroom realities. The focus of attention here was on the design of appropriate teaching/learning materials. It is hoped that future textbook writers will find this work useful. No attempt has been made to monitor the development of language abilities over an extended period of time. None the less, the study indicates that if this method of teaching English were adopted at the plus two stage there is certainly bound to be considerable improvement in students' language skills at the end of the two year period. It needs to be stressed that further research should be conducted on similar lines for longer durations to be able to say authoritatively that 'This method is going to work'. If future research scholars could be motivated to pursue the research with select groups of pre-university students, especially in rural colleges and to apply the method for about one or two years, the soundness of the procedures advocated by the researcher could be tested under realistic conditions.
A similar study could be conducted at the undergraduate level and an appropriate, realistic and practicable methodology devised, along with suitable textbooks and instructional materials, keeping in view classroom conditions as well as differential student competencies and needs.

The prevailing syllabus provided the basic framework in the design of methodology and teaching/learning units. But the shortcomings of the present syllabus were not overlooked in the process. There is an urgent need to revamp the syllabus and curriculum thereby making it relevant and meaningful. The feasibility of replacing a general purpose syllabus with a specific goal-oriented syllabus has to be looked into with serious attention, i.e., ESP (English for Specific Purposes) in Indian contexts. Teaching the same language items to students of humanities, science and commerce is unscientific, futile and non-conducive to student motivation. It is also wasteful of time and effort since students are required to plough through large amounts of language which prove totally unnecessary and useless to them in future real life contexts. In this connection it is necessary to analyse the language used in subject areas/textbooks and co-relating language taught in English classes with the kind of language
needed and used in subject areas like physics, history, commerce, sociology, etc. On the basis of such an analysis appropriate syllabi/curricula/textbooks/teaching and learning materials may be designed. This research confines itself only to methodology and has not chosen to study in depth the very important aspect of needs assessment which is an inseperable part of CLT. Needs assessment of all individual learners at all levels apropos to large classes, though desirable, is a cumbersome and time consuming process and has not been taken within the purview of this work. The area of language needs analysis of pre-university students is one which cannot be neglected if improvement in standards of English is sought and it could be taken up on an extensive scale so as to make second language pedagogy more productive and meaningful.