The following worksheet is taken from Pierson and Friedrichs (1981:305) and was used to assess the language needs of Cantonese speaking first year students at the Chinese University of Hong Kong who took a compulsory ESL course.

Worksheet

1. Name: ................. (optional)
2. Department: .................

3. What percentage of the academic resources in your discipline is available in Chinese?
   3.1 None or almost none........
   3.2 25% ........................
   3.3 55% ............
   3.4 75% ............
   3.5 100% ............

4. How is mastery of English related to mastery of subject matter in your discipline?

5. How important are the following English language functions for the students in your discipline?
   5.1. Listening to lectures........
   5.2. Making oral presentations in class........
   5.3. Conversational English........
   5.4. Active participation of tutorials/seminars/STOT....
   5.5. Reading texts........
   5.6. Taking examinations.....
   5.7. Writing reports, cases, term papers, thesis, etc......
5.8. Making written presentations in class.....

5.9 Others............

6. Would you comment on which of the following English language problems hinder students in their study of your discipline:

6.1. Difficulty in comprehending the English of formal lecturers....

6.2 Inability to understand fluent spoken English, especially where the language is informal or colloquial.....

6.3 Inability to understand the variety of English accents found in Hong Kong.....

6.4 Inability to understand the polite conventions of English.....

6.5. Inability to take active part in discussions and seminars.......

6.6. Inability to read quickly.........

6.7. Inability to understand the complexities of academic prose.......

6.8. Difficulty in taking lecture notes.......

6.9 Inability to write concise English.....

6.10 Inability to write quickly.............

7. What specific English language functions do students need to ensure academic success in your discipline?

8. What specific English language functions do students perform so well that formal English language instruction is unnecessary?
9. What specific English language functions are irrelevant to the academic performance of students in your discipline?

10. If you had an English language instructor attached to your department, what specific responsibilities and tasks would you give him?

11. In general, are you satisfied with the English language performance of your students?

11.1 Yes........

11.2 No........
APPENDIX 1B
NEEDS ASSESSMENT WORKSHEET FOR PRE-UNIVERSITY STUDENTS

1. NAME: ........................................

2. COURSE: Arts/Science/Commerce

3. WHETHER YOU ARE AN ENGLISH OR KANNADA MEDIUM STUDENT? ...........

4. DO YOU FIND LEARNING ENGLISH INTERESTING? Yes/No

5. DO YOU THINK LEARNING ENGLISH WILL HELP YOU IN FUTURE? Yes/No

6. HOW WILL LEARNING ENGLISH HELP YOU IN FUTURE?

7. ARE BOOKS RELATED TO YOUR OPTIONAL SUBJECTS AVAILABLE IN KANNADA? Yes/No

8. WILL LEARNING ENGLISH HELP YOU TO DO BETTER IN YOUR OTHER SUBJECTS? Yes/No.

9. IN WHICH OF THE FOLLOWING FUNCTIONS DO YOU NEED A KNOWLEDGE OF ENGLISH (NUMBER THEM FROM 1 TO 7 IN ORDER OF PRIORITY, I.E., 1 FOR THE MOST IMPORTANT AND 7 FOR THE LEAST IMPORTANT)

   a) LISTENING TO LECTURES IN ENGLISH......

   b) SPEAKING/ANSWERING/ASKING QUESTIONS IN ENGLISH IN CLASS.

   c) READING AND UNDERSTANDING BOOKS/NEWSPAPERS/MAGAZINES IN ENGLISH......

   d) TAKING EXAMINATION...........

   e) TAKING NOTES IN CLASS...........

   f) SPEAKING TO YOUR FRIENDS IN ENGLISH...........

   g) UNDERSTANDING ENGLISH ON THE T.V/RADIO/TELEPHONE...........

10. WHICH OF THE FOLLOWING PROBLEMS DO YOU FACE IN YOUR STUDY OF ENGLISH? (TICK (✓) THE ONES YOU CONSIDER RELEVANT).

   a) YOU DO NOT UNDERSTAND/FOLLOW WHEN PEOPLE SPEAK TO YOU IN ENGLISH.

   b) YOU DO NOT UNDERSTAND/FOLLOW LECTURES IN ENGLISH.
c) You cannot speak in English.
d) You cannot write in English.
e) You cannot read English.
f) You do not understand what you read in English.

11. Which of the following do you want your teacher to do in English Classes? (Number them from 1 to 5 in order of priority)
a) Teach you to speak in English correctly and quickly.
b) Teach you to write in English correctly and quickly.
c) Teach you how to read in English correctly and quickly.
d) Teach you to understand spoken English.
e) Teach you to understand written English.
APPENDIX 2

COMMUNICATIVE LANGUAGE TEACHING/LEARNING MATERIALS


1.A. Terry Barnes, a teenager, is getting tired of his job at Holford Natural Products, so he decides to look for a new one. He sees these ads in The Holford News.

LAB. ASST. 16-21 Prev.exp. desirable. Gd. prospects for right person. Trafalgar Tobacco Co., Holford 7997 Ext.5

JUNIOR ACCOUNTS CLERK to work for Eastern Bus Co. 5 day wk. Prev.exp. not essential. Typing an advantage. Apply in writing.

L.B. Terry first rings up the Trafalgar Tobacco Company. He speaks to the Secretary. Listen to their conversation.

Secretary :Extension 5... Mr. Platt's secretary. Who's speaking please?

Terry :Oh, my name's Barnes. I'm ringing about that vacancy you advertised in The Holford News.

Secretary :Which one was that, now? Was it for a lab assistant?

Terry :Yes, that's right.....

Secretary :Well, I'm afraid we've already filled that vacancy. I'm sorry.

Terry :Have you? Oh, well, thanks very much. Goodbye.

Secretary :Goodbye.

1.C. Terry next rings up the Eastern Bus Company. He is told by the Secretary that the job is still available, but that he should apply in writing. Make up the conversation between Terry and the Secretary.
2.A. Complete this letter which Terry writes to the Eastern Bus company.

Dear Sir,

July 10

I am writing to apply for the job of Junior Accounts Clerk, which was advertised in The Holford News.

Now say: - how old you are
- where you are working.
- what job you do.
- whether you have had any previous experience of accounts.
- whether you can type.

My former class teacher at Holford Comprehensive, Mr. T. Newman, will send you a reference if you require one.

Yours faithfully,

T. Barnes.

2.B. This is the reply which Terry got from Mr. Davis, the Manager of the Eastern Bus Company.

Dear Mr. Barnes,

July 16

Thank you for your letter of July 10. I should like you to come for an interview on Friday July at 10.30. Could you please telephone my Secretary and confirm this.

Yours sincerely,

S. Davis

2.C. Terry phones Mr. Davis' secretary. He explains why he is ringing and confirms that he can come. Make up the conversation between Terry and the Secretary.
3.A. Terry is being interviewed by Mr. Davis. Suggest what Terry said.

Mr. Davis: Right, Terry. Sit down. Now tell me something about yourself.

Terry: ...........................................

Mr. Davis: And how long have you been in your present job?

Terry: ...........................................

Mr. Davis: Really? I'm surprised you want to leave, then.

Terry: ...........................................

Mr. Davis: Well, I've had a talk with Tom Newman. But I'd like to speak to your present employers. Is that alright?

Terry: ...........................................

Mr. Davis: Well, thanks very much for coming along. We'll let you know sometime next week.

Terry: ...........................................

3.B. Mr. Davis finally decides to offer Terry the job. This is the letter he wrote.

Dear Terry,

July 30

I am pleased to be able to offer you the job of Junior Accounts Clerk at a starting salary of £30 a week. Would you please confirm that this is acceptable. Can you also let us know when you will be free to start?

Yours sincerely,

Sam Davis.

3.C. Write Terry's reply, accepting or declining the job.

4.A. The following week, Terry meets Carol Davis, a girl he was at school with. Carol is the daughter of Sam Davis. Terry tells Carol what he has been doing recently.

Make up the conversation between Terry and Carol.
4.B. Afterwards, Terry realises that he 'quite likes' Carol. He decides to write to her.

Write the letter which Terry sends Carol.

4.C. Write Carol's reply.

Extract 2: Candlin, C.N. 1981:76-77:

A.9. True-False Exercise(oral)

As with the earlier True-False exercise, learners have to distinguish which of the given answers are true and which are false, in relation to the dialogue text. If the answer is false, the learner has to shout out "wrong".

There are plenty of possible variations to this exercise. Their value lies in the spontaneous reaction they demand of the learner, and the chance it gives him to express a thought or feeling in a simple, direct way.

PC Kevin Drury : Good morning, sir. I'm very sorry, but I must ask you a few questions.

Gorden Banks : That's all right. I understand.

PC : Can you tell me about the accident? What do you remember?

G.B. : I was driving home from the Stroke City football ground.

PC : Yes. Were you tired? Did you have anything to drink?

G.B. : Only an orange juice.

PC : Are you sure, sir?

G.B. : I said on orange juice and I mean an orange juice! How dare you!

PC : I'm sorry, sir. I have to be sure, you know.

G.B. : Get on with it.

PC : How fast were you driving?

G.B. : I was doing about thirty.

PC : Could you see the road clearly?

G.B. : Well, there was a bridge, and the road was still wet.
PC: So you couldn't see clearly and you tried to overtake!

G.B.: I didn't see a van coming towards me.

PC: So you didn't see the van? You have rather a fast car, don't you, sir?


PC: Perhaps you thought your car was fast enough to overtake before the van came?

G.B.: I told you! I didn't see the van!

PC: It was a rather big van, sir? Do you wear glasses?

G.B.: No, I do not! I don't know what happened. Now if you don't mind, I'm very tired.

PC: Hmmm. Thank you, sir. We shall ask you some more questions later.

Some of these sentences are correct, some are not. When you hear one which is wrong, shout out "Wrong"!

Bob: What do you remember about the accident?

Jim: He was driving to the football ground.

Bomb: Was he tired?

Jim: Yes, he was tired.

Bob: Did he have anything to drink?

Jim: No, he didn't have anything to drink.

Bob: How fast was he driving?

Jim: He could only go at twenty miles an hour.

Bob: And he wanted to overtake?

Jim: Yes, he wanted to overtake.

Bob: Did he see the van coming?

Jim: Yes, he saw the van coming, so he pulled out.

(From: An Accident, 8.0 and 8.2)

Extract 3: Wright, A; Betteridge, D; Michael, B. 1984: 92-93

41 Actions by one person

Language: Narrating a sequence of events, using the present continuous (e.g. He's opening some drawers) and the past simple (e.g. He opened some drawers)
Skills: Listening and speaking
Control: Guided.
Level: Beginners.
Time: 10-15 minutes.
Materials: None.

Preparation
Write down a sequence of actions on a piece of paper.

Procedure
Classwork.

So often the present continuous is practised in the classroom by reference to actions which are seen. In this game the learners close their eyes, listen and try to interpret what they hear.

Ask everyone to close their eyes and put their heads on their arms to reduce the chance of them sneaking a look!

Give a written sequence of actions to one learner to perform, e.g. Walk quietly across the room to the teacher's desk.
Open and close all the drawers quietly.
Walk quietly to the cupboard.
Open the doors and then close them.
Walk quietly across the room.
Open the classroom door. Get out and close the door.

Ask the learner to do the sequence of actions twice. During the first sequence the class listen and say nothing. During the second sequence you can ask questions, e.g.

Teacher: What is he doing?
Class: He's walking.
Teacher: Is he walking quietly?
Class: Yes.
Teacher: Now, what is he doing?
Class: He's opening some drawers.
For the past simple, ask the class to describe the sequence of actions once they have been performed. If there are mistakes, perform the sequence again. Finally let everyone see the actions and confirm each description by using the present continuous.


29 Guess who it is

Language : Making statements about self.
Skills : Principally listening and speaking.
Control : Guided.
Level : Intermediate/advanced.
Time : 30-40 minutes. It depends on how many learners speak.
Materials : Paper and pencils and a box or other container.

Preparation
None

Procedure
Class or groupwork

The learners should know each other quite well. Each learner writes his/her name on a piece of paper. The names are then put into a box and mixed together. Then each learner takes a name from the box at random. After ten minutes' preparation, each learner speaks as if he/she was the person named on the paper. They talk about their character, interests, likes and dislikes, etc. For example:
I am very quiet.
I like the English lesson although I never speak!
I often eat my sandwich during the lesson!

The class or group decide who the person is.

Variation
Group work.

Have even number of groups, as each group must work with another.
Each group chooses one person in the other group to talk about without letting anyone in the other group overhear. The aim is to pack a suitcase for the person they have chosen. Each item must be carefully chosen to convey the person's character, habits and needs.

Then groups take it in turns to read out their list of objects to pack. The other group has to say who they think the suitcase has been packed for. Then they discuss whether it was a sensible choice in all respects, and, of course, the person chosen will no doubt have some opinion!


Language: Asking questions, giving answers, and narrating past events. Many questions forms are practised: Where......? Who....? Did....? etc.

Skills: Listening and speaking.

Control: Free.

Level: Intermediate/advanced.

Time: 30 minutes for the learners to prepare on alibi, and 10-15 minutes to play.

Materials: None, except for the variation, which requires a series of action pictures.

Preparation:
None

Procedure:
Pair work leading to class work.

Each pair imagine that they have to create an alibi for a given evening. They work together to produce a story which accounts for every minute between 7 p.m. and 10 p.m. on that evening. They then try to memorise the story. This preparation can take place outside the classroom, if wished.

When the alibi has been prepared, one of the two who have prepared it waits outside while the other faces the rest of the class. The class question him/her at length to find out the details of the alibi. Then his/her partner comes in and is subjected to a similar interrogation. The class try to find
inconsistencies in the stories and look for contradictions. If they find any, the alibi is broken and the class win. If not, the two who make up the alibi win. Many question forms will be used, eg.

Learners : Where were you at 7.15 ?
What time did you leave ?
What did you do next ?
Why did you go there ?
Whose idea was it to go there ?
How much did it cost ?
Who paid ?
Did you get any change ?
When did you leave ?
How did you get home ?

Variation:
Group work.

For this game you will require five pictures of actions for each group, including one showing a murder taking place! These can be very simple stick men drawings duplicated and cut up. They could be made by the learners.
The learners work in groups of five. Each player takes one picture at random and does not show the others. Each player says what he/she was doing at eight O'clock the previous evening. The 'murderer' invents what he/she was doing, i.e. he/she does not base his/her statement on his/her picture. Any player may cross question another.

When everyone has said what they were doing and the cross questioning is finished, each player says who he/she thinks is the murderer. Then the murderer confesses!

Note: You may like to insist that one player always asks the next player 'What were you doing yesterday evening?'
APPENDIX 3

QUESTIONNAIRE

The questionnaire administered to English language teachers at the pre-university level.

ANALYSIS OF ENGLISH LANGUAGE TEACHING AND LEARNING SITUATION AT THE PRE-UNIVERSITY LEVEL IN KARNATAKA.

Dear Teacher,

English language teaching and learning in pre-university classes have failed to meet the varied future needs of the students. An attempt has been made here to elicit your opinions and views about various aspects of language teaching at this level. Your suggestions and views will help in analysing the situation and pave the way for improvement.

Thank you.

1. Name of the lecturer:
2. Name of the College:
3. Your college is (a) a rural one (b) an urban one
4. Total teaching experience:
5. Total teaching experience at the PU level:
6. Have you undergone any training programme or course in English language teaching? Yes/No
7. Specify the training programme attended by you.
8. What was the duration of the course?
9. Did you have any papers at the M.A. level in English language teaching? Yes/No
10. Are you satisfied with the present English language teaching and learning situation at the PU level? Yes/No.
11. You are satisfied/dissatisfied with the above situation because. . . . . . . . . . . .
12. Do you think the teaching and learning of English is necessary and relevant for the PU student? Yes/ No.
13. It is necessary and relevant
   a) for all students, both urban and rural.
   b) only for rural students.
   c) only for urban students.
   d) only for English medium students.
   e) only for Kannada medium students.
   f) only for those students whose basic command over the language is below average.
   g) only for those students intending to study further.

14. The learning of English at the plus two stage is relevant because
   a) it is a link language within India as well as an international language.
   b) it will enable students to do better in their optional subjects by reading and comprehending books containing specialised information which is not available at present in Indian languages.
   c) (any other reason)

15. Would you like a more flexible PU English syllabus which gives you the freedom to choose teaching materials to suit the needs of your students? Yes/No.

16. Do you think the PU English syllabus, textbooks and language teaching meet the varied language needs of the students who are likely to join various professional and academic courses or even take up a variety of jobs? Yes/No.

17. What other items should have been included as part of the PU English Syllabus? . . . . . . . . . . . . . . . .

18. Should the PU English syllabus provide greater scope for the student to think and work independently with minimal guidance from the teacher? Yes/No.

19. Do you think the English language needs of PU arts, commerce and science students are the same? Yes/No.
20. If you think language needs differ would you suggest different syllabus and texts appropriate to their needs? Yes/No.

21. At the PU level the emphasis should be on the teaching of
   a) language
   b) literature
   c) both language and literature

22. Are the four hours allotted per week adequate for the effective and meaningful teaching and learning of English? Yes/No.

23. According to you the teacher should aim at
   a) the effective and meaningful teaching of English even though this might result in the syllabus not being completed.
   b) the completion of the syllabus and preparing the student for the examination.

24. Do you keep in mind specific teaching objectives per lesson and try to achieve these objectives during the one hour at your disposal? Yes/No.

25. How much time do you spend in pre-lesson planning?

26. Do the present PUC detailed and non-detailed textbooks enable you to teach English effectively? Yes/No.

27. Do the present PUC textbooks provide scope for individual work and independent thinking? Yes/No.

28. The standard of the detailed textbooks is (a) too low (b) appropriate (c) too high for the average PU student.

29. Which lessons in the detailed texts did you find inappropriate?

I P U C

II PUC
30. Why did you find these lessons inappropriate?

31. Which lessons in the detailed texts did your students enjoy and respond to most?
   I P U C

   II P U C

32. Why do you think your students enjoyed and responded to these lessons?

33. Which lessons in the detailed texts do you delete?
   I P U C

   II P U C

34. Why do you delete these lessons?

35. What are the different English language teaching methodologies you are familiar with?

36. Which methodology would you advocate as being most suitable for effective English language teaching at the plus two stage? Why?
37. The detailed texts are taught by you
   a) by giving a detailed explanation of the contents and making students answer questions.
   b) by making the student read the contents silently/aloud and answer questions.
   c) by reading the contents without explaining and making students answer questions.
   d) by discussing the contents with the students and making them answer questions.
   e) by picking out certain language items in the lesson, making the student use these language items in practical ways, then either reading the contents yourself or making the students read the contents and answer questions.

38. You teach grammar.
   a) independent of the text, using other instructional materials.
   b) by putting the language in the text to grammatical and practical use.
   c) by doing only those grammatical items and exercises given in the detailed text.
   d) simultaneously along with the prose lessons.

39. What aspects of the prescribed syllabus do you have most difficulty in teaching?
   a) prose lessons  b) poems  c) non-detailed text
d) grammar

40. Which grammar items do you find the most difficult to teach
   a) articles  b) prepositions  c) tenses  d) changing the voice of the verb  e) changing from direct to indirect speech  f) idioms  g) question framing  h) question tags  i) different kinds of sentences.

41. How many hours do you take to complete on prose lesson?
42. The contents of the texts are explained by you
   a) only in English.
   b) only in Kannada.
   c) in both Kannada and English.

43. You: a) permit your students to speak and answer in Kannada in English classes.
   b) insist that students speak and answer in English only.

44. Your students are made to write
   a) in every English class.
   b) in most English classes.
   c) only in grammar classes.

45. You: a) depend only on the prescribed textbooks.
   b) take extra instructional material to class.

46. Specify the extra instructional material used by you.

47. What teaching aids do you use in the teaching of English?

48. You make extensive use of the chalkboard
   a) in teaching prose.
   b) in teaching poetry.
   c) in teaching the non-detailed texts.
   d) in teaching grammar.

49. Do you give home assignments to your students? Yes/No.

50. What percentage of your students do the given homework?...

51. You check the home work a) always b) sometimes c) rarely

52. Do you think English teaching and learning could be made more interesting and effective through language games? Yes/No

53. Is the classroom situation suitable for the playing of language games? Yes/No

54. Most of your students have
   a) a good command over the English language.
   b) a tolerable command over the English language.
   c) a poor command over the English language.
55. According to you the average PU student
a) has no knowledge of the forms and grammatical structures of the English language.

b) has some knowledge of certain language forms but very little mastery of grammatical structures.

c) has mastered the basic forms and grammatical structures of the language.

56. In which of the following English language skills are your students weakest.
   a) in speaking  b) in comprehending spoken English  c) in comprehending written English  d) in reading  e) in writing.

57. According to you is the average PU student interested in learning English? Yes/No.

58. Your students are more responsive when you teach
   a) prose  b) poetry  c) grammar  d) non-detailed texts.

59. What percentage of your students attend classes regularly?
    I PUC  II PUC

60. What percentage of your students bring the textbooks to class?
    I PUC  II PUC

61. Do you think some of your students need individual attention? Yes/No.

62. It is possible/not possible to give individual attention to your students because ....

63. Do you think your students are capable of doing individual and independent work without expecting any kind of 'spoon-feeding' from the teacher? Yes/No/Don't know
64. The present classroom situation permits
   a) ample teacher-student interaction.
   b) limited teacher-student interaction.
   c) no teacher-student interaction.

65. Effective teacher-student interaction is possible/not possible because

66. Do you think student-student interaction is necessary for the effective teaching and learning of English? Yes/No/ Don't know

67. Do you permit student-student interaction in the class such as discussions, group-work, etc.? Yes/No

68. Does the classroom situation permit student-student interaction? Yes/No

69. Effective student-student interaction is possible/ not possible because

70. Do you think a certain percentage of the total exam marks should be allotted for Internal Assessments? Yes/No/ Don't know

71. Are you satisfied with the present question paper pattern? Yes/No

72. What, according to you, are the merits and demerits of the present question paper pattern?
   Merits
   Demerits
73. What are your suggestions for improving the methods of evaluation and question paper pattern?

74. According to you English language teaching and learning at the plus two stage has been (a) successful (b) unsuccessful

75. Do you think regular reorientation programmes are necessary for English teachers at the PU level? Yes/No

76. Why do you think regular reorientation programmes are necessary/ not necessary?

77. Should attendance at these programmes be made compulsory for all inservice teachers? Yes/No

78. How could English language teaching and learning at the pre university level be made more purposeful, meaningful, interesting, motivating and relevant to students' needs and aptitudes?
Sample Lesson Unit on the lesson 'An Astrologer's day'
Teacher reads the passage given below aloud clearly without explaining the contents to the students. Then students read the passage silently.

Punctually, at midday he opened his bag and spread out his professional equipment, which consisted of a dozen cowrie shells, a square piece of cloth with obscure mystic charts on it, a notebook, and a bundle of palmyra writing. His forehead was resplendent with sacred ash and vermillion, and his eyes sparkled with a sharp abnormal gleam which was really an outcome of a continual searching look for customers, but which his simple clients took to be a prophetic light and felt comforted. The power of his eyes was considerably enhanced by their position placed as they were between the painted forehead and the dark whiskers which streamed down his checks; even a half-wit's eyes would sparkle in such a setting. To crown the effect he wound a saffron-coloured turban around his head. This colour scheme never failed. People were attracted to him as bees are attracted to cosmos or dahlia stalks. He sat under the boughs of a spreading tamarind tree which flanked a path running through the Town Hall park. It was a remarkable place in many ways. A surging crowd was always moving up and down this narrow road from morning till night. A variety of trades and occupations was represented all along its way; medicine sellers, sellers of stolen hardware and junk, magicians, and above all, an auctioneer of cheap cloth, who created enough din all day to attract the whole town. Next to him in vociferousness came a vendor of fried groundnuts, who gave his ware a fancy name each day, calling it 'Bombay Ice Cream' one day, and on the next 'Delhi Almond', and on the third 'Raja's Delicacy', and so on and so forth, and people flocked to him. A considerable portion of this crowd dallied before the astrologer too.

GLOSSARY
Professional equipment: the instruments or tools a person uses in his profession or work.

obscure: not clear, hidden, not easy to understand.
mystic
resplendent with
vermilion
abnormal
gleam
simple
client
prophetic
to feel comforted
to be enhanced by
whiskers
half-wit
to crown the effect
flanked
surging
trades & occupation
hardware
auctioneer
to create a din
vociferous
vendor
ware
to flock to
a considerable portion
to dally
mysterious, of hidden meaning.
decorated with, beautified with,
kumkum, red powder put on the forehead.
unusual, strange.
shine.
not very clever.
customer.
foretelling the future
to feel happy or satisfied.
to be increased by.
hair on a man's face.
mad person.
to increase the effect of, to increase the beauty of.
to be on the side of.
moving up and down.
businesses.
iron goods.
seller who sells by auction.
to make a noise.
oisy
seller.
things for sale.
to go in large numbers.
a large part or quantity.
to waste time.

PART A: Oral work

To the teacher: Though Part A is to be done orally only instruct students to keep pens and pencils ready to jot down the correct answers. Give students sufficient time to think before eliciting
answers. Repeat the correct answers for the benefit of the whole class. Try to give every single student an opportunity to answer. Discourage out of turn answering as this prevents weaker students from making an effort to answer. A variety of exercises have been given. It may not be possible for you to deal with all of them. Make a judicious selection of those items which you feel are necessary for your students.

I Pronunciation practice
To the teacher: Write out the following words on the black board and make students pronounce the words aloud correctly: obscure, mystic, palmyra, prophetic, resplendent, dahlia, bough, vociferous, auctioneer.

II ARTICLES: a, an, the.
To the teacher: Give a brief explanation on the use of articles before commencing the exercise given below.

Fill in the blanks with the appropriate articles:–

1. .......professional equipment of.....astrologer consisted of shells, .........notebook, charts and.......bundle of palmyra writing.

2. .........astrologer had.....gleam in his eyes. ....whiskers on his face and ......painted forehead increased his attractiveness.

3. He sat in......Town Hall park under.....tamarind tree. .... Town Hall park was......busy place.

4. Of all.......businessmen in.......Town Hall park ......cloth seller was......noisiest.
III. 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>IIInd person singular</td>
<td>You</td>
<td>are</td>
</tr>
<tr>
<td>IIIrd person plural</td>
<td>He/She/it</td>
<td>is</td>
</tr>
<tr>
<td>IIIrd person plural</td>
<td>They</td>
<td>are</td>
</tr>
</tbody>
</table>

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 present tense form of verb 'be':

1. I..........searching for customers.
2. His eyes.......so prophetic.
3. We.......attracted by the astrologer's appearance.
4. You....creating a din.

Fill in the blanks with the past tense form of verb 'be':

1. Every day the astrologer......at his place of work at midday.
2. Many people.......constantly passing through the Town Hall park.
3. The other tradesmen.....medicine sellers, junk sellers, magicians and the like.

Now make a few sentences about yourself using verb 'be'.

1. I .........going to tell you about.............
2. I .........from.........................
3. I............interested in ..................
4. Last night at 9 O' Clock I.......listening/watching/talking/reading..................
IV. 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 turban has enhanced the astrologer's beauty.
His eyes had sparkled with an abnormal gleam.

Have/has + past participle gives as 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 sat/etc</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>2nd person plural</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>

Present tense | Past tense | Past participle
attract       | attracted   | attracted
ask           | asked       | asked
come          | came        | come
decide        | decided     | decided
decorate      | decorated   | decorated
flock         | flocked     | flocked
mistake       | mistook     | mistaken
sit           | sat         | sat
wind          | wound       | wound
Put the following sentences into the present perfect tense:
1. I.......(come) with my bag and professional equipment.
2. We.......(ask) him not to shout so loudly.
3. His appearance.....(attract) our attention.

Now make two sentences about yourself in the present perfect tense:
1. I.......(come) here to......
2. I.......(decide) to become

Put the following sentences into the past perfect tense:
1. The astrologer......(decorate) his forehead with sacred ash and vermilion.
2. Customers.....(mistake) the sparkle in the astrologer's eyes for a prophetic light.
3. The astrologer......(wind) a saffron turban on his head.
4. People.......(flock) to buy groundnuts.
5. The astrologer......(sit) next to the groundnut seller.

V. Prepositions 'of' and 'for'
Fill in the blanks with propositions 'of' and 'for':-
1. The astrologer sat under the boughs.....a tamarind tree searching......customers.
2. People came to the vendor.......fried groundnuts......he gave his ware fancy names.
3. Contamination.......water makes it unfit.....consumption.

Now complete the following sentence:
I am tired/disgusted/fedup......waiting.....

VI. Prepositions 'at' and 'in'
Fill in the blanks with prepositions 'at' and 'in':
1. He came to the Town Hall park.......midday.....search of customers.
2. The cloth seller outbeat all the other tradesmen.....the Town Hall park..... vociferousness.

3. Customers took comfort......the sparkle.....his eye, mistaking it for a prophetic light.

Complete the following sentences:

1. I live......Bangalore/Delhi/etc........

2. We will come .... the morning 10 0' Clock. went to the theater.... the afternoon .... 2 0' Clock. arrived .... the evening 6 0' Clock. 'saw the man four seven

VII Prepositions 'on' and 'in'

Make a few sentences using the table given below:-

- met them
- will be meeting her
- came
- would like to meet you
- went to his house
- visited the museum
- saw the doctor
- heard about it
- got the news
- informed her
- posted the letter
- wrote out the report

VIII Preposition 'with'

Complete the following sentences using 'with'

Eg: The solution is mixed.........(water)

The solution is mixed with water.

1. His forehead was decorated.........(sacred ash)

2. The Town Hall park was a busy place.......(people moving up and down)

3. His head was covered.........(saffron coloured turban)
IX Using 'which' to combine sentences

Combine the following sentences using 'which':

Eg: He spread out his professional equipment. It consisted of mystic charts and other things.

He spread out his professional equipment which consisted of mystic charts and other things.

1. He wound a saffron coloured turban on his head. It made him more attractive.
2. The astrologer sat by the side of a road. It ran through the Town Hall park.
3. I often act without thinking. This gets me into trouble.

X. Using 'who' to combine sentences:

Combine the following sentences using 'who':

Eg: There was an auctioneer of cheap cloth. He made a lot of noise.
There was an auctioneer of cheap cloth who made a lot of noise.

1. There was a vendor of fried groundnuts. He gave his nuts interesting names.
2. The astrologer's colour scheme attracted the people. They came to him like bees to flowers.
3. He is a very nice man. He goes out of his way to help others.

XI. Suffixes

Suffixes are building blocks with which we can make new words. Look at the diagram below:
Consider : think of, take into account.
Consider +ing = considering, i.e., taking into account, in view of.
Consider+ed = considered, i.e., thought of, be of the opinion.
Consider + able = considerable, i.e., large, important.
Consider + ably = considerably, i.e., to a great extent, greatly.
Consider + ate = considerate, i.e., thoughtful for others, kind.

Fill in the blanks with the appropriate form of the word 'consider':

1. The Town Hall park was........ a remarkable place by the people.
2. The saffron turban increased the astrologer's attractiveness ............
3. A........portion of the crowd who bought groundnuts also went to the astrologer.
4. The astrologer was........of his customers needs.
5. ..........the large crowd which passed through the Town Hall park, the astrologer must have had many customers.

To the teacher: Now turn back to the passage and ask students to read it silently a second time. The grammar exercises would have enabled students to comprehend the passage and reading the passage for the second time will reinforce this comprehension. It will also help them to answer the comprehension questions which follow. After silent reading by students pick out a few students and make them read out the passage aloud.

XII Comprehension Questions:
Answer the following questions in a word or phrase.
1. At what time did the astrologer begin his work every day?
2. What did his professional equipment consist of?
3. How did he decorate his forehead?
4. The customers thought the astrologer's eyes had
   a) a resplendent light   b) a prophetic light   c) an abnormal light.
5. Why did the astrologer's eyes sparkle?
6. ........streamed down the astrologer's cheeks.
7. What did the astrologer wind around his head?
8. What was the effect of the turban?

9. People were attracted to the astrologer like ...

to.......... 

10. The astrologer sat under a.......... ...... in the

11. The astrologer sat in the park because it was

   a) a noisy place b) a remarkable place c) a busy place d) 

   a comfortable place.

12. Who were the other tradesmen in the park?

13. Who was the noisiest tradesman?

14. What did the groundnut seller call his groundnuts?

15. The astrologer sat next to the

   a) magician b) cloth seller c) groundnut seller d)  

   medicine seller.