Appendix 14

GROUP AND INDIVIDUAL PROFILE GRAPHS
In the following graphs, ______ relates to Time 1

- - - - - relates to Time 2

- - - - - - relates to Time 3
Appendix 15

RAW SCORES ARRANGED FOR Q-SORTING
<table>
<thead>
<tr>
<th>Teacher A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stages</strong></td>
</tr>
<tr>
<td><strong>Time 1:</strong></td>
</tr>
<tr>
<td>Time 1:</td>
</tr>
<tr>
<td>Time 1:</td>
</tr>
<tr>
<td>Time 1:</td>
</tr>
<tr>
<td>Time 1:</td>
</tr>
<tr>
<td><strong>Time 2:</strong></td>
</tr>
<tr>
<td>Time 2:</td>
</tr>
<tr>
<td>Time 2:</td>
</tr>
<tr>
<td>Time 2:</td>
</tr>
<tr>
<td>Time 2:</td>
</tr>
<tr>
<td><strong>Time 3:</strong></td>
</tr>
<tr>
<td>Time 3:</td>
</tr>
<tr>
<td>Time 3:</td>
</tr>
<tr>
<td>Time 3:</td>
</tr>
<tr>
<td>Time 3:</td>
</tr>
<tr>
<td>Stages:</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Time 1:</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>Time 2:</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>Time 3:</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>Teacher C</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td><strong>Stages:</strong></td>
</tr>
<tr>
<td><strong>Time 1:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Time 2:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Time 3:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Teacher D

<table>
<thead>
<tr>
<th>Stages:</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time 1:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td><strong>Time 2:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td><strong>Time 3:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>1</td>
<td>7</td>
<td>3</td>
<td>7</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Stages</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>--------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Time 1:</td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>6</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>4</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Time 2:</td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>7</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>4</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Time 3:</td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>2</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>4</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>
### Teacher F

<table>
<thead>
<tr>
<th>Stages:</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time 1:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Time 2:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Time 3:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
### Teacher G

<table>
<thead>
<tr>
<th>Stages:</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time 1:</strong></td>
<td>4</td>
<td>7</td>
<td>0</td>
<td>6</td>
<td>7</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td><strong>Time 2:</strong></td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td><strong>Time 3:</strong></td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>7</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>
### Teacher H

<table>
<thead>
<tr>
<th>Stages:</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time 1:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td><strong>Time 2:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td><strong>Time 3:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

369
## Teacher I

<table>
<thead>
<tr>
<th>Stages:</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time 1:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Time 2:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>4</td>
<td>7</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Time 3:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>4</td>
<td>7</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>
### Teacher J

<table>
<thead>
<tr>
<th>Stages:</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time 1:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Time 2:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Time 3:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>
### Teacher K

<table>
<thead>
<tr>
<th>Stages:</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time 1:</strong></td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>7</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>7</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td><strong>Time 2:</strong></td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td><strong>Time 3:</strong></td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>
### Teacher L

<table>
<thead>
<tr>
<th>Stages:</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time 1:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Time 2:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>0</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Time 3:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>0</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>
### Teacher M

<table>
<thead>
<tr>
<th>Stages:</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time 1:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td><strong>Time 2:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>7</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>7</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td><strong>Time 3:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Stages:</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>---------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Time 1:</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Time 2:</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Time 3:</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>
Teacher O

<table>
<thead>
<tr>
<th>Stages:</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time 1:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Time 2:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Time 3:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
Appendix 16

Q-SORT MATRICES OF STAGE BY TIME
In the following matrices, each teacher's total number of acceptable cells (out of a possible total of 21) will be given. Only scales where at least 4 items out of 5 are responded to consistently are noted. 'OK' refers to a stage which is responded to consistently at least 2 Times out of 3.
<table>
<thead>
<tr>
<th></th>
<th>TEACHER A</th>
<th>Total: 12/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage:</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Time 1</td>
<td>4 - - - - - - 4</td>
<td></td>
</tr>
<tr>
<td>Time 2</td>
<td>4 4 4 5 4 5 4</td>
<td></td>
</tr>
<tr>
<td>Time 3</td>
<td>5 4 - - - 5 -</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OK OK OK</td>
<td>OK OK</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>TEACHER B</th>
<th>Total: 17/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage:</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Time 1</td>
<td>4 4 - 4 4 - 4</td>
<td></td>
</tr>
<tr>
<td>Time 2</td>
<td>5 5 - 4 - 5 4</td>
<td></td>
</tr>
<tr>
<td>Time 3</td>
<td>5 4 4 4 4 5 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OK OK OK OK OK OK</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>TEACHER C</th>
<th>Total: 17/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage:</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Time 1</td>
<td>- - 5 5 4 5 5</td>
<td></td>
</tr>
<tr>
<td>Time 2</td>
<td>5 4 5 5 5 4 4</td>
<td></td>
</tr>
<tr>
<td>Time 3</td>
<td>- - 5 5 4 4 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OK OK OK OK OK OK</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TEACHER D</td>
<td>Total: 6/21</td>
</tr>
<tr>
<td>--------</td>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>Stage:</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Time 1</td>
<td>- - 4 5 - - -</td>
<td></td>
</tr>
<tr>
<td>Time 2</td>
<td>- - 4 4 - - -</td>
<td></td>
</tr>
<tr>
<td>Time 3</td>
<td>4 - 4 - - -</td>
<td></td>
</tr>
<tr>
<td>OK</td>
<td>OK</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>TEACHER E</th>
<th>Total: 15/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage:</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Time 1</td>
<td>- 5 4 - 4 5 4</td>
<td></td>
</tr>
<tr>
<td>Time 2</td>
<td>- 5 4 - 4 5 4</td>
<td></td>
</tr>
<tr>
<td>Time 3</td>
<td>- 4 - 4 4 5 5</td>
<td></td>
</tr>
<tr>
<td>OK</td>
<td>OK</td>
<td>OK</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>TEACHER F</th>
<th>Total: 14/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage:</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Time 1</td>
<td>5 5 5 4 4 - 5</td>
<td></td>
</tr>
<tr>
<td>Time 2</td>
<td>5 5 5 - - 4 -</td>
<td></td>
</tr>
<tr>
<td>Time 3</td>
<td>5 5 5 - - 4 -</td>
<td></td>
</tr>
<tr>
<td>OK</td>
<td>OK</td>
<td>OK</td>
</tr>
<tr>
<td></td>
<td>TEACHER G</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td>Stage</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Time 1</td>
<td>- - 5 - 4 4 5</td>
<td></td>
</tr>
<tr>
<td>Time 2</td>
<td>- - 5 5 5 4 4</td>
<td></td>
</tr>
<tr>
<td>Time 3</td>
<td>- 4 5 - 5 4 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OK OK OK OK OK</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>TEACHER H</th>
<th></th>
<th>Total: 17/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time 1</td>
<td>4 4 - 4 4 4 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time 2</td>
<td>5 4 - 4 4 5 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time 3</td>
<td>4 4 - - 4 4 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OK OK OK OK OK OK</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>TEACHER I</th>
<th></th>
<th>Total: 11/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time 1</td>
<td>- - 4 4 - - 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time 2</td>
<td>- - 4 4 5 - -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time 3</td>
<td>4 - 4 4 5 4 -</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OK OK OK</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TEACHER J</td>
<td>Total: 15/21</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>Stage</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time 1</td>
<td>5 5 - - - 5 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time 2</td>
<td>5 - 4 - 4 4 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time 3</td>
<td>5 - 4 5 4 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OK OK OK OK OK OK</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>TEACHER K</th>
<th>Total: 15/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Time 1</td>
<td>5 4 4 4 4 - 5</td>
<td></td>
</tr>
<tr>
<td>Time 2</td>
<td>5 - 4 - 5 4 5</td>
<td></td>
</tr>
<tr>
<td>Time 3</td>
<td>4 - 4 4 5 - -</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OK OK OK OK OK OK</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>TEACHER L</th>
<th>Total: 14/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Time 1</td>
<td>5 4 5 4 4 5 5</td>
<td></td>
</tr>
<tr>
<td>Time 2</td>
<td>- - 5 5 5 - 4</td>
<td></td>
</tr>
<tr>
<td>Time 3</td>
<td>- 5 5 - - - 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OK OK OK OK OK OK</td>
<td></td>
</tr>
</tbody>
</table>
### TEACHER M
**Total: 15/21**

<table>
<thead>
<tr>
<th>Stage:</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time 1</td>
<td>-</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>-</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Time 2</td>
<td>-</td>
<td>5</td>
<td>4</td>
<td>-</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Time 3</td>
<td>4</td>
<td>-</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OK</td>
<td>OK</td>
<td>OK</td>
<td>OK</td>
<td>OK</td>
<td>OK</td>
<td>OK</td>
</tr>
</tbody>
</table>

### TEACHER N
**Total: 12/21**

<table>
<thead>
<tr>
<th>Stage:</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time 1</td>
<td>-</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>-</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Time 2</td>
<td>-</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>-</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Time 3</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>OK</td>
<td>OK</td>
<td>OK</td>
<td>OK</td>
<td>OK</td>
<td>OK</td>
<td>OK</td>
</tr>
</tbody>
</table>

### TEACHER O
**Total: 20/21**

<table>
<thead>
<tr>
<th>Stage:</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time 1</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Time 2</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Time 3</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>OK</td>
<td>OK</td>
<td>OK</td>
<td>OK</td>
<td>OK</td>
<td>OK</td>
<td>OK</td>
</tr>
</tbody>
</table>

TEACHER P did not complete the questionnaire

382
Appendix 17

ARCSINE TRANSFORMATION OF PERCENTAGES
<table>
<thead>
<tr>
<th>Raw Sc.</th>
<th>%</th>
<th>Arc</th>
<th>Raw Sc.</th>
<th>%</th>
<th>Arc</th>
<th>Raw Sc.</th>
<th>%</th>
<th>Arc</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>34</td>
<td>36</td>
<td>24</td>
<td>69</td>
<td>56</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>10</td>
<td>13</td>
<td>37</td>
<td>38</td>
<td>25</td>
<td>71</td>
<td>57</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>14</td>
<td>14</td>
<td>40</td>
<td>39</td>
<td>26</td>
<td>74</td>
<td>59</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>18</td>
<td>15</td>
<td>43</td>
<td>41</td>
<td>27</td>
<td>77</td>
<td>61</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
<td>19</td>
<td>16</td>
<td>46</td>
<td>43</td>
<td>28</td>
<td>80</td>
<td>63</td>
</tr>
<tr>
<td>5</td>
<td>14</td>
<td>22</td>
<td>17</td>
<td>49</td>
<td>44</td>
<td>29</td>
<td>83</td>
<td>66</td>
</tr>
<tr>
<td>6</td>
<td>17</td>
<td>24</td>
<td>18</td>
<td>51</td>
<td>46</td>
<td>30</td>
<td>86</td>
<td>68</td>
</tr>
<tr>
<td>7</td>
<td>20</td>
<td>27</td>
<td>19</td>
<td>54</td>
<td>47</td>
<td>31</td>
<td>89</td>
<td>71</td>
</tr>
<tr>
<td>8</td>
<td>23</td>
<td>29</td>
<td>20</td>
<td>57</td>
<td>49</td>
<td>32</td>
<td>91</td>
<td>73</td>
</tr>
<tr>
<td>9</td>
<td>26</td>
<td>31</td>
<td>21</td>
<td>60</td>
<td>51</td>
<td>33</td>
<td>94</td>
<td>76</td>
</tr>
<tr>
<td>10</td>
<td>29</td>
<td>33</td>
<td>22</td>
<td>63</td>
<td>53</td>
<td>34</td>
<td>97</td>
<td>80</td>
</tr>
<tr>
<td>11</td>
<td>31</td>
<td>34</td>
<td>23</td>
<td>66</td>
<td>54</td>
<td>35</td>
<td>100</td>
<td>90</td>
</tr>
</tbody>
</table>
Appendix 18

EXCERPT FROM CTP LESSON
A communicational lesson about distances on a map

T: Now these are the names of some towns and cities. All right?
P: Yes sir
T: Nagpur, Calcutta, Bombay, Madras, Trichy
P: Trichy, sir; where is Trichy?
T: Trichy is the name of a town in Tamil Nadu state. Have you heard of a place called 'Srirangam'?
P: What is Srirangam? ... Srirangapatna ... ?
T: Not Srirangapatna. Srirangam is very close to Trichy, just two or three kilometres from Trichy. Now, I'm going to ask you some questions. Will you be able to answer those questions?
P: (in chorus) Yes sir
T: Now, Geetanjali. How far is it from Nagpur to Calcutta?
P: 900 km
T: 900 km. Good. Sit down. Madhura, how far is Bombay from Madras?
P: 600 (noise from other pupils - indecipherable) 500
T: 500 km. Good. Now, Yeshoda, how far is Trichy from Nagpur by way of Madras?
P: (ask for question to be repeated; various guesses, 200, 800, 1000 km, but girl remains silent)
T: Come here, you just come here. How far is Trichy from
P: Sir, 800
T: Nagpur to Madras is 800 km, yes. And how far
P: Sir, Madras to Trichy 200
T: Yes, Madras to Trichy is 200 km, and Nagpur to Madras
is 800 km. Therefore, how far is it from Nagpur to
Trichy by way of Madras?
P: 1000
T: Good. Sit down. Shyamala, how far is it from Madras to
Nagpur by way of Calcutta?
P: 1600
T: One thousand, six hundred km. Now can you tell me how?
P: Madras to Calcutta
T: Madras to Calcutta, yes. How many kilometres?
P: 700
T: Yes. Then what? ... (confused mutterings from pupils)
Calcutta to Nagpur ...

P: (Pause; some subdued chatter) 900
T: Good. So how far is Madras from Nagpur by way of
Calcutta ... (does calculation on blackboard)?
P: 1600 km
T: How far is Trichy from Nagpur by way of Bombay?
P: (Protracted pause; subdued mutterings) 1250
T: Twelve hundred and fifty kilometres ... how?
P: Sir, Trichy to Bombay ...
T: Trichy to Bombay, yes ...
P: 650 km ... (various girls join in) Bombay from Nagpur
600
T: Yes. Now, I am going to give you the answers. You must ask me a question for it.

P: Yes sir

T: 200 kilometres. You must ask the question

P: (before he has finished speaking) How far Nagpur ...

(chorus of indecipherable noise; another girl takes initiative) How far is Trichy from Madras ...

(another girl) by way of Calcutta?

T: How far is Trichy from Madras? Good. Now, 700 km ...

Pushpa ...

P: (not girl named) Sir, I sir (chatter, then Pushpa speaks) ... Sir, how far Madras to Calcutta?

T: How far is Madras from Calcutta. Yes. Sit down.

P: (various) ... Sir, I sir ... I sir ... sir

T: 1100 km ... (confused noise) ... Listen to me ... don't be in a hurry ... 1100 km

P: (various) ... Sir, I sir ...

T: Yes, Madhura.

P: How far Nagpur to Madras by way of Bombay? (another pupil) No sir

T: Yes, correct. Say that again

P: How far Nagpur to Madras by way of Bombay?

T: How far is Nagpur from Madras by way of Bombay. Good.

P: Sir, how sir?

T: Now, Madras to Bombay, 500km. And from Bombay to Nagpur ...

P: Sir, 600
T: Yes, now add them ... (various shouts, rather confused) good. Now, one more question, please ... 1200 is my answer. 1200

P: (silence for a short period ... then a rapidly increasing number of volunteers) How far is Bombay from Madras ... from Calcutta

T: How far is Bombay from Madras ...

P: (another pupil) by way of Calcutta?

T: How far is Bombay from Calcutta by way of Madras. Good. Now, last one (numerous shouts: Sir, I sir ...) 1500 is my answer (pause, then scattered shouts: sir, I sir)

P: How far is Calcutta ... (various shouts ... 'Nagpur' clearly audible) ... to Bombay (various pupils) by way of Nagpur?

T: How far is Calcutta to Bombay by way of Nagpur. Now I'm going to give you an exercise. All right?
Appendix 19

CHAUDRON'S (1977) FRAMEWORK FOR TEACHER TREATMENT OF LEARNER ERROR
## Features and Types of Corrective Reactions in the Model of Discourse

<table>
<thead>
<tr>
<th>Feature or Type of &quot;Act&quot; (F and/or T)</th>
<th>Description</th>
<th>Example of Exponent of Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>IGNORE (F)</td>
<td>Teacher (T) ignores Student's (S) ERROR, goes on to other topic, or shows ACCEPTANCE* of content.</td>
<td>Bon, oui, bien, d'accord</td>
</tr>
<tr>
<td>INTERRUPT (F)</td>
<td>T interrupts S utterance (ut) following ERROR, or before S has completed.</td>
<td>Euhh, regarde, attention, allez, maïs.</td>
</tr>
<tr>
<td>DELAY (F)</td>
<td>T waits for S to complete ut. before correcting. (Usually not coded, for INTERRUPT is &quot;marked&quot;)</td>
<td>Non, ne ... pas.</td>
</tr>
<tr>
<td>ACCEPTANCE (T)</td>
<td>Simple approving or accepting word (usually as sign of reception of ut.), but T may immediately correct a linguistic ERROR.</td>
<td>S: Cinquante, uh ... T: Pour cent.</td>
</tr>
<tr>
<td>ATTENTION (T-F)</td>
<td>Attention-getter, probably quickly learned by Ss.</td>
<td>S: Vee, eee ... (spelling) T: Vé ...</td>
</tr>
<tr>
<td>NEGATION (T-F)</td>
<td>T shows rejection of part or all of S ut.</td>
<td>S: Et c'est bien. T: Ils ont pensé que c'était bien?</td>
</tr>
<tr>
<td>PROVIDE (T)</td>
<td>T provides the correct answer when S has been unable or when no response is offered.</td>
<td>S: Mille. T: Mille?</td>
</tr>
<tr>
<td>REDUCTION (F) (RED.)</td>
<td>T ut. employs only a segment of S ut.</td>
<td>T: (les autoroutes) n'a pas de feux de circulation.</td>
</tr>
<tr>
<td>EXPANSION (F) (EXP.)</td>
<td>T adds more linguistic material to S ut., possibly making more complete.</td>
<td>S: Mille. T: Mille?</td>
</tr>
<tr>
<td>EMPHASIS (F) (EMPH.)</td>
<td>T uses stress, iterative repetition, or question intonation, to mark area or fact of incorrectness.</td>
<td>S: Le maison est jaune. T: La maison est jaune.</td>
</tr>
<tr>
<td>REPETITION with NO CHANGE (T)</td>
<td>T repeats S ut. with no change of ERROR, or omission of ERROR.</td>
<td>S: Mille. T: Mille?</td>
</tr>
<tr>
<td>(optional EXP. &amp; RED.)</td>
<td>REPETITION with NO CHANGE and EMPH. (T) (F) (optional EXP. &amp; RED.)</td>
<td></td>
</tr>
<tr>
<td>REPETITION with CHANGE (T)</td>
<td>Usually T simply adds correction and continues to other topics. Normally only when EMPH. is added will correcting CHANGE become clear, or will T attempt to make it clear.</td>
<td>S: Le maison est jaune. T: La maison est jaune.</td>
</tr>
<tr>
<td>REPETITION with CHANGE and EMPHASIS (T) (F)</td>
<td>T adds EMPH. to stress location of ERROR and its correct formulation.</td>
<td>S: Doo tout... T: Du tout (stress)</td>
</tr>
<tr>
<td>EXPLANATION (T)</td>
<td>T provides information as to cause or type of ERROR.</td>
<td>S: Uh, E. (spelling 'grand') T: D. Non, il n'y a pas de E.</td>
</tr>
<tr>
<td>COMPLEX EXPLANATION (T)</td>
<td>Combination of NEGATION, REPETITIONS, and/or EXPLANATION.</td>
<td></td>
</tr>
<tr>
<td>REPEAT (T)</td>
<td>T requests S to repeat ut., with intent to have S self-correct.</td>
<td></td>
</tr>
<tr>
<td>REPEAT (implicit)</td>
<td>Procedures are understood that by pointing or otherwise signalling, T can have S repeat.</td>
<td></td>
</tr>
<tr>
<td>LOOP (T)</td>
<td>T honestly needs a replay of S ut., due to lack of clarity or certainty of its form.</td>
<td></td>
</tr>
<tr>
<td>PROMPT (T)</td>
<td>T uses a lead-in cue to get S to repeat ut., possibly at point of ERROR; possible slight rising intonation.</td>
<td></td>
</tr>
<tr>
<td>CLUE (T)</td>
<td>T reaction provides S with isolation of type of ERROR or of the nature of its immediate correction, without providing correction.</td>
<td></td>
</tr>
<tr>
<td>ORIGINAL QUESTION (T) ALTERED QUESTION (T)</td>
<td>T repeats the original question that led to response. T alters original question syntactically, but not semantically.</td>
<td>S: Petit, Grande. T: Petit... S: Les stations-services sont rares. T: Sont' rates? Au present?</td>
</tr>
<tr>
<td>QUESTIONS (T)</td>
<td>Numerous ways of asking for new response, often with CLUES, etc.</td>
<td></td>
</tr>
<tr>
<td>TRANSFER (T) ACCEPTANCE* (T) REPETITIONS* (T) EXPLANATION* (T) RETURN (T)</td>
<td>T asks another S or several, or class to provide correction. T shows approval of S ut. Where T attempts reinforcement of correct response. T explains why response is correct. T returns to original error-maker for another attempt, after TRANSFER. A type of VERIFICATION.</td>
<td></td>
</tr>
<tr>
<td>VERIFICATION (T-F)</td>
<td>T attempts to assure understanding of correction; a new elicitation is implicit or made more explicit.</td>
<td></td>
</tr>
<tr>
<td>EXIT (F)</td>
<td>At any stage in the exchange T may drop correction of the ERROR; though usually not after explicit NEGATION, EMPH., etc.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 20

THE TRANSCRIPTS OF 21 LESSONS
LESSON A
T: Give you another talk, another lecture, this time on rural women. I'm going to talk to you about the women in our villages. Women in the rural areas. Not just about women in India, but about rural women all over the world. Rural women in every part of the world. Now I'm going to give you two reasons why this topic is important. Two reasons why it is important to discuss the problems of rural women, and I want you to write down these two reasons, O.K? So have you got some paper? Where's your - take out some paper.

S: Which paper, please?
T: Uh, your books.

PAUSE

S: Please, yesterday rules?
T: Not yesterday's rules.

PAUSE

T: O.K., right, have you got your notebooks out? Have you got the papers? Please girls. So first I'm going, so first I'm going to talk about the reasons - please girls, listen to me - I am going to talk about why it is important to discuss the problems of women in the villages. I'm going to talk about the reasons for discussing the problems of rural women. And there are two reasons. The first is that up to now rural women have been neglected. Rural women have been neglected. Nobody has troubled, nobody has taken the trouble to think about the women in the villages. No-one has taken the trouble to think about what are the problems of the
rural women. So the rural women so far have been neglected.

S: XX

T: Neglected. No-one has bothered about the rural women. They don't know how much work she does. They don't know what kinds of problems she has. They don't know how they can help the rural woman. So in our villages, and villages all over the world the women have been ignored. So that is one reason why it is important to talk about the rural women. The second reason is that if we want to improve the conditions of the villages, if we want to improve the conditions of the villages, we must improve the conditions of the rural women, because the rural women are very important people in the village. If we want to provide better education, if you want, uh, to provide better food, if you want to make the village more modern, if you want to give, uh, all kinds of, uh, facilities to the village, then it is important to educate the rural women. So because the rural women are very important in the life of the village, it is, uh, it is necessary for us to talk about the rural women. So these are the two reasons why we should discuss this topic, uh, the problems of the rural women. O.K., have you written down those two reasons?

SS: Second, the second one.

T: Once again.

SS: XX

T: Shh! Some of you have written down something. Let's see
what you have written. Uh, badly neglected.

S: Miss, slowly, please.

S: Miss, you tell slowly.

S: X you go to number two.

T: Alright, you - if you want. Shh! If you want me to give the talk more slowly, I'll do that.

SS: Yes.

T: Now, I said I'm going to give you two reasons why this subject, this subject, the rural women, is important. I want you to write down these two reasons. The first reason is that so far women in the villages have been neglected. Do you know the meaning of this word - 'neglected'?

S: Yes, Miss.

T: Well, what is it?

S: Without X.

SS: Careless.

S: Without X.

SS: Miss, without X.

T: Nobody has cared about the rural women. Nobody has cared about the rural women. No-one has bothered about them. They don't know what kind of work she does, how hard she works, what her problems are, uh, what we can do to help, uh, the rural woman. No-one has bothered to look at all these problems, to study these things. So, so far, the rural women have been neglected. So that is the first reason why we should discuss this subject, why we should talk about this subject. Now, I
don’t want you to write down everything that I’m saying. Just the first reason why we should discuss the problems of women in the villages. Now, what is the second reason? The second reason is that the rural, uh, women are very important people in the life of the village. So if you want to improve the life of the village, then you must begin by improving the conditions of the rural women... If we want the villages to develop, then, if we want our villages to develop, then we must begin by improving the condition of the rural women. Because they are responsible... The rural women have to take care of so many things in the village, the food of the family, the uh, uh, the uh, health of the family, uh, they have to look after so many things in the village that if we want to improve the condition of the village, we must begin by improving the condition of rural women. So these are the two reasons why this topic is important and why I want to talk about rural women... Now have you got the two reasons?

S: Yes, Miss.

T: Who will, uh, who will call them out? XXX You don’t need to write so much. Just tell me in one sentence, just make it one point.

S: The rural important because

T: Give me the first reason, yes?

SS: So far have been

T: Shh!
S: So far have been neglected. Nobody has the trouble to think about the subject.
T: So, so far
S: So far
T: Who, who has been neglected?
S: Have been
T: Who?
S: Rural women.
T: So far rural women
S: Neglected.
S: Neglected.
T: Rural women
S: Neglected.
T: Have been
S: Have been. Neglected...Neglected.
T: Have been neglected. O.K. If you say this, it is enough. If you say that so far rural women have been neglected, it means nobody has thought about their problems, nobody has worried about what they do, how hard they work. So if you just say this, that is enough. Correct? What was the second reason?
S: Miss.
S: That rural women important people.
S: Rural women.
S: Rural women very important.
S: That rural women important in the village.
S: Important. Rural women.

T: O.K. You said, why are, why are rural women important?

    You said that rural women are very important.

S: Right.

T: Why? Why are the rural women important?

S: Miss, by health and food.

T: They, uh, provide food for the family.

S: Rural women.

T: They take care of health. So let us say something like

    "by improving - "

S: Rural women.

T: By improving


T: Can you say "Improving rural women" or "improving the -"

S: Improving.

T: What?


T: The life of rural women or the condition of

S: Rural women.

T: Yes. So say that "by improving the -"

S: Condition of

T: Yes, by improving the condition

S: Of

T: Of

SS: Rural women.

T: Of rural women. What can we do? We can improve the life of
rural women. What, what else?

SS: X

T: Is possible?

S: Food and health.

T: Yes, we can improve the food, we can improve the

S: Health.

T: Say, say it in a gentle way. Not just food, health, games, uh, uh, studies, education. Say it

SS: Rural women X

T: O.K. By improving the conditions of rural women we can, we can

what?

SS: By improving

S: Agriculture.

T: Not just agriculture. Every, every part of, uh, life in the

village. We can improve?

S: Health and food.

T: No, everything together. Health, education

S: Food.

T: Everything. So we can improve

SS: XX

T: Yes, yes, it's alright, say it, come on.

SS: X

S: Rural, rural, rural women love is very great.

T: Rural women's

S: Very great.

T: Love is very great. Yes, they love their children and their
families, O.K. We still haven't completed the second reason. By improving the condition of rural women, we can

S: Improve
S: So many things, Miss.
T: We can say "improve the life of the village".
S: Yes, Miss.
T: O.K. We can improve the conditions of the village.
S: Life of the village.
T: We can improve the conditions of?
SS: Life of the village.
T: Conditions of the life of the village. You can say rural?
SS: Rural women.
T: Right.
S: XX
T: By improving the conditions of rural women, we can improve the conditions of rural life...Now I'm going to continue the talk, and this time...I want you to write down points about these two things...Now the first one was the reasons why the topic is important. The second is the activities...Please write this down. The activities of rural

SS: Women.
S: Women.
T: Now in this talk I'm going to mention, I'm going to give five activities of rural women, five things that rural women do. So, as I talk, I want you to write down these five points. When I've finished talking about the activities of rural
women, I will talk about

S: X

T: What we can do to help rural women, how we can improve the life of (rural women).

SS: (rural women).

T: Here I'm going to give four...methods, four ways by which we can help the rural women, O.K? Now have you written these things down?...Have you written this down? The activities of rural women, 1, 2, 3, 4, 5,. How we can improve the conditions of rural women, 1, 2, 3, 4.

PAUSE

SS: X

T: Conditions, conditions. c-o-n-d-i-t-i-o-n-s.

S: o-n-s.

T: n-s. O.K, I think I've given you too much time already.

S: Please, Miss.

T: No "please". Be serious. And write down the points I'm going to say very slowly, but I'm not going to repeat it again afterwards. So listen carefully and write down. First, what are the activities of rural women, O.K? Now in most of the villages in the world, in all countries rural women work in the fields. They work in the fields to produce the crops. Coffee, padi, sugar cane, and so on. In fact, it has been found that 50% of the food produced in the world is produced by women, yes? So working in the fields to produce food is a very important activity of rural women. Now, apart from
working in the fields, rural women also work in small kitchen gardens. They work in small kitchen gardens to produce food for the family. Vegetables for the family. So what they, what they grow in their kitchen gardens they use only for their, for providing food for their families. So they work in the fields to produce crops and they work in the kitchen gardens to produce food for the family. Now, in both these jobs, working in the fields as well as working in their own gardens, they use very old tools, old, primitive tools. You know the word "primitive"?

S: No, Miss.

T: "Primitive"..."Primitive" means very old-fashioned.

S5: XX

T: Yes, old-fashioned tools. So, in working in the fields and in the kitchen gardens, rural women use old-fashioned, primitive tools which are not very good. So they spend a lot of time and energy working with these tools. They waste a lot of time and energy working with these tools. Thirdly, in most villages, there is no water supply. There is no running water in the houses. So the rural women sometimes have to go long distances, they have to go very far to fetch water for the household needs. So they go to either a river, nearby river, or they go to the village pump or well to collect water. So, collecting water for cooking or drinking, for the household needs, is a third activity of rural women in many parts of the world. Now, women in the villages also
have a lot of grinding to do. They grind grain and rice and, uh, corn, corn or rice...which they can use to prepare food for the family. Now, in many villages, there is no grinding mill. If there is a grinding mill, the rural women have to take the rice or corn to the mill, uh, for grinding. Otherwise, they have to grind it in their own homes. They use, uh, a stone-grinder.

S: Yes, Miss.

T: To grind the rice and the corn. So grinding, grinding food is another very important activity of rural women. Finally, in some villages, women make handicrafts. They make things. They make handicrafts. Toys...toys or uh, uh...other objects. Other things which they can sell in the market. If they grow, if they grow more vegetables, then they can sell it in the market. So making handicrafts, uh, growing extra vegetables and selling these things in the market is another activity of rural women. So you can see that the life of rural women is very, very difficult. They work very hard, uh, they work with, uh, very primitive tools, they spend a lot of time and energy, uh, in completing the household work, work in the fields, uh, making things for selling in the markets. So they have an extremely difficult life. In fact, very often the rural women get up before sunrise, get up very early in the morning before sunrise, and often they don’t go to bed until midnight. So they have an extremely long and difficult day. So what can we do to improve the conditions of rural women? What steps
can we take to make the lives of rural women better? O.K? The first step is to educate the rural women...To educate the rural women. If we educate the rural women, then we can teach them about the new methods of working, new methods of farming, weaving, uh, uh, of agriculture, so that they need not spend so much time and energy in these jobs. By educating rural women, we can teach them how to provide better food for the family, uh, how to keep the family healthy. So education is very important and the first step in improving the life of the rural women is to educate them. The second, uh, way by which we help rural women is to give them better tools, to give them better tools... Tools which are simple, because, uh, if they are heavy and uh, difficult to use, women may not be able to use them. So they must be simple tools. They must also be cheap, because the women are poor and they cannot buy costly tools. So the second way in which we can help rural women is to give them cheap and simple, uh, tools. Improved, better tools to help them with their daily work. Now the rural women usually are very lonely. They spend all their time - they're very lonely - they spend all their time working in the house, working in the fields, and they don't get the chance to meet very often. They perhaps meet at the well when they collect water, or they meet at the market when they sell their things. But they do not meet at any other time to talk about their problems, to discuss what their problems are, how they can solve these problems. So we must encourage the rural women.
You know this word "encourage"?

S: Yes, Miss.

T: We must encourage the rural women to join together. So that is one way of helping them to improve their life. By jo-, by encouraging them to join together, to talk about their problems, uh, we can, they can help themselves to find answers to these problems. Finally, we find that in all important, uh, committees, in all important bodies, there are mostly men. In all important positions, uh, government positions, positions in planning bodies, there are mostly men. And men cannot understand the problems of women as well as the women can. So we must give more important positions to women in planning bodies... So if you have import-, if you have women in important positions, then they can understand the problems of the women in the villages much better. And they can suggest, they can suggest much better answers to these problems. So it is very important that, uh, in positions of importance there should be more women. So these are the four ways in which we can help, four ways by which we can help to improve the conditions of the rural women. Now, have we got all of that? I thought some of you were just sitting and not writing anything down. I told you that as I was speaking, you had to fill in all this. You've not written anything.

S: XX

T: O.K, I'm going to give you five minutes to write down every-thing here on this piece of paper. Quickly. First you write
about the activities of rural women.

S: Yes, Miss.

T: And next you should write about what we can

SS: XX

T: Please don’t look at each other’s - no, no talking. Write
it on your own. What were you doing when I was talking? When
I was giving you the talk you didn’t write down anything?

S: No, Miss.

T: Write it, write it down, write it there. That’s it, correct.
The first one write down the others.

PAUSE

T: You can come and write this? Who can come up and write on
the board?

SS: First one.

T: Write the first one. Someone else can write the second.

S: Miss, first one.

S: Miss, first one.

S: Second one.

T: Now is it correct? Working in the fields?

S: Yes, Miss.

T: Working in the fields. So that’s the first activity. They
work in the fields. Second one. XXX. Will you write the second
one? What were you doing when I was giving you the talk?

SS: XX

T: I asked you to write it down here, not on this piece of
paper.
SS: XXX

T: We're talking about what kinds of things the rural women do. I said first they work in the fields, producing the crops, O.K? Padi, sugar cane, coffee, et cetera. They also work somewhere else to make food for the family.

SS: Miss, Miss, X.

T: Yes, in the house. What kind of garden? I said

S: Grinding stone.

T: What kind of garden is that?

SS: Grinding, grinding stone.

T: O.K, we talked about grinding, yes.

SS: Grinding.

T: O.K, I said, O.K, that is, that is true. Grinding.

S: Grinding stone.

T: O.K, I'll write that, I'll write that here.

S: Yes, Miss.

SS: XX

SS: Cooking. Food preparation, food.

T: O.K, what is the second point? Yes, cooking and all that is, uh, how do they do this, that cooking all the women do. Apart from that, these are the other jobs.

S: Yes, Miss.

S: X. Water.

T: Eh?

S: Collecting water, Miss.

T: They collect?
SS: Water.
T: They collect water.
S: Water, Miss.
S: In the well, in the well.
T: They collect water.
S: In the well.
T: From. From the river or well. That, this is enough. They collect water. We still haven't got the second, uh, point. What is it?
S: Miss.
T: Listen to me. They work in the fields to produce crops like sugar cane, barley, coffee, cotton, et cetera, which you can sell.
SS: Rice.
T: In, in the house, in the house. They work to produce vegetables only for the family, and I gave you a word for that, the place where they work in the home.
SS: X.
T: One special type of garden. No-one has got that?
SS: X.
T: You forgot that. You've forgotten because you didn't write it down.
SS: XX.
T: What is this?
S: Kitchen garden.
T: Yes, kitchen garden.
SS: Kitchen garden X.
T: They work. Kitchen garden.
SS: X.
T: They work
S: Kitchen garden.
T: Is it alright to say "they work kitchen garden"?
SS: XX.
T: In the kitchen gardens.
S: Miss, they work in the kitchen gardens.
T: Alright. What is the last, what is the last activity?
S: They make
S: Tools.
T: For what?
S: Craft.
S: Handicraft.
T: For what? To keep it in their house?
S: Selling. Miss. Selling things at market.
T: They sell? The?
SS: X. Market.
T: Yes, they sell something
SS: In the market.
T: Yes, they sell what?
S: Vegetables.
T: Vegetables.
S: Fruit.
T: Vegetables and other things. Handicrafts.
SS: Handicrafts.
T: Where, where do they sell this?
SS: Market. In the market.
T: At the market.
S: In the market.
T: In the market. In the market. So these are the five activities.
S: X.
T: In the market, not on. Yes. Now let us look at...How can we improve the conditions of rural women?...You can tell me from the notes which you took.
SS: XX.
T: Yes, her life is very difficult. She has a very hard time, so how can we improve her life? What is the first suggestion, the first suggestion?
SS: Education. Rural women.
S: Very important.
T: We must?
S: Very important.
T: What is very important?
SS: Education?
T: We must, we must?
SS: Education very important.
T: Can we say "we must education"?
S: Educate.
T: We must?
S: Educate.
T: Educate. You know the spelling?
SS: e-j
T: No, there's no "j" in it.
S: d-u-i
T: e-d-u
SS: i-c
T: c-a
SS: a-t-e.
T: We must educate
SS: Rural women.
T: What is the second step? Second, uh, method?...Uh, what is the second step?
S: Tools.
T: To give them?
SS: Tools.
T: Yeah, what type of tools?
SS: X.
T: Now, now they have what tools? What tools do they use now?
What type of tools?
S: Tools to make vegetables.
T: So what must we do? We must?
T: We must give...we must give
S: New.
T: Who to?
SS: Rural women.
T: We must give them?
S: We must give them primitive.
T: No, you must not give them primitive tools! They already have primitive tools. Primitive is old-fashioned, bad. Good. So, what must, uh, what must we give them?
S: Tools.
S: Better.
T: Yes, better.
S: Better.
T: You must give them better?
S: Tools.
T: Better. These tools should be costly or what?
SS: No. Cheap, Miss.
T: Give them better?
SS: Cheap.
T: You need something here.
S: Tools.
T: Better?
S: Tools.
T: Yes, tools.
SS: Tools.
T: Better and?
S: Cheap.
S: Cheap tools.
T: Then you must put? What is the third method by which you help them?
S: Encourage.

T: Encourage what? Encourage, encourage, O.K, encourage?

SS: Rural women.

T: Yes, we can say encourage? Encourage?

SS: Rural women.

T: Rural women. Or encourage them. We know that if we say "them", it means?

S: Ah.

T: Rural women.

SS: Rural women.

T: Encourage them what?

S: Ah.

T: To do what?

S: Yes.

T: Encourage them to do what?

SS: XX.

T: To do what?

S: Planning bodies.

T: No, I said that, uh, rural women are, uh, on their own, they're alone, O.K?

S: Yes, Miss.

T: They work in the fields, they work in the house, they don't have a chance to?

SS: Meet.

T: Meet together. So we must encourage them to?

S: Meet. Meet.
T: Yes, to meet. And when they meet, what must they do? If they do meet, they, uh, if they meet, what can they do?
S: Well they meet, well they meet.
T: Talk about, they can talk about what? Talk about?
S: Friends well meet.
T: They can talk about?...They meet at the well and what do they discuss? About what?
S: X.
T: They talk about their? Yes, their?
S: We don’t know...the word.
T: You know the word. Talk about their?
S: Difficulties.
T: Difficulties, yes. Talk about their problems.
SS: X.
T: Encourage them to meet and? Talk...talk about...their... problems. And what is the last one?
S: Important positions.
T: Important positions. What should we do?
SS: Planning.
T: Important positions, who should they be?
SS: Planning. Rural, rural women.
T: Well, it doesn’t have to be rural women. They can be women from the cities also. But only women can understand better the problems of other women. Women in the cities can understand the problems of women in the villages better than the, better than the men. So we must have women, have more women in?
S: Men.
T: Have? Come on, say this; have?
S: More.
T: More women. Have more women where?
S: Planning bodies.
T: Where? Have more women where?
S: Planning.
T: Women.
S: Planning.
T: You said some positions. What positions were they?
SS: XX.
T: Prominent?
S: Planning bodies.
T: Planning bodies. More women?
SS: Planning bodies.
T: Planning bodies.
S: Planning bodies.
T: More women on planning bodies.
PAUSE
T: Now, uh, you know you're going to have another class now?
S: Yes, Miss.
T: Another English class.
LESSON B
While I’m putting up this table, I want you to answer this question that I’ve written here. I’ll read for you. In the talk, five activities of rural women were given. Write down two more activities of rural women. Two more. Any two that you like, which were not given in the talk, two activities which were not given in the talk.

S: Water.
T: Yes?
S: I want weaving, miss.
T: Sorry?
S: Weaving.
T: Weaving. Anyone in the class knows the spelling?
S: w-e
T: w
S: v-i-n-g.
T: w-e
S: v-i-n-g
T: a
S: i-n-g
T: v
S: i-n-g
PAUSE
T: Now you’ve written that down, write down the statement also.
What’s this? You’ve not written down the activities? Think about what work women in the villages do.
S: X.
T: Write it down...Write down. Don’t discuss now. Write it down. Come on. Write it down. Any two more, any two more.

PAUSE

SS: Miss, design spelling.
T: d-e-s-i-g-n. Design.

PAUSE

T: So what are the two you have? Please write it down...If you’ll write it down, we’ll discuss the first one. First, what have you got for rural activities? Two others.

SS: X. Agriculture.

T: They work in agriculture. Yes, they do, that’s right. An activity. Did I mention it in the talk or not?

S: No, Miss.

T: Working in agriculture, was it mentioned?...Was it mentioned in the talk?

S: Yes, Miss.

T: So, already mentioned. O.K, so working in agriculture was already given in the talk.

S: Yes, Miss.

T: I said I want two more. So that is not alright...Give something which was not mentioned in the talk.

SS: X. They make.

S: They make pots.

T: They make pots? I said they make handicrafts and sell them in the market.

SS: X. Bags.
T: They make bags, they make bags. All these come under handicrafts; pots, bags, all that come under handicrafts, so we, this is not, I won’t take bags in this.

S: Miss, they sell vegetables.

T: No, I said they sell vegetables in the market. Vegetables.

SS: XX.

S: They make cloth.

T: They make cloth?

S: Yes, Miss.

SS: Miss, make cloth.

S: Cook.

T: Cook food. That I did not mention in the class. Cook food.

Now, there is one, uh, one activity which is very important, which was not given in the talk. When I spoke to you about Gorbar gas, I said that because there is no, uh, electricity

S: They use Gorbar gas.

T: They use Gorbar gas. But where do the women bring fuel?

SS: Cow-dung. Town.

T: From the town, you can get kerosene and electricity, but in the village itself, if it is in a forest, what

SS: XX.

T: So what do they...what can they bring from there?

S: Wood, Miss.

T: Wood, firewood. So, so that is one more work of rural women, isn’t it?

S: Yes, Miss.
T: Say it again. We said they collect water. They also collect?
S: Wood.
T: Wood, O.K.
S: They also collect wood, Miss.
T: So you say they collect...firewood...And if they have cow-dung and they don't use Gorbar gas, what do they do with the cow-dung?
S: Gas.
T: No, I said if they don't use Gorbar gas, what do they do?
S: Electricity.
T: What do they do with the cow-dung if they don't make Gorbar gas?
S: X.
T: Cow-dung. What is the word for that?
   Yes, what is that?
S: X means
S: X.
T: X?
SS: X (Laughter).
T: They collect firewood...That is called...O.K, O.K. Shh!
   Now XX write it on your own while I complete this table.
S: XX.
T: O.K, first you write down the table. I haven't yet given you the table.

PAUSE
S: House, house.
T: Household work, household work.
S: Household work.
T: Household work means work in the house.
S: Washing X.
T: Yes, washing clothes, washing vessels
S: And cooking?
T: Cooking food, yes.
PAUSE
T: Now it doesn't matter if you haven't written it. You can write it, uh... as we discuss this.
S: Cooking, washing.
T: Looking after the family.
S: Cleaning.
S: Making handicrafts.
T: Making handicrafts, cleaning pots, weaving cloths, making handicrafts, collecting firewood and water, grinding, collecting firewood and water, grinding, selling vegetables... Now, see on this table you've got the activities of rural women in different parts of the world. O.K, in which parts of the world? From which parts of the world is this table about? Rural women, in which parts of the world is this table about?
S: Working women.
T: No. Which parts of the world?
S: X America.
S: India, Miss.
S: South India.
T: In South, rural women in South India. Rural women in?
S: South America.
T: South Africa. And?
SS: Central America.
T: So you're talking about three different parts of the world.
S: 
T: Which activity, which activity is common to all, to women in all parts of the world? In all the three parts of the world? Which activity is common to, uh, rural women in all parts of the world?
S: Miss, cooking.
S: Household work, Miss.
T: Yes, the household work, the household work, or?
S: Cooking, washing, looking after the family.
T: And looking after the family is common to women in all, in all three parts of the world. Now, in which part of the world do rural women work longest in the fields?
S: Central.
S: South America.
S: South America.
T: Why?
S: Central America, Miss.
T: Why? South America is not here. We only have South Africa.
S: Central America, Central America, Miss.
T: Why do you say that women work longest in the fields in
Central America? Why?

SS: XX:

T: Why? Whatever you say you must give a reason. Look, look in the table again...

SS: South India, Miss.

T: In South India?

S: Yes, Miss.

T: Why?

S: Seventy five.

T: Why?

S: Seventy five percent.

S: Growing padi.

T: Why do you say women in South India work longest in the fields? Because?

S: Seventy five percent produce.

T: They produce seventy five percent of the?

S: Food.

T: Of the food in the country...uh, so that is the?

S: Longest.

T: This is the?

S: Highest.

T: Highest, yes. Highest percent of food production. Now, in which part of the world do rural women not collect firewood? In which part of the world don't rural women collect firewood?

S: South, South Africa.
T: South Africa? Look at the table properly.
S: Miss, South Africa.
T: Can you answer this question? Look at the table carefully and tell me in which part of the world women, rural women do not collect firewood?
S: South, South India.
T: In South India they don’t collect firewood?
S: Yes, Miss.
S: Central America.
T: In Central America. What could, what could be the reason for this? What would be the reason for this?
S: Planting and harvest.
S: Planting and
T: No, you’re not listening to me. She said in Central America women do not collect firewood. That is correct. It is not written here.
S: Yes, Miss.
T: Now what do you think is the reason for this? It’s not given in the table. The reason is not given in the table. Why do you think women in Central American villages do not collect firewood?
S: Gorbar gas, Miss.
T: You think they use Gorbar gas?
S: Gorbar.
S: Yes, Miss.
T: O.K, let us say maybe, maybe they use Gorbar gas.
S: Yes, Miss.

T: What other reasons, what other reasons would there be?

S: XX.

S: Gorbar gas.

T: Maybe they use Gorbar gas. What other reasons could there be?

S: Elec, electric.

T: Yes, maybe there are, maybe these villages have?

S: Electricity.

T: Have what?

SS: Electricity.

T: Yes, maybe the villages have electricity. Maybe they use Gorbar gas. Maybe the villages have electricity. Can you think of any other reasons?...You can't think of any other reasons?

S: X.

T: Do you think they could send somebody else to collect their firewood?...Do you think the men would go to collect firewood? 

S: No, Miss.

T: Who else can go from the family to collect firewood?

S: Women.

T: No, you say that, uh, rural women do not collect firewood in Central America. You also said that the men do not usually go to collect firewood. Who, who else can be sent from the family? Who else can be sent from the family?

S: His wife.

T: No, we're talking about the wife. The rural women here are
S: Husbands.
T: You said that the men do not go to collect firewood, so that, you can't say husbands.
S: X.
T: Who else can go? In a family, there is a husband, a wife, and?
SS: Children.
T: (So you think that children can be sent out to collect firewood? ( SS: No, no, Miss, no.
T: No? Why not?
SS: Miss, small children.
T: Small children, small children
S: They cut, Miss.
T: No, not, they don't have to cut down the trees. They couldn't, they can't, uh
S: X fell, Miss.
T: They can? Yes?
S: Fell down.
T: Fell down. They can, uh, pick up. They can pick up the?
Firewood that is on the ground, that has fallen down from the trees, yes...So there are many reasons why, there could be many reasons why women in Central America do not collect firewood. Maybe they have other kinds of fuel or other kinds of energy. They have other kinds of energy, like? You mentioned Gorbar gas
S: And electricity.
T: Or maybe the children are sent out to collect firewood...
    Yes? What are you discussing there? Say it loudly.
SS: Not necessary, Miss.
T: Maybe it is not necessary and
S: All electricity and
T: Yes, you've already said it, maybe firewood is not necessary
    because they have other kinds of energy. O.K, that is alright.
    O.K, now you've seen that, uh, women in, uh, rural India,
    in South India look after the cattle. What kinds of jobs, what
    kinds of jobs do they have to do to look after the cattle?
    ...What kinds of activities?
S: Milk, Miss, X.
T: No, you see, rural women in South India, in South Indian
    villages, the women look after the cattle. What kinds of jobs
    do they do? What kinds of activities are involved in looking
    after the cattle? What sort of things do you have to do?...
    If you have, uh, if a village woman has three or four cows
    next to her house
S: Yes, Miss.
T: What kind of work does she have to do to look after the
    cows?
S: Yes, Miss.
T: Yes, what does she have to do?
S: Miss, they sell the milk, Miss?
T: She has to sell the milk. So before that what must you do?
You must?

SS: X.

T: You must sell the milk, so first you have to?

S: XX.

T: You have to milk the? You have to milk the cows. So that

is one activity, milking the cows.

S: Milking the cows.

T: Milking the cows.

S: Number 2, cow-dung, Miss.T: Yes, you, yes, you have to collect the?

S: Cow-dung.

T: For the cows to produce milk, what should you, what should

you have to do?

S: X.

S: Miss, she sells, she sells the milk.

T: No. What must you, what must you do for the cows?

SS: Miss!

SS: Grass.

T: You must?

SS: Give grass.

T: You must give grass, you must feed the cows.

S: And butter, Miss.

T: No, uh, you can either give, uh, you can either bring the

glass to the house and give it to the cows. What else can

you do to feed the cows? To feed the cattle? What else can

you do to feed the cattle? Now we said for the cows to give
milk, we must feed the cows. So you can either bring the grass to the house and feed them or you can?

S: Take.

T: Take them. Where?

SS: Fields.

T: O.K, you can take them to the fields and to graze. That is called grazing, O.K? Grazing.

SS: Grazing.

SS: Grass, grassland, grazing, grassland.

T: Grassy lands.

SS: Grasslands.

T: Grasslands. You have to take the cows to the grasslands, to the place where there is grass, so that they can graze. 320

S: Grazing lands, Miss.

T: So that is another activity of the rural women.

S: In South India.

T: So they have to feed the cows, or graze the cows, or then they have to collect the? 325

SS: Cow-dung.

S: And milk them.

T: Yeah, and milk the cows. Take them to XXX and you can milk the cows. What other activities are there?

SS: X.

T: Yes, we’ve just said what jobs the rural women have to do to look after the?

S: Cattle.
S: Collecting wood.

S: Firewood.
T: Now read the first letter, please.
S: Yes, sir.
T: Shh!...
S: Sir, what is this, sir? /supəd'/.
T: Now
S: Sir, /supəd'/?
T: Have you forgotten that?
S: What is?
S: /supəd'/.
T: What’s that? /supəd'/?
S: /supəd'/.
T: /supəd'/? What?
S: That.
T: Suppose!
SS: Suppose.
T: Now, right, now, the first letter. Now who wants to become a, a member?
SS: Sheila, Sheila.
T: Right, you will have to write a reply to Sheila, you’ll have to write a reply to Sheila...Sheila wants to become a member of the library, and you have to write a reply to her. Yes?
What is it that you are going to write to her?
S: Sir!
T: Yes?
S: My dearest Sheila.
T: Yes, right, X, you’re right.
S: You’re wait for a year.
T: You are?
S: Wait for a year.
T: Wait for a year. Oh, I see, I see. What should she wait?
S: Fifteen years.
T: Shh!
S: Fifteen years, sir.
T: Who is fifteen years?
SS: Sheila fifteen years old.
T: Sheila is fifteen years old. Can’t she become a member of the library?
S: Sixteen years, sir.
T: Why?
S: Fifteen.
T: Why? Shh! I can’t, I can’t hear all of you. Yes, X?
S: Must be sixteen years.
T: Yes, one should be sixteen years old to become a member. Then what are you going to write to her then?
S: Wait for a year.
S: One year.
T: I see, wait for
SS: One year.
T: Wait for a year.
S: After you take.
S: Membership.
T: After you’re sixteen, you can?
SS: Take membership.
T: Alright, O.K. What else are you going to write to her?
   Now she can’t become a member, O.K., but what else? Can you
   suggest something?...Yes, what is it? What advice can you
   give?...She wants to, she wants to take books from the library.
S: You ask your father.
T: Yes?
S: You ask your father.
T: You ask your father.
S: XX.
T: Oh, I see, you ask your father to become a member.
S: Yes, sir.
T: Good! That’s a good point. That’s a good point. Right. Now.
S: After you, your father takes some books X.
S: You read them.
T: You read?
S: Them.
T: You can read the books if your? Yes?
S: XXX.
T: That’s what you said in English. Why don’t you say it in
   English again? Say it again in English. Yes?
S: Your father takes membership.
T: Your father can take membership, alright, your father can
   become a member, yes.
S: Father you ask.
T: You ask him to?
S: Take books.
SS: Father. Mother.

T: Take books.

S: Take books.

T: Take books, alright. Now this is what you want to write to her. Who will write on the blackboard? Who will write this on the blackboard? X will write this on the blackboard?

S: Yes, sir.

T: Shh!...Who are you going to write to?

SS: Sheila, sir?

T: Yes, come on...Did you write "to Sheila"? O.K, alright.

Now how do you begin the letter?

S: My dear Sheila, you welcome.

T: Come on, write down "my dear Sheila".

S: One year.

T: Yes, right...No.

S: Sir!

T: Yes, yes, now begin...no, yes...What do you say when you straightaway start the letter like that? Don’t you say something about the library having received the letter?

S: XX.

T: What?

S: Sir, we like to take membership, but, uh

T: Yes?

S: XX.

T: Thankyou for your letter, yes, thankyou for your letter.

S: Thankyou.
S: Your letter come.
T: Write some here, write some here. Alright. Yes? Yes?
S: Thankyou your letter.
S: For letter.
S: Thankyou for your letter, your letter.
T: Yes...Yes. What will you write then? About the membership?
    Yes? Yes?
S: You like to be member.
S: You like to members.
T: Alright, you like to become a member, yes?
S: But
T: Ah, but, yes, what?
S: Sir, you, you
S: XX the age of sixteen and you can’t be a member until that
day.
T: O.K, ah...ah, yes. You'd like to become a member, but?
S: You can’t.
T: You can’t...Yes, come on, but you can’t, yes?
S: But you can’t.
T: Why can’t? Why can’t she become a member?
S: Sir, fifteen years old.
T: Because you are only? Yes?
S5: Fifteen years old.
S: Fifteen, you are fifteen years old.
T: You are fifteen years old, you are only fifteen years old, yes..."Only", yes, write "only", yes.
S: Years old.
T: Years old, yes, good, good. Now, what, what, what would you suggest now? Yes? You suggested something. Come on, we want you to continue.
S: Sir, your father.
T: Yes, come on. Who will?
S: Sir, your father should become a member.
T: Good, come on, write it.
S: Ask your father to become a member.
S: To become a member.
T: Now what happens if he becomes a member? Yes? Yes? Come on, yes? The father becomes a member, alright; then what happens? How does it help her?
SS: Bring. He brings books.
T: Yes, he will bring you books. Yes, come on.
S: Bring you story books.
T: He will bring you story books, alright, O.K, fine.
S: Magazines.
S: Story books.
T: Alright, story books and magazines, and all that, right...
Good, that's very good, fine. And then? Ah. And who is writing this letter? XXX.
S: Library manager.
T: Yes, library?
SS: Manager.
T: Manager, alright, alright...How will you end the letter?
How will you end the letter?
S: First, thankyou.
T: Uh, you’ve already written
S: Yours faithfully.
T: Yes.
SS: Yours faithfully.
T: Yes, yes. Spelling?
S: f-i
T: No, not f-i.
S: f-a-i
T: f-a-i
S: Sir, double "l".
T: Yes.
S: -u-
T: Then? Who’s writing this letter?
SS: Geetanjali.
T: Not Geetanjali.
S: Library member.
T: Not library member.
SS: Manager, sir.
T: Manager, yes.
SS: XX (Laughter).
T: (Laughing) Not a, no, I’m not a librarian. Look I’m not the librarian.
S: XX.
T: Oh, O.K, then. The li-, alright, so X is the librarian. It
doesn’t matter. That’s all then. Very well done, very well done. It’s a nice letter, isn’t it, X? How is the letter?

SS: Nice, nice.
T: Mr. X, how do you like this letter?...O.K, librarian.
S: XXX.
T: O.K, yes, that’s right. Not, uh, mine.
S: XX.
T: Yes, yes, that’s right, so, right. Dear Sheila. Anything else? Of course, the library, the address of the library should be here, shouldn’t it?
S: Yes, sir.
T: Right, XX, Madras library. And the date also should be, shouldn’t it?
S: Was today?
T: Oh, yes, that’s what you’ve forgotten, isn’t it?
LESSON D
T: Radio license. What is it?
SS: Sir, license, radio license.
T: What is a radio license?
SS: X.
T: It's a license. Where do you get the license?
SS: Radio.
T: Where do you get it?
SS: Post office.
T: Post office, yes.
SS: Yes, sir.
T: Who should get a license?
SS: Radio X.
T: Who should get a license?...Who should get a license?
SS: Radio X.
T: Radio?
SS: Owner.
T: Radio owner.
SS: Owner.
T: Whoever has a radio. If you have a radio at home, you must have a radio license, right?
S: Yes, sir.
T: And a radio license is for how long?
SS: One year, sir.
T: What should you do at the end of the year?
SS: X.
T: You have to pay money, and? What should you do at the end
of the year?
SS: X.
T: Yes, and? And? Renew the license.
S: Yes, sir.
T: Renew the license. For how long?
SS: One year.
T: For one year, one year again. And at the end of that year?
S: Renews.
T: Renew it again.
S: Renew.
T: Renew it again.
S: Renew.
T: Pay the fee. Go to the post office and pay a fee. And renew it, correct?
SS: Yes, sir.
T: Now.
PAUSE (Papers being given out).
T: Take one each. Pass the rest...Now read that silently. Read that silently. Read that silently. Silently.
PAUSE
T: Alright?
S: Yes, sir.
T: Now where was this printed? Where was this printed? Where?
Where?
S: In the Regional Institute.
T: No, no. (Students laughing). No, I had it typed at the
Regional Institute, but where did I find it?

S: Information
S: In post office.
T: Where?
SS: XX.
T: No, no. Where did I take it?...I took it from somewhere.
     Where? Did I take it from a book?
S: No.
S: Radio.
S: Hindu.
T: Pardon?
S: Hindu.
T: From the Hindu. What is the Hindu? The Hindu. What is it?
     The Hindu...What is the Indian Express?
SS: Paper.
T: What is the X Mirror?
SS: Paper, newspaper.
T: The Hindu is also a newspaper.
S: Yes, sir.
T: So where did this appear?
S: Paper.
S: In Hindu paper, sir.
T: It appeared in a paper, yes, it appeared in a paper called
     the Hindu, right?
S: Yes, sir.
T: Now, what did the government do? What did it do? What did
the government do?...Abolished, abolished license. What does it mean?

S: Abolish.

T: What does it mean? Are licenses necessary or not?

SS: Necessary.

SS: Not necessary. Not.

T: How do you know?

SS: No license needed.

T: No license?

S: No license needed.

T: No license needed. So the central government abolished licenses. No licenses needed. Correct? From when? From what time?

SS: Three years ago XX.

T: From which year?

SS: XX.

T: From which year?


T: 15th October the news appeared in the newspaper. This is October. And what does it say? People need not renew their licenses in December 1980.

S: Yes, sir.

T: December 1980, alright? Radio licenses are renewed in December 1980 for which year?

SS: Next year.

T: For next year, for the next year. Which is the
next year?
SS: 82. X.
T: December 1980. Which is the next year?
SS: 81. 81.
T: We need not renew it for 1981, alright? Is it true that all radio licenses are abolished?
SS: No, sir.
T: Which ones? Which ones? XXX Which ones? Which is abolished?
S: Two, sir.
T: Two?
S: No, sir.
T: Two?
SS: Band, sir.
S: Three bands.
T: Yes, licenses for two band radios. They're abolished.
S: Four.
S: Three, sir.
T: What about three band radios? Are they abolished?
SS: Yes, sir. No, sir.
T: What about three band radios. Are they abolished or not?
S: X.
T: They're not abolished? Three band radios?
SS: Yes, sir.

T: Who hasn't read this, then? How, how do you know? How do you know?

SS: Three band radio.

S: Not license needed for two band radios.

T: Yes. What about three bands?

SS: Renew, sir, renew, sir.

T: They must renew the license. How do you know?

SS: Sir, announcement, sir, announcement.

T: Yes, which, uh, which announcement? Which part?

SS: XX.

T: Yes, yes, read it.

S: Abolished licenses for all two band radios, TVs. An announc-

S: Announcement.

T: Announcement.

S: Announcement made by the department of X.

T: That is about two band radios. What about three band radios?

S: Three or more.

T: Three or more bands?

S: However continue to require

T: Continue to require a license. Three or more bands will continue to require a license. Only two band radio licenses are unnecessary from 1981, alright? Now I want you to read something
else.

PAUSE

T: Read it silently. Write your name later, write your name later. Read it silently.

PAUSE

T: Now who received the letter?
T: B.N. Rao received the letter. Where is X?
SS: X.
T: Who wrote the letter?
T: Who wrote the letter?
S: Postmaster.
T: Who received the letter? Mr. B.N. Rao. Who wrote the letter?
SS: Postmaster.
T: Postmaster. Which post office?
SS: Indian post office.
T: Which office?
SS: Regional office, regional office.
T: Yes, regional office. Why did he write the letter?
S: Sir, your license stop.
T: License? License?
S: Radio.
T: Why did he write the letter?
SS: XX.
T: Why did he write the letter? Why did he write the letter?...Has Mr. Rao done something wrong?...Why did he write the letter?
S: Sir, renew your radio license X.
T: Yes, Mr. Rao did not renew his radio license.
    Mr. Rao did not renew
S: Before the beginning.
T: Yes, he did not renew. Did he renew it or not?
S: Sir?
T: Did he renew the license or not? Mr. Rao?
SS: No sir.
T: Should he have renewed the radio license?
SS: No sir.
T: Why not? Why not? Is Mr. Rao wrong?
SS: Yes, sir, no.
T: Is Mr. Rao wrong?
S: Yes, sir.
T: I see, he should have renewed the radio license.
    Mr. Rao reads the Hindu, he reads that newspaper, the Hindu.
S: Yes.
T: Should he have renewed the license?
S: No, sir.
T: Was it his duty to renew the license?
T: Right. What did he see in the Hindu?

S: See 15 October, sir, central government.

T: Central government has abolished radio licenses for what radios?

SS: Two band, two band.

T: Yes. How many bands has Mr. Rao's radio got?

SS: Three, sir, two.

T: How do you, how do you know?

S: Small radio.

T: Small radio.

S: Sir, three band, sir.

T: It's a three band radio.

SS: Sir, two band, three band.

T: How do you know?

SS: Two band radio, sir, two band.

T: You say two bands.

S: Sir, only two bands need not renew.

T: Yes, Mr. Rao's radio, has it got two bands or three?

SS: Three, sir, two, two, sir.

T: Who says, who says two?...Who says three? Who says three? X.

S: Two.

T: You say three...Who says three? How do you know?

S: Sir, don't know.
S: Hindu.

T: Three times he had to renew and he got the letter because he did not renew it. Therefore it must be three bands, alright? Read this.

Who says it's two bands now? How do you know?

Two bands? How do you know? Yes?

S: Only two bands need not renew.

T: Yes, but what about Mr. Rao's radio? Mr. Rao's radio. How many bands has it got?

SS: Three bands, three bands, three bands.

T: Who says two bands?

S: Only one band. (Students laughing).

T: How do you know? No, no. Read what is down there. Read what is given there.

S: Three bands, sir.

T: Three bands. How do you know?

S: Sir, X, our constant letters, X, three letters X.

T: Yes, but two bands also had licenses. 1980 two band radios also had licenses...Yes? X yes?

Yes?

S: Shortwave band.

T: Yes! Look at, look at what it says at the top.

Mr. B. Rao, who owns a small radio

S: It says small radio, sir.

T: Which has? Read it again.

S: Medium.
T: Which ahs? Which has?...Small radio which has? Which has?

SS: Medium. Shortwave bands.

T: Small radio which has a medium band and a short-...wave band. How many bands?

SS: Two bands, sir.

T: Two bands, right? So Mr. Rao, Mr. Rao did not renew the license, he did not renew the license, because his radio has only two bands. Now he has received this letter. What should he do? ...What should he do?

S: Sir, application.

T: He has received this letter. What should he do?

S: Reply to this letter, sir.

T: He must reply to this letter. What should he say?...Is he right or wrong?

SS: Right.

T: He should say that, he should say that. How will he say it?

S: Right.

T: He is right, alright. How will he say that?... What should he say?...Alright, let's start the letter. The letter is to whom?

S: Whom.

T: The letter is to whom?

SS: Postmaster.
T: Who is writing the letter?
SS: Postmaster.
T: The postmaster's letter is here.
T: To the?
S: Indian post office.
T: To the?
S: Indian post office.
T: To the?
S: Indian post office.
T: Who wrote-
T: B.N. Rao received this letter. He has to write a reply. B.N. Rao has to write a reply to this letter, alright?
SS: Sir, Regional Office, Regional Office.
T: The reply is to whom?
SS: Regional Office.
T: Regional Office. Who signed the letter?
S: Regional Office.
T: Who signed the letter?
SS: Postmaster.
T: Yes.
SS: Postmaster.
T: To the postmaster. Where, what address?
SS: Postmaster.
T: Postmaster. Address.
S: Regional Office.
T: Regional Office, yes?
SS: X, Bangalore. 52. 42. 52.
T: X? Read it again. X.
SS: Bangalore 52. 22.
T: Alright, when?...When did he receive this letter? ...When did he receive this letter?
SS: 12th. X.
T: The letter is dated 12th February. Did he receive it before 12th February or after?
SS: After.
T: Yes, alright, let us say four or five days after. We write 'after receiving it'.
S: 17th, sir.
T: Alright, 17th February...Right. Now what should he write here?
S: Mr.
S: Dear sir.
T: Alright.
S: Dear sir.
S: I wish
S: I've seen from your
T: I've seen, I've seen?
S: Your letter
T: I've seen from your letter, I have received
your letter. Ah, yes, I have received your letter.
S: Received.
T: I have
S: Received
T: Received
S: Letter, your letter
T: Your letter, your letter. What is the date of the letter?
SS: 12th, 12th February.
T: Your letter of 12th February
SS: 1981.
T: Alright, yes. Next...What should he say? Yes?
S: Renew, renew.
T: Renew, yes?
S: Radio license, sir.
T: Yes, did he renew the radio license or not?
SS: No, sir.
T: So, I did not?
SS: Renew the radio license.
S: So I did not
S: Renew the license.
T: Renew my radio license...What is the reason?
What should he say? I did not renew my radio license?...Can you give me the reason?...I did not renew my radio license. Why?...Why?...Why?
Why did he not renew the radio license?

S: Two, sir.

T: Why? Yeah, because of the two band, because?

S: Two, two band.

T: It is

S: Two band.

T: Because XX my radio, my radio has

SS: Two bands.

T: Yes, has only two bands. Not more, right?...

I don't know how people write on this black-board...Only two bands, not more...How does he know that if you have two bands you need not renew?

S: Only two bands need not renew.

T: Alright, so he should say that. What should he say?

SS: X.

T: No, my radio has only two bands. He must say?

SS: X.

T: Those who have two band radios need not renew their licenses according to?

S: Post, post.

T: According to? Where did this appear?

S: Hindu.

T: According to the Hindu. Which date?

SS: 15th October.
T: Right. So let us say, let us say 'according to'
...or, make it easy, 'I read, I read in the
Hindu', yes, 'of', which date?

SS: 15th October.
T: 15th October.
T: Right. I'll continue it here, right?
S: Yes, sir.
T: Hindu of
SS: 15th October.
T: 15th October. Which year?
T: 1980, right. What did he read?
S: Hindu.
S: Two bands.
T: I read in the Hindu that
S: License
T: Licenses for two band radios
S: Licenses for two band radios
S: Two band, medium wave, short wave.
T: Licenses for two band radios need not, yes?
Need not be?
SS: Renew.
T: Renewed, yes. When? At the end of?
S: December.
S: December 1981.
T: At the end of which year?
T: At the end of 1980.
S: December, December.
T: At the end. What is the end?
S: December.
T: What? Now, what should he, how should he finish the letter?
SS: Yours faithfully, your faithfully.
T: Your?
S: Faithfully.
S: Yours.
T: Yours, yes. Faithfully.
T: Signature, B.N. Rao, right?
T: Right. So the reply is to the postmaster, Regional Office, X Road, Bangalore. Dear sir, I have received your letter; that's the first thing.
SS: (Your letter of 12th February 1981)
T: (Your letter of 12th February 1981. I have received your letter; that's the first thing.)
Second? (That two band radios need not be replaced at the end of 1981. (newed at the end of 1981.)
SS: (newed at the end of 1981.
T: So he has given, he has given the reason. Is 
that a good letter?
S: Yes, sir.
T: Alright, alright, now...He wrote that letter, 
Mr. Rao wrote that letter. When did he write 
this letter?
SS: 17th February.
T: 17th February he wrote that letter. Now he re¬
ceives a reply to that letter.

PAUSE

T: Read it silently first. Now listen. This time 
I will read it, alright?
S: Yes, sir.
T: You will look at the paper...Mr. Rao sent in 
reply to the postmaster this reply.
S: Yes, sir.
T: At the end of last week. He has now received 
another reply from the postmaster as follows:
Dear sir, subject the renewal of radio license 
number 4173521. Reference your letter dated 19th, 
well that's a mistake - he meant 17th February.
S: 19th, sir.
T: With reference to your letter, your attention 
is drawn to the following rule of the Post and 
Telegraph Department: Everyone who possesses a
two band radio receiving set whose license need not be renewed for 1981 should apply for a cancellation of the license to the nearest post office. The application for cancellation should be made in the form described for the purpose, and available on request at all post offices. And it should reach the post office concerned by 31st January 1981. You are requested to state what action you have taken in this matter. Now, what is the postmaster saying?

S: Sir!

T: Should he, should Mr. Rao renew his license?

SS: No, sir.

T: What should he do?

S: Cancel X.

T: He should have, he should have the license cancelled. How, how can he have it cancelled?

S: X the post near.

T: He goes, he goes to the nearest post office, and what can he do?...He can go to the nearest post office and what can he do?

S: Application.

T: Make an application. Write it on plain paper, white paper?

S: No, sir.
T: No. Where should he write the application?

S: Hindu paper. (Students laughing).

T: Where should he write the application? Where should he write

S: X.

S: On form, on form.

T: There is a form, yes, yes. He has to get the form. How, where, where can he get the form?

S: Nearest

SS: Post office.

T: At the post office, at the post office. Will they send it to him?

S: Yes.

T: Or should he ask for it?

SS: Ask for it.

T: Ask for it, alright. When should he make the application?

SS: 19th February, 31st January.

T: When? What is the last date for making the application?

SS: 31st January.

T: 31st January 1981. Is that yet over?

SS: Yes, sir.

T: Now what can he reply to this?...What can Mr. Rao write? What reply can he write? Yes?...Is he right or wrong?
SS: Right, sir.
T: He's right about not renewing the license.
S: Yes, sir.
T: But is he wrong about something else?
    What should he have done?...He should have
    applied for a cancellation. He should have
    applied to the post office for cancelling
    his license. Did he do that?
S: Sir, no sir.
T: No. Why did he not do that?
S: XXX.
T: Why did he not do that?...Why did he not have
    his license cancelled?...Did he know this rule?
    Did he know this rule? Before? This rule: Every-
    one who possesses a two band radio receiving
    set should have his license cancelled. Did he
    know that before?
S: Yes, sir.
T: Did he know it before?
S: No, sir.
T: Did it appear in the Hindu?
S: Yes, sir.
T: About cancellation, yes? Where is it? Look
    at the paper...He did not apply for a cancella-
    tion because? The Hindu did not give it, right?
S: Yes, sir.
T: He did not know the rule because the Hindu did not give it. Therefore he did not know. Therefore he did not renew, did not cancel his license. Now it is late. 31st January is over. So what can he write?

S: Letter?

T: Write a letter, yes. What should he say? He can say I received your letter of this date, 23rd February, alright? Then what should he say?... Then what should he say? Yes?

S: I read the application.

T: I?

S: I read the application.

T: I read the application?

S: Yes, sir.

T: Yes, I want the application form. I want the application form. For what?

S: Post office.

T: Application for?...For cancelling, application for cancelling the radio license. He wants the-
T: Now that was one letter that someone wrote, right? What is it? Is that a good letter? ...Is that a good letter?
S: No, sir.
T: No? Why?...How can we improve? How can we improve?...Yes, what is wrong? Why is this not a good letter?...What is not there?
S: Sir, date.
T: Huh?
S: Date.
T: Date, yes. What date do you want to put?
S: 25.
T: 25...Anything else? This is alright?
T: To B.R. Rao?
S: No, sir, no.
T: XX this letter. Is it to B.R. Rao or from B.R. Rao?
SS: From.
T: From B.R. Rao. To?
SS: The postmaster.
T: To the postmaster.
S: Correct.
T: Then? Beginning?
S: Dear sir.
T: Yes. We need something there.
S: Yes, apostrophe.
S: Comma.
T: Yes, we need a comma there, alright. Then?
S: I.
T: Yes, I.
S: Received to your letter.
T: I have received?
SS: To your letter.
T: No, I have received your letter.
S: Yes, sir.
T: I have received your letter. I have received your letter?
S: I am very sorry, sir.
T: I am very sorry.
SS: So. So. So, sir.
S: Very sorry.
S: So sorry.
T: I am very sorry... I am very sorry, alright?... Anything more?
S: Sir, I have not know, sir.
S: No, I didn't know.
T: I didn't know, yes, good. Yes... I did not know - that's good - the rules, and?
S: Regulations.
T: Yes, rules and regulations. Rules and regulations.

Regulations meaning rules. You can just write
'rules'. That's alright. You may or may not write 'regulations'. I did not know the rules and regulations?

S: Of.

T: Of the radio licences' cancellation, alright?

Yes. Do we need the big 'R' there?

SS: No, sir.

T: No, these are small, so let's make it small. Radio licences' cancellation.

S: Sir!

T: Yes?

S: Requested you.

T: So I?

S: Requested you.

T: Requested? When?

S: Request.

T: Request. He's requesting now. If he requested yesterday, then we can say 'requested'.

S: Yes, sir.

T: Now he's requesting the post office. So I request you?

S: You.

T: To kindly send me a form of radio licenses' cancellation.

S: /arli/

T: Once again?
S: /arli/, sir.
T: Early, yes. Where do you want it?
S: Send me, send me /arli/.
T: Send me early, yes, the form of radio licences' cancellation...Alright? Anything else?
S: No, sir.
T: Huh? Yes, this is a good letter. It's a very good letter.

PAUSE
T: What about this letter now?
S: Sir, dear X (Students laughing).
T: Dear?
SS: Dear sir.
T: Dear sir, dear sir, dear sir. Right?
SS: X.
T: Yes, what about, let's go from the beginning.
SS: I have. X.
T: Here. I?
SS: Have received your letter.
T: Yes, what is this word?
SS: Received.
T: Is that correct?
SS: No, sir.
T: How should we spell it?
S: r-e-c-e
T: r-e
S: c-e
T: c-e
S: i-v-e-d.
T: Alright. I received?
SS: Your letter.
T: Your letter. Or anything else?
S: I have.
T: I have received your letter. Right? I have received to your letter?
SS: No, sir.
S: I have received your letter.
T: Your letter. Which letter? Shouldn't we say something more?
S: Your cancellation.
T: Your letter?
S: Cancellation.
S: Postmaster.
S: Radio letter.
T: Which letter?
SS: Applic, applic-
T: Letter?
S: Cancellation.
T: No, he may have received two letters. He may have received other letters before. So which letter?...Is there any other way of saying it? Your letter?
S: X.

T: No. Your letter? Yes, and then?...How do you say which letter?

S: Two, second letter.

T: No XXX. Yes? Letter written on such a date.

S: Date 20.

T: Yes, so what do you say? Your letter?

SS: X.

T: Your letter?

SS: 23 February.

T: Your letter? Yes, what should I say?

S: 23.

T: 23rd of February, alright. Now. Your letter

23rd of February?

S: No, sir.

T: I need something here. Your letter?

S: To.

S: Of.

S: Received.


Right? Right. Then?

SS: I am very sorry, v-e-r-y.

T: Do you want a big 'V'?

S: No.

T: Right, good, yes. I am very sorry, that's al-right?
S: I.
T: I, yes, I. Is that correct?
SS: No, sir, n-o-t, sir.
T: What's wrong?
S: n.
T: n?
S: o.
T: Yes, this should come after 'n'. We'll say 'I did not'? Or? Instead of 'o', instead of 'o', you put this, alright. Anything wrong?
S: Sir, v-e-r-y.
T: Yes, of course, that's my mistake. Right? I didn't know?
S: Cancellation.
S: c.
T: I didn't know cancellation license.
S: Small letter.
T: Small letter. Anything more?
S: r.
S: Sir, r-e.
T: r?
S: r.
S: r-u.
S: r-e.
T: r-e, r-u.
SS: X.
T: r, r-u-(1-e-s.
S: (1-e-s.

T: Rules
S: Sir, rules about my radio X.

T: Right, O.K. Even then, radio is not r-e. Radio is r-a.
S: r-a.

S: XX.Your. c.

T: I didn't know...I didn't know the rules. I didn't know about the rules. What rules?
SS: Cancellation.
T: Cancellation rules. Cancellation license rules?
SS: No, sir, license wrong.
T: License, yes. License is not necessary there. We can say license cancellation rules...Alright?
Then? Anything wrong here?
S: u.
T: u? Here?
S: c-a-n-c.
T: Here? c-a-n-c, right. Something wrong here?
SS: Your.
T: Yes, is that correct?
SS: No, no, sir.
T: Should the 'y' be small or big?
SS: Big. Big. Small, sir. Big, sir. Small, sir.
Small. Big.

T: You please send me?

SS: Application form.

T: Application form. Do we want anything here?

Will you send? Please send me?

SS: Application. A. A.

T: 'A', yes. Should it be 'A' or something else?

Application, application. Will you please send me a application form?

S: No, no, sir. Two.

T: Will you please send me a application form?

Application form, 'A'?...A apple? Do we say a apple?

SS: (Laughing).

T: Yes? You want one more letter here.

S: An application.

T: Right, an application. Send me an application form? Early. Alright? Correct?

S: Correct, sir.

T: Not correct? This is correct, isn't it? This is correct, isn't it?


S: Other letter.

T: Here?

S: Sir, e-a-r-l-y, sir.

T: Huh?
S: e-a-r-l-y.
T: Good, yes, this is wrong. e-a-r? 235
S: l-y.
T: l-y. Yes. What did you say?
S: Faithfully.
S: To B.R. Rao, sir.
T: To Mr. B.R. Rao, Regional Office, 36 X Road. 240
S: Sir, postmaster, sir.
T: Huh?
S: Postmaster.
T: Yes. Here is written Mr. B.R. Rao, Regional 245
Post Office. Mr. B.R. Rao, does he work at the
Regional Post Office?
SS: No, sir.
T: What?...Right. Now I want you to look at another.
letter today...No, no, read this letter silently
first. The letter I'm giving you now. Leave that
alone. Read this letter silently first.

PAUSE

T: Alright, who received this letter? Who received
this letter?
SS: Mr. Ravi Shastri.
T: Mr. Ravi Shastri received this letter. Who wrote
the letter? 255
SS: X.
T: Who wrote the letter?
SS: X.
S: Superintendent.
T: Super, yeah, the superintendent. Where is his office?
SS: Regional Office, X Road.
T: He's at the Regional Office, which is on X Road. Alright? Yes. Now. Did Mr. Shastri renew his license?
S: No, sir.
T: Did he renew his license for 1981? Did he renew his license for 1981?
SS: No, sir.
T: No, he didn't, no, he didn't. Should he have renewed it? What kind of radio is it?
SS: Four band, sir.
T: Should he have renewed it? Should he have renewed the license?
SS: No, sir.
T: Was it necessary? Was it necessary to renew the license?
S: Yes, sir.
T: Yes. It was necessary to renew the license, but he did not renew it. Why did he not renew it? Why did he not renew it?...Did he just forget?... Was there any other reason?...When should he have renewed it? When should he have renewed it?
S: Fourteen.
T: When should he have renewed it?...When should he have renewed the license? When are radio licenses renewed?
S: 1981.
S: January.
T: January?
S: 1981.
Why?
S: Company sent him.
T: Why? Yes?
S: Sent him to Germany for higher, higher training for six months.
T: For six months. Same answer. His company sent him to Germany for higher training for six months. So where was he in December 1980?
SS: Germany.
T: Yes. December 1980 he was in Germany. Where was he in January 1981?
SS: Germany.
T: January 1981.
SS: Germany, sir.
T: Germany, yes. Where was he in March 1981?
SS: Bangalore.
T: Where was he in February '31?
SS: Bangalore, sir. Germany.
T: All of the month?
S: No, sir.
T: The whole month in Bangalore?
SS: No, sir.
T: Up to what date?
S: Six months, sir.
S: 14th.
T: Six months. Where was he, where was he in February 1981?
SS: Germany.
T: Germany. Up to what date?
SS: 14th.
T: Up to 14th February. And after 14th February?
S: Bangalore.
T: In Bangalore, yes. Now, why did he not renew the license then?
SS: Go to Germany, sir. Germany, sir.
T: Because he had gone to Germany, and he was not in India in December 1980. So, what should he write to the superintendent? What reply should he write?...What reply should he write?...What reply should he write?...What should he write in his reply? Huh?
SS: XX.
T: How do you know?

SS: Germany. X. He was not there.

T: He was not there. That doesn't mean he didn't know the rules... How do you know he didn't know the rules? Huh? Did he not know the rules or was he away? Why did he not renew the license? Was it because he didn't know the rules?

S: Yes, sir.

S: But he was not in Bangalore, sir.

T: He was not in Bangalore. That's why he didn't renew the license, right? So what should he say in his letter, in his reply?

S: I am very sorry.

T: I am very sorry. Alright. Then?

S: I was not X.

T: I was not?

SS: In Bangalore.

T: I was not in Bangalore, when?

SS: I was in Germany.

T: Wait a minute. I was not in Bangalore, when?

SS: January.

T: I was not in Bangalore at the time when the radio licenses should be renewed. When is that?

SS: In December.

T: In December, yes. So, I was not in Ger-, I was not in Bangalore?
SS: To December.
T: In December, 1980. December, 1980. And January, 1981, alright? He was not in Bangalore. Where was he?
SS: In Germany.
T: I was in Germany. Why?
S: Higher training, sir.
T: For higher training.
S: Yes, sir.
T: I was in Germany for higher training. Then what should he say? At the end...I'm sorry, I was not in Bangalore in December 1980. I was, I was in Germany for higher training. What should he do now?
S: Next December.
T: What should - next December?
S: No, sir.
T: What should he say now?
SS: Sir, now renew, sir.
T: Yes, now I will renew?
SS: The license.
T: I will renew the license now...Alright?
S: Yes, sir.
LESSON F
I: I'm glad to see that all of you have done this. Now I'll take one of them and write it up on the board and you tell me whether it's all right or wrong, O.K?

PAUSE

T: Is that alright?

SS: Yes, miss. No, miss. d-i-g.

T: d-i-g, yes. We need a 'g' there. Is that alright now?

S: Yes, miss.

T: Don't you need, uh

S: Miss, 'g'.

T: Something there?

S: Miss, 'g'.

T: Alright, that's not really necessary. Do we need something else?

SS: Dig, dig. Large pit.

T: No, no.

SS: Dig.

S: 'a'.

T: Dig a large pit. O.k. So you need to write 'a'. Dig a large pit. That's the first step. After you've done that, what is the second step?

S: Cow dung.

T: O.K, I'll write what there is here. Mixture cow dung

S: And water.
T: No, what I'll write down is mixture cow dung ratio of one is to one. Alright, is this correct?

SS: No, miss.

S: Mixture cow dung and water.

T: O.K, first it's a mixture of cow dung and water, right?

So let us, uh, make a small X. O.K? I'll write a mixture cow dung and?

SS: Water.

T: Is it alright now?

S: Yes, miss.

T: All of you think it's alright now?

SS: Yes, miss. No, miss.

T: What, wha-, what do you do with this mixture? What do you do with the mixture?

SS: Put in the pit.

T: The mixture of cow dung and water. Do you know what you have to do with it?

S: Mixture put in the pit.

T: No, you have to?

SS: Put in the pit.

T: Put it in the pit, O.K. So let's write that. Put in?

SS: The pit.

T: Put in the pit.

S: Put it in.

T: Put in the pit. Now, do you need something between 'pit' and 'mixture'? Put in the pit?
S: The.
T: Do you need something like 'a' or 'the'? Yes?
S: 'a'.
T: Put in the pit a mixture of cow dung and water. Is that alright? Mixture of cow dung and water ratio of one is to one?
SS: Yes, miss.
T: Can you say mixture of cow dung and water ratio of one is to one?
S: No, miss.
T: You need something there. Cow dung and water?
S: Water.
T: Something there.
SS: To water, to. In.
T: In. Go on.
SS: In the.
T: In?
S: In the pit.
S: In a.
T: No, in the.
S: Into. Into.
T: No, you've already said 'in'. Put in the pit, put into the pit - it's the same thing. Put in the pit or put into the pit. A mixture of cow dung and water in?
S: In the.
T: In the ratio of?
SS: Ratio of one is to one.
T: In the ratio of?
S: One is to one.
T: One is to one...Second box right. Put in the pit a mixture—ah! I've made a mistake. Is this completely alright?
   Read it, somebody read it.
S: Put in the pit a mixture cow
T: Is it alright to say mixture cow dung and water?
S: No, miss. Mixture and cow dung.
T: No. Not mixture and cow dung. Cow dung and water together is the mixture.
SS: XX.
S: Mixture to cow dung.
T: No, no, it's not 'to'. Put in the pit a mixture cow dung and water. Is that alright?
S: No, miss.
T: Mixture of cow dung and water. What mixture? Mixture of cow dung and water. So we need here?
S: Of.
T: O.K. What is the third step? Yes, we have here 'Gorbar gas is'—
S: Produced.
T: Is this alright? Gorbar gas is produced? Is it alright?
S: Yes, miss.
T: Huh? Yes?
SS: Yes, miss.
T: Is every word alright there? Is everything alright there?
S: Gorbar gas, miss.
T: Produced. It's the spelling of 'produced'.
S: Gorbar gas, miss.
T: No! There's no - that's wrong. 'Gorbar gas is produced' is alright. Something's wrong with the spelling of 'produced'. Who can spell 'produced'?
SS: p-r-o-d
T: No, it's right up to here.
SS: 'u'.
T: 'u'?
SS: c-e-d
T: 'c'?
SS: e-d.
T: Produced. Yes, Gorbar gas is produced...Then what is the last step?
S: Sludge.
S: Collect the sludge.
T: Alright? Again, there is a-
S: 'c', miss.
T: Where do you want the 'c'?
SS: 'e'.
T: You want it after the first 'e'. Here.
S: 'e'.
T: And look at step three, O.K. Gorbar gas is produced, huh?
S: X.
T: You want to say what the Gorbar gas is made of?
S: Yes, miss.
T: XXX and forty percent - what is methane?
SS: Methane.
T: Sixty percent carbon dioxide. Right, this is not really necessary. You need not have it here. You need not write that here...But how is this Gorbar gas produced? What happens inside the pit? After you pour in the mixture?
S: 25.
T: Yeah, 25 to 30 days after you've poured in the mixture, something happens to it.
S: Miss, X.
T: A kind of burning takes place. I said combustion takes place. Combustion.
S: Combustion.
T: Combustion. You know what that is?
SS: Combustion.
T: Yes, so I think it's a good idea to have that. Can somebody tell me how to write that? Combustion? Let us write in this step how Gorbar gas is produced. O.K, I'll write what you're saying, O.K? You want to say how the Gorbar gas is produced.
S: Yes, miss.
T: By what process, right?
S: Gorbar gas.
T: So we want something there...Say - you said something about
Combustion. Combustion?

S: Gorbar gas combustion.

T: No. This point is alright. Let's not worry about this part. Gorbar gas is produced is-

SS: X.

S: Combustion Gorbar gas.

T: Combustion. Can you spell that?

SS: c-o-m-b-u-s-t-i-o-n.

T: O.K, combustion.

S: Miss, the cow dung and water combustion, miss.

T: No, uh, the cow dung and the water mixture combustion - well, the combustion of the cow dung and?

SS: Water.

T: Mixture. Combustion of the mixture. Tell me, yeah, what about the combustion? You need, uh...can you say, uh, can you say, uh, combustion is produced?

S: No, miss.


S: Yes.

T: Combustion takes place. Combustion? Happens. O.K?...And we can, uh, if you want to join these two up, what must you do?...If you want to join up these two parts?

S: And.

T: And. Here. And?

S: Gorbar gas.

T: Gorbar gas. I have this big 'G' here. Is it alright now?
SS: No, miss.

T: And Gorbar gas is? Produced. O.K? That's fine. Now what do you do with this sludge in the fourth step?

SS: Collect the sludge

T: Collect the sludge. But what use can you make of the sludge? Do you just throw it away?

SS: No, miss.

T: How do you use the sludge? For what do you use the sludge?

SS: X.

T: As a? Fertiliser.

S: Fertiliser.

T: O.K. Uh, now, tell me, tell me, so that is this step. I can write what is the use of the sludge?

SS: Fertiliser.

T: Use?

SS: Fertiliser.

T: Is this correct? 'Collect the sludge use the fertiliser'?

SS: No, miss.

T: Let us say 'collect the sludge' - for what?

S: Sludge.

T: For?...Use the fertiliser?

S: Fertiliser.

T: You use the sludge as what? As? As a fertiliser. So how should you write that?

S: Use fertiliser.

S: As.
T: Where should I put the 'as'?
SS: Use as. Near 'use'.
T: Use as?
SS: The. A. The. A.
T: As a? Fertiliser...Now shall we go on to the benefits?
S: Yes, miss.
T: I'll write the benefits here.
PAUSE
T: Is this alright?
S: W-i.
T: No, that's not right. This spelling is wrong. I'll give you the right spelling.
SS: R-i-g-h-t.
T: Now what is right in the village? What do you get right in the village?
SS: Cow dung.
T: So, cow dung
S: Cow dung right in the village.
SS: Cow dung, cow dung was.
T: No, not cow dung was. It is there. It's not 'was'. It's not in the past. It's there now. Is. Can you say cow dung is right in the village?
SS: Is there.
T: No.
SS: Is there.
T: I gave you this word last time - this word.
S: Available.
T: Available.
SS: Available.
T: Can I use it there?
S: Yes, miss.
T: O.K, now is it alright?...Cow dung is available right there in the village. Is it alright?
SS: Yes.
T: O.K, good.
PAUSE
T: Is that alright?
S: No, miss.
T: Before the, before the Gorbar gas is distributed to the houses, it's kept in some place. It is? Stored...You remember that? It is? Stored. Can somebody give me the spelling of 'stored'?
SS: s-t-o.
T: s-t
SS: o-r-e-d. Stored.
T: Stored and distributed. Is it alright if you just say 'stored and distributed' as one of the benefits?
S: No, miss, no.
T: So what must you do to make it right? Make it right?
S: Sludge.
T: No, sludge has nothing to do with this. We're talking about?
S: Sludge.
T: How this benefit that the gas can be stored and distributed - Is it alright just to write 'stored and distributed'?

S: Cow dung.

T: No, this is after the gas is produced.

S: Stored, stored.

T: No...Don't you have to say, don't you have to say something like 'it is easy to store and distribute'?

S: No, miss!

T: No?

S: No, miss.

T: But that is one of the benefits, that the gas - it is easy to store the gas and to distribute it, isn't it? You don't have to depend on somebody else. It can be stored in the village. So just tell me how to write it. This part is alright. But we need something here. Let us say 'the

S: Gorbar gas.

T: Gorbar gas is'. Now what, what word do you need there?... You need some word here before you can make this a proper sentence.

S: Available.

T: No available. We have already finished with, uh, cow dung being available.

S: Cow dung.

T: No.

S: Is.

T: Is. Yes. Here, you can have 'is'.
S: Stored.
T: stored in this - well, that's alright. You want to say that it can be done. The gas can be stored and distributed.
So what shall I write here? What's a better word than 'is'?
SS: Can be.
T: Yes, that's the word I want. Can be. Good. The Gorbar gas? (Can be stored and distributed.
) SS: (Can be stored and distributed.
T: So that is the second benefit. And what is the third one?
...What is the third one?
PAUSE
T: Is that alright?
SS: Batch.
T: Huh?
S: b-a-c-t-h.
T: b-a-c-t-h?
S: Sludge.
T: What is, what is the sludge? We've said here sludge, that sludge can be used for fertiliser - is that what it's supposed to be?...O.K, now what about sludge? You want to write why sludge is a benefit? Why is it a benefit?
S: Fertiliser.
T: Fertiliser. O.K. So put that together in one sentence.
Sludge?
S: Fertiliser.
S: In the pit.
T: O.K, sludge in the pit. The sludge remains in the pit, right? After the gas is produced, and all the gas is exhausted, there is sludge remaining in the pit. O.K. The sludge is a fertiliser. So put it in a sentence. Come on. To show that sludge
S: Sludge remaining in the pit.
T: O.K, the sludge remaining in the pit? I'll write that.
   The sludge (remaining in the pit.
SS: (remaining in the pit.
T: Yeah, what can we do with the sludge? What can we do with this?
S: Fertiliser.
T: No. Use 'can'. I said 'what can we do with it?' The sludge remaining in the pit?
S: Can.
T: Can?
S: Can be.
T: Can be?
S: Used.
T: Used, used. Yes.
S: Used fertiliser, fertiliser.
T: No, see, we said we can't say used
S: As a.
T: Used as a?
S: Fertiliser.
T: O.K.
S: Yes, miss.
LESSON G
T: Goodmorning, girls.
SS: Goodmorning, sir.
T: Now I'm not going to give you a letter today. I gave you letters yesterday and the day before. Today I will give you lectures, not letters. Lectures, that is, talks.
SS: Yes, sir.
T: Right? And I want you to listen to my talks and get some points from the talk. I will not read anything. I will just talk. Listen to the talk and get some points. Now can anybody say what the subject of my talk is going to be?
SS: Postage stamps, sir.
T: Yes, postage stamps. Stamps which you put on letters, right? Now, that'll be my first talk, and you're to find points about...you have to find points to put in those places as you listen to the lecture. Alright?
SS: Yes, sir.
T: Yes, now. Postage stamps which we all use today are very convenient. We can send letters to people anywhere in the country. In fact, anywhere in the world, by writing letters. Putting postage stamps on them and putting them in the box. Before there were postage stamps, it was very difficult to send letters. It was possible to send letters, but not very easy. People sent letters, took the address and sent them, and the postal service, they took the letters, usually in horse carts, then they gave the letter to the man who it was addressed to. When they gave the letter, they collected
money from him for bringing the letter. The receiver paid instead of the sender of the letter. And if the letter had gone a long distance, he paid more. So sometimes a letter was very expensive. Sometimes a letter went a long way and went to the man who was to receive it and the man didn't have money - enough money - to pay for it. So he didn't take the letter. And the letter had to be sent back. And when it was sent back to the sender, the sender had to pay even more money, once for taking the letter there and again for bringing the letter back. And sometimes he didn't have enough money to pay. It was all difficult and inconvenient. Then someone in the last century thought of removing these difficulties. A man called Mr. Hill, Roland Hill, who lived in Britain. What's Britain?

S: Country, sir.

T: Yes. Any other name?

S: England.

T: Yes, England is a part of Britain, yes. Sir Roland Hill lived in Britain, and he thought it would be convenient if he could find a way of making the sender of the letter pay. Before the letter is sent, the charges are paid. And he thought if the man can pay and get a receipt, and put the receipt with the letter, then looking at the letter, everybody will know this man has paid, because the receipt is there. And the receipt he began to use was in fact the postage stamp. The postage stamp is a receipt for money. If you
have a 50 pesa postage stamp, it is a receipt for 50 pesa. You paid 50 pesa, and this is the proof that you paid.

Now he used, Sir Roland Hill used postage stamps for the first time in 1840, and after that it became popular. More and more people - the paper's X for you to write the points, if you want to, if you want to write there, write the points you want to - right - after that, more and more people began to use postage stamps, and other countries also began using postage stamps. Now the benefits from postage stamps are two: one I've already mentioned, namely that a letter does not have to wait for the receiver to pay. The sender himself pays. Therefore it is safe for people to carry. Otherwise, the letter will be taken there and that man can't pay. Then the letter has to be brought back. So the sender pays instead of the receiver. Also, instead of people paying more or less, according to the distance, with postage stamps people began to pay the same thing whether the letter was 50 miles or 200 miles or 400 miles. The same charge for all distances. Of course, if you sent a letter to a different country, you had to pay more. But within the same country, it doesn't matter whether the letter goes a short distance or a long distance. Right. Now, that's the end of the talk. Let's see what the points are. What are the points?

S: 1840.

T: What do you write here?
S: 1840.
T: Yes.
S: 1840.
SS: Britain.
T: Yes. Number three. Yes?
S: Sir Roland Hill.
T: Sir Roland?
S: Sir Roland Hill.
T: Hill, yes. Now, I've put 'in' here, in 1840. What should I put here?
S: Mr. (Students laughing).
T: No, we have said 'Sir'. That's enough. I've put 'in 1840', I've put 'in Britain'. What do I put here?
S: From, sir.
T: From XX.
S: B. A.
T: Yes?
S: For.
T: No. Any other? Look at that.
S: By.
T: Yes. Same thing. Alright. With what benefits, A and B?
   What do we write there?...What do we write here?...Yes?
   Two benefits. What, which are the two benefits?...Why was it useful?
S: Send money.

T: Money, yes?...Money?...Yes?

S: Money and letter sent together.

T: Money and letter sent together; not money, not money really. Receipt. And what is a receipt? What is the receipt? The receipt is the stamp.

S: Yes, sir.

T: So letter and stamp sent together. Now what is the benefit? How is it different from the earlier system before?...Yes?...How was it different?...Come on!...Come on. Come on. Yes?...Who paid the money. Who paid the money?

S: Who received the letters.

T: Yes, the man who received the letter paid the money before. Who pays the money now?...Who pays the money now?...The man who received the letter?...No. Who pays the money then?...Yes? Man who sends the letter, right? If you are sending the letter, you pay the money. Put the postage stamp. Right?

S: Yes, sir.

T: So. Now. That is a benefit, right? Why is it a benefit?...Yes, if yes?...Come on...Yes? If the receiver has to pay, he may not pay; he may not have the money, right? The letter has already gone. If the sender pays, he paid from the beginning. So what do we write here?...Yes?...Money paid.

S: Stamp.

T: Yes, by?

SS: Stamp.
T: Yes, by whom?

SS: Postman. (Some students laughing).

T: Yes, yes? Money paid by the sender, yes. Not the receiver. The sender, the man who sends the letter, right? Number two, who can remember?...You can't remember, because you did not write down the points while I was talking. Second benefit, second difference...One is that now the man who sends the letter pays, not the man who receives it. Secondly?...Yes?...How much money is paid?...Yes? Yes?...Do we pay the same money or more money if it goes a long distance?

SS: More money, sir.

T: More money. Now?

S: Same money.

T: Same money now. Before?

SS: More money.

T: More money, right. So what's the difference now?...The same money, yes. The same money...for all distances. Alright. Now that's the way we get points. Now we did not get the points because when I was talking, you were simply listening. Right? Although you had paper with you, you did not write down any points. Did you? No-one did. Alright? Now the next talk on a different subject. I want you to write down the points when you are listening. Then you'll be able to remember the points. Alright? Yes.

PAUSE
T: That's the topic...I won't give you the word. You have to find the word or words.

PAUSE

T: Now this time listen to the talk and write down the points when you get the points. Right? Good. Now the subject is 'improving agriculture'. That means?

SS: X.

T: Yes improving agriculture so that we can get more food, so that we can get more food from the land. Right? Now, first of all, let us consider the reasons for improving agriculture. What is it that makes us want to improve agriculture? (Student coughs). Please. Well, one simple reason is that there are more and more people who have to eat. There are more and more people. The population is increasing. Every year, there are more and more people in the country. Every year, there are more people in the world. So the population - do you know the word? What's 'population'? What's 'population'?

S: X.

T: That's right, yes. That means going up. Therefore we have to grow more and more food. Alright? To feed the population. There are more people. Therefore there should be more food. Secondly - I don't see anyone taking down many points, hmm? Haven't you got a point?

S: Yes, sir.

T: Yes? If you don't write it down now you won't remember it
later on. What about the girls at the back? Haven't you got a point? Right. That is, that is the first reason.

The second reason is that if there are a lot of people who need food, then a lot of people have to work in the fields to produce the food. And if a lot of people, if most people work in the fields, then there won't be many people to do other kinds of work. What other kinds of work? Working in factories, building houses, making cloth, making various machines, are all other kinds of work. If most people have to work in fields to produce food, there won't be enough people for other work. If you improve agriculture, you won't need so many people to work on the fields. You don't need so many. So some of the people can be freed to work in the factories, build homes, and so on. Some people can be made free, can be released, to work, to do other kinds of work.

Now, let's consider how agriculture can be improved. There are, there are a number of ways in this, in which this can be done, but let's consider four important ways. Uh, first of all, for agriculture, you need water. If there's more water, you can, you can cultivate more land and grow more food. And more water is provided by digging canals, putting dams across rivers, digging canals, or digging deep wells, and putting a pump to get the water up. Now this - taking water from one place to another and providing more water for agriculture - all this is called 'irrigation'. Taking water from rivers, from
dams, through canals to different places, or taking water from deep wells. So more water, providing more water is one way of improving agriculture. Also, if you want fewer people working on the fields, you don't want everybody to work on the fields, you want some of the people to go and work in factories. So if you want to, uh, set some people free to do other kinds of work, you have to use machines to do the work on the fields. If you use machines on the fields, then one man with a machine can do the work of 20 people. You need just one person with, uh, with a machine. So using machines, then, is another way – machines to plough, machines to cut the harvest, and so on. Uh, a third way is to use chemicals, chemicals. You, you study chemistry?

SS: Yes, sir.

T: Chemicals, different chemicals. Now chemicals are used for two purposes in agriculture. Chemicals are used in two ways. Firstly, to feed the plants, as fertiliser. You put the chemical in the soil and the plant grows well. Just as you put them in your cow dung, and so on. You put chemicals, first of all to feed the plants, and secondly, to kill, to remove some harmful diseases of plants, or to kill some insects which, which eat up the plants. Now, the word for that – 'pests'. Pests are insects which come and kill plants, or eat up plants. Right? Now, we can use chemicals to kill pests. Now, finally, agriculture can be improved by improv-
ing the seeds. Rice and wheat and various seeds that you use. If you use better seeds, if you use a better kind of paddy seed, you get a better crop of rice. And that is a good way of improving agriculture. Right, let's stop there. Did anyone find a word here? Word here? Yes?

S: X.

T: No, no. Any other?

S: What.

T: What? Not really. I was talking about reasons, wasn't I?

SS: Why.

T: Huh? Yes. Why do we need to improve agriculture? Alright. Point here?...Yes?...Why do we need to - there are two reasons, I said. What's the first reason?

S: The population more and more.

T: There's more and more population. Therefore, we have to have more and more food, yes. Let's say to - growing population - to do what? To give food! Feed. Right? To feed the growing population, to release people, to release people from agriculture to? Yes?

S: Food.

T: No. To release people, you make them free from agriculture. Release, to make them free from agriculture, to?

S: Working.

T: To?

S: Working.

T: To work in?
S: Agriculture.

T: Yes, you, you release them, you make them free from agriculture. They need not work on the fields. So what should they do then? Yes?

S: Factories.

T: Work in factories, and?...Any other kind of work?...No?

Work in factories, build houses, work as teachers, and postmen, and

S: Banks.

T: And policemen and banks. So let us say 'to do other kinds of work'. Right. Now, four points here. How, how do we improve agriculture? Number 1. The first one.

S: Use the.

T: Use the?

S: Use the chemicals.

T: Use the chemicals. Is that number 1?

S: Chemicals.

T: Chemicals is another.

S: More.

T: Yes?

S: More water.

T: More water is the first one, yes. More water. Can we use one word?...Just one word? Taking more water for the fields.

S: Pump.

T: Pumps, dams, canals, deep wells, and so on. One word?...

Yes?...Yes?...The word is in front of you...Yes?...The word
is on the blackboard.

S: Two.

T: Yes?...Providing more water. Water...No, you're not being very intelligent today...Did I tell you that? Did I give you that word? Yes? Was the word there?

S: Yes, sir.

T: Yes, I wrote the word and said it is giving more water!

    Right, number 2. 1 - irrigation, water. Number 2.

SS: Chemicals.

T: Use of chemicals. Number 3.

SS: Pests.

S: To kill pests.

T: Yes, chemicals to kill pests, yes, but was there something before that?

S: Improving by seeds.

T: Improving seeds. Alright. Improving seeds, using chemicals.

    We've got two now. We need three. Water, chemicals, improving seeds.

S: Machines.

T: Machines. Next. Using, using chemicals. And last?

SS: Improving seeds.

T: Improving seeds. Now. If you want to find points, you have to listen and at the same time, see when the point is given in the talk and write it down. You have to listen and at the same time think and write. Then you can find all the points. Otherwise, you get one or two points. You don't get
the other points, right? Now, we'll stop there. Yes, you can go.
LESSON H
T: 20. 20. When does it leave X?
S: 25.
T: 25, right. How long does it stay there?
S: Five minutes.
T: How long will it take you to answer the question? Five minutes, is it? Alright, you, what's your name?
S: X.
T: X, right. How long did, how long does this train stay at X?
     How long does this train stay, this train stay at X?
Ss: Five minutes.
T: Huh? Uh...How long does it stay at X? X?
S: Five, sir.
T: Uh, X, how long?
S: Five minutes.
T: How do you find it out? How? How? X, tell me. No! Don't show me! X, tell the time arrival and departure. It arrives?
S: Arrive.
T: X arriving time what?
S: 15. 5.
T: Nought 5, 15 nought 5, very good. Departure?
S: 15. 10.
T: 15. 10. So how long does it stay?
Ss: Five minutes.
T: How do you find it? 15. 10 minus 15. 5 - five minutes.
     That is how you find it.
Ss: Yes, sir.
T: Good, sit. X, uh...simple question. Right. Listen...
I like, I would like to go from Bangalore to Madras by the
X Express. I want to go to X. I don't want to go to
Madras, I want to go to X. But I have to go by the X
Express. Can I catch this train at Madras?
S: No.
T: Think! Think!
S: No, sir.
T: I want to go to X.
S: Sir, exchange.
T: I have to exchange! Alright. But tell me whether I can go,
I can catch X Express at Madras or not? Can I catch
the train or not?
SS: Catch.
T: Catch, I see. Who says I can't catch?
S: Sir.
T: I can catch? Good. Sit. Who says I can't catch the train?
...Tell me, X. Can't you think and tell me? I have written
everything on the blackboard...Where do I want to go?
SS: X.
T: Which train do I want to travel by?
SS: X.
T: From Madras, which train?
SS: X.
T: From Madras, which train?
SS: X.
T: X Express, X Express.

SS: X.

T: X. Sit, sit, sit. X, you're getting weaker. Don't stand for a long time. I want to catch X Express, but which train am I going by? I am travelling X Express from Bangalore to Madras. Can I catch X Express? X, can I catch X Express or not?

S: Yes, sir.

S: No, sir.

T: Why not? Why do you say 'no'?

S: X.

T: Why do you say 'no'?

SS: X.

T: Can you give the answer.

SS: XX.

T: X.

SS: X.

T: Which train arrives in

SS: X Express.

T: Right. When does this X Express leave Madras?

S: X.

T: When does it leave Madras?

SS: 14. 05.

T: When does it arrive in Madras?

SS: 14. 30.

T: So, if I come at 14. 30, can I catch a train that leaves
at 14.05?

SS: No.

S: You can't.

T: When I come to Madras, this train will have left. I'll be late. I can't catch the train. Sit, sit, sit. Very good. Another question? Have you heard of Highland Express?

Highland Express?

S: Yes, sir.

T: Highland Express?

SS: No.

T: This Highland Express runs between Trichy and Bangalore, by way of X. Highland Express runs between Trichy and Bangalore by way of X. Alright?

S: Yes, sir.

T: On the way, you have another station here. Salem. Another station, right?...If somebody wants to go to Madras from Trichy by Highland Express, somebody wants to go from Trichy to Madras, where should he change train?...Where should he change train?

S: Jolaphret.

T: Yes, X?

S: Jolaphret.

T: Right. Which train can he take, catch at Jolaphret?

S: X Express.

T: X Express, X Express goes to Madras, and Highland Express goes to Bangalore. So here you have to change trains.
X?

SS: Yes, sir.

T: Alright.
LESSON I
S: Can't sleep.
T: Why, why can't you sleep?
SS: X.
T: X, you must stay awake the whole night. You can't sleep. Correct? Yes? Now girls, listen to me. You remember last week. You remember Dr. Prabhu gave you two talks?
S: Yes, miss.
T: You remember what the talks were on? What were the talks about?
S: Agriculture.
T: Yes, one was on
S: Postage stamps.
T: Yes, the first was on postage stamps. The second?
S: Agriculture.
T: Uh, what? Uh
SS: Improve.
T: Improve, yes, improving agriculture, O.K. Come, come on. Now today I'm going to give you a talk, O.K? Take a look at all these. Distribute these here, these papers. So what is, what am I going to talk to you about? Do you know what I'm going to talk to you about?
SS: Gorbar gas.
T: Gorbar gas, Gorbar gas. Correct. Do you know what Gorbar is?
S: No, miss.
SS: Gorbar.
T: Gorbara. Is it Gorbara?
S: No, miss.
T: Now, Gorbara is the, uh, cow dung cakes, you know? They're called cow dung cakes, the flat pieces of cow dung which are dried and used for making fire. That is Gorbara.
S: Yes, miss.
T: Cow dung, or Gorbar, is - does anyone know? When it's just dropped fresh from the cow, what is it called?
SS: /saegaeni/.
T: /saegaeni/, /saegaeni/, yes. Cow dung is /saegaeni/. Cow dung is /saegaeni/, and Gorbara is cow dung cakes. Now Gorbar is the Hindi word for /saegaeni/, right?
S: Yes, miss.
T: So, I'm going to talk about gas which is made from /saegaeni/, gas which is made from Gorbar. Gorbar gas. Now look carefully at the paper that I've given you, O.K? Now as I talk, I want you to take down some points, while I talk. Now, look at the first part. There's a question there - 'why', there's a question there - 'why?'. And as I talk, you'll find out what are the three answers to this question why. Three reasons. I want you to write it down, O.K? Have you all understood?
SS: Yes, miss.
T: As I give you the talk, and as I mention these points, one, two, three, I want you to write them down, because after we finish, I'm going to ask you have you got the points down - I want you to give me the points, alright?
SS: Yes, miss.
T: So now we are only looking at the first part, the first question 'why'. And one, two, three, O.K? Now in this part of the talk, I am going to give you three reasons why Gorbar gas should be used especially in the villages in India. Now, in India, in the villages, as you know, there is no electricity, there is no power. So people need to use other kinds of energy. They have to use other kinds of power. 
S: Energy.
T: Energy, huh? You know the word 'energy', don't you? Energy?
S: Waste.
T: Yeah, you say 'don't waste energy', 'don't leave the lights on in the room', 'don't waste energy', yeah. You have different kinds of energy, like the kerosene you use for cooking food, or you can have, uh, power, which is one form of energy - of course, there is organic forms of energy. So, in the villages, they have to look for other forms of energy, and I'm going to talk about what kinds of energy people can use in the house, for domestic purposes, in the household. Now, in their, in their houses, people need energy for lighting and for cooking. For lighting and for cooking. Now, for lighting, they generally use kerosene. That is, they use kerosene lamps to provide light in the house. For cooking, they use firewood, or they use cow dung cakes, Gorbara, for cooking food. So now scientists, you know, people who work in science, say that we should
use Gorbar gas in the villages, and they give three reasons why Gorbar gas should be used. The first reason, the first reason is that kerosene which people use for lighting their homes is very costly, right? The cost of kerosene is very high. So, a lot of people, many people in the villages who are very poor, they cannot afford to buy kerosene, they can't buy kerosene. So the high cost of kerosene is one reason why scientists tell us that we must use Gorbar gas in the villages. O.K. Now a second reason which they give is that if you cut down the trees for firewood, then it's very bad for the place in which these trees used to grow, very bad for the people in that place. As an example, if there is a place with a very cool climate, and you cut down all the trees, then the temperature, the climate of that place, will change. It will become very hot. The animals who live in that, the animals which live in that place can also be affected. So, cutting down the trees is very bad. It will upset the balance in nature. There is a balance in nature and that will be upset if you go around cutting down all the trees. So the scientists tell us that cutting down trees for firewood is bad. So, this is one reason why we should use Gorbar gas, O.K? Now thirdly, in many villages, the cattle population is very high. The cattle population is very high. That means the number of cows, buffaloes, et cetera, in the village is very high. In fact in some villages, the cattle population is higher
than the human population. Here, there are more, uh, cattle, there are more cows and buffaloes than there are people. So because there is such a high cattle population, a lot of dung, a lot of cow dung is available. And because so much cow dung is available, it can be used to make Gorbar gas. So these are the three reasons which have been suggested for using Gorbar gas in the villages. O.K, now I see that many of you haven't written down anything, have you? I'm going to ask you now what these reasons are. Can you tell me? Can you write them down? I'll give you a few minutes to write them down.

S: Don't know kerosene spelling.
T: You don't know the spelling of kerosene? Who can give the spelling of kerosene?
S: k
T: k?
SS: k-a-r
S: k-e-r
T: Yes.
S: o
T: Yes, o.
S: s-e-n-e
T: s-e-n-e. Kerosene. O.K? k-e-r-o-s-e-n-e. O.K. You've got the spelling of kerosene, now...Climate, you don't know this word 'climate'.

PAUSE
T: Now, climate. You know in Madras, you can say it is very hot. The climate of Madras is very hot. Most of the time it is hot. There is in some, uh, a place like Kashmir, it is cold for some months of the year. So the climate there is cold for half the year. The other half is hot. In Madras, it is hot all the time. It has a hot climate. Have you written it down? Who will give me the first reason? (Addressing an S): You can't buy it, b-u-y. Buy. Now write the second and third, quickly. (Returning to all SS): Any of you not started writing?...You didn't write down anything. O.K, let's start the first reason.

SS: Kerosene very costly.

T: Kerosene?

SS: Very costly, very high.

S: Kerosene is very costly, so they can't buy

T: Kerosene is?

S: Very costly.

T: It's very costly. Now repeat it.

S: High.

T: Kerosene is very? Costly. Is that enough? Do you want to say anything more?

S: So they can't buy

T: That's not necessary. You can write that kerosene is very costly, so people can't buy it. What's the second reason?

The second reason?

SS: Many trees, many people.
S: Buy.
T: Buy, b-u-y. Now, we are going now to the second reason.
   What is it? What did I say? The first is kerosene is very
costly. What is the second reason for using Gorbar gas?
SS: X, cut down, X.
T: Cutting down trees. Is it good or bad?
SS: Bad, miss.
T: It is bad. So let’s write that.
SS: Cutting down the trees.
T: Cutting down?
SS: The trees.
T: Now why, why, why do people cut down trees?
SS: Miss, use for cooking.
T: For what? For what? Firewood?
S: Yes.
T: Firewood, O.K. Cutting down trees. So say that. Cutting
down trees?
SS: Firewood.
T: Cutting down trees for? Firewood.
S: Firewood spelling.
T: Firewood spelling. Fire, how is fire spelt?
SS: f-i-r-e-w-o
T: And what is the third reason? What is the third reason for
   wanting to use Gorbar gas in the villages?
S: Cattle population.
T: Yeah, cattle population is?
SS: Very high.
T: Good. So? So what do we get? Because the cattle population is very high, what can we get?
S: Gorbar gas.
S: Number.
T: What is available?
S: Energy produced.
T: Yeah, we can make energy from something which the cattle give us. What is that?
S: Gorbar gas.
T: Yeah, Gorbar gas is the energy that we can get from? What do they - yes, /sægænɪ/. Give me the word for it. What is the English word? Cow dung.
S: Cow dung.
T: So what, uh, what do you want to say? How shall I write it?
S: Cow dung.
T: Cow dung is?
S: Very cost.
T: No, cow dung is not costly. Cow dung is?
S: Cattle population.
T: No, cattle population is very high, so cow dung is?
Available, available. You know this word 'available'?
SS: Yes.
T: You can easily get it. You can say, nowadays-
S: Available.
T: Yeah, sugar is now available.
S: Costly.

T: So, cow dung is available. O.K, now shall we go on to the second part of the talk?

SS: Yes, miss.

T: Now, I'm going to give you the second and third part together, right? I'm going to talk about these two things. Points two and, points two and three. And again, as I talk, I want you to write down some important things from what I'm going to say, O.K? Now, in the second part of the talk, I'm going to describe what are the four steps in making Gorbar gas. What are the four steps in making? Gorbar gas. Now the first step is to dig. You must dig a large pit. Pit, or hole in the ground, O.K? Dig a large pit or hole in the ground. Then, then after that, you must fill it up with a mixture of cow dung and water in the ratio of one is to one. I'll write that down - ratio of one is to one. Now this means that if you have one bucket of cow dung, then you must mix it with one bucket of water. You make a mixture and then you pour it into the pit. That is the second step. Now the third step takes place about 25 to 30 days later. Now, you don't get the gas at once. After 25 to 30 days, the third step, which is? Combustion takes place and gas is produced, O.K?

SS: Yes, miss.

T: Now what is this gas made of? What is Gorbar gas made of?

It is 60% carbon dioxide and 40% methane - this is another
gas. So, this is what Gorbar gas is made of. Now, this gas is collected in some holders, and then through pipes it is distributed to the houses in the village, so that they can use it when they want. Now, when you don't want any more gas you must stop pouring the mixture into the, into the pit. Every day you should, uh, in the morning, you should open the pit and put fresh mixture in the pit. When you don't want any more gas, you should stop putting this mixture in the? (Pit.

S: (Pit.

T: Now after 25 or 30 days after you've stopped putting the mixture in the pit, you won't get any more gas. Then what must you do? This is where the fourth step comes in. You must clean out the pit because some remaining matter will be there. The matter will be there. It should be cleaned out, removed. Now this matter is very important matter called 'sludge'.

S: What is 'sludge'?  

T: Now, sludge is what is left. You put this cow dung mixture inside the pit. You get, it starts, uh, combustion takes place, gas is produced, and after that when the, when no more gas is produced, you must clean out the pit, and what is get, what is left there is sludge - black matter. You know, the remaining matter. Now, this sludge is very important, this because if you use this sludge on the soil, then the plants will grow very well. So it is a very good fert-
iliser. A fertiliser. You know what is fertiliser? I'll write it down here. Fertiliser is something that you put in the soil so that the crops, the plants will grow very well. So sludge is a very good fertiliser, O.K? Uh, now, uh, I want you to, uh, sludge is called a by-product, a by-product. By-product, you know this word?

S: Yes, miss.

T: Now the main product in this whole, uh, process of making, uh, Gorbar gas is Gorbar gas, right? The main thing that you want to get by all these things, digging a hole, putting a mixture in, is to get Gorbar gas, so that you can use it for cooking and lighting, et cetera. But in the process you also get something else, and that is the sludge. It's a very useful by-product. So once you've collected all the sludge, then you can again start the whole process again, by putting in fresh cow dung and water mixture. So there are the four steps in making biogas. First dig a large hole; second, fill it with a mixture of cow dung and water in the ratio of one is to one; then some days later, combustion takes place and gas is produced; finally, when no more gas is produced, remove the sludge, collect all the sludge to use as a fertiliser. O.K, so this is a description of the steps in making, the stages in making Gorbar gas. Now, finally, I'm going to talk about what are the benefits. Have you all been writing now?

S: Yes, miss.
T: I've finished the second part in our first steps in making Gorbar gas. Have you been writing it down?
S: Yes.
T: O.K. Now, don't bother to write it into your page now. If you've got it in some other, in your notebooks, it's all right. Afterwards, we'll write it down.
S: Yes, miss.
T: Have you been writing in your notebooks? O.K. So now I'm going to talk about the benefits of using Gorbar gas. The first one is that the Gorbar, the cow dung is available right in the village. The, the, the Gorbar, the cow dung, from which you make the gas, is available right in the village. See, you don't have to get it from outside. It doesn't have to be transported like coal. You know? You don't have to buy firewood from others. It is there. If you have some cows, you have cow dung right there in the village. So that is the first benefit. That it is available on the spot. Cow dung is available on the spot. The second benefit of using Gorbar gas
S: Available?
T: Yes, on the spot. That means right there, right in the village. You don't have to go outside to bring it. It's available on the spot. If you want it, I'll write it there.
S: Right on the s-
T: O.K, the second, uh, benefit is that a gas can be stored and distributed. So, it can be stored in big gas holders,
and then other people who want to use the gas, they can just switch on the X, and they can get the gas. So the store can, the gas can be stored and distributed to all the houses through pipes just like our, the gas that we get here. O.K? In the towns. Here, we're talking about the villages, you know, where they don't get the gas which we use in the towns. Now the third important benefit is sludge. That is, you get a very good - called by-product - sludge which can be used as a fertiliser. So these are the three benefits of using Gorbar gas. Sludge that you get, sludge that can be used as fertiliser for the plants. Now this sludge, this sludge is even better than using the ordinary cow dung. You know many people just use the ordinary cow dung in, as manure, as fertiliser. But sludge, the sludge is even better. It makes the plants grow better because it has double the amount of nitrogen which cow dung has. Cow dung has some nitrogen, and sludge has double, twice the amount of nitrogen. So it's a very good fertiliser. So these are the three benefits of using Gorbar gas. Now in the Institute where I work, in the college where I work, there is a Gorbar gas plant, or unit. If you want to see it, I'll take you there one day so you can see the Gorbar gas plant. O.K.

S: Yes, miss.
LESSON J
T: I'll give you some tasks, right?
S: What is task?
T: I'll, I'll give, I'll tell you. Now have you got rules?
    Where are the rules? Come on! Hurry up! Shh! Not that.
    Whatever task I gave you in the first period XXX because
    you were not complete it. And we are going to give you, I
    am going to give you some other thing now. Have the rules
    ready with you...Yes, please, have the rules with you.
    X, are you ready? X.
S: Yes, sir.
T: What about you? Now I'm going to tell you something, right?
    You'll have to refer to the rules and tell me whether it's
    right or not. Right. Now the first one. Rao parks a vehicle
    in a bus stop, and the police take it away. When he goes to
    get it back, they say that there is, uh, rupees 50 towing
    charges due. Rao says he will pay tomorrow. What'll the
    police do?
S: X.
S: Once again.
T: Once again, right. Rao parks his vehicle in a bus stop, and
    the police take it away. When he goes to get it back, they
    say that there is rupees 50 towing charges due. Do you
    understand what it means?
S: Towing charges.
T: Yes. Taking the vehicle from that place.
S: Drag.
T: Dragged it, dragged it along, right? Take it along to the police station. Towing is taking away, right. Now, Rao says he will pay tomorrow. What will the police do?

S: The police address, sir, Rao.

S: Address and name.

T: Whose address and name.

SS: Rao.

S: Telephone number, sir.

T: So that's alright, but the

S: X.

T: Well, where was the vehicle?

SS: In the police station.

T: Was it in the police station?

SS: X.

T: Where, where did Mr. Rao park it?

S: Bus station.

T: In the bus station. Good. Right, who took it away?

SS: Police.

S: Rao.

T: The police.

S: Police, sir.

T: Yes, the police took it away. Then Mr. Rao goes the next day there. And the police ask him to pay 50 rupees. Rao says he'll pay the next day. What will the police do? What will the police do? What will the police do?

S: Sir, take vehicle, sir.
T: Who takes the vehicle?
SS: Police, sir.

T: The police have already taken the vehicle. It is at the police station. Rao goes there.

S: Sir, he keep it, sir.

T: Who keeps it?
S: Rao, sir.

S: You give money, after I give you

T: Right. What will they say? Come on!
S: You give money

S: Sir, tomorrow, you give money

SS: After give vehicle.

T: O.K, so you pay the money first.

SS: After give.

T: After, we'll give you the vehicle.

SS: Yes, sir.

T: Right, good. How much, uh, has he to pay?

SS: 50 rupees.

T: Listen to this. Lakshmir, a 17-year old son, takes a car from outside Lakshmir's house without his father's permission, and he's caught driving it by the police. Will the police prosecute Chetyan?

S: No, sir.

S: XX.

T: XX. Lakshmir, a 17-year old son, takes a car from outside Lakshmir's house without his father's permission, and he's
caught driving it by the police. Will the police prosecute Chetyan?

SS: Yes, sir.

T: What is the meaning of prosecute? This morning I told you, right? File a case against.

SS: Yes, sir.

T: Now who will they file a case against? Who will they prosecute?

SS: Chetyan. Lakshmir.

T: Chetyan or Lakshmir?

SS: Lakshmir.

T: They will prosecute Lakshmir. Who is Lakshmir?

S: Sir, 17 years old, sir. Son.

T: 17-year old son. Why, why, why did they do that?

S: Sir, he was only 17 years old.

SS: 18.

T: Who? Wait a minute, X. He was 17 years, yes, he was 17 years old.

SS: Yes, sir.

T: Yes. Then why should the police arrest him?

S: Only 18 years old.

T: Yes, a person who is 18 or above 18.

SS: Yes, sir.

T: Yes, that's it. Now can they prosecute Chetyan?

SS: Yes, sir. No, sir.

S: Lakshmir.
T: Right, they will prosecute Lakshmir because? They caught Lakshmir driving the car. Who is the owner of the car?
SS: Chetyan.
T: Right. Next one. Chetyan's 17-year old son takes the car to get some medicine for his father who is sick.
S: What, sir?
T: His father gives him, his father gives his permission. The son is caught by the police. Will the police prosecute Chetyan?
S: Yes, sir.
T: Why would they prosecute Chetyan?
S: X.
S: He gave permission, sir.
T: Chetyan's permission was given, yes. And then why should they arrest Chetyan, then? Why should they prosecute Chetyan?
SS: Permission. He gave permission.
T: What is wrong with that? What is wrong with
SS: Only 17 years old, sir.
T: Yes, his son was 17 years old.
S: Yes, sir.
T: Chetyan gave his permission, so X.
SS: X.
T: Prosecute Chetyan. Right. I'll read one more. Uh, this is the name of a person - X - comes to Bangalore on holiday. The police ask to see his driving license. He says he hasn't got it, but he will take it to the police in Calcutta, where
he lives. The policeman says 'that's no good'. Who is right?

SS: Once again, sir.

T: O.K. X comes to Bangalore on holiday. The police ask to see his driving license. He says he hasn't got it, but he will take it to the police in Calcutta, where he lives. The policeman says 'that's no good'.

SS: Sir, X.

T: Who is right? Who is right?

SS: Car owner.

T: Car owner. What's his name? X, X.

S: X.

T: Who is right, now?

SS: Car owner.

T: The car owner. Now why do you say this?

SS: XX.

T: What does the policeman say?

SS: No good, sir. This is no good, sir.

T: O.K. What does the policeman say? Listen to me. What does the policeman say?

S: Show your license.

T: Show your license. What does X say?

SS: I have not got it.

T: Oh, no! What does he say?

S: I am staying.

T: No! Where does he say he will produce his license?
S: Calcutta.

T: Calcutta. Can he do that?

SS: No, sir.

T: So you think that he'll have to produce it in that police station, in the local police station?

SS: Yes, sir. No, sir.

T: What is it? You say 'no' to both! He says, X says, 'I'll take, I'll produce the license in Calcutta. Calcutta police station'.

S: Ah, he take to Bangalore station, sir.

T: Uh, that's alright, but he doesn't, he's not from Bangalore.

Where is he from?

SS: Calcutta.

T: Calcutta.

S: Calcutta X license X Bangalore.

T: No, it's not like that.

S: Yes, sir.

T: If you have a license in any place in India, look, about the license, it's like this, driving license is like this: if you take it anywhere in India, it is alright for the whole country. You can use it anywhere you like. Now look at the rules and tell me. He says he'll produce his license in Calcutta.

S: XX.

T: Come on.

S: Yes, sir.
T: I'll, I'll say that again. X comes to Bangalore on holiday. The police ask to see his driving license. He says he hasn't got it, but he'll take it to the police in Calcutta where he lives. The police say 'that's no good; you can't do it'. Who is right? Is X right? Or is the police right?

SS: X. Police.

T: Look at the rules and tell me. Look at the rules and tell me.

S: Sir, read rules?

T: Yes.

S: The driver shall not

T: Now, read the first one, read the first one. What does it say?

S: The driving license, X, X, and certificates need not be X, although it is always wise to do so. They must, however, be produced within 10 days, or returned by the police officer, or by any author, author-

T: Authorised person. Yes, right.

S: At any police station in India, the driver may spe-

T: O.K, he will produce the driving license at any police station in India the driver has specified to the person making the demand. Yes, now, what does it mean?

S: Any police station.

T: Any police station, yes. Where does he want to give his license?

SS: Calcutta.

T: Right. Now, who is right? Is the policeman right?
SS: Policeman.

T: O.K, what does the policeman say?

S: Show your license, sir.

T: O.K, but

S: You come police station.

T: Yes, you come to the police station.

S: Demand.

T: Right. What does X say?

S: I will show in Calcutta.

T: I will show in Calcutta. Who is right?

SS: Policeman. X.

S: Car owner is right.

T: What, what does the - the car owner?

SS: Right.

T: Why do you say the car owner is right?

SS: XXX.

T: O.K. O.K, why does he, why do you say he's right. You're right, X.

S: Sir, he can, sir. I show.

SS: Show in Calcutta.

T: Alright. I'll show it in Calcutta. But who is right? Is the policeman right?

SS: X. Policeman.

T: Why do you say he's right?

SS: Sir, sir, license show in Calcutta, sir.

T: No, that's alright, but what does the rule say? Now should
he show the license in the same police station X?

SS: Any police station.  
T: Any police station, any police station.  
SS: In India.  
T: O.K. Where is Calcutta?  
SS: In India, sir.  
T: It is in India, good. And therefore he can show the license in Calcutta. So, who is right now?  
SS: Car driver. Car owner.  
T: Car driver. X is right.  
S: Car owner, sir.  
T: Right, now the last one. Let's see. Ramani comes to X Circle. There's a car coming out of the road on his left. What should he do?  
SS: Once again, sir.  
T: Ramani comes to X Circle. There's a car coming out of the road on his left. What should he do?  
S: XX.  
T: Wait a minute. Look at the rules, please.  
SS: Move, sir, he move, sir.  
T: Ramani comes to X Circle. There's a car coming out of the road on his left. What should he do?  
SS: X.  
T: He should?  
SS: Stop and pay attention.  
T: O.K, he should stop, O.K, right. That's alright.
LESSON K
T: We are going to do another lesson today on timetables, O.K.? (T draws up the bare outline of the timetable. At the head of the first column she writes 9.30 - 10.15, the time of the first period).

T: What should I write here? (Pointing to the 2nd column)

SS: 10.15. 10.15. 10.15.

T: 10.15.

SS: 11 o'clock.

T: 11 o'clock. Here? (Pointing to the third column)

SS: 11.00 to 11.45

T: 11.00 to?

SS: 11.45

T: 11.00 to 11.45

SS: 11.45 to (not clear)

T: To?

SS: 12 o'clock ... 12.30 ... 12.30 (many voices)

T: 12.30. This is lunch, lunch break. And after lunch?

SS: 2 o'clock (chorus)

T: Yes?

SS: 2.45 (many voices)

T: 2.45. And the last period?

SS: 2.45 to 3.30, 3.30, 3.45, 3.30 (several voices)

T: 3.30 yes. Who will write the names of the week days here? Who will write?

(SS raise hands; T invites one)

T: Come (Student writes names of all days, Monday through Friday correctly, rest of class helping with spelling)
T: Is that correct?
SS: Correct
T: Right?
SS: Right.
T: What about Saturday? Do they have school on Saturday?
S: No.
SS: Holiday
T: Holiday, yes. It's a holiday on Saturday.
Now, the first period on Wednesday is for this class, 4B; the first period on Wednesday is English. Who will come and write that?
(SS raise hands. T calls on one).
T: Yes come. (Writes English in the first period for Monday)
SS: Teacher , teacher.
T: Is that right
SS: No ... wrong ... teacher, teacher
T: The first period on Wednesday is English (S rewrites English in the right slot)
T: Is this correct?
SS: Correct
T: This is correct. You have to make a capital, big E. (S has written English with a small 'e').
T: The second period on Tuesday is for Kannada. Who will write that? The second period on Tuesday is for Kannada.
Yes.
(S writes the correct answer on the board)
T: Good
T: The last period on Thursday is for Games. (Repeats). Who will do that? Who will write that?
(One student comes up). The last period on Thursday is for Games. Yes.
(Peer consultation)
S: (Writes g-o-m-e-s in the last period for the morning)
T: Yes?
SS: Wrong, wrong.
T: What is wrong?
S: G-a-
T: G-a- The spelling is wrong. O.K. change the spelling.
G-a-m-e-s.
(Student corrects spelling, but entry is still in the wrong place).
T: Is that correct? Listen to my question. The last period on Thursday is for Games.
SS: Teacher, teacher
T: Yes, anyone else wants to come and write ...
SS: Teacher, teacher
T: Yes, Shyambai, yes come here.
(Student makes entry in the right place)
T: Is that correct?
SS: Yes, correct.
Correct.
T: How many say that this is correct? How many say this is correct? (Students put up hands).
You say this is correct? ... Yes? The last period on
Thursday is for Games, that is from 2.45 to 3.30. You say that is correct (pointing to the second student's entry on the blackboard).

How many say 11.45 to 12.30 is Games ... that is correct (pointing to the first student's entry).

How many children say that is correct? (Silence). You don't understand? We have two answers here, right? Thursday 11.45 to 12.30 - Games. Thursday 2.45 to 3.30 - Games. Which is correct? SS: 2.45 to 3.30

T: How many say that is correct? How many of you say that is correct? (Majority of hands go up).

T: Why?

S: Last period (very faint)

T: Did you listen to my question? I said the last period on Thursday is for Games. Which is the last period? Which is the last period?

SS: 2.45 to 3.30

T: The last period of the morning is 11.45 to 12.30. Correct? The last period in the morning. Four periods in the morning - last period in the morning is 11.45 to 12.30. What I said was the last period which is the last period for the day, for Thursday, so this is the right answer. (T erases wrong answer from the board)

T: There is a Kannada lesson, there is a Kannada lesson in the first period on Monday.
SS: Teacher, teacher

(One student comes up and writes out the answer. Students spell out 'Kannada')

T: On Thursday. Listen. On Thursday, there is a maths lesson just before Games. On Thursday, there is a maths lesson just before Games. Who will do that?
Yes.

(Tentative voices: one student comes up and writes 'maths' with a small 'm').

S: Big M

T: What did you say?
S: Big M

T: Big M. Yes ... Is that correct?
SS: Correct.

T: On Friday, on Friday, the period just before lunch is for history. On Friday, the period just before lunch is for history.

(Silence)

On Friday, the period before lunch, just before lunch is for history

(Peer discussion)

(One student puts up his hand)

T: Nobody can do it, except Mubarak?
Yes come. (Calls on another student who has tentatively volunteered. He writes h-i-s-t-e-r-i in the slot after lunch). All right?
S: Spelling

T: Yes. The spelling is not correct. You know the
spelling of history? Tell him.
SS: H-i-s-t-o-r-y
T: That's the spelling of history. (Student corrects spelling). Now, is that correct, Mubarak?
S (Mubarak): No, wrong (faint)
T: Is that correct or wrong?
SS: Wrong.
T: Wrong. Now where should you write history?
SS: Teacher, teacher.
T: Yes. Come. (Another student comes up and writes history in the correct slot).
T: Is that correct, Mubarak?
SS: Correct?
T: Correct? What did I say? Do you remember what I said?
S (Mubarak): Before lunch (faint)
T: Yes. Before. Before what?
SS: Before lunch
T: Before lunch. Just before lunch. Which is the period before lunch? Tell me the time.
SS: 2 o'clock, 11.45, 11.45 to 12.30 (Chorus)
T: That is the period just before lunch. This is lunch, isn't it? So the period just before lunch is ...
SS: 11.45 (chorus)
T: And I said: On Friday, the period just before lunch is for history. So this is correct.
(T erases wrong answer).

T: The science lesson, the science lesson on Friday is just before history. The science lesson on Friday is just before history. Who will do that? Yes?

(One student comes up and writes s-c-i-n-s).

T: Is that all right? Yes?

S: Wrong.
T: What is wrong
S: Spelling
T: The spelling is wrong. O.K. Who can give me the right spelling? Who can give me the right spelling. Stand up and say the right spelling.

S: S-c-i-n
T: S-c-i
S: S-c-i-n
T: No. e-n-c-e, s-c-i-e-n-c-e. Yes, science.

(Student corrects spelling but begins the word with a small 's'). What should you do there?

S: Big S
T: Yes, yes, good.

T: The next question. Listen. The first period after lunch on Tuesday is Geography. (Repeats)

(Peer talk. No S puts up his hand)

Come Mubarak. (Student comes to the board, locates the correct slot, but doesn't start writing).

(T divines that the problem is spelling)

T: I'll tell you the spelling. g-e-o
What is the first period after lunch?
SS: 2 o'clock
T: 2 o'clock to?
SS: 2.45
T: 2.00 to 2.45. That's what I said. The first period after lunch on Tuesday. So that's right. Geography. Good. Next question. On Thursday, the class is doing science at 10.30

(Repeats)
(Several hands go up. Teacher selects one student who makes the right entry, but spells it wrongly).
T: Yes, the place is correct.
SS: Spelling, wrong, wrong.
T: Wrongly spelt.
SS: -e-e- (student corrects spelling)
T: Good. I said the class is doing science at 10.30. 170
In which period does 10.30 come? Which period?
S: Two, two period.
SS: Second period
T: Second period. Yes, 10.15 to 11.00
So at 10.30, I said they are doing science. So it's the second period. This is correct.
Next question. At 2.30 on Monday, at 2.30 on Monday, the class is doing Hindi. The class is doing Hindi at 2.30 on Monday, yes?
(A student comes up and makes the right entry)

T: Is that right?
SS: Right. Correct.
T: Is that right?
SS: Yes.
T: Yes. Which period is that?
SS: First period
T: First period?
S: After lunch
T: After lunch. Yes, first period after lunch. And what is the timing?
SS: 2 o'clock (several voices)
T: Yes. 2 o'clock to 2.45. So 2.30 is the first period after lunch; so that's the right answer.
Now listen to the next question. In the third period of the morning, in the third period of the morning on Tuesday, the class is doing English.

SS: Teacher, teacher
(A student writes the correct answer).
T: Is that all right?
SS: Right, correct.
T: Correct? All of you say it's correct?
SS: Correct
T: That is the third period in the morning. Now this is the last question before you write. (Repeats) The last period on Wednesday and Friday is for drawing. (Repeats).
(Peer talk. Some hands go up). Yes?
(Student comes up and writes d-o-r-i-n-g in the slot for
Wednesday)
Is that right?
SS: Wrong. Wrong.
T: What is wrong?
S: The spelling
T: The spelling. The spelling is wrong. Can you give him the right spelling. Yes?
S: D-r-o-w-i-n-g
T: Is that the right spelling? Yes?
S: D-r-a-w-i-n-g
T: Yes. D-r-a-w-i-n-g.
(Student at the board corrects spelling and starts to go back to his place)
T: Has he finished?
SS: Finished ... Friday, Friday.
T: Friday. (Student writes drawing in the slot for Friday as well)
T: Is that right? Is that correct?
SS: Correct
T: Yes. The last period. That's the last period. On Wednesday and Friday. Is for?
SS: Drawing.
T: Now here there are some blank timetables. Take one and pass the rest (Timetables are distributed) ... Have you all got one?
LESSON L
(T Asks the SS to sit down and informs them that they will do more drawings today, that she will give a student a picture and he must tell another student how to draw it (i.e. on the blackboard).

SS: Teacher, teacher
T: Yes, you come
SS: I'll write, teacher, draw, draw
T: Don't show the drawing (to S1).
S1: Draw a big, big circle.
T: Come closer to the mike. Say it again
S1: Draw a big circle (S2 draws circle)
S1: Draw a square in the middle of the circle
T: Is that alright? Draw a circle? Next?
S1: Draw a square in the middle of the circle
T: Draw a?
S1 and SS: Square
T: Square

S1 and SS: In the middle of
T: In the middle of the circle
S1: The circle
(S2 draws the square)
T: Is that alright?
S1: Big, big square
T: Big ...?
S1: Big square
T: Big square, big square
(S2 draws a big square)
SI: Draw a, draw a circle, square in the middle of the
- draw a ... draw a circle middle of the square
T: Draw a circle in the middle of the square
(S2 draws the circle)
T: Is that all?
SI: Yes
T: Is it correct?
SI: Yes
T: Show the picture to the class. (SI does so)
T: Correct?
SI: Yes.
T: Now who would like to do the second picture?
(SI bids) Who would like to do the second picture?
T: Come. (Selects a pupil). Who will draw? (selects
another pupil). (To SI): Speak loudly
SI: Draw a horizontal line
T: Draw ...?
SI: A horizontal line.
T: Draw a horizontal line
(S2 draws a horizontal line)
Then? (SI remains silent).
Then what? Yes? What's next?
SI: Draw a
T: What's next?
SI: X
T: Yes? Can you do it?
SI: Draw
T: Draw?
S1: Draw a two horizontal line
T: Draw?
S1: Draw two horizontal lines
T: Draw two horizontal lines
(S2 draws two horizontal lines below the first horizontal line)
T: Then?
S1: Join first horizontally
T: No, you didn't say anything about this one (pointing to the third horizontal line on S1's card). You said two horizontal lines and he drew
S2: Three
T: How many lines do you want?
S1: Three
S1: Join first horizontal line. End of. End of and second horizontal line ...
T: Which end?
S1: Right end
T: Right end of the
(S2 joins the right end of the first line to the left end of the second)
T: Is this what you wanted? Right end of the first
S1: Horizontal line
T: Line and
S1: Second
T: Second horizontal line
S1: Left end
T: Left end. Is that alright?
S1: Yes
T: Then?
S1: Join second horizontal line right end and third horizontal line left end.
T: Yes. Join the right end to the left end
(S2 joins the right end of the second line and the right end of the third. SS point out mistake)
T: Is that what you wanted?
S1: Wrong
T: Wrong
S1: Join. Join right end to left end.
T: Right end of which line?
S1: Second line to third line
(SS say second line)
T: Right end of the second line to?
SS: The third line

T: The third line. Which end?
SS: Right end, left end, right end, left end
(S2 erases the wrong line and joins the two correct ends)
T: Is that what you wanted? Is it correct? Show the picture to the class. O.K.?
SS: Yes.
T: Good.

Who wants to come up next? Who will do this? (one S

SS: Teacher, teacher

(T selects one S to draw)

T: Have you drawn so far? Have you finished drawing?

SS: Teacher, teacher, I want to draw

S: Second time, teacher.

T: Second time

S: Yes, teacher.

T: This is the second time. (SS bidding) Who else wants to come? ... No, you've already finished once, Stella. (Another S stands up) You want to draw? You want to draw? Who will give the instructions? (SS bidding) No you've all finished. Someone else, Rajesh, come. Don't show it to the class. Say it loudly, clearly.

S1: Draw a vertical line

T: Draw a vertical line

(S2 draws a vertical line)

S1: Draw a parallel, parallel, horizontal line

SS: Parallel, wrong, wrong. Draw a horizontal line.

(S2 looks confused)

SS: Draw a horizontal line ...

S1: Draw a horizontal line

SS: At the top
T: Draw a horizontal line
S1: At the top, at the top of the
T: At the top of the, which line?
SS: Vertical line, vertical line, vertical line
T: Vertical line
(S2 draws a line wrongly)
SS: Top, top
(S2 draws the line wrongly)
SS: Right side, right side
T: Right side.
(S2 draws line that is too short)
T: Want it longer?
S1: Yes
T: Longer?
SS: Rajesh!
S1: Yes
(S2 extends line)
T: Then?
S1: Draw a circle on the
SS: Top of the, top
S1: Top of middle in circle
(S2 draws)
T: Is that alright?
SS: Middle, middle
(S2 draws)
SS: Big circle, middle, middle, middle
(S2 draws)
T: Is that correct?
SS: Wrong, wrong
T: Rajesh?
S1: No
T: No, that's not right. O.K. Can you say it again. What do you want?
S1: Draw a circle
T: Yes, draw a circle, where?
SS: Middle of
S1: Middle of vertical line to horizontal line
T: Middle of the horizontal line and the vertical line. Which is that?
SS: Teacher, teacher
S1: Bottom
T: Top or bottom
S1: Top
T: Top
SS: Top of the (S2 draws)
S1: Wrong
SS: Wrong, wrong, wrong
SS: Corner
T: Why? Why is it wrong?
S1: Corner
T: Where do you want it? At the corner?
SS: X
T: At the top or the corner?
S1: Top
T: Top?
S1: Top of the corner  
SS: Corner (S2 draws)  
T: Is that correct?  
S1: Wrong  
T: Wrong, Rajesh. (S2 draws)  
S1: Correct  
T: Correct. Alright. O.K. Then?  
S1: Draw a vertical line  
T: No  
S1: Bottom of the circle  
T: Draw a, draw what? What should she draw?  
S1: Vertical line  
T: She already has a vertical line  
S1: Bottom on the, bottom on the circle  
T: Draw a circle at the bottom of the vertical line  
SS: The vertical line (S2 draws a square)  
SS: Circle, circle (S2 erases and then draws circle)  
T: Is that correct?  
S1: No  
T: No?  
S1: No (S2 erases the second circle)  
S1: Join  
T: Yes, what do you want?  
S1: Draw a circle on the bottom of vertical line  
T: Draw a circle at the bottom of the vertical line. That's what she did.  
(S2 looks confused)  
T: O.K. Just a minute Rajesh. You sit here. I'll ask
someone else to come and look at this drawing, O.K.? Who else can come and look at it?

SS: Teacher, teacher

T: No, you come (Selects S) You can rub it out. Rub it out. Come stand here. You will call out the instructions. Don't look. Yes.

S1: Draw, draw a circle


(S2 draws a circle)

S1: Big one

SS: Small, small

T: What did you say? Big one

(S2 draws a bigger circle)

T: Is that alright? Yes? Then?

S1: Midpoint

T: From the midpoint, yes.

S1: Midpoint circle

SS: Bottom of the circle

T: From the midpoint of the circle. Yes? (S1 silent)

The midpoint of the circle. What do you want?

S1: Draw a horizontal line

T: Draw a horizontal line from the midpoint of the circle

S1: To the right

T: To the?

S1: Right

T: To the right, yes.

(S2 draws)
T: Then?
S1: Draw a square, draw a circle
T: Draw a circle. Yes?
S1: Right of the horizontal line
T: At the right of end of the horizontal line
(S2 draws)
T: Is that correct?
S1: No
T: No
S1: Midpoint
T: Midpoint? What should be at the midpoint?
What should be at the midpoint?
S1: Circle
T: The circle should
S1: Midpoint, midpoint circle
T: Midpoint of the circle. Are you saying this line
(pointing to the horizontal line) this line should stop
at the midpoint of the circle? Yes? O.K. This line,
horizontal line must stop at the midpoint of this circle. O.K. Then? (S2 draws)
S1: Draw a parallel line
T: Draw a?
S1: Parallel line
T: Parallel line (looks at S1's card) Is that a parallel
line?
S1: Vertical line (S2 draws)
T: What do you want? Parallel line or vertical
line?
SS: Vertical
T: You want a vertical line. Draw a vertical line from 245 where?
Si: Draw a square
T: From where should the vertical line come? (Looks at Si's card) Is that correct?
Si: From the top of the
T: No, from the midpoint of the first circle, draw a vertical line. Going up or down?
Si: Down
SS: Down
T: Going down. O.K. then. You wait (to S2). Let him say 250 it. Then?
Si: Draw a point
T: Draw a?
Si: Draw a point
T: Draw a point
Si: Point
T: Draw a point. Oh, at the end of this line draw a point, O.K. What is this point, what is this point?
Si: Bottom
T: Yes, it's at the bottom. But what is it for?
Si: Bottom, at the bottom, the point
T: Yes, then?
Si: Draw a square, with bottom of the midpoint
T: Draw a square. You want a square? Look at the picture. What is it?
S1: Circle
(S2 draws)
T: Draw a circle, draw a circle.
(S1 silent) With this point? What is this point now?
S1: Bottom. Point of the circle.
T: It's the midpoint of this circle. It's the midpoint of this circle. Correct? Is that correct? O.K. shall I show you another way to do this? Another way to do this. OK? Who will come and do that? I will give the instructions.
SS: Teacher, teacher. I'll draw teacher
(T selects S)
T: Draw a circle
S2: Big or small?
T: Big or small? Small circle.
(S2 draws)
T: Yes, that's O.K.
Draw another circle to the right of it
(S2 draws)
More space. Leave more space.
SS: More, more, more
T: That's alright. Then draw another circle, draw a third circle below the first circle. Draw a third circle below the first circle.
(S2 draws)
T: Now, mark the midpoints of the three circles.
(S2 draws)
T: Is that alright? Mark the midpoints of the three
circles. Good. Join the midpoints of the first circle and the second circle
(S2 draws)
T: Good. Join the midpoints of the first circle and the third circle. (S2 Draws). O.K.? This is another way to do this. That was also correct. This is another way. Good.
LESSON M
Put the pencils down. You don't need the pencils now. What are these numbers? What is this number? (T points to numbers on the board).

Ss 1, 6, 5, 7, 2.

T Fine. Yes. Now. I would like (inaudible) come and write 'c' at the end of line 1. At the end of 1. Write 'c'. At the end. At the end of 1. (A student comes to the board). Right? Correct?

Ss Correct.

T End of 1. Correct. Yes. Good. I would like someone else to write 'e' at the beginning of 5. (A student comes to the board). 'e' at the beginning of 5. Correct? Right or wrong?

Ss Wrong.


Ss No.

T The big 'f' is (Teacher writes 'F' on the board).
And I want a small 'f'. You know the small 'f'? No, that's the capital. The big one. Do you know the small one? 'f'? 'f'? Yes. Yes. Good. Yes...
Who can write 'd' - wait! I haven't finished the question! (Laughter). 'd' at the top of 2? 'd' at the top of 2? (A student comes to the board). A lot of trouble coming from there. 'd' at the top of 2. At the top. At the top. You...you're not tall enough. Right at the top. I want a small 'd'. Right. Small 'd'...(Teacher writes a small 'd' on another part of the board). (Teacher lifts the student up so that he can reach. General laughter).
Ss Yes.
T Yes. Can we have a small one? Good. Yes...Next.
I want a 'b' at the bottom of 2. 'b' at the bottom of 2. Yes. (Teacher calls student's name. Inaudible)
A student comes to the board). Correct? Bottom of 2?
Ss Yes.
T Yes. Is it a big 'b' or a small one?
Ss Small.
T A big one or a small one? Is this? Is this big
or small?
Ss Small. Big.
T This is big, isn't it, yes? Can you write a small one? Yes. Good. Yes. Is there anything more to write?
Ss Yes.
T Is there anything more to write?
Ss Yes.
T Is it finished?
Ss No
T Not finished? Where should we write? What have we not written? That's finished. (Teacher points to various parts of the diagram). That's finished. That's finished. That's finished. Anything more to write?
Ss 5
T What?
Ss 5
T 5. Where should we write? The beginning of 5 we have written 'e'. End of 5 we have written 'f'.
Ss 4, 4, 4
T 4.
Ss 7
T Top we have written 'b'. Bottom we've written 'e'.
Ss 7, 7, 7.
T 7. Top 'c'. Bottom 'a'. That's finished. Anything
more to write?
Ss No.
T No. Is it finished?
Ss No.
T Is the picture finished?
Ss No.
T No? There's nothing more to write? It's finished?
Ss Yes.
T It's complete. Yes. I'll give you another picture now. (Teacher draws a picture on the board)... (Apparent gap in the recording). (A student is writing on the board).
'b'. Write a small 'b'. Yes. Good. At the beginning of 8. We want 'c' at the beginning of 8. 'c' at the beginning of 8. (Another student comes to the board)... 'c' at the beginning of 8. Number 8. Number 8.
Ss No.
T Number 8. 8. (Student's hand moves uncertainly to various points of the diagram).
Ss No.
'd' at the top of 3...(A student comes to the board).
Top. Yes. 'd'. Yes. You have written?
Ss 'd', 'd', 'd'.

T What shall we write next? What shall we write next?
Ss (Inaudible) X

T What shall we write next? 'a' is finished. 'b' finished. 'c', yes. I want 'e' at the top of 7. At the top of 7. 'e' at the top of number 7. Number 7. 7.
(Student's hand moves uncertainly to various points of the diagram). Number. That's number 6. Number 7. Number 7. It's this line. (Teacher points to the appropriate line). Yes. Top. Top. No. No. Top. Yes. 'e'. Outside. (Teacher writes the letter outside the line). Who can write 'f' at the beginning of line 1? 'f' at the beginning of 1?..(A student comes to the board). Is that a big one or a small one? That's big. Can you write a small one? Small 'f'? Same place. 'f'. Small one. Can you? Write an 'f'. Same place. Small 'f'. Is that one? Write 'f' here. 'f'. Correct. (Inaudible). Yes... Who can write 'g' at the bottom of 3? 'g' at the bottom of 3...(A student comes to the board).

Ss No.

T Why not? You said "no". Why not? What's wrong?
Ss Big.

T It's a big 'g'. Can you write a small one? Small 'g'?.. Yes. How do you write 'g'? Do you do that?
Ss No.
T  No. Is it right?
Ss  Yes.
T  I will draw two more lines now. Two more lines. Number them. What number should I give? What number?
Ss  10.
T  Number 10?
Ss  10.
T  Here?
Ss  Yes.
T  Yes. For this line. And then? Anything more?
Ss  (Inaudible)X
T  Number 11. Which one?
Ss  (Inaudible)X
T  This line? Yes. Number 11. Right?
Ss  Right.
T  What letter should we write now? 'a', 'b', 'c', 'd', 'e', 'f', 'g'...
Ss  'h', 'h', 'h'.
T  Yes. Where should we write 'h'? Where? 'h'? Where should we write 'h'? Yes. Where? Where should we write 'h'? Here?
Ss  No.
T  No. Where shall I write 'h'? Here?
Ss  No.
T  No. Where shall I write it? Which line?
Ss  10.
T: Which line? 10. Beginning or end? You want number 10. You want it at the beginning or the end?
S: Beginning.
T: Beginning. Alright. Here? This is the beginning. Beginning of 10. Right? What next?
Ss: 'i'.
T: 'i'. Where? Where shall I write 'i'?
Ss: 11. 11.
T: 11. Top or bottom?
Ss: Top. Top. Top.
T: Top. Alright. 'i'. What next?
Ss: (Inaudible) X 10. 10.
T: 10? Here?
Ss: No.
T: Here?
Ss: No.
T: Where? At the end?
Ss: Yes.
T: Yes. At the end. 'h', 'i', 'j'. Is that finished?
Ss: No.
T: What more should I write?
Ss: 'k', 'k', 'k'.
T: 'k'. Yes. Where? Here?
Ss: No. Bottom.
T: Bottom? Bottom of what?
Ss: 11.
T  Bottom of 11? Bottom of 11. 'k'. Anything more?
Ss  No.
T  Is it finished?
Ss  Yes.
LESSON N
T  What did I draw on the blackboard yesterday?
Ss  (Inaudible).
T  What did I draw here?
Ss  Timetable.
T  A timetable, yes. Shall we do another lesson on time-
Ss  tables today?
T  (Teacher draws a blank timetable on the board). (Teach-
Ss  er points to a blank cell in the timetable and says):
T  What shall I write here?
Ss  Monday.
T  This is Monday. What shall I write here? (Teacher points
Ss  to other blank cells).
T  Do you have school on Saturday?
Ss  No.
T  Saturday is a holiday, yes? Can someone come and
write the time in there? Who would like to come and
write the time in there?
Ss  10.30.
T  What time does the class begin?
Ss  9.45
To?
Ss 10.30.
T Who will come and write this?
Ss 11.30.
T No. Someone come here and write there. Who will write it? (A student comes to the board and writes).
(The student starts to return to her desk but is called back): Just a moment. 10.30 to - this dash -
11.15. (Teacher addresses the whole class again): Who will do the next one? (A student comes to the board). Is that right?
Ss Not right.
T Right?
Ss Right.
T 11.15 to?
Ss 12.
T What should I write here?
Ss Lunch.
T When do they finish class? 1 o'clock. So, 1 o'clock
here? Yes? Just tell me.
Ss 1.45.
T 1.45. The last period?
Ss 1.45 to...
T To?
Ss 2.30.
T The third period. Who can write it like that? The
third period on Friday is for history. I want you to come and write it in the correct box. Third period. Friday. History. (A student comes to the board). Is that correct? Yes?

Ss Yes.

T Third period. This is Friday. (Teacher refers to the diagram). First, second, third. Good. The Singalese lesson on Monday is in the fourth period. Who can write that? The Singalese lesson on Monday is in the fourth period. (Teacher addresses an individual student): Yes? (The student comes to the board)... (Teacher addresses the whole class): Is that alright?

Ss Yes. No.

T (Teacher addresses the individual): This one...
Yes, that's right. Yes. Write 'e'. 'e' is right.

S Yes. Right.

T (Teacher addresses the whole class): On Friday, there is a lesson in maths just before history. Who can come and find the right box and write it? A lesson in maths on Friday just before history. Put your hands up again. (Teacher addresses an individual student): Yes? (The student comes to the board)... Very good. (Inaudible) lesson. Just before history. Yes? Just before history is maths. Yes, that's right. (Teacher addresses the whole class): The
music lesson. Music lesson on Tuesday is just after lunch. Just after lunch on Tuesday there is a music lesson. (Teacher addresses an individual student): Yes? (The student comes to the board)...
(Teacher addresses the whole class): Is that correct?
Ss Wrong.
T What is wrong? What's wrong? Is the spelling alright?
Ss No.
T What's the spelling?
Ss 'm' (inaudible)X
T 'm', 'u', 's'...
Ss 'i', 'c'.
T 'm', 'u', 's', 'i', 'c'. 'm', 'u', 's', 'i', 'c'...
(Teacher addresses an individual student): Yes. 'i', 'c'...Right
Is that correct now?
Ss No.
T what did I ask for? Did I say before lunch or after lunch?
Ss After lunch. (The student at the board writes again)
T (Teacher addresses the individual): Yes, that's correct. The period just after lunch on Tuesday is.
That's right. (Teacher addresses the whole class): There is a science lesson - listen carefully - there is a science lesson on Wednesday in the last
period before lunch. There is a science lesson on Wednesday in the last period before lunch. (Teacher addresses an individual student): Yes. Yes, you... (The student comes to the board, writes, and the teacher addresses the whole class): Alright?

Ss Wrong.
T What's wrong?
Ss 's', 'c'.
T Spelling?
Ss 's', 'c', 'i', 'e', 'n', 'c', 'e'.
T (Teacher addresses the individual at the board): Can you write this here word again? Science.
Ss (In chorus as the student writes on the board): 's', 'c', 'i', 'e', 'n', 'c', 'e'.
T Right. The spelling is right now. (Teacher addresses the whole class): Now I said it's in the last period before lunch on Wednesday. Is that right? Does someone else want to come? (Teacher addresses an individual student): Yes...(The student comes to the board). Right, yes. (Teacher addresses the whole class): Is that correct now? (Teacher addresses the individual): Just wait. (Teacher addresses the whole class): Is that right?
Ss No.
T No. I said the last period before lunch, not the last period of the day. Not the last period. This is
the last period. After this, no more classes. Finished. You can go home. I said the last period before lunch, huh? (To S): Can you write it?.. (Referring to a letter the student has written wrongly): No. This must be joined. Like this. Yes. Good. (To Ss): Now listen carefully. There is another science lesson. There is another science lesson on Monday starting at 9.45 a.m. At 9.45. There is another science lesson on Monday starting at 9.45. (To S): Yes..(S comes). (To Ss): Correct? Ss Wrong. T Wrong? Why is it wrong? (To same S): Come here... (S comes and rewrites). (To Ss): Is that correct now? Ss Correct. T I said science lesson starting at 9.45. This class finishes at what time? Ss 9 o'clock. T Yes. This class begins at 9 o'clock. Starts at 9 o'clock. Finishes at 9.45. I said the science lesson on Monday begins, starts, at 9.45. So this is right. The class is doing geography at 11.30 on Tuesday. Who can come and fill that in? On Tuesday at 11.30 the class is doing geography...If you know the place you come. (Inaudible)XX If you know the right place, put your hands up. (To S): Yes... (S comes). (To Ss): I said the class is doing geog-
raphy at 11.30 on which day? Tuesday...(Another S comes and writes). What has she written?

Ss Drawing.

T (To S): You have written a 'g'. Drawing is written with a 'd'. 'd', 'r', 'a', 'w', 'i', 'n', 'g'. But I didn't say drawing. I said What did I say?

S You said geography.

T (To Ss) Geography. (To S): Can you write geography here? 'g', yes, 'g'. (To Ss): Yes. Then?

Ss 'e', 'o', 'g', 'r', 'a', 'w', 'h', 'y'. (S writes).

T Good...Yes. That's right. (To S): Thankyou (inaudible) (To Ss): Is it right?

Ss Right.

T (To S): Can you write 'g' there like this?..And 'o'. Not, not this way. This way. No. This way. Yes. Write another one...(To Ss): The last period - next question - the last period on Tuesday and Thursday is for Games. Last period on Tuesday and Thursday is for Games. This is very easy. Last period. Tuesday. Thursday. Games. (Inaudible)XX(To S): Can you come and do it? Come...Can you write Games in the last period on Tuesday. In the last period on Thursday. Games. (Inaudible)X Last period, yes. Yes. (To Ss): What shall we write then?

Ss Games. (S writes).

T Finishing at 9.45 on Wednesday. On Wednesday, there
is an English lesson finishing at 9.45. (To S):
Yes, come on...(S comes). Small 's'.
Small 'e'...(To Ss): Can you tell her the spelling?
(To S): Can you write small 'g'?
Ss 'g', 'g', 'a', 'm', 'e', 's'.
T (To Ss): Is that the correct place? Yes? What did I say? What time does the English lesson finish?
Ss 9.45.
T What time does it start?
Ss 9 o'clock.
T 9 o'clock. Yes. So that's right.
LESSON 0
We'll do some drawings today. Who can come up and draw a square? Who can draw a square? A square. Put your hands up. (S): Yes, come on...(S comes to the board). Yes. Good. (Ss): Now I want someone to write 'p' at the top right corner of this square.
Write 'p' at the top right corner. 'p' at the top right corner. (S writes 'b'). Is that alright?
Ss No.
T What has he written?
Ss 'b'.
T (S): I want 'p'. Write 'p'.
Ss (Inaudible).
T (S): That's right. Come here...(T writes 'p'). Better...(S writes 'p'). Write it here. Yes. Top right corner. 'p'. Good. (Ss): Who can write 'r' at the bottom left corner. (S): Yes...(inaudible)...(Ss): 'r' at the bottom left corner...Is that correct?
Ss No.
T What's wrong? Is this...is this left? Is that left?
Ss No.
T Left or right?
Ss Left.
T Left. That's left. Is it top or bottom?
Ss  Top.

T  Top. What do I want? What did I ask? I said bottom left corner. (S): So left is alright. You wrote at the top. Write it at the bottom. Bottom. No, this is the top. Write it at the bottom. Yes...(Ss): Is that alright?

Ss  No.

T  No. What's wrong?

Ss  Big.

T  I want a small 'r'. (S): Can you write a small 'r'?... (Ss): Anyone else can write an 'r'?...(S): Yes. (S comes to the board). Yes. I want it at the corner... Like this... (Ss): Who can write 'q' at the bottom right corner? (S): Yes.

Ss  No. (Indicating that S is wrong).

T  (S): Yes, make it longer. Make this longer. Yes. Yes. (Inaudible). Yes. (Ss): Is that alright?

Ss  Right.

T  Bottom right corner. What is left? Which corner is left? Yes. Which corner? That is

Ss  Left.

T  Left. Top or bottom?

Ss  Top.

T  Top. So the top left corner. We have to write something. Right? Who can do that?...(S): Yes. Can you write 's' at the top left corner? Good. (Ss):
Now I want somebody to come and continue 'sp'.
Continue 'sp'. Continue 'sp'. (S): Yes. (S comes to
the board)... No, I didn't want another line. I didn't
want another line. Continue 'sp'. Which is the line
'sp'? Show it to me. Which line is 'sp'? Show me.
Show me the line. Which is the line? This is the
line 'sp'. Continue it. Make it longer. No. (Ss):
Anyone else? (S): Yes...(S comes to the board). No,
I didn't say join. I didn't say join 'sq'. I said
continue 'sp'. (Ss): Anyone else who wants to try?
(S): Yes...(S comes to the board). No, you're drawing
another line under it. You've just drawn another line
below this. This is the line 'sp'. Make this line
longer. Make this line long. Make this line long.
This line. 'sp'. Make it longer. Longer... That is
the line 'sp'. Now make this line longer. Continue
it. Take it further. Make this line longer. Conti-
inue. Make it longer. Don't stop here. You stopped
here. Go on. No, leave that alone. You've got the
line. This line is 'sp'. Right? I want you to
continue it. Make it longer. Make it more. Further.
(Ss): Anyone else? (S): Yes...(S comes to the board).
No, you've also drawn another line below it. (Ss):
What has he done?
S. (Inaudible)X
T Drawn another line below the line 'sp'. No. I

S 't'.

T 't'. O.K. (S): Write 't' there. Small 't'. Small 't'. Can you write small 't'?..Good...(Ss): I want someone to come here and join 'qt'. (S does so). (S): Yes...(T takes chalk from S). (Ss): Who will come and continue the line 'qr'? Who will continue 'qr'? (S): Yes...(S comes to the board). Leave that. That line is already there. Leave it. Just continue it.

Ss No.

T (S): You don't need this. This is another line you are drawing. We don't need that. We have one line qr'. Just continue it.

Ss No.

T (Ss): O.K. Who will do it?..(S): Yes, you...Yes. Good. What do you want to call that? What do you
want to call this end? You have to write something there. Right? What do you want to call it?

Ss 'n'.

T (Ss): 'n'? You want to call it 'n'? (S): O.K. Write 'n'. Good. Good. (Ss): Now. Who will come up now and continue 'pq'? Who will continue 'pq'? (S): . . (Inaudible) X continue.

Ss No.

T (S): This is the line 'pq'. I want you to continue it... (To another S): Yes... (S comes to the board). Right. Do you want to write something there? What are you going to write?

S 'r'.

T 'r'? Can you write 'r'? (Ss): Can he write 'r' there?

Ss No.

T Why?

S (Inaudible) X

T (Ss): Because we already have it. Yes. We already have 'r'. Only one. (Inaudible). (S): Not 'r'. We have 'r'. Here. (Ss): Something else.

Ss 'm', 'a', 'k'.

T (S): O.K. Write it... (Ss): Now who will come and continue 'rs'? (S): Yes... (S comes to the board). Continue 'rs'.

Ss No.
T (S): You've just drawn another line on top of this. Continue it. Make it longer. 'rs'. This is the line 'rs'. Make it longer. Going up. Make this line go up. (T gestures - points into the air). Can you? Make this line go up? Long. Yes? Yes. (Ss): What shall we write there?

S 'u'.

T (Ss): 'u'?

Ss 'u'.

T Now I want someone to come and join 'nk'. Join 'nk'.

(Apparent gap in the recording at this point).

T (Ss): We'll do another drawing?

Ss Yes. O.K.

T Draw a square. Anyone else? Come up from the back?. Is this right? Is this a square?

Ss No.

T What is this?

Ss Line.

T Line. I want a square.

(Apparent gap in the recording at this point).

T (Amid general laughter, T addresses S): Good.
(Ss): Is that a square?
Ss Yes.
T That is a square. Who will write...Who will write 'c'? Who will write 'c' at the bottom right corner? 'c' at the bottom right corner. (S): Yes (inaudible)
(Ss): Is this the bottom?
Ss No. Up.
T Up, yes. The top. Bottom, yes. There's the bottom. Right? Is that alright?
Ss Yes.
T Yes. Who will write 'a' at the top left corner? 'a' at the top left corner? (S comes to the board). Now I want someone to come up and write 'b' at the top right corner. 'b' at the top right corner. Can you do that? Can you write 'b' at the top right corner? (S): Yes. Yes, that's 'b' right. Look how it's written. (T writes 'b' on the board). Yes. Write. (S writes 'b' on the board). Draw the line first. Line first. And then. (T writes 'b' again). Yes, good. (Ss): What should we write here?
Ss 'c'.
T Yes, I'll write that. Now, I want someone to come and mark the mid-point of 'dc'. Someone to mark the mid-point of 'dc'. (S): Yes. (S comes to the board). Mark the mid-point of 'dc'. (Ss): Is he right?
Ss No.
What has he done? What did he do? He continued 'dc', yes? He continued it. He made it longer. I don't want that. I want the mid-point. The middle. The middle point of 'dc'. Can you do that? Middle point of 'dc'. You've got the line 'dc'...(S): Yes...(S comes to the board). (Ss): Is this alright?

No.

What has he done?

Continue.

He continued. He continued the line 'cd'. I don't want that. I want the middle point. There's the line. I want the mid-point. The middle of the line. (S): Can you do that? This is the line 'dc'. Where is the middle point? Mid-point. No, this is the beginning. This is the beginning of 'd dc'. This is the end of 'dc'. I want the middle. Middle. Centre. (S): Yes. (S comes to the board).

No.

He has continued the line 'ad'. He made it longer. Continued it. I didn't want that. I want the middle point of the line 'dc'. Middle point. (S): This is the beginning. This is the end. Where is the middle? The middle. Half way...(T sends Ss back to their desks as they cannot do the task). (Another S comes to the board). (S): Write it outside. Write it outside (Ss): Who can mark the mid-point of 'bc'?
Who can mark the mid-point of the line 'bc'? The mid-point of the line 'bc'. (S): Yes. Mark it. No, Here. On the left... (Ss): I want someone to call this mid-point 'f'. Write 'f' on the mid-point of the line 'bc'. Just one of you. (S): Can you come that way? Yes?... (S comes to the board). Write 'f' at the mid-point of the line 'bc'. Which is the line 'bc'? Which is the line? Show me the line... Which is the line 'bc'?... (Ss): Someone else? Someone else from there. (S): Do you want to come up? Can you write 'f'? Here? S Yes. (S comes to the board). T (Ss): Is that correct? Ss No. T What's that? What has he written? S 'b', 'b'. T I wanted 'f'. 'f'... (S comes to the board). S No. Big. T (S): This is a big 'f'. Yes. Write a small 'f'. Like this. Can you write a small 'f'? Ss No. (Indicating that they think the S has made a mistake). T (Ss): Who can draw a line going down from 'e'? Who can draw a line going down from 'e'? A line going down from mid-point 'e'? I want a line going down from the mid-point 'e'...
Yes...(S comes to the board). Yes, good. (Ss): I want someone to come and write 'g' at the end of this line. Write 'g' at the end of this line. The line that comes down from 'e'. Write 'g'. (S): Yes... (S comes to the board). Yes. (Ss): Who will join 'gc'? Join 'gc'. (S): Yes, (inaudible name). (S comes to the board). (Ss): Now I want someone else to come and draw another line from the mid-point 'f' going right. A line from 'f' going right. Draw a line from 'f' going right... Anyone else? Back of the class. (S): You want to come? No?.. Alright (inaudible name).... Yes, that's it. (Ss): This is the line from 'f' going right. This is his right hand. Going right... Who will come and write 'h' at the end of this line? Write 'h' at the end of this line. (S): (Inaudible name), can you come and write 'h'? The boy next to him? Are you? No? Do you want to come? No?.. (T addresses another S): Come... Write. What? S 'h'. T 'h' at the end of this line. And join 'bh'. Join 'bh', yes.
LESSON P
T: Goodmorning
SS: Goodmorning, sir
T: Can you see both blackboards?
SS: Yes
T: Which can you see better?
That blackboard or this?
SS: This
T: This, this one?
SS: Yes
T: Is it better?
SS: Yes.
T: Yes, I'll use this blackboard.
(Draws on board)
What do you think that is?
What is this? What am I doing?
SS: West, east
T: Uh?
SS: West, east
T: Yes, it's west, east and so on. It's directions. Where should I write W?
SS: West
T: Yeah. Where should I write it? On the left or on the right?
SS: Left
T: On the left, yes... What should I write here?
SS: North
T: North. I'll just write N
Now, can one of you come out and complete this?
Who wants to come and complete this?
SS: South, south
T: Who wants to come here and complete it?
Yes? (S comes)
Yes? ... What does E mean?
SS: East
T: Good. (Draws) What do you think that is?
SS: Village
T: Yes, yes, it's a village, yes. We're going to make a
simple map of the village. Alright? Now listen to
what I say and see if you can draw this.
If you can, put up your hands and I'll ask you to come
and draw it. Alright?
In the centre of the village, right in the middle
there is a large park; there is a park in the centre of
the village. Who wants to come and draw it?
To show the park?
Yes, I can't see XX. Can you? ... (S comes)
In the centre of the village, there is a large
park. Right? In the centre? Correct?
SS: X
T: Yes? Not correct? In the middle of the village?
That's correct!
It's in the middle
Yes, Big one. Good. Yes. Correct?
SS: Right
T: Yes. Good. Sit down
Next. There is a market. There is a market
to the west of the park, to the west of the
park. Almost at the end of the village. Near
the end of the village. To the west of the
park near the end of the village. Yes?
(S comes)
To the west of the park, near the end, right?
SS: Right
T: Yes ... What place is it?
SS: Park
T: Yes, park.
Make this a bit bigger, Yes ...
That's good, yes, good writing that ...
The school of the village is just to the north
of the park, not far away, just to the
north of the park. Girl at the back ...
(S comes)
Right?
SS: No
T: Just to the north. Park. North of the park.
That section, but not far away, very near
the park. Just to the north, very near the
park. No! North, yes, but not so far away,
near, north.
What's she drawing?
SS: X

T: That's a road. A school is a place. Alright?

SS: No.

T: No. What's wrong? Why is it not right? ... Is it too far away? Yes? Can you? Yes? Yes? ...

(S comes)

Is that right?

SS: Right

T: That's at the end of the village. That's not what I said. I said just to the north. Very near to the park. Not far from the park. Very near the park. yes, that's right. Yes, see? near the park. Not so far away. Not so far away. Yes. Good. Thankyou...

Yes. Wait a minute, wait a minute.

How do you write O? You write O? Write O. Please write O going that way. Do you know that? Another O?

Yes. Once more. Yes, that's better.

Good.

The post-office, which is to the north of the market at the end of the village. To the north of the market at the end of the village. To the north of the market at the end of the village. North from the market at the end of the village...
Yes... (S comes)

Just write P-O. Post Office. O.

Right.

Now the next question is difficult. You've got to think.
The railway station. The railway station in
this village is in the north-east corner, the
north-eastern corner. No north. Not east.
North-east. north-eastern corner. Yes ...
(S comes)

Yes, good. Yes. What's that place?
S: Railway station
T: Railway station. Just write R-S. No
the capital R ... Yes, good. Yes. That's
north, that's east, and this is? ... This direction?
What's this direction?
SS: North east.
T: That is north, that is east. This is?
S: North east.
T: North east, yes. What's this direction
then?
S: South west, south west
T: South west, yes. And that?
SS: North west
T: North west, yes, right. There is a road
from the railway station. Not a place now.
It's a road. From the railway station. Going
south to the end of the village.
A road from the railway station. Southwards.

Up to the end of the village. Yes...

(S comes)

Alright?

SS: Right

T: Right. Yes... And the road is called

Station Road. Just write S-t. Big S

and small t ... Capital S and a small
t ... Yes. And Road. Capital R and small

Is on Station Road. At the southern end

of Station Road. Not the, not the northern end.

The southern end of Station Road. On the

west side. The western side of the road.

It's on Station Road, at the southern end,

and it's on the western side of the road.

It's quite difficult that. Church which is

on Station Road. At the southern end and

on the western side. How many hands do

I have? One. two, three. Do you want

to put them well up? I can't see. Anyone

else? Yes (S comes)

Is that right?

S: No

T: It's on Station Road, isn't it? Station Road.

Is that right?

SS: No

T: Here?
SS: No
T: It is right. Station Road. Southern end and western side. Yes, correct. What is that place? What place is it?
SS: X
T: Church
Can you write 'church'? How do you write 'church'? Tell her, who can tell her?
How do you write 'church'?
SS: c-h
T: c-h, yes.
SS: i-i
T: No, not i
SS: r
T: No
SS: u-e
T: u, yes. c-h-u
SS: s-r
T: r
SS: c
T: c-h again. c-h. Yes. Good...
Now, that's the church. And the church door is on Station Road, isn't it? It's on Station Road. Church door. Sorry. The church is on Station Road. The church is also on Church Road. That's another road called Church Road. So the Church is on Station
Road on one side. It's also on Church Road on another side. Can anyone show where Church Road is? You can see the church. And that's on Station Road. The church is also on Church Road. There is a road called Church Road. Yes ...
(S comes)

Right? Yes, good. Yes. The road is north. Yes, that's possible, but the Church is on this road. That's alright. That plan's alright. Yes. Right. What should we write there?

What should we write in this? The name of the road?

SS: Church Road
T: Church Road, yes.
Just write c-h and r-d. No the road. c-h. Full stop... Right...

Now the market and the post-office. The market and the post office are both on GN Road. And GN Road cuts across Church Road. The market and the post-office are both on GN Road. And GN Road cuts across Church Road. Who can show GN Road?

Who else, yes?...
(S comes)

Right?

SS: Right
T: No. The post-office, no. Who else wants to try? ... The post-office and the market are both on GN Road, and GN Road cuts across, right?
SS: Right.
T: Yes. It cuts across. It goes beyond Church Road. Yes. Good. Do you want to write the name of the road?
SS: GN Road
T: Capital...
Not GM
S: GN
T: N...Yes. Just write r-d- for road. Capital R, small d...Yes. Good.
The school is on another road.
The school is on another road which cuts across both GN Road and Station Road. The school is on another road which cuts across both GN Road and Station Road.
The last there (pointing to a student)...
(S comes)
Right?
SS: No.
T: The school is on that road. If you draw the road here, is the school on that road? The school is on that road. No. It cuts across both GN Road and Station Road. Cuts
across those roads... Yes. The school is on that road. See, the church is on s-t r-d.
Right? The market is on GN Road. Right?
Similarly, the school is on this road ...
Yes, but then, then it has to cut across Station Road and GN Road. Yes ... Yes.
Then the school will be in the middle of the road. Why don't you draw the road just to the north of the school?...
No. Just to the north of the school. The north. Yes. No. On the northern side of the school. On the northern side of the school. Who else wants to try?
Many people want to try now. Yes ...
(S comes)
Yes. No, then the school will be right in the middle of the road or by the side of the road? ... Yes. Right ... It cuts across. It cuts across both GN Road and Station Road. Cuts across. Goes. Goes past GN Road. Where's GN Road? That's GN Road. It cuts across it. No, see,
GN Road cuts across Church Road. Similarly, this road cuts across GN Road. No.
It goes to the other side of GN Road.
On the other side. The other side.
Can you put up your hands? Yes?
Can you? Yes ...(S comes)
It cuts across GN Road ...

No, no, no, no, no ...

Yes ...(another S comes). Yes, yes, that's it! Cuts across GN Road, goes to the other side ... Yes. And that's called Temple Street. Can you write that? ...

(S comes). Good. Your writing is very good ... Street. Just write capital S and small t ... No. Street means a road, doesn't it? No, it's just called Street, s-t. Fine. That's it. Temple Street. Some roads are called roads. Some roads are called streets, aren't they? Yes? Yes, streets (X) roads.

Alright have you got your notebooks?
LESSON Q
T: You know my name?

My name is ...

S: Doctor Prabhu

T: Does anybody know my name?

SS: Doctor Prabhu, Prabhu

T: Yes, that's right, Prabhu is my name.

(Draws on board) That's too small. I want a big one.

(Draws a clock showing 9 o'clock) What's that?

SS: Time

T: Huh?

SS: Time

T: Time. Now what is this picture?

SS: Clock

T: It's a clock, yes, clock.

What is this number?

SS: 12

T: And this?

SS: (As T moves around clock) 6, 9, 3, 4, 5, 1

T: 1, yes.

SS: 2, 11, 11

T: 11, yes, 11, yes

SS: 10

T: 10

SS: 8

T: 8

SS: 7

T: Yes, good. Now the clock has two hands.
There's a short hand and there's a long one.

Where is the long hand here? Where is it?

SS: 12, 12

T: It's on 12, isn't it, yes. And the short hand?

SS: 9, 9

T: The short one is on 9. What time is it now?

SS: 9 o'clock

T: It's 9 o'clock, O.K. ...

Where is the long hand now?

S: 3

T: It's on 3. The short one?

SS: 9

T: Yes, it's gone a little further, a little away from 9. This is 9, this is 10. But it is still near 9. What time is it now?

What is the time now? ...

Does anybody know? ... No? Alright.

I'll give you a different question ...

Where is the long hand now?

SS: 12, 12, 12

T: It's on 12, yes. Where is the short hand?

SS: 10, 10

T: What time is it?

SS: 10 o'clock

T: 10 o'clock, yes ... what time is it now?
SS: 11 o'clock
T: 11 o'clock
SS: 11
T: Who says 11? ...
Who says 12? ...
The short hand is on 11 and the long
one is on 12, so it's 11 o'clock. Alright.
Now ...
SS: 12
T: The short hand is also on 12. What
time is it now?
SS: 12 o'clock
T: Yes? What time is it? Yes? Yes?
12 o'clock, isn't it? Yes ... And now?
SS: 1 o'clock
T: And now?
SS: 7 o'clock
T: 7 o'clock, yes.
SS: 4, 4 o'clock
T: 8, 8 o'clock. Now.
Where is the long hand?
SS: 1
T: The long hand is on 1.
The long hand was here, it was on 12,
so it was 8 o'clock. Now the long
hand has gone there, here. How much
time has passed? What is the time
now? What is the time now? Is it 8 o'clock?

SS: No, no

T: 8 o'clock when the long hand was here.

What is the time now? ... Anyone?

What is the time now? 8 and ... the long hand has gone to 1. So the time is 8 ... 5. 8.5. 8 o'clock five minutes, alright? ...

Where is the long hand now?

SS: 10, 2, 2, 8, 10

T: 8?

SS: 8.10

T: 8.10. Yes. That's 8.10 ...

What about now?

SS: 8.11, 8.11

T: 8?

SS: 11, 8

T: 8?

SS: 8

T: 8.5

8.10

SS: 8.11, 8.15

T: 8.5

8.10

SS: 15, 8.15

T: 15, 15, yes, 8.15 ...

What's the time now?
SS: 8, 8
T: 8.5
SS: 10
T: 8.10
8.15
SS: 8.12, 20, 20
T: Not 12
SS: 20
T: 5, 10, 15
SS: 15, 15, 20, 16, 8.20
T: 5, 10, 15,
SS: 20
T: 20, yes, 20. That's right...
Where is the long hand now?
SS: 8.25
T: Where is the long hand?
SS: 8.25
T: Where is the long hand? On what number?
SS: 5, 5
T: It's on 5. What time is it now?
S: 8.25, 8.25
T: 8.20...?
SS: 5
T: 8.25, yes ... right. Next question.
Don't give me the answer. Put up your hands. Right?...
What time is it now?
What time is it?
1, 2, 3, anyone else?
What time is it?
8.5, 8.10, 8.15, 8.20, 8.25
What time is it now?
Yes?
S: 8.30
T: 8?
S: 30
T: 8.30. That's right, yes ...
Where do we write the long hand goes next?
Where does it go next?
SS: 7, 7, 7, 6
T: From 12, it went to 1. Then it went to 2, and 3. Where did it go next?
SS: 6, 6, 7
T: It is on 6 now. Where did it go next?
SS: 7, 7, 7
T: It was on 7 yes.
S: 8
T: And what time was that? What time was that? Yes.
S: 35
T: 8.35. Yes, correct.
Where does the long hand go next?
SS: 8, 8
T: It goes on 8, yes. Very near the short hand.
And what time is it now?
SS: 8.40, 40, 8.40
T: What time is it now? Just put up your hands. Yes, the boy at the back.
S: 40
T: Yes
S: 40
T: 8?
SS: 40
T: Not 14. 8?
SS: 40
T: 40
(XX) 8.40 ...
Now, listen carefully. If it goes, if the long hand goes to 9, the time will be 8.45, right? Now, 10 minutes passed. Not 5 minutes. 10 minutes passed. Where is the long hand? Not 5 minutes, 10 minutes have passed. Where is the long hand? 8.40. 5 minutes at 8.45. The time now is 8.50. 8.50, not 8.45. Where is the long hand?
S: 8.50 (X)
T: The long hand is on 8 now. 10 minutes have passed. Where has the long hand gone? ... Is it on 7? Is it on 9? Is it on 10? Where is it? ... Anyone? (X)
The time is 8.50. 10 minutes have passed. Where has the long hand gone? Is it on 9 now? ... Yes?

S: 9

T: If it is on 9 - alright, it's on 9. What is the time? What is the time now?

SS: 8.45

T: 8.45, yes...

Next, it's uh, the time is 8.50, so where is the long hand? The time is 8.50. Where is the long hand?

S: 9

T: 9. When it's on 9, the time is 8.45. The time is 8.50. Where is the long hand? Where, where is it?

SS: 10, 10

T: It's on 10, isn't it? It's on 10 ... right?

And the long hand moves to 11. What's the time? What time is it?

S: 8.55

T: 8.55, yes. Now where does the long hand go next?

SS: 12, 12

T: It goes on 12 ... So what's the time now?

SS: 9, 11 o'clock, 9

T: The time is?

SS: 9 o'clock
T: 9 o'clock, yes. The long hand is on 12, and the short hand? 9 o'clock; where is the short hand?
SS: 9, 9
T: On 9, yes. 9 o'clock. And we have 9 o'clock ... alright? ...
The time is 9.5. The time is 9.5
Where is the long hand? Yes.
S: 1, 5
T: It's on 1, yes, that. The time is 9.5. 5 minutes. The long hand is on one.
The time is 9.15
S: 3
T: Don't give me the answer now. Put up your hands. The time is 9.15. Where is the long hand? 9.15.
3! Yes, right ...
The time is 9.20. Where is the long hand?
S: (X)
T: Yes, where is the long hand? The time is 9.20. Where is the long hand?
1, 2, 3, 4, 5. Where is the long hand? Can you come and show?
Where is the long hand?
(S comes)
S: 9, 9
T: The time is 9.20. The long hand is
on what?
SS: 4, 4, 4, 4
T: It's on 4, isn't it? Yes. 9.20, 9.15, 9.20 ...
The time is 9.30. Where is the long
hand? The time is 9.30. Where is the
long hand?
S: 5
T: 5. Right?
SS: No, 6.
T: It's on 6. Is it 5 or 6, (.30?
S: 6
T: 9.30
SS: 6, 6
T: 5, 10, 5 minutes, 10 minutes
SS: 15
T: 15 minutes
SS: 20
T: 20 minutes
SS: 25
T: 25 minutes
SS: 30
T: 30 minutes. The time is
SS: 30. 9.
T: 9.30
SS: 9.30
T: The time is 9.40. The time is 9.40. Where
is the long hand? 9.40. That's 30; 5, 10,
15, 20, 25, 30. The time is 9.40. Where is
the long hand?

SS: 7, 7

T: Huh?

SS: 7

T: 7, 15, 20, 25, 30, 7 is ...?

SS: No

T: 35. I want 40. 9.40. Yes?


SS: 30, 8

T: It's on 8, yes, it's on 8 ... (Points to numbers)

SS: 10, 15, 20, 25, 30, 35, 40, 45, 50

T: 9.50

And that is number 10, isn't it?

SS: Yes

T: 9.50, 10 isn't it? ...

The long hand - different kind of question now - the long hand is on 7. Who will come and draw it? The long hand is on 7. (S comes) Long, still longer. Still longer. Make it long. Make it long.

Right. Yes. Correct?

SS: Correct

T: 7. Correct, yes ...

The long hand is on 11. Who wants to come and draw it? Yes ...

(S comes)
11, correct?
SS: Correct
T: Yes ... Next. The long hand is on 6. Who wants to draw it? The long hand is on 6.
The long hand is on 6.
(S comes)
Good girl, yes, correct.
Now, the short hand, not the long hand, the short hand is not on 9, not on 10, it's between 9 and 10. The short hand is between 9 and 10. No. Short hand is between 9 and 10 ...
(S comes)
Correct?
SS: No
T: Not correct?
SS: No
T: Why not? Do you know? Not correct? ...
Where would you draw it? ... Between 9 and 10 ... Short hand, not long. Short, yes.
Is that the same. He's correct, isn't he?
Yes? Yes, correct, yes, yes. Good, correct ...
What time is it now? What time is it now?
SS: 9.30, 9.30
T: 9.30. Any other answer?
S: 9
T: 9
S: 9
T: 9 what?
SS: 30
T: 9.30. Who says 10?
SS: 10
T: You said 10.30
9.10
SS: (X)
T: Yes? The short hand has gone from 9, but it is not on 10. It has still to go.
9. And the long hand?
SS: 6, 6
T: 6, 5 (Points to numbers)
SS: 10, 15, 20, 25, 30
T: 9?
S: 30
T: Yes, 9.30, correct. Yes, the time is 9.30 ... The short hand is between 2 and 3.
The short hand is between 2 and 3.
Who wants to come and draw it? Between 2 and 3 ...
(S comes)
You're a little short for this, aren't you? ... Wait a minute, wait, wait ... Stand on this chair ... It's between 2 and 3. What is this?
SS: 1, 2, 3
T: Between 2 and 3 ...
Correct?
SS: No
T: Between 2 and 3?
SS: No, no
T: Where should it be? Yes?
SS: (X)
T: Yes, a little above ... Alright?
SS: Correct
T: Yes, between 2 and 3 ...
And the sh- long hand, the long hand is on 7. The long hand is on 7. Who wants to show it? ...
(S comes) Correct?
SS: No
T: 6 ... It's on 7
SS: No, no (reacting to S's writing)
T: What number is this? 1, 2, 3
S: 4
T: 5, 6 ... 7. I want
SS: No
T: 1, 2, 3, 4, 5, 6 ... It's on 7, yes.
SS: No
T: Where is the long hand now? Where has he put it?
SS: 6, 7
T: Between 6 and 7 he has put it. That's right. He's put it between 6 and 7. I want it
on 7. On 7. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. I want it on 7.

SS: No, no (to S's writing).

T: Where has he put it?

S: 7 and 8.

T: He's put it between 7 and 8. I want it on 7 ...

Yes, that's 7. On 7. 6, 7, 8. On 7. Correct? Not between 6 and 7, not between 7 and 8, on 7, yes, good.

What time is it now?

What is the time?

What is the time? ...

Where is the short hand?

S: 2, 2 and 3

T: Between 2 and 3

It's gone from 2.

Where is the long hand?

S: 7

T: 7. How many minutes?

SS: 30 (X)

T: 5

SS: 30

T: 30, 35. What's the time now?

What time is it?

8, it's gone from 8.

S: 2.30, 2.35, 2.35
T: 2.35, yes, correct. ...

2.35 ... I'll draw the hands now. I'll draw the hands now ... which hand is that?

S: Small

T: Small, yes ... And which hand is that?

S: Big

T: The big one. The long one, yes. Now we'll write the answer. Question number 1: easy. Where is the long hand? Don't give me the answer. Someone should come and write here.

Write the answer. Where is the long hand?

Where is the long hand? Anyone else? Where is the long hand? Where is the long hand? ... Come ...

(S comes)

Where is the long hand? Where is it?

Where is it? Tell me.

S: Between 2 and 3

T: The long hand?

SS: 6, 6

T: 6, it's on 6, yes. Write the answer.

Write the answer. Question number 1:

Where is the long hand? Write the answer. Where is the long hand?

Who else wants to? Yes ...

(S comes)
6, yes, that's right. On 6.

Right? Good...

Where's the long hand now? Where is the long hand now? Someone should come and write the answer. Where is the long hand now? ...

(S comes)

Yes, good. Except, wait, O, o, not this way, that way. Not there, right here. Yes, correct, yes ...

Next question: Where is the short hand?

Where is the short hand? Anyone? ...

What will you write? Come ... Where is the short hand?

(S comes)

Where is the short hand? ...

Yes, yes ... between, yes, can you write 'between'? Yes, can you? ... Yes, E.

I'll write it here (T writes 'between')

(S writes 'between')

Yes. Leave a little space. Between?

Between what? ... 4 and 5, yes, 4 ...

Right, yes, wait. 4 and 5 ... (T writes 'and')

(S writes 'and') Yes, good.

Now, what is the time now?

What is the time now? Short hand between 4 and 5, long hand on 8 .
What time is it? Short hand 4, gone from 4. The long hand on 8. 30?

SS: 4.45, 4.40

T: 4?

SS: 40

T: 40, yes, 4.40, yes.

Alright?

Have you got your notebooks?
T: Which of these 3 is a morning train... Which of the 3 is a morning train?
SS: The Brindavan Express
T: The Brindavan Express is a morning train, yes. When does it leave Madras?
SS: 7.25, 7.25
T: 7.25 ...?
SS: A.M.
T: A.M., yes. Which of them is a night train?
S: Bangalore Mail
SS: Bangalore Mail, Express Mail
SS: Mail Express
T: The Bangalore...?
Now, (X) says Bangalore Express and (X) says Bangalore Mail. Which of them is a night train?
SS: Bangalore Mail, Bangalore Mail
T: Bangalore Mail...When does the Bangalore Mail leave? ... When does it leave Madras?
S: 9
SS: 9.40
T: 9.40...?
SS: P.M.
T: P.M., yes. That is night, isn't it? Yes, what about the Bangalore Express then? It's not a morning train, it's not a night train
SS: Afternoon, afternoon
S: Noon, noon
T: It's an afternoon train. Yes, it's an afternoon train. When does it leave?
SS: 1 p.m., 1 p.m.
T: And when does it reach Bangalore? Early in the morning? Early in the afternoon?
SS: Late, late
T: Or late in the evening?
Early in the morning, early in the afternoon or late in the evening? Bangalore Express.
SS: Late in the evening
T: Late in the evening. At what time?
SS: At 10, 8, 20, 8, 20, 10, 8, 20
T: (X) says 10.20
S: 8.20, 8.20
T: 12 plus 8, 20. 8.20. AM or PM?
SS: PM, PM
T: PM?
That is late in the evening...For how long does the Bangalore Express stop at Arakkonam? Now, put up your hands, don't give the answer. For how long does the Bangalore Express...stop at Arakkonam?
For how long? ... 4 hands, 5 hands...
Yes?
S: 20 minutes
T: 20 minutes, yes. When does it arrive there?
SS: 20 minutes
T: When does it arrive there? When does it reach Arakkonam? When does the Bangalore Express reach
Arakkonam? When does it reach Arakkonam?
SS: 2.20, 2.20
T: 2.20 PM. When does it leave Arakkonam?
SS: 2, 2.40
T: 2.40, yes. 20 minutes. It stops there for 20 minutes ... Which train, listen carefully, which train does not stop at Arakkonam? Put up your hands. Which train does not stop at Arakkonam? 1, 2, 3, 4, 5 hands up. Yes?
S: Brindavanam Express
T: The Brindavan Express, yes. The Brindavan Express does not stop at Arakkonam... Is there any other station where it does not stop?
S: Kolar
T: Kolar, yes. Kolar also is does not stop. Which train, which train stops at Kolar?
SS: (X)
T: Which train stops at Kolar? Which train stops at Kolar?
S: Bangalore Express... Bangalore Mail
T: Bangalore Express and Bangalore Mail. They both stop at Kolar. The Brindavan Express does not stop at Kolar. Now listen carefully. How long does the Bangalore Express, how long does the Bangalore Express take to go from Madras to Arakkonam? How long does it take to go from Madras to Arakkonam?
One hand up. Any more? 2, any more? 3, yes?
S: 1.20
T: 1.20, yes. Say it better. Yes?
SS: 1 hour 20 minutes
T: 1 hour 20 minutes, yes. 1 hour and 20 minutes. From 13 to 14.20.
1 hour and 20 minutes...How long does the Bangalore Express take, how long does it take to go from Arakkonam to Katpadi? ... (X)
How long does it take to go from Arakkonam to Katpadi? (X)? (X)?
S: 35 minutes
T: 35 minutes, yes. How did you get that?
S: 2.40, 40
T: 14. 2.40, yes. 2.40 to 3 o'clock.
S: And 3 o'clock and
S: 3.15
T: 3 o'clock to 3.15 yes.
2.40 to 3 o'clock is how much?
SS: 20 minutes
T: 20 minutes. 3 o'clock to 3.15?
SS: 15 minutes, 15 minutes
T: 15 minutes...20 plus 15
SS: 35
T: 35 minutes, yes, correct ... Now, this is a different kind of question. You have to think.
Where is the Bangalore Mail? Where is the Bangalore Mail...at 12 midnight? Where is it at midnight?
12 o'clock at night...Bangalore Mail...
How do you write 12 o'clock midnight?
SS: Zero, zero, zero, zero
T: Zero, zero, zero, zero
Where is the Bangalore Mail at that time...?
S: Bangalore Mail
T: Yes, where is it?
S: Katpadi
T: At Katpadi, yes...
Katpadi...?
S: At 12.5
T: Arrives at 12.5. After 12. Where is it at 12?
SS: Arakkonam, Arakkonam
T: Arakkonam, 11.5
S: On the way
T: On the way?
S: To the Katpadi
T: On the way to Katpadi, yes. On the way to Katpadi. It is on the way to Katpadi, yes, good. Or we can say...between (T writes 'between' on board).
SS: Arakkonam
T: Yes
S: Between Arakkonam
T: Arakkonam and?
SS: And Katpadi
T: And Katpadi, yes... (T writes on board)
It has left Arakkonam, it has not yet arrived in Katpadi. Now where is the Brindavan Express, Brindavan Express...at 10 AM? Where is the Brindavan Express at 10 AM? 10 AM...

S: Jolarpet

T: Is it at Jolarpet at 10 AM

S: No, sir

S: 10.28

T: It is 10.28 when it comes to Jolarpet.

So where is it? (X)

S: Katpadi

S: Katpadi

T: At Katpadi. Katpadi at 10?

SS: (9.20

( S: (9, 9.15

( T: (9.20

T: Where is it at 10 o'clock?

S: Between

T: Between?

S: Between Katpadi...

T: Katpadi?

SS: (Katpadi and Jolarpet

( T: (And Jolarpet, yes.

Between Katpadi and Jolarpet, yes. Now (X)

where is the Brindavan Express at 11 AM...11 AM? 165

Where is the Brindavan Express at 11 AM?

S: Bangalore

T: Bangalore, only at (1 PM
S: Kolar, Kolar
T: Kolar it does not stop
S: Jolarpet
T: Jolarpet it leaves at 10.30. Where is it at 11 o'clock... 11 o'clock? Yes, (X)?
S: Katpadi
T: Katpadi, no, no, el- 11 o'clock, 11 o'clock. (X)?
S: Between Jolarpet and Bangalore
T: Between Jolarpet and Bangalore. (XX) it has gone away from Jolarpet. It has not yet come to Bangalore. Where is the Bangalore Mail? The Bangalore Mail, where is the Bangalore Mail at 5 AM?...
(X)
S: Katpadi
T: 5 AM...
Katpadi
S: 5 minutes
T: That is 5 minutes after midnight.
SS: (X)
T: 5 AM. How do we write 5 AM? How do we write 5 AM
SS: Zero, zero, zero, 5
S: Zero 5 zero
T: Zero
Zero 5 zero zero. Where is it at 5 AM?
S: On...on the way
T: On the way to, yes?
S: On the way to Jolarpet...Jolarpet to Kolar.
T: Between Jolarpet and Kolar, is it?
SS: Bangalore, Bangalore
T: Between?
SS: Kolar and Bangalore
T: Between Kolar and Bangalore, yes. Between Kolar and Bangalore. It leaves for Kolar at 3.50. It arrives at Bangalore at 5.50. 5 AM it is between Kolar and Bangalore...Now, a different kind of question...Mr. Narasimhan, Mr. Narasimhan wants to go from Madras to Katpadi. He wants to travel in the afternoon. He does not want to go in the morning. He wants to travel in the afternoon. Which train should he take?...Yes, (X)?
S: Bangalore Express
T: Bangalore Express, yes. Afternoon. He can leave at 1 o'clock. When will he be in Katpadi?
S: 2, 2 sir.
T: Katpadi?
S: 3
T: 3?
S: 3.15
T: 3.15 in the afternoon, yes...Now, Mrs. Pillai, she lives in Madras. She has a meeting in
Bangalore at 3 o'clock in the afternoon. She has a meeting in Bangalore at 3 o'clock in the afternoon. She wants to go to the meeting. Which train should she take?...She lives in Madras. She has a meeting in Bangalore at 3 o'clock.

Yes? (X)?

S: Brindavan Express

T: Brindavan Express. Why? When does it come to Bangalore?

SS: 1.5

T: 1.5 yes. She can leave in the morning and be in Bangalore at 1.5 in the afternoon.

Yes...Now, Miss Jayalakshmi. She lives not in Madras now, she lives in Jolarpet. She lives in Jolarpet. She wants to travel to Bangalore in the evening. She wants to travel to Bangalore in the evening. From Jolarpet to Bangalore in the evening. Which train should she take?...How many hands? 1, 2, 3, 4 ... 5, any more?

She lives in Jolarpet. She wants to go from Jolarpet to Bangalore in the evening. Which train should she take? What about you (X)? Evening, afternoon. From Jolarpet to Bangalore...(X)

S: Bangalore Mail

T: Bangalore Mail. Jolarpet. Is that evening?

S: No, sir.

T: No, just after midnight. She wants to travel in
the evening...travel in the evening...yes
S: Bangalore Express
T: Bangalore Express...
S: PM
T: 15, yes.
4.15 PM. That is evening. Now when does she go to Bangalore then
LESSON S
T: I'm going to tell you something. Listen carefully and then look at the map and give me an answer, alright?
S: (X)
T: Sita's house is in (X) road. She wants to go to the (X) temple. Tell her how to go.
Sita's house is in (X) road. She wants to go to (X) temple. Tell her...how to go. Who can tell me? (X)?
S: Walk along (X) road, walk along the east of (X) road. Turn, turn left, walk along the (X), walk along North RH Road
T: XX
S: RH North Road
T: Up
SS: Up
SS: Up, up X road
T: (X) yes
S: Up X road. Turn turn turn left. Walk along, walk along
SS: XX
T: Yes
S: West Mada Street
T/SS: XX
T: Walk on the left
S: Along X
T: Along
S: Along Mada Street
T: Then?
S: Then becomes reach Kapali temple.
SS: XX

T: Reach Kapali temple. Very good...Now second question. Ramu works in a cloth shop in Luz Church Road. He must go to his house in Sullivan Garden Road. Tell him how to go. Ramu works in a cloth shop in Luz Church Road. He wants to go to his house in Sullivan Garden Road. Tell him ... how he must go.
S: Walk along south of Luz Church Road
T: Walk along south?
SS: No (X) no east east east XXX west
S: East?
T: Walk to the west along
S: Walk to the west along uh Luz Church Road
T: Yes
S: Luz Church Road
S: Then
SS: Then
S: Then (mumblings) turn left
T: Turn left, yes.
S: Walk along
SS: (Whispering) X
S: RH Road
T: Yes...In which direction?
S: X turn right?
T: Walk along RH Road. In which direction?
SS: South
T: South, yes.
S: South. Turn turn right.
SS: XXX left, left
T: Walk down south RH Road. Then?
S: Turn
T: Turn
SS: Left
T: Turn left?
SS: No, right (XXX)
T: Turn left or turn right?
SS: Left...right
T: How many say turn right? (PAUSE)
Turn left is correct. Then ... what will he do after turning left?...
S: X walk
T: Where should he go?
S: X
T: Where should he go?
SS: XXX
T: He must go to his house
S: Sullivan Road
T: Yes, walk along Sullivan Garden Road to the ?
S: X
S: X
T: X to the west or to the, to the east?
S: East
S: East
S: East
T: Next question, Rani's house is in Sullivan Garden Road. She wants to go to the market and buy some vegetables, then she wants to eat puris at the hotel (X) she'll go to the bank and take out some money. Can you tell her how to go? Now it's a very long question. I'll say it again. Listen carefully. Rani's house is in Sullivan Garden Road. She wants to go to the market and buy some vegetables, then she wants to eat puris at the hotel. In the end she'll go to the bank and take out some money. Can you tell her how to go? Who'd like to try? Yes (X)?
S: Walk along
T: First you tell me how she'll go from her house to the market.
SS: Walk along Sullivan Garden Road
S: Sullivan Garden Road
T: Walk on Sullivan Garden Road
S: Turn right
T: Yes
S: Walk along
T: Walk on
S: Walk on XX
SS: Vegetable, vegetable
S: (Market
SS: ( Market
T: Should she walk on vegetable market?
SS: No, no, RH Road
T: RH Road, yes.
S: Reach vegetable masrket
T: Yes, to reach the vegetable market she must cross the road. Cross the road and?
SS: And X
T: Reach the vegetable market. From the vegetable market where is she going?
S: Hotel
T: Hotel. (X) can you tell me how she'll go to the hotel? From the vegetable market?
S: Turn
T: Should she turn? ...Should she turn?
S: XX
T: SN should she turn somewhere? She should turn left?
SS: XXX
T: Should she turn right?
SS: No miss, left miss, no miss, no miss
T: No
SS: No miss
SS: Straight along. Hanuman temple
T: Yes. How should she walk?
SS: XXX
T: XX Walk straight, yes. She should walk straight. (X) tell me she should walk straight...on which road?
S: RH Road (mumblings)
T: RH Road. In which direction? To the north or to the south?
SS: North north south south
T: North or south, SN?
SS: North
T: North, yes. Will she pass some place on the way?
SS: Hanuman temple
T: Hanuman temple. She'll pass the Hanuman temple and
SS: And then
T: And reach the hotel, yes. What will she do in the
hotel?
SS: Eating eating puri
T: She'll eat puri. From the hotel where does she want to
go?
SS: Bank bank the bank
T: Who can tell me how she can go to the bank? From the
hotel to the bank? (X) can you try? From the hotel to the
bank?...On which road should she walk? (X)
S: Walk along RH Road. Turn right
T: Walk along RH Road. In which direction?
S: Turn right (mumbles)
T: Did you read those letters?
S: Radha
SS: Radha
S: Radha
T: Who wrote that letter?
SS: J.L. Rao, Radha, aunt
S: Radha's aunt
T: Radha's aunt. What's her name?
S: Mr.
S: Mrs. J.L. Rao
SS: X
S: Mrs. J.L. Rao
T: Mrs. J.L. Rao, yes. Any other name?
How does she sign the letter?
S: Jalaja
SS: Jalaja
T: Jalaja, yes. Mrs. J.L. Rao or Jalaja.
Who got this letter? Who received it?
S: Radha
S: Radha
T: Radha received it, yes...
Where does Radha live?...In which city?
S: Brinda
S: Bri -
T: Radha
S: Ba
SS: Brinda, Bangalore
T: Radha
S: Madra
S: Madras
S: Ba
T: X
S: Bangalore
T: Radha. Who says Bangalore?
SS: Brindavan
T: No, that's the train
S: Bangalore
S: Madras
S: Madras
T: Who says Madras? Who says Bangalore?
Not many, most people say Madras.
Yes. What is Radha's address?
Have you got the address there?
Radha's address. Who is the letter addressed to?...
Not at the top...
S: XX
T: Yes. What is the address?
S: To Mrs. V. Radha
T: Miss V. Radha
S: Miss Rad, Miss V. Radha, number 4, 6th Street
Vi-
T: Vidya Nagar
S: Vidya Nagar, Madras 42
T: Yes, that is Radha's address.
That is where Radha lives in Madras.
Where does Jalaja live? Jalaja, where does she live?

S: 8 hundred and 56

t: Yes

s: 4th

t: Block

s: 4th block. Ja- mm

t: Jayanaga

s: Jayanaga, Bangalore, 50

t: Yes. So she lives in Bangalore. Jalaja lives in Bangalore. Radha lives in Madras

ss: Madras

t: Right? And Jalaja has written this letter to Radha. What does Jalaja want? What does she want? Why has she written this letter?...

Does she want Radha to- yes?

s: I want to come back to, I want to come back to Bangalore by the Brindavan Express on the- 

t: I want to come back to Bangalore by the Brindavan Express

s: On the morning of the 13th

t: Of the 7th

s: Of the 7th

t: Yes, alright. So what does she want Radha to do? What should Radha do?...

What should Radha do?

s: X
T: Make a reservation. Yes. Make a reservation. Yes.
S: Reservation
T: By which train?
SS: Brindavan Express
T: On which day?
S: 7th
SS: 7th
T: Marvellous. Fine. 1st class or 2nd class?
S: 2nd
SS: 2nd
T: 2nd class, yes. Now after that letter, Radha
goes to the Central Station and gets a form for
making the reservation. To go to the railway station
to make a reservation, you will have to fill up a form,
to get the form. How will she fill up the form?
Now where is the form? Where is the form?
Can you see the form?
S: Yes sir.
T: Where?
S: Form
T: Form for filling. For making a reservation.
Can you see it?...(S points to board)
Yes, that's the form. That's the form on the
blackboard. Right? This is a form. She has to
fill up this form to make a reservation.
Uh?
Some things are given
in the form. Some things have to be written.
What is given? Southern Railway. That is the railway. Their form. Trains in Madras and Bangalore all belong to Southern Railway

S: To the station master

T: To the station master, Southern Railway

SS: Southern Railway

Southern Railway

T: Which station? Where?

S: Cen-

S: Central

SS: Central, Central Station

T: Central, yes. Madras Central...Madras Central...

(speaks as he writes) Right. Then?

Dear sir

S: Dear sir

SS: Dear sir, please reserve

a, a, a, a

S: X

S: X

T: A seat

S: X

T: A. One. Right? Seats or seat?

S: Seat

SS: Seat

T: Seat. Put one there.

After seat?

S: Berth
T: There is
S: Berth
T: Berth means for sleeping. Seat means for sitting down. Right? When do you want a berth? For a day train or a night train?
S: Night train
SS: Night train
T: Night train you want a berth. For a day train?
S: No (X)
T: You want a seat
S: You want a (X)
T: Huh? Now, does Jalaja want a seat or a berth?...Is it a day train or a night train?
S: Night train
SS: Night train
T: Brindavan Express
S: (X) Day
SS: Day train
T: Brindavan Express?
S: Night
S: Afternoon
SS: Afternoon
T: It's a day train, yes. From Madras to Bangalore. Remember? We did it yesterday. It leaves Madras in the morning. So she does not want a berth. Let's score it off. Please reserve a seat in
SS: In the 2nd class
T: What shall I write here?
S: 2nd
SS: 2nd
T: 2nd class on
SS: On Bangalore Express
Brindavan Express
Brindavan Express
T: Brindavan Express, yes...
Brindavan Express, from
S: Madras to Bangalore
T: From where?
SS: Madras to Bangalore
T: From Madras
S: To
SS: Bangalore, Bangalore
T: To Bangalore...Then?
SS: 7th March
T: 7th
S: 7th March
T: 7th
SS: March
T: 7th March. Which year?
S: 19
SS: 1981
T: 1981...
1981
S: For the
T: For the following persons
Alright. Who are the persons?...

Number 1; what is the name?

S: Jalaja
SS: Jalaja
SS: Jalaja

T: Should we write Jalaja on the form? What is her signature? What should we write?

SS: Radha

T: No. Whose

S: Brindavan
T: Seat is for who

S: Brindavan Express
T: No, no. Seat is for who?

S: (X)
S: JL

T: Seat is for Jalaja. Yes? (X) Yes?

S: JL (X)
T: Yes? JL

S: Rao

T: Mrs. J. L. Rao, yes...Mrs. J.L. Rao (T writes while speaking) Age. Do we know the age?

S: 42
SS: 42

T: Where is it? Where is it?

S: Radha's aunt who is 42 years old

(Other SS also read this out)

T: Yes. Radha's aunt who is 40, 42 years old. Yes. Age 42, what is it?
S: X
S: Male or family
T: Male or female, what does it mean... Man or woman?
S: Woman
SS: Woman
T: Woman is female, right. Male is man, right?
So what should we write here?
S: Woman
SS: Woman
S: Female
SS: Female
T: Female, yes... Let us just write F (writes)
Should we write anything here?
S: No
T: No. Only one person is going. Alright, if there are 2 people going you write the 2nd name (XX)
Right. Now. Look at that. What's written below?
Special request if any, special request if any.
Is there a special request here?
S: No
T: 2nd class, 7th, no special request.
S: No
T: Let's not write anything; nothing. Huh?
Yours faithfully. Signature. Whose signature?
Who's making the reservation?
S: Radha
SS: Radha
T: Radha, yes. What's her full name?
S: Mrs. V. Rad-
S: Mrs. V. Rad-
S: Miss V. Radha
T: Miss, yeh, Miss V. Radha
S: V. Radha
T: What is her address?...What is her address?
SS: X
T: Miss Radha
SS: (X) 6th street, number 4
T: (XX) Yes, yes. Number 4
6th street, Vidya Nagar, Madras, 42.
(SS bids continue)
Anything more? Should we write anything more?...Is it complete?
S: Yes sir.
T: Look carefully
SS: Date sir
T: Date, yes. What date should we put?
S: 20
SS: 20 February
T: No that is the date of Jalaja's letter
S: 7th of March
T: 7th of March
SS: 19
T: 7th of March is
SS: 19
7th of March is (XXX) reservation
19, 20

T: Today's date. She's making a reservation today; we put today's date.

S: 4, 4

T: 4th

S: 3, 3

T: 4, 3

SS: 1981

T: (X) Right? Now let's look at the second letter, second letter.

S: Dear sir

T: I will read it first. Then you can read it silently. Ramesh has received the following letter from his friend, Umesh, who is 25 years old.

How will Ramesh fill up the reservation form?

Dear Ramesh, I have to attend a conference in Hyderabad from the 6th to the 8th of March. I will travel to Hyderabad by the Hyderabad Express on the 5th and want to travel back to Madras by the Madras Express on the night of the 8th. Will you be able to make a reservation for my return journey? I want to travel by first class and would like an upper berth. I will come to your house to see you at about 6 p.m. on the 6th. I hope you will be free at that time. Yours sincerely, Umesh.

(XX)
Now where does Umesh live? The writer of this letter, the writer of this letter. Where does he live? Which city?...

S: Madras
T: Madras, yes. He lives in Madras. Where does he work?
S: Hyderabad
SS: Hyderabad
T: Who lives in Hyderabad? What is Ramesh's address in Hyderabad?
SS: 18, 64 5, Jyothi Nagar, Hyderabad, 18
18
Hyderabad 18
T: Yes, that is Ramesh's address. Now what does Umesh want? Don't say; just put up your hands. What does Umesh want? What does he want?...

(X)
S: (XX)
T: I have to attend a conference. So what does he want, what does he want Ramesh to do?
S: I want to travel
T: I want to travel
S: By first class
T: By first class
S: And
T: Yes, would like
S: Would like, would like an upper berth
T: Upper berth
By which train?
S: Hyderabad Express
S: Madras Express
SS: Madras Express
T: He is going by the Hyderabad Express to
Hyderabad. He wants to come back by the
Madras Express. On which day?
S: On the night
S: On the 8th
SS: 8th
T: On the night of the 8th, yes. Now can we
fill up this form. Mr. Kumesh goes to
the railway station. Which railway station?...
Where does Umesh - not Umesh, Ramesh,
Ramesh...Ramesh
Now
Ramesh receives this letter
SS: Hydr, Hyderabad
T: Yes, he lives in Hyderabad. He wants a reservation
from, from which place?
S: Madras
SS: Madras
S: Hyderabad
SS: Hyderabad
T: Umesh is going to Hyderabad. He wants a reservation for coming back to Madras. Right?
So he wants a reservation from, from?
S: Hyderabad
T: Hyderabad to
S: To
S: Madras
SS: Madras
T: So where does he go? Which railway station?
Where does he go? Which railway station? Where?
S: Here sir.
T: No, here
S: To
SS: XX
T: X
SS: Hydera, Hydera
T: Hyderabad. Right. Dear sir, please reserve
SS: a, a
(T writes)
T: Right, seat or berth? (X)
Seat or berth?
S: Berth
SS: Berth
T: Why?
S: Night train
SS: The night train, yes. So seat we don't want...
Berth or berths?
SS: Berth
T: Only one...Right, good, thankyou.
Please reserve a berth in the. Now, now, who wants to do that? Who wants to do that?
(X) Yes...(S writes on board)
I, R...S, yes, good. In the first class, on the - now, who wants (XXX) wait, wait, here, slowly
SS: Hyderabad, Hyderabad...
T: On the - which train?...(X) Yes...(S writes)
SS: To, to, to
T: XX
S: E-X-P-R-E
S: P, P
S: R
T: R
SS: P, P
S: Yes, yes...(S finishes writing)
T: Yes, good. Now, who wants to continue?...
Who wants to continue? (X)...
Yes? (PAUSE) (Another S writes on board)
(X) Madras, from which place?
SS: Hyderabad
T: H-Y (PAUSE)
Yes, right, now. Er,(XX)...Madras and Hyderabad to Madras
SS: Madras (SS call out M-A-D-R-A-S as T writes on board. T can be heard repeating some of the letters in the background).

T: Now who wants to continue? Yes... On...

Is that correct?

SS: No sir (X)

8, 8th March

T: Not 6th, 8th. He's going there on the 6th.

He's coming back on the 8th (PAUSE)

(Feint murmurs)

Good, now (X) come and complete it... Name, what's the name?

SS: S.K. Umesh

S: S.K. Umesh...

T: S.K. Umesh

SS: Be, BE

T: No, that's the degree, not (XX)... Age. Do you know the age?

S: 25 years

T: 25 years. Yes. Male or female?

SS: Male, male

T: Am I male or female?

S: Male

SS: Male...

T: Should we write anymore?

SS: No sir.

T: Special request if any. Any special request?

SS: Yes sir.
T: Yes (X) Come (XX)

(PAUSE) (S writes)

First class (XXX)

S: XX

T: First class. Is there anything more?...

U-P-P, double P, U-P-P-E-R

Upper berth

(X) remember. I would like to - I want to travel by first class and would like an upper berth.

First class is already written here. Upper berth is special request. For lying down, there is a bed below and a bed above. Upper berth, lower berth Understand it?

SS: Upper berth

T: Upper berth (XX). He wants an upper berth.

That is a special request. Right. Now what happens next?...

Who wants to complete (XX)

(X) (PAUSE) (S writes)

Ramesh. Is that right?

S: No sir

SS: XX

S: Yes sir. Ramesh sir.

T: Ramesh, correct. Yes. Reservation is for Ramesh...

Ramesh is making the reservation...

Ramesh. Yes...
SS: Date
T: Alright, put the date...I'll put the address...
SS: Hyderabad
T: (X) this address, is the address of the person who is making the reservation, not the person who is travelling. Person who is travelling is S: Umesh
T: Umesh. We want his age. Address is - man who puts the signature, man who goes to the railway station...
Now, the third letter...Let's look at the third letter. (X) you made a mistake there. You wrote the house number.
Today's date. What's today's date?
S: 4
SS: 4, 3, 81
T: Right. Look at the 3rd letter...Palani has received the following letter from his friend, Ramani. Who wrote the letter?
S: Palani
SS: Palani
T: Who wrote the letter?
SS: Ramani
T: Who received the letter?
SS: Palani
T: Who sent the letter?
SS: Palani, Ramani
T: Ramani sent the letter. Who got it?
S: Palani
SS: Palani

T: Dear Palani, my mother is going to Madras to attend the wedding at the end of this month. She wants to come back to Tiruchi on the night of 31st March by the Rockfort Express. I will be grateful if you can make a reservation for her, on the second class on that train. My mother is 65 years old and would like to have a lower berth in the women's compartment. I am sorry that I am giving you so much trouble.
Yours sincerely.
S: Her name is
S: Her name is
T: Her name is
S: Janaki
S: Janaki
SS: Janaki, Mrs. Janaki

T: Now, who wrote this letter? Who wrote this letter?
S: Ramani, Ramani
T: Ramani wrote this letter. From where?
S: Palani
SS: Palani
T: From
S: Janaki
SS: Janaki...
T: Ramani wrote this letter
SS: Tiruchy
T: From Tiruchi, yes. He lives in Tiruchi, alright?
Who did he write it to? ...The letter was -
SS: Janaki, Palani
T: Palani, yes. Where does Palani live?
SS: Madras
T: Yes, he lives in Madras. What is (X) address in Madras?
S: Mr. H. Palani
T: Palani
S: 2, Main Road, Ganghi Nagas, Madras, 15.
T: (XXX) he lives in Madras. Now what does Ramani want?...He wants a reservation.
SS: He wants
T: For whom
SS: Janaki
T: Yes. Who is Mrs. Janaki?
S: Mother
SS: Mother
T: His mother, yes. His mother. To go from where?
S: Madras
SS: Madras
S: Tiruchi
T: To go from Madras, yes, from Madras to
SS: Tiruchi

T: She's coming from Madras. For coming, he will make the reservation there. For going back from Madras to Tiruchi he wants a reservation. Now can you fill up the form. I'll give you the form. Fill up the form. Think carefully before you write, please, on the form.
LESSON U
SS: (General muttering)
T: 1000
SS: 700 kilometres
T: What's the distance between Hyderabad and Bangalore?
What's the distance between Hyderabad and Bangalore? (X)?
S: 600
T: 600 kilometres. How far is Madras from Calcutta? How far is Madras from Calcutta?...(X)?
S: 1 thousand 600
T: 1 thousand 600 kilometres. Now which city is farther from Bangalore? Which city is farther from Bangalore?
Madras or Bombay? Which city is farther from Bangalore?
Madras or Bombay?...(X)
S: Bombay
T: Bombay. How far is Bombay from Bangalore?
SS: Thousand kilometres
T: And Madras?
SS: 3 hundred and 50
T: (X), can you tell me how much farther is Bombay?
S: 600
T: (Yes, 650 kilometres
S: (and 50 kilometres
T: Which city is farther from Delhi? Bombay or Hyderabad?
Which city is farther from Delhi? Bombay or Hyderabad?...
Can you try? Which city is farther from Delhi?
S: Hyderabad
T: Bomb- Hyderabad, Hyderabad is farther. Who can tell

664
me how much farther?...How much farther?...(X)
S: 1 thousand 600 kilometres
T: Not 1 thousand 600 kilometres
SS: XX
T: How much farther?
SS: XX. 1 thousand 7
S: 200 kilometres! 200 kilometres!
SS: XX
(All shouting together)
T: How many said 200 kilometres? Yes, that's right. 200 kilometres...Which city is nearer to Hyderabad? Calcutta or Madras? Listen carefully. I'm asking which city's nearer to Hyderabad, Calcutta or Madras?...(X)
S: Madras
T: Madras. Can you tell me how much nearer it is?...
S: 800
T: Yes very good, 800...kilometres
S: Kilometres
T: Which city is nearer to Bangalore? Madras or Hyderabad? Which city is nearer to Bangalore, Madras or Hyderabad?...(X)
S: Madras
T: Yes. Can you tell me how much nearer it is? How much nearer?...(X)
S: 350 kilometres
SS: 250 kilometres
T: 250 kilometres...Now, the next problem is a little more difficult. Listen carefully. Raja goes
straight from Bangalore to Hyderabad. Raja goes straight from Bangalore to Hyderabad. Sita goes from Bangalore to Hyderabad by way of Madras. Sita goes from Bangalore to Hyderabad by way of Madras. Who travels a longer distance? Who travels a longer distance?...Yes (X)
S: Sita
T: Sita travels a longer distance. How much distance does Raja travel?
SS: 600 kilometres
T: How much distance does Sita travel?
SS: (General shouting) 700 kilometres
T: Sita travels a longer distance. Now, Mani also goes from Bangalore to Hyderabad by way of Bombay. Mani goes from Bangalore to Hyderabad by way of Bombay. Now does Mani travel longer or Sita?...(X)
S: Mani
T: Mani travels. How much distance does Mani travel?
S: 1 thousand (X)
T: 1 thousand
SS: 750 kilometres
T: 750 kilometres. Mani travels the
S: XXX
T: Longest distance. Who will reach Hyderabad first? Raja Sita or Mani? Who will reach Hyderabad first? (X)
S: Sita
S: No, miss
SS: XX. Raja
S: Mani
T: Who will reach Hyderabad last?
SS: Mani

T: Mani will reach last. Next question. Mani goes from Hyderabad to Delhi. He goes by way of Calcutta. Mani goes from Hyderabad to Delhi by way of Calcutta. Rajan goes from Hyderabad to Delhi by way of Bombay. Who travels a longer distance?...(X)
S: Rajan
T: Rajan?
S: No miss, no miss
T: How many say Rajan?
SS: Mani

T: Mani. How many for Mani?
S: 1 thousand
T: OK. Mani is correct. How much distance more does he travel? How much distance more does he travel? How much longer does he travel?...How many more kilometres does he travel?
S: 2 thousand and...9, 90
S: 2 hun-
T: Think carefully. Mani goes from Hyderabad to Delhi by way of Calcutta. How much distance does he travel?
S: 750 kilometres

T: 750 kilometres. Correct. Just look at it. Mani goes from Hyderabad to Delhi by way of Calcutta. How much distance?...How many kilometres?
SS: 2 thousand and 900 kilometres

T: 2 thousand 900 kilometres. Rajan goes from Hyderabad to Delhi by way of Bombay. How many kilometres?

SS: 2 thousand 150

T: 2 thousand 150

S: 150

T: So 2 thousand 900 is more. So Mani travels...

SS: XX

T: A longer distance... Next question. There are two ways of going from Bangalore to Calcutta. Can you tell me which they are? There are two ways of going from Bangalore to Calcutta. By way of... which place?

S: Madras and Bombay

T: By way of Madras

S: And Bombay

T: And by way of

SS: Bombay

T: How far is it by way of Madras?

S: 1 thousand and 50 kilometres

T: 1 thousand and 50 kilometres

S: 1 thousand 600 kilometres

T: Listen carefully, Think, think. There are two ways of going from Bangalore to Calcutta. One is by way of Madras. How much is it from Bangalore to Calcutta by way of Madras?...Yes (X)?

S: 1 thousand (950 kilometres)

S: (950 kilometres)
T: 1 thousand 950. From Bangalore to Calcutta by way of Hyderabad? By way of Hyderabad?...Yes
S: 3 thousand 800 kilometres
T: No, not 3 thousand
S: 2 thousand 100 kilometres
T: 2 thousand 100 kilometres. So which route is longer here? By way of Bombay, by way of Madras or by way of Hyderabad? Which route is longer?...Which is longer?
S: By way of Madras
S: Longer?
T: Which is longer? Which is more? By way of Madras is 1 thousand 950. By way of Hyderabad, 2 thousand 100. Which is longer?
S: Hyderabad
T: By way of Hyderabad. There are 3 ways of going from Calcutta to Hyderabad. There are 3 ways of going from Calcutta to Hyderabad. Who can tell me which they are? There are 3 ways of going from Calcutta to Hyderabad. Can anyone tell me which are the 3 ways?
S: Calcutta by way of Madras
T: By way of Madras, yes.
S: Bombay
S: Bombay
S: Delhi
T: By way of Delhi
S: By
T: Another way?
S: By way of Bombay?
S: Banga- by way of Banga-

SS: (Muttering)

T: No, not by way of Bangalore

SS: (Muttering)

S: Straight

T: Straight, yes.

Straight from Calcutta to Hyderabad. Then from Calcutta to Hyderabad by way of by way of Madras. By way of Delhi

S: Madras...By way of Delhi

T: Can anyone tell me which is the shortest route? Which is the shortest route?

S: Straight route

T: Straight route is the shortest route...How many ways are there to go from Madras to Bombay? How many ways are there to go from Madras to Bombay?...From Madras to Bombay? How can I go from Madras to Bombay? (X)?

S: 1 thousand 450

T: How, how will I go?

By way of which place?

SS: (Muttering)

S: By way of

T: By way of

S: Madras (XX)

T: From Madras to Bombay?

S: By way of Bom-

S: By way of Bang- to to to

S: By way of Hyderabad!
S: By way of (XX)!
T: Yes (XXX)
S: XX

S: By way of Bangalore and by way of Hyderabad
T: Yes, good. By way of Hyderabad and by way of Bangalore. Is there any other way? Is there a straight route between Madras and Bombay?
S: There's no
SS: (XXX) No, miss
T: There's no straight route...Now who can tell me which is longer, Madras to Bombay by way of Hyderabad or from Madras to Bombay by way of Bangalore?...Which is longer?
S: By way of Hyderabad
S: By way of Hyderabad
T: By way of Hyderabad is longer. How much longer is it? (PAUSE) What's the distance between Madras and Bombay by way of Hyderabad?
S: (X)
T: Yes?
S: Hundred kilometres
T: Your answer is hundred kilometres. But what's the distance between Madras and Bombay? By way of Hyderabad? How much?
S: Thousand 450 kilometres
T: Thou- yes.
And the distance by way of Bangalore is?
S: Thousand
SS: 3 hundred 50 kilometres
T: So the difference is?
S: Hundred
SS: Hundred kilometres
T: Yes, hundred kilometres.
Appendix 21

LISTING OF LINGUISTIC AND CONTENT ERRORS BY LESSON
Linguistic and Content errors by lesson

<table>
<thead>
<tr>
<th>Lesson</th>
<th># Ling</th>
<th># corr</th>
<th>% corr</th>
<th># Cont</th>
<th># corr</th>
<th>% corr</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>30</td>
<td>26</td>
<td>81</td>
<td>22</td>
<td>20</td>
<td>90</td>
</tr>
<tr>
<td>B</td>
<td>17</td>
<td>10</td>
<td>59</td>
<td>24</td>
<td>24</td>
<td>100</td>
</tr>
<tr>
<td>C</td>
<td>24</td>
<td>14</td>
<td>58</td>
<td>4</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>D</td>
<td>37</td>
<td>28</td>
<td>76</td>
<td>50</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td>E</td>
<td>39</td>
<td>23</td>
<td>59</td>
<td>22</td>
<td>16</td>
<td>73</td>
</tr>
<tr>
<td>F</td>
<td>16</td>
<td>10</td>
<td>63</td>
<td>32</td>
<td>27</td>
<td>84</td>
</tr>
<tr>
<td>G</td>
<td>8</td>
<td>6</td>
<td>75</td>
<td>5</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>H</td>
<td>4</td>
<td>2</td>
<td>50</td>
<td>7</td>
<td>6</td>
<td>86</td>
</tr>
<tr>
<td>I</td>
<td>8</td>
<td>6</td>
<td>75</td>
<td>8</td>
<td>6</td>
<td>75</td>
</tr>
<tr>
<td>J</td>
<td>30</td>
<td>21</td>
<td>70</td>
<td>13</td>
<td>11</td>
<td>85</td>
</tr>
<tr>
<td>K</td>
<td>2</td>
<td>2</td>
<td>100</td>
<td>12</td>
<td>10</td>
<td>83</td>
</tr>
<tr>
<td>L</td>
<td>25</td>
<td>21</td>
<td>84</td>
<td>23</td>
<td>20</td>
<td>87</td>
</tr>
<tr>
<td>M</td>
<td>1</td>
<td>1</td>
<td>100</td>
<td>19</td>
<td>19</td>
<td>100</td>
</tr>
<tr>
<td>N</td>
<td>1</td>
<td>1</td>
<td>100</td>
<td>8</td>
<td>7</td>
<td>88</td>
</tr>
<tr>
<td>O</td>
<td>1</td>
<td>1</td>
<td>100</td>
<td>25</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>P</td>
<td>2</td>
<td>1</td>
<td>50</td>
<td>22</td>
<td>20</td>
<td>91</td>
</tr>
<tr>
<td>Q</td>
<td>4</td>
<td>4</td>
<td>100</td>
<td>27</td>
<td>25</td>
<td>93</td>
</tr>
<tr>
<td>R</td>
<td>15</td>
<td>9</td>
<td>60</td>
<td>15</td>
<td>13</td>
<td>87</td>
</tr>
<tr>
<td>S</td>
<td>6</td>
<td>5</td>
<td>83</td>
<td>10</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>T</td>
<td>3</td>
<td>2</td>
<td>67</td>
<td>21</td>
<td>15</td>
<td>71</td>
</tr>
<tr>
<td>U</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>10</td>
<td>71</td>
</tr>
</tbody>
</table>

Total 279 193 69 383 332 87

Note: '# corr' and '% corr' refer to the number of errors corrected and the percentage of errors corrected.