Chapter III

Analysis on the Physical Aspects of the Textbooks
CHAPTER III

ANALYSIS ON THE PHYSICAL ASPECTS 
OF THE TEXTBOOKS

3.1. Introduction

The textbooks taken up for evaluation have been analysed on the basis of various aspects such as the lay out of the textbook, the themes of the units, word count of each unit, shortest and longest word in each unit. In addition the number of sentences in each unit, longest sentence and shortest sentence in each unit have also been taken up. The question paper pattern followed in the board examination is discussed in detailed in this chapter.

The textbooks taken up for evaluation are

a) English Reader Higher Secondary – First year Part II – English
b) English Reader Higher Secondary – Second year Part II – English
c) Supplementary English Reader Higher Secondary – First year Part II – English
d) Supplementary English Reader Higher Secondary – Second year Part II – English

According to the preface in the “English Reader for the First year”, the textbooks adopt the following approaches.
1. Cognitive Competence
   A. Language elements
      1. Vocabulary
      2. Grammar
   B. Language Skills
      3. Listening
      4. Speaking
      5. Reading
      6. Writing
   C. Communication Skills
      7. Study Skills
      8. Occupational
      9. Strategic Skills
   D. Creative Skills
      10. Self-expression

3.2. Analysis of the First Year Textbook

3.2.1. List of Units in the First Year Textbook

   There are six units in the First year textbook. Each unit has a prose and a poetry section, which are related to one another with respect to theme. The prose and poetry items have a gist about the author at the end of the text. However in some units it is not present. In the prose
item in unit I and unit VI the name of the author is not mentioned, so they are left blank in the table. The content of the first year textbook is presented in the following table along with the authors.

**Table-3.1.**

**Table Showing List of Units in the First Year Textbook**

<table>
<thead>
<tr>
<th>UNIT</th>
<th>CONTENTS</th>
<th>AUTHORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>PROSE – Bon Voyage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>POETRY – Off to Outer Space</td>
<td>Norman Nicholson</td>
</tr>
<tr>
<td></td>
<td>Tomorrow Morning</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>PROSE – Mercy and Justice (from ‘Merchant of Venice’)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>POETRY – Sonnet No: 116</td>
<td>William Shakespeare</td>
</tr>
<tr>
<td>III</td>
<td>PROSE – The Farmer</td>
<td>Takazhi Sivasankara Pillai</td>
</tr>
<tr>
<td></td>
<td>POETRY – The Solitary Reaper</td>
<td>William Wordsworth</td>
</tr>
<tr>
<td>IV</td>
<td>PROSE – Alice Meets Humpty Dumpty (from ‘Through the Looking Glass’)</td>
<td>Reverend Charles Lutwidge Dodgson</td>
</tr>
<tr>
<td></td>
<td>POETRY – Is Life, But a Dream?</td>
<td>Lewis Carroll</td>
</tr>
<tr>
<td>V</td>
<td>PROSE – The Road to Success</td>
<td>Edwin C Bliss</td>
</tr>
<tr>
<td></td>
<td>POETRY – Be the Best</td>
<td>Douglas Malloch</td>
</tr>
<tr>
<td>VI</td>
<td>PROSE – Vision for the Nation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>POETRY – O Captain! My Captain!</td>
<td>Walt Whitman</td>
</tr>
</tbody>
</table>

**3.2.2. Themes in the Unit**

The theme of the first unit is related to **travelling to the outer space**. The prose item talks about the Indo-American astronaut Kalpana
Chawla. The poem is about the poet travelling to the outer space and what happens there after.

The prose for the second unit is an extract from the famous play “The Merchant of Venice” by William Shakespeare. It is to be noted that the poem in this unit is also a sonnet by William Shakespeare. Both the prose and the poem are on the nature of true and deep love.

The prose for the third unit is a story about a farmer. The poetry section is about a solitary reaper. Both the prose and poetry are about the difficulties of farmers and reapers.

The theme for unit four is fantasy. The prose is about Alice meeting Humpty Dumpty. This is a dream world of fantasy. The poetry is about dream, and the children’s liking of fantasy.

The theme for unit five is ways to achieve success. The prose item paves the ways for success. The poem is on being the best in whatever possible way.

The prose item in unit six is on the vision to develop the nation’s status among the countries of the world. The poet envisioned Abraham Lincoln as an archangel captain and the United States of America as the ship, in the poem “O Captain! My Captain! ”. The poet celebrates the end of the civil war. Thus, the theme of this unit is nation/patriotism.
3.2.3. **Page and Paragraph Count of Each Unit**

The number of paragraph and page count for each prose item and poetry item. The competencies in each unit appear before and after the prose and poetry sections as they are printed along with the prose and poetry sections. Hence the competencies are printed with page blanks, which are also presented in the table. The number of pages competencies occupy in each unit is also found out. The page number in which the unit starts and ends is also presented along with the number of pages a unit occupies.

<table>
<thead>
<tr>
<th>UNIT I</th>
<th>Number of Paragraphs</th>
<th>Page</th>
<th>Number of Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROSE</td>
<td>39</td>
<td>6-11</td>
<td>6</td>
</tr>
<tr>
<td>POEM</td>
<td>6</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td>COMPETENCIES</td>
<td>2-6, 13-39, 41-43</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>2-43</td>
<td>42</td>
</tr>
</tbody>
</table>

In the first unit, the prose item consists of 39 paragraphs and is printed in 6 pages. The poem consists of 6 paragraphs and is printed in a single page. The competencies in this unit appear on page 2-6, 13-39, and 41-43, that is, 35 pages. The first unit on the whole occupies 42 pages, that is, from page number 2-43.

<table>
<thead>
<tr>
<th>UNIT II</th>
<th>Number of Paragraphs</th>
<th>Page</th>
<th>Number of Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROSE</td>
<td>108</td>
<td>53-58</td>
<td>6</td>
</tr>
<tr>
<td>POEM</td>
<td>1</td>
<td>86</td>
<td>1</td>
</tr>
<tr>
<td>COMPETENCIES</td>
<td>45-53, 59-85, 87-88</td>
<td></td>
<td>38</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>45-88</td>
<td>44</td>
</tr>
</tbody>
</table>
The prose item in the second unit consists of 108 paragraphs, and is printed in 6 pages, that is, from page number 53 to 58. The poem is a sonnet and so it appears in a single paragraph in page 86. The competencies in this unit are printed in 38 pages. On the whole unit II occupies 44 pages from page number 45-88 in the textbook.

<table>
<thead>
<tr>
<th>UNIT III</th>
<th>Number of Paragraphs</th>
<th>Page</th>
<th>Number of Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROSE</td>
<td>64</td>
<td>97-103</td>
<td>7</td>
</tr>
<tr>
<td>POEM</td>
<td>4</td>
<td>133-134</td>
<td>2</td>
</tr>
<tr>
<td>COMPETENCIES</td>
<td>90-96, 104-132,135</td>
<td></td>
<td>38</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>90-135</td>
<td><strong>46</strong></td>
</tr>
</tbody>
</table>

The prose item in unit III has 64 paragraphs and occupies 7 pages, from 97-103. The poem consists of 4 paragraphs and appears in 2 pages, that is, 133 and 134 in the textbook. The competencies in this unit occupy 38 pages. This unit on the whole is printed from 90-135, that is, 46 pages.

<table>
<thead>
<tr>
<th>UNIT IV</th>
<th>Number of Paragraphs</th>
<th>Page</th>
<th>Number of Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROSE</td>
<td>59</td>
<td>142-147</td>
<td>6</td>
</tr>
<tr>
<td>POEM</td>
<td>10</td>
<td>175</td>
<td>1</td>
</tr>
<tr>
<td>COMPETENCIES</td>
<td>137-141, 148-174,176-179</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>137-179</td>
<td><strong>43</strong></td>
</tr>
</tbody>
</table>

The number of paragraphs in the prose item in unit IV is 59. It appears in 6 pages, from 142-147. The poetry item has 10 paragraphs and is printed
in a single page (175). The competencies in this unit occupy 36 pages. On the whole, unit IV has been printed from page 137-179, that is, 43 pages.

<table>
<thead>
<tr>
<th>UNIT V</th>
<th>Number of Paragraphs</th>
<th>Page</th>
<th>Number of Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROSE</td>
<td>28</td>
<td>183-186</td>
<td>4</td>
</tr>
<tr>
<td>POEM</td>
<td>1</td>
<td>214</td>
<td>1</td>
</tr>
<tr>
<td>COMPETENCIES</td>
<td>181-182, 187-213,215</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>181-215</td>
<td>35</td>
</tr>
</tbody>
</table>

The prose item in this unit consists of 28 paragraphs and occupies 4 pages from page number 183 to 186. The poetry item in this unit consists of 1 paragraph in a single page, in page number 214 of the textbook. The competency in this chapter occupies 30 pages and unit V occupies 35 pages from 181 – 215 in the textbook.

<table>
<thead>
<tr>
<th>UNIT VI</th>
<th>Number of Paragraphs</th>
<th>Page</th>
<th>Number of Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROSE</td>
<td>25</td>
<td>218-222</td>
<td>5</td>
</tr>
<tr>
<td>POEM</td>
<td>3</td>
<td>246</td>
<td>1</td>
</tr>
<tr>
<td>COMPETENCIES</td>
<td>217,223-245, 247-248</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>217-248</td>
<td>32</td>
</tr>
</tbody>
</table>

The final unit VI has a prose item, which consists of 25 paragraphs and is printed in 5 pages from 218-222, and the poetry section consists of 3 paragraphs and occupies a single page in page number 246. The competencies in this unit are printed in 26 pages. On the whole this chapter occupies 32 pages from 217 – 248.
With respect to number of pages occupied in the textbook, unit III is the longest unit with 46 pages. Unit VI is the shortest unit, which occupies 32 pages. Almost all the units follow a uniform pattern with respect to page limitation. The prose items are printed in pages ranging between 4 and 7. The poetry items are printed in pages ranging from 1 to 2 pages. The competencies in all the units are limited to range between 30 to 38 pages.

| APPENDIX | 249-256 | 8 |

The listening tasks in each unit are listed in the appendix from pages 249 to 256. Appendix occupies 8 pages.

### 3.2.4. Word Count of Each Prose Item

The total number of words in each prose item is counted, tabulated and presented.

**Table-3.2.**

**Total Number of Words in the Prose**

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Total Number of Words</th>
<th>Unit Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1,844</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>1,178</td>
<td>Shortest</td>
</tr>
<tr>
<td>III</td>
<td>2,506</td>
<td>Longest</td>
</tr>
<tr>
<td>IV</td>
<td>1,774</td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>1,366</td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>1,564</td>
<td></td>
</tr>
</tbody>
</table>

Unit III is the longest prose item with 2,506 words and Unit II is the shortest prose item with 1,366 words.
3.2.4.1. Longest Word and Shortest Word in Each Unit

The longest and shortest words in each unit are presented in the table below. The words selected were from those that have appeared in the compound, clipped, prefixed and suffixed forms. Only content words were taken into consideration to find out the longest and shortest words and function words have been omitted.

Table-3.3.

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Longest</th>
<th>Number of Letters</th>
<th>Shortest</th>
<th>Number of Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Constellations</td>
<td>14</td>
<td>Chasm</td>
<td>5</td>
</tr>
<tr>
<td>II</td>
<td>Confiscate</td>
<td>10</td>
<td>Tarry</td>
<td>5</td>
</tr>
<tr>
<td>III</td>
<td>Consternation</td>
<td>13</td>
<td>Chaff</td>
<td>5</td>
</tr>
<tr>
<td>IV</td>
<td>Contemptuously</td>
<td>13</td>
<td>Web</td>
<td>3</td>
</tr>
<tr>
<td>V</td>
<td>Reinforcement</td>
<td>13</td>
<td>Gin</td>
<td>3</td>
</tr>
<tr>
<td>VI</td>
<td>Conservative</td>
<td>12</td>
<td>Niche</td>
<td>5</td>
</tr>
</tbody>
</table>

The longest word in the prose item of the textbook is fourteen-lettered word, that is, "Constellations". The shortest word in the textbook is three lettered, "Gin and Web".

3.2.4.2. Longest and Shortest Word in Poetry

The longest word and shortest word, in the poetry are listed below, with the number of letters for each word.
Table-3.4.
Longest and Shortest Word in the Poetry

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Longest</th>
<th>Number of Letters</th>
<th>Shortest</th>
<th>Number of Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Trans-galactic</td>
<td>13</td>
<td>Afar</td>
<td>4</td>
</tr>
<tr>
<td>II</td>
<td>Impediments</td>
<td>11</td>
<td>Doom</td>
<td>4</td>
</tr>
<tr>
<td>III</td>
<td>Plaintive</td>
<td>9</td>
<td>Yon</td>
<td>3</td>
</tr>
<tr>
<td>IV</td>
<td>Phantomwise</td>
<td>11</td>
<td>Fro, Woe</td>
<td>3</td>
</tr>
<tr>
<td>V</td>
<td>Liveliest</td>
<td>9</td>
<td>Bass, Rill</td>
<td>4</td>
</tr>
<tr>
<td>VI</td>
<td>Weathered</td>
<td>9</td>
<td>Trill, Exult</td>
<td>5</td>
</tr>
</tbody>
</table>

The longest word in the poetry section is a 13-lettered word “Trans-galactic”. Shortest words in the poetry section are three lettered words, “yon, fro, woe”.

3.2.4.3. Longest and Shortest Sentence in Each Prose item

The longest sentences and shortest sentences in each prose item were identified. The page number in which they appear in the textbook is also mentioned.

Unit I

Longest Sentence Page (10) (number of words 69)

“On being selected again, she said, “Just looking at Earth, looking at the stars during the night part of the Earth; just looking at our planet roll by and the speed at which it goes by and the awe that it inspires; just so many such good thoughts come to your mind when you see all that,” “Doing it again is like living a dream – a good dream – once again”.
“But this was not for long.”

“This bond doth give thee here no jot of blood;
The words expressly are “a pound of flesh.”
Take then thy bond, take thou thy pound of flesh;
But, in the cutting it, if thou dost shed
One drop of Christian blood, thy lands and goods
Are, by the laws of Venice, confiscate
Unto the state of Venice.”

“I do.”

“Some ten years ago, when paddy prices were as high as five to seven rupees a bushel, rich people from Changanassery and Thiruvalla, had come there for paddy cultivation. They got on lease, groups of paddy fields.”

“Let me perish.”
Unit IV

Longest Sentence Page (142)  (number of words 50)

“However, the egg only got larger and larger, and more and more human: when Alice had come within a few yards of it, she saw that it had eyes, a nose and mouth; and, when she had come close to it, she saw clearly that it was HUMPTY DUMPTY himself. “It can’t be anybody else!” she said to herself. “I’m as certain of it, as if his name were written all over his face!”

Shortest Sentence Page (144)  (number of words 6)

“‘Lithe’ is the same as ‘active’.”

Unit V

Longest Sentence Page (184)  (number of words 37)

“Edison and his staff conducted 17,000 experiments which failed before they succeeded in the one experiment which enabled them to extract latex in substantial quantities from just one variety of plant, which was worth the 17,000 failures!”

Shortest Sentence Page (185)  (number of words 3)

“What about you?”

Unit VI

Longest Sentence Page (219)  (number of words 71)

“It means the major transformation of our national economy to make it one of the largest economies in the world, where the countrymen live well above the poverty line, their education and health is of high standard,
national security reasonably assured, and the core competence in certain major areas gets enhanced significantly so that the production of quality goods, including exports, is rising and thereby bringing all-round prosperity for the countrymen.”

**Shortest Sentence Page (222) (number of words 7)**

“They are ready to rough it out.”

The overall long sentences in the prose item vary between a minimum of 29 to a maximum of 71 words. 71 words in a sentence make it difficult for the students to comprehend the meaning of the sentence. Sentences, which have more number of words, can be broken and given in two or three sentences. Sentences for this age group of learners should not exceed to more than 30 words in a sentence.

**3.2.5. Number of Tasks in Each Unit**

Each unit starts with ‘Listening’ tasks. It is followed by ‘Speaking’ competency. **Reading** follows the speaking competency where there are tasks for pre-reading, which is followed by the **prose** item. The pre-reading, prose item, glossary, synonyms, antonyms etc., follow the prose text. There are also tasks for skimming at the end of the prose item. **Vocabulary** follows the reading competency. Vocabulary is followed by **Grammar** exercise that develop the language of the learner. **Writing** exercise is followed by ‘**Occupational Competency**’ and ‘**Strategic Competency**’. The final competency is ‘**Creative Competency**’.
The table shows the various tasks namely 1) Listening 2) Speaking 3) Reading 4) Vocabulary 5) Study Skills 6) Grammar 7) Writing 8) Occupational Competency 9) Strategic Competency and 10) Creative competency in each unit.

The total number of tasks in unit I is 49, unit II is 46, unit III is 65, unit IV is 35, unit V is 34 and unit VI is 25. The total number of tasks in the first year textbook is 254. There are 21 tasks on the whole to develop the listening skill, 30 tasks for speaking, 37 for reading, 49 for vocabulary, 17 for study skills, 30 for grammar, 23 for writing, 11 for occupational competency, 11 for strategic competency and 25 tasks for creative competency. Maximum number of tasks (49), are set in the textbook to develop the vocabulary, it is followed by 37 tasks to develop the reading skill. Least number of tasks, that is, 11 tasks are assigned to develop occupational competency and strategic competency.
Table-3.5.

Distribution of Tasks in the English Textbook for Higher Secondary First Year

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>UNIT I</th>
<th>UNIT II</th>
<th>UNIT III</th>
<th>UNIT IV</th>
<th>UNIT V</th>
<th>UNIT VI</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>LISTENING</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>SPEAKING</td>
<td>6</td>
<td>4</td>
<td>11</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>READING</td>
<td>11</td>
<td>5</td>
<td>10</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>37</td>
</tr>
<tr>
<td>VOCABULARY</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td>15</td>
<td>5</td>
<td>8</td>
<td>49</td>
</tr>
<tr>
<td>STUDY SKILLS</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>9</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>WRITING</td>
<td>3</td>
<td>8</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>OCCUPATIONAL COMPETENCY</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>STRATEGIC COMPETENCY</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>CREATIVE COMPETENCY</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>49</strong></td>
<td><strong>46</strong></td>
<td><strong>65</strong></td>
<td><strong>35</strong></td>
<td><strong>34</strong></td>
<td><strong>25</strong></td>
<td><strong>254</strong></td>
</tr>
</tbody>
</table>

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The textbook aims to develop the various skills such as listening, speaking, reading and writing, through the various tasks under each competency. The textbook has evenly distributed the tasks. The bar chart explains the distribution of tasks in the units of the first year textbook.

3.3 Analysis of the Second Year Textbook

3.3.1. List of Units in the Second Year Textbook

The contents of English reader for higher secondary second year are listed below. For the poetry section the name of the author is not mentioned. For the prose section under Unit II “The Ceaseless Crusader”, the name of the author is not mentioned. The prose item in Unit IV “The Magic of Words” is omitted from the syllabus for the board examination to be held in March 2007.

Table-3.6.

Table Shows List of the Units in the Higher Secondary Second Year Textbook

<table>
<thead>
<tr>
<th>UNIT I</th>
<th>CONTENTS</th>
<th>AUTHORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROSE</td>
<td>Julius Caesar</td>
<td>William Shakespeare</td>
</tr>
<tr>
<td>POETRY</td>
<td>A Psalm of Life</td>
<td>H.W. Longfellow</td>
</tr>
<tr>
<td>UNIT II</td>
<td>PROSE – The Ceaseless Crusader</td>
<td>–</td>
</tr>
<tr>
<td>POETRY</td>
<td>Women’s Rights</td>
<td>Annie Louisa Walker</td>
</tr>
<tr>
<td>UNIT III</td>
<td>PROSE – To the Land of Snow</td>
<td>Ahtushi Deshpande</td>
</tr>
<tr>
<td>POETRY</td>
<td>The Nation United</td>
<td>Walt Whitman</td>
</tr>
</tbody>
</table>
3.3.2. Themes in the Second Year Textbook

The prose item in unit I is about the killing of Caesar and the funeral oration of Brutus followed by the speech of Antony, rising a mutiny. The poem gives a word of advise to the reader, “not to waste time, not to be discouraged by failures and to look for eternal rewards”.

The prose item in unit II is about Gandhi who was a ceaseless Crusader of women’s equality. The poem in this unit is on women’s rights. The theme of this unit is “Women’s equality or rights”.

In unit III the prose item is about a traveller’s experience in the “Milam Glacier on the edge of Tibet”. The poem is about the spider spinning the web and the soul seeking infinite and eternal to serve as the anchor of hope. The theme of this unit is the happiness of the soul.

The theme of unit four is the importance of words/language. The prose is about the Magic of words and the poem is on English words.
The theme of unit five is snakes on the outset. The prose is about the superstitious believes on snakes and the poem is on the encounter of the poet with a snake in his garden.

The evils of war, is the theme of unit six. The prose is on the bombing of Hiroshima and the poem is on how war forces man to kill a fellow human being just because he is a foe.

3.3.3. Page and Paragraph Count of each Unit

The page and paragraph count of each unit in the second year textbook is discussed in detail.

<table>
<thead>
<tr>
<th>UNIT I</th>
<th>Number of Paragraphs</th>
<th>Page</th>
<th>Number of Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROSE</td>
<td>147</td>
<td>7-14</td>
<td>8</td>
</tr>
<tr>
<td>POEM</td>
<td>9</td>
<td>51-52</td>
<td>2</td>
</tr>
<tr>
<td>COMPETENCIES</td>
<td>2,6,15-50,53-54</td>
<td></td>
<td>43</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>2-54</td>
<td>53</td>
</tr>
</tbody>
</table>

The prose in the first unit consists of 147 paragraphs and occupies eight pages from 7 to 14 in the textbook. The poem has nine paragraphs and occupies 2 pages, that is, 51 and 52. Competencies in this unit occupy 43 pages and the whole unit is of 53 pages from 2-54.
Prose in Unit II has 34 paragraphs, and occupies 8 pages from 63-70. The poem has 6 paragraphs and is printed in a single page. Competencies in this unit occupy 38 pages. On the whole this unit is printed in 47 pages from 56-102.

Prose in Unit III has 16 paragraphs and occupies 5 pages only. This is the shortest prose item in the textbook. The poem is a single paragraph and printed in a single page, that is, page 151 of the textbook. The competencies in this unit occupy 43 pages. The whole unit is printed from page number 104-152 in the textbook, that is, 49 pages.
The prose item in Unit IV is printed from page 158-164, that is, 7 pages and it consists of 22 paragraphs. The poetry section has 5 paragraphs and occupies 2 pages, that is, 203-204 in the textbook. The competency in this unit is printed in 44 pages. The whole unit occupies 53 pages.

<table>
<thead>
<tr>
<th>UNIT IV</th>
<th>Number of Paragraphs</th>
<th>Page</th>
<th>Number of Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROSE</td>
<td>22</td>
<td>158-164</td>
<td>7</td>
</tr>
<tr>
<td>POEM</td>
<td>5</td>
<td>203-204</td>
<td>2</td>
</tr>
<tr>
<td>COMPETENCIES</td>
<td>154-157,165-202,205-206</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>154-206</strong></td>
<td><strong>53</strong></td>
</tr>
</tbody>
</table>

The prose item consists of 43 paragraphs and is printed in 6 pages from 211-216. The poetry in this unit has 5 paragraphs and is printed in 4 pages from 254 – 257. The competency in this unit occupies 41 pages and this unit on the whole occupies 51 pages from 208-258 in the textbook.
This is the last unit and the prose has 41 paragraphs and is printed in 8 pages from 264 – 271. The poetry item has 5 paragraphs in it and is printed in a single page in page number 305 of the textbook. The competency is printed in 39 pages. Unit VI is printed in 48 pages on the whole from page number 260-307.

### 3.3.4. Word count of each Prose Item

**Table-3.7.**

**Total Number of Words in the Prose**

**Second Year**

<table>
<thead>
<tr>
<th>UNIT</th>
<th>TOTAL NUMBER OF WORDS</th>
<th>UNIT LENGTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1,425</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>2,009</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>1,267</td>
<td><strong>Shortest</strong></td>
</tr>
<tr>
<td>IV</td>
<td>2,146</td>
<td><strong>Longest</strong></td>
</tr>
<tr>
<td>V</td>
<td>1,617</td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>2,053</td>
<td></td>
</tr>
</tbody>
</table>
3.3.4.1. Longest Word and Shortest Word in Each Unit

Words in the prose item in each unit were analysed and the longest and shortest words were identified. They have been presented below. However, only the content words were taken into account.

Table-3.8.

List of Longest and Shortest Word in the Prose

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Longest</th>
<th>Number of letters</th>
<th>Shortest</th>
<th>Number of letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Bequeathing</td>
<td>11</td>
<td>Wit</td>
<td>3</td>
</tr>
<tr>
<td>II</td>
<td>Personification</td>
<td>15</td>
<td>Seer</td>
<td>4</td>
</tr>
<tr>
<td>III</td>
<td>Obeisance</td>
<td>9</td>
<td>Etch</td>
<td>4</td>
</tr>
<tr>
<td>IV</td>
<td>Irrevocable</td>
<td>11</td>
<td>Lucid</td>
<td>5</td>
</tr>
<tr>
<td>V</td>
<td>Spattered</td>
<td>9</td>
<td>Vile</td>
<td>4</td>
</tr>
<tr>
<td>VI</td>
<td>Infinitesimal</td>
<td>13</td>
<td>Enigma, Facile</td>
<td>6</td>
</tr>
</tbody>
</table>

The longest word among the prose items in the textbook is “personification” which is 15 lettered. The shortest word is “wit” a three-lettered word.

3.3.4.2. Longest and Shortest Word in Poetry

The words in the poetry were also analysed and the longest word and the shortest word in the poetry were found and are listed.
### Table-3.9.

List of Longest and Shortest Word in the Poetry

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Longest</th>
<th>Number of letters</th>
<th>Shortest</th>
<th>Number of letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Slumbers, Mournful</td>
<td>8</td>
<td>Soul</td>
<td>4</td>
</tr>
<tr>
<td>II</td>
<td>Abstraction, Unobtrusive</td>
<td>11</td>
<td>Inane</td>
<td>5</td>
</tr>
<tr>
<td>III</td>
<td>Promontory</td>
<td>10</td>
<td>Fling</td>
<td>5</td>
</tr>
<tr>
<td>IV</td>
<td>Tempestuous</td>
<td>11</td>
<td>Aeons</td>
<td>5</td>
</tr>
<tr>
<td>V</td>
<td>Perversity</td>
<td>10</td>
<td>Trough</td>
<td>6</td>
</tr>
<tr>
<td>VI</td>
<td>Half-a-Crown, Nipperkin</td>
<td>9</td>
<td>Foe</td>
<td>3</td>
</tr>
</tbody>
</table>

The longest word among all the poems is 11 lettered words, "abstraction, unobtrusive and tempestuous". The shortest word is "foe" which is three lettered and appears in the poem in unit VI.

### 3.3.4.3. Longest and Shortest Sentence in each Prose

The sentence in the prose items were analysed and the longest sentence and shortest sentence were found out and are listed unit wise.

**Unit I**

**Longest Sentence Page (13-14) (number of words 139)**

"Good friends, sweet friends, let me not stir you up to such a sudden flood of mutiny:"

I am no orator, as Brutus is;
But, as you know me all, a plain blunt man,
That love my friend; and that they know full well
That gave me public leave to speak of him:
For I have neither wit, not words, nor worth,
Action, nor utterance, nor the power of speech,
To stir men’s blood: I only speak right no;
I tell you that which you yourselves do know;
Show you sweet Caesar’s wounds, poor poor dumb mouths,
And bid them speak for me: but were I Brutus,
And Brutus Antony, there were an Antony
Would ruffle up your spirits, and put a tongue
In every wound of Caesar, that should move
The stones of Rome to rise and mutiny.”

Shortest Sentence Page (11) (number of words 2)

“Poor soul!.”

Unit II

Longest Sentence Page (68) (number of words 55)

“But it is my firm conviction that if the men and women of India cultivate in themselves the courage to face death bravely and non-violently, they can laugh to scorn the power of armaments and realize the ideal of unadulterated independence in terms of the masses which would serve as an example to the world.”
“I blame the men.”

For the locals the glaciated region is one to be feared—a land of demons and spirits waiting to devour the unholy, but for the avid trekker, a journey into what is literally a no man’s land can be the experience of the lifetime.”

“I am transfixed.”

“The speaker himself with his alert mind and understanding heart; his powers of expression; his readiness and resource; his courage; the occasion on which he speaks with all its dramatic possibilities; the theme on which he speaks, whether noble and lofty or tragic or pitiful; the form and the beauty of the expression of these things whether in the plain style that is associated with the sermons of Bishop South, or the decorative style associated with Jeremy Taylor; and it becomes quite clear that the thing said can never be separated from the man that said it, the occasion on which it was said, and the purpose with which it was said. In the speeches of Sir Winston Churchill there were to be found unrivalled powers
of exposition, the gift of enthralling narrative, the noble and adequate theme, and the sincere and impassioned mind, and above all the known and proved character of the man that spoke.”

Shortest Sentence Page (158)  (number of words 7)

“I do not presume to advise anybody.”

Unit V

Longest Sentence Page (216)  (number of words 29)

“In desperate fury, the cobra hissed and spat and bit Gunga Ram all over the head- Then with great effort dragged himself into the gutter and wriggled out of view.”

Shortest Sentence Page (213)  (number of words 3)

“Gunga Ram was squashed.”

Unit VI

Longest Sentence Page (264)  (number of words 70)

“While the marines and the sailors, the soldiers and the airmen were working their way from bases in Australia to assail Okinawa and raid the island of Honshu, the scientists were working in Los Alamos in desert New Mexico, in Oak Ridge, Tennessee, working furiously, in spite of all the patience science imposes, against time, striving to harness the ultimate secret, to liberate the ultimate power in Nature…not for peace, but for warlike purposes.”

Shortest Sentence Page (268)  (number of words 4)

“There was no sound.”
On the whole, the longest sentences in the units have 139, 55, 44, 112, 29, 70 words per sentence. The words in a sentence should not exceed 30 words per sentence. Sentences with 139 or 112 words would confuse the learner, and so such sentences should be avoided.

As far as the shortest sentences they range between 2 to 7 words.

3.3.5. Number of Tasks in Each Unit

The number of tasks for each competency was identified and has been tabulated. The following table shows the various tasks namely 1) Listening 2) Speaking 3) Reading 4) Vocabulary 5) Study Skills 6) Grammar 7) Writing 8) Occupational Competency 9) Strategic Competency 10) Creative competency in each unit under the six units.

Unit I has 23 tasks, Unit II has 40 tasks, Unit III has 49 tasks, Unit IV has 38 tasks, Unit V has 44 tasks and Unit VI has 37 tasks. Number of tasks to develop the vocabulary of the learners is 48, and to develop the grammar 38 tasks are provided in the textbook. To develop the reading skill 31 tasks are assigned. 26 tasks are assigned to develop the creative competency. To develop the speaking skill 18 tasks are prescribed, followed by 17 tasks to develop the study skills. 16 tasks are allotted for occupational competency and 14 tasks to develop the writing skill. 12 tasks to develop strategic competency and 11 to develop the listening skill are incorporated in the textbook. The following bar chart shows the distribution of tasks in the units in the second year textbook.
<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>UNIT I</th>
<th>UNIT II</th>
<th>UNIT III</th>
<th>UNIT IV</th>
<th>UNIT V</th>
<th>UNIT VI</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>LISTENING</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>SPEAKING</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>READING</td>
<td>4</td>
<td>2</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>8</td>
<td>31</td>
</tr>
<tr>
<td>VOCABULARY</td>
<td>4</td>
<td>6</td>
<td>12</td>
<td>7</td>
<td>12</td>
<td>7</td>
<td>48</td>
</tr>
<tr>
<td>STUDY SKILLS</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>12</td>
<td>4</td>
<td>7</td>
<td>38</td>
</tr>
<tr>
<td>WRITING</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>OCCUPATIONAL COMPETENCY</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>STRATEGIC COMPETENCY</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>CREATIVE COMPETENCY</td>
<td>5</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>TOTAL</td>
<td>23</td>
<td>40</td>
<td>49</td>
<td>38</td>
<td>44</td>
<td>37</td>
<td>231</td>
</tr>
</tbody>
</table>
Fig. 3.1. Distribution of Tasks in the First year Textbook
Fig. 3.2. Distribution of Tasks of Second year Textbook
3.3.6. Views on the Supplementary Reader

The supplementary reader consists of six stories in the first year and seven short stories in the second year. Each short story is followed by tasks, which come under the heading “For Reader’s Practice”. There are about 15 questions, which are to be answered by the learner. It is followed by a comprehension, which is extracted, from the short story. Under the heading “Self Evaluation” there are jumbled sentences, which are to be arranged in the correct sequence. Followed by it the learners are asked to develop hints into an essay. All the exercises are meant to enable a better understanding of the short story.

The supplementary reader for the second year has a short introduction on the author while the first year reader does not contain it. The contents and authors of the supplementary reader are listed.

3.3.6.1. Supplementary Reader for the First Year

Table-3.11.

Contents of the English Supplementary Reader for Higher Secondary First Year

<table>
<thead>
<tr>
<th>UNIT</th>
<th>CONTENTS</th>
<th>AUTHORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Holiday</td>
<td>Rabindranath Tagore</td>
</tr>
<tr>
<td>II</td>
<td>The Necklace</td>
<td>Guy de Maupassant</td>
</tr>
<tr>
<td>III</td>
<td>The Gift of the Magi</td>
<td>O. Henry</td>
</tr>
<tr>
<td>IV</td>
<td>Reflowering</td>
<td>Sundara Ramaswamy</td>
</tr>
<tr>
<td>V</td>
<td>Every Living Thing</td>
<td>James Herriot</td>
</tr>
<tr>
<td>VI</td>
<td>Kaanchanai</td>
<td>Pudumaippittan</td>
</tr>
</tbody>
</table>

75
Total number of words, number of sentences, number of paragraphs, page number in which the story appears in the textbook, number of pages it occupies in the textbook and the shortest and longest story is tabulated below.

**Table-3.12.**

**Table on Supplementary Reader for the First Year**

<table>
<thead>
<tr>
<th>Story</th>
<th>Number of Words</th>
<th>Number of Sentences</th>
<th>Number of paragraphs</th>
<th>Page</th>
<th>Number of pages</th>
<th>Story Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>2,314</td>
<td>141</td>
<td>46</td>
<td>1-9</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>2,854</td>
<td>204</td>
<td>111</td>
<td>10-20</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>2,077</td>
<td>142</td>
<td>46</td>
<td>21-28</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>3,219</td>
<td>242</td>
<td>136</td>
<td>29-40</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>2,047</td>
<td>218</td>
<td>90</td>
<td>41-48</td>
<td>8</td>
<td>Shortest</td>
</tr>
<tr>
<td>VI</td>
<td>3,333</td>
<td>320</td>
<td>116</td>
<td>49-60</td>
<td>12</td>
<td>Longest</td>
</tr>
</tbody>
</table>

Number of words in the short stories is between a minimum of 2,047 words to a maximum of 3,333 words. The shortest story in the first year supplementary reader is the fifth story and the longest story is the sixth story. The first story has 2,314 words in 141 sentences. The number of paragraphs is 46 and they occupy 9 pages from 1-9 in the reader. The second story has 2,854 words in 204 sentences. The number of paragraphs is 111 and is printed from page 10-20 of the reader that is
11 pages. The number of words in the third story is 2,077 words in 142 sentences. There are 46 paragraphs in the story, which is printed from page 21-28 of the reader, that is, 8 pages. The fourth story has 3,219 words. The number of sentences is 242 and the number of paragraphs is 136. They are printed in 12 pages, from 29-40. The fifth story being the shortest story in the reader consists of 2,047 words and is printed in 8 pages from 41-48. The number of sentences and paragraphs are 218 and 90 respectively. The sixth story is the longest story with 3,333 words in 320 sentences. It consists of 116 paragraphs, as there are many dialogues. It is printed in 12 pages from 49-60 in the reader.

Fig. 3.3. Number of words in supplementary reader I

![Graph showing the number of words in each story from I to VI. The graph has a line plot with markers for each story, showing the variation in word count.](image-url)
Fig. 3.4. Chart showing number of sentences, paragraphs, pages in supplementary reader I

The longest word and shortest word in each story is listed with the number of letters in each word.

Table-3.13.

Words in the Supplementary Reader Story

First Year

<table>
<thead>
<tr>
<th>Story</th>
<th>Longest</th>
<th>Number of letters</th>
<th>Shortest</th>
<th>Number of letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>COMPANIONSHIP</td>
<td>13</td>
<td>LOG</td>
<td>3</td>
</tr>
<tr>
<td>II</td>
<td>ANTECHAMBERS</td>
<td>12</td>
<td>CHIC</td>
<td>4</td>
</tr>
<tr>
<td>III</td>
<td>PREDOMINATE</td>
<td>11</td>
<td>SOB</td>
<td>3</td>
</tr>
<tr>
<td>IV</td>
<td>STRAIGHTAWAY</td>
<td>12</td>
<td>BOW</td>
<td>3</td>
</tr>
<tr>
<td>V</td>
<td>SUFFOCATINGLY</td>
<td>13</td>
<td>PET, FOG</td>
<td>3</td>
</tr>
<tr>
<td>VI</td>
<td>FRANKINCENSE</td>
<td>12</td>
<td>EBB, GOD</td>
<td>3</td>
</tr>
</tbody>
</table>
The longest word in the first year supplementary reader are 13 lettered words, “companionship, suffocatingly”. The shortest words are “log, sob, bow, pet, fog, ebb and God”. They are three lettered words.

3.3.6.2. Sentence count of each Story in Supplementary Reader

First Year

The shortest sentences and the longest sentences in each story are listed below.

Story I

Longest Sentence Page (3)  (number of words 54)

“His mother did not object to seeing her son off, because she always lived in dread that Makhan might be pushed into the river by him or might split his head open in some terrible accident; but she was a little cast down by the eagerness with which Phatik seized the idea of going.”

Shortest Sentence Page (11)  (number of words 2)

‘Clear off’.

Story II

Longest Sentence Page (10)  (number of words 70)

“I know nothing better than that-’ she would think of the elegant dinners, of the shining silver, of the tapestries peopling the walls with ancient personages and rare birds in the midst of fairy forests; she thought
of the exquisite food served on marvelous dishes, of the whispered gallantries, listened to with the smile of the sphinx, while eating the rose-coloured flesh of the trout or a chicken’s wing.”

Shortest Sentence Page (12) (number of words 2)

“Very well.”

Story III

Longest Sentence Page (21) (number of words 39)

“Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one’s cheeks burned with the silent imputation of parsimony that such close dealing implied three times Della counted it.”

Shortest Sentence Page (22) (number of words 3)

“They always are.”

Story IV

Longest Sentence Page (31) (number of words 23)

“When the shop closed in the evening, he would usually look in the direction of my father and take permission to leave.”

Shortest Sentence Page (37) (number of words 3)

“Appa looked amazed.”
Story V

Longest Sentence Page (42)  (number of words 42)

“The little cat had walked in on him six years ago and transformed his life, bringing a boisterous, happy presence into the silent house, making the old man laugh with his tricks and playfulness, following him around, rubbing against his legs.”

Shortest Sentence Page (45)  (number of words 2)

“She shrugged.”

Story VI

Longest Sentence Page (51)  (number of words 44)

“My life’s partner came out, stood beside me and started complaining, “First of all you stay awake all night and then sleep late into the morning, and now if you come and sit here like this, what is to happen to the coffee?”

Shortest Sentence Page (49)  (number of words 3)

“I did so.”

The long sentences in the stories range from 23 to 70 words per sentence. The word limit in each sentence should also be taken into consideration so that the students will find it easy to understand the concept better. Such sentences should be split into smaller sentences.
The total number of words in the first story is 996. The number of sentences is 90 and the number of paragraphs is 21. They have been printed from page 1 to 8 in the supplementary reader, which occupies 8 pages. The second story consists of 1,848 words in 113 sentences. The number of paragraphs is 48 and is printed in 9 pages from 9 to 17. The third story consists of 2,347 words in 170 sentences. The number of paragraphs in this story is 56 and occupies 6 printed pages from 18 to 28 of the supplementary reader. This story is the longest story in the supplementary reader. The number of words in unit IV is 783 in 38 sentences. This story is the shortest story in the supplementary reader. The fifth unit has 2,192 words in 158 sentences. There are 104 paragraphs and are printed in 12 pages from page number 35 to 46.
in the reader. The sixth story consists of 1,640 words, 90 sentences and 30 paragraphs. Printed in 7 pages, from page number 47 to 53. Unit seven has 1,208 words, 58 sentences and 30 paragraphs, and is printed in 7 pages from 54 to 60 in the textbook.

**Table-3.15.**

Table on Supplementary Reader for the Second Year

<table>
<thead>
<tr>
<th>Story</th>
<th>Number of Words</th>
<th>Number of Sentences</th>
<th>Number of Paragraph</th>
<th>Page</th>
<th>Number of Pages</th>
<th>Story Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>996</td>
<td>90</td>
<td>21</td>
<td>1-8</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>1,848</td>
<td>113</td>
<td>48</td>
<td>9-17</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>2,347</td>
<td>170</td>
<td>56</td>
<td>18-28</td>
<td>6</td>
<td>Longest</td>
</tr>
<tr>
<td>IV</td>
<td>783</td>
<td>38</td>
<td>27</td>
<td>29-34</td>
<td>6</td>
<td>Shortest</td>
</tr>
<tr>
<td>V</td>
<td>2,192</td>
<td>158</td>
<td>104</td>
<td>35-46</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>1,640</td>
<td>90</td>
<td>30</td>
<td>47-53</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td>1,208</td>
<td>58</td>
<td>30</td>
<td>54-60</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

**Fig. 3.5. Chart showing number of sentences, paragraphs, pages in supplementary reader II**
<table>
<thead>
<tr>
<th>Story</th>
<th>Longest</th>
<th>Number of letters</th>
<th>Shortest</th>
<th>Number of letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Transformation</td>
<td>14</td>
<td>Vint</td>
<td>4</td>
</tr>
<tr>
<td>II</td>
<td>Twittering</td>
<td>10</td>
<td>Bid, Nay, Awe</td>
<td>3</td>
</tr>
<tr>
<td>III</td>
<td>Pharmacopoeia</td>
<td>13</td>
<td>Art, Icy</td>
<td>3</td>
</tr>
<tr>
<td>IV</td>
<td>Scruciating</td>
<td>11</td>
<td>Trot, Idle, Chin</td>
<td>4</td>
</tr>
<tr>
<td>V</td>
<td>Circumstances, Superstitious, Shaggy-looking</td>
<td>13</td>
<td>Tin, War</td>
<td>3</td>
</tr>
<tr>
<td>VI</td>
<td>Unaccountable</td>
<td>13</td>
<td>Bit, Old</td>
<td>3</td>
</tr>
<tr>
<td>VII</td>
<td>Acquaintances, Comprehension</td>
<td>13</td>
<td>Dug</td>
<td>3</td>
</tr>
</tbody>
</table>
The longest word in the second year supplementary reader is "transformation", which is 14 lettered. Most of the longest words in the other stories are only 13 lettered. The shortest letters in the stories are 3 lettered. The shortest letter in the stories are 3 lettered words "bid, nay, awe, art, icy, tin, war, bit, old, dug".

3.3.6.4. Sentence count of each Story in Supplementary Reader

Second Year

Story I

Longest Sentence Page (2) (number of words 38)

"Once a beautiful flower put its head out from the grass, but when it saw the notice-board it was so sorry for the children that it slipped back into the ground again, and went off to sleep"

Shortest Sentence Page (3) (number of words 4)

"What did he see?"

Story II

Longest Sentence Page (10) (number of words 51)

"Unable to believe his eyes, he hurriedly dropped the paper on his knees without looking to see the number of the ticket, and, just as though someone had given him a douche of cold water, he felt an agreeable chill in the pit of the stomach; tingling and terrible and sweet!"

Shortest Sentence Page (11) (number of words 4)

"Wait a little."
Story III

Longest Sentence Page (25)  (number of words 40)

“You may bring me a little broth now, and some milk with a little port in it, and – no; bring me a hand-mirror first, and then pack some pillows about me, and I will sit up and watch you cook.”

Shortest Sentence Page (24)  (number of words 3)

“Wearily Sue obeyed.”

Story IV

Longest Sentence Page (32)  (number of words 30)

“And from that day to this the Camel always wears a humph (we call it ‘hump’ now, not to hurt his feelings); but he has never yet caught up with the three days that he missed at the beginning of the world, and he has never yet learned how to behave.”

Shortest Sentence Pg (30)  (number of words 3)

“He won’t trot.”

Story V

Longest Sentence Page (36)  (number of words 70)

“In the autumn, towards the close of day, when the setting sun shed a blood-red colour over the western sky, and the reflection of the crimson clouds tinged the whole river, it brought a glow to the faces of the two friends, and gilded the trees, whose leaves were already turning at the first chill touch of winter, Monsieur Sauvage would sometimes smile at Morissot, and say: ‘What a glorious spectacle!’”
Shortest Sentence Page (37)  (number of words 3)

“Morissot stopped suddenly.”

Story VI

Longest Sentence Page (47)  (number of words 71)

“They, who had been accustomed only to country roads and fields, walked now along the proud street of the new capital, their feet treading upon the new concrete side-walk, and although the street was full of things they had never seen before, so that there were even automobiles and such things of which they had never even heard, still they looked at nothing, but passed as in a dream, seeing nothing.”

Shortest Sentence Page (49)  (number of words 6)

“But there was only one cauldron.”

Story VII

Longest Sentence Page (57)  (number of words 54)

“The doctors agree in ordering me complete rest, an absence of mental excitement, and avoidance of anything in the nature of violent physical exercise,” announced Framton, who laboured under the tolerably wide-spread delusion that total strangers and chance acquaintances are hungry for the least detail of one’s ailments and infirmities, their cause and cure.”

Shortest Sentence Page (55)  (number of words 4)

“They never came back.”
3.3.6.5. Question Pattern followed in the Board Examination

Paper I

Section A

Section A in paper I has three sub-divisions which test the **vocabulary-lexical** competency of the learners. The first part is multiple choice (synonymous) questions. There are five questions each carries one mark. The second part is also multiple choice (Antonyms) questions and the mark allotment is the same as in the previous part. The third part has 10 short answers to be answered, each answer carries 2 marks.

Section B

**Grammatical competencies** are tested in section B. It is divided into two sub divisions. The first part is the ‘fill in the blanks’ exercise, which carries 10 marks, and 10 blanks are to be filled each carrying 1 mark each. The next part is one-sentence answers. There are 5 questions to be answered under this section each question carries 2 marks each and the total marks allotted to this part is 10.

Section C

Section C is to test the **reading competencies**. It has two parts. The first is one-word answers, which carries one mark each. There are 5 questions to be answered in this part. The second part too has 5 questions to be answered. Each question carries 2 marks each. Section C carries 15 marks.
Section D

Writing Competency, are tested in Section D. They are extracted from the prose section. The first part is paragraph type question, which carries 5 marks and the essay type question carries 10 marks. One question has two be answered in each part. On the whole this section carries 15 marks.

Section E

Literary competency, that is, poetry is tested under section E. The first part is 6 short answers each carrying 1 mark each. The second part is one word answer, which are 3 in number. Each carries 1 mark. The third part is a short paragraph answer. 2 questions are asked each carrying 3 marks. The fourth part is a paragraph answer, which carries 5 marks.

Paper I

Section A

Section A in paper II tests the ability of the learner in the supplementary reader. The first part is a task to rearrange jumbled sentences, which carries 5 marks. The second part is 5 multiple choice questions which carry 1 mark each. The third part is a comprehension passage and it has 5 questions to be answered. Each question carries 1 mark. The fourth part is developing hints which, has 10 marks allotted to it. This section carries 25 marks.
Section B

Section B is designed to test the **learning competency or study skills**. The marks allotted for this section is 15. It has two parts. The first part consists of 5 short answers each carrying 10 marks each. The second part has 5 sentences which are to be corrected each carrying 1 mark.

Section C

Section C tests the **occupational competency**. The first part is précis writing, which carries 5 marks, and the second part is applying for a job (letter writing), which carries 10 marks. This section carries 10 marks.

Section D

Section D tests the **strategic competency or life skills**. The first part is filling in the blanks, which carries 2 marks. The second part is interpreting a road map, which carries 3 marks.

Section E

**Creative Competency (Literary or artistic skills)** is tested under Section E, which carries 10 marks. The first and second parts are matching the relevant phrases. Each part carries 5 marks.

Section F

**Extensive reading or creative competency** is tested in Section F. It is a general essay, which carries 10 marks.
On the whole the second paper is tested for 80 marks. 20 marks are allotted for **aural and oral** performance.

The mark distribution of paper I, paper II and aural and oral is represented in the following pie diagram.

![Fig. 3.7. Distribution of marks](image)

The blue-print of the question paper followed in the board examination is as follows for both paper I and paper II.
### Table-3.17.

**Question Paper Blue Print for Paper I**

(Reader and Linguistic Competencies) Total Marks 100

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>TYPE QUESTION</th>
<th>SECTION</th>
<th>MARKS ALLOTTED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary - Lexical</strong></td>
<td>Multiple Choice</td>
<td>Section A</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(30 marks)</td>
<td></td>
</tr>
<tr>
<td>Short Answer</td>
<td></td>
<td>I A</td>
<td>$1 \times 5 = 5$</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I B</td>
<td>$1 \times 5 = 5$</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I C</td>
<td>$10 \times 2 = 20$</td>
</tr>
<tr>
<td><strong>Grammatical Competencies</strong></td>
<td>Fill in the Blanks</td>
<td>Section B</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(20 marks)</td>
<td></td>
</tr>
<tr>
<td>Short Answers</td>
<td></td>
<td>II A</td>
<td>$10 \times 1 = 10$</td>
</tr>
<tr>
<td></td>
<td></td>
<td>II B</td>
<td>$5 \times 2 = 10$</td>
</tr>
<tr>
<td><strong>Reading Competencies</strong></td>
<td>One Word Answer</td>
<td>Section C</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(15 marks)</td>
<td></td>
</tr>
<tr>
<td>Short Answer</td>
<td></td>
<td>III A</td>
<td>$5 \times 1 = 5$</td>
</tr>
<tr>
<td></td>
<td></td>
<td>III B</td>
<td>$5 \times 2 = 10$</td>
</tr>
<tr>
<td><strong>Writing Competencies (Prose)</strong></td>
<td>Paragraph Answer</td>
<td>Section D</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(15 marks)</td>
<td></td>
</tr>
<tr>
<td>Essay</td>
<td></td>
<td>IV A</td>
<td>$1 \times 5 = 5$</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IV B</td>
<td>$1 \times 10 = 10$</td>
</tr>
<tr>
<td><strong>Literary Competencies (Poetry)</strong></td>
<td>Short Answer</td>
<td>Section E</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(20 marks)</td>
<td></td>
</tr>
<tr>
<td>One Word Answers</td>
<td>V A</td>
<td></td>
<td>$6 \times 1 = 6$</td>
</tr>
<tr>
<td>Short Paragraph Answer</td>
<td>V B</td>
<td></td>
<td>$3 \times 1 = 3$</td>
</tr>
<tr>
<td>Paragraph Answer</td>
<td>V C</td>
<td></td>
<td>$2 \times 3 = 6$</td>
</tr>
<tr>
<td></td>
<td>V D</td>
<td></td>
<td>$1 \times 5 = 5$</td>
</tr>
</tbody>
</table>
Table-3.18.

Question Paper Blue Print for Paper II
(Supplementary Reader and Communicative Competencies)

Total Marks 80

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>TYPE QUESTION</th>
<th>SECTION</th>
<th>MARKS ALLOTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplementary Reader</td>
<td>Jumbled Sentence</td>
<td>Section A</td>
<td>I A 5</td>
</tr>
<tr>
<td></td>
<td>Multiple Choice</td>
<td></td>
<td>I B 5×1=5</td>
</tr>
<tr>
<td></td>
<td>Comprehension</td>
<td></td>
<td>I C 5×1=5</td>
</tr>
<tr>
<td></td>
<td>Developing Hints</td>
<td></td>
<td>I D 10</td>
</tr>
<tr>
<td>Learning Competencies</td>
<td>Short Answers</td>
<td>Section B</td>
<td>II A 5×2=10</td>
</tr>
<tr>
<td></td>
<td>Correcting Errors</td>
<td></td>
<td>II B 5×1=5</td>
</tr>
<tr>
<td>Occupational Competencies</td>
<td>Summarising a Passage</td>
<td>Section C</td>
<td>III A 5</td>
</tr>
<tr>
<td></td>
<td>Letter Writing</td>
<td></td>
<td>III B 10</td>
</tr>
<tr>
<td></td>
<td>(Applying for a Job)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic Competencies</td>
<td>Fill in the Blanks</td>
<td>Section D</td>
<td>IV A 2</td>
</tr>
<tr>
<td>(Life Skills)</td>
<td>Interpretation of a Road Map</td>
<td></td>
<td>IV B 3</td>
</tr>
<tr>
<td>Creative Competencies</td>
<td>Matching the Correct Answers</td>
<td>Section E</td>
<td>V A 5×1=5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>V B 5×1=5</td>
</tr>
<tr>
<td>Extensive Reading</td>
<td>General Essay</td>
<td>Section F</td>
<td>VI 1×10=10</td>
</tr>
</tbody>
</table>

|                     |                           |               |               |
The mark allotted for each competency is presented in the table below.

**Table-3.19.**

**Distribution of Marks for Competencies**

<table>
<thead>
<tr>
<th>Sl No.</th>
<th>Competencies</th>
<th>Marks Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Vocabulary – Lexical</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Grammatical Paper I</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Reading</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Writing (Prose)</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Literary (Poetry)</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>Supplementary Reader</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>Learning</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>Occupational</td>
<td>15</td>
</tr>
<tr>
<td>9</td>
<td>Strategic (Life Skills)</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Creative</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>Extensive</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>Aural and Oral</td>
<td>20</td>
</tr>
</tbody>
</table>

Vocabulary – lexical competency is allotted the maximum marks than any other competency that is tested in the question paper. It is allotted 30 marks. Supplementary reader follows with 25 marks being allotted for it. Grammatical competency, literary (poetry) and aural and oral performance is allotted 20 marks each. 15 marks are allotted for
reading, writing, learning and occupational competencies respectively. 10 marks are allotted for creative and extensive reading respectively. 5 marks are allotted for strategic (life skills).

Each day of the week has eight periods per day, so there are (5 days \times 8 periods) 40 periods per week. Each period is of 45 minutes duration. The period allotment for each subject is given in the following table.

**Table-3.20.**

**Time Table Pattern Followed for Higher Secondary**

(Both first and second year)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Theory Periods</th>
<th>Practical Periods</th>
<th>Number of Periods</th>
<th>Percentage of Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>-</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Tamil</td>
<td>4</td>
<td>-</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Physics</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>17.5%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>17.5%</td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>17.5%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
<td>-</td>
<td>7</td>
<td>17.5%</td>
</tr>
<tr>
<td>Scientific Tamil</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>Value Education</td>
<td>2</td>
<td>-</td>
<td>2</td>
<td>5%</td>
</tr>
</tbody>
</table>

**TOTAL** 40

Only 10% of the time is allotted for English, which is very less. This timetable pattern is followed irrespective of the medium of
instruction. Time allotted for English should be increased at least for the Tamil medium. This shows the negligence on the part of the curriculum designers. It is represented in the following pie diagram.

![Pie Chart](image)

### 3.4. Conclusion

The number of tasks in each unit is quite large and the teachers and the students face hardship in executing these tasks. This poses problem especially when the student strength is large, ill-equipped and students do not have a proper background in English. The teachers in such situations are forced to omit certain tasks, which are not tested in the board examinations. They teach from the examination point of view.

In the board examination, “Explain with reference to the context” is extracted only from the poetry section. The prose section is allotted only fifteen marks. The weight age of marks is very less for prose section. So author name is not of great concern for its users. The textbooks have been printed again in the year 2006, after it was published in the year 2005 but still this aspect of the textbook is yet to be corrected.
The curriculum should match with the student educational level. The students in the Tamil medium feel the textbook being unmatched to them. The teachers too find it difficult, as the time allotted is very less. The strength in such classes is more and individual attention is impossible. The listening task in the textbook demands individual attention for an effective teaching but it is not feasible. The views of the students and the teachers on the physical aspects of the textbook will follow in the next chapter.