APPENDIX-I
STUDENTS’ QUESTIONNAIRE
WRITING TASKS

Name:

Medium of Instruction up to 10th:

Name and address of the school you studied (6th to 10th):

Name of the Institution you are studying Intermediate:

Class:

Your writing skills in English are:

a. Excellent
b. Good
c. Poor
d. Very Poor

Answer the following:

1. Write about yourself in 10 lines.
   (You may write about your native place, parents, siblings, hobbies, schooling, reason for choosing your course, future plans etc)

2. Write a paragraph about your favourite movie. (10 lines)

3. Place the correct cohesive devices in the blanks below.
   a. _________________ (As soon as/However) we have packed, we can leave.
b. blank (Once/ No matter) we have finished, we can go and have a coffee.

c. The meal will take about an hour. blank (Besides/In the meantime) relax and have a drink.

d. blank (By the time/ Once) I retire; I will have worked here 26 years.

e. blank (In case of/ Despite) fire, dial 999.

f. blank (However/ Once) you do it, it will cost a lot of money.

g. blank (whoever/No matter) wins the General Elections, nothing will really change.

h. blank (In addition to/Besides) his B.A in History he has a Ph D in Sociology.

i. blank (Besides/ Apart from) from having a salary, he also has a private income.

j. The report is badly written, blank (moreover/however) it’s inaccurate.

4. Look at the picture below carefully and write what you think/feel about it.
5. Listen carefully to the ten sentences that would be read out to you and write them as you remember. (Focus on the grammar/sentence structure)

TEACHER’S HANDBOOK

Facts about India

1. India has the most number of post offices in the world.
2. Taj Mahal was built over a long period of eleven years.
3. Indian Railways which employs over a million people, is the largest employer in the world.
4. The world’s first University was established in India in 700 B.C at Taxila.
5. Most important studies of Mathematics like Calculus, Trigonometry and Algebra originated in India.
6. India’s first Olympic gold medal was won by Abhinav Bhindra in 10 meter air rifle shooting contest.
7. India has about 800 dialects and 15 major languages.
8. There were no plastic bags in India before 1985.
9. India sends more students to USA than any other country in the world.
10. Before 1896, India was the only place in the world where diamonds could be found.
Dear Teachers,

In the process of writing a dissertation on writing skills of Intermediate students in Andhra Pradesh, you are requested to fill in this questionnaire that aims at understanding: the teacher’s perception of the trends of composition, their view towards teaching materials and the way writing is taught in their colleges and the changes they would like to bring about to improve their teaching performance and the student’s performance. Please be as accurate as possible. Your co-operation will be of great value for this study.

Personal Details:

Name:

Academic Qualifications:

Teaching experience (in years):

1. Does the present examination pattern tests the writing skills adequately?
   a. Strongly agree
   b. Agree
   c. Neutral
   d. Partly agree
   e. Disagree
2. If no, what changes should be made?

3. Is writing skill given adequate weightage in the syllabus / text books?(Yes/No). If no, what other components are to be added?
   a. Vocabulary
   b. Grammar Rules
   c. Different sentence structures
   d. Paragraph writing
   e. Punctuation
   f. Using cohesive devices
   g. Other if
      any_____________________________________________

4. Do you focus adequately on teaching of writing skill in your teaching?(Yes/No). If no, what are the hurdles?
   a. No sufficient time
   b. Students do not show any interest
   c. Enough teaching material is not available
   d. Not necessary from the examination point of view/scoring marks

5. Writing skill is given more importance in the final examination (board examination)
   a. Strongly agree
   b. Agree
   c. Disagree
   d. No comments
6. Do you think the present syllabus is better suited in teaching writing than the previous one?
   a. Disagree
   b. Partially
   c. Agree
   d. Strongly agree

7. In a week, how many hours of teaching is allotted for English in your college?
   A. ___________________ hours

8. How much time do you spend on teaching writing?
   a. More than 75% of the class hours
   b. More than 50% of the class hours
   c. More than 25% of the class hours
   d. Less than 25% of the class hours

9. The writing skills of your students are
   a. less than 25% can write well
   b. more than 25% can write well
   c. more than 50% can write well
   d. more than 75% can write well

10. Do you believe the prescribed syllabus caters to the needs of the students in improving their writing skills?
    a. Completely
b. Partially

c. There is a need for improvement

d. No comments

11. Do you make the students work on the writing activities given at the end of every lesson?

a. Always

b. Sometimes

c. Often

d. Never

12. What do you think should be done to promote the writing of your students?

a. More number of writing tasks have to be given

b. Extra time has to be allotted

c. Students should be given a choice of selecting their own topics for writing

d. Teacher should insist the students to write more

13. Apart from the writing activities prescribed in the syllabus, are there any other activities you make your students do? If so please write them

________________________________________________________________________________________
APPENDIX-III

MODEL TEST PAPER FOR FIRST YEAR

MODEL QUESTION PAPER

Part-I

[Time : 3 Hours] English Paper - I Max Marks : 100

SECTION - A

I. Annotate ANY TWO of the following in 10-15 lines each: \(2 \times 4 = 8\)

a) Though I was not keen on taking up the job, I saw it as a challenge.

b) There is a relationship of mutual and deadly dependence between the wicket-keeper and the bowler.

c) If you want to make us stronger, attack and we unite.

d) Because I didn't get my money's worth, that's why!

II. Annotate ANY TWO of the following in 10-15 lines each: \(2 \times 4 = 8\)

a) He is your field which you sow with love and reap with thanksgiving.

b) They sit and stare and stare and sit
   Until they're hypnotised by it.

c) "At Kilve there was no weather-cock
   And that's the reason why."

   d) Holding a candelabrum before an idol,
   Just once a year
   Is desecrating it.

III. Answer ANY TWO of the following in 10 - 15 lines each: \(2 \times 4 = 8\)

a) 'Lateral thinking is creative or nonlinear thinking.' Provide instances from the essay to support this statement.

b) Sudha Murthy was extremely determined and resolute. Justify this statement.

c) How does human intelligence differ from robotic or computer intelligence?

   d) Describe Adam Mayblum's escape from the 87th floor.

IV. Answer ANY TWO of the following in 10 - 15 lines each: \(2 \times 4 = 8\)

a) "Who finds a faithful friend, finds a treasure." Do you agree? Explain your views with reference to the poem by Kahlil Gibran.

b) In Roald Dahl's opinion how does T.V kill one's imagination?

c) The poem ‘A Spider and a Fly’ is a celebration of beauty rather than utility. Justify your answer.

d) How does the poet contrast the celebration of Mother's Day in western countries with that in our country?
V. Answer ANY ONE of the questions in about 25-30 lines. 1x8=8
   a) Were Bob and Wells both successful men at the time of their second meeting? Justify your answer.
   b) Datta found a solution to his problem. Did it really work for him? Justify your answer.
   c) How was Bepin Babu tricked by Chunilal?

VI. Read the following passage carefully and answer the questions that follow. 5x1=5

Water is a resource used by every human being on this planet. That makes it the responsibility of every individual to do his bit to conserve water. Government agencies can never fight this battle alone. They can only take the initiative and provide the necessary support. But ultimately conserving water has to be a people's programme. New strategies for generating awareness should be devised. The most important is to spread awareness among youngsters, as they have to face the maximum challenges in the coming future. Environment education has already been made compulsory in our education system. The need is to make it more comprehensible so that students can understand the practical aspects and challenges related to environment.

1. What is the responsibility of every individual with regard to the use of water?
2. What is the role of government agencies in this regard?
3. Why is it important to spread awareness about water conservation among youngsters?
4. In what way should environment education be modified?
5. The writer suggests (choose the best answer):
   a) Individuals alone can devise ways to conserve water.
   b) Government agencies alone can implement methods of water conservation.
   c) Both individuals and government have an important role to play in this regard.

VII. Read the following passage carefully. 1x5=5

Previous research in 1980s by scientists from Keil University in Germany monitored Adelie penguins. The scientists noted that the birds' heart rate increased dramatically at the sight of a human as far as 30 meters away. Boris Culik who conducted research on the Adelie penguins concluded that the 20 percent drop in penguin population near tourist sites was due
to human intervention. But new research using an artificial egg, equipped
to measure heart rates, shows contrary results.

1. Name the scientist who conducted research on Adelie penguins.

2. What was the reason for the drop in penguin population near tourist
sites?

3. Write True or False : Research by Culik showed that penguin
population declined near tourist sites.

4. Write the noun form of ‘measure’.

5. Write the antonym of ‘artificial’.

SECTION - C

Note: The answers to questions in this section should be written at ONE
PLACE in the answer book separately. The entire section should be
answered in one stretch and not mixed with other sections.

VIII. Fill in the blanks with ‘a’, ‘an’ or ‘the’ : 6 × ½ = 3

a) Anil is ....... honest man.

b) There is ....... hole in the dress.

c) ....... name of the lady is Bharati.

d) .......earth revolves around the sun.

e) Sarojini Naidu was ....... extraordinary lady.

f) Venkatesh took out ....... one-rupee coin from his purse.

IX. Fill in the blanks with suitable prepositions: 6 × ½ = 3

a) Ali prefers coffee ..... tea.

b) Ashok and Rohit went.....a walk.

c) The boys jumped.....the river.

d) Sunita wanted to drink a glass.....water.

e) Leena and Meena shared the sweets .......... themselves.

f) The poem was written.....him.

X. Fill in the blanks with suitable forms of the verbs given in brackets:

5 × 1 = 5

a) The teacher ..........(teach) the lesson yesterday.

b) Lakshmi ..........(wash) the clothes now.

c) Hindi ..........(speak) in India.
d) Shivaram......(drink) milk every day.
e) Chalapati rushed to the station but the train......(leave)

XI. Rewrite the sentences as directed :  
   5 × 1 = 5  
   a) They will serve dinner at 8 p.m. (Begin with 'Dinner')
   b) Rajeev said, "I have posted the letters." (Change into indirect speech)
   c) The Pacific is one of the deepest oceans. (Rewrite using 'deeper')
   d) Suresh worked hard. He failed. (Combine the sentences using 'but')
   e) Pinky is a good dancer. (Add a question tag)

XII. Rewrite the following sentences correcting the underlined part. 

   The entire sentence must be written.  
   5 × 1 = 5  
   a) Raju is having a beautiful house.
   b) Leela is the taller girl in the class.
   c) Why you are standing there?
   d) The shop opens on eleven in the morning.
   e) Jaspreet and Jaswinder is studying in a university in Australia.

XIII. Supply the missing letters in the following words:  

   6 × ½ = 3  
   a) a_ _ demic
   b) co_ _ ateral
   c) n_ _ vous,
   d) ag_ _ ity
   e) re_ _ lsive
   f) an_ _ dofe

XIV. Identify the silent consonants in the following words:  

   6 × ½ = 3  
   a) write
   b) might
   c) debt
   d) castle
   e) knife
   f) calm
XV. Identify the part of speech of the underlined words:  
6 x ½ = 3

a) Joseph won a prize in the **competition**.

b) Sneha looked at the clock.

c) Mr Murthy *was* angry with his staff.

d) Where did you put the book?

e) The lady teaches **English and French**.

f) Children are **fond** of sweets.

XVI. Match the words in column A with their meanings/definitions in column B  
6 x ½ = 3

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. diverse</td>
<td>a) announcement or revelation</td>
</tr>
<tr>
<td>2. scrutiny</td>
<td>b) to be angry</td>
</tr>
<tr>
<td>3. idealistic</td>
<td>c) varied or different</td>
</tr>
<tr>
<td>4. peer</td>
<td>d) close and careful examination</td>
</tr>
<tr>
<td>5. exhort</td>
<td>e) nothing</td>
</tr>
<tr>
<td>6. disclosure</td>
<td>f) make an appeal</td>
</tr>
<tr>
<td></td>
<td>g) having noble ideas</td>
</tr>
<tr>
<td></td>
<td>h) a person of equal rank or age</td>
</tr>
</tbody>
</table>

XVII. A youth magazine conducted a survey about college students' hobbies. 400 boys and 400 girls participated in the survey. Here are the results:  
1 x 5 = 5

<table>
<thead>
<tr>
<th>Hobby</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting stamps</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td>Collecting coins/currencies</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>Browsing the Internet</td>
<td>200</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total students</strong></td>
<td><strong>400</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

Present the information given in the table in a short paragraph.

*OR*

There are 500 students in a school. Telugu is the mother-tongue of half the students. Of the remaining 250, Hindi is the mother tongue of 125 students while Tamil is spoken by 100. The rest speak other languages. Convey this information in a pie-chart.
XVIII. Read the following transcriptions and write ANY FIVE words in ordinary spelling. For example, /'praɪm/ prime 1 x 5 = 5
1. /'kʌ vo /
2. /'mæ tɔ /
3. /'hæ pə n /
4. /'ʃaɪdrən /
5. /'kʌ pɪt /
6. /'mæ ni /
7. /'krɪkɪt /
8. /'frɪskl /
9. /'lɒdʒɪk /
10. /'pa:θ /

OR

Find the word that is different from the other words in the group with regard to the sound of the underlined letters.

1. this bath think
2. break great heat
3. chaos batch chick
4. rough bough enough
5. finger engine anger

XIX. Write the number of syllables for ANY SIX of the following words.

1. excite
2. technical
3. company
4. general
5. through
6. interesting
7. hundred
8. college
9. afternoon
10. economy

XV. Complete the following dialogue: 1 x 4 = 4

Doctor: Good morning, Mr. Sastri. .........................................................

Patient: Doctor, I have been suffering........................................since............

Doctor: I'll prescribe some tablets. I think....................

Patient: .................., doctor, I'll come.................................
APPENDIX-IV
MODEL TEST PAPER FOR SECOND YEAR

MODEL QUESTION PAPER

Part-1

[Time : 3 Hours]  English Paper - II  Max Marks : 100

SECTION - A

I. Annotate ANY TWO of the following in 10-15 lines each.  2x4=8

1) The important thing is, when you lose, do not lose the lesson.

2) Our journey-man fiction is evidently a means of getting away from
real life, a mild anodyne, or a stimulus to day-dreaming.

3) You don’t have to understand what you’re taught, just be able to repeat
it in the exams.

4) We change places. Or-really-bodies. You look like me. I look like
you.

II. Annotate ANY TWO of the following in 10-15 lines each.  2x4=8

(1) With this equipment they all began,
So start from the top and say “I can.”

(2) I’ve seen the wonders of the world
not yet one common man.

(3) Anti-industrial,
   Pacifist, vegetarian,
   Staunch prohibitionist
   On the city’s main street.

(4) We give no compensation,
The earth is ours today,
   And if we lose on arable,
The bungalows will pay.

III. Answer ANY TWO of the following questions in 10-15 lines each.  2x4=8

(1) ‘Eat right, exercise regularly, die anyway’. Why do you think Leacock
feels that one should not be a health maniac?

(2) What are W.R. Inge’s views on the effect of machines and technology
on man?

(3) ‘It is better to save two brothers or eight cousins rather than one
   brother’. Illustrate.

(4) What does Mrs. Fitzgerald do in the play ‘Mother’s Day’ to teach the
   Pearson family a lesson? Does she succeed?

IV. Answer ANY TWO of the following questions in 10-15 lines each.  2x4=8

(1) ‘All men are created equal’ is a well-known statement made by Thomas
   Jefferson. Does the poem ‘Equipment’ corroborate this?
(2) The tree found its joy in the joy of the boy. Explain with reference to the poem ‘The Giving Tree’.

(3) “The earth provides enough to satisfy every man’s needs, but not every man’s greed” (Mahatma Gandhi). Describe in the context of Sri Sri’s poem what modernization and industrialization have done to modern man.

(4) Illustrate man’s callous attitude to nature as given in the poem ‘Harvest Hymn’.

V. Answer ANY ONE of the following questions in about 25 lines. 1x8=8

(1) Bring out the contrast in the characters of Snowball and Napoleon.

(2) Give a character analysis of Squealer, the pig.

(3) What are the turning points in Animal Farm? Discuss the main events.

SECTION - B

VI. Read the following passage carefully and answer the questions that follow: 5x1=5

She saw her grandchildren using computers and developed a craving to beat them at it. When she first walked in to enroll herself, the teachers fell off their chairs at the state-sponsored e-literacy camp in her village. But within days, she took to the mouse and keyboard like a fish to water. Rosakutty is India’s only and perhaps the world’s oldest - computer student. And her indomitable spirit is the key to her long life, say gerontologists. For, unlike most centenarians Rosakutty doesn’t have enormously healthy habits. She doesn’t thrive on greens and fruits. For her, no meal is complete unless there’s some spicy fish, chicken, lamb or beef curry with it. What’s more, she’s hooked on snuff and smokes the occasional beedi. Yet she has no illnesses, bathes herself, walks a few miles a day without effort and does small chores in the kitchen efficiently.

1) What is special about Rosakutty’s enrollment in the computer course?

2) What is the key to Rosakutty’s long life?

3) Name two physical activities that Rosakutty performs without help.

4) State True or False - Rosakutty took to computers like a fish to water.

5) The passage suggests that: (choose the best answer)
   i) though Rosakutty is very old, she is keen on learning new things.
   ii) Rosakutty does not like taking computer courses.
   iii) Rosakutty always depends on others.

VII. Read the following passage carefully and answer the questions that follow: 5x1=5

All through that summer the work of the farm went like clockwork. The animals were happy. Every mouthful of food was a pleasure, it was truly their own food, produced by themselves and for themselves, not doled out to them by a grudging master. With the worthless human beings gone,
there was more for everyone to eat. They met with many difficulties too while farming—but the clever pigs and strong Boxer always pulled them through. Boxer was the admiration of everybody. There were days when the entire work of the farm seemed to rest on his mighty shoulders. From morning to night he was pushing and pulling, always at the spot where the work was hardest. His answer to every problem was “I will work harder.” That was his personal motto.

1) Why were the animals happy?
2) Who helped them overcome the problems in farming?
3) Who was Boxer?
4) Why did all the animals admire him?
5) What was Boxer’s personal motto?

VIII. Study the advertisement given below and answer the questions that follow:

5 x 1 = 5

The art of shopping.
With the new State Bank Debit card.

Now shop, dine out, travel, fill fuel and pay bills with the new State Bank Debit card. To apply, visit your nearest State Bank Branch now.

Shop ✴ Swipe ✴ PIN/Sign ✴
1. Which bank has issued the advertisement?
2. Which particular product of the bank is being advertised?
3. Find the word which means: pass through an electronic reader
4. The unique numerical code for each card is called __________
5. The advertisement suggests that (choose the best answer):
   i. one should carry many shopping bags.
   ii. the card makes shopping convenient and easy.
   iii. we should spend a lot of money on clothes.

IX. Read the table carefully and answer the questions that follow: 5×1=5

<table>
<thead>
<tr>
<th>Mineral</th>
<th>Major Producing states</th>
<th>Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iron ore</td>
<td>Jharkhand, Orissa, Chattisgarh</td>
<td>Making steel</td>
</tr>
<tr>
<td>Bauxite</td>
<td>Orissa, Chattisgarh, Andhra Pradesh, Maharastra</td>
<td>Manufacture of aeroplanes and electrical appliances</td>
</tr>
<tr>
<td>Manganese</td>
<td>Karnataka, Orissa, Goa, Chattisgarh, Maharastra</td>
<td>Making steel and other alloys</td>
</tr>
<tr>
<td>Mica</td>
<td>Jharkhand, A.P, Rajasthan</td>
<td>Manufacture of electrical goods</td>
</tr>
</tbody>
</table>

1) What does the table show?
2) How many minerals/ores have been shown in the table?
3) Which mineral is found in Goa?
4) Name one use of bauxite.
5) Name two states which produce manganese.

SECTION - C

X. Write a letter to your friend describing the problems you faced during a ‘Bandh’.

Hints: set-out to college - exam - no buses - shops closed - few autos - processions - road blocks - returned home - your feelings

Or

Write a letter to the Editor of a Newspaper about the increase of crimes in your town.

Hints: increase in thefts, chain-snatching incidents - easy money - mostly unemployed youth - safety measures suggested.
XI. Write a short paragraph of about 8 lines describing briefly how to make orange juice for two people. 

1x5=5

Or

Write a short paragraph of about 8 lines describing how you cleaned up your room.

XII. Prepare a Curriculum Vitae in response to the following advertisement:

Vacancies are there for the position of clerks (10 posts) in a super market chain in Vijayawada. Graduates in any discipline may apply. Good communication skills and fluency in English and Telugu essential. Candidates having at least one year experience will be given preference. Apply within ten days to Post Box No. 70, Eenadu, Vijayawada.

1x5=5

XIII. Fill in the Bank credit form based on the following information: (It is not necessary to draw the form. Write the numbers 1 to 10 and the corresponding answers).

Mr. Md. Gayas credited a sum of Rs. 600/- (in Rs. 100/- notes denomination) today in his account number 911206318167345 at Andhra Bank, Subash Nagar, Mahbubnagar. His mobile number is 9581464944.

10x1=5
XIV. Construct a dialogue between two friends who are making plans to see a movie.

OR

Construct a dialogue between a teacher and a student who has come late to class.

XV. Read the following passage and make notes:

Indian agriculture is mostly of the subsistence type. The crops produced are just enough for local consumption and sometimes even less. Some crops like cotton and tobacco are cultivated along commercial lines. The use of modern machinery, high yielding variety of seeds and fertilizers has resulted in surplus production for export. This kind of agriculture is called commercial agriculture. Plantation agriculture is the cultivation of a particular plant or crop over a large area for commercial purposes. Cultivation, harvesting and processing is carried out in a systematic way, much as in a factory. Tea plantations in India stretch over vast areas. Coffee holdings are smaller and rubber is cultivated in small plantations and also on a smaller scale by families which may own just a few trees. Fruit orchards and plantations of spices also fall under this type of agriculture. Shifting agriculture or jhum farming is still practised by tribals in north-eastern India and some other scattered pockets. This is a wasteful method which destroys forest cover and depletes the nutrient content of soil.

XVI. Match the words with their meanings/definitions.  5 \times 1 = 5

- i)  egoist
- ii)  infallible
- iii)  panacea
- iv)  theist
- v)  ambiguity

a. an expression that has more than one meaning
b. one who falls many times while walking
c. one who believes in the existence of God
da. a person who is self centered
e. creatures capable of living both in water and on land
f. incapable of making a mistake
g. a supposed cure for all diseases or problems

XVII. Mark the stress for any five of the following words:  5 \times 1 = 5

- i)  tradition
- ii)  comic
- iii)  today
- iv)  biology
- v)  antique

vi)  engineer
vii)  special
viii)  delicious
ix)  historical
x)  possibility
APPENDIX-V

FOREWORDS TO THE FIRST YEAR TEXT BOOK

ABOUT THE BOOK

This textbook is designed for use by Intermediate first year students of Andhra Pradesh. The primary aim of this book is to develop an interest in English among students and motivate them to learn the language. Research in second language acquisition has shown that one of the most important factors in learning a language is ‘motivation or affect’.

The selection of prose and poetry texts have been done carefully keeping the following factors in mind:

- The needs of the learners
- Their age
- Their interests
- Their cultural background
- Recent techniques in language teaching

Most of the essays are authentic pieces which deal with varied topics like science, sport, gender issues, lateral thinking, the triumph of the human spirit in times of crises and the education system. Each prose text is followed by a glossary (which includes a phonetic transcription of the word or phrase, its meaning (M) and an example of its usage (U)) and tasks in vocabulary, grammar and writing. The format is as follows:

<table>
<thead>
<tr>
<th>Pre-tasks</th>
<th>Reading Tasks for skimming and scanning</th>
<th>Vocabulary Tasks</th>
<th>Grammar Tasks</th>
<th>Writing Tasks</th>
</tr>
</thead>
</table>

On the whole, the approach is a skill-based one where all the four skills are integrated. Integrating the four skills presents a ‘holistic’ view of language and prepares students for the use of language in the real world.

There are two ends to teaching literature: firstly, literature for literature’s sake and secondly, language through literature. Our endeavour in this textbook is the latter. It shows how different genres like prose, poetry, short stories and plays can be exploited by the teacher to teach the nuances of the English language. Often, a particular period of English literature, say the Romantic period, is identified as the golden period and literary pieces are chosen from that period. For the students, there is no bridge between the language that they hear around them and what is taught in class. Being unfamiliar with such language, they find the teaching artificial and uninspiring. We have departed from this tradition of selecting very well-known names and instead have prose and poetry pieces on simple, everyday themes and ‘familiar’ language.
The first prose piece is on the use of lateral thinking in our lives. Often confronted with any problem, we either succumb to the pressure or look for logical solutions. This piece, on the other hand, teaches us to 'think out of the box'. Sudha Murthy’s essay on 'Gender Bias' is a personal anecdote that is inspirational for girls who wish to take up jobs and careers that seemed (and still seem) to be male preserves. 'Robots and People' by Isaac Asimov is an essay that contrasts 'machine intelligence' with 'human intelligence'. Cricket is often considered a religion in India and Ramachandra Guha’s essay deals with a neglected area in cricket, namely, wicket-keeping. 'You’re on the 87th floor…' is a first-hand account of a survivor of the September 11, 2001 terror attack on the World Trade Centre in New York. The play 'Refund' is a humorous one that is likely to appeal to most students as it is an interesting tussle between teachers and an old student who returns to school for a refund. Apart from reading comprehension tasks, there are vocabulary, grammar and writing tasks related to the topics discussed in the prose lessons.

The poems deal with themes like friendship, the evil effects of television on young minds, a witty poem on the spider and the fly, lessons learnt by a father from his son and celebration of Mother's Day.

The second section deals with grammar, speech practice and communication skills. We have tried to reduce the explanation in the grammar sections (mostly retained from the previous textbook) and added more exercises for practice. The section on speech practice has an audio CD to go with it which teachers and students are bound to find useful. The section on communication skills focusses on different functions of language use like asking for information, apologizing, complaining etc. and also teaches students to transfer visual to verbal data. Reading comprehension, dialogue writing and answering questions are the other units in this section. We hope that the practical tips given in these sections will be beneficial to students.

Finally, we have a model question paper that encompasses all aspects of study dealt with in the book.

We wish to place on record the overwhelming response that we received to the textbook prepared earlier, which gave us renewed vigour to prepare the present one. This would not have been possible without the support of the Secretary, Board of Intermediate Education and the teachers, deputed by the Board for the purpose, who painstakingly went through the drafts and gave their valuable comments and suggestions.

Hemalatha Nagarajan
Chief Coordinator
FOREWORDS TO THE SECOND YEAR TEXT BOOK

ABOUT THE BOOK

"The mind is not a vessel to be filled, but a fire to be ignited." - Plutarch

This textbook is designed for use by Intermediate Second Year students of Andhra Pradesh. The primary aim of any textbook is to ignite curiosity and interest in students in the subject taught. This book is designed to develop in students an interest in the English language and motivate them to learn it. This textbook is not an end in itself but a means to the end of achieving proficiency in the language.

Research in second language acquisition has shown that one of the most important factors in learning a language is 'motivation or affect'. To achieve this end, topics of general interest in simple, conversational English have been chosen.

Selection criteria

The selection of prose and poetry has been done carefully keeping the following factors in mind:

- The needs of the learners
- Their age group
- Their interests
- Their cultural background
- Recent techniques in language teaching

Most of the essays are authentic pieces which deal with varied topics like science, qualities required to succeed in life, body-building, lives of great people, motherhood and the ill-effects of spoon-feeding. Each prose unit is followed by a glossary (with phonetic transcription), notes on usage, vocabulary, grammar and writing tasks. The format is as follows:

<table>
<thead>
<tr>
<th>Pre-reading tasks</th>
<th>Reading tasks for skimming and scanning</th>
<th>Vocabulary tasks</th>
<th>Grammar tasks</th>
<th>Writing tasks</th>
</tr>
</thead>
</table>

On the whole, the approach is a skills-based one where all the four skills are integrated. Integrating the four skills presents a 'holistic' view of language and prepares students for the use of language in the real world.

There are two ends to teaching literature: firstly, imparting skills of literary interpretation and secondly acquiring skills in language through literature. Our endeavour in this textbook is the latter. We have tried to show how different genres like prose, poetry, short novels and plays can be exploited by the teacher to teach the nuances of the English language. Often, a particular period of English literature, say the Romantic period, is identified as the golden period and literary pieces are chosen from that period. For the students, there is no bridge between the language that they hear around them and what is taught in class. Being unfamiliar with such language, they find the teaching artificial and uninspiring. We have departed from this tradition of selecting very well-known names and instead have prose and poetry pieces on simple, everyday themes of topical interest and in 'familiar' language.

The five prose pieces chosen in the text deal with varied themes. The first essay 'Respond without Reacting' is Azim Premji's inspiring speech on the qualities that would enable students to be successful citizens. 'How to Live to be 200' is a tongue-in-cheek
account by Stephen Leacock on the current fad of body-building. There is a Chinese proverb that says ‘Teachers open the door, but you must enter by yourself’ and the essay ‘Spoon-Feeding’ by William Inge emphasizes this. No amount of spoon-feeding will benefit students. It is ultimately one’s own initiative and zeal that will take one to great heights. Behind every successful man is a story that narrates the trials and tribulations that he underwent to reach that position. ‘Albert Einstein at School’ by Patrick Pringle is one such biography that reveals the harrowing experience the great scientist Einstein had at school all because he thought differently and did not ‘toe the line’ like the other students. In fact, he was dismissed from school because he believed in answering the ‘why’ questions rather than the ‘when’ and ‘what’ questions. ‘eight Cousins or One Brother’ by Balasubramanian talks of a rare phenomenon in animals, i.e. altruism, which seems to dispute Darwin’s theory of ‘Survival of the Fittest’. According to Balasubramanian, there is evidence of even ‘lower level’ animals like bacteria and insects showing characteristics that are unselfish. These are displayed for the propagation of genetic material. Likewise, eight cousins are better than one brother for the spread of genes. The one-act play ‘Mother’s Day’ describes a common scene in most households where a mother is taken for granted by her children and by her husband. The woman wants to teach them a lesson but is too timid to do so. Spurred by a friend, she manages to reveal her true feelings to her family and regain their love and respect.

There are five poems in the poetry section. The poem ‘Equipment’ is an inspirational one that teaches us that ‘all men are equal’ and hence all of us have in us to become famous and successful. ‘The Giving Tree’ by Shel Silverstein is a beautiful analogy of the sacrificing nature of parents, especially mothers, who expect nothing in return. ‘Human Family’ by Maya Angelou reinforces the point that all human beings belong to one great family in spite of surface differences. ‘bull in the City’ by Sri Sri is a sarcastic comment on modern man, who is so caught up in his busy, daily chores that he has ‘no time to stand and stare’ or savour the beauties of life. The bull standing in the middle of the street is on the other hand oblivious to the goings-on on the street. The bull seems to mock at man. Yet, man has the cheek to adopt a condescending attitude towards animals. ‘Harvest Hymn’ is a serious comment on man’s callous attitude to Nature. He has been continuously polluting the environment for his own selfish ends.

The third section, which is a non-detailed text, is a condensed version of George Orwell’s political satire ‘Animal Farm’ where the dictum ‘All animals are equal’ gradually changes to ‘All animals are equal but some are more equal than others’.

The fourth section on study and communication skills focuses on practical aspects like conversation practice in formal and informal contexts, letter writing, describing a process, writing a resume or curriculum vitae, reading comprehension, understanding the language of advertisements, form-filling, vocabulary building, and pronunciation practice especially word-stress. We hope these units with their useful tips will build confidence in students to speak and write in English. Finally, we have a model question paper which has been prepared after consultation with the teachers who were deputed by the Board of Intermediate Education. The paper encompasses all aspects of study dealt with in the book.

We wish to place on record the wonderful support we have always received from the Board of Intermediate Education and the teachers who were deputed by the Board. They were associated with every stage of the preparation of the textbook. They painstakingly went through several drafts and gave their valuable comments and suggestions.

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Chief Coordinator