Chapter - III

ANALYSIS I:
SYLLABUS AND MATERIALS
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3.1 General

This chapter analyses the new ELT syllabus framed for the Higher Secondary Course and highlights its features to find out how far the new syllabus reflects the recent thinking in English language teaching. Further the study correlates the new text books and their novel ideas with the objectives framed. It analyses the new question papers and their salient features.

3.2 Syllabus

A syllabus is a means to an end, the end is the development of creative skill. It is intended to achieve certain defined aims and objectives. The learners should acquire skills and the knowledge of the content which is the objective of the syllabus. A good English syllabus should aim at imparting the knowledge about the language and the skills of using language appropriate to the context. Previously in the English curriculum in India, syllabus was designed to teach literary mainly and language content and in the language aspect, development of knowledge about sounds, letters, vocabulary, grammar, etc., were given importance. But now communicative aspects of using language is given importance.
As concerned by the syllabus, teaching and learning materials should be selected, presented and evaluated. All these considerations are important to the design of the whole programme. Language teaching in our country has been more examination and content oriented than skill oriented. Importance should be given to skills than to content. The syllabus should be realistic, relevant, interesting, encouraging and compatible. For the teaching of English, strategies should be adopted to suit the teaching environment. Preparation of materials should be related to the direct experience of the children. The materials should be graded. Emphasis should be on framing syllabus, syllabus framers, teachers, teacher educators, materials, material designers, producers, reviewers, etc.

In recent times, educational technology also helps in the areas of curriculum construction and teaching methods, which result in a variety of newer concepts such as non-graded school, modular scheduling, flexible grouping for instructional purposes, team teaching and self study procedures. (Sambath, 1984:141). Educational teacchnology helps for building up effective teaching. It helps teachers to involve in psychological coaching according to the attitudes of the learners.
3.3 Syllabus for Higher Secondary English Language Teaching

The Syllabi for both Higher Secondary first year and second year include the following aspects similarly.

1. Teaching Prose

Prose Lessons contain passages for listening comprehension, knowing idioms, phrases and exercises. Themes of the prose lessons range from humour, biography and fiction to health, sports and science. References, allusions, synoynms, explanations of extensive vocabulary, are given under the section 'Glossary'. Exercises at the end of each lesson are classified under six categories.

a. Comprehension Questions (level 1 & level 2)
b. Essay Questions
c. Word Study
d. Grammar
d. Communicative Tasks
f. Listening / Speaking / Reference and Communicative Skills.

Regarding the methodology, no particular method is insisted.
2. Teaching Poetry

The syllabus says that appreciation and enjoyment are the two objectives underlying the learning of poetry. It is achieved by reading a poem both silently and aloud. Poetry offers the reader a variety of linguistic experience. Poetry is meant to develop an aesthetic sense to enjoy what is beautiful and edifying. Six Poems for Higher Secondary First year and eight poems for Second year representing the Puritan, Romantic, Neo-classic, Victorian and modern ages have been included in the poetry section. Comprehension and appreciation questions are asked to test the level of understanding and enjoyment of the poems by the students. Other set of poems are given for parallel reading and for better understanding.

Regarding the methodology, it is suggested that loud reading followed by silent reading should be adopted. Essay writing forms the final phase of teaching poetry. An appreciation of the poem, the message of the poem or the summary of the poem may be the area of essay - writing.

3. Teaching Work Book

A major change has been brought about in the syllabus for English language teaching and testing by the Syllabus Committee in the year 1996. A gradation is introduced in the nontextual items. On closer
examination of the workbook section, it is clear that the items in the first year are not repeated in the second year. The fundamentals of pronunciation, grammar and communicative tasks have been elaborately dealt with in the first year Reader. The second year Reader includes an advanced level of phonology and grammar with an introduction of intonation and stress shift in phonology, phrases and clauses, sentence patterns and word order, etc., in grammar.

The section on communicative tasks also takes the pupils to a higher level with items like summary writing, reading comprehension, describing a process, interpreting non verbal items, responding to a letter or an advertisement, general essay, homophones, etc.

4. Facilitating Extensive Reading

Supplementary Readers have been designed for the Higher Secondary students to develop the reading habit to improve their comprehension and enjoying the content of great classics. Teaching the narrative pieces in the class room demands talent and prudence on the part of the teachers.
3.4 Materials of the first year Higher Secondary Course

The preface in the English Reader of the first year Higher Secondary suggests that in consonance with the YASH PAL COMMITTEE RECOMMENDATIONS, for the reduction of curricular workload, the Government of Tamilnadu has decided to implement a revised academic programme from the academic year 1995 - 96. The instructional package which has been prepared in accordance with the aims and objectives of the revised syllabus for higher secondary classes comprises

(i) English Reader (Detailed Text Book) (1996)
(ii) The Quest (Supplementary Reader) (1996) and
(iii) Teacher's Hand Book (1996).

The English Reader consists of three sections namely Prose, Poetry and Work Book.

Prose includes the following six lessons.

1) With the Photographer (Stephen Leacock)
2) The Hour of Truth (Percival Wilde)
3) Water - The Elixir of Life (CV Raman)
4) Alone Against the Planes (Tracey Aubin)
5) The Discovery of India (Jawaharlal Nehru)
6) The Man who saved Pumples Drop (W.J. Turner)

Under Poetry Section there are six poems prescribed. They are:

1) All the World's a Stage (William Shakespeare)
2) The Stolen Boat-Ride (William Wordsworth)
3) The Cry of the Children (Elizabeth Barrett Browning)
4) The Bird and the Crumb (Emily Dickinson)
5) Night of the Scorpion (Nizzim Ezekeil)
6) Africa (David Diep)

The Work Book section includes the following areas:

1) Speech practice (vowel sounds, consonants and word stress).
2) Error spotting
   a) Articles
   b) Prepositions
   c) Concord
   d) Number
   e) Certain Words/Phrases
   f) Question Tags
3) Transformation  
   a) Rephrasing Sentences  
   b) Voice  
   e) Degrees of Comparison  
   d) Parts of Speech  
   e) Embedding  

4. Communication and other Tasks.  
   a) Letter Writing  
   b) Drafting Telegrams  
   c) Interpreting Advertisements  
   d) Note making  
   e) Paragraph writing  

The Quest (Supplementary Reader) includes the following abridged short stories.  

1) Twelfth Night  
2) After twenty years  
3) Where love is, God is  
4) Mango seed  
5) The Tiger in the Tunnel  
6) The thief  
7) The monkey's paw
Teacher's Hand Book gives complete guidelines such as how to teach prose, poetry, work book, speech practice and so on.

3.4.1 Analysis

The following aspects of the course materials were observed.

Prose

1. Prose lessons have been included in order to cater to the needs and interests of the adolescent learner with different theme, form, style and content.

2. The vocabulary exercise 'Word Study' has been appended at the end of each prose lesson warranting the use of dictionary.

Poetry

1) Poems have been selected from Elizabethan Age to Modern Age.

2) The Poems included try to create a sense of aesthetic appreciation of human beings and their values.
Work Book

1) The Work Book section aims at envisaging a multiskilled approach. In order to acquire fluency in both oral and written expressions, various modules ranging from speech practice units to communication and into related areas have been included.

2) The formal and functional grammar exercise items in the Work Book section have been inserted aiming at the development of abilities of the young learners in terms of right expression and apt communication.

3) A pioneering scheme testing aural - oral and communicative skills of the learners has been introduced.

4) In the Work Book section, speech practice, error spotting, transformation, communication and other tasks have been given.

Some examples are given here. Many words are given to practise speech properly.
Examples

1. Speech practice

A Vowel sounds

1). Read aloud each pair of words slowly and distinctly:

/i:/ - /i/
beat - bit
peak - pick
feet - fit

/u/ - /u: /
soot - suit
full - fool
pull - pool

/æ/ - /æ /
hut - hat
luck - lack
cup - cap
B. Consonant Sounds

1. /t/ - /d/
   two - do
ten - den
tear - dare

2. /θ/ - /ð/
   think - then
   thank - there

3. Final Consonant Clusters
   /b z/ /d z/ /g z/
   robs needs bags
   nibs lids digs
B. Word Stress

Syllabic words are classified differently.

1. Monosyllabic Words (one syllable)
   boy
   girl
   man
   cat
   sit

2. Disyllabic Words (two syllables)
   a 'gain
   be 'come
   dis 'charge
   dis 'grace

3. Trisyllabic Words (three syllables)
   imi 'tation
   pro 'cession
   'headmaster
   'newspaper
   when 'ever
4. Polysyllabic Words (more than three syllables)

eco 'nomical
po 'litical
second 'hand
exami 'nation

5. Noun Verb

'conduct con'duct
'object ob 'ject
'project pro 'ject
'rebel re 'bel

For speech practice, vowel sounds and consonant sounds with phonetic symbols are practised gradually. More words as example's have been given. In the next stage, word stress is practised properly. Words with primary stress have been given as examples. The same words differ in pronunciation due to stress and become noun and verb.
II. Error Spotting

A) Articles (The correct ones are given below)

1. Supply 'a' or 'an' before each of the following word.
   an oldman
   a car
   an heir
   a handle

2. Before a particular person or referred to
   I like the book
   we go to the temple

3. Before the names of rivers, seas, books etc;
   The Thames
   The Ganges
   The koran

4. Before the common nouns
   The sky
   The earth
5. Before a proper noun
   The Great Alexander
   The popular Ramayana

B. Prepositions (correct prepositions are given below)

1. Simple
   We met him at the theatre
   We live in Dharmapuri

2. Compound
   She walked along the river
   He spoke about serious matters

3. Prepositional Phrases
   According to the latest announcement, the train will leave on time
   In spite of our best efforts, we could not win the match.

C. Concord (right verbs are given below)

   The verb must agree with its subject in person and in number.

1. Mathematics is my favourite subject
A study of linguistics is interesting

2. Each of the students has won a special prize.
   Everyman in the village is hard-working.

D. Number (correct usages are given below)

1) Series, species
2) School masters, pickpockets
3) brothers-in-law, sisters-in-law
4) break downs - slow-aways
5) man - eaters, woman - haters

III. Transformation

Rephrasing sentences

1) Hope and wish
   We hope that they will come
   We wish that they could come
   I wish I were a poet

2) Hardly, barely, scarcely, seldom, rarely, never, had better
   I have hardly any money

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These people have barely enough to eat
Rarely do we come across such good people
Seldom have I seen such beautiful flowers
You had better take an umbrella, it may rain

(Ex) Rewrite the following sentences making use of the starters given in brackets.

1. Ram looks very tired. He should not go to work today
   (Ram had better)

2. Despite Reeta's aversion to coffee, she drank it to keep herself warm. (Although)

3. The flat owner decided to increase the rent, though the tenants objected to it. (In spite of)

IV Voice

eg., 1. Valmiki wrote the Ramayana
   The Ramayana was written by Valmiki

2. Who teaches you grammar?
   By whom is grammar taught to you?
By whom are you taught grammar?

V. Degrees of Comparison

e.g 1) Surya is taller than kumar (comparative)
Kumar is not so tall as Surya (positive)

2) Saranya is the tallest girl in the class (superlative)
Saranya is taller than any other girl in the class (comparative)
No other girl in the class is so tall as Saranya (positive)

3) Manoj is one of the bravest boys in the class (superlative)
Manoj is braver than many/most other boys in the class (comparative)
Very few boys in the class are so brave as Manoj (Positive)

VI. Usage of parts of speech

e.g Muthu prefers bright colours (adjective)
The moon shines bright (adverb)
(Ex) Change the sentences as indicated.

1) Little drops of water make a mighty Ocean (noun into verb).

2) They bathed the child. (verb into noun)

VII. Embedding

(e.g) 1) He is Mr. Jackson. He won the championship last year
He is Mr. Jackson who won the championship last year

2) We met the sailors. Their ship was wrecked
We met the sailors whose ship was wrecked.

VIII. Communication and other Tasks.

A. Letter - Writing

1. Personal Letters
2. Business Letters
Some examples are given below for the above three types of letters

1) Write a letter to a Sports Company ordering for some sports materials. Imagine yourself to be the secretary of a local sports club.

2) Write a reply to the above letter supposing you yourself to be the manager of the sports company.

3) Write a letter to a sports company ordering for some sports materials. Imagine yourself to be the secretary of a local sports club.

4) Write a letter to the secretary of a College applying for the post of a clerk.

B. Drafting Telegrams.

(Ex) 1. You had gone to Delhi to attend an interview. On the way home, the train derailed near Bhopal. You are held up there for a few days and you are in need of money. Send a telegram to your father living at Madras to send you money immediately. Invent other details.
C. Interpreting Advertisements.

(eg.)

AAVIN MILK POWDER

Prepared from whole milk, a wholesome diet
Not just a whitener
Like having a dairy in your home
Saves a lot of worries and fatigue
Make thick, creamy, curd and paneer
Easy to mix and delicious indeed.

Questions:

1. What is the trade name of the product?
2. What do you understand from 'whole milk' and 'wholesome diet'?
3. What does the product save one from?
4. Name some eatables that can be obtained from this product?
5. Does the advertisement tell you about any other attractive feature of the product?

D. Note Making

Note making refers to notes made from materials read like books, journals and magazines.

E. Paragraph writing

(Ex) Read the following topics and make paragraphs. Find out the topic sentence.

(e.g) 1) Procrastination is the thief of Time
2) Solutions to the problem of child labour
3) Books of my choice
4) Women's Rights
5) Honesty is the best policy.

More examples and exercises have been given in order to develop speech practice and communication skill. Exercises have been framed to make the teachers to adopt communicative language teaching.
Teacher's Hand Book

The Teacher's Hand Book gives complete guidelines such as how to teach prose, poetry, work book, speech practice, etc. It suggests the aspects of methodology and its applicability and contains passages to be given to students for listening comprehension.

Listening comprehension aims at developing communication skill. In the beginning listenting skill of the students is developed. The teacher's communicative language teaching is adopted. By giving answers, students' communication skill is developed. Hence listening comprehension is recommended in the Teacher's Hand Book.

3.4.2 Pattern of the Question paper

The question paper pattern as suggested in the syllabus consists of two papers first and second each having hundred marks in the duration of three hours. The first paper is for hundred marks and the second is divided into two, the first part is for eighty and the remaining part is for twenty marks testing of aural, oral and communicative skills. The first paper contains textual questions from prose, poetry and questions from communication and other tasks. The second paper consists of objective type questions from Supplementary Reader, error
spotting and transformation questions. The aural-oral and communicative area includes role-playing, reference skills, communicative skills such as filling up a Railway Reservation Form and a Money Order Form.

(Blue Print of the Model Question papers are given in the Appendix).

3.5 Materials of the Second Year Higher Secondary Course

The preface of the second year Reader points out that the second year Reader is a sequence of the first year Reader. It says that the aims and objectives of the revised syllabus have been constantly borne in mind while preparing every section of this Reader. The course material comprises of.

1) English Reader (1996)
2) An abridged edition of Oliver Twist as the Supplementary Reader (1996) and
3) Teacher's Hand Book (1996)

The English Reader contains three sections such as Prose, Poetry and Work Book
3.5.1 Prose

Prose consists of eight lessons. They are:

1) The lady or the Tiger (Frank R. Stockton)
2) India's Gift to the World (Louis Fischer)
3) My Greatest Olympic Prize (Jesse Owens)
4) Book Shop Memories (George Orwell)
5) Albert Einstein (A.N. Kothare)
6) On Running After One's Hat (G.K. Chesterton)
7) What is Yoga? (Nergis Dalal)
8) In Charge (W.B. Maxwell)

Analysis

The prose section deals with the development of all skills particularly communicative skills and the interests of the wide cross section of pupils with the simplicity of language and style. It includes the writings of international authors dealings with science, health, humour, sport, biography and fiction. At the end of each lesson, a footnote about the biography of the author and on the title of the lesson has been given to understand the age and background of the author. Under 'Glossary and Notes', synonyms for important words and phrases have been given.
Almost all the testing items in the pattern of examination have been given in the exercise section. Comprehension questions have been classified into two parts as level 1 and level 2. One or two essay questions have been given to test the understanding of the learners and to develop their writing skill. Under 'Word Study' dictionary use, word formation, word meaning, choosing from the options, synonyms and antonyms and idioms and phrases have been given. Under 'Grammar Section' rearranging the sentences, identifying the sentence patterns, identifying the clauses, and transforming the sentences have been given. Under 'Communicative Tasks', responding to the advertisement, writing a summary for the given words, describing a process, writing a general essay and interpreting a non-verbal item have been given in order to develop communicative skill among students. Exercises have also been given to develop listening skill, speaking skill and reference skills.

Some examples are given

Exercises:

A. Word Study

Dictionary Use:

The word heretic refers to a person who rebels against a religious establishment. Now with the help of a dictionary, find out the nature of the following persons:
sceptic ascetic narcotic
neurotic eccentric stoic

B. Word formation:

(i) Form antonyms by making use of a common prefix.

certain even developed
common seen complicated

(ii) Look at the following homophones and then find out the missing number of the pairs given below.

son/sun no/know
week/weak meet/meat
throne/....... right/....... 
bear /....... beat/....... 
hole/....... soul/....... 
alter /....... sight/....... 

C. Word meaning

i) Fill in the blanks in the following sentences with the accurate word from the options given:
1. The conductor was .......... by the indifference of the passenger. (excited, enraged, encourages)

2. Choose the correct synonym for the italicized word from the options.

He had none of the grace and polish of his neighbours
a) shine b) refinement
c) elegance d) smoothness

3. Choosing the correct antonym for the italicised word from the option.

There was instant punishment for guilt.
a) momentary b) immortal
c) delayed d) everlasting.

D. Idioms and phrases

Use the following idioms and phrases in sentences of your own:

atleast, be in one's own hands
by chance, the apple of one's eye
on trial, for ever.

put oneself in the place of to burn with

3.5.2 Poetry

Poetry in the English Reader includes the following eight poems.

1) The Fall of Eve (John Milton)
2) The Tiger (William Blake)
3) Ode on a Grecian Urn (John Keats)
4) There Rolls the Deep (Alfred Lord Tennyson)
5) The Axe in the Wood (Clifford Dyment)
6) After Apple - Picking (Robert Frost)
7) In the Bazaars of Hyderabad (Sarojini Naidu)
8) Strange Meeting (Wilfred Owen)

Analysis

In the poetry section, poems of great poets ranging from Milton to Sarojini Naidu such as epic, ode, lyric, elegy and sonnet have been included. Examples have already been pointed out. A footnote as given at the end of each prose lesson about the life of the poet and on the poem has been given. Glossary and notes have been given.
Comprehension questions and appreciation questions have been given to understand and enjoy them. All the poems are meant for creating appreciation and aesthetic skill among students.

Example:

'There Rolls the Deep'
Alfred Lord Tennyson (1809 - 1892)

Glossary and Notes

1. Stillness - calmness, quietness
2. the solid lands - the earth.

Exercise:

I. Comprehension Questions

1. State the changes that take place in the sea and on the earth.
2. Why do hills become shadows?
II. Explain the following passages with reference to the context:

1. There were the big street roars, hath been
   The stillness of the central sea.

2. The hills are shadows, and they flow
   From form to form, and nothing sands;

III. Appreciation Questions.

1. O earth, what changes hast thou seen!.
   a. Who is affected by these changes?
   b. Do these changes take place all of the sudden?

IV. Parallel Reading:

Read the following poem and compare and contrast it with 'There Rolls the Deep'. Answer the questions given below the poem.

Elegy Written in a Country Churchyard.
The Epitaph
- Thomas Gray

The Poem has been given in the book.
V. Form and Technique:

An Elegy is a song of mourning. It is a sad poem written on the death of a person. The modern elegy is a poem of lamentation.

VI. Write an appreciation of the poem 'There Rolls the Deep' in about 150 words.

3.5.3 Work Book

The Work Book section contains the following areas.

1. Speech Practice
   A. Intonation
   B. Stress shift

2. Grammar
   A. Sentence Patterns
   B. Word Order
   C. Phrases, Clauses & Sentences

3. Communicative Tasks
   A. Responding to Letters & Advertisements
   B. Filling up Application Forms
4. **Writing Tasks**

A. Dialogue writing from reports
B. Describing a process
C. Essay writing
D. Summary writing

5. **Other Tasks**

A. Interpreting Non-verbal presentation
B. Reading comprehension
C. Reference skills
D. Homophones
E. Listening comprehension
F. Interviews.

**Analysis**

The Work Book section provides exhaustive guidelines and supplements the exercise given at the end of the lessons by adding more examples and exercises. Since the grammatical items included in Standard XI Reader lay a strong foundation to the basics of English grammar, stress is laid on advanced level like sentence patterns and sentence
analysis. It tries in reinforcing language skills in students. The phonology section deals with intonation and stress. The continuation of the innovative scheme of Testing Aural - Oral and Communicative skill is also included. The exercises in the Work Book section become more relevant to make students acquire adequate language skills.

Some Examples are given here.

1) Speech Practice

A. Intonation

1) Falling intonation

e.g. 1. It was quite good.

2. Why did you change your mind?

3. It's cold today, isn't it?

4. Don't be a fool

5. Thank you.

2. Rising intonation

e.g., 1. I won't drive too fast. (So don't worry)

2. How's your vacation?

3. Have you seen him?

4. You're coming to tea with us, aren't you?
5. Please, Open the door.
6. Good Morning

3) Falling rising intonation

e.g., 1. She took the car (and drove to Salem)
2. I shan't tell you again.

B) Stress Shift

e.g. Explain the implications of the following pairs of utterances considering the stress.

1) a) 'This television was bought long before.
    b) This television was bought 'long before

2) a) I owe some cash to Mr. 'Anand.
    b) I owe some 'cash to Mr. Anand.

II. Grammar

A. Sentence Patterns

(e.g) 1) The boy smiled - S+V
2) Peter is a singer, S+V+C
3) Sonali won the first prize, S+V+O
4) She made his career a success, S+V+O+C
5) The company paid him a colossal sum
   S+V+IDO+DO
6) The plane landed safely last night.
   S+V+A+A

B. Word Order
(e.g) Put the words in correct order
1. late/the doctor/arrived
2. stop/we/on saturday/early/work
3. here/have/you/been/before?

C. Phrases, Clauses and Sentences
(e.g) Change the phrases in italics into corresponding clauses
1. You look like an aristocrat
2. Arun was promoted because of his honesty

1) Transform the following simple sentences into compound sentences.
1. You must hire a taxi to catch the train
2. The sun having set, stars appeared in the sky
2) Transform the following compound sentences into simple sentences.

1. The rain had stopped, so we decided to continue our trip.
2. He is not only a good batsman but also a good bowler.

3) Transform the simple into complex sentences

1. He is too honest to be a successful businessman.
2. We heard of his success

4) Transform the following complex sentences into simple sentences.

1. The law will punish whoever is guilty
2. We could not make out what those lines of poetry meant.

III. Communicative Tasks

A. Responding to letters and Advertisements.

1. Personal and social correspondence.

(e.g) A sugar technologist, with 10 years experience in manufacturing and administration, seeks a suitable position. Kindly write to P.Box 4609, "The Hindu, Madras 600 002.
B. Filling up Application Forms.

Filling up an application form for admission to a course of study or a job is one of the most important communicative skills that should be mastered by all students. On completion of the higher secondary course, the student will most probably seek admission to a college offering courses in humanities, science or professional studies. Therefore it is essential that he should be familiar with the various types of application forms, the criteria for selection and the right way of filling in the various columns in the forms.

C. Curriculum Vitae

A curriculum vitae (CV) is a summary of one's personal record submitted along with the application for a job. It is generally termed Bio-data or Resume.

(e.g) Prepare curricula vitae based on the information given below. Invent other details.

C. Thirugnanam, aged 22, passed B.Sc. Computer Science with 80%. He worked in a private company in the capacity of a computer operator for one year. He hails from Ooty.
D. Filling in Paying-in Slips

(e.g) Fill in paying-in-slip for a deposit of Rs.2789/- in cash at MCC Bank Ltd., Aminjikarai Branch, Madras.

E. Filling in cheques.

A cheque is a kind of Bill of Exchange used in various types of financial transactions in a safe way.

(e.g) Pay Rs.8,975 to Ramu & Co by cheque towards the cost of the washing machine you have purchased.

IV. Writing Tasks

A. Dialogue writing from reports.

(e.g) A passenger who was robbed of his suitcase approached a police inspector for lodging a complaint. The inspector took down all the details such as his name, address and the contents in the suitcase. Then he asked the passenger to keep in touch with him. He promised to do his best. Offering his thanks, the passenger took leave of him.
B. Describing a Process.

(e.g) Write a short paragraph in about 60 words describing each process given below.

1) How to make a cup of tea.
2) How to locate a particular book in the library.
3) How to make a long-distance telephone call.
4) Give a recipe for an omelette or your favourite dish.
5) Write how you would record a song in a cassette.

C. Essay Writing

Essay writing is an extension of paragraph writing.

(e.g) Task 1

Write essays on the following topics

   a) Narrative
      My favourite leader
   b) Descriptive
      Taj Mahal - A Historical Monument
   c) Expository
      Space Travel
   d) Argumentative
      Advantages and Disadvantages of Co-education in Colleges.
Task 2

Write essays on the following topics:-

a) Personal
   My favourite poet

b) Scientific
   Computer Science for progress

c) Social
   Role of women in modern India

D. Summary Writing

A summary is a condensed version of an article, a speech, a book, a report or a letter.

Summarising a passage requires the skills of concentration, comprehension and condensation. Summary writing includes two phases. One is note-making and the other is summarising.

V. Other Tasks

A. Interpreting Non-verbal Presentation

Non-verbal items are illustrations such as tables, maps,
diagrams and charts. They are used in descriptive writing as well as in oral presentation. They help us to present raw data in a systematic and manageable form.

B. Reading Comprehension

e.g. Read the following passage and answer the questions given below by choosing the correct options:-

(Any non-textual passage)

C. Reference skills

1. Library Index card
2. Reference Materials

e.g. a) Encyclopedia
    b) Dictionary
    c) Atlas

D-Homophones

Words pronounced alike but with different meanings are called homophones.
e.g. 1) Fair - fare So - Sow
Rite - right him - hymn
bail - bale gilt - guilt

2) The council referred the case to the Mayor for counsel
In the cell below they sell books

3) Fill in the blanks with the suitable words given within the brackets.
Have you ever heard a __________ about a dog's ________? (tail/tale)

E. Listening comprehension

Listening is an important skill to be developed by every learner. Mastery over this skill helps the learner to comprehend spoken English easily and communicate effectively. It is easy to develop the listening skill, by way of providing a suitable environment in the classroom.

The following are included in listening comprehension.

1. Listening activities
2. Lectures
3. Conversations

F. Interviews

All interviews consist of a face-to-face communication between the interviewer and the interviewed either to find out the required information or to give necessary information. There are three types of interviews.

1. Selection interview
2. Appraisal interview
3. Discipline interview

However, there are certain common factors to be taken into consideration in all these types of interviews both by the interviewer and the interviewed.

(e.g) 1) Interview between the Chairman of a company and a candidate seeking the post of an Executive in the same company.

2) Interview between the principal of a college and a student seeking admission in his college.
3.5.4 Supplementary Reader:

In the Supplementary Reader, "Oliver Twist" the following important topics are dealt with.

1. Birth of Oliver Twist
2. I want some more
3. Fagin's Academy
4. A pleasant interlude
5. Back to Fagin
6. The Burglary
7. The Golden Locket
8. A strange Meeting
9. The murder
10. The House Breaker's Death
11. The Mystery solved

The novel inspires an urge in the students to read continuously and creates a taste for extensive reading. Hence it helps to develop communicative skill through reading.

3.5.5 Teacher's Hand Book

Teacher's Hand Book includes the following contents
1. Teaching Prose

Teaching prose is undoubtedly the major task of the English teacher as it leads itself to the imparting of most language skills.

Exercises at the end of each lesson include comprehension questions, essay questions, word study, grammar, speaking/reference and communicative skills.

2. Passages for Listening Comprehension

The dialogues and the questions about the dialogues related to the prose lessons are given in this chapter.
3. Teaching poetry

Poetry opens new vistas for linguistic exploration and experimentation.

In order to familiarize Standard XII students with a wide range of English poetry, eight poems representing Fourteenth Century to Twentieth Century have been included in the poetry section. For easy reference, the lines are numbered and a glossary is appended to facilitate an easy grasp of the meaning.

Poems provided for parallel not only lead the students to a better understanding of the content and form of the prescribed poems but also strengthen their ability to appreciate and enjoy poetry further.

Form and technique of each poem is amply discussed in order to create an awareness of the composition of different kinds of poems such as epic, lyric, ode, elegy and sonnet.

The teacher may give detailed explanations where the concept is rather difficult to grasp. An overall observation and supervision by the teacher will encourage the students to have a total involvement in the learning process. Too much of para phrasing, glossing, analysing and
interpreting might spoil the enjoyment of the poem by the students. Hence care is to be taken to present the poem for an aesthetic experience and not for an analytical experiment.

4. How to use the Work Book Materials?

Phonology

The speech practice units in intonation instead of being drilled in a whole period, could very well be segmented in parts and taken up as items for motivation during teaching/learning of prose lessons. This would add to variety and avoid monotony.

Grammar

Pupils of XII Std are assumed to have reasonable familiarity with various types of clauses. This chapter has been prepared to answer all queries related to the topic. The teacher needs only to elaborate on the contents by adding more examples.

5. Listening comprehension

The following items are included in this chapter.

1) Listening Activities - Stimulus Material
6. Facilitating Extensive Reading

Oliver Twist (Supplementary Reader)

The Supplementary Reader has been designed for the plus two students to promote their reading skill. This abridged version of Oliver Twist is certainly inculcating in them the reading habit and increasing their understanding and enjoyment of great classics. This has been tested through classroom observation.

Methodology

Teaching a long, narrative piece in the classroom demands talent and prudence on the teachers' side. Holding the interest of the students on the one hand and refreshing their memory of the preceding chapters on the other, four out of five teachers handled Supplementary Reader successfully. This has been tested through classroom observation.
3.6 Pattern of Question Papers

The pattern is the same as in the XI Std, but having different tasks and objectives. The first paper is framed for 100 marks and the second is divided into two, for 80 and 20 marks. The first paper includes questions from prose, poetry, communication and other tasks such as comprehension and describing a process.

The second paper for 80 marks contains supplementary, objective type, communication and other tasks, grammar and phonology. In grammar, the questions will come from conditional clauses and transformations. Homophones, intonation and stress shift are also included.

3.7 Comments

1. The syllabus analysed here imparts only knowledge of all areas but does not help in developing skills among students.

2. It does not give importance to spoken English or to the development of speaking skill inside as well as outside the class room.
3. Syllabus, syllabus planning, preparation of text books, programmed instruction, show that English teaching is concerned with imparting language structure and language centered but not concerned with the development of the skill of using language by the learner.

At this juncture, it is apt to quote the following quotation

"One approach to the organization of a course of language instruction is to follow the steps of methodics, selection, grading and presentation of the language material".
(Davies Alan, 1979 : 178)

As per the above statement the syllabus and the text books have been framed. The steps have been followed theoretically but not practically.

4. The allotment of time and the instructional materials to be brought into the class room are not pointed out.

5. The exercises given at the end of each lesson and in the Work Book sections are skill oriented. But the way to attain the skills is not pointed out.
6. The error detection exercises are properly defined. But the check list is not provided to test whether they have practised them or not.

7. The evaluation system takes into account the pass of students in the course but does not test the real skills of students. Hence the teaching aspect is reduced to examination of some knowledge aspect of learners.

8. The aspects included in the domain of Aural-Oral and Communicative skill are real and need based. But following and practising these activities in imparting these skills vary according to the conditions of the school and the mentality of the teacher concerned.

9. The facilities to provide a congenial atmosphere to language learning are not fulfilled. Most of the class rooms and schools lack English climate due to the unavailability of the materials, equipments, books, audio-visual aids, etc.

10. Even though the government took all the steps to publish the Text books well in advance, they have not reached the hands of the teachers and the students at the proper time.
11. Syllabus and books are changed but teachers are not exposed to have Introductory or Preparatory Courses before dealing with the students in new books.

12. Hand Books which are very essential for successful teaching have not been supplied to most of the teachers in time. The materials should be at the hands of the teachers at least one month before the commencement of the classes.

13. Before the introduction of new books, an Orientation course for English language teachers all over the State should have been conducted and the special features of the new books and the approaches to be adopted by the teachers should have been instructed. This was also not done.

14. Hence not knowing anything about the Hand Books and the aims and objectives of the text books, the teachers entered the class rooms in a hasty and vague moods in order to complete the portions from the point of view of the examination. So the outcomes like motivation, interaction communication skill, etc; seem to be unrelated

(Points 10 to 14 were expressed by the teachers at the time of Interview)