CHAPTER FOUR
PREPARATION OF NEW TASKS AND MATERIALS

4.0 Introduction: After ascertaining the existing levels of competence of the students at the entry level of TDC (In Chapter Three), an attempt is made in this chapter to prepare suitable learning materials to improve the writing skills of the students. As mentioned earlier, the main objective of this study is to develop, in the students of this course, a 'process' approach towards writing, besides strengthening the weak areas of their writing (as identified in Chapter Three). This chapter presents thirty tasks divided into three difficulty levels with a rationale for each task, explaining the relevance of each task for the students of this course. The chapter opens with the tasks placed in Difficulty Level I.

4.1 Difficulty Level-I

Task-1

Use of Linking Words and Phrases

Class Organization - Divide the class into pairs or groups of three
Duration - approximately 30-40 minutes

Introduction: In the following story, linking words and phrases are missing. Working together, choose the most suitable word or phrase (In some cases, more than one word or phrase may be appropriate). Compare your answers with those of other groups.

Last year my husband and I went to a kin’s farmhouse near Shimla. (1) we had always stayed in a hotel (2) whenever we visited Shimla. (3) our brother had stayed in the farmhouse the month before, we hoped that the place would be clean and comfortable and (4) near a beautiful natural lake. (5) the day before we left home the weather forecast was good which made us feel all the more certain of a pleasant holiday. (6) our hopes were soon dashed. (7), our problems started as early as we arrived there which was just before afternoon. When we unlocked the door to the farmhouse, we found ankle-high water everywhere; and we soon discovered the lights weren't working. Fortunately, we managed to find an electrician and a plumber soon and our problems were over within three hours (8) we felt relieved. True, the things in the house were in working order, but they turned out to be the least of our problems; much more important was what we call our
'invasions'. (9) ________, there were two cats which stayed with us for the whole week. (10) ________ there were the ants with their annoying habits of getting into everything, (11) ________ in our suitcase, which had a box of chocolates. (12) These ________ with the cats and lots of flies kept us constant company. (13) ________ these permanent invasions, there were also short lived ones. One night, for instance, the house was secretly invaded by a mouse (15) ________ not for long as (16) ________ the cat got the better of it. A bat was another unwelcome visitor, and (17) ________ - but by no means least - we had a brief visit from a snake. That (18) ________ was our 'farmhouse holiday'. Next year we'll go back to Shimla!

1. a) Previously b) Before hand c) Before that
2. a) whenever b) wherever
3. a) As b) since c) for d) Because of
4. a) also b) too c) as well
5. a) what's more b) moreover c) on the other hand
6. a) Although b) On the contrary c) On the other hand d) However
7. a) To begin with b) In fact c) Instead
8. a) At last b) finally c) In the end
9. a) At first b) First c) To begin with d) At the beginning
10. a) Then b) So c) Even
11. a) even b) also c) including d) i.e.
12. a) along with b) in company of
13. a) Meanwhile b) Apart from c) Besides
14. a) also b) even c) in addition
15. a) though b) but c) except d) In spite of that
16. a) soon b) quickly c) at the earliest
17. a) at last b) finally
18. a) In brief b) In short c) In other words

Task Rationale - This task would help the students learn the use of linking words and phrases in an interesting way.

Task-2

VOCABULARY BUILDING THROUGH PUZZLES

Class Organization : Divide the class into pairs
Duration : 40 minutes
PART 'A'

Note - Read carefully, think, and fill up the blanks.

When I was a child, I loved travelling by [1]. It also carries our [1]. Once I was travelling by it to a hill-station. At the beginning of our journey it would just [1], but when we approached the hills, it started moving at the pace of a [1]. At hills there was a powerful storm of [1]. The concerned people didn't warn the driver in advance and it slid down a [1]. A small negligence made hundreds to cry and [1]. Those responsible should have been sent to [1] and should have received a [1].

Ironically, they managed to get a [1].

PART 'B'

Note - Read carefully, think, and fill up the blanks.

1. A part of your body [k] (You lie on it)
2. Substitute the first alphabet with the first alphabet of parts of your body which you stand on. [k] (It means _______).
3. Fill the second blank with the first alphabet of what has the taste buds on it [k] (It means _______).
4. Fill the first blank with the first alphabet of a part which is called 'the roof of the mouth' [k]. (It means _______)
5. Fill the second blank with the first alphabet of 'what hangs from the roof of the mouth' [k]. (It means _______)
6. Fill the first blank the first alphabet of 'what no one likes to be without on his head [k]. (It means _______)
7. Fill the first blank with the first alphabet of 'what you chew food with [k]. (It means _______)
8. Fill the second blank with the first alphabet of the part of the body which has a natural cap [k]. (It means _______)
9. Fill the first blank with the first alphabet of 'what covers the human skeleton [k]. (It means _______)
10. Fill the first blank with the second alphabet of where the 'arm' joins the 'hand' [k]. (It means _______)
11. Fill the second and third blank with the first alphabets of the 'ends' of your fingers of hands and feet [k]. (It means _______)
12. Fill the second blank with the first alphabet of 'what is behind your knees' [k]. (It means _______)

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13. Fill the first blank with the first alphabet of 'what is behind your lower legs' - - k. (It means _______.)

Task Rationale - This task will help students with their vocabulary at difficulty level-I. It is an interesting way to make them think and fill up the blanks to get the words and tell their meanings. This task would be particularly relevant for students who have very limited range of vocabulary. More such exercises can be prepared which would help the students great deal in building their vocabulary.

Task-3

Classroom Organization - pair-work
Duration - approximately one hour
Material(s) - nothing

Note: - Read the information thoroughly.

Suppose you are Kamal. Your father is Mr. Rajesh Verma. Arpit is the name of your brother. He is younger to you. Your mother is Neelam Verma. You are studying B.Sc. Home Science at PAU, Ludhiana. Your father is a bank manager. You have a small brother. Your mother is an interior decorator. You want to be a dietician. Sometimes your father and brother play chess in the evenings. Your mother is a very good cook too. She returns from her office at around 7 p.m. Your hobby is reading thrillers. Your brother lays table for dinner. Your mother and you cook dinner. You and your brother clean the table and do up the kitchen after dinner. Both of you study for two hours after dinner. All of you go to sleep at about 11 p.m. Arpit wants to be a CA. Your father prepares bed-tea. You all go for a movie or a picnic once in a month. Your brother leaves for school at 7.30 and comes back at 1.30. Your father drops your mother at her office on his way to bank in the morning. You return from college at 1.30. Your mother and father carry their lunch and both, your brother and you have lunch together at home. Both of you sleep for an hour after lunch and then watch TV, play and do some preparation for dinner and study. You all watch TV together on Sundays. Your father is back from his office at 5.30.

Instructions for learners
1. Count the number of words in the paragraph.
2. Count and make a list of nouns (naming words).
3. Count and make a list of pronouns.
4. Count and make a list of verbs (doing words).
5. Make separate lists and count other grammatical items.
6. Rewrite a paragraph, using all the information with first person singular as subject.
7. Delete or add some more information, if very necessary.
8. Use a suitable plan like 'spider's web' to understand and organize the information. The teacher may explain the 'plan'.
9. Repeat steps 1-4 after finalising the new paragraph.
10. Compare the original paragraph with the new one and state which appeals your better and why. Exchange and go through the writings of the other pairs.

Task Rationale

(1) **Objective of the task** - This pedagogic task again, has twin objectives - firstly, making a few grammatical concepts clear, and secondly, building up the organizational skills of the students. Teaching basic terms of grammar such as 'nouns' and 'pronouns' might sound absurd at this level, but many students are likely to gain from it. It also aims at teaching the use of 'plans' in order to sort out the information and to go about writing in a systematic manner.

(2) **Assumptions** - This task is based upon the assumption that, even at this stage, many students would require knowledge of basic grammatical concepts. Such compulsive work would make them work harder on their basics, which they don't do otherwise. Rewriting the paragraph after editing, revising and then repetition of steps 1-5 for the sake of comparison with the original list of grammatical items would make the students see for themselves how these steps of the 'process' can improve the writing and how much extra happens to be there in the first draft.

(3) **Anticipated problems and proposed solutions** - No real problems are anticipated in performing such a task in the classroom. It may appear either 'very simple' or 'too confusing' but in fact, it is neither. This task only needs to be attempted in a stepwise manner, taking up one thing at one time.

**Task-4**

**WRITING A SHORT PARAGRAPH**

Class Organization - students to be grouped into pairs
Duration - about half an hour
Material(s) - nothing

Note - The following is a detailed explanation of how to boil an egg. After reading it, write a similar explanation of how to do some simple everyday tasks such as
polishing your shoes, making tea or coffee, bathing your pet, art of shaving, changing a car tyre, mending a (does not have a crack) puncture etc.

Before boiling an egg, make sure that it is in tact and does not have any cracks. Then take a small pan, fill it half with water and put it on the gas stove. Turn the stove on. Once the water starts boiling, turn the gas to minimum. Let it boil for another 7-8 minutes. Take the egg out; peel it; and it is ready to eat.

**Task Rationale** - Such short, interesting, real-life topics would prove to be stimulating for the writer inside the learner. In the beginning of the course, such tasks can help students overcome their feeling of hesitation (if any) as the topics are very familiar ones. This type of writing also initiates the practice of describing processes and operations, besides describing the features and uses of various types of machines or equipment.

**Task-5**

**Class Organization** - Individual Work  
**Duration** - approximately 45 minutes  
**Note** - Be honest and realistic in your writings

**Procedure**

Step 1. Recollecting your early childhood memories, write 6-8 sentences on 'what your dreams were as a child - wanted to be doctor, a pilot, an engine driver, a bus conductor, a beauty queen, a teacher or what?'

(Write in past tense, using 'T' as subject. May also narrate an unforgettable incident when you behaved like the person of your dreams and which still amuses you and your family)

Step 2. Write 6-8 sentences about 'what your dreams are at present - want to be a marketing execute, a script-writer, a V.J., a politician, or what?'

(Write in present tense, using 'I' as subject) Incorporate in your writing if you really think you 'can' be what you dream of:

Step 3. Again write 6-8 sentences about what your realistic expectations for your future are. Considering various factors do you think your dreams as a teenager would be realized?

(Write in future tense, using 'I' as subject)

Step 4. Reviewing the three earlier paragraphs, write another short passage about 'how have you matured over the year'.
Step 5. Consult your teacher regarding the vocabulary and organization of the last passage. Edit and Rewrite.

**Task Rationale**

**Objective of the task** - The objective of this task placed in Difficulty Level-I is to give the students much needed practice in the use of tenses. It would also give them practice in use of `linking words`. Such a task would be particularly useful for the students who have an average level of grammatical competence.

**Task-6**

**Class Organization** - Students to work individually

**Duration** - approximately 20 minutes

**Source Material(s)** - nothing

**Note**

1. Fill up the blanks with the appropriate linking word/preposition given in the brackets.
2. Rearrange the sentences into a cohesive paragraph.
3. Check-out your attempt with those of your classmates.

1) ______ The players were slugging in the middle, the supporters were carrying their share of the battle by hooting for their teams at the peak of their voices. (when/while)

2) With their team sinking into trouble (more/further), disappointment crept into the supporter's corner, ______ (who/which) soon gave way frustration and anger ______ (for/against) their own team.

3) A basketball match ______ (with/between) arch rivals was in progress.

4) The male supporters of the losing team gave up the hope ______ (and/with) many left the field shaking their head in disappointment ______ (and/along with) anger.

5) ______ (how about/what about) calling something.

6) ______ (However/howsoever), the girls continued to hoot for their team ______ (even though/although) the writing was on the wall.

7) ______ (suddenly/Abruptly) the voices from one corner started waning ______ (as/just as) their team started losing ground.

8) ______ (Now/Then), for long, we have talked about sports 'man' spirit.
9) The girls (not only/on the one hand) hooted their team (till/until) the very end (also/but also) cheered up their defeated team and congratulated the winners.

Task Rationale

(1) Objective of the task - This pedagogic task aims at making the students understand the importance of linking words (which generally sound less significant) to the meaning of a sentence or a piece of writing. Besides this, the task also aims at building the organizational skills of the students at the very beginning of the course. Such a task would compel the students to read and reread, helping them to raise their concentration level.

(2) Assumptions - Construction of this task is based upon the assumption that the students at this level already possess the knowledge of some of these linking words, whereas some of these would be entirely new to them. Had the whole exercise been new to them, it would have had a demotivating effect on the adult learners.

(3) Anticipated problems and proposed solutions - No problems are anticipated in the implementation of this simple task.

Task-7

Letter-writing

Class Organization - Students to work in pairs
Duration - approximately 45 minutes
Source material(s) - nothing

Note - Suppose you are Archana Singh. You are eighteen. You live at 54. Mayur Enclave, Ludhiana. You have completed your 10+2 and are going to study a course in fashion designing at NIFT, Delhi. Write a letter to a close friend of yours telling him/her about your feelings at the prospect of the realization of your long-cherished dream of becoming a fashion-designer. Also write to her about your preparations for going to Delhi as you'll be staying in a hostel.

Method/Procedure

Step 1. Think over and write down twenty-five words.
Step 2. Using these words, construct relevant sentences.
Step 3. Draft a paragraph.
Step 4. Revising and editing, prepare a second draft. Divide it into smaller paragraphs, check out and supply suitable opening and closing sentences.
Step 5. Get your teacher's view regarding organization and vocabulary.
Step 6. Incorporating the suggestions of your teacher, prepare a final draft, choose a proper font and take a final print out.

Task Rationale

(1) **Objective of the task** - The objective of this 'real-world' task is to provide the students of TDC-I a close-to-life situation in which they can 'feel' themselves and can initiate writing. Inclusion of words such as 'close-friend', 'realization of dreams' is likely to stir up the thinking process. Such tasks, if attempted in the proposed step-wise manner, would make it easier for the students to adopt to the 'process' oriented approach to writing. A final work-out at computer would give a sense of achievement to the students. Confidence-boosting is also very essential as the students generally do not have a very high level of confidence so far as writing is concerned.

(2) **Assumptions** - This task is based upon the assumption that the students already know the basic organizational pattern of letter-writing. Working at computer may or may not be possible for the students, thus this part of the task may be dispensed with initially (if required). This step, however, may prove to be motivating for some other students. Looking at the successful attempts at computer would encourage the other students as well.

(3) **Anticipated problems and proposed solutions** - Some students might be a little reluctant to write when they read words such as 'fashion designing', 'NIFT', 'Delhi' as these words might sound 'distant' to them. The problem may be solved by replacing these terms with 'familiar' sounding words or even situations.

**Task-8**

Class Organization - Divide the class into pairs
Duration - approximately one hour
Source material(s) - White papers, carbon-papers
Topic - **Last Time When I ate out**

**Procedure**

Step 1. Working together, Prepare a questionnaire, comprising questions regarding following things:

  i Name of the city.
  ii Name of the hotel/restaurant/fast-food centre.
  iii Occasion
  iv Your first impression of the place
Task Rationale

(1) **Objective of the task** - This task has twin objectives. Firstly, it aims at providing practice at construction of interrogatives, and secondly, at writing short paragraph (using devices of comparison).

(2) **Assumptions** - This task is based upon the assumption that all the students would be able to recollect such an experience and would enjoy writing about such a topic of interest.

(3) **Anticipated problems and proposed solutions** - Some students might come up with excuses such as they have never eaten out. In such a case, the teacher may modify the topic, if he/she really thinks that the student is making a genuine excuse.

**Task-9**

Class Organization - Divide the class into groups of three or four
Duration - approximately one hour

Note:
Read the story carefully.

Arun was my childhood friend, my fidus achates who would stand beside me through thick and thin. We grew up together and started a business. On my insistence Rohan, an old classmate, joined us. To make our project successful, Arun and I put our shoulder to the wheel. Rohan, on the other hand, was a lazy fellow. He would make tall claims of his fidelity. Without contributing with his efforts, he desired a lion's share in our profits. He even tried to play triton among the minnows by boasting of his access to the highly-placed people. I could never see through his designs, but Arun
could feel his pulse. I had blind faith in Rohan, but Arun could sense that he was a snake in the grass. Arun tried to make me realize that the proof of the pudding is in the eating and not flavour, but I was Adamant. Realising that Arun was a hard nut to crack, green-eyed Rohan tried to cause bad-blood between Arun and me. Arun, like a man above-board that he was, aired his opinions about Rohan telling me once again that he'd an axe to grind. I wasn't convinced and we fell out.

Arun burnt midnight's oil once again and established a flourishing business. Now Rohan shed his skin. He hit me below the belt and drove me to the verge of bankruptcy. I was miserable after being duped of lacs. I was in dole-drums when Arun, like a good samaritan, broke the ice and helped me stand again. I will always remain indebted to him.

Instructions -
Step 1. Underline the figurative expressions in the story.
Step 2. Discuss, (within the group) the effect of these figurative expressions on writing on whole - are these expressions enhancing the overall effect of the passage or are these.
Step 3. Rewrite the story eliminating the expressions which you think are not vital to the meaning of the story.
Step 4. Exchange and go through the writings of the other groups.

Task Rationale
Objective of the Task - The objective of this task is to make the students understand the role of such expressions in writing. They would realize such expressions do not always enhance the effect of the writing, but sometimes affect it in a negative way as well. They would also come to learn as to what frequency of these expressions is right for effectiveness in writing. It would also provide them an opportunity to practice subskills of editing and rewriting.

Task-10
Use of attitude words and phrases
Class Organization - Divide the class into pairs
Duration - approximately 20 minutes
Note - Fill up the blanks with appropriate attitude words or phrases. Also supply the most suitable opening and closing sentences to the letter.
My dear Simmi,
(1) it makes an old aunt very happy to know that her niece is interested in what she thinks about her ideas and plans. (2) You are thinking of marrying a boy whom you know for hardly a month. (3) I must say that I think it would not be a wise thing to do.

Dear daughter, I know that you are a very sensible girl, and I know that (4) your parents have brought you up to be independent and to take your own decisions. In your 'open' family you will have heard all the arguments for and against this type of thing many times, and (5) you won't be interested in hearing them again, least of all from me. Nevertheless, I must say something: what you are thinking of doing could make you (and everyone else) very unhappy.

You say that you are an adult and should be allowed to take your own decisions. (6) I agree with you, but (7) if you want to do justice to yourself, you've got to be a bit older and a bit more mature. Moreover, you write that the boy you want to marry is 'according to him' a commerce graduate and is presently searching for a job. He also doesn't like to discuss about his family background as he says that you've to marry 'him' and not 'his family'. At this point, I (8) your parents' argument that one must know at least a few things about the person one has to spend the whole life with. Their fears are totally justified. (9) You will also have thought about these things, but I wonder if you really realize how important this single decision is in one's life. Then (10) you say that you want to discontinue your studies as you find them irrelevant, but here also I disagree with you. (11) Getting some professional training is not at all a bad idea, but I'd like you to continue with your studies a bit longer—at least until you got some paper qualifications. (12) just think about it you're a bright, intelligent girl. You and I really need to have a serious talk together.

So, Seema, please come and see me before you finally decide.

With all my love

Aunt
1. a) Naturally   b) Perhaps   c) Surely
2. a) In my opinion   b) To my surprise   c) Actually
3. a) Fortunately   b) Frankly   c) Undoubtedly
4. a) honestly   b) presumably   c) quite properly
5. a) Of course   b) perhaps   c) Seriously
6. a) Quite likely   b) Unfortunately   c) Broadly Speaking
7. a) Eventually   b) to my surprise   c) obviously
8. a) naturally   b) honestly   c) wholeheartedly
9. a) Undoubtedly   b) To be frank   c) Unfortunately
10. a) generally   b) actually   c) to my surprise
11. a) Undoubtedly   b) obviously   c) finally
12. a) Of course   b) Seriously   c) Naturally

Choices for opening sentence:
1. Thank you very much for your letter.
2. Receiving a letter from you after a long time was really a nice surprise.

Choices for closing sentences:
1. I shall wait for you.
2. If something awful ever happened to you, I'd never forgive myself.

Task Rationale

This task, placed in Difficulty Level-I, is aimed at making the student learn the use of attitude words and phrases in a very close-to-life manner. The incomplete letter in the task is about a subject which always interests the people (particularly at the age of these students in their late-teens). It would also make them realize how important the opening and closing sentences of a letter can be in conveying the true emotions or attitude of the letter-writer.

4.2. Difficulty Level-II

Task-11

Imaginative Writing

Class Organization - Divide the class into pairs
Duration - approximately one hour

Note: - Following is a set of ten pictures. Observe these minutely and -
1. Note down the points you observe about these pictures.
2. Write 3-4 sentences about each picture incorporating the observations made earlier.
3. Go through the sentences which you have constructed. Also have a second look at the pictures. Now, try to remember of some idioms or proverbs which these pictures might be suggesting.

4. Discuss the idioms / proverbs with the other groups.

5. If the discussion does not provide a lead, select suitable idioms/proverbs from the following:
   - To let the cat out of the bag;
   - Look before you leap;
   - To smell a rat;
   - Crocodile tears;
   - To kiss the book;
   - From fire into frying pan;
   - To put the cart before the horse;
   - To bell the cat;
   - To rest on ones laurels;
   - To turn turtle;
   - Raining cats and dogs;
   - A rolling stone gathers no moss;
   - A wolf in sheep's clothing;
   - A lilliputian;
   - To take the bull by the horns;
   - To hold out the olive branch;
   - A bird in hand is worth two in the bush;
   - A white elephant;
   - To keep a person at an arm's length;
   - A feather in ones cap.
5. After deciding upon the idioms/proverbs that these pictures suggest, write short paragraphs of about 5-6 sentences about the incident/person which might have been behind the origin of these idioms/proverbs. The idea of incident or the person may or may not be true. Use your own interpretation.

Task Rationale

Objective of the task - The objective of this task is to provide the students a chance to practise imaginative writing. Besides this, it would give them another chance to observe and describe pictures; the people and the animals in them, their features and their expressions. The language focus of this task is on making the students learn idioms and proverbs, along with learning the use of devices for imaginative writing.

Assumptions - This task is based on the assumption that students at this level would enjoy doing some 'writing for fun', along with the analytical and argumentative type of writing which they mostly do.
Task-12
Making Profile

Class Organization - Students to be divided into pairs.

Duration - approximately 1½ hours.

Material(s) - Plain and carbon papers

Procedure
Step 1. Arrange a discussion in the classroom to decide which point should be taken into account while making a profile.

Step 2. Working in pairs, prepare a questionnaire to collect information. Following aspects are proposed to be included in the questionnaire consisting of at least thirty questions i.e. 5 questions on each aspect:
   i. Physical features
   ii. Family Background
   iii. Educational Background
   iv. Eating Habits
   v. Other likes and dislikes
   vi. Opinions regarding one political and one social issue (issues to be decided during discussion)

Step 3. All the students to respond to the questionnaire individually.

Step 4. After the completion of the questionnaire, both students to place their sheets on their table.

Step 5. Incorporating the information provided by the two responses to the questionnaire, write a paragraph (together) comparing yourself to your partner (mentioning similarities and dissimilarities).

Step 6. Exchange, edit and rewrite. Also consult your teacher regarding vocabulary. Incorporating the suggestions made by the teacher, prepare a final draft.

Step 7. Paste two questionnaires along with the paragraph on display board in the classroom. (Writings of all the pairs along with their questionnaires should be pasted on the board)

Task Rationale

(1) Objective of the Task - The objective of this task is to give the students practice in construction of interrogatives and in use of devices of comparison. This task has been built on a somewhat similar task at Difficulty Level-I, and aims at
putting a tougher challenge to the students than the previous task. It would also help them learn the use of 'linkers' and 'attitude words'.

(2) **Assumptions** - This task has been constructed on the assumption that the students would be able to use their experience of having performed a similar task at Difficulty Level-I.

**Task-13**

Class Organization   - Divide the class into pairs
Duration              - approximately one and a half hour
Material(s)           - nothing

**Topic:** How different, according to you, the life in a modern Punjabi village is, from the life of a big town of the state.

**Step 1.**

Concept of a village

**Step 2.**

B. Its development into a modern village

- features of a modern Punjabi village
- features of a big town of Punjab

**Instruction**

Word limit  - 500 words

Step 3. Attempt a rough draft
Step 4. Edit and revise the rough draft. Consult your teacher regarding organization and for more appropriate vocabulary options.
Step 5. Incorporating the suggestions of your teacher and correcting the grammatical errors, prepare a final draft, choose a proper font and take a final print out.
Step 6. Display writings in the classroom.
Task Rationale

1. **Objective of the task** - The objective of this 'real-world' task is to provide a topic for writing which would sound very familiar, but which would require some mind-mapping and discussion.

2. **Assumption** - This task is constructed on the assumption that the students would be interested in attempting such a task as they would be possessing the appropriate schemata. Step 1 consists of two parts, 'A' is incorporated in order to make the students comfortable about the concept of 'a modern Punjabi Village'. Instructions have been put at two places; 'time' and 'setting' before stage I. so that no time is wasted and 'word limit' after stage 2 so that before this it does not hamper the students on their way to discover the ideas. After stage 2, steps in the 'process' are prescribed in order to make them habitual to it. Step 6 would, again, boost the confidence level of the students.

3. **Anticipated problems and proposed solutions** - No problems are anticipated in implementation of this simple task. It would also provide the students another chance at attempting 'comparison' (similarities and dissimilarities) in writing besides providing them practice in using the 'process' approach to writing.

**Task-14**

**Communication in Writing**

- **Class Organization** - Divide the class into pairs
- **Duration** - approximately one and a half hours
- **Material(s)** - a computer

**Procedure:**

Step 1. Student 'A' should assume the role of a person who has got a new job assignment in an unknown city. You are required to join there within 20 days. You are in need of a suitable accommodation for your family in which you have a wife and a small child (about 5 years old).

Step 2. Student 'B' should assume the role of a property agent in the city where the man has to move. You have ten sets of houses to-let. Give an advertisement in the newspaper. (Mention your phone number and E-mail address).

Step 3. Student 'A' - Reading the advertisement (which also contains the E-mail address of the agent), send an e-mail to the agent mentioning your requirements.
Step 4. Student 'B' - Reply back, giving details of five houses which you think would be suitable for the family of 'A' (details should include location, accessibility, details of the house and rent etc.).

Step 5. Student 'A' - Select a house, inform the agent and request him to make some arrangements before you actually move.

Step 6. Student 'B' - Inform 'A' about the confirmation of the deal

Task Rationale

Objective of the Task - The objective of this task is to create a situation in which the students get a chance to write advertisements and E-mails. Tasks of both these types are part of the course of FE.

Assumptions - This task is based upon the assumption that the students would find the task interesting to perform, and most of the students would be able to work on computer.

Anticipated problems and proposed solutions - The only anticipated problem with regard to this task may be the inavailability of computer and in such a case they may be asked to write down the task on the paper.

Task-15

Descriptive Writing

Class Organization - Divide the class into groups of four
Duration - approximately one and a half hours
Material(s) - Pictures of four or five portions of a house

PART 'A'

Step 1. Distribute the pictures (one set each) to all the groups.

Step 2. Note down the significant features of all the pictures.

Step 3. Write a paragraph describing the house and telling what kind of impression it gives 'as a whole'.

PART 'B'

Step 4. Taking a cue from the earlier paragraph, write a paragraph (in about 300 words) about what kind of house you would like to own with regard to its area, shape, surrounding, construction, furnishings etc.

Step 5. Exchange and edit. Also consult your teacher regarding your problems (if any) and rewrite.

Step 6. Follow-up the whole exercise with a sketch of your 'own' house.

Step 7. Display the sketch and writing in the classroom.
Task Rationale

Objective of the Task - The objective of this task is to give the students practice in describing places and objects besides providing them an opportunity to do some imaginative writing and sketching. It also aims at improving the range of vocabulary of the students as they will have to do a lot of descriptive and imaginative writing.

Assumption - This task has been built on the assumption that the students have the ability to describe scenes individually.

Anticipated problems and proposed solutions - A major anticipated problem in the case of this task is 'sketching'. Many students may be reluctant to do so. This problem may be handled by the teacher according to the situation e.g. some special incentive may be offered to the groups which successfully complete this part of the task.

Task-16

Narrative-Paragraph Writing

Class Organization - Students to write in pairs
Duration - approximately 1 hour

The experience of moving from one house or flat to another.

Procedure

Step 1. Note down as many ideas on the subject as you can.
Step 2. Looking through the ideas again, decide, if you think there are certain ideas which are not particularly relevant and can therefore, be deleted or, if you think some more relevant ideas can be added.
Step 3. After that, group the ideas that you have, decide on the best order and write a paragraph (in about 250 words) narrating the experience and also comparing the two places.
Step 4. Exchange and edit. Consult your teacher regarding better vocabulary options and organization of the passage.
Step 5. Rewrite and Display the writings in the classroom.

Task Rationale

This 'real-world' task would be useful for students in their early-days of the course when they learn to understand and adopt the 'process'. This is about an experience which almost all the students must have had and they would find it easy to narrate.
Task-17

THE USE OF ILLUSTRATIVE EXAMPLES

CLASS ORGANISATION - Students to be divided into groups of 4 or 5
Duration - Approximately one hour
Material - White paper and large envelopes

Procedure

Step 1. Each group should decide on a topic of interest such as Political Extremism, Cricket mania in India, Changing Food habits etc. Once the topic has been decided, the group should collectively write a short passage (of about 10 lines on their topic, but without giving any examples.

Step 2. Each short passage is then passed on from one group to another with a large envelope. They mention two places in the paragraph where an example would be appropriate and also suggest the examples (on a separate sheet). They fold their sheet and put it in the envelope. Continue this until all the groups have worked on all the passages.

Step 3. Finally, the passages and the accompanying envelopes are returned to the authoring group. They choose and incorporate those examples into their passages. Edit them and rewrite them in 300-350 words.

Step 4. Display all the rewritten texts in the classroom. (along with the original paragraph and list of examples)

Step 5. Different groups may discuss among themselves as to 'why' they chose the examples that they did.

Task Rationale

Objective of the task - Such a task would, first of all, make the students realize the importance of examples in a text and would also make them learn to place most suitable examples at appropriate places. Besides this, it would also encourage group work.

Task-18

Analytical Writing

Class Organization : Divide the class into groups of 3 or 4
Duration : approximately 1½ hours
Procedure
Step 1. Consulting among themselves, the students to prepare a tree diagram of a joint family and a nuclear family. (The teacher to explain the 'tree' diagram)
Step 2. Write a paragraph each on the life styles of a joint family and a nuclear family.
Step 3. Based upon the diagrams and the two paragraphs, write a paragraph about How the institution of family has undergone a change in last twenty years or so.
Step 4. Edit your own writings. Consult your teacher for better vocabulary options and organization of the paragraph.
Step 5. Rewrite and put on the display board.

Task Rationale
Objective of the task - The objective of the task is to induce thoughtful analytical writing besides giving an opportunity to learns the use of a 'plan' in writing. Such a task would also give an opportunity to practise speaking (while discussing). Building up vocabulary is another aspect that this task aims at.

Task-19
WRITING A MARKETING PLAN
Class Organization - Divide the class into pairs
Duration - approximately one hour
Note: Suppose you are a marketing executive with an advertising agency. Four companies which manufacture cosmetics, range of women's executive wear, motorbikes and toys have approached your agency for marketing of their products. You can market the products through TV, Radio, Print media and personally (door-to-door marketing). Select the method that you think will be the most suitable for the products that you've to market. Prepare a suitable marketing plan for the products you've been given.

Procedure
Step 1. Choose the range of products you'd like to market.
Step 2. List the products that the company wants to be marketed. In case of motorbikes, it is inapplicable.
Step 3. Study a few things about the products such as their contents, their uses, previous results (if the products are not newly launched), their price-range the buyers the company is trying to target etc. Tabulate the information.
Step 4. On the basis of this information, decide which medium of advertisement would be the most effective and why the other mediums may not be that effective keep, the factors such as targeted buyers, their interests, their attitude, their availability, their paying capacity, etc. in mind while choosing the medium.

Step 5. Write a memo to the director of your agency, explaining to him which medium of advertising you have selected for 'your' range of products and why? Also state why, according to you, the other three mediums will not prove as effective as you'd like them to be.

Step 6. Consult your teacher regarding the structure and contents of the report.

Step 7. Edit, rewrite and display all the writings in the classroom.

**Task Rationale** - This task would be an interesting way to acquaint the students with 'business' writings, which are a part of their writing course. The range of products on offer is likely to prove interesting for the students and they will be able to think about them without much difficulty.

**Task-20**

**Class Organization** - Divide the class into pairs

**Duration** - approximately one hour

**Procedure**

Step 1. Put the names of the twelve months of a year on a sheet of paper. Tick the name of the month in which you are doing this task.

Step 2. Write an account of life in that month (using first person plural as your subject and considering various aspects of life such as clothes, food, weather, spending of spare time etc.).

Write only 5-6 sentences.

Step 3. Considering the same things, write a month-wise account of the remaining eleven months (only in 5-6 sentences per month).

Step 4. Put the whole account in front of you, think as to how we keep making changes in our life-styles according to the changes in weather conditions.

Step 5. Write a paragraph as to who do you think is more powerful - MAN OR NATURE.

In view of steps 2-4, do you believe that man has been able to harness nature?

Also mention if you think that steps 1-4 do not provide sufficient 'input' to decide about the issue.
Step 6. Revise and edit yourself. Consult other groups or your teacher.
Step 7. Prepare a final draft. Exchange and go through the writings of other groups.

Task Rationale

Objective of the task: The main objective of this task is to make the students adopt the 'process' of writing. It aims at making them develop a systematic approach towards writing (particularly about argumentative and reflective writings as this). This task, placed in Difficulty Level-II does not require a great deal of discussion. It may be attempted only within what is done in steps 1-4, other general and stronger arguments concerning the topic may be avoided. Such an exercise of limiting the writing can be very helpful in developing organizational skills. It also aims at giving the students practice in use of 'adverbials of degree' besides building up their basic vocabulary.

4.3 Difficulty Level-III

Task-21

Class Organization - Divide the class into groups of four
Duration - approximately one and a half hours

'INDIA - A SOFT STATE OR STRONG'

Note - This argumentative paragraph may include issues such as India's handling of terrorism (in various parts of the country), cross-border aggression, problem of refugees (in various regions of the country) etc. This task may be performed in two parts i.e. collecting information and steps involved in writing process.

Procedure

PART 'A'

Step 1. Students in different groups to collect newspaper or news-magazine clippings of incidents in support or against the issue. Various news channels may also be used as resource to collect information. Group members to decide among themselves as to which member will consult which newspaper, newsmagazine, TV channel, or radio.

PART 'B'

Step 2. Hold discussion within the group (to share all the information), place 'clippings' on the table and note down the relevant points. Also note down the examples which may be quoted in while writing.

Step 3. Draft a passage compiling the information. Include your personal opinion in the conclusion.
Step 4. Revise and edit writings within the group. Consult your teacher regarding vocabulary/other problems (if any).

Step 5. Rewrite and display all the writings in the classroom. The teacher may recommend two best writings for publication.

**Task Rationale**

**Objective of the task** - The objective of this task, placed in Difficulty Level-III, is to hone the argumentative as well as analytical skills (in written and spoken mode) of the students. It aims to do so by engaging them in some intensive reading, listening and discussions in order to collect and share information. It also aims at widening their range of vocabulary.

**Assumptions** - This task is based upon the assumption that the students are acquainted with the language devices needed in order to perform an argumentative task. Such tasks which integrate different skills (listening, reading, speaking and writing) can serve as a stepping stone to the vast platform of journalism where many students of this course must be aiming to do well (as it involves use of media).

**Anticipated problems and proposed solutions** - The only anticipated problem in performing this task is time constraint (taken to collect data). Students may be given more time to do that.

**Task-22**

**DIALOGUE-WRITING**

Class Organization - Divide the class into pairs

Duration - approximately one hour

Note: Following is a list of statements regarding 'Capital Punishment' or 'Death Penalty'. After each statement, expanding the idea, write a set of dialogues (between the two students) in agreement or disagreement to the statement. One student may convert the statement in a piece of dialogue and the other may respond to it in either mode - of agreement or disagreement, to complete the dialogue. Sticking to either of the two modes may be avoided. Examples may also be incorporated in order to give weightage to the argument.

**List of statements:**

1. Death Penalty or Capital Punishment exists since ages when men believed in the principle of 'eye for an eye'.

   S₁ "_______________________________________________."

   S₂ "_______________________________________________."
2. The state has no right to take away, what it has neither given, nor it can give back, i.e., man's life.

S_1": _____________________________."
S_2": _____________________________."

3. If death penalty is abolished, murders or other crime would increase sharply.

S_1": _____________________________."
S_2": _____________________________."

4. Death Penalty is better than life imprisonment.

S_1": _____________________________."
S_2": _____________________________."

5. Death penalty serves as a lesson to the other criminals.

S_1": _____________________________."
S_2": _____________________________."

6. The convict should be given a chance to improve.

S_1": _____________________________."
S_2": _____________________________."

7. Methods used to 'inflict' death such as strangulation, electric current, lethal injections, poisonous gas, shooting etc., are inhuman.

S_1": _____________________________."
S_2": _____________________________."

8. To live is the basic right of every human being and it can't be tampered with.

S_1": _____________________________."
S_2": _____________________________."

9. There can be other alternatives to 'punish' a criminal.

S_1": _____________________________."
S_2": _____________________________."

10. Life imprisonment is more expensive than death penalty as it takes the government to spend a lot of money on supporting such prisoners, for a length of time.

S_1": _____________________________."
S_2": _____________________________."

Task Rationale

Objective of the Task - This task aims at giving the students another chance to practise writing in agreement or disagreement. It also aims at introducing the concept
of dialogue writing besides providing the students another chance to ponder over one of the more controversial issues. The language focus of this task is on giving practice in direct and indirect modes of writing.

**Task-23**  
**Analytical-Writing**

**Class Organization**  
Make groups of four.

**Duration**  
approximately 2 hours (on two different days)

**Material(s)**  
Students to consult various sources to collect information

**FOUR RELIGIONS**

<table>
<thead>
<tr>
<th>ISLAM</th>
<th>SIKHISM</th>
<th>HINDUISM</th>
<th>CHRISTIANITY</th>
</tr>
</thead>
</table>

NOW LIST FOUR MAJOR FESTIVALS  
(ONE FOR EVERY RELIGION)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

**Procedure**

**Step 1.**  
Attempt the whole exercise in two phases. After naming the festival, ask the students to collect information (or if possible, pictures) regarding them.

**Step 2.**  
Write 10-15 sentences about each festival on the basis of the information they have collected.

**Step 3.**  
Arrange the information in a way that it is accessible to everyone in the group simultaneously, e.g. like this:

<table>
<thead>
<tr>
<th>Islamic Festival</th>
<th>Sikh Festival</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hindi Festival</th>
<th>Christian Festival</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step 4. Write a paragraph on 'Religious Practices' considering the following aspects -
1. how similar these religious practices are.
2. how different these religious practices are.
3. what are the popular messages sent through such festivals.
4. what can be the role of the festivals in establishing religious harmony.
5. Do these festivals need a new face to achieve such harmony?

Step 5. Exchange (between any two groups) writings, edit and reformulate them. Also consult your teacher regarding problems, if any.

Step 6. Display writing in the classroom with the original writing on top and the reformulated one below.

Step 7. Ask the students to discuss the writing techniques employed in each writing one by one and to select which paragraph appeals more to them and why.

Step 8. The teacher may recommend two best writing for publishing.

Task Rationale
(1) **Objective of the Task** - This task placed in Difficulty Level-III has twin objectives - first, to integrate different language skills and secondly, to make them think deep into issues and write on perhaps one of the most important cultural issues. This intensive task would also make them search appropriate vocabulary and work hard on the organization of the passage.

(2) **Assumptions** - This task has been constructed on the assumption that the students who have reached Difficulty Level-III would be already familiar with the basic grammatical devices and organizational skills. By this time, they would also possess sufficient vocabulary to express serious thoughts. Editing the writings of the other groups would keep them interested till the very end.

(3) **Anticipated problems and proposed solutions** - The students might not be able to collect enough information on the festivals that they choose, in such a case, the choice of the festival (decided earlier) may be altered. Students may also find it tiring to work so intensively at the writing. Editing the writings of other groups would keep them interested till the very end because if asked to edit their own writings, they may do so in a hurry to finish. Moreover, an offer to get the best writing published (in the
college magazine or somewhere else) would create a sense of competition among different groups and each would work to the best of its capacity.

**Task-24**

**Setting**  -  Group Work (involve the entire class in discussion in the first phase and divide it into groups of three or four in the next)

**Duration**  -  about 3 teaching periods

**Material(s)**  -  Students to collect information from different sources

**Procedure**

1. Tell the students to collect information on Indian states; their people, their lifestyles and customs; the current political or social situation in the states.
2. Allocate one Indian state to each student. (No. of states to be studied can be reduced if the class is small or if there are major time constraints)
3. Organize a discussion session in the class about the above-mentioned issues and tell every student to make notes on 'his' state.
4. In the next step, write a paragraph about 'his' state.
5. Divide the class into pairs, and ask every pair to write a passage on a related topic such as:
   "INDIA - UNITY IN DIVERSITY OR DIVERSITY PackED IN UNITY"
7. Reformulate the writings and display in the classroom.
8. The teacher may select the best writing and recommend it for publishing in college magazine (or any other journal).

**Task Rationale**

(1) **Objective of the Task** - One objective of this intensive task is to integrate different language skills. Students will need to do some conscious reading in order to collect information about the various states and then they will have to do serious discussion as the step towards the writing task. The chief objective of this task, however, is to polish the analytical and argumentative skills of the students.

(2) **Assumptions** - This task has been placed in Difficulty Level-III and is based upon the assumption that the students have an easy approach to the required material (information about various states) and that they are already familiar with the steps involved in performing the task.
(3) **Anticipated problems and proposed solutions** - The only problem that the researcher can anticipate is regarding the 'length' of the task. Students may find it tiring, but to avoid this, it may be attempted in 2-3 classes.

**Task-25**

Class Organization - Divide the class into groups of four
Duration - approximately 2 hours

**Note** - Have a thoughtful look at the diagram below:

![Diagram of Crime, Religion, and Politics]

**Procedure**

Step 1. Discuss and decide on four unfortunate political or religious incidents e.g. burning the priest and his two sons outside a church in Orissa in 1998, lynching of several people (belonging to so-called 'low' casts) in a village in Haryana recently, Gujrat riots etc.

Step 2. Trace out the criminal nexus by reading about these incidents.

Step 3. Write an analytical passage on the issue especially throwing light on the following points:

i. How 'noxious' this 'nexus' is?
ii. Are 'these three' getting the better of, and getting bigger than the nation?
iii. Where are these two Leaders - 'Political' and 'religious' - leading us towards?
iv. Do you think that the criminals are still the 'most honest' ones?

Step 5. Exchange writings (among different groups), edit them. Also consult the teacher regarding vocabulary.
Step 6. Rewrite and display the writings in the classroom. The teacher may also recommend the best writing for publishing in the college magazine.

**Task Rationale**

**Objective of the task** - The objective of this task placed in Difficulty Level-III is to give the students practice in analytical writing. This type of writing would also give the students practice in the other skills of language learning (While discussing and while referring to newspapers, news magazines etc., and listening to or watching news and other such programmes on TV or radio). It would also help them build their vocabulary.

**Task-26**

**REPORT WRITING**

<table>
<thead>
<tr>
<th>Class Organization</th>
<th>Divide the class into groups of two or three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>approximately one hour</td>
</tr>
<tr>
<td>Material(s)</td>
<td>Xeroxed copies of the map</td>
</tr>
</tbody>
</table>

Note :- Suppose you are working with the Ministry of Tourism, Punjab Government. Your department is keen to develop tourism as an industry in the state and a large-scale project is going to be launched by the department for the same. In the capacity of a government official, perform the following task.

**Procedure**

Step 1. Read the map carefully and make lists of tourist places (state-wise) on the basis of the given references.
Step 2. Tabulate the information, like this

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Names of States</td>
<td>Historical Places</td>
<td>Religious Places</td>
<td>Holiday Resorts</td>
<td>Holiday Resorts and Hill Stations</td>
</tr>
<tr>
<td>1</td>
<td></td>
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<td>6</td>
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</tr>
</tbody>
</table>

Step 3. Write a report to the chairman of the committee which would carry out the project to increase the share of Punjab in India's tourist industry. Also make suggestions regarding development of more places, have the places and discuss their potential for being developed into places of tourist attraction.

Step 4. Exchange and edit writings.

Step 5. Rewrite and display in the classroom with a new tourist map of Punjab (Marking the places you regard as having potential of becoming tourist hot-spots).

Task Rationale

Objective of the task - The objective of this task is to make the students learn how to interpret maps and tabulate information. Besides this, a report-writing exercise of this kind would help brush-up their report-writing skills along with building up their analytical skills (as they'd have to suggest places which have the potential of growing into tourist attractions and explain the logic behind their choice). This type of task is sure to give the students a lot of confidence in themselves and their ability to perform tasks that need foresightedness, and logic. Step 5 would also help boosting the confidence of the students.

Task-27

Class Organization - Divide the class into groups of three or four
Duration - approximately one hour

Procedure

Step 1. Read the following poem thoroughly and thoughtfully
INVICTUS

Out of the night that covers me,
Black as the pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.

In the fell clutch of circumstance
I have not winced nor cried aloud,
Under the bulgeonings of chance
My head is bloody, but unbowed.

Beyond this place of wrath and tears
Looms but the horror of the shade,
And yet the menace of the years
Finds, and shall find me, unafraid.

In matters not how strait the gats,
How charged with punishments the scroll.
I am the master of my fate
I am the captain of my soul.

- W.E.Henley

Step 2. Underline the words or phrases which find as hampering your interpretation of
the poem. Consult your teacher regarding their meaning (or even about the
background of the poem, if necessary).

Step 3. Discuss (within the group) the idea that the poem puts forth.

Step 4. Think and discuss life around you There are many such people with similar
circumstances. Write about a person whose ordeal you consider as exemplary.
Also mention if you take inspiration from such examples.

Step 5. Exchange and edit writings. Also consult your teacher regarding better
vocabulary options.

Step 6. Rewrite and display the writings in the classroom.

Task Rationale

Objective of the task - The objective of this task is to lead the students into a state of
mind where they can remember people in similar type of circumstances and then
write about them and their lives describing people and narrating events. Self-
interpretation of a literary work would be an entirely new experience for the students
who are virtually spoon-fed till this level. It would promote self-learning in
accordance with the theory of learning-how-to-learn besides giving them a chance to dig deep into their minds in an interesting way.

Assumptions - This task placed in Difficulty Level-III takes a literary work as 'Input' in order to inspire students to write such a task in which the poem is not taught formally in the classroom by the teacher, would make the students to interpret it on their own (with help from the teacher), thus reducing their dependence upon the teacher.

Task-28

Class Organization - Divide the class into groups of four
Duration - approximately one and a half hours
Material(s) - a computer

Situation
Suppose you have recently parted ways with your childhood friend.

Procedure
Step 1. Divide the group into pairs. In the situation mentioned above, as pair 'A', write a letter to your parents telling them about your feelings after the traumatic fall-out.

As pair 'B' send an e-mail to your parents regarding the same issue.

Step 2. Combine the pairs into group again. Put the letter and the e-mail in front of the group. Observe and note down the similarities and dissimilarities in content and style.

Step 3. In light of the similarities and dissimilarities of the two methods, write a paragraph about 'Is e-mail killing the art of letter-writing?'

Step 4. Consult your teacher regarding vocabulary or even the content (if required).

Step 5. Exchange and edit your own writings. Incorporating the suggestions of your teacher, rewrite the paragraph. Display the final writings in the classroom.

Task Rationale
Objective of the task - The objective of this task is to give the students another chance to practice letter-writing and e-mailing. The language focus of the task is on giving practice in use of devices of comparison. It also gives the students another chance to reflect upon the changes that technology is instrumental in bringing about in our lifestyles.
Assumptions - This task is based upon the assumption that the students can communicate well through letters and e-mails. It is also assumed that such a task would prove to be thought provoking.

Task-29

Class Organization - Divide the class into groups of four
Duration - approximately one hour

Note :- Read the following news item. Territorial Army Stint Compulsory for Babus

ALL NEW entrants to Central government services will now have to do compulsory military service with the Territorial Army for two months a year over a period of five years. This is the closest to conscription that the Indian establishment has got to. A recommendation to this effect by the K.P.Singh Deo Committee on the reorganisation of the Territorial Army has been accepted by the Government. Even the Parliamentary Committee for Defence had, in its last report, suggested compulsory military service for all recruits to civil services.

"The government has accepted this recommendation in principle. Details on how the civilian work force will be inducted into the Territorial Army will be worked out," sources said.

Raised in 1949, the Territorial Army is a volunteer force of civilians who do part-time military service for two months a year in peace time, and for whatever time-frame required during times of war or natural calamity.

Procedure :

Step 1. Discuss the issue and answer the following questions :

A) Does the Indian Army, already one of the biggest in the world, needs more such recruits ?
B) Should such an exercise be limited only to the central government entrants or others should also be enrolled ?
C) If others should also be enrolled, what should be the criteria ?
D) How, the people, who don't comply, should be dealt with ?
E) Can India afford to spend huge amounts of money on such exercises; the money which can be better utilized by being channeled into development works.
F) Do you think, such a step can pose a threat to national security?
G) Do you think, such an exercise would build our national character, which is so obviously missing at the moment ?
H) If yes, what else should be done to invoke the sleeping spirit of nationalism in Indians?
I) Should women be considered for enrolment?
J) If given a chance, would you join such a campaign voluntarily?

Step 2. Write a paragraph weighing the negative and positive repercussions of such an exercise. Consider the responses to all these questions, also give expression to your 'personal' views on the issue.

Step 3. Exchange and edit the writings. Consult the teacher regarding the choice of vocabulary.

Step 4. Rewrite the paragraph.

Step 5. As a follow-up activity, write an article for your college magazine calling upon the youth to come forward and volunteer for cause of national security.

Task Rationale

Objective of the task - The chief objective of this task is to provide the students another opportunity to practise analytical and reflective writing. It would also give them a chance to attempt indirect comprehension. Step 5 would be a useful activity which can be given the form either of an article or a notice.

Task-30

Class Organization - Students to work in groups of four and pairs at different steps

Duration - approximately one and a half hour

Situation - Suppose you are the director of a travel agency. Give an advertisement in a newspaper for the following jobs in your agency.

I. Travel executives - 2
II. Travel agents - 1
III. Receptionist - 1

<table>
<thead>
<tr>
<th>Name of the agency</th>
<th>Other details of the advertisement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step 1. Working in group, prepare the advertisement.

Step 2. Working in group again, make a list of qualities (personal and professional) required for the 'advertised' jobs.

Step 3. Working in pairs, make a list of the personal qualities and professional inclinations of each other. Students may discuss it with each other.

Step 4. Working in group again, put the qualities required for the 'jobs' (done at step 2) and the qualities of the four students together. Decide as to who is best suited for which job.

Step 5. As a follow-up activity, the students may discuss as to what do the professional inclinations of each member of the group indicate. Which profession would be most suitable for them and if they want to join a particular profession, what would they have to do in order to make themselves eligible for that.

Task Rationale

Objective of the task - The main objective of this task is to give the students practice in business writing. Another objective of this task is to build the vocabulary of the students. It would also make the students go out and collect required information in order to perform the task. A local travel agency may be visited for this purpose. Such a task would also improve the communication skills (oral) of the students.

Anticipated problems and solutions - The only anticipated problem in this task is that there may be no travel agency in some towns, and the students may find it difficult to collect relevant information. In such a case the 'advertisement' for the job may be given for some other 'company' instead of a 'travel agency'.

Conclusion - The tasks in this chapter have been prepared for the students of TDC-I who have opted for the vocational course of FE in order to develop in them a 'process' approach towards writing and to strengthen certain weak areas of their writings. These tasks have been divided into three difficulty levels and may be implemented in a step-wise manner so that the students who need to work more on their writing get an opportunity to practise the individual skills of writing before taking up more demanding and integrated tasks. It, however, does not mean that the tasks have to be attempted in the same sequence in which they have been arranged here.