CHAPTER IV
SELECTION OF THE LEARNING MATERIAL

CONTENTS

4.1 Level of Proficiency to the attained by the Pupils of Class IX in Relation to Comprehension of the Read Material

4.2 Bare Minimum Requirements Regarding
   (i) The Structural Patterns
   (ii) Vocabulary
   (iii) Phrasal Verbs
   (iv) Function Words and
   (v) Common Abbreviations

4.3 References
4.1 Level of Proficiency to be attained by the Pupils in Relation to Comprehension of the Read Material

With a view to ascertaining a consensus of views on "curriculum planning in English", seminars were held at various places. The brochure that shed light on deliberations and discussions has pinpointed the outlines for implementing the basic patterns, vocabulary items, competence expected at each level and guidelines related to presentation of the fundamentals of the language learning.

If we take Reading Comprehension area of Class IX level, the committee has specified the following objective and sub-objectives:

"The student develops the ability to read English with ease and comprehension.

The competence specifications were:

(a) grasps the meanings of words, phrases and sentences from the context;
(b) follows the sequence of ideas, facts etc;
(c) locates significant details;
(d) identifies relationships between ideas, events and facts;
(e) acquires the ability to use both types of suitable dictionaries - English - Gujarati and English - English;
(f) comprehends materials falling outside the prescribed textbook;
(g) acquires a reasonable speed in reading silently with comprehension.

Content Specifications :

(a) silent reading of prescribed textbooks and other materials written to similar specifications;
(b) silent reading of the instructions written on/under maps, figures, registers, advertisement, memoranda, news bulletins, time tables etc.;
(c) reading of slogans, head lines;
(d) reading of slogans, head lines, advertisements and other programmes in newspapers, picture stories, jokes, etc., published in magazines;
(e) translation of paragraphs from English into mother-tongue".1

4.2 Bare Minimum Requirements regarding
(i) the structural patterns
(ii) vocabulary
(iii) phrasal verbs
(iv) function words
(v) common abbreviations
The whole design is based on the structural approach. In Class II the pupils are expected to learn and master 24 teaching points thoroughly. The teachers being the best judges, can use mother tongue judiciously. They are at liberty to alter the order of the teaching points covered in the syllabus. The chief objective would be to present the reading material in a natural and interesting manner.

The prose section would comprise of Ninety (90) pages for Intensive Reading, 25 pages for explanation and consolidation of points in grammar, 20 pages for supplementary Reading. The total number of pages that the pupils have to encompass would be 135 pages. 80 to 100 lines of poetry would adore with a feather in the crown.

(1) The structural patterns would include some special verbs, passive voice (elementary type), Infinitive, Noun clause construction, Relative + to infinitive + what/when/where, Reported speech, Adjectival phrases with present and past participles, possibility, Adverb clause of concession, Adverb clause of time, used to, Relative clauses, Some verbs generally not used in the progressive tenses like see, hear, seem know, hope, love; use of should (in general advisability), HAVE/HAD to (necessity, obligation from outside), Adverb clause of condition, simple present used for future, S.V.E. Must, question-tags etc.
Thus the pupils have to command actively all the above structural patterns by practising them. If they master these basic patterns, they would drink deep at the fount of comprehension.

(ii) Vocabulary

It is expected that the pupils should have mastery over 2785 basic words to fulfil the aforesaid objectives and hence 866 words have been envisaged to be taught during V, VI and VII stds., and the remaining 1919 words are to be covered up in standards VIII, IX and X. The pupils of standard IX have to master 500 words to achieve the goals of comprehension as well as elementary type of expression. During this span of three years, word building has been given due weightage. The grammatical forms whose one type of forms are taught in primary school standards V, VI and VII; the second and the third forms are to be concentrated upon in this period.

(iii) Phrasal verbs

Gujarat State Board of School Textbooks has decided to introduce 135 phrasal verbs in their correct contexts. During the three years of VIII, IX and X the pupils are expected to use them and understand their correct meaning. In standard IX, phrasal verbs have been covered up.
(iv) **Function words**

During the period of VIII, IX and X, the pupils have to work out 88 function words. Function words are significant because the pupils have to familiarise themselves with the functions of those words.

(v) **Common abbreviations**

The pupils of Stds. VIII, IX and X are expected to be acquainted with 43 common abbreviations used in day-to-day life. They must be able to trace out the original word of that abbreviated word and its sense.

Thus, it is found that after toil and moil, the textbook planners have selected the material that would be a bare minimum necessity for the pupils to learn. Proficiency in English is the destination which is not a dream in Utopia.

4.3 **References**

(1) Seminar discussions on curricular programming in English (Stds. V to XII); Gandhinagar: Gujarat State Board of School Textbooks, 1983.