

THE STUDY OF ENGLISH IN INDIA

(Report of a Study Group appointed by
the Ministry of Education)



EDUCATION COMMISSION
GOVERNMENT OF INDIA
NEW DELHI

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1965

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PART I

RECOMMENDATIONS

Chapter I

The Study Group, Terms of Reference, Meetings, Acknowledgements

The Study Group on the Teaching of English at the School Stage was appointed by the Ministry of Education, Government of India, under Resolution No.F.2-37/64-CPGU with the following terms of reference :-

- (1) The position of English in school education as it would be when English would cease to be the medium of instruction at the university stage and would be replaced by Hindi or other Modern Indian languages;
 - (2) The extent of the knowledge of English which a student should have at the end of the secondary stage and at the university stage with a view to maintenance of standards;
 - (3) The re-orientation of courses in the teaching of English at the school stage in view of the findings under (1) and (2) above;
 - (4) The problems involved in the teaching of English at the school stage such as (a) the class in which the teaching of English should begin, (b) the methods of teaching to be employed, (c) the preparation of textbooks and handbooks for teachers, and (d) the preparation of teachers of English for schools in adequate numbers;
 - (5) Improvement of standards of English in secondary schools to meet the present situation of English being the medium of instruction in Universities and the regional languages in the secondary schools; and
 - (6) Any other matters which may be relevant to the study.
2. (1) The composition of the Study Group was as follows :-
1. Prof. V.K. Gokak, Chairman, Principal, Central Institute of English, Hyderabad-7.
 2. Shri A.E.T. Barrow, M.P., 13-A, Ferozeshah Road, New Delhi.
 3. Prof. C.S. Bhandari, 61, South Malaka, Allahabad.
 4. Smt. M. Choksi, 24, Hughes Road, Bombay-7.
 5. Shri A.R. Dawood, General Secretary, Anjuman-i-Islam, Bombay.
 6. Shri J.M. Ure, Chief Education Officer, British Council, New Delhi.

3. It was agreed, after an exploratory discussion and consideration of the working papers produced by some of the members of the Group that the proper interpretation of the first and fifth terms of reference would be as follows :-

1. Apart from the details of a time-schedule regarding the replacement of English as medium of instruction at the university stage, which is beyond the purview of this Group, what needs to be considered is the quantum of English required by those students who will receive their education through the regional medium, once the change comes about. The Group should also set forth the alterations in the methods of teaching English to pupils and of testing their attainment in it, consequent on the change of medium of instruction and examination.
5. At present students continue to be instructed and examined through English. It is possible that, even when the medium has been regionalised, some students will continue to use English as their medium in some schools. The Study Group should, therefore, define the quantum of English which has to be mastered by students who use English as their medium of instruction and examination, now or later and either wholly or partially. Further, the group should set forth the measures to be adopted for ensuring this achievement on the part of students.
4. The Group held four meetings in all, each meeting being spread over several days to ensure thoroughness and continuity in discussion :-

1st meeting : 23rd and 24th May, 1964. State Institute of Education, Poona.

2nd meeting : 17th to 21st July, 1964. Central Institute of English, Hyderabad.

3rd meeting : 21st, 22nd and 23rd August, 1964. Empress Court, Queen's Road, Bombay.

4th meeting : 22nd and 23rd September, 1964. University Grants Commission Bldg., New Delhi.

The discussions took place on the basis of drafts and working papers prepared by members and there was an interesting convergence of views as the sessions drew to a close. We have, therefore, the pleasure and privilege of submitting a unanimous Report.

Though the Study Group worked on a limited area and functioned only for about six months, it is obliged to several individuals and institutions for their valuable

assistance in its work. In particular, we are deeply grateful to the following for all their kindness and help:-

1. Dr. (Smt) Chitra Naik,
Principal, State Institute of Education,
Maharashtra State, Poona,

for accommodation for meetings and hospitality.

She also participated in some of our discussions.

2. The Director, Central Institute of English,
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for accommodation for meetings and hospitality.

3. Shri and Shrimati Kudchedkar, Empress Court,
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for accommodation for meetings and hospitality.

4. Dr. B.M. Lott, Director of Studies, C.I.E., for
the specimen syllabus in Higher Compulsory English.

5. Dr. R.N. Ghosh, Assistant Professor, C.I.E.

for the specimen syllabuses in English for training
schools and training colleges.

6. Shri Yadurajan, Research Fellow, C.I.E.

for the list of higher and lower level vocabulary.

7. Shri K. Subrahmanian, Assistant Professor, C.I.E.

for editing all the appendices and for other help.

8. The office staff, C.I.E., for valuable secretarial
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9. Prof. G.C. Bannerjee for attending the meeting
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finalisation of Chapter IV.

CHAPTER II

A Review of English as Medium of Instruction and as Second Language, viewed in Historical Perspective.

The language problem in India is four-fold from an educational point of view. It concerns the number of languages that a child is expected to study, the relative importance given to each of these languages, the grade level at which the child is expected to learn the second and third languages and the medium through which, at school and university level, instruction and examination take place. In a national pattern which is so full of variety, though the pattern itself is held together closely by an underlying unity, it is only natural that the role of language should evoke considerable controversy and lead to a striking divergence of views.

English as Medium of Instruction

The attempt of the East India Company in the beginning of the nineteenth century, to modernise India sparked off a bitter and prolonged controversy regarding the medium of instruction. The authorities arrived finally at the firm decision that English was the only possible medium for education in "European Literature, Philosophy and Science". English thus became an unchallenged medium of instruction at the higher level.

The adoption of English as the medium of instruction for the higher level of education naturally determined its use as a medium of instruction in secondary schools. Wood's famous Education Despatch of 1854 expressed the view that English and the modern Indian languages together would become the media for the dissemination of European knowledge at the secondary stage. But as it happened, English became the sole medium in secondary schools. The study of English even dominated the entire school curriculum. The Progress of

Education in India (1901-2), an official publication, summed up the situation in plain terms: "The English secondary course aims at giving a sound English school education. The teaching of English is the prime object throughout the course and in the higher classes instruction in all the subjects is given through the medium of English".

It would be superfluous to deal here at length with the glaring evils of an educational system which had objectives that could hardly be described as educational. The study of every other subject was subordinated to the study of English under this system. But the system had at least one virtue - consistency. It saw to it that there was only one medium of instruction and examination both at the secondary stage and in the universities. High school pupils studied all their subjects through English and found hardly any difficulty in following lectures delivered in English when they went up to college. They could comprehend all the prescribed texts with ease and even do considerable supplementary reading in English. This contrasts strangely with the present situation - a situation in which English has broken down completely as a medium of higher learning. Even pupils who have matriculated with first class marks, passing out of a high school which has a regional language as its medium, fail generally to understand either their P.U.C. or higher secondary texts or the lectures delivered in English in the P.U.C. classes. As for expression, it is almost non-existent in the large majority of cases or has a ghost-life in which the likeness to the original is getting fainter and fainter every day. There are almost as many kinds of written English as there are candidates taking an examination.

When the winds of change began to blow in India and the political scene began to be national and colourful, with the introduction of diarchy at the provincial level in 1921, education passed into the hands of the elected representatives of the people and expanded considerably. One of the great

achievements of this period of transition was the adoption of modern Indian languages as media of education at the secondary school level. The change came gradually and unobtrusively all over the country. It began probably with permission being given by the examining bodies in a State to pupils in secondary schools to answer the question-papers in subjects like History and Geography in the mother-tongue. The next step was taken when instructions were issued permitting the use of the mother-tongue as an alternative medium for the teaching of certain subjects. There were hardly any textbooks on any of the prescribed subjects when the transition began. But the demand for such textbooks increased with the increasing use of the regional languages as media of instruction and the book trade began to cooperate and meet the demand by publishing textbooks in the regional languages. Very soon, even subjects like mathematics, physics and chemistry began to be taught through the regional medium. The transition culminated in a last measure, as it were, when, in some of the States, the training colleges followed suit and permitted the regional language as a medium alternative to English in the lectures delivered on some curricular subjects.

A remarkable feature of this transition was that it was anything but rapid - moving forward steadily but gradually. No simultaneous decision was taken by the States to change over from English to the regional medium at the high school level at a given moment of time. Even in the same State, there was no compulsion that all the high schools in the State should change over to the regional medium on a specified date. In many cases, high schools were permitted to make adjustments at their own convenience, according to their needs and requirements and with reference to the ability of their teachers to teach through the regional medium and to the wishes of the parents and guardians of their alumni. Again,

in spite of the manifold advantages that accrued from the adoption of the regional language as medium of instruction, some high schools continued to function with English as medium because there was a reduced but insistent demand for this type of education.

We are faced with another transition in the matter of medium of instruction and examination, this time at the university level. The continuance of English as the medium of higher learning is fraught with ruinous consequences to education itself. Every day that passes without any attempt to remedy the situation leads to further deterioration of standards in higher education. It is a pity that the effects on university education, of the change of medium at the secondary stage in the twenties and thirties of this century, were not foreseen at the time when the change was made. To make the process of transition complete and smooth, no steps were taken then to prepare for the day when the medium would be regionalised at the university level too. We have lost nearly forty years during which the universities could have been prepared - through a phased programme of translations and suitable publications - for the new medium.

Higher education through the regional language was recommended by the University Education Commission in the following terms: "Both from the point of view of education and of the general welfare of a democratic community, it is quite essential that the study of educated youth should be through the instrumentality of their regional language. Education in the regional language will not only be necessary for their provincial activities, but it will enable them to enrich their literature and to develop their culture". One may legitimately demand that there should be due safeguards for an integrated national life and for inter-State cultural exchange through a compulsory study

of English and Hindi as 'second' languages. But to condemn the regional medium itself as a fissiparous and disintegrating force in the educational field is to prostrate oneself before a colourless and anaemic uniformity rather than a radiant and spontaneous unity which is inclusive of a sustaining and life-giving variety.

But the regionalisation of the medium of higher education has moved at a very slow pace. Universities have started changing their medium here and there. Students have been permitted by several universities to write their examination answers in the regional language even when a change of medium has not been planned at all. There is a feeling in academic circles that the change-over should not be hastened. Every step during the transition should be properly planned and implemented before we take the final plunge. The change-over is resisted by those who believe that all the Indian universities should have the same medium. Some think that English should continue as medium and others feel that it should be replaced by Hindi. There has been no time-schedule and no planned preparation in any region for a momentous change of this kind.

Meanwhile the standards of English are deteriorating very fast in our schools and colleges. In the country of Panini, the country that gave the science of linguistics to the world, there are hardly any pupils in our regional medium schools who can write a correct sentence in English. If we speak of a group of sentences, the statement can be extended with slight modification so as to include our colleges in spite of English being the medium of instruction and examination there. Scripts are assigned marks by university examiners not for what the examinees have said but what they meant to say. The English language has itself a ghost-life in India. It lingers in our examination scripts as the ghost of a ghost - like Plato's work of art. A vicious

circle has established itself in these matters - the younger lecturers being almost as incorrect in their use of English as the pupils themselves.

It seems to us therefore that the only hope for higher education now lies in regionalising the medium at the earliest possible moment. We can be guided properly in this change-over by a study of the transition that took place in our schools about forty years ago. The transition came about in our schools because of the increasing pressure of pupils who came from rural areas and whose utter innocence was their very armour against the English medium in schools. There is a similar and more tremendous expansion today in the field of collegiate education. The transition began in schools with permission being given to candidates to answer the examination papers on some of the subjects in regional languages. This is the option given to students today by several universities. In these universities, a college is free to teach in the regional medium and a student is free to answer his examination in the regional medium if he or she so desires. All the schools in a State were not obliged to change their medium at the same time. Schools were allowed to make adjustments according to their own needs and requirements and with reference to the ability of their teachers to teach through the medium and to the wishes of parents and guardians. This is what can very well happen in the collegiate field also. Lastly, some schools continued to use English as their medium of instruction though the whole atmosphere had changed around them. Some colleges in each region will have to be patterned on these lines, with English or Hindi as medium, in order to meet the needs of a migratory section of the population - those in Business or in the Services.

But we need not labour hard at this parallelism. For example, it is a fact that all the States did not decide

simultaneously in favour of the regional medium in schools when the change came. But this process may have to be modified with reference to colleges. Gujarat University came in for a great deal of trouble when it aspired to be a pioneer in this regard. The fact is that the question of medium in the field of higher education is bound up closely with the question of national opportunities and with the ability of a graduate from one State to compete with graduates from other States on a footing of equality in all fields of national employment and service. No single State can stray away from the pattern of a common medium except at its own peril. But it is quite another matter if all the States together decide to regionalise the medium in their colleges or to go even into the wilderness if that is what regionalisation means; for a common handicap is no handicap at all.

The preparation of textbooks is another matter where also the parallelism breaks down. The medium was changed in schools and textbooks came some years later, when the book-trade realised the advantages of book-production in this field. This did not matter because pupils at school could depend on what the teacher taught them or on some textbook that was available in the regional language. But many textbooks will have to be produced at the collegiate stage, for there are many points of view on the subject or topic which a student needs to know. Moreover, the student has to do considerable supplementary reading in English on his subject, if he is to be a good student. This may hold good for many years to come. A planned programme of book production is therefore indispensable at the collegiate stage before a change of medium can be effected. The sooner this is done, the better for the country.

It is not desirable to allow the transition at the university level to shape itself in a leisurely manner and

over a long period of time, as happened with our secondary schools. What secondary schools took about forty years to complete may have to be accomplished in the collegiate field in about ten or twelve years. Modern Indian languages should be firmly established as media in most of our universities by the end of the Fifth Five Year Plan.

But the regionalisation of the medium of higher education should not result either in liquidating the ideal of national education - an education that preserves the mobility of the student and the teacher from one linguistic region to another - or in lowering university standards due to paucity of reading materials in the Indian languages or the restriction of examinerships to local university lecturers who are familiar with the regional language of the area. The ideal of national education, as one that preserves the mobility of the student and the teacher has also to be kept in mind while promoting regional languages as medium of higher education. It would be a sad day on which a brilliant lecturer in Physics is lost to Bangalore because he is a Bengali and a Professor of History to Madras because he is a Maharashtrian. We should arrange to teach English and Hindi, the two link languages, so intensively that a B.A. Special or an M.A. student is able to follow a lecture on his subject in English or Hindi, whatever part of India or of the world the lecturer comes from. He should be trained to be responsive to English and Hindi as media of instruction, though not of examination, after the medium has been regionalised.

All instruction will normally take place in the regional language. But the possibility that a few lecturers may come from other parts of India should always be envisaged and arranged for.

The problem of migratory students will be met by having a college or two in each region with English or Hindi as their medium of instruction.

We have retained, under the Three Language Formula, the provision made for a study of modern Indian languages at school in the Hindi-speaking areas. It is said that there is no incentive for learning these languages. But the desire for a comprehensive inter-State understanding has to be stimulated in our people, for the incentive is no less a prize than national unity. The regionalisation of the University medium, for example, indicates the great need for teaching other modern Indian languages in each region. Unless a large number of experts in each subject, who have studied a regional language other than their own are available, universities will find it difficult to benefit by the services of external examiners in public examinations. It is obvious that our standards of learning will be adversely affected if each university has to rely only on its own teachers as examiners. We have yet to develop objectivity as teachers and examiners in these matters and we stand in need of an external examination agency, at least till this is done. It is, therefore, very important that modern Indian languages, other than the language of the university region, are taught and studied, not only in the Hindi but in the non-Hindi-speaking areas. Further, a study of this kind should not be confined to the language curricula in a university. It should have the status that Compulsory English has today. Every student, whatever his Subsidiary or Principal subjects, should be encouraged to study a modern Indian language other than his own.

English as a Compulsory Second Language:

There has been another development which has exercised a profound influence on the structure of secondary education. The question of an official language for India was a topic of common discussion in political and educational circles during the freedom struggle. There was a sharp difference of views on this question. It was generally

agreed that English could not be adopted as the official language of resurgent India. A strong body of opinion maintained that, as Hindi was spoken in one form or another by the largest number of people in the country, Hindi had the strongest claim for selection as the official language and as the medium of inter-State communication. This aroused serious apprehensions in the minds of the people in the non-Hindi areas. They felt that if this pride of position were given to Hindi, the Hindi-speaking people would have a tremendous advantage over those whose mother-tongue was not Hindi. An acrimonious controversy raged round this question and no decision could be taken regarding an official language for the Indian Union, for a long time. But a decision became imperative in 1950 when the Constitution of India was on the anvil before the Constituent Assembly. The Constitution finally laid down that Hindi in Devanagari script would be the official language of India.

The declaration of Hindi as the official language of India naturally affected the structure of language study in the curricula of secondary schools. The teaching of Hindi had to be provided for at an early stage in the pupil's school career since Hindi was to replace English ultimately as the official language of India. This did not pose any problems for schools in those areas in which Hindi was the mother-tongue of the pupils, for Hindi already occupied an important place in the curricula of these schools. But it created serious difficulties for schools in the non-Hindi-speaking areas. Special provision had to be made for the teaching of Hindi in these schools as a language additional to the mother-tongue and English. Thus there was inequality in the language load borne by school pupils in the Hindi and non-Hindi regions. This caused dissatisfaction in the non-Hindi States and intensified the opposition to the adoption of Hindi as the official language of India.

The Central Advisory Board of Education devised the formula known as the Three Language Formula at its 23rd meeting held in 1956 with a view to removing this inequality. It recommended that three languages should be taught in the Hindi as well as non-Hindi areas at the middle and high school stage and devised the following formula for this purpose :

1. (a) (i) Mother-tongue
(ii) or, regional language
(iii) or, a composite course of mother-tongue and a regional language
(iv) or, a composite course of mother-tongue and a classical language
(v) or, a composite course of a regional language and a classified language
 - (b) Hindi or English
 - (c) A modern Indian or a modern European language, provided it has not already been taken under (a) and (b) above.
2. (a) As above
 - (b) English or a modern European language
 - (c) Hindi (for non-Hindi-speaking areas) or any other modern Indian language (for Hindi-speaking areas).

The Three Language Formula was simplified and approved by the Conference of Chief Ministers held in 1961. The Conference recommended that the following languages should be taught at the middle and high school stage of education:

- (a) The regional language or the mother-tongue when the latter is different from the regional language;
- (b) Hindi or any other Indian language in Hindi-speaking areas; and
- (c) English or any other modern European language,

It will easily be seen that the Formula has not only been simplified but also modified by the Conference. The phrase "any other Indian language" in clause (b) makes it possible now to teach Sanskrit or Persian in the Hindi-speaking areas as a second language whereas the Central Advisory Board had made the study of a modern Indian

language compulsory in the Hindi-speaking areas.

The Three Language Formula in its modified form has been implemented by most of the States.

But a review of the implementation of this Formula shows that, though it has been accepted in principle, it has been misapplied in different ways in the States. This misapplication of the Formula holds good both with reference to the teaching of Hindi in the non-Hindi States and the teaching of an additional modern Indian language in the Hindi areas. As for Hindi, it has generally been planned to teach Hindi from class V (or VI) upwards in the non-Hindi-speaking States. But nowhere is there any indication that it is always given the position due to a language which has to become the official language of the future. Maharashtra has made the study of Hindi compulsory. Assam and Orissa have made the study of Hindi compulsory only up to class VIII. In Bengal, however, the study of Hindi actually begins from class VIII and one may say that it is rather a neglected subject. Madras has refused to make the study of Hindi compulsory and there is no provision for teaching Hindi in every school. The standard of attainment in Hindi is very low in Andhra Pradesh for the percentage of marks required there for a pass is as low as 15. It is clear that the record of non-Hindi areas with reference to the study of Hindi is far from impressive.

But the record of the Hindi-speaking States in the matter of learning an additional Indian language is even less satisfactory. The Three Language Formula has not been accepted and implemented there in the spirit in which it was conceived and recommended by the Central Advisory Board of Education. In Rajasthan, for instance, school pupils study a minority language like Urdu or a classical language like Sanskrit as the third language from class VI upwards. Moreover, the percentage of marks for passing in the subject has been reduced to 25. The study of a third language has

been made compulsory in the schools in Uttar Pradesh. But pupils study either Urdu or Sanskrit and there is hardly any arrangement for teaching any other modern Indian language, much less a South Indian language, in schools. The position is more or less the same in Bihar. The tabular statement, appended to this report as Appendix No.1, shows how the Three Language Formula has been implemented in the various States and Union Territories.

It must be admitted that there are certain difficulties inherent in the national situation itself which come in the way of implementation of the Three Language Formula. The furious discussions and debates over the language issue have created uncertainty and confusion in the minds of the people in non-Hindi areas. The non-Hindi people have, therefore, not yet reconciled themselves to the acceptance of Hindi as the official language of India. The excessive zeal shown by the protagonists of Hindi has made the problem more acute by increasing the psychological tension experienced by the people in the non-Hindi areas. The State Governments in the South and other non-Hindi regions have, no doubt, acquiesced in the decision taken regarding the Three Language Formula. But they act more from a passive sense of acquiescence than from active conviction. The provision for the teaching of Hindi, therefore, has been inadequate and unsatisfactory.

As for the Hindi-speaking areas, the Three Language Formula has been honoured more in the breach than in the observance, in letter rather than in spirit. The discussions in the Constituent Assembly pointed to a close understanding between the representatives of the Hindi and the non-Hindi areas in this matter. If the non-Hindi areas accepted Hindi as the official language of India in the interest of national unity, the Hindi areas on their part agreed to implement the study of a modern Indian language other than Hindi, a South Indian language preferably, in their schools in the interest of inter-State understanding and national unity. The Central

Advisory Board of Education gave an indication of this understanding in the Three Language Formula that it evolved for the country. But the spirit of the formula was modified in the revised form in which it was accepted by the Conference of Chief Ministers. About a dozen high schools in U.P. have arrangements to teach a South Indian language. Even where there is provision of this kind, it was found that the position was indeed an artificial one as neither the teachers nor the pupils had any real motivation, apart from the general one of a reciprocation of goodwill. Many teachers are required to make the study of a second modern Indian language effective. But there are financial difficulties in the way of securing the required number of teachers to teach the additional languages. Most of the schools, therefore, teach Urdu or Sanskrit as the second Indian language.

What, then, is the future of the Three Language Formula in the educational set-up in our country? The relative positions of Hindi and English in the new language set-up in India have become clearer today than they were some years ago. It was expected in the recent past that English would be replaced by Hindi as a medium of communication in every field of activity by 1965. But the idea of such a replacement seems now to have been postponed for an indefinite period of time. An assurance was given by Prime Minister Nehru on the floor of Lok Sabha in 1959 that English would continue to be an associate official language even after 1965 and that, if it was to be dropped, it would be dropped only with the consent of the non-Hindi States. Under the Official Languages Act of 1963, English has been adopted as an associate official language of the Union without any time limit, in spite of the restrictions imposed by a permissive 'may' in the absence of a categorical 'shall' (see Appendix XII). Fanatic opposition to the study of English has almost disappeared and more and more people have begun to realise the cultural, technological and international advantages that flow from a study of English. There are more schools with English as their medium of instruction today than there ever were in the past. It must, of course, be admitted that

there is a kind of artificial stimulus given to the establishment of English medium schools and that this stimulus is directly in proportion to the inability of the regional medium schools to teach their pupils the minimum quantum of English which is necessary for comprehending lectures and textbooks in universities, where English continues to be the medium. But the fact remains that, even when English is replaced by a regional language as the medium of instruction at the university stage, English will continue to be studied, by common consent, both in our high schools and universities as a compulsory second language for many years to come. This is so because supplementary reading in English will be indispensable for university students if they have to acquire a comprehensive knowledge of and proficiency in their special subjects.

The time has therefore come to think afresh on the subject of language study in our schools. We have seen that the Three Language Formula has broken down in the educational field in the Hindi as well as non-Hindi areas. Again, English may be said to have been recognised as an associate language of the Indian Union for an indefinite period. We may, therefore, modify the Three Language Formula today in such a way that only two languages, and not three are studied compulsorily by pupils in their middle school classes. The study of the third language should be postponed to class VIII or IX of the high school. This will lessen the language load on pupils at the middle school stage and postpone the learning of three languages to the high school and higher secondary stage. The full implications of this arrangement will be discussed in the next chapter.

What kind of a language load for school pupils do we envisage after the medium of higher learning in our universities has been regionalised? This also concerns the period when English will most probably continue to be an

associate official language. Assuming that this will be a span of thirty years or so, English will continue to occupy an important place in the curriculum from the point of view of the time devoted to a study of it, the mother-tongue or the regional language being the first language of study. This is so because English will still continue to be the chief source through which we can have access to the vast treasure-house of modern scientific knowledge.

By the end of this period, perhaps, Hindi and the other regional languages will have developed to such an extent that they may be able to replace English in many of the spheres of thought in which it is indispensable today.

A PROGRAMME FOR TEACHING ENGLISH IN SCHOOLS

The consensus of opinion among educationists in India today is that the duration of the school course should be 12 years. The recent Conference of Education Ministers (196) has endorsed this view. The Study Group has therefore assumed that in the next phase of reorganisation, there will be a uniform scheme of a twelve year school course followed by a three year course at the University. The school course should be of the pattern 4+3+3+2. This could be spelt out as follows :-

- (1) Primary - Class I-IV: 4 years
- (2) Middle School - classes V-VIII: 3 years
- (3) High School - Classes VIII-X: 3 years
- (4) Higher Secondary or pre-university - classes XI-XII: 2 years.

There are several reasons why this pattern is preferable to others. One is that the present pre-university year does not give enough time to prepare students for higher education. It is therefore desirable to convert it into a two-year course which separates schools from universities clearly and, at the same time, acts as a bridge which makes the transition smooth. Another reason is that the high school stage will continue to be a three year period in spite of the fact that the pre-university course has been extended into a two year course. A third reason is that it will be possible to divert pupils to vocational courses at two convenient stages -- at the end of Class VII and X respectively. A fourth reason is that a reorganisation of the primary school course into a four year course will assist materially in the improvement of single-teacher schools since they will have four and not five classes to teach. A fifth reason is that, if class V constitutes the first year of the Middle School rather than the last year of the Primary School Course, it would be easier to have trained teachers of English to teach class V along with classes VI and VII.

We have pointed out in the last chapter why English should continue to have an important place in the language curriculum even when it ceases to be the medium of higher learning. An effective knowledge of English is essential for those who, at the end of the higher secondary course, either seek admission to a university or enter on a vocational career. The University student will have to do considerable supplementary reading in English on his own subject in order to master it adequately, perusing not merely books written in English but also journals and other current periodicals. The vocational group can handle the tools of its trade with confidence if it has active knowledge of essential English, or English as a tool subject. Several State Governments have realised this and introduced the study of English in class III in order to see that school leaving pupils are equipped with enough English to help them either in their occupation or in higher education. A decision has been taken to this effect in U.P. and in the southern States. But we think that there is more enthusiasm than discretion in this approach to the teaching of English. There is a tremendous expansion of primary education today and children with widely different backgrounds come to school. It is not desirable to force children to learn English at the lower primary school level, even before they have acquired the necessary degree of proficiency in their own mother-tongue. A mastery of the mother-tongue is essential as a preliminary step to second language learning, if there is to be any real attainment in studying the second language itself. There are also strong administrative reasons, quite apart from this educational argument, which bring out the impracticability of such a step. The amount of money and the number of trained teachers required to make the teaching of English possible from class III upwards would indeed be colossal. It is more easily manageable, from an administrative point of view, to attempt a reform in the teaching of English from the upper primary or middle school level than from the primary level. We therefore recommend that

the teaching of English should begin in Class V, which is the first year of the upper primary or middle school stage.

The level of attainment in English which the Group has in view can be achieved if English is taught for 8 years with the number of periods in each class as indicated below. It would be possible to provide for an 8-year study of English at the school only if the Three Language Formula is radically modified. It will be remembered that this Formula was devised by the Central Advisory Board and modified with respect to the position of the classical language at the Chief Ministers' Conference in 1961. As the Formula stands, three languages are to be taught throughout the secondary course which includes the middle school stage. Thus both English and Hindi are compulsory for classes V, VI and VII (or VI, VII and VIII) at present. But the load of three languages at the middle school level is heavy.

In the interest of sound teaching we recommend that the Formula should be so modified that only two languages are taught in classes V, VI and VII, and that the third language is introduced only in class VIII. Thus if English is introduced as a second language in class V, the study of Hindi, which will be the third language in non-Hindi-speaking areas, should not begin till class VIII. But it is not our intention to propose that the teaching of English should be made compulsory for all those who are in class V. Those who do not wish to take up the study of English at this stage may have the option of studying Hindi in its place as an alternative subject in classes V, VI and VII. It is only when the pupil goes to class VIII that he may be made to study three languages on a compulsory basis; (1) the mother-tongue or the regional language, (2) English, and (3) Hindi or any other modern Indian language. The modified form of the Three Language Formula is given below:

(A) PRIMARY

Classes I-IV

The only compulsory language at this stage will be the mother-tongue or the regional language which will be the medium of instruction.

For non-Hindi-speaking areas :-

- (i) the mother tongue or the regional language;
- (ii) one of the two official languages - English or Hindi.

For Hindi-speaking areas:-

- (i) The mother-tongue or the regional language.
- (ii) English - or Hindi, if English is already taken as the mother-tongue under (i)

B. SECONDARY

Classes VIII-X

For non-Hindi speaking areas:

- (i) The mother-tongue or the regional language;
- (ii) English;
- (iii) Hindi.

For Hindi-speaking areas :

- (i) The mother-tongue or the regional language;
- (ii) English - or Hindi, if English is already taken as the mother-tongue under (i);
- (iii) A modern Indian Language other than Hindi.

(C) HIGHER SECONDARY OR PRE-UNIVERSITY:

Classes XI and XII

It is assumed that the duration of the school course will be 12 years and that there will be a bifurcation at the end of the tenth year, separating students for whom the school course will be a terminal stage from those who wish to pursue their studies further at the University.

The study of three languages in classes XI and XII will also be a heavy load. Pupils will have to study many more subjects and it is not desirable that they should ^{be} burdened with a third language. We therefore propose that, though a third language is studied in classes XI and XII, there should be only an internal test and not a public examination on the third language. This third language should be the mother-tongue or the regional language in non-Hindi-speaking areas and Hindi in Hindi-speaking

areas. It may be further laid down that the syllabus for the third language should emphasise a study of the literature in that language rather than language.

University Preparatory Group

For non-Hindi speaking areas:

- (i) The mother-tongue or the regional language;
- (ii) English;
- (iii) Hindi.

For Hindi-speaking areas:

- (i) The mother-tongue or the regional language;
- (ii) English - or Hindi, where English is already taken as the mother-tongue under (i);
- (iii) A modern Indian language other than Hindi.

Vocational or Semi-Vocational Group:

The mother-tongue or the regional language will be the medium of instruction for these groups, as for the others. But it may not be a subject of study. There will be compulsory study of English or Hindi or any other modern European or Indian language, depending on the type of occupation to be followed. The full implications of this modified formula for language study are set forth below :

- (a) There will be only one language taught to pupils from class I to IV. This will be the mother-tongue or the regional language. It will also be the medium of instruction.
- (b) A second language will be introduced in addition to the mother-tongue from class V to class VII. This may be either English, the associate official language, or Hindi, the official language.
- (c) Three languages will be taught from class VIII to class X. The study of English and Hindi (where it is not the mother-tongue) WILL HAVE TO BE PROVIDED FOR at two levels at this stage, -- a higher and a lower one. The higher level in English (or Hindi) is intended for those who opt for English (or Hindi) in class V and have therefore

studied the language for three years. The lower level in English (or Hindi) is intended for those who opt for Hindi (or English) in classes V, VI and VII, and have had no grounding in the third language. We are aware of the fact that this is a complicated proposal and that it will give rise to a number of administrative problems. These, however, are not insurmountable.

(d) There will be two different courses in languages in classes XI and XII. One of these will be for the pre-university group and the other one for the vocational group. As for the pre-university group, the study of English and Hindi as second languages will be continued intensively. With regard to the mother-tongue or the regional language, however, the emphasis will be on the study of literature in the language rather than on the grammar or structure. Comparatively little time will be available to the vocational group for language study; most of its time will have to be devoted to vocational practice and theory. As already stated, the vocational group will have to study two languages intensively from the following group of languages: English, Hindi, a modern European language, or a modern Indian language. A minimum provision will have to be made for the teaching of the mother-tongue or the regional language, devoting two periods a week to the literature in the language. But the requirements of language study are bound to vary from one vocational course to another. This is a matter, therefore, that will have to be examined in detail by the Committees of Courses for the various vocations.

We may now discuss the objectives that underlie the English-teaching programme outlined above. We have said that the teaching of English in classes XI and XII will be effected at two levels, -- higher and lower. It is expected that those who complete the higher course in English will study Subsidiary and Principal English at the university or specialise in it. The teachers of English in the future

will have to be credited from this class of students. But even those students who study English only at the lower level will be eligible for admission to universities. Since they will have studied English for eight years.

But the course in English which pupils will have to study at school after the university medium is regionalised is bound to be different from the course which they study now. When universities regionalise their medium, it will be no longer necessary to emphasise proficiency in the writing of English to the extent to which it is done now. There will be a shift of emphasis from expression to comprehension. The main aim of teaching will then be to develop the ability of students to read and understand books, journals and reference materials in English.

This does not mean that the skill of comprehension will be developed without any reference to the other skills. A learning process of this kind is neither possible nor desirable. But it does imply, however, that the burden of written expression, which weighs down the pupil considerably at present, will be substantially reduced. The main emphasis will be on reading and comprehension.

We have referred to the two levels in English at the end of the higher secondary stage, higher and lower and have also explained why such a distinction is necessary. We give below a clear statement of the objectives at both these levels :-

1. OBJECTIVES (Lower Level)

- At the end of the course a pupil should be able to -
- (i) understand a talk on a subject within his experience, provided the pace of the talk is not too fast and that unusual words or expressions are avoided,
 - (ii) reply intelligibly in speech, in English, to straightforward questions, within his experience,
 - (iii) read with fluency and understand a simple passage of prose in English, and
 - (iv) express himself with a reasonable degree of accuracy in

speech and in writing in English on subjects within his linguistic experience.

2. OBJECTIVES (HIGHER LEVEL)

At the end of this course a pupil should be able to -

- (i) Understand a talk (including a radio or tape-recorded talk) on a subject of general interest within his experience.
- (ii) (a) Carry on a natural conversation with clarity of expression on a topic within his experience.
(b) Arrange, present and explain his ideas intelligently, on a topic selected by him.
- (iii) Understand the main statements or ideas in a written passage and be able to reproduce them, ^{the} in/order in which they are given, in a simple workmanlike manner.
- (iv) Express himself in writing with relevance and accuracy on:
 - (a) a subject of general interest within his experience,
 - (b) a topic chosen from a subject within the curriculum which entails a vocabulary relating specially to that branch of knowledge.

In our opinion, a student should study English for eight years in order to acquire the quantum of the language necessary to qualify him for admission to the lower level examination at the end of the twelfth year. It therefore follows that a student who has studied English for three years only up to class X will have to undergo a special course in English for a year before he can be admitted to class XI of the pre-University course. This is true also with regard to admissions to class XI for certain vocational courses. For instance, a course in teacher-training (at this level) or in shorthand and typing necessitates an additional year of English. But this may not be necessary for a course in nursing.

If the teaching of English is to be strengthened at the school stage, adequate time will have to be provided in the time-table for its study. The following provision is suggested for the study of the three languages upto the end of the higher secondary courses:-

(1) In classes V to VII, English or Hindi should be studied for at least six periods a week of 45 minutes each. The mother-tongue or regional language will have the same number of periods.

(2) In classes VII to X, fifteen periods will be devoted to the three languages. Six of these will be for English, five for the mother-tongue, and four for Hindi.

(3) In classes XI and XII the mother-tongue will have four periods a week, English 6 periods at the lower level and 8 periods at the higher level, and Hindi four periods a week. Of the eight periods set apart for English at the higher secondary stage, there should be three periods set apart for discussing text materials and some points of usage. The other five periods should be used for meeting class sections of 20 each and helping pupils to cultivate language skills directly. A similar distribution should be observed with reference to the periods available for English at the lower level (2 for class-teaching and 4 for tutorials).

The teaching of English should be based on the structural approach which is used increasingly in different parts of India. A suggested syllabus for the teaching of English upto the end of the higher secondary course is appended to the report. The syllabus for the lower level is given under Appendix II and the syllabus for the higher level under Appendix III. Each of these syllabuses sets forth the quantum of English which should, in the opinion of this Study Group, be acquired by pupils at the end of the higher secondary stage. The details

in summary are as follows :

- (a) 245 teaching points, to be covered by the end of Class X.
- (b) An additional 92 points to be covered by the end of Class XII.
- (c) An additional 38 points, which are intended for the higher level course.
- (d) Additional material (elements in word-formation, formulas, phrasal verbs, etc.); these should be distributed appropriately over the entire course.
- (e) A vocabulary list, consisting of 2000 words for active use, and an additional 1500 words for passive or recognitional use. This is intended for the lower level course.
- (f) A vocabulary list, consisting of 2500 words for active use, and an additional 2000 words for passive or recognition use. This is intended for the higher level course.

This syllabus, it will be soon, is of the type now commonly known as 'structural'; but it is important to notice that we refer throughout to the separate items as teaching points. Many of them are of a lexical, as opposed to a structural, nature; and it follows that not all are of equal importance or difficulty. We believe, however, that each of them needs some effort to learn, and that in consequence they merit separate consideration and treatment.

We think that the quantum of English, as set forth in Appendices II and III represents the required degree of proficiency in the subject; and further that its achievement is both possible and necessary. While we have reason to believe that other specialists in the subject will in general approve our selection we are aware that there may be differences of opinion over the order in which these items should be taught. We are obliged to arrange our items in some order, and the order given here is a suggested teaching order; but in considering the criteria of frequency of occurrence, utility, and "teachability", we have in several places encountered a conflict of priorities. In such cases we have allowed considerations of "teachability" to prevail over others. Moreover, the text-book writer, working on th

basis of this syllabus, should exercise a reasonable degree of freedom in the introduction of these items into his text material.

We should now like to indicate the examinational procedure that should be followed at the end of this course. There should be two course units or papers in English in which the pupil is to be examined at the end of the 12 year school course. He will be examined in language skills with reference to English in both the papers. In the first paper, however, he will be examined on these skills through a textbook prescribed for detailed study and through a supplementary reader prescribed for rapid reading. The second paper will be a general one and the pupil will be tested in the language skills through his comprehension of unseen reading materials and through free composition.

The textbook prescribed for detailed study and the supplementary reader at the lower level will consist of simplified reading material presented through the range of the structures and the vocabulary listed in the syllabus. At the higher level the text for detailed study will consist of unsimplified reading material. An abridged supplementary reader will have to be prescribed for this level, as for the lower level, but its range of vocabulary will be greater. There will also be other points of difference between the higher and lower level examination in English. The questions asked on the various skills should be more difficult at the higher level than at the lower. Pupils will have to answer the questions on a passage given for comprehension through the regional language at the lower level. At the higher level, however, only some of the questions may be answered in the regional language. Again, there will be two questions on free composition at the higher level, but only one at the lower. Generally speaking, the pupil examined at the higher level will be tested more in continuous composition and in a

wider area of usage.

The tests to be held at the end of the 12th year need to be commented on in some detail. Since the objectives at each level are different, separate tests have to be framed for lower level and higher level English. Further, there will have to be an internal as well as an external test at each level as we think that aural-oral tests are necessary at this stage. In view of the large numbers involved, it would be difficult for any Board or University to arrange for these aural-oral examinations. They will, therefore, have to be internal tests. In view of the fact that these tests are going to be internal, the following procedure may be observed :

(i) The student's pass or class marks should be decided only by his achievement in the public examination. If he has passed in the internal test, the certificate should say that he has passed in the internal test. No class or distinction should be awarded on the basis of the marks given internally.

(ii) A correlation should be attempted every year between marks given internally and externally and the results circulated to all the institutions affiliated to the Board or University. One or two roving officers should also be entrusted with the task of supervision so that the internal tests are held in a fair way.

A brief sketch of the test techniques that we should like to see adopted in the examination papers for both the lower and higher levels, is given in Appendices IV and V. The lower level stresses comprehension, both spoken and written, more than expression. There is the first essential change that will set in after the medium is regionalised. The internal tests are there to see that the spoken word is not neglected. Again, candidates are asked to give a summary of a set passage in the regional language. Most of the questions on the passage set for comprehension are in the regional language and are to be answered in the regional language. But the questions set for the higher level indicate that expression is given greater importance at this stage. Candidates are asked to write two compositions. The difficulty level of the other questions on comprehension and on spoken English is also greater.

Chapter IV

A Programme for Teaching English in Colleges

Assuming that the medium of instruction and examination has been regionalised at the university level, we still have to teach English intensively, perhaps even more intensively than we have done before at the collegiate stage. The emphasis will now be different. If there were any approaches to the teaching of English by which comprehension could be stressed more than expression without diminishing the efficiency of the language-learning process, all these could be applied here. The student should have the ability to follow lectures delivered in English and to read a number of books written in English on his subject, some of them even as textbooks. At the same time we have to remember that English may continue to be used almost indefinitely as an associate official language. Expression cannot therefore be ruled out altogether even if it were possible to do so. There will, therefore, be some shift of emphasis and comprehension will be regarded as the more important skill. But expression will not be devalued.

Again, the Compulsory English course which was mainly a liberal art literature course will have to be reoriented largely as a course in language skills. When texts are prescribed, we shall have to think of subject classics, among other books, which will furnish the student with reading material in English on his own subject.

Provision has been suggested for a lower and a higher level of English during the 11th and 12th years. We normally expect that the student who has studied English at the higher level up to the twelfth year is the person who takes up subsidiary and/or principal English at the university. It is from this class of students that teachers of English will have to be drawn in the future. This is so because even if comprehension is emphasised in compulsory English, the teacher who teaches the course, has to speak and write English correct

Students who have passed the lower level of English at the end of the twelfth year will be admitted to the university. But they should have studied English for eight years, commencing from Class V. If they begin their study of English in Class VIII they will have to spend one more year at the end of the 10th year studying English upto the requisite standard. In any case, they will have to pass the examination in Lower Level English at the end of the twelfth year.

It has been suggested that English should be taught as a skill subject even at the higher secondary stage and through class section meetings or preceptorials rather than through lectures. If eight periods are set apart for English at the higher secondary stage, three should be periods for discussing text materials and some points of usage and the other five periods should be used for meeting class sections of 20 each and helping students to cultivate the various language skills. The procedure for the Compulsory English Course at the university stage should be similar. Of the six periods set apart for compulsory English every week, at least three per week should be used as preceptorial or practical exercise periods for class section meetings. All the 3 periods should be so used during the third year.

Compulsory English should be taught, not merely in the first and second year of the three year degree course, but for all the three years. This makes for better comprehension of written materials in English - a skill which is as essential as ever at the post-graduate stage.

But it is not necessary to extend the entire Compulsory Course in English to the third year. Of the two papers, each one of which will be taught for three periods a week, one will be a paper directly on language skills. This may consist of instruction in the following, mainly through preceptorial periods:-

- (a) An adequate knowledge of grammar from any standard book on usages.
- (b) Exercises in vocabulary, - prepositional phrases, phrasal verbs, idioms, etc.

- (c) Practice in the structure of the language to be given through exercises in a graded order of difficulty.
- (d) Exercises in comprehension based on unseen passages. Short questions on these passages may be framed in English and answered in English.
- (e) Precis writing in a simple form during the first year and in order of increasing difficulty later. The precis could be written in the student's mother-tongue.
- (f) Translation from English into the mother-tongue or Hindi. Passages for translation in a graded order of difficulty may be set as follows:
 - (i) A passage taken from a standard text on the subject in which the student specialises;
 - (ii) A passage of general knowledge within the student's range of comprehension.
- (g) A technical passage on the subject in which the student specialises can be set and the student asked to summarise it in his own language.
- (h) Composition: short essays, at first descriptive and narrative and then discursive.

In fact, we should like to suggest that, in addition to the paper on language skills and the second one on skills through prescribed texts, there could be a half paper of the duration of one and a half hours at the end of the second or third year, in summary and translation.

The first paper on language skills and the additional half paper suggested above may be taught for three periods a week during the first and second year and three periods a week during the third year. The course should be taught mainly through preceptorials or class section meetings.

As for the first paper with texts, students can now begin to study simple original writing. The first half of the paper with texts may consist of a book of selections from the prose of the latter part of the 19th century and the 20th century. These should present a variety of subjectmatter and style, - descriptive, narrative, expository, etc. The selections should be graded in order of difficulty. A book of modern English poems which are neither

obscure nor archaic may be prescribed for intensive study.

The second half of the paper should consist of books prescribed for supplementary reading. One of these should be oriented to the needs of specialising groups, -- a subject classic in medicine, engineering, agriculture, physical sciences, social sciences, etc. It should be a book of non-technical prose but having a bearing on the subject in which the group specialises. A suggested list of such books is given under Appendix VIII. The other supplementary books could be novels, collections of short stories or one-act plays, biographies and autobiographies, travelogues, etc.

While selecting books, a certain level of continuity should be maintained between the student's attainment in English at the end of the 12th year and the first and second year of the Three Year Degree course. It should not be a big leap for the student from ~~the material read during the 12th year to that prescribed for the Three-Year~~ Degree course.

The regionalisation of the medium calls for another innovation in the methods of teaching at the university level. It would be desirable now for every department to have in its own subject an additional lecturer whose duty it will be to introduce to the students of that subject the literature in English about it. This work may be done with small groups and two periods a week may be devoted to it. This will be necessary only during the first year. A definite provision may be made in the time-table for it. These periods should not be in addition to the periods allotted for the curricular work in the subject. The guidance given to students in reading such books may be adjusted to the work done in the class every week.

The Course in Compulsory English should be taken by all students who study for a degree in the Arts, Science and Commerce Faculties. Where the degree course in Law commences earlier, the Law student also should take a similar course.

The structure of this Course is discussed in detail in Appendix

VI. It will be noticed that this course, designed for the period of a change-over when the university medium is regionalised, has the following distinctive features:-

- (1) The prescription of a subject classic to facilitate reading on one's own subject.
- (2) The provision for additional lecturers who, during the first university year, will spend two periods a week on introducing the student to the literature in English on his own subject.
- (3) Special emphasis on the cultivation of language skills rather than on a study of literature as such.
- (4) Greater attention to Comprehension rather than Expression.

It will be remembered that students who have studied English at the higher level at the higher secondary stage need a course in Compulsory English which is somewhat different from the one sketched above. Since it is from this category of students that teachers of English, whether for higher secondary schools or for colleges, will be selected, it is necessary that there should be greater emphasis on written and spoken English in the course designed for them. A syllabus has therefore been drawn for a Higher Course in Compulsory English and is attached to the Report as Appendix VII. Students from English medium schools should, as a rule, take the Higher Level Course in Compulsory English.

It should not be necessary to make out an elaborate case justifying the obligatory nature of the study of English at the Three Year Degree Course. What matters is knowledge, not so much the medium through which it is acquired. It is a sound educational principle to use the mother-tongue or the regional language as a medium of higher learning. But where we have reasons to think that the learning acquired in this way is not as many-sided, comprehensive and up-to-date as it is sure to be through a more advanced medium, it is equally sound educationally to expect from the student considerable supplementary reading on his subject in English or in any other modern European language. The all-important goal is the thoroughness of the knowledge and

up-to-date-ness of the learning which he acquires in his own field of specialisation. If we find that the student faces the danger of 'regionalising' without 'specialising', then it stands to reason that his familiarity with the literature on his subject in English should be ensured by making the study of English compulsory at school and college. We should be as determined to make a course in English obligatory in this context as we should be to dispense with it when Hindi and the regional languages are no longer derivative in the field of applied literature but self-generating and creative in their own right. Only those who wish, will study a third language at this stage of our national evolution.

Students can specialise in English at the university by studying English either as a Subsidiary or as a Principal Subject. What kind of syllabus can we frame for students who study English as a Subsidiary Subject? In the first place, such students will take up the higher course in Compulsory English. They will then study two (or three) optional papers. These papers should have a broad cultural value and not involve any considerable knowledge of background or special effort on account of archaic language. One of them should consist of texts drawn from the 20th century, -- the representative works of great writers. This will enable the student to experience the impact of great writing in the language.

Another paper they should study is the one on a linguistic description of English. Even if a student does not take either Principal English at the B.A. or the M.A. course, he will be a fairly good teacher of English if he studies the English language from the point of view of linguistics. This will have to be presented to him simply and with many examples, since there is the danger of the course becoming remote from practical considerations. The syllabus should give the basis of

The syllabus should give the basis of the study and also those points on which linguistics impinges on other disciplines e.g., phonetics, stylistics.

A third paper, if the Subsidiary Course in English has provided for one, should deal with the study of literary criticism, -- the elementary principles of criticism and their practical application.

As for Principal English, students should study a course unit in the great movements and fashions of each age, along with their social, political, religious and cultural backgrounds. Such a course not only helps the student to understand English literature better, but widens his mental horizon.

The student of Principal English will also study prosody, one or two literary forms, a paper in Shakespeare and two papers in literary history. One has already been referred to under Subsidiary English. The student may have two more, -- one each in the literary history of the 19th and the 18th centuries. The earlier span of literary history can be covered at the M.A. stage.

Both at the B.A. and M.A. level, a good part of the teaching should be conducted through preceptorials or tutorials. Neither maturity of mind nor taste will develop if students listen to lectures passively.

The core of the M.A. course should consist of 5 or 6 course units or papers planned as follows:-

- (1) Literary history 1550-1700
- (2) A paper on the principles and practice of literary criticism, -- as embodied in the writings of some of the great European and English critics. Twentieth century criticism must find a place in any such study.
- (3) One or two literary forms, -- their history and theory.
- (4) Chaucer and the fourteenth century.
- (5) Contemporary English usage.

In addition to these course units, the following options may be

offered to students in units of three papers:-

(A)

This may be taken up by higher secondary teachers of English or by lecturers in Compulsory English:-

- (i) History of the English Language.
- (ii) Problems involved in the teaching of English as a second or world language.
- (iii) More advanced topics in the phonetics of English and in structural linguistics, with special reference to English.

(B)

This may be taken up by lecturers in English literature particularly:-

Any three of the following course units:

- (i) Indo-Anglian literature.
- (ii) American Literature.
- (iii) Old English literature.
- (iv) Middle English literature.
- (v) English literature in the fifteenth century.

The viva voce should be a part of the M.A. examination, with at least one external examiner. The idea in holding a viva voce is to test the student's spoken English, his pronunciation and his ability to read. It helps the examiner to recognise candidates who can show that they have read their books intelligently and have a proper sense of the values in literature.

We have distinguished above between lecturers in the English language and lecturers in English literature. No such distinction exists at present in our colleges and universities. The time has come to make this distinction in a department of English and even to insist on it. We are aware of the fact that any mechanical and rigid distinction between language and literature is bound to break down, for it is an almost impossible task to separate ^{form} from substance and language from thought. Nevertheless, we speak of a functional study of language, implying thereby that a

study of the imaginative uses of language can be separated from that of its functional uses. This does not exclude the use of imaginative expression or creative writing for the purpose of teaching the functional uses of language to students; for the imaginative overtones of form as well as substance make the machinery of language through which the form and substance are communicated, memorable.

Our students need to have today a sound grasp of 'functional' or 'essential' English so that they may perfect the knowledge of their own subjects by keeping in constant touch with the books and journals in English relating to their field of study. Since language-teaching has become highly specialised, the current syllabuses in English in our universities, which task of preparing teachers of the English language, as distinguished from literature. The distinction between the two becomes more and more apparent as we move from the Pre-University year to the last year of the M.A. Degree Course. We therefore think students should be given the choice to specialise either in literature or in language, after making sure that they have a certain minimum equipment in both.

are heavily weighted on the literature side are not equal to the

If this is done, more and more students are sure to opt for language study, for that is the need of the hour. We expect that, in the next twenty years or so, most of the departments of English in our universities will have changed over mainly to a language-oriented postgraduate course in English. Advanced specialisation in English literature will be confined to some of the older post-graduate centres. There will soon have to be an unwritten convention in these matters by which some of the teachers in a department of English will specialise in language (not Old and Middle English but Linguistics, Modern English Usage, Phonetics and History of the English Language) and some in literature. Where the management goes a step further and organises two separate departments for the purpose, it will still be desirable to have a kind of unofficial chairman for both the departments, coordinating the work being done in both.

We have given above two separate lists, A and B, for language study and for literature study. It would be good if a greater mobility

is possible and students are given the option to choose one course unit from either A or B, two of the three course units being restricted to either A or B.

A research degree is being insisted on for promotion, for lecturers in English, as for lecturers in other subjects. Whatever the claims of literary research in our universities in the study of English language and literature -- and we do not deny that there is a case for this kind of research -- it is very important that a great deal of first-rate research should be encouraged on the teaching of English in India. Our training colleges are mainly concerned with the training of secondary teachers. But a comprehensive view of the problem is possible in the university departments of English. Textbooks on all subjects written within the limits of a specified vocabulary, anthologies that encourage the learning of current English but are framed with diverse cultural objectives in view, simplified books for supplementary reading, teachers' handbooks, workbooks and test papers are, in their own way, as important as research. There should be some kind of recognition for such work, -- an M.Ed. degree. Experiments with various teaching techniques and methods, statistical investigations, frequency counts, contrastive studies, -- all these await the research scholar in this field.

The honours and post-graduate courses in English have been commented on in this chapter chiefly because it is at these courses that the prospective teacher of English is instructed. We have commented on research in English because research is the only procedure which helps us to know whether our objectives need to be revised from time to time.

CHAPTER V

A Training Programme for Teachers of English

The one important factor which influences standards in the teaching of English is the preparation of competent teachers of English at all stages in adequate numbers. The teaching of a second language is both a complicated art and science today. Where a world language like English is concerned, the process is bound to be more challenging and difficult. That is why the preparation of teachers of English has to be provided for in the most careful manner possible.

Let us visualise for a moment the large number of teachers of English that will be needed at all stages during the Fourth and Fifth Five Year Plans. In accordance with our own proposals we shall begin with the middle school stage (classes V, VI and VII) or the age group 10-12. The total enrolment in these classes will be about 12 million pupils by the end of the Third Five Year Plan. It is expected to rise to about 20 million at the end of the Fourth Five Year Plan (1970-71) and to about 32 million at the end of the Fifth Five Year Plan.

We have stated that the teaching of English will be optional at this stage. Assuming that about 80 per cent of the pupils will opt for English, the total number of pupils expected to study English at the middle school stage will be about 9.6 million at the end of the Third Plan, about 16 million at the end of the Fourth Plan and about 25.6 million at the end of the Fifth Plan.

We have said that English should be taught at this stage for six periods a week. We do not expect that a teacher of English will be able to teach for more than 24 periods a week, of four sections in all with an average enrolment of 40 pupils in a section. We shall, therefore, need a teacher of English for every 160 pupils. The total requirement of teachers of English at the end of the Third Plan would, therefore, be 60,000; at the end of the Fourth Plan 1,00,000; and at the end of the Fifth Plan 1,60,000.

Assuming that, of the 60,000 teachers needed at the end of the Third Plan only about 30,000 are in position, we shall have to train about 80,000 teachers of English for the middle schools during the Fourth Plan period (30,000 to clear the backlog, 40,000 for new enrolment, and about 10,000 for replacement). This amounts to training about 16,000 teachers per year during the Fourth Plan period. On the same basis, we shall have to train 75,000 teachers during the Fifth Plan period or about 15,000 per year (60,000 for new enrolment and 15,000 for replacement.)

The high school stage will cover classes VIII, IX and X, or the age group 13-15 in accordance with our proposals. We have said that English should be taught compulsorily for all children for six periods a week at this stage.

The total enrolment of pupils at the high school stage at the end of the Third Plan will be about 5.5 million. The enrolment will be 9 million at the end of the Fourth Plan and about 13.5 million at the end of the Fifth Plan. Since we have assumed that a teacher is required for every 160 pupils, the number of teachers of English required at this stage will be: about 34,000 at the end of the Third Plan; about 56,000 at the end of the Fourth Plan; and about 84,000 at the end of the Fifth Plan. Assuming that only about 24,000 competent teachers of English are available at the end of the Third Plan, we shall need about 35,000 teachers of English at the high school stage during the Fourth Plan (10,000 for clearing the backlog; 22,000 for new enrolment; and 3,000 for replacement). This means that about 7,000 teachers of English per year will have to be trained during the period of the Fourth Plan. Similarly the additional teachers required during the period of the Fifth Plan will be about 34,000 (28,000 for new enrolment and 6,000 for replacement). This means that about 7,000 teachers of English per annum will have to be trained during the Fifth Plan period.

The higher secondary stage covers classes XI and XII, or the age group 16-17. English will be taught compulsorily at this stage to all students for six periods a week.

Of these six periods per week, two will be class-work periods when the whole class is expected to be in attendance. The class will be divided into 8 groups of 20 each for the remaining four periods. This means that the four tutorial periods will really have to be reckoned as 32 periods. The total number of periods required for a class will be 34. Assuming that each teacher of English at this stage works for 17 periods per week, there will have to be two teachers for the class. We may, therefore, estimate the number of teachers of English required at this stage at the rate of one teacher for 80 students.

The total enrolment of pupils in classes XI to XII at the end of the Third Plan is expected to be about 800,000. It will be 1.4 million at the end of the Fourth Plan and about 2.4 million at the end of the Fifth Plan.

Assuming that only about 4,000 teachers are in position at the end of the Third Plan, we shall have to propose that about 14,000 teachers of English should be trained for this stage during the Fourth Plan period (6,000 for clearing the backlog, 7,500 for new enrolment and 500 for replacement). This means that about 2800 teachers per year will have to be trained during the Fourth Plan period. Similarly, in the Fifth Plan period, we shall have to train 15,000 teachers (12,500 for new enrolment and 2,500 for replacements) or about 3,000 teachers per year.

At the Three Year Degree stage the total enrolment of students will be 700,000 at the end of the Third Plan; 1.2 million at the end of the Fourth Plan and about 2.0 million at the end of the Fifth Plan. All the students are expected to study Compulsory English for six periods a week at this stage. Two of these will be lecture periods. But four periods a week will be tutorial periods. On the basis of four tutorial periods for groups of 20 each, the four tutorial periods will be equal to 16 periods a week for a class of 80 students. Since a teacher can be expected to teach 17 or 18 periods a week we may assume that

the teacher requirements at this stage can be calculated on the basis of one teacher for 80 students. The number of teachers to be in position on this basis at the end of the Third Plan would then be about 9,000. The number will be about 15,000 at the end of the Fourth Plan and about 25,000 at the end of the Fifth Plan. Assuming that only about 4,000 of these teachers are in position at the end of the Third Plan, we shall have to train 11,500 teachers in the Fourth Plan (5,000 for clearing the backlog; 6,000 for new enrolment and 500 for replacement). This means that 2300 teachers per year will have to be trained for this stage. Similarly, the number of teachers to be trained during the Fifth Plan period will be 12,000 (10,000 for new enrolment and 2,000 for replacement) or 2400 teachers per year.

It would seem, therefore, that the number of additional teachers of English that will have to be trained during the next 10 years will be approximately as follows:

Stage	No. of additional teachers to be trained per year	
	<u>Fourth Plan</u>	<u>Fifth Plan</u>
Middle School	16,000	15,000
High School	7,000	7,000
Higher Secondary or Intermediate	2,800	3,000
Three Year Degree Course	2,300	2,400

It may be pointed out that these requirements are exclusive of the teachers of English required for the Subsidiary and Principal courses in English for graduate and for post-graduate studies.

The requirements outlined above are calculated on an approximate basis and it is possible that there may be minor alterations in these figures when we have actual projections. Nevertheless, the figures give an idea of the tremendous effort needed to train an adequate number of teachers of English for the various levels of English teaching during the next ten years.

Qualifications of teachers of English

We may now enquire into the minimum qualifications that teachers of English are expected to possess at the various levels of English teaching.

(1) Middle School: (a) A graduate with a year's training in a training college, the methods of teaching English being one of the subjects that he has selected for study in the training college; or, (b) a person who has completed the higher secondary course and has been trained for a year under a special training programme both in the knowledge of the subject and in the methods of teaching it.

(2) High School:

(a) A graduate with Subsidiary or Principal English and a year's training in a training college, the methods of teaching English being one of the subjects; or (b) a person who has graduated after passing the Indian School Certificate Examination and who has been trained in the teaching of English in a special programme for a year; or, (c) a graduate who has, in addition to being trained for a year in the methods of teaching English etc. in a training college, has also studied English for a special content course for a year (the details of this course will be explained later).

(3) The Higher Secondary and Three Year Degree stage: A post-graduate degree in English with a diploma in the teaching of English as a second language; or (b) a second class graduate with Principal English and with a diploma in the teaching of English as above (this may be permitted as a transitional measure).

It may now be possible for us to form an idea of the steps that will have to be taken during the period of the Fourth and Fifth Plans for training the required number of teachers of English at every level. The steps to be taken will have to be outlined after considering the number of teachers required at various levels and the qualifications expected of them.

Training of teachers of English for the middle school stage

The ideal arrangement for this stage will be to have in each middle school at least one graduate teacher who has specialised in the methods of teaching English. But this provision will not be possible in many of the States. It would be fairly easy in a State like West Bengal where about 60 per cent of teachers at middle school level are already graduates. Nor would this be so difficult in States like Rajasthan where every middle school has a graduate headmaster, though he may not necessarily be trained in the methods of teaching English. But it would present immense difficulties in a State like Maharashtra where the average middle school teacher has himself not gone beyond a middle school stage, for his general education and has studied English only for about four years. The problem will therefore have to be examined separately for each State and the programme of teacher-preparation drawn up accordingly.

We think that the majority of teachers at the middle school level for the next ten years or so will be persons who have passed their school leaving examination and have studied English for six or seven years at the most. The best of these successful students (those who have secured 50 per cent marks or more in English) will generally proceed to a college for higher education. It is mostly the students who have been refused admission to colleges or are not competent to go in for higher education that will join the teaching profession as middle school teachers. A special training programme has therefore to be devised for such teachers of English if their teaching is to be effective.

The Working Group on the Fourth Plan has recommended that subject-teaching should be introduced at the middle school stage as far as possible. This implies that the training schools for middle school teachers will have to be reorganised on the basis of specialisation in subjects as in training colleges meant for secondary teachers. We are in favour of this recommendation, at least with reference to the teaching of English at the middle school stage. We think that

in the course of this reorganisation the training schools should either provide a two-year course with specialisation in two subjects or a special one-year course with specialisation in English. The broad outlines of such a course have been given in appendix IX.

The training of high school teachers of English:

The present arrangements for this stage are that specialisation in the methods of teaching English has been provided in training colleges. But because of the large number of teachers required for this field, this programme of training has been thrown open to any graduate who has studied only compulsory English at the three year degree course. Even his basic knowledge of the subject leaves much to be desired.

Actually, only graduates with Subsidiary or Principal English should be admitted to the training programme. English is frequently taught in high schools by graduates whose basic knowledge is weak and who have not even specialised in the methods of teaching English. It is an ever-increasing body of teachers and it is this group that brings down the standards. We therefore recommend that, if graduates who have done only Compulsory English at the university wish to proceed to training colleges to take the B.Ed. degree in the teaching of English, in order to qualify themselves for teaching English to classes VIII, IX and X, they should be admitted only after they study for a certificate content course in English for a year. This content course should cover the area detailed below:-

- (a) The higher level Compulsory English course ensuring a more advanced achievement in oral and written expression.
- (b) The Subsidiary Course in English at the university consisting of two or three papers and covering a linguistic description of English, a study of some of the representative writings of the 20th century and elementary principles of criticism with emphasis on their practical application.

Arrangements may be made for teaching this content course in arts and science colleges or training colleges.

The training of Higher Secondary and Three Year Degree Course teachers of English;

The B.Ed. course in English that is current now is outmoded. It needs to be revised in many directions. We enclose a specimen syllabus for this course under Appendix X. A specimen syllabus for the higher level course in Compulsory English is also given under Appendix VII.

The admissions to the B.A. special and M.A. courses in English will have to be increased considerably if an adequate number of teachers for this stage is to be trained. Further, the provision for teaching the language papers to both B.A. and M.A. students of English will have to be made if, as prospective teachers of English, they have to master a content which is relevant to their work. The number of training colleges at which they are trained will have to increase. Provision will also have to be made for more places in the four months course at the Central Institute of English.

We may now examine the qualifications required for teacher-educators at all these levels. The teacher educators or the masters of methods in training schools for the middle school stage should be qualified as follows:

(a) Graduates with Special English and a year's training in Methods of Teaching English; or (b) Graduates with Compulsory English who have been trained in a special content course for a year and in a Methods Course for another year.

The teacher educators in secondary training colleges should have the following qualifications: (a) M.A. with Special English and a year's training in the Methods of Teaching English or (b) a diploma in the teaching of English as a second language from Hyderabad (or abroad).

Teachers of English who teach the higher secondary classes and Compulsory English to degree classes in colleges have also to be trained in large numbers. The provision for teaching Special English at the B.A. and M.A. levels has to be expanded considerably if the needs in this

field during the next ten years are to be met adequately. Integrated courses such as have been introduced in the four regional colleges for the preparation of English teachers are welcome. The training facilities provided at the Central Institute of English, Hyderabad, will also have to be expanded.

Apart from the training programmes or pre-service training courses mentioned above, provision will have to be made for refresher courses. The general policy in these matters should be to depute teachers who have served for five years to refresher courses of the duration of 8 to 12 weeks. This means that places will have to be found in refresher courses for about 5% of the total number of teachers.

Subject inspectors will have to be appointed for English in each State. Their qualifications may be the same as those of the teacher-educators who train teachers for the middle and high school stage. Inspecting officers other than subject inspectors will have to be trained in short orientation courses, in the methods of teaching English.

A suitable allowance or two advance increments should be given to teachers who have undergone the training programme prescribed for teaching English at the level at which they teach.

We have discussed in this chapter the number of teachers of English required at various levels, the training programmes which should be planned for them and the qualifications of the teacher-educators who are to train them. We have also mentioned in passing a few other steps which are calculated to improve the quality and equipment of teachers. We shall now see what immediate steps have to be taken to improve the teaching of English current in our schools and colleges.

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Measures to Improve the Present Situation

We have so far dealt with generally the reforms and changes to be introduced in the teaching of English once English ceases to be the medium of higher learning. But English as medium of instruction and examination will not disappear in a day. It will probably be dropped, to begin with in some of the liberal arts subjects and then in some of the social sciences. It is strongly entrenched in the field of the physical sciences and in subjects like Agriculture, Medicine, Engineering and Law. Even when the medium is regionalised, the teaching will probably have to pass through a Bilingual phase, - the regional language providing the grammatical framework and English the technical vocabulary till the new regional or national equivalents of these terms are assimilated into the language. Moreover, as we have already said, not all the institutions of higher learning will change over to the new medium simultaneously.

We have therefore to think of ways and measures which will improve the present situation, - promote the comprehension of reading material in the second language and also the student's grasp of the English language so that he writes his examination answers in correct English. Content and medium are bound up inextricably in any learning process and the student's knowledge of his subject is bound to be limited if his expression is defective.

The first step necessary for this purpose is to train the vast number of teachers engaged in the task of teaching English in schools all over the country. Every body knows that many of our middle school teachers know neither content nor method, having had nothing more than a middle school education. It is these teachers who lay the

foundations and teach the child the alphabet (but not even the sounds) of the English language. With the tremendous demands for primary education everywhere, teachers with even this equipment are difficult to find. This deficiency affects the quality of education all round and more particularly the teaching of a language like English which is spoken as the first language by very few people in the country. It is therefore very necessary that every State in India establishes a State Institute of English and begins to train its large number of teachers in content and methods.

This training is necessary for another reason. The teaching of English has gone through many curious phases in India. When English began to be taught in India, there was prevalent the classical approach to the teaching of a second language - the grammar and translation method. We began and continued with this method. We translated English into the regional language and vice versa for the benefit of our children and drilled into them the rules of English grammar. Actually, the children gained command over comprehension and correct expression, not so much because they know the rules of grammar as for the reason that English was the medium of teaching in secondary schools. All their teachers spoke to them every day in English on different subjects. It was the currency of the language in their classroom and in their home-work that helped them to learn English. But the rules of grammar also presented a norm to which they could refer when in doubt, and all was well. Formidable grammarians of English grew up in India in the wake of this learning - little Jespersens and Kruisingas without their opportunities. That generation, however, has

disappeared and one meets now and then solitary individuals who appear like blasted oaks in the midst of a changing scene.

The generation of grammarians disappeared because, with the advent of the Direct Method, there was apparently no use for them and they even looked ante-diluvian. The Direct Method brought with it the cult of the living language and for the beginner to approach a living language through rules of grammar as if it were dead was thought to be the height of folly. The Direct Method prospered in schools where it was practised rightly. In the large majority of schools in which it could not be so implemented, it was practised with ruinous consequences. The Direct Method drills would themselves have ensured correct expression on the part of pupils. But the teachers, uncertain of their own command over spoken English, did not venture far in that direction. The rules of grammar had, in the meanwhile, been exiled from the classroom since they were regarded as the accompaniments of a dead language. The result was that children at school developed a kind of English which was as primitive and grammarless as a war-cry.

The Direct Method had controlled and graded the vocabulary offered to them in their course books. The Structural Approach, which followed, gave them the benefit of another advantage based on linguistic research, - the grading of structures. But it did nothing to correct the initial deficiency, - the diffidence of the teacher that prevented him from drilling students into correct expression, since the Structural Approach itself made a similar demand on the teacher but in a more systematic manner, for the sentence patterns and other teaching points were now numbered and graded. But the teacher's

diffidence with reference to spoken English and his almost subconscious belief that a second language can only be taught through the grammar and translation method made him use even a Direct Method or Structural course book as he would have used a Grammar and Translation course book. He translated each lesson and every sentence in it into the regional language. He gave the regional equivalent of each word to pupils and thought that he was teaching them English. This procedure did not succeed, as it did in the old days of the Grammar and Translation Method, for two reasons. One was that the currency of English, as a medium of instruction at the high school stage had disappeared. Another was that a reinforcement of translation by a sound drilling of the rules of grammar had been abandoned. It was even shunned as irrational and unscientific. The course book, in which we tend to have exaggerated faith, was thus misused in schools and still is today. This is why we teach English for six years or more in schools and find that children have hardly learnt to frame a correct sentence in English.

This has led to the belief in certain quarters that all will be well if the Grammar and Translation Method is revived in schools for teaching English. Apart from the question whether a living language should be taught like a dead language and allied issues, a tremendous effort will be needed today to revive this method. The tradition that had been built up in the learning and teaching of English grammar has disappeared and the grammarians along with it. Nowhere is grammar taught today, as it used to be, either at school or in college. Even the Principal Course and the Postgraduate Course in English provide for teaching old and Middle English and the history of the language but not Modern English Usage. Our students of English would have to be trained in the Grammar and Translation Method in training colleges. Before this is done, the Masters of Methods themselves would have to be re-educated. New textbooks on grammar and translation would

have to be produced. Hardly any of the teachers of English teaching now have any knowledge of English grammar. Snowball campaigns would have to be organised in every State for training teachers in English grammar. This reversion to the Grammar and Translation Method would at least be as expensive as the nationwide campaigns that we intend planning now in training teachers of English in the Structural Approach. It is better to spend money on a modern scientific approach and method rather than on one which is obsolete. This is why we have suggested that every State should set up an Institute of English for this purpose.

We have already pointed out how the commencement of English teaching at the primary school is not a sound decision from a practical and administrative point of view, even if it is conceded that there is an equally good case for either side educationally. It is obvious that, in the large majority of schools, it will be impossible to secure conditions at the primary level which make 'the mother's method' of teaching a foreign language possible. The number of teachers required to teach English will be fantastically large at the primary level. Unusually large sums of money would be needed to train them. It would be wiser to introduce the teaching of English at the Middle School level and spend all that money on training Middle and High School teachers and on organising refresher courses for them.

Reform in the preparation and prescription of ^{course books} at the secondary stage is overdue. The current procedure in this regard is incredibly fantastic. If an expert or a small group of them, is or are appointed by a State Government to prepare a series of course books which Government intends to publish, a regular obstacle race is prescribed for them. For governments expect them to finish the work in a few weeks, whereas even greater stalwarts would take a year or two to write them. Further, persons already in the employ of a government, Board of university are appointed to prepare these course books on

payment of a token remuneration so that the work is done with the greatest reluctance and in the most perfunctory manner. If State Governments give up the effort to nationalise the production of textbooks, they move away from the deep sea and are nearer to the devil on the other side. A number of publishers, from firms which are the most reputable in the country to concerns in which the publisher himself is part-author, editor, canvasser and salesman, get into the field with feverish activity. Governments usually give a few weeks for producing these books where they should really have permitted a year or two. Literary hacks and pedagogues are employed to hash and rehash what material they can; there is a scramble for the artist, the block-maker and the printing press and vigorous canvassing with the members of textbook committees who are entreated and threatened by turns; and, finally, political pressure is brought to bear at the highest quarters to have a particular series accepted out of fifty or sixty submissions. The fifty-nine publishers, who are disappointed, then proceed to a court of law for a redress of their grievances, legitimate or illegitimate. Thus there is all-round dissatisfaction, frustration, waste and scandal, - all because of a good series of course books in English which needed to be put into the hands of children, but rendered impossible by the very machinery set up to accomplish it.

The sensible thing to do seems to be to appoint a body of experts in this field to produce a few series of course books, workbooks and teacher's handbooks-not for one Department but for several Departments of Education together. There is really no reason why each ^{state} should have its own syllabus for the teaching of English and its own books. It is possible and desirable to have a number of experts to work on such a project if several Departments of Education make common cause in the matter. This will mean a great saving of time and effort. The experts themselves can work on a few series following possible and permissible variations in the pattern, (such as cultural features,) instead of each State having its own syllabus, the individuality of which amounts to nothing better than the arbitrary fancy or eccentricity of its originator. A common syllabus will throw open the door to vast enterprises in this field. A number of supplementary books and even teaching

aids can then be produced with great ease to go with each stage of the teaching of English.

Not that a regional note in the production of textbooks is to be avoided for all time. Contrastive studies are being carried out at present in the Central Institute of English between English and the modern Indian languages. The findings yielded by these investigations will indicate, in a systematic manner the phonological, lexical, syntactical, morphological and semantic areas in which English differs from each one of these languages. We shall then know precisely on what points the pupil in a particular region is likely to go wrong in his learning of English, - the deviation, in his approach to English, caused by the gravitational pull of the mother-tongue. Course books, etc. can then be prepared by experts, still adhering to a common pattern, but producing material specially-oriented to the needs of each linguistic region.

Another need of the hour is a radical change in the structure of our examinations. Even if the syllabuses are revised and course books are prepared on new lines in accordance with the Structural Approach, they will not serve the purpose unless the achievement of pupils is tested in the right manner in internal tests and in public examinations. No language learning takes place now because our test procedures put a premium on memory and not on intelligent comprehension. The cultivation of language skills, which is the prime aim in learning a second language, is relegated to the background and obscured by the study of a course book for its own sake. Faced with large and ever-increasing numbers of unselected children in secondary schools, teachers and examiners have found a solution by devising an examination paper on which candidates could pass, though the successful candidate might not be able to frame half a dozen consecutive sentences in simple and correct English. The

final examination can exercise and has exercised a pernicious influence on teaching at the school stage. As a result pupils do not try to learn, and very often teachers do not try to teach correct expression at all but concentrate on "mark-getting" questions in a badly devised paper. This leads to cramming of answers to text questions from "guides" and translations of the text without mastery of the English constructions involved. Measure of achievement in English by Prof. Gayen and others (National Council of Educational Research and Training, New Delhi), is a survey of question papers and answer scripts and the marks awarded to candidates who appeared for the school final examination held in West Bengal in 1957. The findings are startling:

"To make the minimum pass mark, grammar contributed most of its allotted marks, then came the poetry text and last but not the least the rapid readers. All these three papers, taken together, were counterbalanced by prose and composition. In prose, 62 per cent students failed to secure a pass mark. This is a very important point because prose covers 75 marks. In composition, which carries 50 marks, as many as 72 per cent students have failed to secure a pass mark." (p. 197)

"A close study of the results of the analysis brings out the following points:

- 1) Content concepts appear to have been given more weightage than language concepts;
- 2) Concepts of special forms of composition, such as writing business letters etc., have not been included;
- 3) Calligraphy is given direct recognition, since a few marks are allotted for good hand-writing and neat presentation.
- 4) Idioms and phrases have not been completely covered;
- 5) Questions on word groups, appropriate prepositions and the like have not been set. Only the group verb has been covered;
- 6) Grammar questions do not appear to have adequately sampled the course area." (p. 200)

Appendix XI contains two specimen tests for class XII, one on language skills through texts and another directly on language skills. We wish to suggest, not that these specimens should be mechanically copied, but that the objectives, the test

(1) An arrangement more honoured in the breach than in the observance.

techniques which can measure pupil achievement with reference to them and the relative importance of the objectives themselves should be clearly visualised at each stage before paper-setters set an examination paper.

And this brings us to another important point. The valuation of examination scripts by examiners is, today, a monotonous and boring task. The paper-setter, on the other hand, reels off a question-paper on the lines of the paper set for the preceding year in two or three hours and earns Rs. 75 or Rs. 100 for it. Indeed, the instructions enjoined by Boards and universities, that there should be no departure in the question-paper from the pattern followed during the previous year, gives him a charter for doing nothing better. Thus what matters is form and adherence, not pupil achievement which can be better tested through a certain amount of flexibility in the adoption of test techniques. The specimen valuation of a few scripts by moderators can be immensely useful to examiners. But a question-paper, set during the previous year, can exercise a tyrannous and demoralising influence on paper-setters.

The task of examiners will be easier if new techniques are adopted; for the answers will be more precise and objective than before. But paper-setters will have a difficult time for it will not be possible for them to set a question-paper on new lines even in the course of a few days, let alone a few hours. They may not consider it worthwhile even if their remuneration is doubled. It will therefore be necessary to establish a Central Testing Service, a bureau in which text-papers are constructed and kept ready to meet all requirements, from the first year of English to the last year of Compulsory English in the Three-Year Degree course. Each State Department, Board of university can get from the Service the kind of text-paper suiting its requirements by sending its syllabus to

the Service for perusal and by remitting the stipulated fees.

Where is this Service to be established? We recommend that it be set up and maintained as a wing of the Central Institute of English, Hyderabad, since there is already a well developed nucleus in this Institute for the production of teaching materials and for methodological research with reference to the teaching of English in India. The exploitation of mass media of communication for English teaching programmes is another step that may be taken with great advantage to the teaching of English. An effective English-teaching programme is being televised week by week for the benefit of the schools in Delhi. But it is obvious that a nation-wide use can be made of television only when television sets can be manufactured locally and inexpensively. The Central Institute of English has been co-operating for two years with the A.I.R. and the Directorate of Public Instruction, Hyderabad, in preparing and broadcasting a series of features on the teaching of English, aiming at a particular school class and based on the books prescribed for study in that class. There are radio sets in all the government high schools in Andhra Pradesh State and we understand that this programme has elicited enthusiastic response from teachers as well as pupils. The broadcasts are timed so as to synchronise with one of their periods at school and pupils sit and listen in their classroom, answer the questions broadcast to them at the end of the lesson and send them for correction and evaluation to the Central Institute of English. We understand that the A.I.R., Bombay, has made a similar effort with the cooperation of the British Council in Bombay. Mass media are the teaching aids of the immediate future and they are as indispensable as tape-recorders and film-strips for this purpose. Good teachers are difficult to get, especially for teaching a second language. A good teacher's efforts, therefore, need not be confined to his own class-room. They can indeed be

made effective all over the country by tape-recording, filming, broadcasting or televising them. We do not, however, suggest that these media should in any way supplant the teacher or the course book. They should be given an important and integral place in any second language teaching programme in schools at each stage.

We have already indicated in the preceding chapters the lines on which the syllabuses in English should be revised. This revision is orientated to the regionalisation of the university medium and is more modest in its expectation of pupil attainment in English than what current syllabuses plan for. But there is a big gap today between the objectives set forth in the syllabuses and the actual pupil achievement. On the basis of tests carried out in a few States in P.U.C. classes, the Central Institute of English has concluded that the average pupil today does not acquire a vocabulary of more than 1600 words and a few elementary structures at the end of the twelfth or P.U.C. year. We believe that this view underestimates the shortcomings of pupil achievement in English rather than overestimate them. We, therefore, think that even if teachers of English help their pupils to master the teaching points and the vocabulary list given in Appendix II for the lower level, they will have done something substantial to improve the current English-teaching situation. Teachers of English and headmasters should make sure that the minimum achievement of their pupils in English reaches this level. If this is done, the anomalous situation of candidates passing the S.S.C. examination in large numbers without knowing the limited amount of English they are supposed to know, will come to an end. The difficulties of students proceeding from non-English-medium schools to English-medium colleges will then largely disappear.

Another step overdue is to have 'bridge' or special preparatory courses during the long vacation for those who wish to join a college. These courses may bridge to some extent the transition to the English medium. The necessary materials and methods of teaching such a course have been evolved by the Central Institute of English, Hyderabad. Difficulties, however, arise as to who is to run these courses, what their duration should be and whether they are to be compulsory. Several colleges in Bombay run their own short English language courses at the opening of the term. The content of such courses can be improved through active experimentation. But these courses are strictly limited in their duration since regular college work has to be started soon. It is possible that the schools may be in a better position to organise such intensive courses in English at the end of the school year. But school teachers may not be available for many of them work as S.S.C. examiners during the vacation. Moreover, not all the school teachers will be competent to run such a preparatory course in English. A better arrangement would, therefore, be for universities to organise and run these courses. This seems to be a legitimate responsibility of universities since the courses are meant for pre-university students. If universities agree to provide such courses, the burden of college teachers of all subjects will be lightened considerably.

The introduction of a twelve-year school course will also help to remedy this state of affairs effectively.

Assuming that the S.S.C. Examination is held at the end of the tenth year of school, 35% of the total number of S.S.C. students who pass the examination will proceed to a two year P.U.C. or higher secondary course. (It may be presumed that the other successful students will join vocational courses or be suitably employed). These two P.U.C. years can then be utilised to the maximum for preparing the

student for instruction through English at the university level. When the university medium is regionalised, these two years may be used for improving the student's English as well as for raising the level of content in all the subject courses that he studies at this stage. The Secondary Education Commission has recommended that the content level of subject courses should be raised in this way so that the student goes to his university course with a mature mind.

It is not as though all the other reforms suggested in the preceding chapters should be introduced only after the university medium is regionalised. Some of them have a direct bearing on the current English-teaching situation; and we list below, the reforms that can be anticipated without any difficulty or complication and implemented immediately in order to improve the teaching of English currently:

I Reform of the teaching of English in schools:

(1) A twelve year school course, followed by a three year course at the university, has been accepted by the Conference of Education Ministers that met in 1964. This should be implemented immediately. It will postpone the teaching of English to the Middle School stage, promote the study of English for eight years at school (or three years and a year devoted exclusively to the study of English) and facilitate a two-year P.U. Course which can be used effectively to prepare the students for instruction through English in college.

(2) All these facilities will be possible if the pattern 4+3+3+2 is accepted for the school course and a three year degree course at the university.

(3) The Three Language Formula should be so modified that two languages are taught in classes V, VI and VII and the third language is introduced in class VIII.

(4) Though a third language should be studied in classes XI and XII, there should be only an internal test and not a public examination on the third language. This third language should be the mother-tongue or the regional language in non-Hindi-speaking areas and Hindi in Hindi-speaking areas. Further, the syllabus for the third language should emphasise a study of the literature in that language rather than language.

(5) A student who has studied English for three years only up to class X will have to undergo a special course in English for a year before he is admitted to class XI of the pre-university course.

(6) Full details of a lower and higher level course in English are given in Appendices II and III. Teachers of English today should make sure that the school-leaving student has the minimum equipment represented by the lower level of English given in Appendix II. This will result in considerable improvement.

(7) English should be taught for six periods a week in classes V to X, both inclusive. In classes XI and XII it may be taught for six periods a week at the lower level and eight periods a week at the higher level. Of the eight periods, 3 should be used for class-work on text materials and some points of usage and 5 should be utilised to meet class sections of 20 each and help pupils to cultivate language skills directly. If there are 6 periods a week available, 4 of these these should be utilised for tutorials of this kind. If the higher secondary or pre-university year is only one, as it is today, English should be taught as for the higher level.

II. Reform of the Teaching of English in Colleges:

(1) Compulsory English should be taught throughout the three year degree course, for six periods a week during the first two years and for three periods a week during

the third year. Of the six periods, three should be used as preceptorial or practical exercise periods for class section meetings. All the three periods should be so used during the third year. The course should consist of a paper on language skills through texts and another on skills without texts. A subject classic should be prescribed under the texts paper to facilitate reading on one's own subject.

(2) Those who specialise in Subsidiary English in the Three Year Degree Course should take up the higher level course in Compulsory English and not the lower level. The syllabus for Subsidiary English itself should be revised so as to include a course unit on a linguistic description of English.

(3) A good part of the teaching under both the Subsidiary and Principal courses in English should be conducted through preceptorials and through tutorials at the M.A. stage.

(4) Apart from a common core of literature, the M.A. course should contain an optional section consisting of the history of the English language, a statement of the problems involved in the teaching of English as a second language and a discussion of more advanced topics in the phonetics of English and in structural linguistics with special reference to English. A viva voce should be a part of the M.A. Examination.

(5) Specialisation in language or in literature should be clearly demarcated at the M.A. stage and recruitment of Lecturers, Readers and Professors of English should be made on these lines according to requirements. Where there are an English Language and an English Literature Department are organised separately, the work of the two departments should be coordinated by a common head.

(6) A research degree need not be insisted on for university teachers of English in the same manner in which it is insisted on for other subjects. But first-rate

research is possible on the teaching of English in India. The M.Ed. Degree should really be conferred on those who do outstanding work in the field of course books, anthologies, simplified books, teacher's handbooks, workbooks, test papers etc.

III A training programme for teachers of English

(1) The number of additional teachers of English that will have to be trained during the next ten years is approximately as follows:-

<u>Stage</u>	<u>Number of additional teachers to be trained per year.</u>	
	<u>Fourth Plan</u>	<u>Fifth Plan</u>
Middle School	16,000	15,000
High School	7,000	7,000
Higher Secondary or Intermediate:	2,800	3,000
Three Year Degree Course:	2,300	2,400

(2) The following qualifications are recommended for teachers of English at each of these stages:-

Middle School: A graduate with a year's training in a training College; or
A person who has completed the higher secondary course, with a year's training in a content and methods course.

High School: A graduate with Subsidiary or Principal English and a year's training in a training college; or
A person who has graduated after passing the Indian School Certificate Examination and who has been trained for a year in a content and methods course.

The Higher Secondary and Three-year Degree Stage:

The holder of a post-graduate degree in English with a diploma in the teaching of English as

a second language, or

A second class graduate with Principal English and with a diploma as above (permitted as a transitory measure).

- (3) The training of teachers of English on the lines mentioned above:

Middle School:

Most of the teachers at this level will have passed the S.S.C. Examination. Many more Training Schools should be established and they should provide for the teachers an intensive content and methods programme for a year, such as is outlined in Appendix IX.

High School:

Only graduates with Subsidiary or Principal English should be admitted to a year's training programme in training colleges. Others should be admitted to the course only after being trained for a year in the content course which is the same as the Subsidiary Course, the higher level Compulsory English course along with a course unit in a linguistic description of English and the other papers. Arrangements will have to be made to teach this content course in colleges or in training colleges. The training colleges themselves will have to increase considerably in number.

Higher Secondary and Compulsory English Course teachers:

The Central Institute of English will have to be expanded so that at least double the number of key personnel are trained every year. Many of these teachers will ^{also} have to be trained in training colleges. The admissions to the B.A. Special English and M.A. English courses in colleges and university departments will have to be increased in order to prepare the requisite number of teachers for this level.

- (4) The B.Ed. Course, which is outmoded, needs to be revised as indicated in Appendix X.

(5) Subject inspectors should be appointed in each State to inspect English teaching in the entire area and help the teachers to raise the standards of pupil achievement in English. Other inspecting officers will have to be trained in suitable orientation courses.

(6) Either a suitable allowance or two advance increments should be granted to teachers of English who have been trained in the various training programmes.

(7) Refresher courses should be organised once in five years for in-service teachers, even if they are trained teachers.

(8) The following steps will have to be taken for training teacher-educators for the training institutes of English at various levels. The teacher-trainers in training schools, who should be graduates with Subsidiary or Principal English, should be trained for a year in training colleges or at a four month course in the Central Institute of English. The teacher-educators in training colleges who should be M.A.s in English should be trained at the diploma course in the teaching of English at Hyderabad or its equivalent.

A Programme of Priorities

We have addressed ourselves to two problems mainly in the preceding Chapters: (1) defining the status of English as it would be when the medium of instruction at the University stage is regionalised; and (2) improving the current English teaching situation. A number of recommendations have been made with regard to these problems, some of which are long-term and others, short-term measures. We now wish to select a few crucial measures and recommend that these be implemented immediately on the basis of high priority.

I. A Programme for Advance Action:

We realise that our proposals can be implemented on a large-scale basis only with the commencement of the fourth five year plan. During the eighteen months of the third five year plan which lie ahead of us now, it will not obviously be possible to initiate a programme of reconstruction and reform involving considerable financial outlays. We, therefore, propose that this period should be utilised for advance action on the following lines.

(a) The recommendations contained in this Report should be examined immediately by the Ministry of Education and circulated to State Governments for their consideration and for the inclusion of concrete schemes to improve the teaching of English on the lines recommended by us, in their fourth five year plans. The fourth five year plans of the States will naturally have been finalised during the next eighteen months. The States cannot be expected to include any new major schemes in these plans thereafter. We therefore attach the highest importance to the idea that the State Governments should be enabled to examine our proposals and incorporate schemes approved by them on these lines in their fourth five year plan. This will be

possible only if our recommendations are brought urgently to their notice during the next two or three months.

(b) We think that the two crucial measures for improving the teaching of English on a national scale are -

- (i) the expansion of the Central Institute of English, Hyderabad; and
- (ii) the establishment of an Institute of English in each State.

We recommend that both these problems should be examined immediately by the Ministry of Education. A suitable programme of expansion for the Central Institute of English till the end of the Fourth Five Year Plan should be drawn up, laying down a scheme for advance action during the remaining eighteen months of the Third Plan. It is necessary that financial provision for it should be made by the Ministry of Education in its budget for this year and for the next. Again, the programme for establishing an Institute of English in each State and for assisting the State Institutes that are already established should be provided for in the centrally sponsored sector. A detailed programme of development till the end of the Fourth Five Year Plan should be drawn up for each State Institute of English. Advance action for implementing this measure should start immediately. The entire expenditure on the whole programme till the end of the Fourth Five Year Plan should be borne by the government of India as Central assistance on a 100 per cent basis outside the State Plans.

(c) The following arrangements should be regarded as the minimum necessary for a State Institute of English :-

- (i) An independent building in which all the classes and the offices of the Institute can be housed.
- (ii) An independent building in which the Institute hostel can be housed, with satisfactory accommodation

(iii) The Institute should have independent status.

It should not be attached to any other Institution under the State Department of Education.

(iv) Specially trained teaching personnel should be recruited to posts at the Institute and they should be given the U.G.C. grades meant for Readers and Professors. The Director of the Institute should at least have a Professor's status. The minimum qualifications for a member of the teaching staff at a State Institute, including the Director, should be a good M.A. Degree in English and a Diploma from the Central Institute of English, Hyderabad, or a qualification equivalent to it.

(v) The grants for the expansion of a State Institute should be made available through the Central Institute of English, which will co-ordinate training programmes so as to help the institutes to function effectively in their areas. Further, in order that the State Institutes may get adequate technical assistance for their proper functioning, there should be an effective contact between them and the Central Institute of English, Hyderabad.

(d) We have already recommended that a special training programme should be devised for teachers of English at the Middle School and Secondary stages. It is essential that teachers trained under this programme should be available for work in schools during the first year of the Fourth Five Year Plan or as soon as possible thereafter. It is, therefore, necessary that immediate steps should be taken to -

(i) determine the number of training institutions required for training teachers of English for Middle and secondary Schools;

(ii) prepare the teacher-educators for staffing these institutions; and

(iii) establish such institutions forthwith all over the country.

Steps will have to be taken during the remaining eighteen months of the Third plan as advance action towards implementing these three measures. The funds required for this purpose should be made available by the Central Government by including this programme in the Centrally sponsored sector.

(e) We have also recommended that school education should be reorganised according to the pattern 4+3+3+2. This is an important issue and it involves deliberations with the State Departments of Education, Boards of Secondary Education and University authorities. The next eighteen months can be utilised for this purpose so that a firm decision can be reached about it by the end of the Third Five Year Plan and the reform implemented as early as possible in the course of the Fourth Five Year Plan.

(f) The main body of recommendations made in this Report is concerned with the place of English in our schools and colleges after the medium of higher education has been regionalised. We have pointed out how a change of medium at the school level which came about in an unplanned manner in the twenties and thirties of this century affected higher education in an adverse manner. We are not free even now from the harmful consequences of this step. If the medium of instruction at the university level has to be changed by 1975, as recommended by us, it is necessary that there should be a planned and phased programme of action towards realising this objective. A change of medium at the University implies a programme of suitable translations and publications in each regional language, co-ordinated action on the part of all universities and a definite plan for teaching English and Hindi intensively at the Secondary stage so that unity of academic life in the country is not affected adversely. Effective action on all these issues would be possible only if an executive machinery

is devised at the national level. This executive body should be representative of all the authorities concerned with this problem. It should function at a sufficiently high level and command adequate financial resources required for this programme of action. We, therefore, recommend that steps towards the establishment of such a body should be taken as early as possible.

II. Proposals for the Fourth Five year plan.

In our opinion, the broad programmes for the development of the teaching of English in the Fourth Five Year plan should include the following :-

- (i) The expansion of the Central Institute of English on the lines suggested in our recommendations.
- (ii) The establishment of an Institute of English in each State.
- (iii) The revision of curricula at all stages of education and the use of mass media for the teaching of English.
- (iv) The establishment of special institutions for the training of teachers for Middle, Secondary and Higher Secondary Schools in adequate numbers.
- (v) The upgrading of the qualifications of teachers of English at different levels in the manner discussed in the Report.
- (vi) The organisation of one-year content courses for improving the competence of these teachers of English in Secondary schools who have studied only compulsory English.
- (vii) The expansion of facilities for teaching the course in Special English at the under-graduate and post-graduate stages so that an adequate number of teachers of English will be available for higher secondary schools and colleges.
- (viii) provision for posts of Subject Inspectors of English.

- (ix) Organisation of orientation courses for the inspecting officers of Middle and Secondary Schools.
- (x) The establishment of an Educational Testing Service and orientation courses for teachers of English in Evaluation techniques.

III. Programme for the Fifth Five year plan:

We expect that the change of medium at the university level will be fully implemented during the period of the Fifth Five Year plan.

We also recommend that refresher courses should be organised for teachers of English so that every teacher of English can undergo a refresher course extending from one to three months once in every five years of his service.

CHAPTER VIII

Summary of Findings and Recommendations

For convenience of reference, we give below a summary of our main findings and recommendations, arranged according to Chapters.

(1) Owing to the pressure of historical circumstances, English became the unchallenged medium of instruction at the higher level during the second quarter of the 19th century in India. In spite of Wood's Despatch (1854) which held out the hope that English and the modern Indian languages would be media at the secondary stage, English became the sole medium. The study of English dominated the entire school curriculum. Though the system of education could hardly be regarded as sound, it maintained consistently the same medium of instruction at both the secondary and university level - English.

(2) With the advent of Diarchy on the provincial level in the twenties, modern Indian languages were adopted as media of education at the secondary school level. This change came gradually and unobtrusively all over the country.

(3) We are faced with a similar transition at the university level today. The continuance of English as university medium with the regional medium current in school, is fraught with ruinous consequences to education itself. It is a pity that this was not foreseen when the medium in secondary schools was regionalised. We have lost nearly forty years during which the universities could have been prepared for the new medium by a phased programme of translations.

(4) One may legitimately demand that the unity of academic life in the country should be ensured through due safeguards like an intensive study of English and Hindi as link languages. But we are not justified in condemning the

regional medium itself as a fissiparous and disintegrating force.

(5) A vicious circle has established itself in the teaching of English - the younger lecturers being often incorrect in their use of English. It is possible to promote in students the comprehension of reading materials in English for purposes of supplementary study. But correct expression in English and the continuation of English as medium of higher education is now beyond the reach of our students. The only hope for higher education now lies in regionalising the medium without any further delay.

(6) The transition from English to the regional medium should be a carefully planned and phased programme. The following may be envisaged as some of the possible steps in this process: (a) Permission given to candidates to answer the examination papers on some of their subjects in the regional language. (b) Permission given to colleges to continue to teach either through English or the regional medium, depending upon the preparedness of their teachers and the willingness of the parents and guardians. (c) The decision to regionalise the university medium should be taken simultaneously all over the country and not sporadically by a university here and a university there. (d) A planned programme for the production of textbooks on all academic subjects in the regional language is essential. This should not be left to the vagaries of the book-trade, as it was when the school medium was regionalised.

(7) Modern Indian languages should be firmly established as media in most of our universities by 1975, the last year of the fifth Five Year Plan. All the steps necessary in the field of book-production should be taken according to this time-schedule. We suggest this ⁱⁿ view of the vicious circle that has established itself in the teaching of English in schools and colleges. We do not believe that correct

expression in English can be salvaged as part of the equipment of an average student in the present state of the learning and teaching of English. This state of affairs cannot be improved sufficiently to such an extent as to ensure correctness of expression in English as the general and habitual acquisition of average students.

(8) The ideal of national education as one that preserves the mobility of the student and the teacher should be carefully provided for, while regionalising the medium. This can be done by teaching English and Hindi to students so intensively that B.A. Special and M.A. students are able to follow lectures in English or Hindi with ease and are responsive to them as media of instruction though not of examination. All instruction will normally take place through the regional medium. But the possibility that a few lecturers may come from other parts of India should always be envisaged and arranged for.

(9) Once the university medium is regionalised, the need for each student to study a modern Indian language other than his own will be more apparent than ever. Experts in different subjects are employed today as external examiners by each university. Unless experts are available for each subject who know the regional language which is the medium of a university, the valuation of examination scripts will have to depend only on internal examiners. It is therefore necessary to encourage each student to study a regional language other than his own both at school and in college.

(10) The Constitution laid down in 1950, after considerable controversy in the Constituent Assembly and outside, that Hindi in Devanagari script would be the official language of India. This meant that special provision had to be made for the teaching of Hindi in schools in the non-Hindi-speaking areas.

(11) The Central Advisory Board of Education evolved the

Three Language Formula in 1956 to remove this inequality in the language load on children. Its outstanding feature was that it recommended Hindi as a compulsory language in the non-Hindi areas and a modern Indian language in the Hindi areas.

(12) The Formula was simplified at the Chief Ministers' Conference in 1961 so as to permit "any other Indian language" - even a classical language like Sanskrit or Persian - to be studied as a compulsory language in the Hindi areas.

(13) The Three Language Formula has been accepted in principle but not implemented satisfactorily. There are certain difficulties inherent in the national situation itself which come in the way of its implementation.

(14) Hindi will be the official language by 1965. But English may, to quote from clause 3 of the Official Languages Act, "as from the appointed day, continue to be used in addition to Hindi for all the official purposes of the Union". This may be for an indefinite period.

The educational significance of the study of English as a second language is now being increasingly realised.

(15) The Three Language Formula should be modified. Only two languages and not three, should be studied compulsorily in classes V, VI and VII and the study of the third language should be taken up in classes VIII, IX and X. Assuming that the duration of the school course is 12 years, three languages may continue to be studied in classes XI and XII, but in a modified form.

(16) The modified form of the Three Language Formula is given below :-

A. PRIMARY

Classes I-IV

The only compulsory language at this stage will be the mother-tongue or the regional language which will be the medium of instruction.

Classes V-VII

For non-Hindi speaking areas:

- (i) the mother-tongue or the regional language;
- (ii) one of the two official languages - English or Hindi.

For Hindi-speaking areas:

- (i) The mother-tongue or the regional language;
- (ii) English - or Hindi, if English is already taken as the mother-tongue under (i).

B. SECONDARY

Classes VIII-X

For non-Hindi-speaking areas:

- (i) The mother-tongue or the regional language;
- (ii) English;
- (iii) Hindi.

For Hindi-speaking area:

- (i) The mother-tongue or the regional language;
- (ii) English - or Hindi, if English is already taken as the mother-tongue under (i);
- (iii) A modern Indian language other than Hindi.

C. HIGHER SECONDARY OR PRE-UNIVERSITY

(1) University Preparatory Group

For non-Hindi-speaking areas:

- (i) The mother-tongue or the regional language;
- (ii) English;
- (iii) Hindi.

For Hindi-speaking areas:

- (i) The mother-tongue or the regional language;
- (ii) English - or Hindi, where English is already taken as the mother-tongue under (i);
- (iii) A modern Indian language other than Hindi.

(2) Vocational or Semi-Vocational Groups:

The mother-tongue or the regional language will be the medium of instruction for these groups as for the others. But it may not be a subject of study. There will

be compulsory study of English or Hindi or any other modern European or Indian language, depending on the type of occupation to be followed.

(17) The level of attainment desirable in English can be reached after studying English for eight years at school at the rate of six periods a week in classes V to X, both inclusive, and six periods a week for the lower level in classes XI and XII (and eight periods a week for the higher level).

(18) A pupil who has studied English or Hindi for three years only upto class X, will have to undergo a special course in English or Hindi for a year before he can be admitted to Class XI.

(19) English will continue to occupy an important place in the language curriculum from the point of view of the time devoted to a study of it. This is so because English will for a long time continue to be the chief source of all scientific or technological knowledge. The fact that English will be the additional official language lends further support to this position.

(20) In a 12-year school course, it is assumed that there will be a bifurcation at the end of the tenth year, separating pupils for whom the school course will be a terminal stage from those who wish to pursue their studies further at the university. The language requirements are bound to vary from one vocational course to another. They will have to be examined in detail by the committees of courses for the various vocations.

(21) A twelve year school course followed by a three year course at the university is the pattern that has been accepted by the Conference of Education Ministers in 1964. This should be implemented immediately and the pattern 4+3+3+2 should be accepted for the school course.

(22) The introduction of English as a second language earlier than class V should be discouraged.

(23) Pupils who seek admission to class VIII without studying English for the three preceding years should be required to study English for a whole year and pass a test in English.

(24) In classes XI and XII, English should be taught for at least six periods a week. Four of these should be utilised to meet class sections of 20 each and help pupils to cultivate language skills directly. The other two periods should be used for class work on text materials and some points of usage. If the higher secondary or pre-university year is only one, as it is today, English should be taught for eight periods during the year, five of these periods being devoted to class section meetings.

(25) English will have to be studied at two levels at the higher secondary stage. When the medium of instruction at the university stage is regionalised, comprehension will be a more important language skill than expression for the large majority of students. Comprehension will decidedly be a more important language skill than expression at the lower level course which has been designed to meet the needs of the average university student.

(26) The higher level course in English is designed for that class of students from among whom teachers of English will have to be recruited in the future. Those who complete the higher level course in English should study Subsidiary or Principal English at the University.

(27) A statement of the objectives of the lower and higher level courses in English at the higher secondary stage is given below:

(a) OBJECTIVES (Lower level):

At the end of the course a pupil should be able to-

- (i) understand a talk on a subject within his experience, provided the pace of the talk is not too fast and that unusual words or expressions are avoided;

- (ii) reply intelligibly in speech, in English, to straightforward questions, within his experience;
- (iii) read with fluency and understand a simple passage in English; and
- (iv) express himself with a reasonable degree of accuracy in speech and in writing in English on subjects within his linguistic experience.

(b) OBJECTIVES (Higher Level):

At the end of this course a pupil should be able to -

- (i) understand a talk (including a radio or tape-recorded talk) on a subject of general interest within his experience;
- (ii) (a) carry on a natural conversation with clarity of expression on a topic within his experience,
(b) arrange, present and explain his ideas intelligently, on a topic selected by him;
- (iii) understand the main statements or ideas in a written passage and be able to reproduce them, in the order in which they are given, in a simple workmanlike manner;
- (iv) express himself in writing with relevance and accuracy on:
 - (a) a subject of general interest within his experience;
 - (b) a topic chosen from a subject within the curriculum which entails a vocabulary relating specially to that branch of knowledge.

(28) A student should study English for eight years in order to acquire the quantum of the language necessary to qualify him for admission to the lower level examination at the end of the twelfth year. A student who has studied English for three years only up to class X should undergo a special course in English for a year before he can be admitted to class XI of the pre-university course. This

is true also with regard to admissions to class XI for certain vocational courses.

(29) Syllabuses for both the lower and higher level courses, based on the Structural Approach, are given in Appendices II and III. The lower level course aims at the acquisition of an active vocabulary of 2,000 and a passive vocabulary of 1,500 words as well as the mastery of 337 teaching points. The higher level course aims at the mastery of an additional 38 teaching points and an active as well as a passive vocabulary of another 500 words each. Certain additional material (elements in word-formation, formulas, phrasal verbs, etc.) should be distributed appropriately over the entire course.

(30) The two syllabuses (higher and lower) presuppose the prescription of two papers or course units -- one on language skills with texts and the other on language skills without texts. Simplified reading material is prescribed for the lower level, and unsimplified reading for the higher level. The supplementary reader prescribed for the higher level should have a greater range of vocabulary.

(31) Appendices IV and V contain some specimen test techniques and questions meant for the lower and higher level examinations in English at the end of the higher secondary stage (classes XI and XII) are given in Appendices IV and V. A comparison of the two appendices will bring out the following distinctions: (a) The lower level stresses comprehension rather than expression, both written and spoken. (b) The difficulty level of the questions on comprehension and on spoken English is greater at the higher level. (c) Pupils have to answer the question on a passage given for comprehensions through the regional language at the lower level. At the higher level, only some of the questions may be so answered. (d) There are two questions on free composition at the higher level, but only one at the

lower. The pupil examined at the higher level is tested more in continuous composition and in a wider area of usage.

(32) Aural-oral tests are necessary at both the lower and higher levels. These will have to be arranged as internal tests in view of the large number of pupils involved. Since these tests have to be internal, two safeguards are recommended: (a) No pass or class should be awarded on the basis of the marks given internally. If the candidate has passed in the internal test, this should be shown in the certificate. (b) Roving officers should supervise the internal examination in different centres. (c) A correlation should also be attempted between marks given internally and externally and the results circulated to affiliated institutions.

Chapter IV - The Teaching of English in Colleges

(33) Compulsory English should be taught throughout the three-year degree course, for six periods a week during the first two years and for three periods a week during the third year. Of the six periods, three should be used as preceptorial or practical exercise periods for class-section meetings. All the three periods should be so used during the third year. The course should consist of a paper on skills through texts and another on skills without texts. A subject classic should be prescribed under the text paper to facilitate reading on the student's own special subject. Simple, original writing can now be prescribed for study in the form of a book of prose and poetry selections, novels, collections of short stories or one-act plays, biographies, travelogues, etc. A certain level of continuity should be maintained between the pre-university and the compulsory English course while prescribing books.

(34) What is stated above regarding the course in compulsory English applies to the measure of reform recommended for the

transition period. In addition to the two papers, there should be a half paper of the duration of one and a half hours in Summary and Translation.

(35) The regionalisation of the medium of instruction at university level necessitates another innovation. Each department in a college should have, in its own subject, an additional lecturer whose duty it will be to introduce to students the literature in English on the subject. Provision should be made for this work for two periods a week during the first year of the three-year degree course. This kind of guidance should keep pace with the topics taught each week.

(36) A specimen syllabus of the higher level course in Compulsory English is given in Appendix VII. It is meant for students who have studied English at the higher level at the higher secondary stage. There is a greater emphasis on expression in this course since teachers of English for the higher secondary and compulsory English classes are expected to emerge from this category of students.

(37) Those who specialise in Subsidiary English in the three-year degree course should take up the higher level course in Compulsory English and not the lower level. The syllabus for Subsidiary English should be revised so as to include a course unit on a linguistic description of the language.

(38) A good part of the teaching under both the Subsidiary and Principal courses in English should be conducted through preceptorials and through tutorials at the M.A. stage.

(39) Apart from a common core of literature, the M.A. course should contain an optional section consisting of the history of the English language, a statement of the problems involved in the teaching of English as a second language and a discussion of more advanced topics in the phonetics of English and in structural linguistics with special reference

to English. A viva voce should be a part of the M.A. Examination.

(40) A reorientation of courses as mentioned above will result in bringing about a sharp distinction between lecturers in the English language and lecturers in English literature. This is not only a valid distinction but one which has a great significance for the future. Most of the departments of English may be expected to be language-oriented departments during the next twenty years.

Specialisation in English literature as such may be confined to some of the older post-graduate centres.

(41) There is considerable need for research on the problems arising from the teaching of English in India. A degree like M.Ed. should really be conferred on those who do outstanding work in the field of textbooks, anthologies, simplified books, Teacher's handbooks, workbooks, test papers, etc. A research degree need not be insisted on for university teachers of English in the same manner in which it is insisted on for other subjects.

Chapter V :

A Training Programme for Teachers of English

(42) A programme should be worked out for each State, on the basis of the qualifications prescribed, the number of teachers required for each stage and the number of training schools and training colleges and teacher-educators required. The programme should be so scheduled as to begin in April 1965 and end by March 1971. The number of additional teachers of English that will have to be trained for the whole country during the next ten years is approximately as follows:-

<u>Stage</u>	<u>No. of additional teachers to be trained per years</u>	
	<u>Fourth Plan</u>	<u>Fifth Plan</u>
Middle School	16,000	15,000
High School	7,000	7,000
Higher Secondary or Intermediate	2,800	3,000
Three-Year Degree Course	2,300	2,400.

(43) The following qualifications are recommended for teachers of English at each of these stages :-

(a) Middle School: A graduate with a year's training in a training college; or a person who has completed the higher secondary course, with a year's training in a content and methods course in English.

(b) High School: A graduate with Subsidiary or Principal English and a year's training in a training college; or a person who has graduated after passing the Indian School Certificate Examination and who has been trained in the teaching of English in a special programme for a year; or a graduate who has, in addition to being trained for a year in the methods of teaching English in a training college, also undergone a special content course in English for a year.

(c) The Higher Secondary and Three Year Degree Stage:

A post-graduate degree in English with a diploma in the teaching of English as a second language; or a second class graduate with Principal English and with a Diploma as above (as a transitory measure).

(44) The training of teachers of English should be organised on the following lines :-

Middle School Teachers: Most of the teachers at this level will have passed the S.S.C. Examination. Many more Training Schools should be established to provide an intensive content and methods programme for a year as outlined in Appendix IX.

High School Teachers: Only graduates with Subsidiary or Principal English should be admitted to a year's training programme in training colleges. Others should be admitted to the course only after being trained for a year in the content course - the higher level Compulsory English course along with a course unit in a linguistic description of English and the other papers. Arrangements should be made to teach this content course in colleges or in training colleges. The number of training colleges should be increased considerably. The

admissions to the four-month course in the Central Institute of English should also be increased.

Higher Secondary and Compulsory English Course Teachers:

The Central Institute of English should be expanded considerably so as to double the number of key personnel that it trains every year. In addition, a number of teachers will also have to be trained in training colleges. Admissions to the B.A. Special English and M.A. English courses in colleges and university departments should also be increased.

(45) The following steps should be taken for training teacher-educators for the training institutes of English at various levels. The teacher-trainers in Training Schools, who should be graduates with Subsidiary or Principal English, should be trained for a year in training colleges or at a four-month course in the Central Institute of English. The teacher-educators in training colleges, who should be M.As. in English, should be trained on a diploma course in the teaching of English at Hyderabad or a course equivalent to it.

(46) The following measures should be taken as soon as possible without waiting for a change of medium at the university level: (a) the appointment of subject inspectors for English; (b) the organisation of orientation courses in the teaching of English for other inspecting officers and of refresher courses once in five years for teachers of English in service; (c) and the sanction of a suitable allowance or of two advance increments to those teachers of English who undergo the training required for their level of teaching.

(47) The B.Ed. course in English should be revised as indicated in Appendix X.

Chapter VI

Measures to Improve the Present Situation:

(48) A State Institute of English should be established in each State by September 1965.

(49) The Central Institute of English should be expanded in the following manner :-

(a) Trainees should be admitted exclusively from colleges and polytechnics and from training colleges to the sixty places that are now available at the Institute. Sixty more places should be created for a four-month course training a ^{number of} additional persons per year.

(b) An examination wing should be organised and a bank of test papers created to test students on the curricula current in State Departments of Education, Secondary Education Boards, Training Schools and Colleges and college and university departments of English. Fees may be charged for these test papers.

50. (a) A close liaison should be established between the C.I.E. and the State Institutes of English.

Arrangements should be made to increase the number of admissions to the B.A. subsidiary and Principal courses in English and the M.A. course in English in colleges and university departments of English in each State depending on the number of teachers of English required for teaching at High School and Higher Secondary levels.

(51) Graduates who have studied English only in the Compulsory English Course and are desirous of getting trained in the methods of Teaching English, should be required to undergo a special content course for a year - a course which amalgamates Higher Compulsory English and Subsidiary English. Teachers trained in this way can teach in high schools. The University Grants Commission should assist universities to set up these courses in selected colleges. The arrangements should start in 1966.

(52) Reform in the preparation and prescription of textbooks in English at the secondary stage is necessary. A body of experts in the field should be appointed to prepare a few series of course-books, workbooks and teacher's handbooks, not for one Department but for several Departments

of Education together, on the basis of a common syllabus. This will mean a great saving of time and effort. Regional variations of pattern are desirable and should be observed in the preparation of such books.

(53) The mass media of communication should be used increasingly for English-teaching programmes. The A.I.R., the State Departments of Education and the State Institutes of English can co-operate in such a programme.

(54) A radical change in the structure of our examination at all levels is necessary. The cultivation of language skills, which is the prime aim in language learning, is relegated to the background and obscured by the study of course books for their own sake. Paper-setters should be trained in new techniques and given more time and better remuneration for their work. A bank of test papers should be welcome to Board and University authorities, if one can be organised.

(55) In view of the abrupt change of medium which a student experiences in his transfer from school to college, it is necessary to organise 'bridge' or special preparatory courses during the long vacation. The necessary materials and methods of teaching such a course have been evolved by the Central Institute of English. University authorities should organise and run such courses.

(56) Full details of a lower and a higher level course in English are given in Appendices II and III. Teachers of English should make sure that the school-leaving student has the minimum equipment represented by the lower level of English given in Appendix II.

Chapter VII : A Programme of Priorities:

(57) The recommendations contained in this Report should be examined immediately by the Ministry of Education and circulated to State Governments for their consideration and for the inclusion of concrete schemes to improve the teaching

of English on the lines recommended by us, in their Fourth Five Year Plans.

(58) The two crucial measures for improving the teaching of English on the national level are -

- (i) the expansion of the Central Institute of English, Hyderabad; and
- (ii) the establishment of an Institute of English in each State.

Both these problems should be examined by the Ministry of Education. A suitable programme of expansion for the Central Institute of English, Hyderabad, till the end of the Fourth Five Year Plan should be drawn up and financial provision for it should be made by the Ministry of Education in its budget for this year and for the next. Similarly, a programme for establishing an Institute of English in each State and for assisting the State Institutes that are already established should be provided for in the Centrally-sponsored sector.

(59) The following arrangements should be regarded as the minimum necessary for a State Institute of English:-

- (i) An independent building in which all the classes and the offices of the Institute can be housed.
- (ii) An independent building in which the Institute hostel can be housed, with satisfactory accommodation for the teacher-trainees that will be admitted to the Institute.
- (iii) The Institute should have independent status. It should not be attached to any other institution under the State Department of Education.
- (iv) Specially trained teaching personnel should be recruited to posts at the Institute and they should be given the U.G.C. grades meant for Readers and Professors. The Director of the Institute should at least have a Professor's status. The minimum

qualifications for a member of the teaching staff at a State Institute, including the Director, should be a good M.A. Degree in English and a Diploma from the Central Institute of English, Hyderabad, or a qualification equivalent to it.

(v) The grants for the expansion of a State Institute should be made available through the Central Institute of English, which will co-ordinate training programmes so as to help the Institutes to function effectively in their areas. Further, in order that the State Institutes may get adequate technical assistance for their proper functioning, there should be an effective contact between them and the Central Institute of English, Hyderabad.

(60) Immediate steps should be taken to -

- (i) determine the number of training institutions required for training teachers of English for Middle and Secondary Schools;
- (ii) prepare the teacher-educators for staffing these institutions; and
- (iii) establish such institutions forthwith all over the country.

Steps will also have to be taken during the remaining eighteen months of the Third Plan as advance action towards implementing these three measures and the funds required for this purpose should be made available in the Centrally sponsored sector.

(61) The main body of recommendations made in this Report is concerned with the place of English in our schools and colleges after the medium of higher education has been regionalised. Effective action on them would be possible only if an executive machinery is devised at the national level. This executive body should be representative of all the authorities concerned with this problem. It should

function at a sufficiently high level and command adequate financial resources required for this programme of action.

(62) The broad programme for the development of English in the Fourth Five Year Plan should include the following :-

- (i) The expansion of the Central Institute of English on the lines suggested in our recommendations.
- (ii) The establishment of an Institute of English in each State.
- (iii) The revision of curricula at all stages of education and the use of mass media for the teaching of English.
- (iv) The establishment of special institutions for the training of teachers for Middle, Secondary and Higher Secondary Schools in adequate numbers.
- (v) The upgrading of the qualifications of teachers of English at different levels in the manner discussed in the Report.
- (vi) The organisation of one-year content courses for teachers of English in Secondary Schools on an adequate scale.
- (vii) The expansion of facilities for teaching the course in Special English at the under-graduate and post-graduate stages so that an adequate number of teachers of English is forthcoming for higher secondary schools and colleges.
- (viii) Provision for posts of Subject Inspectors of English.
- (ix) Organisation of orientation courses for the Inspecting Officers of Middle and Secondary Schools.
- (x) The establishment of an Educational Testing Service and orientation courses for teachers of English in Evaluation techniques.

(63) The change of medium at the University level will be fully implemented during the period of the Fifth Five Year Plan.

(64) In this Plan, it will also be necessary to organise refresher courses for teachers of English so that every teacher of English can undergo a refresher course extending from one to three months once in every five years of his service.

PART II- APPENDICES

ANNEXURE I

STATEMENT SHOWING THE POSITION REGARDING
THE IMPLEMENTATION OF THE THREE-LANGUAGE
FORMULA BY DIFFERENT STATES OF THE INDIAN
UNION.

N.B. The statement is given under the following heads;

- (a) The first language studied by the large majority of children in the State;
- (b) The second language which the children of the State are required to study; and
- (c) The third language which the children of the State are required to study.

1. Andhra Pradesh:

- (a) Telugu
- (b) Telegu for those whose mother-tongue in Urdu or Hindi, and Hindi for those whose mother tongue is any language other than Urdu or Hindi- from Class IV- Compulsory : Telengana region, optional in Andhra region in Classes IV and V and compulsory from Class VI.
- (c) English from Class III. Compulsory

2. Assam:

- (a) Assamese
- (b) English- from Class IV (which corresponds to Class VI in other States) compulsory.
- (c) Hindi- from Class IV. Compulsory up to Class VIII, Optional upwards.

3. Bihar.

- No reply received.

4. Gujerat:

- (a) Gujerati
- (b) Hindi- from Class V. compulsory.
- (c) English from Class VIII. Compulsory up to Class X.

5. Jammu & Kashmir:

- (a) Urdu (Hindi in Jammu Province)
- (b) There seems to be no regular system. Those who have studied Urdu may be taught Hindi and vice versa- from Class III. Optional,

- (c) English from Class VI regularly and in some cases even from Class IV. Compulsory (It appears that strictly speaking English is the Second Language).
6. Kerala: (a) Malayalam.
(b) English from Class III. Compulsory
(c) Hindi from Class VI. Compulsory.
7. Madhya Pradesh: (a) Hindi
(b) Hindi for those whose mother tongue is not Hindi and a modern Indian language or Sanskrit for those whose mother tongue is Hindi from Class VI. Compulsory.
8. Madras: - No reply received.
9. Maharashtra: (a) Marathi.
(b) Hindi- from Class V. Compulsory.
(c) English - from Class V. Optional for pupils, but schools must provide for its study.
10. Orissa: (a) Oriya
(b) English- from Class IV. Compulsory.
(c) Hindi- from Class VI. Compulsory up to Class VIII and an examination subject up to class VIII from 1966.
11. Punjab: (a) Hindi in Hindi region and Punjabi in Punjabi region.
(b) Punjabi in Hindi region and Hindi in Punjabi region- from Class IV. Compulsory.
(c) English- from Class VI. Compulsory.
12. Rajasthan: (a) Hindi
(b) English- from Class V, where passing in English is not necessary. Compulsory from Class VI.

- (c) Minority language (Sindhi, Gujarati, Urdu, Punjabi) or Sanskrit - from Class VI. Compulsory, but pass marks are 25% only.
13. Uttar Pradesh:
- (a) Hindi
- (b) English- from Class VI under the three-language formula as a Compulsory subject. From Class III in selected (16,800) primary schools an optional subject.
- (c) A language other than Hindi from the following; Sanskrit, Urdu, Bengali, Punjabi, Gujarati, Marathi and Tamil.
14. West Bengal:
- (a) Bengali
- (b) English for those whose first language is Bengali, Hindi or any other language and Bengali for those whose first language is English- from Class III. Compulsory.
15. Mysore:
- (a) Kannada
- (b) English- from Class V. Compulsory (Proposed to be started from Class III.)
- (c) Hindi- from Class VI. Compulsory, but marks are not counted for passing.

ANNEXURE II-A

Teaching Points for detailed syllabus in English upto the end of Class X

<u>Teaching Points</u>	<u>Examples</u>	<u>Remarks</u>
1. <u>This is</u> <u>That is</u>	This is Ram. That is Sita.	Identification of persons in space. Proper names only to begin with.
2. <u>my</u> <u>your</u>	This is my hand. This is your hand.	Parts of the body.
3. <u>his</u> <u>her</u>	This is his book. That is her book.	Personal possessions.
4. <u>my your</u> <u>His Her</u>	My name is Govind. Your father is Mr. Gupta. Her name is Miss Sharma.	<u>Mr. Mrs. Miss.</u> Relationships.
5. <u>He is</u> <u>She is</u>	(a) He is Govind. She is Mrs Sharma. (b) He is my friend. She is his wife. (c) This is Govind. He is my friend. That is Sita. She is my sister.	Only proper names with and without Mr. Mrs and Miss. To be practised with <u>my, your, his, her.</u> More relationships. <u>He and She</u> as sequence signals.
6. <u>You are</u> <u>I am</u>	(a) You are Mr Sharma. I am Kamal. (b) You are my friend. I am his brother.	Proper names. To be practised with <u>my, his, her.</u>
7. 's (with Names only)	That is Ram's book. Mr Sharma is Kamala's father.	Parts of the body, personal possessions, relationships.
8. (a) <u>a</u>	This is a pencil. I am a boy. Mr Sharma is a man. My friend is a girl.	Various objects in the class. names of birds and animals. boy, girl, man, woman, teacher, pupil, etc. Pictures to be used.
(b) <u>an</u>	This is an apple. That is an orange. Mr Gupta is an Indian.	Apple, orange, inkpot, ear, umbrella, Indian, Englishman, American, etc. No rules to be given.
9. (a) <u>here - there</u> (with pro-nouns and proper names)	I am here. You are there. He is there. Miss Gupta is there.	Location in Space. <u>Here and There</u> are the two main positions in space.

(b) here - there This boy is here.
 (with this book, My friend is there.
that boy, my
book, etc.)

10. and This boy is Ram and that girl is Sita.
 My pencil is here and your pencil is there. Connecting two sentences. The teaching of the preceding points to be re-inforced.

11. (a) in My pen is in my pocket.
 (inside Volume) Your book is in your bag. Only static positions. The content vocabulary suggests itself - box, bag, basket, pocket, room, house, table, wall, etc.

(b) On His book is on his table.
 (Contact with My name is on that card.
 Surface)

12. It This is a pen. It is my pen. That is a cow. It is in that field. For animals and inanimate objects as a sequence signal. More content vocabulary. Names of animals, birds, fruit, vehicles.

13. Questions with What and Where
 What is this ?
 (It is a book.)
 Where is your bag ?
 (It is on my table.)

14. (a) These are (This is my book.
Those are This is my book.
)
 These are my books. To be taught with my, your, his, her.
 Those are your books. Plural forms of the nouns taught so far.

(b) These+noun+are These pencils are here. To be taught with here, there, in and on. A few more words - garden, playground, etc. Plural forms of the nouns taught.
Those+noun+are Those pencils are on that table.

15. They These are your books. Operates as a sequence signal.
 (Plural of It) They are on your table.

16. These (This is a pen.
Those This is a pen.
 (without the )
 indefinite These are pens.
 article)

17. and
(Linking together two subjects or two complements)
- Ram and Sita are here.
Those girls are Kamla and Sarla.
18. Our, your, their (Possessions and relationships)
- (a) This is our room.
Mr Jha is your teacher.
Those boys are Dinu and Dipu.
Their father is Mr Sharma.
- With singular nouns only. Complete coverage of these possessives to be established.
- (b) Those are your friends.
These are their books.
Our books are on our tables.
- With plural nouns. Further practice in the plural forms of the nouns taught.
19. We are
You are
They are
- (a) We are boys. You are girls. They are men. We are here and they are there.
- Complete coverage of you and they should be established.
- (b) Those girls are Sita and Kamla.
They are my friends.
- They is to be taught as a sequence signal also with reference to persons.
20. the
(only one of its kind in a particular situation)
- (This is a wall.
This is a wall.
.....)
This is the floor,
- To be contrasted with a - an.
21. Questions with what and where
- What are these?
Where are your friends?
22. (a) Sv V-ing
(Present continuous)
- I am walking. You are jumping. They are running.
- Action verbs; walk, run, jump.
- (b) Sv V-ing E
- I am walking on the floor.
They are running in the playground.
- To be practised with here, there, in and on. The also to be practised in expressions like in the room, on the floor, in the playground, in the garden, etc.
23. from - to
(Direction)
- Gopal is walking to the door. I am walking from my chair to Mohan's chair.

24. come - go

He is coming to my table.
She is going to the door.

Coming is in the direction of the speaker. Going is in the opposite direction from the speaker or from one point to another, not towards the speaker.

25. me, you, him, her.

I am going to him.
She is coming to you.
They are running to me.

To be taught with walking, running, coming and going.

26. us, you, them

You are going to them.
Those boys are coming to us.

27. Sv V-ing O
(read, write,
open, close,
throw, play, etc.)

He is reading a book.
They are playing hockey.
You are opening the window.
She is eating a mango.

Some new content words - letter, lesson, postcard, wall, football, hockey, etc., only a few mass nouns - water, milk, tea, etc., to be taught at this stage.

28. S v V-ing O E
(write, throw,
play, etc.)

They are playing football in the playground. The girls are eating mangoes in the room.

29. (a) Commands
(with please as formulas).

Govind, write your name on the board, please.
Mohan, come here, please.

Sit down and Stand up to be taught with please as formulas.

(b) May I....?
(with please as formulas).

May I come in, please?
May I go out, please?

30. giving.....to
taking.....from

I am giving my book to her. She is taking my book from me.

Buying and Selling and Teaching and Learning to be introduced a little later.

31. it - them.
(for animals and inanimate objects.)

He is giving his book to Sita. She is taking it from him. These are my books. I am giving them to you.

Pupils to produce continuous chains of sentences.

32. putting.....on
taking.....off
(from)

He is putting a pencil on the table. She is taking a picture off the wall.

Either off or from to be taught; not both.

33. putting.....into
(in) taking.....
out.....of (from)

They are putting their books into their bags.

Into and out of are preferable at this stage.

- We are taking our pens out of our pockets. in and from may be taught later on.
34. going/coming into
going/coming out of Ram is going into his room. Sita is coming out of her room. Throw, jump, walk, etc. to be practised at this stage.
35. too My father is going to Lucknow. I am going there too. 'Also' to be taught later, not at this stage.
36. saying He is saying 'good morning' to her. The boys are saying 'thank you' to the teacher. 'Good morning,' 'good afternoon,' 'good-bye,' 'thank you,' etc., to be taught as formulas.
37. bringing....(to, from)
taking....(to, from) Govind is bringing a mango from his garden. He is bringing it to me. Sita is taking a book from her desk. Govind is taking a basket to the garden. I am taking this book to my friend. The content words introduced so far to be practised.
Counting: 1 to 20.
38. now I am putting my book on my table. It is on my table now. Ram is coming here. He is here now.
39. going to + V
(Future) I am going to write on the board. Sita is going to sing.
40. (Simple Past)
(a) was - were (Today is Monday. I am in my school now.) Yesterday was Sunday. I was in my house yesterday.
(b) S V E (Yesterday was a holiday.) I went to my village yesterday.
(c) S V O E We played hockey yesterday. Our friends played football yesterday.
41. (Simple Future)
(a) will be (Today is Monday.) Tomorrow will be Tuesday. We will be in our garden then. The name of the days of the week to be taught.

(b) will V

I will go to Lucknow tomorrow. My mother will give a rupee to me tomorrow.

(c) S v V O

He will bring his friend here tomorrow. I will come here tomorrow.

42. over, under, between.

Those birds are flying over the bridge. The boats are under the bridge. Ram is between Mohan and Sohan.

More content vocabulary - bird, fly, river, boat, sky, sun, moon, stars, etc - to be introduced.

43. behind, in front of, between.

Ram is behind Mohan. Mohan is in front of Ram. Sita is behind Ram. Ram is between Mohan and Sita.

Sitting and standing to be taught as static verbs.

44. Inversion of S and v to form questions requiring the answer 'Yes' (Is/Am/Are Was/Were - ? Positive answers).

Are you a boy? Yes, I am a boy. Was he here yesterday? Yes, he was here yesterday. Were the pencils on the table? Yes, they were on the table.

Teach first with the verb to be. Action and notion verbs to be practised later. The relevant points taught so far to be practised further in the answers along with the questions.

45. Inversion v S V-ing? (Present Continuous. Positive Answers).

Are you reading? Yes, I am reading. Are they running? Yes, they are running.

46. Inversion v s V O E? (Present Continuous. Positive Answers)

Are you putting a book on the table? Yes, I am putting a book on the table. Is he giving a mango to her? Yes, he is giving a mango to her.

47. V S + going to + V (Future. Positive answers).

Are you going to sing? Is Sita going to write a letter?

48. Inversions (Simple Future. Positive Answers): (a) Will S be E?

Will you be here tomorrow? Yes, I will be here tomorrow. Will tomorrow be Sunday? Yes, tomorrow will be Sunday.

(b) Will S V E?

Will you come here tomorrow? Yes, I will come here tomorrow.

(c) Will SVOE?

Will you play football tomorrow?

49. Inversions
(Simple Past with did. Positive Answers).
(a) did S V E
(b) did SVOE

Did you go yesterday?
Did you play football yesterday?

50. Negative Answers.

Are you a girl? No, I am not a girl. Were they here yesterday? No, they were not here yesterday. Was yesterday a holiday? No, yesterday was not a holiday. Will you play football tomorrow? No, I will not play football tomorrow. Did you go to your village yesterday? No, I did not go to my village yesterday.

Both questions and answers to be practised. Negative statements without questions may be taught first.

51. Short Positive Answers.

Is that an elephant? Yes, it is. Did you play football yesterday? Yes, I did. Will you come tomorrow? Yes, I will.

Practise with is, are will, did.

52. Short Negative Answers.

Is Mr Seth a teacher? No, he isn't. Will he come here? No, he won't. Did he write a letter? No, he didn't.

Pupils to practise aren't, isn't, wasn't, weren't, didn't, won't.

53. What v S?

(a) What is that? It is a book. What are these? They are pencils.
(b) What was in your hand? What were those birds?

Reinforcing the teaching of it and they as sequence signals.
v = am, is, are, was, were.

54. Where v S?

(a) Where is Hari's book? Where are your friends?
(b) Where was your pen? Where were your friends?

55.(a) What v S V-ing(E)?
(Pre-sent Continuous)

What are you writing?
What are you playing today?
What is she putting on the table?

- (b) What vS + going to + V....? (Future) What are you going to write? What is Sita going to read?
- (c) What v S + doing? What are you doing? What are those boys doing?
56. (a) Where v S V-ing (E)? (Present Continuous) Where are they playing now? Where is she going?
- (b) Where v S V-ing O(E)? (Present Continuous) Where are they playing football? Where is she putting the book now?
- (c) Where v S + going + to + V....? (future) Where are you going to sit?
57. What v S V (E)? (Simple Future) What will they play now? What will she give to him? v = will.
58. (a) Where v S V (E)? (Simple Future) Where will they play today? Where will she go tomorrow?
- (b) Where will S V O(E)? (Simple Future) Where will they play hockey? Where will you put your books tomorrow?
59. (a) When v S V (E)? (Simple Future) When will you come? When will they go to Delhi?
- (b) When v SVO(E)? (Simple Future) When will she give the book to you? When will she take the pen out of her pocket?
60. When v S V (E)? (Simple Past) When did he go to his garden? v = did.
61. Where v S V (E)? (Simple Past) Where did he go yesterday?
62. (a) When v S V O (E)? (Simple Past) When did he put the pen on the table?
- (b) Where v S V O (E)? (Simple Past) Where did he put the pen yesterday?
63. What v S V (E)? (Simple Past) What did he read yesterday? What did he put on the table yesterday?

64. its
(Semantic extensions
of some common nouns)
- (This is a box.)
This is its lid.
Those are its
sides.
- Extensions of has
leg, foot, mouth,
head, eye, side,
arm, face etc.
65. at (Spatial)
(Specific points
on surface)
- (The train is going
to Calcutta). It
is at Varanasi.
The boy is at the
door.
- To be taught first
as halting points
journey.
66. who?
(Questions
without inversions)
- Who is there? Who
is standing at the
window? Who went
to Lucknow? Who
will come come
here?
- The content verbs
nouns introduced
to be repeated,
more to be intro
Good opportunity
introduce useful
like out, catch,
draw, etc.
67. it for persons :
- Who is that ?
It is your friend.
68. Whose?
(with answers
containing mine,
yours, hers, his,
theirs, ours)
- Whose book is this ?
It is my book. It
is mine. Whose
daughter is she ?
Whose pen did you
give to me ?
- Mine, yours, his,
theirs, ours, Ra
taught in short
with possessions
69. Adjectives (1)
(Colour and Size)
- This is a red book. Attributive use.
This is a long pencil.
These are green apples.
70. (a) What time is it?
(as a formula).
(b) Time Expressions
with the neutral
'IT'..
- (This is a clock.
These are its hands.
The big hand is at
12 and the small
hand is at 11.)
What time is it ?
It is 11 o'clock.
- Half past, (a) q
past, (c) quarte
10 (minutes) to,
minutes past, et
be taught.
71. Adjectives (2)
(Colour and Size and
a few others: old,
new, young, light,
heavy, etc.) What
colour is?
(as a formula)
- "This book is green. Predicative use.
Your pencil is short.
The road is broad.
What colour is your
cap ?
72. Which
(Selective
Interrogative.
To be contrasted
with (Whose)
- Whose pen am I giving to
you?
Which book is on the
table ?
Which pencil is Ram's ?
73. but
(Contrasting Use)

- (a) Contrast in Adjectives Your cost is old but my cost is new. Some more new adjectives to be introduced.
- (b) Contrast in space My book is on the table but your book is on the floor.
- (c) Contrast in Time Ram came today but Mohan will come tomorrow.
- (d) Contrasting the Positive with the Negative. I went to my school yesterday but my friend didn't so. His father is old but my father is not old.

74. or

Is this a red book or a green book ?
Are they boys or girls ?
Are they running or walking ?

75. on, in, at
(Temporal)

He came on Monday. She came at half past three. They were there in January.

New words and expressions - day, week, month, names of months, fortnight year, in the morning in the afternoon, at night, etc., to be taught.

76. with
(Spatial accompaniment)(a) with
(Persons)

Ram is with Gopal. Gopal is with Ram. I am sitting with my friend.

(b) with
(objects)

Ram is putting the green book with the red book.

(c) with - together

Ram is going to the door with Mohan. They are going to the door together.

77. there
(Neutral)

There is water in the bottle.

To be practised with mass and countable nouns.

(a) There is

There is a boy in the corner.

(b) There are

There are five mangoes in the basket. Are there flowers in the garden ?

With countable nouns only.

78. Modification of
S V O E1 E2
in respect of
E1 or E2
Yesterday I went to
my village.
In this room there are
five boys.
79. look at
(This is a picture.
It is a picture of
my father.) I am
looking at it.
80. listen to
(both Person and
Thing)
My teacher is telling
a story. I am listening
to him. I am listening
to the story.
81. speak to
I am speaking to you.
Please listen to me.
82. can - cannot
(can't) (in the
sense of to be
able to or to
be in a position
to)
You are behind the
blackboard. was/ were able to +V
I cannot see you. The to be in the Past in
blackboard is not Positive Statements.
there now. I can see
you now.
83. It is
(weather)
It is not here; I cannot It is neutral here.
read. It is raining. It has no meaning of
It is cold today; we its own.
can't play.
84. Past Continuous
Yesterday morning I went
to Hari's house. Hari
was reading a book.
85. up - down
(with all verbs
of motion and
some of action)
That man is going up the
hill. Some new verbs - sail,
The boat is sailing down swim, push, pull,
the river. carry, etc., to be
taught. Also spatial
phrases like up the
hill, down the road,
up the tree, etc.
86. late - early
(The school opened at
10. I came at a
quarter past 10.)
I came late. (Gopal
came at half past
nine.) He came early.
87. either
(in Negative
Statements only;
to be contrasted
with too in Posi-
tive Statements
in Time and Space.)
My pencil is red. Your pencil
is red too. His pencil is not
red. Her pencil is not red
either. My coat is not black.
It is not blue either. Mohan
didn't come at 10. Gopal didn't
come at 10 either.

88. I? You may. (Permission) May I come in, please? May I go out, please? Yes, you may. To be taught with verbs introduced so far.
89. Omission of the article with school, church, work, bed. I am going to school. Did your father go to work yesterday? She is going to church. What time do you go to bed?
90. go/come home. (Walk, Run) He is going home. Is your brother coming home? Are they running home?
91. Modification of SVO₁ O₂ He gave me a book. I sent him a letter.
92. Some Semantic Modifications. (Present Continuous used for the Future) I am going home tomorrow. Your brother is coming next month. We are playing football tomorrow.
93. a (an), one - another (in a long series) (These are boys.) This is a (one) boy. This is another boy.
94. one - the other (one of a series of Two) (These are my two hands). This is one hand and this is the other hand. Natural series (hand, eyes, ears, etc.) to be taught first.
95. every (with concrete norms) (These books are on this table. This book is blue. This book is blue.....) Every book on this table is blue. Each is not to be taught at this stage.
96. all the All the books on this table are blue.
97. both the Both the pupils in that corner are girls. After teaching post 82 and 83, all these, both these, all his, both his, all the, all our, both the etc., to be taught.
98. every (Temporal) (Habitual Present) I get up at 8 o'clock every day. I begin my work at 5 every day. My school begins at 10 every day. Begin to be practiced with work, school, lessons and class.

99. do - does ? Do you go to your school every day ?
Does she sing every morning ?

100. have - has (Permanent Connections; Possessions)
(a) Positive (a) I have two legs. (b) He has two legs. (c) You have a brother. (d) You have my book.
(b) Negative (a) I haven't three eyes. (b) He hasn't a house. (c) They haven't a friend here.
(c) Interrogative (a) Have you a brother ? (b) Has the chair three legs ?

Got is used with and has in colloquial language. It is to be taught at this stage.

101. Have (Past and Future Forms)

(a) Positive King Dasaratha had four sons. Mohan will have two rupees tomorrow.
(b) Negative I hadn't five rupees yesterday. I won't have a rupee tomorrow.
(c) Interrogative Did you have five rupees yesterday ? Will Sita have two rupees tomorrow ?

102. one (Pronoun) You have a pen. I have one too.

103. none Sita had two pencils but I had none.

104. Mass Nouns (without a)

This is bread. Bread is food. This is milk. I drink milk every day. I will drink all this water.

Common mass nouns wheat, flour, grain, bread, food, etc., to be taught. This and all that also to be practised.

105. of. (Particular Part of a particular whole)

(This is a chair. It has four legs. These are its legs.) These are the legs of the chair.

Headmaster of the school, monitor of the class, captain of the team, of, bottom of, middle of, map of, piece of, etc. to be taught.

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106. have
(Habitual) I have dinner at 10. They had dinner at 9. We don't have tea at 4. Do you have tea at 5 ?

Have a walk, have meals, have a bath, have a ... etc., to be taught. I be taught first with meals only. Established difference in the Negative and Interrogative forms between this use and Point 100.

107. of
(a) (Measures) A litre of milk; half a litre of milk; a kilo of wheat; a glass of milk; a cup of water; a metre of cloth.

(b) (with countable Nouns) Five of these boys; ten of us; one of them, etc.

Common measures to be taught, and also a drop of, a piece of.

108. the with geographical and other names the Himalayas; the Ganga; the Taj Mahal; the Pyramids.

109. noun + 's the boy's name; the women's names; the bird's nest; the cow's tail.

110. first, second, third...
up to thirty-first January is the first month of the year. Today is the 8th of May. I was born on the 21st of February.

Beginning of, end of, middle of, to be taught temporally. Further teaching of the.

111. first - last
(both in Spatial and Temporal series) Gopal is the first boy and Sohan is the last boy on this bench. January is the first month and December is the last month of the year.

112. last - next
(splitting up the Series) (This month is February). Last month was January. Next month will be March.

113. before - after
(Temporal) January comes before February. March comes after February. (Ram came at 9. Mohan came at 10.) Ram came before Mohan. Mohan came after Ram.

114. some - any
(with mass and countable nouns.)
- There are some boys in the class. There is some water in the bottle. Is there any water in the bottle? Are there any boys in the class? There isn't any water in the bottle. There aren't any boys in the class.
- Some in Positive Statements. Any in the Negative and in the Interrogative.
115. no
(not + any)
- There is no water in the bottle. Are there no boys in the class?
116. one of, any of, none of
- Some of us played hockey. Did any of you play football? None of us played football?
117. do - make
(Do as a substitute verb and Make implying some sort of skill)
What are you doing?
- What are you doing? I am doing my lesson. What is he making? He is making a chair.
- New action verbs like wash, climb, clean, etc., to be taught with 'doing.'
Work (n.) to be taught with do.
118. beside
(position)
(stand, sit, lie, sleep)
- He is standing beside the wall.
I am sitting beside the fire.
She was sleeping beside her sister.
119. Simple Past
(Habitual Sense)
- Last year I played football every afternoon. Iari went to his house every morning.
120. for₁
(Purpose)
- This box is for chalk.
That bottle is for milk.
- To be taught with empty vessels or objects, and to be contrasted with of.
This is a box of chalk.
121. with₂
(Agent)
- I see with my eyes.
I hear with my ears.
- Smell, chew, see, hear, touch, taste, feel, bite, etc.
to be taught.
122. for₂
(on behalf of or for the benefit of somebody)
- I am buying this book for my brother. She will bring some milk for her mother.

123. for
(exchange) I bought this watch for fifty rupees.
124. each - each of I bought three pencils for ten paisa each. He bought each of his pencils for twelve paisa.
125. all of She bought all of her books for two rupees each. I bought all of my notebooks today.
126. some
(Pronoun) You haven't all your books with you, but you have some (of them). I didn't drink all the milk, but I drank some (of it).
127. the others All the books on the table are not mine. Some are mine, the others are my friend's. Two of these pencils are red, the others are blue.
128. something, any-
thing, nothing I am giving something to you. Is there anything in your pocket? I have nothing on my table.
129. somebody, any-
body, nobody:
(someone, any-
one, no one) There is somebody in that room. There isn't anyone here. No one came here.
130. everything,
everybody
(everyone) Everything on this table is white. Everybody here is a student. Everyone in my house is ill.
131. away Hari ran away from home. I threw away my bag.
132. except (All of you are students, but I am not a student. I am the teacher.) Everyone here is a student except me. Everyone went to the bazar yesterday except Ram.
133. afraid of
fond of
tired of I am afraid of snakes. Are you afraid of your father? Sita is fond of sweets. Ram is tired of his work.

- 134. made of The chair is made of wood.
The lock is made of iron. New content words = gold, silver, iron, brass, wood, brick, stone, cloth, etc., to be introduced.

- 135. Requests with will and shall. Will you open the window, please? Shall I take this pencil? Shall we sit down here? Shall to be taught in this pattern with the first person only.

- 136. much; many; a lot of There isn't much milk in the bottle. There are a lot of boys here. He has a lot of money. I haven't many books. Much and Many in the Negative and Interrogative, and a lot of in the Positive, both with mass and countable nouns.

- 137. a little; a few Please give a little water to me. There are a few mangoes in that basket.

- 138. How much₁? How many? How much water is there in the bottle?
How many boys are there in this class?

- 139. How much₂? (price and weight) How much is this book?
How much did you pay for this pencil? How much does this book cost? How much does this bag weigh? Cost (v.), weight, pay, half a rupee, a rupee and a half, a rupee and a quarter, etc., to be taught.

- 140. much of many of (with the, this, that, possessives) I did not drink much of that milk. Many of the boys did not come to school yesterday. A little of and a few of also to be taught.

- 141. only (after V or O) Gopal paid a rupee for his cap. I paid only thirty paise for my cap. I paid thirty paise only.

- 142. once; twice; three times; many times I went to the cinema twice last week. He went there many times.

- 143. again I went to my friend's house twice yesterday. I will go again today.

- 144. 'a' in the sense of I eat twice a day.
He comes here once a month.

- 145. always - never
(between S and V;
after anomalous
finites) I always have dinner at S.
I am always here at S.
I am never late. Also to be taught
at this stage in
the same positions
as always.

- 146. often Ram does not go to the
cinema but I often go
there. as in the case of
always.

- 147. sometimes
(in various
positions) We sometimes have dinner
at 7. Sometimes I don't
have dinner. They are
late sometimes. (a) as in the case
of 'always'.
(b) at the beginning
of a sentence.
(c) at the end of
a sentence.

- 148. How many times ? How many times a week do
you go to the cinema ? Answers from (a)
142 and 144;
(b) 145-147.

- 149. ever
(only in
questions) Did you ever go to Calcutta?
Do you ever sleep in the
daytime ?

- 150. far - near (to),
a long way Allahabad is not far from
Lucknow. Varanasi is near
(to) Allahabad. Bombay is
a long way from Delhi. Far to be taught in
Negative and Interro-
gative sentences,
not in the Positive.

- 151. How far ? How far is A from B ?
It is not far. It is
only two miles.

- 152. very This is a very big house.
Calcutta is not very far
from Hugli.

- 153. How tall: How
big: How old, etc.
(with answers) How old are you ?
I am five years old.
I am five.

- 154. more....than -
fewer....than
(with countable
nouns) This book has more
(fewer) pages than
that book. Some more, much
many more, a few
more, a little
more, and a little
less to be taught
in 154 and 155.

- 155. more than -
less than
(with mass nouns) There is more (less)
milk in my bottle
than in your bottle.

156. more of: most of
(with countable
and mass nouns)
- Shall I give you (some)
more of this milk ?
Please give me more of
those mangoes. Have you
more of these pencils ?
Most of these pencils
are yellow.
- Some more of, more
of, much more
of, a few more
of, any more of, etc.
be taught.
157. Comparisons
(Equality)
(a) As much as
(b) As many as
- I have as much money in
my hand as in my
pocket.
- There are as many boys
in this room as in that
room.
- Teach also :
(a) There are as many
books on my table
(there are) on your
table.
(b) She has as much money
in her bag as (she has)
in the bank.
158. Comparisons
(as adj as) as
big as: as tall
as: as high as:
as old as, etc.
- I am as old as your
brother.
He is as tall as his
sister.
159. Comparisons
(with -er and
-est.)
- My book is bigger than
your book. His house
is the biggest house
here.
160. better, best,
worse, worst
- This pencil is better than
that pencil. Gopal is the
best boy in this class.
161. ask for
(something)
- I will ask him for a
pencil.
162. wait for
(someone)
- (My brother is coming
today.) I am waiting
for him.
163. can - could
(in the sense of
'know how to';
Positive, Nega-
tive and
Interrogative)
- Gopal can read English.
Mohan could play foot-
ball three years ago.
- Ago to be taught
164. very much
not at all
- I like this book very
much. I don't like
bananas at all. He
loves his sister.
- The verbs like,
etc., to be taught
165. well
very well
not at all
- I know Hindi very well.
Do you understand
English well ? He does
not remember me at all.
- The verbs know,
remember, under-
stand, etc., to
be taught.

166. myself, yourself, himself, ourselves etc.
 (a) with buy for, do for and make for
 (b) After V or O
 (c) Reflexive use
- He is making a chair for himself. They are buying mangoes for themselves.
 He made the chair himself. The girl came herself. The man killed himself. I hurt myself.
167. Propositional Phrases attached to nouns.
- The book on the table is red. The pen in the box is mine. The child at the door is a boy.
- Further teaching of mine, yours, theirs, ours, hers, Ram's etc., and of adjectives.
168. Reported Speech. Reporting in the Present of simple statements in the Present Continuous and Simple Present without 'that'. (Zero Modification and Modification of person only)
- A - Ram is a student.
B - A says Ram is a student.
A - The sun rises in the east.
B - A says the sun rises in the east.
A - I am going to sleep.
B - A says he is going to sleep.
169. Reporting in the Present of simple statements in the Simple Past and Simple Future without 'that'. (Modification of person only)
- A - C did not go to school yesterday.
B - A says C did not go to school yesterday.
A - C will give me a book tomorrow.
B - A says C will give him a book tomorrow.
170. from - to (Two points in time, Past and Future Continuous to be taught)
- I was here from 8 to 9 yesterday.
 He was playing here from 5 to 6.
 They will be reading from 10 to 4.
171. till (in all the tenses introduced so far)
- He was here till 4 yesterday.
 I will be playing till 6 today.
172. for (indicating a period of time)
- I played for two hours. I play every day for an hour.
- New verbs - talk, dig, water, live etc., to be included.

173. now - have/has been
(contrast with
'will be')
- (I came here at 3. It is 5 now and I am still here.)
I have been here for two hours now. He has been in school for 5 years now.
- Still to be
174. now - have/has been
V-ing (Present Perfect Continuous)
- I have been living here for 5 years now. She has been singing for an hour now.
175. since
(fixing a point in time in the past)
- He has been here since yesterday. I have been working since 10 o'clock.
176. How long?
- How long have you been here? How long has he been learning English?
- (The result of the completed action is before the speaker's eye.)
177. have/has v
(Present Perfect)
- (I am putting my pencil on the table. It is on the table now.) I have put my pencil on the table.
- Positive, negative, interrogative forms.
Forget to be taught in the meaning of 'not remember'.
178. already - yet
- I have already written a letter. He has not come yet.
- Nearly and not also may be taught
179. (a) about
- The story was about a mad dog.
- (b) tell about
hear about
- I have told you about myself.
Did you hear about Gopi's death?
- Talk about, speak about, about, etc.
180. Reported Speech.
Reporting in the Present and Future
(Modification of Person only)
- Ram says (that) his father was an officer in the army. Ram will say (that) his brother is not a good student.
- Reporting only simple statements taught so far.
181. Gerund
- (a) I like swimming. Sita started crying.
- (b) Walking is good exercise.
- Verbs to be practised - hate, like,
182. make
(a) SVO n.
- They have made him their monitor.
- Call to be t

- (b) SVO Adj. They made him angry. Paint (v) to be
This news has made her introduced.
happy. They have made
the house red. She will
make the book dirty.
183. Reported Speech A. I am a good student.
Reporting in the B. A said (that) he was
Simple Past of a good student.
speech in Simple
Present and Present A. I am writing a letter.
Continuous. B. A said (that) he was
(Modifications of writing a letter.
Person and Verb
only)
184. without (a) (He is here but he Alone and forget (in the
hasn't his books.) meaning of 'omit') to
He is without his be taught.
books.
Ram is coming without
his friend.
- (b) I cannot write with-
out a pen. He cannot
see without his glasses.
185. (a) too
(with 'for') This cost is too big
for me.
The house is too
small for us.
- (b) too much
too many There is too much water
in the river.
There are too many boys
in the room.
186. enough He has enough money Enough to eat, enough
(with 'for') for himself. This is to spend, etc., to be
enough for me. taught after No. 210.
187. Reported Speech. Ram said (that) he would Use of would in this
Reporting in the go home in a week. Ram area to be taught.
Simple Past of said (that) he would be
speech in Simple studying English from
Future and Future 10th July.
Continuous.
(Modifications of
Verb and Person only)
188. like Ram is like his father. What is it like ? not
(in the meaning of to be taught at this
'resembling') stage.
189. used to
(a) showing habit (a) The boy used to play
in the morning.

(b) showing familiarity

(b) I am used to a hot climate.

190. besides
(meaning 'as well as')Besides the teacher, two students came to the class.
Two students came to the class besides the teacher.191. one another(Ram likes Mohan and Mohan likes Ram.)
They like one another.
The boys were looking at one another. They were quarrelling with one another. They boys were afraid of one another.Item 133 to be repeated at this point. Each other may be taught after one another has been established.192. either - orWill you give me either a pen or a pencil?
That man is either a postman or a policeman.193. neither - nor

Neither Ram nor Mohan came to school. He is neither a teacher nor a student.

194. (a) such
such a
(sequence signal)

I don't like such small mangoes. I don't like such a long pencil.

(b) such.....as
such a.....asI don't like such small mangoes as these.
Did you ever see such a long pencil as this?195. Reported Speech
(Revision)He said (that) Ram was a clever boy. He told me (that) Ram was a clever boy.196. -ly
(Adverb of Manner)They are talking loudly. She walked very slowly.
Quietly, gently, wrongly, rightly, etc., to be included.

197. Adverbial Phrases.

He came on his bicycle. They went by rail.

By rail, by car, by bicycle, etc., to be taught.

198. How? How did he go to Bombay ?
We went by rail.
199. Comparison of dverbs of Manner (more/most - ly) Gopal works more quietly than Ram. Sita works more quietly. A sequence should be built up to teach more and most with - ly
200. (a) hard
fast He is walking fast.
I am working hard.
- (b) harder
faster I am walking faster than you.
She is working harder than me.
- (c) earlier
later Mohan came earlier than Ram.
Ram came later than Mohan.
201. as well as (= in as good a way as) (Ram speaks English well. Mohan speaks English well, too.) Mohan speaks English as well as Ram. As hard as: as fast as also to be practised.
202. (a) SV V-ing My brother came running.
- (b) SVO V-ing (Present Participle) I listened to him singing. I saw her writing a letter. To be practised with find, keen, leave, see, listen, hear, catch, etc.
- (c) the + noun
+ Present Participle
Phrase + V
+ O The man going up the hill is Hari.
The girls singing in the hall are my classmates.
203. There is + n (substitute) + V -ing There's a man waiting outside.
There's something burning in the kitchen.
204. Reported Speech, Reporting in the Simple Past of speech in Present Perfect Perfect and Present Perfect Continuous. (Modifications of Person and Verb forms only) Ram said (that) he had been to Calcutta.
Ram said (that) he had been living in Allahabad for 10 years.
You said (that) you hadn't eaten anything for three days.

205. let
(in the meaning of 'allow')
- .Let me go out, please.
.He let me eat a mango.
206. make
(casual)
- He made me run. I will make him speak.
207. Infinitive of Purpose
(a) SV to V
- I went to see him. She has come to play. Answers to the question Why?
- (b) SV adv. to V
- He ran very fast to win the race.
They worked hard to pass.
208. SV to V
(a) want to
- He wants to go home.
- (b) like to
- They like to play football.
- (c) love/hate to
- I love/hate to get up early. Remember to, forget to also to be practised.
- (d) try to
- They are trying to build a house. Decide to also to be taught.
- (e) begin to
- The mother went out and the child began to cry.
209. (a) look/feel/taste+adj.
How?
- He looks happy. Is she feeling sorry? This mango tastes sour. How are you feeling now? I am happy; he is sorry; she is sad; they were sad, etc. to be taken up
- (b) seen (to be) adj.
- These mangoes seen nice. Does he seem to be angry? Comparatives of adjectives should be practised.
210. (a) become + noun
- My friend has become an engineer. She became queen. Grow and Get used in place of become.
- (b) St+become+adj.
- He became ill. The teacher became more angry.
- (c) It became +adj.
(Neutral It.)
- It became dark again.
211. S V +adj.+to V
(am, is, are, were, will be, feel, look, seen, become Adj. to V)
- He is glad to go home. I am sorry to hear this. English is easy to learn. These mangoes are good to eat. She felt angry to see him. Sorry to, happy to, etc., to be taken up

212. about to V The train is about to stop.
The play is about to start.
213. how to V I told him how to play. He
(with know, tell, taught me how to write.
teach, learn, Do you know how to read?
show, remember,
forget)
214. What to V I know what to do. When to and when
(with know, He told me what to write. to be taught later.
remember, tell,
get)
215. Reported Speech. Ram said (that) he killed
Reporting in the a tiger. Ram said (that)
Simple Past of he was playing football
speech in Simple at 5 o'clock.
Past and Past
Continuous. (No I said that I studied
Verb modifica- English in 1950.
tions)
216. Reported Speech I think (that) he will come. In this pattern the
(a) S know/ He knows (that) I am here. conjunction 'that' is
believe/think/ He told me (that) he would rarely used in normal
hope/tell(that) come. English speech.
- (b) S V sure I am sure (that) she was 'Certain' not to be
(that) here yesterday. taught at this stage.
217. (a) SV past p. She is married. I am
(as adj) worried today. He is
(married, pleas- pleased.
ed, worried,
etc.)
- (b) past part.+ This is a coloured picture.
noun. I did not see the wounded
man.
218. Passive He was bitten by a snake. Introductory.
Simple Past and The house was built long
Present Perfect) ago.
219. It is adj. to V It is easy to learn English.
...(easy, diffi- It is good to play in the
cult, hard, afternoon. It is difficult
possible, nice, to cross this river.
good, etc.)
220. It is adj. for It is easy for you to learn
... (verb) to English. It is not possible
V... for me to go.

221. Reported Speech.
Reporting Specific
Questions.
(Question pattern
changed into
Statement
pattern)
- Ram asked me what I
was doing.
I am asking her
where she lives.
- Did you ask her what
she ate?
Can you tell me what
she wants?
- The asking word becomes
a connective.
- Reporting of Question
in which the asking
word is the subject to
be taken up later.
222. by (Temporal)
- He will finish his
work by Monday next.
He had finished his
work by 3 o'clock.
I will have finished
my work by 6 o'clock
tomorrow.
- Teaching of Past Perfect
and Future Perfect.
223. (a) about₂
(approximately)
- He came here about three
years ago.
- (b) in about
at about
- He will finish his work
in about three hours. I
went at about 3 o'clock.
224. Past Participle
Phrases
- The boy wounded in the
fight is Hari's cousin.
I brought the mangoes
picked by my servant.
225. Perhaps
- Perhaps he is sleeping.
Perhaps he is not.
Perhaps he will go home,
perhaps he will not.
226. may₂
(Possibility)
(Present
Continuous,
Simple Future)
- He may be sleeping now.
He may go home later.
227. if (Future - one
event depending
upon another)
- If Ram comes I will go.
If you came to my house,
I'll give you a book.
228. Because -
Why ?
- Why did you go to
Lucknow? I went to
Lucknow because my brother
is ill there. Because
my brother is ill I went
to Lucknow.
- So and therefore may
be introduced here.
With these the posi-
tion of the clause
becomes fixed.
229. although
though
- Although Ram's friend is
ill he did not go to
his house. Ram is not
working hard although he
has failed once.
- The two clauses of the
sentence should be
contrasted in Time and
Space.

230. when
(simultaneity) It is 5 o'clock when the big hand is at 12 and the small hand is at 5. When Mohan came Ram went away. 'As soon as' to be taught after this point, and 'begin to' to be practised with it.
231. before/after Ram came in before Mohan went away. After Mohan went away Ram came in.
232. (a) while
(Duration)
(simultaneity of two events) While I was reading she was playing. While I was drinking tea my brother was having a bath.
- (b) while
(one event taking place within another) While I was having a bath Mohan came into the house.
233. until/till Please wait here till I come. He did not go away until I came in.
234. Reported Speech. He asked me if I was a student. Mohan asked her if her brother was well.
(Reporting of Inversions with 'if')
235. have to/had to
(Necessity; obligation from without) I have to be in school at 10. He had to work hard for his food.
236. ought to
(obligation from within; General Advisability) I ought to obey my parents. You ought to love your brother.
237. Reported Speech. The teacher ordered the boy to leave the room. He asked me to give him a pencil. I requested the headmaster to grant me leave for a day.
(Reporting verb-ask, request, order) Requests are reported in the same way as Commands.
238. Question Tags
(Statement in the Positive, Question Tag in the Negative) He is a boy, isn't he? It is a good book, isn't it? Ram went to school, didn't he? Isn't, aren't, didn't, hasn't, won't, etc. be practised.

239. Question Tag
(Statement in the Negative. Question Tag in the Positive)
He is not going home, is he?
I didn't give you a pen, did I?
240. Reported Speech
(Modification of a few Time and Place expressions)
A. I am here now.
B. A said (that) he was there then.
Changes of here, yesterday, tomorrow, to there, then, day before, the after (the next)
241. who (Relative)
(Determinative)
I saw the boy who gave you a pen. The man who came here yesterday has gone away.
242. whom (Relative)
(Determinative)
The boy (whom) you punished has not come today.
Relative as object is very frequently omitted.
243. which (Relative)
(Determinative)
I like the picture which is on the wall. The book (which) you gave me is not good.
For things and animals.
244. that (Relative)
(Determinative)
This is the book (that) you gave me.
For things and animals only.
245. must
(in the sense of 'General Obligation')
I must go now. You must not make a noise in the class.

ANNEXURE II-B

Teaching points for a detailed syllabus in English to be covered in classes XI and XII

246 Simple Present used for Future

(a) S V E

Dinu goes to England next year.
We leave at 8 o'clock tomorrow.

(b) in Temporal Clauses
(When, until, before, after, as, as soon as)

We will wait here until he comes.
The lesson will end when the bell rings.

In (b) and (d) clauses are transposable.

(c) in Conditional Clauses (if, unless)

If you go to Delhi you see the Red Fort.
I cannot see unless I put on my glasses.

247 Future Perfect Continuous Tense (with by)

(It is now 10 o'clock and the lesson is beginning.)
By twenty to eleven you will have been listening to the teacher for forty minutes. By next month we will have been living in Agra for five years.

A future point of time is established; then the length of time is considered between that point and the present or some other point in the past.

248 S V O + n/adj/p.p

(a) The teacher appointed Dinu Monitor.
The members of the club elected him captain.
The parents named their daughter Sita.
Teach with: c.f. point 132
Teach with: appoint, call, choose, elect, name.

(b) He pushed the door open.
She boiled the egg hard.
Open your mouth wide.
The sun turned the leaves yellow.
They left the house clean.
We found the classroom empty.
I want everything ready by 10 o'clock.
He will set it right.

(c) He heard his name called.
We saw the house burnt.
They found the city destroyed.
I want my work finished quickly.
Teach with: feel, find, like, see, wish.

249. have and get (causative)

(a) S V O p.p.

I have my shoes polished every day.
I will have my hair cut tomorrow.
He is going to get his house whitewashed.

Teach with: have/get (meaning "suffer") p.p.
I had my pen stolen. I will get his fingers burnt.

250.

251. Use of to alone in place of to infin

You may go if you want to.
He wants to play tennis but I'm not going to.

252. for+n (substitute)+
to infin

The teacher drew a picture for the pupils to copy. c.f. points 219 and 220
I have bought a book for you to read.

253. Verbs without continuous forms

(a) be (to express a state)

I am ill. He is there.
The boy is naughty.

Exceptions (i)
to express actions-
The boy is being naughty.

(ii) in the Passive-
The meal is being prepared.

(b) verbs of involuntary perception

What do you see in the field?
I see some boys and girls playing.
I hear a noise inside the house.

see, hear, (contrast look, listen), smell, taste, feel

(c) non-conclusive verbs

(i) mental states and processes

I know(that) you are right.
We hope (that) it will be fine tomorrow.

(i) (dis)agree, believe, doubt, forget, remember, know, think

(ii) emotional states

Dinu prefers history to geography.
Sita wants to pass her examination.

(ii) detest, hate, (dis)like, hope, love, prefer, want, wish

(iii) miscellaneous

He seems (appears) to be a very clever man.
Your shoes fit very well.
The bag holds two kilos of rice.

(iii) appear(seem), contain, match, possess, seem

Some of the above verbs may be used, with different meaning, in the progressive tenses, e.g.,
I am thinking of (re-considering the idea of) going to Delhi. The Principal is seeing (=inter-viewing) the new students. I am not feeling well. The boy is smelling a flower. The woman is tasting a mango (In these examples the doer is actively engaged.)

254. Passive Voice (1)
am/is/are/was/were/
will be.../going to
be + p.p.

Reinforcement of
point 218.

(a) without by

Sita is liked very much (a) Agent not impor-
in her school. tant, or self-
The Taj Mahal was built evident.
long ago.
The new Principal will be
appointed next month.
Next week our school build-
ing is going to be white-
washed.

(b) with by

The child is fed by his (b) Agent significant.
mother.
We were badly bitten by
mosquitoes.
Mahatma Gandhi will always
be worshipped by Indians.

255. Passive Voice (2)
have/has/had been + p.p.
(a) without by

A new school has recently been Teach also
opened in my village. All the 'am/is/are/
corn had been cut before night was/were/ceing
fall. + p.p. with
and without
by

(b) with by

Everyone in my class has been
frightened by Gopal.
The carpet had been eaten by
ants.

256. Apposition

My brother, Ram Lal, is a doctor.
Miss Jha, my sister's English
teacher, came to our house
yesterday.
Dr. Smith, the man who taught
us history, has gone to England.

257. of mine/yours/his/
hers/ours/theirs/
(Sita's)

A friend of mine has come to
see me.
Some friends of ours are here.
Sita will give me a few books
of hers.
I didn't go to that house of
theirs.
A brother of Sita's is in Lucknow.

258. a (basketful) of
(some) (bagfuls) of

Dinu has brought a Teach; handful,
basketful of mangoes. mouthful, cupful,
I gave her some bagfuls, bucketful, etc.
of rice.
Sita drank three cupfuls
of tea.

259. (What) kind/kinds of

I don't like this kind. Type/types of.
of fruit. sort/sorts of
What kinds of rice do you may also be
get in Burma? taught.

260. (a) be kind/good to
(someone)

Sita is kind to me. Teach also: cour-
Be good to everybody. teous to, polite to,
rude to, true to,
false to, cruel to,
(un) just to, etc.

- (b) be angry/pleased with
(someone) The teacher was angry with Dinu. My father is pleased with me. Teach also: annoyed with. (un)happy with, etc.
- (c) be anxious/worried
about (someone or something) He is anxious about his son. I am worried about this matter. Teach also: (un)happy about. glad about. sorry about something.
- (d) be afraid/fond/tired/
ashamed/sick of
(someone or something) I am tired to this place. You should be ashamed of yourself. He is sick of the naughty boy.
261. Passive Voice(3)
with object (with-
out and with by) I am given tea every morning. We have been taught English for four years. I have been promised a bicycle by my father. The school was granted a holiday by the inspector.
262. Passive Voice(4)
Infinitive
(without and with by) Everyone likes to be praised. Dinu hopes to be made monitor. I don't want to be killed by a wild animal.
263. (a) as well as meaning
"in addition to" I can't read as well as talk c.f. point at the same time. 201 There is a pencil as well as a rubber on the table.
- (b) as well meaning
"too" I can speak English and I can read it as well. (you have taken my book.) You may take my pen as well.
264. along; across; among;
above; below; round;
through; past; by
(through) as prepo-
sitions We walked along the bank of the river. I can swim across this river. Among my friends I like Dinu most. The plane flew above the clouds. Please write your name below John's name. Yesterday I walked round Khusru Bagh. The Ganga flows through Hardwar. They ran past our house. The thief came in by(through) the window.
265. (a) for, in favour of,
against Every man fights for his country, and every man fights against his enemies. Ram spoke in favour of me but Gopi spoke against me.
- (b) on behalf of; for the
sake of I thanked Mr. Sharma on behalf of my friends. The old man is working hard for the sake of his family.

- (c) because of; on account of (=because of) We are working hard because of the examinations.
He couldn't go to school on account of illness.
266. the same as
different from Your house is the same as mine.
Dinu's house is different from mine.
267. (a) anywhere; somewhere; nowhere; everywhere
as adverbs You will find your pen somewhere in my room. c.f. points 133, 129 and 101.
Are you going anywhere? Somewhere is positive and anywhere in the negative and interrogative.
The book was nowhere to be found.
I went everywhere in the city but I didn't find my brother anywhere.
- (b) any more/longer
as adverb I played tennis last year; I don't play it any more (any longer). No more/longer sometimes used.
268. (a) else meaning "other" (I gave Sita a book.) I didn't give her anything else. Teach(a) with: anybody, nobody, somebody, everybody, anyone, no one, someone, everyone, anything, nothing, something, everything, anywhere, nowhere, somewhere, everywhere, what, who, whom, whose, which, whom.
(I went to the garden.) Sita went somewhere else. Who else went to the garden?
269. (a) (take) + o + (off) I took my shoes off. She picked it up. o = thing, person of personal pronoun pick up, pull out, take up, put away, put out, stretch out, drive away, etc. to be to...
- (b) (take) (off) + o as an alternative to (take) + o + (off) I took off my shoes. She picked up her book.
270. (a) have/has got for possessions and connections. I have got a dog in my house. c.f. points 100, 101 and 106.
My cat has got a long tail.
- to (b) have/has got for obligation from without. Mary has got to go to church. c.f. point 235.
You haven't got to go to school today.
271. should meaning "ought to" indicating obligation of general advisability. You should come to school in time.
You shouldn't quarrel with your friends.

272. can indicating permission You can sleep in my room. c. f. points 82, 163 and 281
Can I take your pen?
Can the boys go home now?
273. (a) go + V - ing I will go shopping this afternoon.
He often goes fishing.
- (b) keep/go on + V - ing Dinu started writing letters at 2 and went on writing till 6.
The bell had gone but the teacher kept on teaching.
- (c) give up + V - ing I have given up playing football. c. f. point 181
When will you give up smoking?
274. (a) without + V - ing He went to school without eating anything. c. f. point 184
Dinu went to bed without brushing his teeth.
- (b) do without (Please stay here.) I can't do without you. (I couldn't get any bananas today.) I shall do without them.
275. instead of + n (substitute)/V-ing He gave me a pen instead of a pencil.
He went fishing instead of going to school.
276. (a) after/before/while/on + V-ing (indicating time) After speaking for five minutes, he sat down. c. f. points 231 and 232
Before going to Delhi I went to Agra.
You shouldn't talk while eating.
On seeing me, he got off his bicycle.
- (b) by/through + V-ing (indicating manner) He became rich by working hard.
You learn a language by speaking it.
He caught a cold through going out in the rain.
277. be home Sita was home by 5 o'clock. c. f. He lives at home. I was at home from 2 o'clock to 4 o'clock.
I'll be home by 6 o'clock tomorrow afternoon.
278. up/over meaning "finished" Your time is up; you may go now.
The meeting was over by 5 o'clock.
279. (a) Happen (you look said.) What has happened to you?
What's happening in the hall?
What happened to your bicycle?
- (b) What's the matter? (You look said.)
What's the matter with you?

- (c) It doesn't matter I have lost a rupee, but it doesn't matter, because I still have two rupees in my bag.
- 280. take with expressions of time. It took us six hours to get to Delhi. The journey by car from Allahabad to Dehra Dun took us two days.
- 281. (a) can indicating possibility (Sita is not in the house.) e.f. points Can she be in school? Yes, 82, 163 and she can. 272
- (b) can't indicating impossibility (Ram left here an hour ago.) He can't be in Lucknow yet. (It is 5 o'clock.) Sita can't be in school now.
- 282. (a) indicating certainty or probability (Dark clouds have gathered in the sky.) c.f. point 245 It must surely rain Must in this meaning is stronger that ought to The Principal must be in his office now. of should
- 283. belong to This house belongs to me. belong Where does this chair belong? It belongs in the dining-room.
- 284. (a) each other Sita and Gita are fond of each other. c.f. point 191. The twins are exactly like each other.
- (b) Every other (i) "all the others" Dinu didn't come to the party but every other boy in the class came. Teach also: on the other hand; the other day; one after the other; one or the other (ii) "alternate" He visits his father every other week.
- 285. (a) look at; point at; smile at; laugh at; shout at; frown at; aim at Sita is looking at the picture. c.f. point 79 Practise also with questions beginning Hari is pointing at me, what and who: what are you looking at? who are you shouting at? Moti is shouting at the servant.
- (b) look for; look after (take care of); look into; look out (of + o) I am looking for my brother. Hari's grandmother looked after him. Gita looked into the well. The boys are looking out (of the window.)
- (c) take care of; care for While I was playing, my sister took care of my books. Kamla takes care of her little sister. I like mangoes, but I don't care for bananas. (Sita never plays with me.) She doesn't care for me.

286. worth with "What" and "How much";
worth + n (substitute)
V-ing How much is your house worth?
What is this book worth?
It isn't worth five rupees.
This book is worth reading.
287. adj + V-ing He was busy reading a book.
She is happy living in Delhi. c.f. point 202.
288. Reported Speech -
Review (1)
Reporting Statements
in the Present, Future
and Past with modifi-
cation of Person and
Verb Sita to Hari : I saw my
teacher and your father
at the circus yesterday.
Hari : Sita says (that)
she saw her teacher and my
father at the circus
yesterday. c.f. points 168,
169, 180, 133, 187,
204 and 214 to be
thoroughly revise
consolidated and
extended.
Dipu to Dinu: I don't like
history.
Dinu to Dipu: Today you say
(that) you don't like history,
and tomorrow you will say
(that) you don't like geography.
Dinu to Mary: I shall be visiting
your country with my sister
next year.
Hari: Dinu told Mary yesterday
(that) he would be visiting
her country with his sister
next year.
289. Reported Speech -
Review (2)
Reporting Statements
in the Past with modi-
fication of Time and
Place Expressions Sita to Dinu (in 1959 at Agra):
My mother and I visited this
city last year. Reinforce-
ment and
e-extension
point 239
Dinu (in 1960 at Allahabad):
Last year at Agra Sita told
me (that) her mother and she
had visited that city the
year before (the previous
year).
Dipu to Mary (in May 1950
at Mussorie):
We can't see any snow here now.
Hari (in July 1959 at Agra): Last
May Dipu told Mary at Mussoorie that
they couldn't see any snow there then.
Mary (in 1958): I am going to England
next year with my father and mother.
Hari (in 1960): In 1958 Mary told me
that she was going to England the
year after (the following year)
with her father and mother.
290. Present Perfect with
expressions of pre-
sent time Sita has come today. c.f. point 176
I have written several
letters this week.
Dinu has played football
only once this month.
291. (a) have/has/had +
just + p.p. meaning
"hardly", "barely",
"scarcely", "a
moment ago"
(b) Just meaning
"precisely",
"exactly" I have just finished my dinner.
Sita has just gone home.
The meeting had just started.
Sita came just at 9.
I want just a rupee.
This is just right.

292. already, not yet
nearly (almost),
not quite, very
much, not...at all,
very well, not...
at all

I have already written to Sita. c.f. point
 I haven't yet written to Sita. 173
 She has nearly (almost) finished
 her work.
 She hasn't quite finished her work.
 I like guavas very much.
 I don't like guavas at all.
 Dinu can speak English very well.
 Dinu can't speak English at all.

293. (a) Present Perfect
 indicating future
 with when and after

He will go home when he has
 finished his work. c.f. point
 I will go to the post office 177
 after I have written a letter.

294. Past Perfect in
 Temporal Clauses

I went to school after I had
 my breakfast. c.f. point
 When Sita had written a letter, 231
 she went to the post office. Fast Perfect
 I had to go out before I had will not be
 done my work. used in the
while clauses.

295. both...and for
 emphasis

Both Sita and her brother came c.f. point 97
 to see me.
 Ram both washed his clothes and
 pressed them.

296. (a) all the with
 expressions of time

They were in the room all the c.f. point 93
 time.
 Sita has been studying all the
 day.

(b) all over/round/
along with expre-
ssions of place

I have travelled all over this
 country.
 They went all round the garden.
 We walked all through the dense
 forest.

297. Relative Clauses -
 Review (a) SVO +
who/whose/whom/
which/that/where/when/
why clause

I know the man who stole
 my hat.
 Dinu likes the boy whose
 name is Kamal.
 This is the teacher whom
 we all like most.
 That is the beggar to whom
 we gave a rupee.
 She gave me the book which
 her father had bought for
 her.
 This is the pen that fell
 from my table.
 I haven't seen a place
 where there are no birds.
 He came at a time when I
 was busy.
 That was the reason why
 he went away.

Consolidation and
 extension of point
 241, 242, 243 and
 244. In addition
 to determinative
 clauses, descrip-
 tive clauses shou
 now also be taught
 Mahatma Gandhi, who
 was killed in 1948.
I remember by
everyone. With
 descriptive clause
 the relative must
 always be express
 With determinative
 clauses the relat
 as subject must
 always be express
 ed; as object it
 is usually omiss
 As subjects who
 (persons) and
 which (things)
 are most common.

(b) S + who/whose/whom/which/that/where/when/why clause + V (E)

The boy who came to see me is Hari.
The girl whose book was lost yesterday is here.
The girls whom we all like most is Sita.
The beggar to whom we gave a rupee is asking for more.
The book which was on the table has been stolen.
The books that were bought yesterday are not here.
The city where there are many big buildings is not far from here.
The day(when) most people don't work is Sunday.
The reason(why) he went away is not known.

It is a common mistake to put in a second subject - he, she, they, etc. referring to the first, before the who/whom... clause. All the drill is access to guard against this mistake. When and why are sometimes omitted

298. 's with day, week, etc., indicating period of time

He got a month's pay.
I have done a day's work.
Dinu had a week's holiday.

c.f. point 7 and 109

299. (a) S + go + adj
(b) S + turn + adj
(c) S + get + adj

These eggs have gone bad.
At sunset, the sky turned red.
It is getting hot.
This place is getting warmer and warmer.

300. get + prep....

When did you get on the train?
I got into bed at 9.
Sita will get out of the bus now.
We got to Delhi at 6 in the morning.

Teach also idiomatic uses:
get through (-pass)
get at (-reach)
get on (-connected)
get along (-progress) etc.

301. (a) might (reported possibility)

Dinu said (that) he might go to England next year.

c.f. points 312, 313.

(b) might(reported permission)

The teacher said that I might play football.

302. Reported Speech- Review (3) Reporting Specific Questions (a) Modification of structure in Questions

A: What are you reading?
B: A is asking me what I am reading.
A: Where will you go tomorrow?
B: A asked me where I would go the next day.
A: When did you go to Delhi?
B: A asked me when I went to Delhi.
A: How often do you go to the cinema?
B: A asked me how often I went to the cinema.

Extension of point 221. Question word becomes connective and initiates pattern in changed to statement pattern. Question word is not the subject of the sentence.

(b) No modification of Structure in Questions

A: Who is making a noise? Question word is the subject of the sentence.
 B: A asked me who was making a noise.
 A: What is in your pocket?
 B: A is asking me what is in my pocket.
 A: Which pen fell from the table?
 B: A asked which pen fell from the table.
 A: Whose book is lost?
 B: A asked whose book was lost.

303. (a) here, there, away, off, up down, etc., at the beginning of sentences

(i) Here they come;
 There they go;
 Away he ran;
 Off they went;
 Down came the rain;

(ii) Here's the zoo :
 There's Moti :

(b) What(s) + noun

(i) What a surprise ;
 (ii) What a clever boy ;

(ii) What fine mangoes ;
 What nonsense ;

304. What.....like?

What is New Delhi like? c.f. point 183.
 What are the Eskimos like? The answer to the question "What is New Delhi like?" is not "New Delhi is like Bombay", but a description of New Delhi.
 What was Babar like?

305. Reported Speech
 (a) think/believe/hope/expect/know/feel/remember/forget/understand/find/(out)/notice/(be)

I think (that) Sita has gone to school.
 Do you believe (that) the moon will be conquered?
 I trust (that) you are well.

(b) sure/(be)afraid, etc., + (that) .
 clause as object

I forgot (that) I had left my books at home.
 I was sure (that) I would pass.
 Diru was afraid (that) the teacher would punish him.

306. Clauses with:

(a) what

I know what he has done. c.f. point 214
 What he wrote became a famous book.

(b) where

He told me where he went.
 Where he is hiding is a secret.

(c) when

Do you remember when he came?
 When he came is not known.

(d) why

Why he gave me a rupee was a mystery.

(e) how

That's why she cried.
 I soon found out how he did it.
 How he did it surprised everybody.

307. It is/was... +(that) clause
 It is good (that) you have come.
 It is certain (that) it will rain tonight.
 It is hoped (that) Ram will come today.
 It is a pity (that) you didn't attend the lecture.
 It was said (that) the old man had gone into the forest.
308. Reported Speech - Review (4)
 Reporting Questions without an asking word with if or whether
 Modification of Structure
 A: Are the girls playing now?
 B: A asked me if the girls were playing then.
 A to C: Have you finished your work?
 B: A asked C if he had finished his work.
 Extension of point 234.
Whether and if are interchangeable here.
309. little: few
 There is (very) little food in the house.
 I have (very) little money in my bag.
 There are (very) few good men in this country.
 He has (very) few friends.
 c.f. point 137
 Contrast little and few (negative idea) with a little and a few (positive idea).
Little and a little are also adverbs. I sleep little. I know him a little.
310. (a) to infin in place of a noun (substitute)
 To climb Everest is very difficult.
 He taught me to swim.
 His plan was to run away.
 I promised to buy him a bicycle.
 (b) adj/n + to infin
 It is possible to cross the river. c.f. points 207, 211 and 219.
 I have enough to eat.
 He has few friends to talk to.
 There aren't many boys to teach.
 He gave me a book to read.
311. (a) too + adj/adv + to infin
 This book is too difficult to read. c.f. point 211
 That bed is too dirty to sleep in. Teach also with verb collocations; sit on, sleep in, read from, work at, work with, etc.
- (b) too + adj/adv + for + n (substitute) + to infin
 There is too much rice for me to eat. c.f. points 185 and 220
 The thief ran too fast for me to catch him.
 The table was too small for him to work at.
- (c) adj/adv + enough + to infin
 The boy is old enough to go to school. c.f. point 196
 He is working hard enough to pass the examination.

- (d) adj/adv + enough This book is easy enough for
+for +n (sub- you to read.
stitute) + to The light was shining
infin brightly enough for me to
 see by.
- 312. Passive Voice (5) You may be punished.
 (a) may/might/can/ Sita said Dinu might be made
can't/couldn't/seen monitor.
to/should/ought to/ Bad boys ought to be beaten.
must be + p.p. This room must be cleaned.
 Gopi seems to be disturbed.
- 313. Reported Speech (5) A to B: Please lend me your pen. Exercise of
 (a) Reporting Requests B: A asked (requested) me to point 307.
and Commands. lend him my pen.
 A to his servant: Bring some
 flowers for me.
 B: A ordered his servant to
 bring some flowers for him.
- (b) Reporting Permi- Sita: Kamla, you can c.f. points 272
ssion use my pen. and 301(6). Here
 Kamla: Sita said (that) can and may are
 I could use her used in the sense
 pen. of permission,
 Dinu: Dipu may study in and in this mean-
 my room. ing could and
 Hari: Dinu said (that) Dipu might are their
 might study in his past forms.
 room.
 Kamla: You can/may play
 with me, Bimla.
 Bimla: Kamla says (that) I
 can/may play with her.
- 314. Unless meaning (If you don't play, I won't Adequate will
"if...not" play either.) is necessary to
 I won't play unless you play. guard against the
 Sita always goes to school common mistakes
 unless she is ill. caused by literal
 Kamla's sister doesn't play translation from
 unless her mother tells her paralled Hindi
 to play. structures.
- 315. (a) ever meaning Have you ever seen a c.f. point 170.
'at any time' snowman? Ever is used in
 I don't ever sleep interrogative,
 before 10. negative and
conditional sen-
tences; usually
with the present
or perfect tense.
- (b) as ever I am (as) fresh as ever. The meaning of
 (c) than ever You look younger today hardly to be brought
 than ever. out. Compare with
 (d) for ever He has gone away from about and just.
 here for ever. Ever emphasizes
since.

316. than

(a) linking two different times

Sita is more cheerful today than she usually is.
Hari ran faster today than he did yesterday.

(b) linking two different actions or different aspects of the same action

Hari writes faster than he speaks.
Moti spends more money on food than he does on clothes.
Sita writes better than I can ever write.

(c) linking persons or things in two different positions or situations

There are more girls in my class than there are in your class

I have more money in my box than I have in my pocket.

Practise also

(a) There are as many girls in my class as there are in your class.

(b) I have as much money in my bag as you have in your bag.

317. so/not as substitutes for a clause

(Did hari run faster today than he did yesterday)?
I think so.
(Is the meeting over?)
I hope not.
(Has Gopal failed in the examination?)
I am afraid so.

So and not are used in this sense after the verbs hope, think, believe, expect and the phrase I am afraid meaning "I regret to say."

318. (a) need

(Moti has only one shirt.)
He needs another shirt.

(b) need + V-ing

These walls need painting.
Your coat needs washing.
These plants need watering.

319. (a) It is certain/sure/likely + to infin (weather)

It is certain to rain tonight.
It is likely to get dark at 6.
It is sure to get cooler at night.

(b) S + am/is/was/are/were + certain/sure/likely + to infin.....

I am certain to play tomorrow.
My friends are sure to come.
They were not likely to go away.

320. (a) It is/was time + to infin...

It is time to go to bed.
It wasn't time to play.

Practise points 84, 85 and 36 with will be also in appropriate situations.

(b) It is/was time for + n(substitute) + to infin.....

It is time for us to go to bed.
It was time for the boys to go to school.

321. (a) It is/was (a mood thing) + to infin.....

It is a good thing to get up early.
It is a bad habit to spit on the road.
It was his duty to look after his children.

c.f. points 219 and 307

- (b) It is/was (a good thing) + for + n (substitute) + to infin..... It is a good thing for you c.f. point 230 to get up early. In those days it was the custom for men to grow beards.
322. It is/was(kind) of + n (substitute) + to infin It is kind of you to say this. It is wise of you to go out for a walk in the morning. It was cruel of him to beat the poor beggar. Clever of, foolish of, good of, nice of, sweet of, naughty of, brave of, cowardly of, wrong of, etc., also to be taught.
323. (a) think of as an alternative to "think about" I am thinking of my brother. She is thinking of her friends. He thought of his home.
- (b) think of in the meaning of "imagine" and "contemplate" Think of the danger. I can't think of buying a house.
324. (a) at first; at last At first he didn't open his mouth, but at last he started talking.
- (b) at + superlative Ram has at least a hundred rupees. I'll be there at 9 at the latest. I can give you five rupees at the most. Dinu is at his best today.
325. (a) the + superlatives/ordinal numbers/only + n + to infin Hari is the best boy to do this work. Sita was the first girl to come to the class. Mr Sharma was the second man to come to our house today. Kasim was the only boy to cross the river. That is the most suitable book to read for your examination.
- (b) the + n + to infin This is not the way to play tennis. The man to answer your question is Mr Gupta.
326. (a) as/since As I was ill, I didn't go to school. I won't say anything bad about him since he is my friend. c.f. point 223. As and since here are used in the sense of 'because'.
327. (a) even suggesting the extreme limit of what is possible or expected Even a child can tell this. He didn't even say good morning to me. I can't write even now. Note the position of even.
- (b) even + comparative meaning "still", "yet" Shyam is taller than ram and Hari is even taller. Your room is even cleaner than Hari's.

- (c) even if/even though indicating concession
Even if you are rich, you can't buy this house.
Even though he was ill, he came to school.
328. Unfulfilled Past Condition - If... had + p.p. would have + p.p.
If I had gone to Agra, I would have seen the Taj.
If you had worked hard, you would have passed.
329. Possible Past and Present Conditions
If he said that, he is a liar. c.f. point 227.
If you didn't play yesterday, you can play today.
If Hari is at home, he may be pleased to see you.
330. Improbable or doubtful Future Conditions - If... Past Tense....
If I were a bird, I would fly. Future context.
If I went to the moon, I would be a great man. If... should + infin.... would + infin may also be used here.
331. The + comparative with the + comparative
The sooner you go, the better.
The higher they climbed, the colder they felt.
332. (a) as meaning "while" As we went through the forest. c.f. point 326
We saw a number of wild animals.
(b) Just as Just as we arrived, the play started. c.f. point 291(b)
333. (mustn't + infin meaning "not allowed to")
You mustn't go to the cinema. c.f. points 245 and 318
334. (a) dare without "do" in questions and negatives
Dare you say this to him?
I dare not go there.
He dare not do it.
Past Form:
Dared you say this to him?
I dared not go there. Did you dare to go there?
- (b) dare with do in questions and negatives
Do you dare to go there?
I don't dare to go there.
He doesn't dare to go there.
I did not dare to go there.
Future Form:
Would you dare to go there?
I wouldn't dare to go there.
No future forms with do.
335. (Indeed/of course for emphasis)
(Are you glad to hear this news?)
(you don't study hard, do you,) Of course, I do.
336. (a) do/does/did to avoid repetition
I didn't play tennis last year, but I do now.
(Sita doesn't work hard.) If she does she will pass in the examination

(b) do/does/did so

(Please don't go out in the rain.)

If you do so, you will get wet. (Mohan says his prayers every morning now.)

He didn't do so last year.

(c) do meaning 'be enough'

(I don't want more money.)
Five rupees will do.

(Don't send me more men.)
These will do.

337. (a) so + adj/adv + that clause as a resultant

The box is so heavy that I can't lift it.

c.f. post 311

He is so foolish that he doesn't understand anything.

He ran so quickly that we couldn't catch him.

(b) such a + (adj) n + that clause as a resultant

He is such a fool that he doesn't understand anything.

It was such a beautiful sight that I can't describe it.

ANNEXURE II - C

Additional Material (elements in Word-formation, formulas, phrasal verbs, etc.) to be distributed over the entire course appropriately.

Word Formation (1)

Compounds

1. Nouns

(a) noun + noun

postman, letterbox, shopkeeper, sunshine, schoolboy; shop-window, station-master, sign-post, motor-car; Monday morning, summer vacation, baby boy, cotton mill, stone wall

The compounds may be single words, words with hyphens, and looser collocations that form a sense unit.

(b) V-ing + noun

dining-room, writing-paper, walking-stick, rowing-boat

(c) adjective + noun

blackbird, highway, madman, free-trade, slow/fast train

(d) adverb + noun

outpost, through-carriage, up/down train

2. adjectives (various combinations)

snow-white, ankle-deep, blue-black, all-powerful, red-hot, new-born, new-laid, fruit-bearing, blood-stained, good-looking, easy-going, richly-dressed, well-prepared

Word Formation (2)

(a) Negative Prefixes

Un-

uncertain, unfair, unfortunate, unhappy, unnecessary, undecided, unknown, untiring

Can be added to most adjectives and participles.

In-

incomplete, indistinct, inconsiderate, incredible

Note assimilation: illegal, irregular, impatient, immoral, etc.

dis-

dishonest, displeased, disadvantage, disturb, disagree, dislike

Added to certain nouns, adjective and verbs.

non- (to denote something not done)

non-payment, non-existent

With certain nouns and adjectives.

(b) Other Prefixes

un- (to denote the opposite of something)

undress, unlock, undo

With verbs

mis- (to denote something done badly or wrongly)

misgovern, misunderstand, misconduct, misfortune

With verbs and nouns.

re- (to denote repetition)

rearrange, reconsider, rewrite

With verbs (and nouns and adjectives derived from them).

Word Formation (3)

Suffixes to form Nouns

(a) person doing something:

-er, -or

employer, painter, speaker, writer, actor, doctor, sailor, tailor

Suffix usually added to verbs. Note also: engineer, law r. liar.

(b) feminine form:

-ess

actress, countess, poetess

Note also: heroine, spinster

(c) state, condition, quality:

-ance/-ence, -ness, -ment, -ion

distance, obedience, violence, darkness, goodness, kindness, amusement, government, punishment, hesitation, operation, relation

Formed from adjectives. Formed from verbs.

Note also: attention, comparison, nation, union.

-al

arrival, refusal, trial, nationality, reliability, responsibility, heroism, optimism, patriotism.

Formed from verbs. Formed from adjectives. Formed from nouns and adjectives.

Word Formation (4)

(a) Suffixes to form Adjectives

-able

agreeable, eatable, suitable, dated, skilled, wretched

Formed from verbs. Formed from nouns. Particularly in compounds; blue-eyed etc.

-ed

-en

golden, leaden, wooden

Formed from nouns.

-y

hungry, noisy, thirsty

Formed from nouns.

-ful

careful, thoughtful, wonderful

Formed from nouns.

-less

childless, fatherless, homeless

Formed from nouns.

-an, -ian, -ese,

American, Canadian, Chinese, Turkish

Also nouns when used to mean 'language'.

-ish (to denote nationality)

-like, -ly, -ish

childlike, cowardly, foolish

Note also: reddish, oldish, etc.

(b) Suffixes to form Verbs

-en

fasten, harden, sharpen, shorten

Formed from adjectives.

-ize

organize, realize, recognize

FORMULAS AND OTHER USEFUL EXPRESSIONS

After you. (a gesture of courtesy) Attention. About turn.
As you were. All right. (in response to an order or request)

...as a means to an end. ...at any cost. at no cost.
Be quick. Behave yourself. Be quiet. Between you and me.
(confidentially)

Can I help you in any way? (what worries you? Tell me if I can
be of any help to you?) Congratulations:
Dear Sir/Madam. Dear Mr/Mrs/Miss... Don't mention. (in response
to 'thanks')

Excuse me. (as an apology or polite request for permission).
Exactly (to show complete agreement)

Good morning. Good afternoon. Good evening. Good night.
Good-bye. Good luck. Goodness me: (an expression of surprise)
go from bad to worse.

Halt. Hallo. Happy Birthday. Happy Christmas. Happy New year:
How do you do? Hurry up, please. How terrible. How disgraceful:
How absurd. Here you are. How dare you say that. How dare he:

I am sorry. (= Please excuse me). It's all right. (= Never mind.)
I beg your pardon? (= Please repeat what you said.) I beg your
pardon. (= Please excuse me. I did not hear what you said.) It
doesn't matter. (= Never mind.) It all depends. (= It is not
possible to know certainly until other things are known.) I'm
afraid so. (agreement) I'm afraid not. (polite denial) It's
all (just) the same to me. (= It makes no difference to me.) I
thought as much. (= I suspected it.) It is most unlikely.
I don't think so. I dare say (= I think it is possible). I
can't help it. It can't be helped. I wonder: (= I'm not so sure.)
If the worst comes to the worst. (If the worst possible happens).

Just one. Just a moment. Just think....

Leave (me) alone. Let alone... (= to say nothing of) Lovely day,
isn't it? Left turn.

...make both ends meet. Mind your own business

Never mind. (= it's all right. Don't worry.) Not at all. (in
response to an expression of gratitude). No, thank you. No,
thanks. (polite refusal). Not likely. (= It is not possible.)
No, that won't do.

Oh dear : once upon a time.

Pardon me? (= I beg your pardon?) Pardon me. (= I beg your pardon.)
Please give (him) my kind regards.

Quick march. Quiet, please. Quite so. (= Exactly.)

Really? (= It is so? I am surprised.) Right turn.

See you later. Same to you. (A to B: Happy New Year; B: Same to
you.) Stand at ease. Sorry. (= I am sorry.) Silence, please.

Thanks. Thank you. That's all right. (Don't mention.) Thank
goodness, (= I am thankful that...) That depends. (= It all depends).
The more the merrier. The fact is... There you are. (= This is
it.) There they come; There he comes; That's the least of
it. (= You have said only very little about...) This will never
do. This won't do. There is nothing like (milk). The one and
only man to...; the only thing. There is no other way out. To
make matters worse... That'll do. That's enough.

under lock and key; under repair; under fire; under age; under cover; under the impression that...

Very good; Sir. (Very well, Madam. (polite response to an order)

What's the matter? What's wrong? What a shame; What a pity;

What a tragedy; What do you mean by that? What's going on?

Welcome, Sir; Welcome home; What an idea; What next?

Yours sincerely; Yours truly; Yours faithfully; Yours ever; You never can tell. (You cannot guess.)

PHRASAL VERBS AND VERB COMBINATIONS.

PHRASAL VERBS

break away; break down; break open/loose; break out; break through; break up; bring about; bring down; bring out; bring up; burst open; come out; come down; come off; come across; cut down; cut off; dig out; dig up; draw back; draw up; get about; get along; get away; get back; get hold (rid) of; get in; get off; get on (well with...); get out; get over; get up; give away; give back; give in; give out; give up; go back on; go down; go off; go out; go on (working/writing); go over; go up; hold back; hold up; keep away; keep back; keep down; keep on (working/writing); keep up; knock down; lay aside; lay by; lay down (formulate a rule etc.); let down; let in; let off; let out; look after; look for; look to; look down on/upon; make off; make out; make over; make up; pick out; pick up; put aside; put back; put by; put down (crush, suppress); put forward; put in; put off; put on; put out; put up; rub off/out; rub up; run across; run away; run down; run short (of); send for; send out; set out/off; set forth; set fire to; set up; take after; take back; take down; take in; take off; take on; take over; take to; take up; tear off; tear open; use up; wake up; wear out; wind up; wipe off; wipe out; work out.

VERB COMBINATIONS (The combinations underlined are meant for the Lower Level and the others for the Higher Level)

break (one's) heart; break (something) in two; break the rules
break (one's) journey; break record; break into (a shop, house, etc)
burst into tears (laughter); call (somebody) names; call the roll;
call a meeting; call a strike; cast (one's) vote; catch a cold;
catch fire; cause trouble (anxiety); change (one's) mind; change
for the better; come into force (effect); come to an agreement;
come to an end; come to the conclusion; come to harm (grief);
come what may; cut a sorry figure; do (one's) hair; do (someone)
good/harm/a favour; do better; do right/wrong/well to...; do
one's duty; drop (someone) a line/hint; fall into a trap;
feel (one's) pulse; feel sorry/happy/hungry; fly into a temper/rage
gain experience; gain weight; gain time; get (Malaria, etc.);
get rot; get (any) sleep; get warm/cold; get old/grey; get into
(a house, room, etc.); get through the examination; get through
(one's) work; go hungry; go to sleep; go bad; go out of fashion;
go for a walk; go mad; go out of the room (house, garden, etc.);
go into business; go on a strike; have a swim/bath/smoke/walk/wash);
have a dream; have an idea; have a baby; hope for the best; hope
against hope; keep (one's) promise; keep cool; keep a diary;
keep an account; keep a servant; keep in mind; keep (something)
to (oneself); keep (something) secret; knock at the door; know
(someone) by sight (name); last long (a day; a few days, etc.);
lead the way; lead astray; lead a simple (good, useful) life;
lead an army (to some country or place); learn a lesson; learn by
heart; live on milk (fruit, vegetables, etc.); live (one's) life;
live a simple life; live long; look into (the matter, case, etc.);
look on the bright side of the things; look to (someone for
protection, help, etc.) lose hope/memory/strength; lose temper;
lose (one's) way; make (one's) bed; make a fire; make a profit;
make friends; make friends with (someone); make a noise; make a

name (for oneself); make faces at (someone); make a fool of (one self, some one); make fun of (someone); make the best of (something); make a difference to (someone); mean a lot to (someone); mean no harm; mean well; mind one's own business; mind one's words; pick a quarrel with (someone); pick (one's) pocket; pick one's teeth/nose; play a joke on (someone); play the fool (at a party, etc.); play (one person) off against (another)
pull (something) to pieces; pull (oneself) together; pull a muscle; pull (one's) leg; put (the baby, etc.) to bed; put a stop to (something); put (someone) in the wrong; put words into (someone's) mouth; put into practice; put into circulation; put a question to (someone) put (someone) to death; run smooth; run on time; run through (some place); run the institution/business/house; run into a trap; run into debt; run a risk; serve--- right (it serves you right. * it is a just punishment for you.); serve food/drinks to ...; set food for (people); set (the house, building, etc.) on fire; set (something) in order; set a price on (something); set a date for (something); set (something) going; stand at attention; stand in need of (something); stand the bill for (something); stand in (one's) way; take (someone) prisoner; take care of (something or somebody); take (someone) to be (somebody or something else); take pity on (somebody); take a dislike to (somebody or something); take (things) easy; take advantage of (something); take an interest in (something); (be) taken ill; take place (happen) take notice of; take (someone) into confidence; take (something) into (one's) head; tear (oneself) away (from something or somewhere) tear (something or somebody) to pieces.

ANNEXURE II(D)

VOCABULARY AT LOWER LEVEL

The vocabulary for the lower level of attainment in English at the end of class XII will consist of (a) an active vocabulary of 2,000 words; and (b) a passive vocabulary of another 1500 words.

(1) The Active vocabulary of this level has been based wholly on the Nagpur List: From the 2,500 words of the Higher Level Active Vocabulary, 500 words have been deleted to obtain an Active Vocabulary of 2,000 words needed at this level.

(2) The Passive Vocabulary of 1500 words includes the 500 words so deleted and 1,000 words of a general nature selected from the two vocabulary lists prepared at the Central Institute of English (Social Sciences and Pure Sciences).

Lower Level:

Active Vocabulary of 2000 words

a, an	although	bag	beyond
able	always	bake	bicycle
above	and	ball	big
absent	angry	banana	bird
accept	animal	bank(of river)	birth
across	ankle	banyan-tree	bite
act	answer	bark (v)	black
add	any (anyone)	basket	blackboard
address	April	bath	blind
advantage	arm	be	blood
advise	arithmetic	beak	blouse
aeroplane	army	bear (n)	blow (v)
afraid	arrange	beast	blue
after	arrive	beat	board
afternoon	as	beautiful	boat
again	ask	because	body
against	asleep	become	boil
age	at	bed	broken
agree	attend	bee	book
air	audience	before	born
algebra	August	bog	borrow
alike	aunt	begin	both
alive	author	behind	bottle
all	autumn	believe	bottom
allow	awaken	bell	box
almost	away	belong	boy
alone	baby	beside	branch
along	back (n.& adv.)	better(best)	brass
also	bad	between	brave

bread	cloud	desk	engine
break	coal	destroy	enjoy
breakfast	coast	diamond	enough
breath(breathe)	cock (n)	dictate	enter
bright	coconut	dictionary	envelope
bring	coffee	die (death)	equal
broom	cold	different	essay
brother	collect	difficult	etc.
brown	college	dig	evening
bud	colour	dine (dinner)	ever
buffalo	comb	dip	every (every-
build	come	direction	body etc.)
bull(bullock)	comfort	dirty	examine
burn	common	disease	example
bus	company	discover	except
busy	compare	discuss	exchange
but	compete	dish	exclaim
butter	congratulate	distant	excursion
butterfly	contain	do	exercise
button	continent	doctor	explain
buy	continue	dog	eye (eyebrow)
by	convenient	doll	face
cake	converse	dollar	fail
calender	cook	donkey	fair (beautiful)
call	cool	door	fair (just)
camera	copy	dot	fall
can (v)	corner	double	false
capital	correct	down	fame
captain	cost	dozen	family
car	cottage	drama	fan
card	cotton	draw (water)	far
care	cough	draw (art)	farm
carpenter	count (v)	drawer (draw,	farewell
carry	country	pull)	fat
cart	course(of course)	dream	father
cash	cousin	dress (v & n)	fault
cat	cover	drink	fear
catch	cow	drive	feast
cattle	crawl	drop	feather
ceiling	crooked	drown	February
centre	crop (n)	drum	feed (food)
century	cross (n & v)	drunk	feel
chain	crowd	dry	female
chair	cruel	duck (n)	festival
chalk	cry (weep)	dumb	fetch
chance	cry (shout)	during	few
chapter	cupt	dust	field
cheap	cupboard	each	fight
check (v)	curds	eager	figure (s)
cheek	cure	ear	fill
chemistry	curve	early	find
chest (body)	customer	earn	fine (good)
chicken	cut	earth	finger
child	dance	east	finish
chimney	danger	easy	fire
chin	dark	edge	first
choose	date	educate	fish
church	daughter	egg	five (fifteen)
circle	day (today)	eight	flag
city	dead	either or	flat (adj.)
class	deaf	elbow	flame
clean	dear (loved)	electric	flavour
clever	december	elephant	flock
climb	decide	elevan	floor
clock(o'clock)	decorate	else (or else)	flour
close to	deep	empty	flow
cloth	describe	end	flower
clothes	desert (sand)	enemy	fly (insect)

fly (v)	habit	husband	last
fold (v)	hair	hut	late
follow	half	I (me, my, etc.)	lately
fond of	hall	ice	laugh
food	hammer	idea	law
fool	hand	if	lazy
foot	handsome	ill	lead (v)
foot (12")	hand	imagine	(leader)
for	happen	immediately	leaf
forehead	happy	important	learn
foreign	harbour	improve	least
forest	hard	in (inside etc)	(at least)
forget	hardly	inch	leather
fortnight	harvest	indeed	leave (v)
forward	haste	indoors	left (left
four (fourteen, forty)	hat	initials	hand)
frame	have	ink	leg
free	he	in-law (see	lend
fresh	head	father etc)	less
Friday	headmaster	innocent	lesson
friend	heal	insect	let (v)
frighten	health	instead	letter
frog	hear	intelligent	library
from	heart	interest (ing)	lid
front	heavy	introduce	life
fruit	heel	invite	lift
fun (funny)	hello (hullo)	iron	light (not
fur	help	island	dark)
future	hen	it, its	lightening
gain	her, hers	January	like (alike)
gallop	(see she)	jaw	limbs
game	here	jealous	line (n)
garden	hero	jewels	lion
gate	hide (v)	job	lip
father	high	join	list (n)
get	hill	journey	listen
gentle (man)	him, his	judge	literature
geography	(see he)	July	little
geometry	history	jump	live (v)
girl	hit	June	load
give	hold	just (unjust)	lock
glad	hole	just (adv.)	lonely
glass	holiday	keep	long
globe	hollow	key	look
go	holy	kick	loose
goat	home	kill	lose
God (gods)	honest	kind (adj)	lot (a lot of)
gold	honey	kind (n)	loud
good (better, best)	hook	king	love
good-bye	hope	kiss	low (adj)
grade (gradual)	horns	kitchen	luggage
grammar	horizon	kitten	lunch
grape	horse	knee	lungs
grass	hospital	knife	mad
great	host (guest)	knock	madam
green	hot (heat)	knot	magazine
grey	hotel	know	maid
grind	hour	lad	main (adj)
ground (n)	house	lady	make
group	how	lake	male
grow	however	lamb	man
guess	huge	lame	manner (s)
guest	human	lamp	many
guilty	hundred	land	map
gun	hungry	lane	march (v)
	hurry	language	March
	hurt	large	mark

market	new	park	price
marry	news	part of	priest
master (v & n)	next	partner	prince
mat	niece	pass	(princess)
matches (box of)	nice	paste	principal
material	night	path	print
mathematics	nine(nineteen,	paws	prison
may (v)	ninety)	pay	private
May	no (not yes)	pea	prize
meal	noise	peace	promise
mean, meaning	none	peep	pronounce
measure	noon	pen	proud
meat	nor	pencil	proverb
medicine	north	penny	province
meet	nose	people	public
merchant	not	perfect	pump
message	note(notebook)	perhaps	punish
metal	nothing	person	pupil
metre (meter)	notice (v & n)	pet	pure
middle	novel (n)	petal	purse
mile	November	petrol	push
milk	now (nowadays)	photograph	put
mind (v)	number	physical	quality
minute (n)	(numerous)	physics	quantity
minus	nurse	pick	quarrel
Miss	nut	picnic	quarter
miss (v)	obey	picture	queen
mistake	ocean	piece	question
mistress	October	pig	quick
mix (mixture)	odd (3,5,7)	pillow	quiet
modern	of	pink	quite
Monday	off	pity	race (run
money	offer	place	a race)
monkey	office	plan	radio
month	(official)	plant (v & n)	rail (railway)
moon	often	plantain	rain
more (most)	oil	plate	rat
morning	old	platform	raw
mother (grand	on	play (v)	read
mother)	one, (once, only)	please	ready
motor	one (det.)	plenty	real (really)
mountain	open	plough	reap
mouth	or	plus	receive
move Mr.	orange	pocket	record (n)
Mr., Mrs.	order	poem, poet	red
much	ordinary	point	refuse (v)
mud	ought	pole (north	register
multiply	our (see we)	pole etc.)	regular
must (v)	out(outside etc)	police	relations
music	outline	polite	(relatives)
nail	over	poor	religion
name	owe	port (export,	remain
narrow	owl	etc.)	remember
nasty	own(my own etc)	porter	remind
native (adj)	ox (oxen)	(railway porter)	repeat
nature	page	positive	reply
near (nearly)	pain	possible	responsible
neat	paint	post (postman)	rest
necessary	pair	etc.)	(remainder)
neck	palace	pour	rest (v)
need (v)	palm (of hand)	powder	result
negative	paper	practice	return
neighbour	paragraph	praise	revise
neither, nor	parcel	prayer	reward
nephew	pardon (beg	prepare	ribbon
nest	pardon)	present (n & v)	rice
never	parent	present (n & adj)	rich

ride
right (not left)
right (not wrong)
ring (circle,
wedding ring)
ring (v)
ripe, unripe
rise
river
road
roar
rob
roof
room
root
rough
round
row (in rows)
rub
rude
rule (a line)
rule (a kingdom)
run
sad
safe
salt
same
sand
Saturday
saucer
scene (scenery)
science
school
scissors
(a pair of)
sea (sea-side)
season
seat (see sit)
second (n)
second (order)
section
see
seed
seem
self
sell
send
sentence
September
serve
set (sunset)
seven (seventeen,
seventy)
several
shadow
shall
shame
shape
share
sharp
she (her)
sheep
sheet
shelf
shine
ship
shirt
shoe

shop
short
shoulder
shout
show
shut
shy
side
sigh
silent
silk
silly
silver
simple
since
sing
sir (Sir)
sister
sit
six (sixteen,
sixty)
size
skin
skirt
sky
sleep
sleeve
slow
small
smell
smile
smoke
smooth
snake
snow
shoot
soap
socks
soft
soil
sole (of foot)
soldier
some (some-
times etc.)
son
soon
sorry
sound (n)
south
sow (v)
speak
special
spella
spend
spin
spit
spoon
sport
spring
square
stairs
stamp
(postage)
stand (v)
star
state
station
stay

steal
step (n & v)
stick (rod)
stomach
stone
stop
storm
story
straight
strange
stream
street
strict
string
strong
study
subject (n)
subtract
succeed
sudden
suffer
sugar
summer
sun
Sunday
supper
sure (surely)
surprise
swan
sweep
sweet
table
tail
tailor
take
still (adv.)
tall
tale
talk
tame
tank
taste
tea
teach
team
tear (v)
tell
temple
ten (teen)
tennis
term (term
time)
test
text (textbook)
than
thank
that (those)
the
then
there (adv.)
they (them)
thick
thief
thin
thing
think
thirst

third (ord & n)
this (these)
those (see that)
thousand
three (thirteen, thirty)
throat
through
throw
thumb
thunder
Thursday
ticket
till (until)
time (n)
time-table
tired (a)
title
to
tobacco
today
toe
together
tomorrow
ton
tongue
touch
towards
towel
town
toy
train
translate
travel
tree
trouble
trousers
true
try
Tuesday
turn
twelve (twelfth)
twenty
two (twice)
twist
ugly
umbrella
uncle
under (underneath)
understand
university
up (adv.)
up (upon)
use (v)
used to (habit)
valley
vegetable
(vegetarian)
verse
very
village
visit
voice

wages
waist
wait
wake up
walk
wall
want
war
warm
wash
waste
watch (v)
watch (n)
water
wave (n)
way
we (us, our)
weak
wear
weather
wedding
Wednesday
week
weigh
welcome
well (n)
well (adv.)
west
what (int. & conj.)
wheel
when (inter & conj.)
where (inter & conj.)
which (inter & rel.)
while
whisper
white
who (whose) (int. & rel.)
whole
why (int. & conj.)
wicked
wide
widow (widower)
wife
wild
will (see is)
win
wind (n)
window
wine
wing
wink
winter
wire (wireless)
with (without)
woman
wonder
wood (wooden)
wood (woods)
wool
work
word
world

worship
wrist
write
wrong
yard (36")
year
yellow
yes
yesterday
yet
you (your, yours)
young
zero
zoo

LOWER LEVEL: Active Vocabulary (contd.)

accident	belt	club
according	bend	coach (n)
accurate	beneath	coin
acre	besides	colony
act (drama)	bet	column
actual	Bible	combine
admire	biscuit	comic
admit	bit (a bit of)	command
advance	blade	committee
adventure	blame	complain
agriculture	blanket	complete
aid	bless	conclude
aim	blot (blotting)	condition
ambition	blow (n)	conduct
among	boast	connect
amount	border	conquer
angel	bore (v) (boredom)	consider
angle	boundary	construct
any	brackets	contribute
(anyhow, etc.)	brain	control
appeal	breeze	copper
appear	brick	cork
apple	bring up	council
apply	broad	courage
appoint	bronze	crack
arch	brush	crash
area	bucket	cream
argue	bullet	cricket
arise	bunch	crow (n)
around	bundle	crow (v)
arrest	burst	crush
arrow	bury	cultivate
art	bush	curl
article	butcher	current
ash	care	curse
aside	calculate	curtain
ass	calm	cushion
assist	camel	custom
at	camp	damare
atom	canal	damp
attack	candle	dawn
attempt	cap	debate
attention	capture	debt
attract	carpet	deck
authority	carriage	deed
avoid	cave	deer
axe	certain	defeat
balance	certificate	defect
bald	champion	defend
bamboo	channel	delay
bandage	character	deliver
bank	charge	department
bar	charity	depend
barber	chase	deserve
bargain	cheat	detail
bark (of tree)	cheese	develop
barrel	cheque	devlop
battle	chest (box)	dew
beach	chief	diameter
beam (sunbeam)	Christian	diary
bean	circulate	digest
bear (v)	claim	disappoint
beard	clap	disguise
behave	clear	dismiss
below	climate	dissolve
	close (v)	distinguish

distribute
district
disturb
dive
divide
domestic
doubt
drag
due
dull
duty
eagle
echo
effort
elder
elect
empire
employ
energy
escape
especially
even (adv.)
event
exact
expand
expect
experience
experiment
explode
extra
fact
factory
fade
fairy
familiar
famous
fare
fashion
fast (swift)
fast (not eating)
favour
feature
fee
fellow
fever
film
final
fine (punishment)
firm (steady)
fit (v)
fix
flash
flesh
float
flood
force
form
former
fortune
foundation
fountain
fowl
fox
fraction
frequent
freeze
funeral
further

gallery
garage
gas
general
generally
ghost
giant
goal
goods
goose
grant (v)
grave (tomb)
grief
grumble
guarantee
guard
guide
handle (v & n)
handkerchief
harm
hate
hay
heap
heaven
heir
hell
Hindu
hint
hire
honour
hop
hunt
idiot
illustrate
include
income
increase
independent
industry
influence
injure
inspect
instrument
insult
interior
interval
invent
irrigate
item
ivory
jail
jar
joke
jolly
joy
juice
junior
kettle
Koran
label
ladder
laundry
lay (eggs)
lead (metal)
lean (v)
lecture
leisure
level

liberty
lick
lie (lie down)
likely
likely
line (v)
liquid
loaf (n)
local
log
lord
lovely
loyal
luck
lump
machine
magic
magnet
manage
manufacture
marble
mass
match (v)
matter
maximum
mayor
meantime
meanwhile
melt
member
memory
mental
mention
method
midst
military
mind (n)
mine (n)
minister
mirror
mischief
model
moment
moral
moreover
mosque
Moslem
mouse
murder
museum
naked
nation
navy
needle
neglect
negro
nerve
net
noble
nonsense
normal
note
nowhere
oar
object (n)
obliged
occasion
occupy

officer
omit
opinion
oppose
opportunity
organ (n)
origin
(*) orphan
otherwise
ounce
own (v)
overtake
pack
parliament
party (political)
party (function)
passage
pat (v)
patch
patient (n)
pave (v)
pearl
peculiar
percent
period
permanent
permit
philosophy
pillar
pin
pipe (waterpipe)
planet
plain (n)
plastics
play (drama)
playwright
poison
polish (v & n)
politics
pond
pool
popular
population
position
postpone
pot
potato
power
previous
present (gift)
preside
press (v)
prevent
previous
prick
problem
procession
produce
profit
programme
progress
property
protect
protest
prove
publish
qualify

quote
raise
reach
reason
recent
recite
recognize
recommend
recover
reduce
refer
reflect (mirror)
reins
reject
release
remove
rent
repair
replace
report
request
require
resemble
reserve
resign
respect
restaurant
retire
risk
rock (n)
roll
rope
rose (n)
rot (v)
rug
rush (v)
rust
sacred
saint
salary
sample
satisfy
save (v)
scale (n)
scales (n)
scent
scold
scout
scratch
scream
screen
screw
search
secret
secretary
seek
senior
sense (five senses)
sense (sensible)
separate
series
serious
sex
shade (colour)
shake
shave
shell (n)

shield
shilling
shore
shrink
sick
signal
signature
sign
single
similar
sink (v)
situation
sketch
slice
slide
slip
slippers
society
sofa
solid
solve
solution (liquid)
solution (of problem)
somehow (somewhat etc)
sort (n)
sour
space
spark
sparrow
specimen
spectacles
speed
spill
spirit (spirited)
spite (in spite of)
splash
spoil
spot
spread
spring (v)
squeeze
stage (position)
stage (drama)
standard
start (begin)
starve
state (statement)
state (condition)
statue
steam
steel
stem (n)
store (v & n)
storey
straw
stretch
strike
style
such
suck
suggest
suit (n)
sum (summary)
supply
surface
surround
suspect

swallow (v)
sweat
swim
sword
tale
tap (water-tap)
tape
tax
tear (n)
telegram
telephone
temperature
tent
theatre
theory
thermometer
thorn
thread
threaten
throne
thus
tie
tiger
tight
tin
tip (the tip of)
tone (n)
tool
total

tower
trace
trade
traffic
train (v)
transfer
tray
treasure
treat (treatment)
tremble
trick (n)
trunk
tube
tune
tunnel
type (v)
tyre
unless
up (upwards, etc)
urge (urgent)
vacant
vessel
via
victory
view
violin
volume (capacity)
volume (book)
volunteer

vote
warn
wave (n)
wealth
weapon
weave
weed
weep
wheat
whether
whistle
will (n)
wipe
wise
wish
within
witness
wind (v)
worm
wolf
worry
worse
wound (n & v)
wrap
yield
youth
zone

.. LOWER LEVEL: Active Vocabulary (contd.)
(Selected from the supplementary cycles
of the Nagpur List)

album
arouse
bench
bind
bold
boot
brief
brakes
brute
candidate
cane
cast (v)
catholic
channel
circus
corn
council
cradle
creep
crocodile
crime
dairy
dash
delegate
ditch
dose
drag

drill
dwarf

edition
elsewhere
error
fence
fleet (navy)
fund
gallon
gap
glow
hail (hailstones)
halt (v)
hence
hockey
interview
lantern
leap
leopard
licence
mango
mail
mate (classmate)
mere
mill
mist

mob
peg
pigeon
pluck (v)
quite
shed (n)
shock
sketch
skip
sting
studio
task
tour
tractor
trip (n)
tub
uniform
utmost
vain
wagon
whip
worthy
wretched.

abroad	classify	detect	fulfil
accompany	clumsy	disaster	fundamental
account	course	disciple	furnish
accuse	coffin	discipline	gay
accustom	comedy	disgrace	generous
ache	commence	disgust	genuine
achieve	commit	distinct	glimpse
acknowledge	communicate	distress	glory
acquaintance	community	divine	govern
adapt	compel	dread	graceful
adopt	complicate	dwell	grand
advertise	compose	earnest	graph
affection	compound	economy	grasp
afford	concentrate	effect	grateful
alarm	concern	elastic	greed
alas	condemn	element	greet
alter	condense	endure	handy
altogether	conference	engage	hardship
amaze	confess	enormous	hearty
amuse	confuse	enquire	hedge
analyse	conscience	entertain	hesitate
ancestor	conscious	enthusiasm	horror
ancient	consent	entire	humble
announce	consequence	envy	ideal
annual	consist	equivalent	idle
anxious	constant	errand	ignorant
apologise	consult	essential	image
appreciate	contact	establish	imitate
approach	contented	estimate	immense
approve	contest	eternal	impression
approximate	contrast	evident	incident
artificial	convince	evil	index
astonish	co-operate	exaggerate	indicate
attitude	correspondence	exceed	individual
automatic	court	excite	infant
average	courtesy	exclude	inferior
aware of	coward	excellent	inform
awkward	crazy	excuse	inherit
bare	create	exhibit	insist
base (basic)	cripple	exist	inspire
benefit	critic	expedition	instance
beware of	crown	expense	instant
bishop	curious	expert	instinct
bitter	dare	explore	intend
bloom (in bloom)	deal	express (n & adj)	interfere
bow (v)	decay	expression	interior
brilliant	deceive	exterior	invade
Buddism	declared	extraordinary	investigate
burden	decrease	extravagant	journal
cancel	delicate	extreme	keen
capable	define	faint	knit
carve	degree	faith	labour
cause (v & n)	delight	fate	lack
cautious	demand	fertile	latter
cease	democracy	fierce	light (not heavy)
celebrate	demonstrate	finance	limit
ceremony	deny	firm (business)	lodge
charm	depart	flatter	luxury
cheer	deposit	forefathers	magnificent
chill	design	forgive	magnify
circumstances	desire	forth	majesty
civilise	despair	frown	major
	despise		marvellous

means (n)	relay	superior
mercy	relieve	support
merry	remark	suppose
might	remedy	swell (v)
minor (adju)	represent	swing
miracle	republic	sympathy
miser	reputation	system
miserable	rescue	temper
misfortune	resist	tempt
moderate	resolve	tender
modest	restore	terror
monument	retreat	thorough
mortal	reveal	throughout
mourn	revenge	tide
mystery	reverent	tiny
naughty	reverse	touch
nuisance	revolution	tragedy
object (v)	revolt	trap
observe	reward	tremendous
obtain	rid of	trust
obvious	ridiculous	twinkle
occur	row (v)	undo (unfasten)
offend	royal	unite
oppress	rub ⁿ ish	universe
organise	ruin	upset
ornament	rumour	vague
overcome	sacrifice	vain (invain)
overhear	saddle	value
overlook	sanitary	vanish
pale	scare (scarcity scarcely)	vary
passive	scatter	vigour
pattern	scheme	violent
perform	secure	virtue
persuade	seize	visible
pile	seldom	voyage
pinch	shallow	wander
plain (adj)	shelter	worth
possess	shift	wretch
preach	shiver	yard (courtyard)
prefer	shortly	
prejudice	shower	
presently	sincere	
pretend	slave	
pretty	slight	
principle	s-olemn	
primary	solitary	
privilege	sort (v)	
probable	soul	
profess	spare	
proper (ly)	spirit	
prophet (prophecy)	(spiritual)	
proportion	splendid	
propose	split	
prosper	stare	
provide	start (startle)	
purchase	steep	
purpose	stiff	
puzzle	stoop	
race (reed)	strip (n)	
rapid	striped	
rare	struggle	
rather	stupid	
reform	su' stance	
refresh	substitute	
regret	sufficient	
reign	suit (v)	
rejoice		

LOWER LEVEL : Passive Vocabulary contd.
 (Selected from the two supplementary
 cycles of the Nagpur list)

absurd	monster
affair	mood
affected by	motive
apt (to do)	mutual
assombel	oblige
assure	perfume
astonish	perspire
bhalf	pioneer
blush	plead
cabinet	plunge
catalogue	policy
civil	prohibit
comment	prospect
compliment	rear(n)
compromise	reflect(think)
comrade	refugee
conceal	regain
conflict	regard as
contempt	repent
crew	residence
culture	resource
cunning	review
decent	revolve
defy	rural
delicate	signify
deprive	skill
desert (v)	swoon
detain	talent
dignified	torture
dispose of	vacation.
dispute	
disregard	
duplicate	
eloquent	
emergency	
eminent	
feeble	
foam	
gamble	
genius	
gesture	
gloom	
harmony	
haughty	
impartial	
inclined to	
indifference	
inspire	

Lower Level: Passive Vocabulary of 1000 words selected
from the Central Institute of English Lists

Section A

A	B	
Abandon	balance	compress, -ion
abnormal	bankrupt, -cy	comprise
abolish	barbarism	compromise
absorb	bargain	conceive, -ept
abundant	barrier	concern
access, -ible,	basin	conciliate
-ssion	basis	confederacy
accommodate	bearing	confide, -nce
accomplish	belt	confine
acquire	beneficent	confirm
adequate	benevolent	confiscate
adjective	bigot, -ry	conflict
adjust, -ment	block	conform
administer,	bloodshed	confront
-strator,	bond	conjunction
-stration	booty	considerable
advent	breach	consistent, -cy
adverb	bribe	consolidate
adverse	bridge	conspicuous
adversity	budget	conspiracy, -ator
affect	bulb	constitute, -uent,
agent, -cy	bulk, -y	-uency, -ution
aggregate	business	consume, -mer, -umption
aggression,	by-product	contingent
-ive, -or		contract
alien	C	convert
alliance	campaign	convey
allowance	cannon	co-ordinate, -ion
ally (n&v)	canvass	core
altitude	capital, -ist	corporation
ambassador	caste	corps
ammunition	category	counsel, -llor
anarch	censure	counterpart
annex	census	covet
anticipate	cereal	creation
apart	challenge	credit
apparent	chancellor	creed
apprehend	characteristic	criminal
apprentice	circular	crisis
approximate	cliff	criterion
arbitrary,	clockwise	critical
-ation	collapse	crush
artillery	collect, -ion	cult
ascend, -t, -ancy	combat	cultivate
aspect	combine, -ation	currency
assess	commerce, -ial	current
association	commodity	curtail
assume, -umption	communal	custody, -ian
atlas	compact	custom, -er
attach	compensate	cyclone
attain, -ment	compile	
audit, -or	complementary	D
autocrat	complex	dam
automatic	complicated	data
autonomy	composite	deal, -er
avail, -able	comprehensive	decline

decree
defective
definite, -ion
deflection
degenerate
deliberate
delta
demand
dense, -ity
depict
depose, -ition
degradation
depreciate
depress, -ion
deprive
desend, -ant
despot, -ic
determine
detrimental
devastate
develop, -ment
devise
devise
devote
dictate, -or
differentiate
diminish
diplomat, -cy
disintegrate
dislocate
dispense
disposal
dissension
distinction
distribute, -ion
diversity
divert
doctrine
domain
dominate,
-ance, -tion
dominion
dormant
downpour
drain, -age
drawback
drift
durable
duration

E

eclipse
economy, ics,
-ist
edict
efficacy
efficient
elaborate
elementary
elevate
eliminate
elongate
embassy
emerge, -ence,
cy,

emigrate
emphasis
employment
enable
enclose
encounte
encroachment
endeavour
enhance
ensure
enterprise
environment
envoy
episode
equator
equipment
era
erect
eruption
establish, -ment
estate
evacuate
evolve, -ution
excavate
excise
execute, -ive
exempt
exert, -ion
exhaust
exile
expel
exploit
expose
extend, -t, sion
external
extinct

F

factor
faculty
famine
fanatic
fault
favourable
federal
feud
flat, -ten
flexible
flourish
fluctuate
foliage
formidable
fort, -ify
fracture
fragment
frontier
fulfil
function

G

gale
garrison
geological
granite
gross
guide

H

hereditary
high, -land
hoard
hostile, -ity
hurricane

I

identity
ignore
imaginary
immigration
impact
imperial, ism
implement
import
impose
impoverish
incentive
incidence
include
inconsistent
incorporate
increase
incur
inevitable
infantry
inflict
inland
inscribe, -ption
insignificant
instigate
institution
instruction, ive
insubordination
insurance
insurgent
intellect, -ual
intense, -ify, -iv
interdependent
interest
intermediate
intermittent
internal
international
intersection
intervene
intoxicant
intrigue
inverse
investment
involve
isolate
issue

J

joint
jurisdiction

K

kingdom

L
 landslide
 latitude
 layer
 league
 lease
 legend
 legislation
 levy
 liable
 license
 loan
 locality,
 -ization
 locate, -ation
 lock-out
 longitude
 lolland
 luxury

M

main
 maintain
 manifest
 manual
 manure
 margin
 marine
 marsh
 martial
 mass
 massacre
 matter
 mature, -ity
 meagre
 mean
 mechanic, -al, -ism
 mechanization
 medieval
 mediterranean
 medium
 menace
 mercury
 merge
 migrate
 mint
 minute (adj)
 mission, -ary
 mobile
 mode
 modify, -ication
 monarchy
 monopoly
 monsoon, -al

N

national, -ize
 navigation
 negotiate
 neutral
 nominal
 nominate
 normal, -ly
 noun

O
 object, -ive
 obscure, -ity
 obstacle
 operate, -ion
 opposite, -ion
 organism
 original, -ally
 orthodox
 output
 outstanding
 overlap
 overthrow
 overwhelm

P

participate, -ant
 particle
 particular, -ly
 peasant
 peculiar
 penetrate
 perishable
 perpetual
 persecution
 persist
 phenomenon
 piety
 pious
 plain
 plateau
 plot
 plunder
 policy
 portable
 precise, -ion
 predecessor
 predict
 predict
 predominant, -to
 premier
 preposition
 preserve
 prestige
 prevail, -lent
 primitive
 priority
 problem
 procedure
 proceeds
 process
 proclamation
 produce, -tion
 -tivity
 project (n)
 prolong
 prominent
 promote
 propaganda
 propagate
 property
 proprietorship
 prospects
 psychology

Q

quota

R

raid
 range
 ratio
 ravage
 realize
 rear
 rebellion
 recede
 recreation
 recut
 reduction
 regent
 regime
 region
 regulate
 reinforce
 relative, -ly
 rely, -iable
 renounce
 repulse
 requisite
 research
 resentment
 residue, -al
 resign, -ation
 respite
 responsibility
 restraint
 restrict, -ion
 retain
 retaliate
 return
 revenue
 revive
 rim
 risk
 rite
 rival

S

sale
 scanty
 schedule
 scope
 scrutinize
 sculpture
 sect
 sector
 security
 sedition, -ous
 self-sufficient
 sentiment
 settle
 siege
 significant
 similarly
 site
 slope
 soak
 social, -istic
 solar
 source
 sovereign
 species

S (contd.)

specify, -ic
 speculate, -ion, -ive
 sphere
 sporadic
 stable, -ility
 standpoint
 statement
 statesman
 statistics
 status
 statute
 steady
 stimulate
 strain
 stress
 structure
 subject
 subjugate
 submarine
 submerge
 submit
 subscribe
 subsequent
 subside
 subsidy
 subsistence
 substance
 substitute
 succession, -ive
 superstition
 supervise, -or
 supplement
 suppress
 supremacy
 surplus
 surrender
 survey
 sway
 synopsis

T

target
 technique
 temperate
 temporary
 tend, -ency
 tension
 terrame
 territory
 textile
 texture
 token
 tolerance
 torrent
 track
 tradition, -all
 tranquility

T (contd.)

transaction
 transition
 transportation
 treasury
 treaty
 trial
 tribe
 tribute, -ary
 triumph
 troops
 tropics
 trust
 tyrant, -ny

U

ultimate
 unanimous
 underlie
 undertake
 unemployment
 uniform, -ity
 unit, -y, -e
 unsound
 upheaval
 uplift
 usual, -ly
 utility, -ise, -ity

V

value, -ation
 vanquish
 variation, -iable
 variety
 various
 venture
 verb
 vertical
 vicinity
 volcano

W

want
 warehouse
 wealth
 wedge
 widespread
 withhold

Z

zenith

Section B

A

accelerate
 accessory
 accordance
 accordingly
 accumulate
 acid
 activity
 acute
 additional
 adjoining
 alloy
 alternate
 aluminium
 analogy
 analysis
 anti-clockwise
 apparatus
 application
 arc
 artery
 articulate
 artifice,-cial
 ascertain
 assimilate,-ion
 astronomy,-ical
 atmosphere,ic
 auditory
 exist

B

bacteria
 balloon
 barometer
 basic
 batch
 battery
 biology
 blast
 bleach
 block
 bore
 botany
 breadth
 breed
 buddle
 buoyant

C

carnivorous
 case
 cavity
 cell
 cement
 centimeter
 cerebral
 chamber

change
 charcoal
 charge
 claw
 coil
 collision
 combustion
 companion
 complete
 component
 composite,-ition
 concave
 concentration
 concept
 conduct, -or
 -ion, -ivity
 connective
 consecutive
 consequential
 conservation
 considerable
 constrict,-ion
 convex
 coordinate
 coral
 cord
 cosmos
 cross-section
 crystal,-line
 cube
 cycle,-ic
 cylinder,ric

D

decimal
 decompose,-ition
 deduce,-tion
 deficient,-cy
 definite,-ion
 delicate
 denote
 dental
 deposit
 depth
 describe
 detach
 deviate
 devoid
 diagram
 difference
 diffuse,-ion
 dilute
 dimension
 directly
 disc
 discharge
 disorganise
 disperse,-al

disperse,-al
 displace,-ment
 duration

E

earthworm
 emit
 empirical
 enamel
 engineer
 enlarge
 epoch
 equation
 equilibrium
 essential
 evaporate,-tion
 eventual
 evidence
 exception
 excess,-ive
 exit
 exceptional
 expansion
 extent
 extract,-ion

F

facilitate
 fatigue
 fertilization
 fibre
 filament
 filing
 fluid
 formation
 formula, te
 fossil
 fuel
 funnel
 furlong
 furnace
 furrow
 fuse,-ion

G

gauge
 generalization
 generate,-ion,-tive
 germ,-inate
 graduate,-ion
 grain
 gram
 gravitation
 groove
 gum

contd.

H	M	P
habitual beat (n & v) herbivorous hereditary heterogeneous hind hinge hip hypothesis	magnet, -ic, ise -ism magnification magnitude malaria mammal manipulate mate mention micro-, microbe microscope, -ic milligram millimetre mineral minimum, -ise minute (adj) mirage mixture moist, -ture moth motion mould	palate parallel parasite partial partition pendulum perforate periodic perpendicular phase physiology pierce pigment piston pit pivot plane platinum plug plume pole, -ar-isation porcelain pore; -ous portion potential pound preliminary pressure prey product profuse projection proof proposition proto-type portrude
I	N	Q
identical ignite illuminate, -ion immerse impart imperfect imply impracticable impregnate impurity impulse inactive indefinite indifferent indirect indispensable induce insert, -ia infection, -ious inflammable initial inorganic insert, -ion intact intermingle interpret, -ation intestine intimate invest	nasal natural negligible network neutralize notation nourish, -ment nucleus, -ear null, -ify numerical numerous nutrition	R
J	O	radius, -ion ray reaction readily reason rebound recapitulation reference reflection reflex regard regenerate relate remote reptile reproduce, -tion- tive resistance respiratory respond, -se retard revolve
K	obligue occasional odour offspring opaque opium opposite optic orbit ore organ, -ic oscillate, -ion outermost outgrowth outnumber oval oxygen	
L		
laboratory lens liberate, -ation litre locomotion loop lumber luminous luxur lustre		

R (contd.)

ridge
rigid
rod
role
rubber
rudiment, -ary

S

sap
scientist, -ific
seal
secondary
secretary
select
sensitive, -ity
sensory
separation
setting
shed
shoot(n)
short-sight
shrub
sieve
significance
silver
simultaneous
skull
slender
socket
solid
soot
specialise
spindle
spine
spiral
sponge
spontaneous
stain
stalk
stationary
sterile
stimulus
storage
strand
steam-lined
subtraction
suction
summarise
superficial
survive
susceptible
sustain, enac
symbol
symmetric,
synonym
synthesis
system

T

tabulate
telescope
terrestrial
tissue
transform
transit
transmit
transparent
triangle
trickle
truck
twine

U

undergo
unfold

V

vapur, -orise
variant
variety
vegetation
vein
verify
vertebrate
vessel
vibrate, -ion
vision
vital
voluntary

W

wax
wire
wither

....

ANNEXURE III A

A higher level course in English for Classes XI and XII

Note The teaching points and the vocabulary list noted under II-B and II-D are meant for the lower level in standards XI and XII. The lists given here are meant for the higher level course in English for Classes XI and XII and should supplement the other lists.

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III (a) HIGHER LEVEL COURSE TEACHING POINTS

- | | | |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 333. Position of <u>all/both/each</u> | (a) They all arrived at 5.
they both came at 5.
They each received a rupee. | Precede or follow verbs |
| | (b) We are all coming.
You can both go.
They have each got a rupee.
Did they all come at 5.
They didn't all come at 5.
Didn't they all come at 5? | Follow and precede finites. |
| | (c) All the books are new.
Both the girls are clever.
All ten boys passed the examination. | <u>All/both</u> precede possessives determiners.
<u>All</u> precedes numerals |
| | (d) All of us came early.
Both of them are clever.
Each of the children was given a present. | Use with prepositions |
| 339. to infin/v-ing form
(a) subject position | To learn/learning English is very useful.
To please/pleasing the teacher won't be easy.
To see new countries is better than reading travel books. | The forms of to and v-ing overlap in their functions. A clear distinction between the two is possible. <u>To</u> infin for habitual or repeated happenings; <u>v-ing</u> form for special occasions. |
| (b) object position after prepositions. | They are fond of reading.
We look forward to seeing you again.
When shall we have the pleasure of seeing you again?
I am not used to living in a big town. | <u>V-ing</u> form usual |

- (c) object position after verb
(i) to infin
- They wanted to go early. Verbs want, wish
The boys promised to work hard. care, agree, promise, mean, expect
I hope to be in Delhi next week. decide, hope, ask, happen, manage,
She managed to read the book in two hours. long, seem, pretend, pretend.
- (ii) V-ing
- The girls finished playing at 6. Verbs; avoid, delay, put off, finish,
We don't mind working hard. give up, don't mind
* We will keep on working hard. go/keep on, stop, leave off, can't help, look like, excuse, enjoy.
- See the boys enjoy swimming.
340. Order of Noun Qualifiers
1. determiners
 2. quality, etc.
 3. size, length, shape, etc.
 4. colour
 5. noun/-ing form
- A big, black wooden box. Practise with various determiners; a/an, the, this/that
A beautiful, little brown baby bear. these/those, some
Some sour, green, eating apples quite a/an, a very
Her pretty, little blue dancing shoes several, his/her/your/our, etc.
341. (a) do with be
- Do be quiet. For emphasis
Why don't you be kind to him?
- (b) do with other verbs
- Do write a letter to your father.
Do come to the meeting
342. Not negating words other than verbs
- Not one of those girls was here.
I wrote to him, not to you.
343. (a) am/is/are - to infin for an order or obligation
- You are to stand behind me.
What am I to do now?
- (b) Imperative for wishes
- Have a nice time;
Enjoy yourself;
344. Will/would/shall should for determination
- I will play;
We won't go;
You shall stay here.
He ordered that we should go.
345. (a) Polite Suggestions with have, let suppose
- Have some more tea, won't you?
Let us sit down here, shall we?
Suppose we go (went) out for a walk now.
- (b) Threatening Requests
- Come here, will (Won't) you?
Stop talking there, will (Won't) you?
346. Wish past tense/was/were indicating present time
- I wish I could play tennis.
I wish I knew French
I wish I was (were) a bird.
We wish we had a lot of money.

347. But/Yes/No
in denials
- A: You met me yesterday.
B: No, I didn't.
But I didn't
A: You don't eat mangoes.
B: Yes, I do.
But I do.
348. Indefinite
you
- You can't write without a pen
you don't get good food in
every hotel.
- The following points are suggested for the higher level of attainment.
349. S V O (to)
infin
- Please have the servant bring me a book.
Please get the boy to return the books to the library.
- of. point 23.
Have with
itive
to and get
to infinitive
350. (a) would like
to
- I'd like to play tennis today.
Would you like to come to the library with me?
- (b) Would
rather
- (Would you like to play tennis?)
No, I'd rather play badminton.
(Would you like to visit Agra?)
No, I'd rather go to the Delhi.
351. Or else
meaning
"otherwise"
- Please listen quietly, or else I won't tell you the story.
Go now, or else you won't find the teacher in his house.
352. by(my)self
(a) meaning
"without company"
- She is by herself.
They live there by themselves.
- (b) meaning
& unaided)
- He did it by himself.
I cut the tree by myself.
353. ought to or
should
indicating
probability
- (Sita left school at 4 o'clock)
She ought to be home by now.
(It's 8 o'clock). Dinu should be having breakfast now.
- cf. point 23.
354. Present
Perfect
indicating
habit -with
when and after
- When I have eaten my breakfast I always go out for a walk.
Does Dinu always go to bed after he has had his dinner?
- of. point 17.
355. may be V-
ing (also
can't be/must
be/should be/
ought to be/
might be/seem
to be V-ing)
- (Sita isn't here). She may be working in the kitchen.
Dipu can't be playing at this time.
Hari must be studying in his room.
Gita ought to be working hard now.
You seem to be making arrangements for a tea party.

356. (a) may have, -p.p.
(also can't have/
must have/should
have/cut to have/
seem to have/plus
p.p.
- Sita may have gone home by now.
Dinu can't have written such a letter.
Sita must have taken her books with her.
You should have said good morning to the teacher.
The poor man seems to have lost everything.
- (b) couldn't/might
have plus p.p.
as past of
can't/may have
plus p.p. in
Reported speech
- Sita said that Dipu couldn't have written such a letter.
I know that you couldn't have stolen his pen.
Sita said that Dinu might have gone home.
- (c) might have plus
pp meaning that
there was a
possibility of
something happen-
ing but it did not
happen.
- (Why did you go into the forest alone?) You might have lost your way.
(You shouldn't have been late for the class). The Teacher might have punished you.
357. may/might/can/can't
could't/seem to/
should/ought to/
must have been plus
p.p.
- He may have been killed. of. point 312
He might have been punished.
Hari said that her brother couldn't have been killed in the forest.
The book must have been lost in school.
The fat beggar shouldn't have been given anything.
The teacher seemed to have been annoyed by his pupils.
358. (a) ever since of. point 315
(b) hardly ever
(c) hardly any
- I have lived in this city ever since I was born.
I hardly ever go to the cinema.
I have hardly any money in my pocket.
359. (a) as if/as though of. point 326
- He talked as if he was an important man.
He walked as though he was a king.
359. (b) It seems/appears/
looks plus that/
as if/as though
introducing a
clause
- It seems to me that Sita has gone home.
It looked as if it was going to rain.
It appeared as though the school would be closed.
360. Did plus S plus
use plus go infin..? of. point 189
- Did you use to fish in the river last year?
Hari didn't use to eat meat last year but he eats it now.
361. (a) need plus to infin
needn't plus infin/
don't need plus to
infin
- I need to go to hospital.
I needn't go to hospital.
I don't need to go to hospital.
- Don't /doesn't
have to ma,
also be taught
to replace
needn't Past
didn't have to
Future Won't

- (b) needn't have plus p.p./ (i) I needn't have (i) means
 didn't need plus to (ii) I didn't need to go to hospital. that it
 infin go to hospital. was not necessary
 for me to
 to hospital but
 I went there.
362. (a) in order to so as to I went to the station
 early in order to (so
 as to) get a comforta-
 ble place in the train.
- (b) in order that/so I went to the station
that introducing a early in order that
clause (so that) I might
 get a comfortable place
 in the train.
363. It is no use/good It is no use writing Practice
v plusing to him. also with was
 It is no good teaching and will be
 a fool. in appropriate
 situations.
364. (a) in spite of It was raining yesterday=Notwith-
 but we played standing
 football in spite of sometimes
 the rain. used.
- (b) however/nevertheless I haven't got much money
 meaning "all the with me; however, I will
 same" give you five rupees.
365. come/get/grow/prove/ You will learn about it
rise/turn out plus to soon.
infin I soon got to know him.
 He grew to be a famous
 man.
 He rose to be a great
 man.
 Hari has proved to be
 a true friend.
 That man turned out to
 be a cheat.
366. ever compound with what/ I will give you whatever
when/where/which/who/how/ you want.
for emphasis Whenever I go out, I see
 a beggar by the roadside.
 Wherever you go you will
 meet some poor people.
 I will give you whichever
 book you want.
 He will swim across the
 river, however broad it
 may be.
367. (a) as/so for as indicating As (So) far as I know,
limitation he is a good man.
 I will help you as (so)
 far as I can.
- (b) as/so long as introduc As (So) long as you
ing a condition don't disturb me, you
 can sit here.
 As (So) long as the
 teacher is in the class,
 the pupils are quiet.

368. to infin/V-ing distinction I regret to tell you Verbs:
in meaning (= that I have to tell you) regret,
remember,
I regret telling you forget of
(= that I told you) cf. point
He remembered to eat 339.
an apple.
He remembers eating
an apple.
369. (a) was/were plus to infin We were to stay in Delhi
for future in the past for five days.
He was to be appointed
captain of our team.
- (b) was/were going plus to We were going to stay
infin for future in in Delhi for five days.
the past He was going to be
appointed captain of
our team.
370. (a) If you will/would as If you will(would) stay
polite suggestions here, I will (would)
go home.
- (b) polite Requests Could you lend me your
pencil?
Might I go home?
You might close that
door.
371. (a) shall/should in promises (You have been very
helpful to me),
You shall have five rupees
tomorrow.
I promised my brother that
he should have a new pen.
- (b) shall/should for You shall (shan't) go to
threats or orders bed now.
He shall (shan't) play
today. I have order that
he should(shouldn't)
play today.
372. (a) Additions (agreeing) A: I am fond of sweets.
B: So am I.
A: I have not seen the Taj.
B: Nor (Neither) have I.
- (b) Additions (disagreeing) A: I am fond of sweets.
B: But I am not.
A: I have a lot of money.
B: But I haven't.
373. Whether/no matter Whether you like it or not,
meaning 'it doesn't you should be here at 5.
matter' No matter when the Principal
goes, I'll go at 5.
374. Indefinite one One shouldn't come to school
late.
One must respect one's teacher.
375. (a) Qualifying Phrases As a child he was very sweet.
as plus n As a teacher he is very successful.

- (b) p.p. plus by plus n (substitute) Frightened by the monkey, the little girls started crying.
Disturbed by the noise outside, I went into my room.
- (c) having plus p.p. Having finished his work, he went home.
Having seen all the buildings in Sikri, I returned to Agra.
- (d) V-ing plus n (substitute) Seeing the boy in trouble, I ran to help him.
Finding the strangers in the house, he called the police.
- Teach also such constructions as "This is a useful book for children learning English." (equivalent to an adverbial clause).

Some Three-Clause Sentence patterns

- (a) S.V...that clause plus noun clause/relative clause I told him (that) I did not believe what he was saying.
I believe (that) no one knows where he lives.
He said (that) he is going to read the book (which) you have just given him.
They told him (that) he could come when the teacher was not there.
I said (that) I would go although I was not well.
She wrote that Dinu was a good boy as far as she knew.
- Noun clause connectives: what/how/when/where.
Relative clause connectives: which/that/where/when/who/whose/whom, etc.
Adverbial clause connectives: When/where/till/while/while/as/because/it/although/unless/as.. as, etc.
- (b) S.V. that plus noun clause plus v... I told him that what he was saying was wrong.
We saw that what she was going to do would be foolish.
We know that how he got his money is a mystery.
- What is the commonest connective; how, where, when should also be practised.
- (c) S.V... (that) plus n plus relative clause plus v. She said (that) the book (which) I had given her was interesting.
I think (that) the place where he lives is not far away.
I believe (that) the year when I saw him first was 1956.
Ram says that the girl whose
- Practise with which/that/where/when/who/whose/whom etc.

ANNEXURE III - B

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VOCABULARY AT HIGHER LEVEL

The Active Vocabulary of 2,500 words has been compiled as follows :

- (1) The first two sections of the Nagpur list contain about 1303 and 1212 words respectively.
- (2) In framing the Active Vocabulary of the higher level, 47 words in the First Section and 124 words in the Second Section have been deleted. These comprise the following categories :
 - (a) words common to both the sections;
 - (b) Words which are not very important in the Indian Context (Port, left-over, etc.)
 - (c) Words which have been considered as more appropriate to the passive vocabulary of the grade in question; and
 - (d) Names of countries, etc. (America, England, etc.)
- (3) With these deletions, we get about 2,345 words from the first two sections of the Nagpur list. To this, 160 words have been added selected from the two supplementary 'cycles' of the Nagpur List, bringing the total of words (active) for the Higher Level, to 2,505.

The Passive Vocabulary of 2,000 words is made up as follows :

- (1) The two vocabulary lists prepared at the CIE (Social Sciences and Pure Sciences) have been examined and 1,000 words of a general nature have been selected as constituting the first section of the passive vocabulary; and
- (2) The second section of the passive vocabulary consists of 1,000 words selected from Thorndike.

HIGHER LEVEL : ACTIVE VOCABULARY
OF 2500 WORDS

Pages 1-14

a, an	awaken	bottle	cheek
able	away	bottom	chemistry
above	baby	box	Chest (body)
absent	back (n.&adv.)	boy	chicken
accept	bad	branch	child
across	bag	brass	chimney
act	bake	brave	chin
add	ball	bread	choose
address	banana	break	church
advantage	bank	breakfast	circle
advise	(of river)	breath	city
aeroplane	banyan-tree	(breathe)	class
afraid	bark (v)	bright	clean
after	basket	bring	clever
afternoon	bath	broom	climb
again	be	brother	clock (o'clock)
against	beak	brown	close to
age	bear (n)	bud	cloth
agree	beast	buffalo	clothes
air	beat	build	cloud
algebra	beautiful	bull	coal
alike	because	(bullock)	coast
alive	become	burn	cock (n)
all	bed	bus	coconut
allow	bee	busy	coffee
almost	before	but	cold
alone	beg	butter	collect
along	begin	butterfly	college
also	behind	button	colour
although	believe	buy	comb
altogether	bell	by	come
always	belong	cake	comfort
and	beside	calendar	common
angry	better (best)	call	company
animal	between	camera	compare
ankle	beyond	can (v)	compete
answer	bicycle	capital	congratulate
any	big	captain	contain
(anyone)	bird	car	continent
April	birth	card	continue
arm	bite	care	convenient
arithmetic	black	carpenter	converse
army	blackboard	carry	cook
arrange	blind	cart	cool
arrive	blood	cash	copy
as	blouse	cat	corner
ask	(blow (v))	catch	correct
asleep	blue	cattle	cost
at	board	ceiling	cottage
attend	boat	celebrate	cotton
audience	body	centre	cough
August	boil	century	count (v)
aunt	bone	chain	country
author	book	chair	course (of course)
autumn	born	chalk	cousin
	borrow	chance	cover
	both	chapter	
	bother	cheap	
		check (v)	

contd....2

cow	draw (art)	fair (beautiful)
crawl	drawer (draw, pull)	fair (just)
crooked	dream	fall
crop (n)	dress (v & n)	false
cross (n & v)	drink	fame
crowd	drive	family
cruel	drop	fan
cry (weep)	drown	far
cry (shout)	drum	farm
cup	drunk	farewell
cupboard	dry	fat
curds	duck (n)	father/fault
cure	dumb	fear
curve	during	feast
customer	dust	feather
cut	each	February
dance	eager	feed (food)
danger	ear	feel
dark	early	female
date	earn	festival
daughter	earth	fetch
day (today)	east	few
dead	easy	field
deaf	edge	fight
deal (great deal)	educate	figure (s)
dear (loved)	egg	fill
December	eight	find
decide	either or	fine (good)
decorate	elbow	finger
deep	electric	finish
describe	elephant	fine
desert (sand)	eleven	first
desk	else (or else)	fish
destroy	empty	fives (fifteen)
diamond	end	flag
dictate	enemy	flat (adj)
dictionary	engine	flame
die (death)	enjoy	flavour
different	enough	flock
difficult	enter	flour
dig	entertain	flow
dine (dinner)	envelope	flower
dip	equal	fly (insect)
direction	essay	fly (v)
dirty	etc.	fold (v)
disease	evening	follow
discover	ever	fond of
discuss	every (everybody etc)	food
dish	examine	fool
distant	example	foot
divine	excel (excellent)	foot (12")
do	except	for
doctor	exchange	forehead
dog	excite	foreign
doll	exclaim	forest
dollar	excursion	forget
donkey	excuse	fortnight
door	exercise	forward
dot	exhibit	four (fourteen)
double	explain	frame
down	eye (eyebrow)	free
dozen	face	fresh
drama	fail	
draw (water)		

Friday	he	initials
friend	head	ink
frighten	headmaster	in-law
frog	heal	(see father etc)
from	health	innocent
front	hear	insect
fruit	heart	instead
fun (funny)	heavy	intelligent
fur	heel	interest (ing)
furnish	hellow	introduce
future	(hullo)	invite
gain	help	iron
gallop	hen	island
game	her, hers (see she)	it, its
garden	here	January
gate	hero	jaw
gather	hide (v)	jealous
get	high	jewels
gentle (man)	hill	job
geography	him, his	join
geometry	(see he)	journey
girl	history	judge
give	hit	july
glad	hold	jump
glass	hole	June
globe	holiday	just (unjust)
goat	hollow	just (adv.)
god (gods)	holy	keep
gold	home	key
good (better, best)	honest	kick
good-bye	honey	kill
govern	hook	kind (adj)
grade (gradual)	hope	kind (n)
grammar	horns	king
grape	horizon	kiss
grass	horse	kitchen
great	hospital	kitten
green	host (guest)	knee
grey	hot (heat)	knife
grind	hotel	knock
ground (n)	hour	knot
group	house	know
grow	how	lad
guess	however	lady
guest	huge	lake
guilty	human	lamb
gun	hundred	lame
habit	hungry	lamp
hair	hurry	land
half	hurt	lane
hall	husband	language
hammer	hut	large
hand	I (me, my, etc.)	last
handsome	ice	late
hand	idea	lately
happen	if	laugh
happy	ill	law
harbour	imagine	lazy
hard	immediately	lead (v)
hardly	important	(leader)
harvest	improve	leaf
haste	in (inside etc.)	learn
hat	inch	least (at least)
have	indeed	leather
	indoors	leave (v)

left (left hand)
 leg
 lend
 less
 lesson
 let (v)
 letter
 library
 lid
 life
 lift
 light
 (not heavy)
 light
 (not dark)
 lightning
 like (alike)
 limbs
 line (n)
 lion
 lip
 list (n)
 listen
 literature
 little
 live (v)
 load
 lock
 lonely
 long
 look
 loose
 lose
 lot (a lot of)
 loud
 love
 low (adj)
 luggage
 lunch
 lungs
 mad
 madam
 magazine
 maid
 main (adj)
 make
 male
 man
 manner (s)
 many
 map
 march (v)
 March
 mark
 market
 marry
 master (v & n)
 mat
 matches (box of)
 material
 mathematics
 may (v)
 May
 meal

mean, meaning
 measure
 meat
 medicine
 meet
 merchant
 message
 metal
 metre (meter)
 middle
 mile
 milk
 mind (v)
 minute (n)
 minus
 miserable
 Miss
 miss (v)
 mistake
 mistress
 mix (mixture)
 modern
 Monday
 money
 monkey
 month
 moon
 more (most)
 morning
 mother (grand
 mother)
 motor
 mountain
 mouth
 move
 Mr. Mrs.
 much
 mud
 multiply
 must (v)
 music
 nail
 name
 narrow
 nasty
 native (adj)
 nature
 naughty
 near (nearly)
 neat
 necessary
 neck
 need (v)
 negative
 neighbour
 neither, nor
 nephew
 nest
 never
 new
 news
 next
 niece
 nice

night
 nine (nineteen,
 ninety)
 no (not yes)
 noise
 none
 noon
 nor
 north
 nose
 not
 note (notebook)
 nothing
 notice (v & n)
 novel (n)
 November
 now (nowdays)
 number (numerous)
 nurse
 nut
 obey
 ocean
 October
 odd (3, 5, 7)
 of
 off
 offer
 office (official)
 often
 oil
 old
 on
 one (once, only)
 one (det)
 open
 or
 orange
 order
 ordinary
 ought
 our (see we)
 out (outside
 etc.)
 outline
 over
 owe
 owl
 own (my own etc.)
 ox (oxen)
 page
 pain
 paint
 pairs
 palace
 palm (of hand)
 paper
 paragraph
 parcel
 pardon (beg
 pardon)
 parent
 park
 part of
 partner

pass
 paste
 path
 paws
 pay
 pea
 peace
 peep
 pen
 pencil
 penny
 people
 perfect
 perhaps
 person
 pet
 petal
 petrol
 photograph
 physical
 physics
 pick
 picnic
 picture
 piece
 pig
 pillow
 pink
 pity
 place
 plan
 plant (v & n)
 plantain
 plate
 platform
 play (v)
 please
 plenty
 plough
 plus
 pocket
 poem, poet
 point
 pole (north pole etc.)
 police
 polite
 poor
 port (export, etc.)
 porter (railway
 porter)
 positive
 possible
 post (postman, etc.)
 pour
 powder
 practice
 praise
 prayer
 prepare
 present (n & v)
 present (n & adj)

pretend
 pretty
 price
 priest
 prince
 (princess)
 principal
 print
 prison
 private
 privilege
 prize
 promise
 pronounce
 proper (properly)
 proud
 proverb
 province
 public
 pump
 punish
 pupil
 pure
 purse
 push
 put
 puzzle
 quality
 quantity
 quarrel
 quarter
 queen
 question
 quick
 quiet
 quite
 race (run a race)
 radio
 rail (railway)
 rain
 rat
 rather
 raw
 read
 ready
 real
 real (really)
 reap
 receive
 record (n)
 red
 refuse (v)
 register
 regular
 relations
 (relatives)
 religion
 rely on
 remain
 remember
 remind
 repeat
 reply

Responsible
 rest (remainder)
 rest (v)
 result
 return
 reverent
 revise
 reward
 ribbon
 rice
 rich
 ride
 right (not left)
 right (not wrong)
 ring (circle,
 wedding ring)
 ring (v)
 ripe, unripe
 rise
 river
 road
 roar
 rob
 roof
 room
 root
 rough
 round
 row (in rows)
 rub
 rude
 rule (a line)
 rule (a kingdom)
 run
 sad
 safe
 salt
 same
 sand
 Saturday
 saucer
 scene (scenery)
 science
 school
 scissors (a pair of)
 sea (sea-side)
 season
 seat (see sit)
 second (n)
 second (order)
 section
 see
 seed
 seem
 self
 sell
 send
 sentence
 September
 serve
 set (sunset)
 seven (seventeen, seven
 several)

shadow	speak	tell
shall	special	temple
shame	spell	ten (teen)
shape	spend	tennis
share	spin	term, (term time)
sharp	spit	test
she (her)	spoon	text, (text-book)
sheep	sport	than
sheet	spring	thank
shelf	square	that (those)
shine	stairs	the
ship	stamp (postage)	then
shirt	stand (v)	there (adv.)
shoe	star	they (them)
shop	state	thick
short	station	thief
shoulder	stay - steal	thin
shout	step (n & v)	thing
show	stick (rod)	thin
shut	so	thirst
shy	stomach	third (ord & n)
side	stone	this (these)
sigh	stop	those (see that)
silent	storm	thousand
silk	story	three (thirteen, thirty)
silly	straight	throat
silver	strange	through
simple	stream	throw
since	street	thumb
sing	strict	thunder
sir (Sir)	striped	Thursday
sister	string	ticket
sit	strong	till (until)
six (sixteen, sixty)	study	time (n)
size	subject (n)	time-table
skin	subtract	tired
skirt	succeed	title
sky	sudden	title
sleep	suffer	to
sleeve	sugar	tobacco
slow	summer	today
small	sun	toe
smell	Sunday	together
smile	supper	tomorrow
smoke	sure (surely)	ton
smooth	surprise	tongue
snake	swan	touch
snow	sweep	towards
shoot	sweet	towel
soap	table	town
socks	tail	toy
soft	tailor	train
soil	take	translate
sole (of foot)	still (adv.)	travel
soldier	tall	tree
some (sometimes etc.)	tale	trouble
son	talk	trousers
soon	tame	true
sorry	tank	try
sound (n)	taste	Tuesday
south	tea	turn
sow (v)	teach	twelve (twelfth)
	team	twenty
	tear (v) (torn)	two (twice)
		twist

ugly	win	aid
umbrella	wind (n)	(first-aid)
uncle	window	aim
under / (underneath)	wine	alarm
understand	wing	alas
university	wink	alter
up (adv.)	winter	amaze
up (upon)	wire (wireless)	ambition
use (v)	with (without)	among
used to (habit)	woman	(amongst)
valley	wonder	amount
vegetable (vegetarian)	wood	amuse
verse	(wooden)	analyse
very	wood (woods)	ancestor
village	wool	ancient
visit	work	angel
voice	word	angle
voyage	world	announce
wages	worship	annual
waist	wrist	anxious
wait	write	any
wake up	wrong	(anyhow, anyway
walk	yard (36")	etc)
wall	yard	apologise
want	(courtyard)	appeal
war	year	appear
warm	yellow	apple
wash	yes	apply
waste	yesterday	appoint
watch (v)	yet	appreciate
watch (n)	you	approach
water	(your, yours)	approve
wave (n)	young	approximate
way	zero	arch
we, (us, our)	zoo	(archway)
weak	abroad	area
wear	accident	argue
weather	accompany	arise
wedding	according	around
Wednesday	account	arrest
week	accurate	arrow
weigh	accuse	art
welcome	accustom	article
well (n)	ache	artificial
well (adv.)	achieve	ash
west	acknowledge	aside
what (int. & conj.)	acquaintance	ass
wheel	acre	assist
when (inter & conj.)	act (Drama)	astonish
where (inter & conj.)	actual	at
which (inter & rel.)	adapt	atom
while	admire	(atomic)
whisper	admit	attack
white	adopt	attempt
who, (whose) (int. & rel.)	advance	attention (pay
whole	adventure	attention)
why (int. & conj.)	advertise	attitude
wicked	affection	attract
wide	afford	authority
widow (widower)	agriculture.	automatic
wife		average
wild		avoid
will (see is)		

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aware of	brush	civilise
awkward	bucket	claim
axe	Buddhism	clap
balance	bullet	classify
bald	bunch	clear (v)
bamboo	bundle	climate
band (bandage)	burden	close (v)
bank (finance)	burst	club
bar (a bar of)	bury	clumsy
barber	bush	coach (n)
bare	butcher	course
bargain		coffin
bark (of tree)	cage	coin
barrel	calculate	colony
base (basic)	calm	column
battle	camel	combine
beach	camp	comedy
beam (sunbeam)		comic
bean	cancel	command
bear (v)	canal	commence
beard	candle	commit
behave	cap	committee
below	capable	communicate
belt	capture	community
bend		compel
beneath	carpet	complain
benefit	carriage	complete
besides	carve	complicate
bet	cause (v & n)	compose
beware of		compound
Bible	cautious	concentrate
biscuit	cave	concern
bishop	cease	conclude
bite (a bit of)	percent	condemn
bitter	ceremony	condense
blade		condition
blame	certain (make certain)	conduct
blanket		conference
bless	certificate	confess - confuse
bloom (in bloom)	champion	connect
blot	channel	conquer
(blotting paper)	character	conscience
blow (n)	charge	conscious
boast		consent
border	charity	consequence
bore (v)	charm	consider
(boredom)	chase	consist
boundary (bounds)	cheat	constant
bow (v) (bow down)	cheer	construct
bowl	cheese	consult
bracket	cheque	contact
(in brackets)	(check)	contented
brain	chest (box)	contest
breeze	chief	contrast
brick	chill	contribute
brilliant	Christian	control
bring up (children)	circulate	convince
broad	circumstances	co-operate
bronze		

copper
 cork
 correspondence
 council
 courage
 court
 courtesy
 coward
 crack
 crash
 crazy
 cream
 create
 cricket
 cripple
 critic
 crow (n)
 crow (v)
 (cock-crow)
 crown
 crush
 cultivate
 curious
 curl
 current
 curse
 curtain
 cushion
 custom
 (accustomed to)
 damage
 damp
 dare
 down
 debate
 debt
 decay
 deceive
 deck
 declare
 decrease
 dedicate
 deed (see do)
 deer
 defeat
 defect
 defend
 define
 degree
 delay

 delight
 deliver
 demand
 democracy
 demonstrate
 deny
 depart
 department
 depend
 deposit
 deserve
 design
 desire

despair
 despise
 detail
 detect
 develop
 devil
 dew
 diameter
 diary
 digest
 disappoint
 disaster
 disciple
 discipline
 disgrace
 disguise
 disgust
 dismiss
 dissolve
 distinct
 distinguish
 distress
 distribute
 district
 disturb
 dive (v)
 divide
 domestic
 doubt
 drag (v)
 dread
 due (due to)
 dull
 duty
 dwell
 eagle
 earnest
 echo
 economy
 effect
 effort
 elastic
 elder (see old)
 elect
 element
 empire
 employ
 endure
 energy
 engage
 enormous
 enquire (inquire)
 enthusiasm
 entire
 envy
 equivalent
 errand
 escape
 especially
 essential (essence)
 establish
 estimate
 eternal
 even (adv. & det.)

event
 evident
 evil
 exact
 exaggerate
 exceed
 exclude
 exist
 expand
 expect
 expedition
 expense
 experience
 experiment
 expert
 explode
 explore
 express (adj. & n)
 express
 (expression)
 exterior
 extra
 extraordinary
 extravagant
 extreme
 fact
 factory
 fade
 faint (not clear)
 fairy
 faith
 familiar
 famous
 fare
 fashion
 fast (swift) (swift)
 fast (not eating)
 fate
 favour
 feature
 fee
 fellow
 fertile
 fever
 fierce
 film
 (film show, etc.)
 final
 fine (punishment)
 finance
 firm
 (steady)
 firm
 (business)
 fit (v)
 fix
 flash
 flatter
 flesh
 float
 flood
 force
 forefather
 forgive

form	heaven	investigate
former	hedge	irrigate
forth	heir	item
fortune	(sec inherit)	ivory
foundation (found v.)	hell	jail
fountain	hesitate	jar
fowl	Hindu	joke
fox	hint	jolly
fraction	hire	journal
frequent	honour	joy
freeze (frost)	hop	juice
frown	horror	junior
fulfil	(horrible)	keen
funeral	humble	kettle
fundamental	honour	knit
further	hunt	Koran
gallery	ideal	label
garage	idiot	labour
gas	idle	lack
gay	ignorant	ladder
general (n)	illustrate	latter
generally (in general)	image	laundry
generous	imitate	lay (eggs)
genuine	immense	lead (metal)
ghost	impression	lean (v)
giant	incident	lecture
glimpse	include	leisure
glory	income	level
goal	increase	liberty
goods	independent	lick
goose (geese)	index	lie (lie down)
graceful	indicate	lie (liar)
grand	individual	likely (very likely)
grant (v)	industry	limit
graph	infant	line (v) (lining)
grateful	inferior	liquid
grave (tomb)	influence	loaf (n)
greed	inform	local
greet	inherit	lodge
grief	injure	log (of wood)
grumble	insist	Lord
guarantee	inspect	lovely
guard	inspire	loyal
guide	instance	luck
handle (v & n)	instant	lump
handkerchief	(instantly)	luxury
handy	instinct	machine
hardship	instrument	magic
harm	insult	magnet
hate	intend	magnificent
hay	interfere	magnify
heap	interior	majesty (Your Majesty)
hearty	interfere	major (adj.)
	interior	manage
	interval	manufacture
	invade	marble
	invent	marvellous (marvel)

mass	nowhere	plain (n)
match (v)	nuisance	plain (adj.)
matter	car	plastics
maximum	object (n)	play (drama)
mayor	object (v)	playwright
means (n)	obliged to	poison
meantime	observe	polish (v & n)
(in the meantime)	obtain	politics
meanwhile	obvious	pond
melt	occasion	pool
member	occupy	popular
memory	occur	population
mental (see mind)	offend	
mention	officer (mil.)	position
mercy	omit	possess
merry	opinion	postpone
method	oppose	pot
midst	opportunity	potato
(in the midst of)	oppress	power
might (n)	organ (s)	preach
(mighty)	organise	previous
military	origin	prefer
mind (n)	ornament	prejudice
mine (n)	orphan	
(coal mine)	otherwise	present (gift)
minister	ounce	presently
minor (adj.)	own (v)	preside
miracle	overcome	press (v)
mirror	overhear	prevent
mischief	overlook	previous
miser	overtake	prick
misfortune	pack	principle
model	pale	primary
moderate	parliament	
modest	party (pol.)	probable
moment	party (fun)	problem
monument	passage	procession
moral	passive	produce
moreover	pat (v)	profess
mortal	patch	profit
mosque	patient (n)	programme
Moslem (Muslim)	pattern	progress
mourn	pave (v)	
mouse	pearl	property
murder	peculiar	prophet (prophecy, etc.)
museum	per (per cent	
mystery	per head)	proportion
naked	perform	propose
nation	period	prosper
navy (n)	permanent	protect
needle	permit	protest
neglect	persuade	prove
negro	philosophy	provide
nerve	pile	publish
net	pillar	punctual
	pin	purchase
noble	pinch	purpose
nonsense	pipe (mus., water	qualify
normal	tobacco-pipe)	quote
note (music)	planet	race (breed)

raise	rug	similar
rapid	ruin	sincere
rare	rumour	sink (v)
reach	rush (v)	situation
reason	rust	sketch (skotch ma)
recent	sacred	slave
recite	sacrifice	slice
recognise	saddle	slide
recommend	saint, St.	slight (slightly)
recover	salary	slip (slippery)
reduce	sample	slippers (a pair)
refer	sanitary	slippers)
reflect (Mirror)	satisfy	society
reform	save (v) (Savings)	sofa
refresh	scale (n)	solemn
regret	Scales(a pair of scales)	solid
reign	scarce	solitary
reins (Horse's)	(scarcity, scarcely)	solve
reject	scatter	solution (liquid)
rejoice	scent	solution (of problem)
release	scheme	somehow (somewhat, to.)
relieve	scold	sort (v)
remark	scout	sort (n)
remedy	scratch	soul
remove	scream	sour
rent (payment)	screen	space
repair	screw	spare
replace	search	spark (sparkle)
report	secret	sparrow
represent	secretary	specimen
republic	secure	spectacles (a pair of)
reputation	seek	spectacles)
request	seize	speed
require	seldom	spill
rescue	senior	spirit (spiritual)
resemble	sense	spirit (spirited)
reserve	(five senses)	spite (in spite of)
resign	sense (sensible)	splash
resist	separate	splendid
resolve	series of	split
respect	serious	spoil
restuarant	sex	spot (spotted)
restore	shade (colour)	spread
retire	shake	spring (v)
retreat	shallow	squeeze
reveal	shave	stage (position)
revenge	shelter	stage (drama)
reverse	shell (sea-shell)	standard
revolution (po.)	shield	stare
revolt	shift	start (begin)
reward	shilling	start (startle)
rid of (get rid of)	shiver	starve
ridiculous	shore (seashore)	state (statement)
risk	shortly	state (condition)
rock (stone)	shower	statue
roll	shrink	steam
rope	sick	steel
rose (n)	sign (signal)	steep
rot (v)	sign (signature)	stem (n)
row (v) (rowing-boat)	sin	stiff
royal	single	stoop
rubbish.		store (v & n)

storey	tip (the tip of)	weed
straw	tone (n)	weep
stretch	tool	wheat
strike (a blow)	total	whether
stripe (n)	tough	whistle
struggle	tower	will (n)
stupid	trace (trace a map)	wipe
style	trade	wise
substance	tragedy	wish
substitute	traffic	within
such, (such a)	train (v)	witness
suck	transfer	wind (v)
sufficient	trap	(wind up)
suggest	tray	worm
suit (n)	treasure	wolf
suit (v) (suitable)	treat	worry
sum (summary)	(treatment)	worse (worst)
superior	tremble	(see bad)
supply	tremendous	worth
support	trick	wound (n & v)
suppose	trunk (of elephant)	wrap
surface	trust	wreck
surround	tube	yield
suspect	tune	youth (n & adj.)
swallow (v)	tunnel	zone.
sweat	twinkle	
swell (v)	type (v)	
swim	tyre	
swing	undo	
sword	(unfasten etc.)	
sympathy	unite	
system	universe	
tale	unless	
tap (water-tap)	up (upwards, uphill	
tape	upstairs, etc.)	
tax	upset	
tear (n) (tearful)	urge (urgent)	
telegram (telegraph)	vacant	
telephone	vague	
television	vain (in vain)	
temper	value	
temperature	vanish	
tempt	vary	
tender	vessel (container)	
tent	via	
terror (terrible)	victory	
theatre	view	
theory	vigour	
thermometer	violet (n & adj)	
thorn	violin	
thorough	virtue	
thread	visible	
threaten	volume (capacity)	
throne	volume (book)	
throughout	volunteer)	
thus	vote	
tide	wander	
tie	warn	
tiger	wave (n)	
tight	wealth	
tin	weapon	
tiny	weave	

Higher Level: Active Vocabulary (contd..)

(Selected from the two supplementary cycles of the Nagpur list).

A

absurd	edition	regard as
affair	elsewhere	repent
affected by	eloquent	reproach
album	emergency	residence
apt (todo)	eminent	resource
arouse	error	review
assemble	feeble	revolve
assure	fence	rural
astonish	fleet (navy)	shed (n)
athlete	foam	signify
automobile	fund	sketch
behalf	gallon	skill
bench	gamble	skip skip
bind	gap	sting
blush	genius	studio
bold	gesture	swoon
boot	gloom	talent
brakes	glow	task
brief	hail (hailstones)	timid
brute	halt (v)	torture
cabinet	harmony	tour
candidate	haughty	tractor
cane	hence	trip (n)
cast (v)	hockey	tub
catalogue	idiot	uniform
catholic	impartial	utmost
channel	inclined to	vacation
circus	indifference	vain
civil	inspire	whip
comment	interview	waggon
comrade	lantern	worthy
compliment	laundry	wretched
compromise	leap	
conceal	leopard	
conflict	license	
contempt	mango	
corn	mail (P.O)	
council	mate (classmate)	
cradle	mere	
creep	mill	
crew	mist	
crocodile	mob	
crime	monster	
culture	mood	
cunning	motive	
dairy	mutual	
dash	oblige	
decent	patriotism	
defy	peg	
delegate	perfume	
delicate	perspire	
deprive	pigeon	
desert (v)	pioneer	
obtain	plend	
dignified	pluck (v)	
dim	plunge	
dispose of	policy	
dispute	prohibit	
disregard	prospect	
ditch	quite	
drag	rear (n)	
drill	reflect (think)	
duplicate	refugee	
dwarf	regain	

Higher Level: Passive Vocabulary of 1000 words.

I. 1000 words from the two C.I.E. Lists

Section A

A
abandon
Abnormal
abolish
absorb
abundant
access, -idle,
-ession
accommodate
accomplish
acquire
adequate
adjust, -ment
administer,
-strator,
-stration
advent
adverse
adversity
affect
agent, -cy
aggregate
aggression,
-ive, -or
alien
alliance
allowance
ally (N. & V.)
altitude
ambassador
ammunition
anarchy
annex
anticipate
apart
apparent
apprehend
apprentice
approximate
arbitrary,
-ation
artillery
ascend, -t,
-ancy
aspect
assess
association
assume,
-umption
atlas
attach
attain, -ment
audit, -or
autocrat
automatic
autonomy
avail, -able

B
balance
bankrupt, -cy
barbarism
barbarian

B (Contd.)
basin
basis
bearing
belt
beneficent
benevolent
bigot, -ry
block
bloodshed
bond
booty
breach
bribe
bridge
budget
bulb
bulk, -y
business
by-product

C
campaign
cannon
convass
capital, -ist
caste
category
censure
census
cereal
challenge
chancellor
characteristic
circular
cliff
clockwise
collapse
collect, -ion
combat
combine,
-ation
commerce,
-ial
commodity
communal
compact
compensate
compile
complementary
complex
complicated
composite
comprehensive
compress, -ion
comprise
compromise
conceive, -ept.
concern
conciliate
confederacy
confide, -nce
confine

C (contd.)
confirm
confiscate
conflict
conform
confront
considerable
consistent, -cy
consolidate
conspicuous
conspiracy; -ator
constitute, -uent, -uency,
-ution
consume, -mer, -umption
contingent
contract
convert
convey
co-ordinate, -ion
core
corporation
corps
counsel, -llor
counterpart
covet
creation
credit
creed
criminal
crisis
criterion
critical
crush
cult
cultivate
currency
current
curtail
custody, -ian
custom, -er
cyclone

D
dam
data
deal, -er
decline
decree
defective
definite, -ion
deflection
degenerate
deliberate
delta
demand
dense, -ity
depict
depose, -ition
degradation
depreciate
depress, ion

D (contd..)

arrive
 descend, -ant
 despot, -ic
 determine
 detrimental
 devastate
 develop -ment
 device
 devise
 devote
 dictator
 differentiate
 diminish
 diplomat, -cy
 disintegrate
 dislocate
 dispense
 disposal
 dissension
 distinction
 distribute,
 -ion
 diversity
 divert
 doctrine
 domain
 dominate,
 -ance, -tion
 dominion
 dormant
 downpour
 drain, -age
 drawback
 drift
 durable
 duration

E (Contd.)

eclipse
 economy, -ics,
 -ist
 edict
 efficacy
 efficient
 elaborate
 elementary
 elevate
 eliminate
 elongate
 embassy
 emerge, -ence,
 -cy
 emigrate
 emphasise
 employment
 enable
 enclose
 encounter
 encroachment
 endeavour
 enhance
 ensure
 enterprise

E (Contd.)

environment
 envoy
 episode
 equator
 equipment
 era
 erect
 eruption
 establish, -ment
 estate
 evacuate
 evolve, -ution
 excavate
 excise
 execute, -ive
 exempt
 exert, -ion
 exhaust
 exile
 expel
 exploit
 expose
 extend, -t, -sion
 external
 extinct

F

factor
 faculty
 famine
 fanatic
 fault
 favourable
 federal
 feud
 flat, -ten
 flexible
 flourish
 fluctuate
 foliage
 formidable
 fort, -ify
 fracture
 fragment
 frontier
 fulfil
 function

G

gale
 garrison
 geological
 granite
 gross
 guide

H

hemisphere
 hereditary
 high, -land
 hoard

H (Contd..)

hostile, -ity
 hurricane

I

identity
 ignore
 imaginary
 immigration
 impact
 imperial, -ism
 implement
 import
 impose
 impoverish
 incentive
 incidence
 include
 inconsistent
 incorporate
 increase
 incur
 inevitable
 infantry
 inflict
 inland
 inscribe, -ption
 insignificant
 instigate
 institution
 instruction, -ive
 insubordination
 insurance
 insurgent
 intellect, -ual
 intense, -ify, -ive

interdependent
 interest
 intermediate
 intermittent
 internal
 international
 intersection
 intervene
 intoxicant
 intrigue
 inverse
 investment
 involve
 isolate
 issue

J

joint
 jurisdiction

K

kingdom

<u>L</u>	<u>O</u>	<u>R</u>
landslide	Object, -ive	raid
latitude	obscure, -ity	range
layer	obstacle	ratio
league	operate, -ion	ravage
lease	opposite, -ion	realize
legend	organism	rear
legislation	original, -ally	rebellion
levy	orthodox	recede
liable	output	recreation
licence	outstanding	recur
loan	overlap	reduction
locality, -ization	overthrow	regent
locate, -ation	overwhelm	regime
lock-out		region
longitude	<u>P</u>	regulate
lowland	participant, -te	reinforce
luxury	particle	relative, -ly
	particular, -ly	rely, -iable
<u>M</u>	peasant	renounce
main	peculiar	repulse
maintain	penetrate	requisite
manifest	perishable	research
manu. l.	perpetual	resentment
manure	persecution	residue, -al
margin	persist	resign, -ation
marine	phenomenon	respective
marsh	piety	responsibility
martial	pious	restraint
mass	plain	restrict, -ion
massacre	plateau	retail
matter	plot	retain
mature, -ity	plunder	retaliate
metre	policy	return
mean	portable	revenue
mechanic, -al, -ism	precise, -ien	revive
mechanization	predecessor	rim
medieval	perdict	risk
Mediterranean	predominant, -te	rite
medium	premier	rival
menace	preserve	<u>S</u>
mercury	prestige	sale
merge	prevail, -lent	scanty
migrate	primitive	schedule
mint	priority	scope
minute (adj.)	problem	scrutinize
mission, -ary	procedure	sculpture
mobile	proceeds	sect
mode	process	sector
modify, -ication	proclamation	security
monarchy	produce, -tion, -tivity	sedition, -ous
monopoly	project (n)	self-sufficient
monsoon, -al	prolong	sentiment
	prominent	settle
<u>N</u>	promote	siege
national, ize	propaganda	significant
navigation	propagate	similarly
negotiate	property	site
neutral	propriatorship	slope
nominal	prospects	soak
nominate	psychology	social, -istic
normal, -ly.	<u>Q</u>	solar
	quota	source
		sovereign
		species

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S (Contd.)

Specify, -ic
speculate, -ion,
ive
sphere
sporadic
stable, -ility
standpoint
statement
statesman
statistics
status
statute
steady
stimulate
strain
stress
structure
subjugate
submarine
submerge
submit
subscribe
subsequent
subside
subsidy
subsistence
substance
substitute
succession,
-ive
superstition
supervise, Oor
supplement
suppress
supremacy
surplus
surrender
survey
sway
synopsis

T

target
technique
temperate
temporary
tend, -ency
tension
terrace
territory
textile
texture
token
tolerance
torrent
track
tradition, -al
tranquility.

T (Contd.)

transaction
transition
transportation
treasury
treaty
trial
tribe
tribute, -ary
triumph
troops
tropics
trust
tyrant, -ny

U

ultimate
unanimous
underlie
undertake
unemployment
uniform, -ity
unit, -y, -e
unsound
upheaval
uplift
usual, -ly
utility, -iso, izati on

V

value, -ation
vanquish
variation, -iable
variety
various
venture
vertical
vicinity
volcano

W

want
warehouse
wealth
wedge
widespread
withhold

Z

Zenith

...

(Selections from the C.I.E. Lists contd..)

Section-B.

A

accelerate
 accessory
 accordance
 accordingly
 accumulate
 acid
 activity
 acute
 additional
 adjoining
 alloy
 alternate
 aluminium
 analogy
 analysis
 anti-clockwise
 apparatus
 application
 arc
 artery
 articulate
 artifice, -cial
 ascertain
 assimilate, -ion
 astronomy, -ical
 atmosphere, -ic
 auditory
 axis

change
 charcoal
 charge
 claw
 coil
 collision
 combustion
 companion
 complete
 component
 composite, -ition
 concave
 concentration
 concept
 conduct, -or, -ion, ivity
 connective
 consecutive
 consequential
 conversation
 considerable
 constrict, -ion
 convex
 coordinate
 coral
 cord
 cosmos
 cross-section
 crystal, -line
 cube
 cycle, -ic
 cylinder, -rical

displace, -ment
 duration

E

earthworm
 emit
 empirical
 enamel
 engineer
 enlarge
 epoch
 equation
 equilibrium
 essential
 evaporate, -tion
 eventual
 evidence
 exception
 excess, -ive
 exit
 exceptional
 expansion
 extent
 extract, -ion

B

bacteria
 balloon
 barometer
 basic
 batch
 battery
 biology
 blast
 bleach
 block
 bore
 botany
 breadth
 breed
 bubble
 buoyant

D
 decimal
 decompose, -ition
 deduce, -tion
 deficient, -cy
 definite, -ion
 delicate
 denote
 dental
 deposit
 depth
 describe
 detach
 deviate
 devoid
 diagram
 difference
 diffuse, -ion
 dilute
 dimension
 directly
 disc
 discharge
 disorganize
 disperse, -al

F

facilitate
 fatigue
 fertilization
 fibre
 filament
 filing
 fluid
 formation
 formula, -te
 fossil
 fuel
 funnel
 furlong
 furnace
 furrow
 fuse, -ion

C

carnivorous
 case
 cavity
 cell
 cement
 centimeter
 cerebral
 chamber

G

guage
 generalization
 generate, -ion, -tive
 germ, -inate
 graduate, -ion
 grain
 gram
 gravitation
 groove
 gum

H

habitual
heat (n. & v.)
herbivorous
hereditary
heterogeneous
hind
hinge
hip
hypothesis

I

identical
ignite
illuminate, -ion
immerse
impart
imperfect
imply
impracticable
impregnate
impurity
impulse
inactive
indefinite
indifferent
indirect
indispensable
induce
insert, -ia
infection, -ious
inflammable
initial
inorganic
insert, -ion
intact
intermingle
interpret, -ation
intestine
intimate
invest

J

judicious
junction
justify

K

kilogram

L

laboratory
lens
liberate, -ation
litre
locomotion
loop
lumber
luminous
lunar
lustre

M

magnet, -ic, -ise, -ism
magnification
magnitude
malaria
mammal
manipulate
mate
mention
micro, -microbe
microscope, -ic
milligram
millimetre
mineral
minimum, -ise
minute (adj.)
mirage
mixture
moist, -ture
moth
motion
mould

N

nasal
natural
negligible
network
neutralize
notation
nourish, -ment
nucleus, -ear
null, -ify
numerical
numerous
nutrition

O

obligae
occasional
odour
offspring
opaque
opium
opposite
optic
orbit
ore
organ, -ic
oscillate, -ion
outermost
outgrowth
outnumber
oval
oxygen

P

palate
parallel

parasite
partial
partition
pendulum
porförate
periodic
perpendicular
phase
physiology
pierce
pigment
piston
pit
pivot
plane
platinum
plug
plume
pole, -ar, -isation
porcelain
pore, -ous
portion
potential
pound
preliminary
pressure
prey
product
profuse
projection
proof
proposition
(proto-)type
protrude, protrude

Q

R

radius, -ion
ray
reaction
readily
reason
rebound
recapitulation
reference
reflection
reflex
regard
regenerate
relate
remote
reptile
reproduce,
-tion, -tive
resistance
respiratory
respond, -se
retard
revolve

contd..

R (contd.)

ridge
rigid
rod
role
rubber
rudiment, -ary

S

sap
scientist, -ific
seal
secondary
secretary
select
sensitive, -ity
sensory
separation
setting
shed
shoot (n)
short-sight
shrub
sieve
significance
silver
simultaneous
skull
slender
socket
solid
soot
specialize
spindle
spine
spiral
sponge
spontaneous
stain
stalk
stationary
sterile
stimulus
storage
strand
steam-lined
subtraction
suction
summarise
superficial
survive
susceptible
sustain, -enace
symbol
symmetric
synonym
synthesis
system

T

tabulate
telescope
terrestrial
tissue
transform
transit
transmit
transparent
triangle
trickle
truck
twine

U

undergo
unfold

V

vapour, -orise
variant
variety
vegetation
vein
verify
vertebrate
vessel
vibrate, -ion
vision
vital
voluntary

W

wax
wire
wither

HIGHER LEVEL PASSIVE VOCABULARY (Contd.)
1,000 Words from Thesaurus.

abate	attic	circumvent
abbreviate	attribute	cite
abrupt	audible	citizen
absolute	averse	clarify
abstract	avenge	classical
abuse	awful	cleanse
academic	bachelor	clergy
acceptable	backward	client
ace	baffle	clip
accent	baggage	cloak
acquaint	ballot	code
acquit	bandit	coincide
addict	banish	colonize
addition	barely	comely
adduce	barracks	commendable
adhere	barren	common
adjourn	bashful	commonwealth
admirable	bask	comparatively
admiral	bat (mammal)	compatible
adolescent	battalion	compotent
adore	bay	concede
adorn	beckon	conceit
advocate	beer	concession
affable	befitting	conclusive
affinity	behold	concrete
affirm	beseige	condescent
aftermath	bestow	confidential
agility	bettorment	confound
agitate	betray	conjecture
ahead	bewilder	consciousness
aimless	bill	console
alphabet	blackmail	contamination
allot	blank	contemporary
allure	blamish	contention
amateur	blossom	contract (v)
ambiguous	blunder	contradict
amendments	blunt	contrary
amenity	boisterous	convalescent
ample	bondage	convone
anecdote	bounty	cosmopolitan
anchor	boycott	costume
annihilate	brittle	county
annoy	brook	couple
anthem	brutal	courteous
antiquity	burglar	craftsman
antiseptic	burrow	credulous
apartment	bustle	criticise
apiece	byway	cross (angry)
appalling	cabin	crossroads
applaud	cable	crude
appliance	callous	damn
applicable	camouflage	deadlock
apron	candor	deaf (costly)
architect	canteen	deception
aristocracy	capitalize	decisive
arrears	cargo	decorum
arrogant	castle	deem
artful	casual	defame
artist	cathedral	default
ascribe	celebrate	deify
assail	cellar	deity
assault	cemetery	dejected
assembly	chairman	delirious
assert	chart	demolish
assiduous	chip	deplorable
astrology	choke	derisive
asylum	chronological	designate
atone	circumnavigate	despatch
atrocitiy	circumstantial	despondent

contd..

detention	evaluate	grave (ity)
deter	even (adj.)	grievance
detest	evince	grip
dexterous	exacting	grip grim
diction	exalt	groan
diffident	exasperate	grocer
diligent	executive	grope
diploma	exhilaration	grudge
discern	expedient	gusty
disclose	expire	gymnastics
discòncert	explosive	haggard
discredit	export	handicap
discretion	exposition	harass
discriminate	exquisite	harness
disinfect	fable	harsh
distrinherit	fabricate	haul
disjointed	fabulous	headstrong
disorder	fiction	heartbreaking
dispatch	fallacy	heathen
display	fancy (v & adj.)	heed
disseminate	fascinate	hideous
dissent	fast (en)	hinder
distort	fathom	histrionic
diverge	ferocious	hitherto
divorce	fervent	homely
dizzy	fidelity	honorary
document	fig	host (large no.)
dodge	file	householder
donate	fir	hovel
dormant	fleecy	hover
downcast	flourish	huddle
downfall	fog	humane
downright	folk	humanitarian
drastic	folly	humiliate
dreary	fluent	humor humour
droop	forbear	hurdle
drudge drudge	forbid	husky
dual	forego	hypnotize
dungeon	foremost	hysterical
dynasty	foresee	identical
eccentric	foretell	identify
ecstasy	forethought	indignation
effeminate	forfeit	ignoble
elegant	forlorn	illiterate
elucidate	forsake	illusion
elusive	fortitude	imbecile
emancipate	foul	imbecility
embarrass	framework	immaterial
embellish	frank	immature
emblem	frantic	immemorial
embody	fraud	imminent
emotion	freak	immoderate
emphasize	freight	immortal
empower	frenzy	immoral
enact	fret	immune
enchant	fritter	impassive
endear	frivolous	impatient
engulf	frolic	impediment
enforce	frosty	imperative
engrace	frugal	imperceptible
enrage	fruitful	imperiously
entangle	fry	imperishable
entitle	furious	impersonal
entreat	glide	impersonate
enunciate	glitter	impertinent
epitome	glove	impious
eradicate	glutton	implement
esteem	gospel	impose
evade	gossip	impotent
	graceless	

impress
 improbable
 improvise
 imprudent
 impudent
 inaccessible
 inanimate
 incidental
 incite
 incoherent
 incompetent
 incredible
 indecent
 indiscreet
 indiscriminate
 indispose
 individuality
 indulge
 industrious
 ineffective
 infallible
 infamous
 infinite
 inflexible
 informal
 infuriate
 infuse
 infinite
 inflexible
 informal
 infuriate
 infuse
 ingenious
 inhabit
 inhuman
 inn (keeper)
 inquisitive
 insight
 insipid
 insolent
 insoluble
 institute
 insure
 integrity
 intelligible
 intemperate
 intercede
 interlude
 intolerant
 intrude
 interrupt
 invalid
 invariable
 invert
 invincible
 invisible
 invoke
 ironical
 irrational
 irrelevant
 irresolute
 irreverent
 irritable
 irritate
 isolation
 jargon
 jesuit
 jury
 justifiable
 juvenile
 lace
 launch
 legal

liberal
 lily
 kernel
 kidnap
 kinsfolk
 knack
 knave
 knead
 knight
 laborious
 landmark
 lanky
 legion
 legitimate
 lenient
 lewd
 liquidate
 literal
 lively
 loathsome
 logical
 lubricate
 lukewarm
 lunatic
 malicious
 manifestation
 mask
 mast
 matrimony
 meadow
 mean (adj.)
 melodious
 memoir
 memorable
 mercenary
 methodical
 meticulous
 million
 miscellany
 mobilize
 molest
 moor (land)
 multitude
 mutiny
 mystic
 mystify
 myth
 mythological
 narrate
 naturalize
 nervous
 nevertheless
 nod
 noticeable
 notify
 notion
 notorious
 notwithstanding
 nutshell
 oak
 oblivion
 observatory
 obstinate
 occident
 occult
 odious
 off hand
 Omnipotent
 Omnipresent

opera
 opponent
 opportune
 optimism
 optimistic
 orchard
 orchestra
 oriental
 outcry
 outdo
 outlast
 outskirts
 oven
 overbear
 overdo
 overjoy
 overpower
 overrule
 overrun
 pad
 paid
 pallid
 palm-tree
 paltry
 parable
 paradise
 paramount
 particulars (n)
 partisan
 passion
 passionate
 pastime
 pastor
 pasture
 patent
 pathetic
 pathos
 patronage
 pause
 pavement
 pavilion
 pedagogue
 pedestrian
 pedigree
 penalize
 penance
 penetrating
 pension
 pensive
 perceive
 perceptibly
 perennial
 perforate
 perilous
 periodical
 periodically
 perish
 perplex
 persecute
 personality
 personify
 pertinent
 perverso
 pessimist
 petrify
 philanthropy
 physique
 picturesque
 piecemeal
 pilfer

pilgrim
 pilgrimage
 pimple
 pinnacle
 pirate
 pitfall
 plateau
 plight
 plumage
 plumber
 plignant
 porch
 portent
 postscript
 posture
 potent
 potential
 poultry
 precarious
 precede
 precept
 precious
 premature
 premium
 preoccupy
 preparatory
 prescribe
 presentable
 presume
 pretend
 primrose
 problematical
 proclaim
 procure
 prodigal
 profane
 proficient
 profiteer
 promptly
 propagate
 propriety
 prosecute
 prospective
 prospectively
 prospectus
 providence
 provoke
 prudent
 publicity
 purge
 purple
 pursue
 quack
 quaint
 qualify
 queer
 quench
 questionable
 quit
 rage
 ramble
 rapk
 ransack
 ransom
 rant
 rapture
 ratify
 razor
 reactionary
 rebuff

rebuke
 recital
 recital
 reckon
 recoil
 reconcile
 recruit
 rectify
 redeem
 redress
 referendum
 refind
 reformation
 refrain (v & n)
 refuge
 regal
 regiment
 regional
 regulate
 rehearsal
 rehearse
 reinforce
 reinstate
 relapse
 relax
 relent
 relic
 relish
 reluctant
 remainder
 remit
 remnant
 remonstrate
 remorse
 renew
 repel
 repress
 reputed
 resourceful
 resort
 respecting
 restrain
 resumption
 retribution
 retrospect
 revoke
 revolting
 rhyme
 rhythm
 righteous
 riddle
 riot
 roam
 roast
 rocket
 rouse
 routine
 ruby
 rudimentary
 ruinous
 ruthless
 safeguard
 sagacious
 sage
 salient
 sanctity
 sanction
 sanctuary
 sandals
 sandwich

sane (ity)
 sarcastic
 saturation
 savage
 saw (dust)
 scaffold
 scandal
 scare
 sceptical
 scorn
 scrap
 scrape
 scribble
 scripture
 scruple
 sculptor
 searchingly
 secede
 seclude
 secular
 sedate
 self-reliance
 self-reliant
 sentimental
 sentinel
 serene
 serviceable
 session
 settlement
 sew
 sham
 sheathe
 sheepish
 shed (v)
 shrewd
 shrill
 shudder
 simile
 sinister
 skeptical
 slander
 slant
 slaughter
 slogan
 sloth
 sluggish
 sly
 smart
 smash
 smattering
 smear
 smite
 smother
 smoulder
 snap
 snatch
 sniff
 sober
 socialism
 solicit
 soliloquy
 solitude
 sobre
 somersault
 sonorous
 sophistication
 sorded
 sore
 sound (adj.)
 spade

sparsely
spectacular
spellbound
spendthrift
spiteful
sportsmanship
sprightly
sprinkle
spy
squad
squarely
stadium
staff
(members)
stagger
stagnation
stammer
steadfast
stealthily stench
sterilize
stifle
stir
stock
stout
straightforward
strangle
strategem
streak
strike
stronghold
strive
stubborn
studious
stuff (v & n)
stupefy
stupendous
sturdy
subconscious
subdue
subjective
sublime
submit
subordinate
subserve
subsidiary
subsist
substantial
subtle
succumb
suckle
suffocate
sulk
sullen
summon
superb superfluous
superhuman
superintend
supernatural
supplant
supple
supreme
surly
suspense
swear
syllable
symptom

tact
taskmaster
technical
temperament
tempest
testimonial
testimony
thereby
threadbare
thrill
thrive
thrust
throng
tidy
timely
tolerable
toleration
torment
toss
treacherous
tread
treason
trespass
tributary
trifle (v & n)
tumult
typical
ultimatum
unaccountable
unconscious
underestimate
undertaking
unduly
unnecessary
unparalleled
unveil
upright
uproar
utter (v and adj)
utterance
uttermost
valid
vanity
vanish
vehement
veil
velevt
venerable
ventilate
verdict
vessel (ship)
vex
vice
victim
viewpoint
vigilant
villain
violate
visualize
vital
vitamin
vitate
vivid
vocabulary
voluminous
vowel.

vulgar
vulnerable
wanton
weary
whence
whereabouts
whereas
whereby
whip
whirlpool
whirlwind
wholesale
wholesome
windfall
wind
wither
witty
woe
wondrous
wrathful
zealous
zeast.

ANNEXURE IVThe Test in English at the End of the Twelfth Year (Lower Level)

The test has to reckon with two papers, one on prescribed texts and another on language skills, the attainment in which is tested through unseen material.

The second paper on language skills consists of two parts - internal and external. The test techniques to be used in these two parts are described below. A specimen is also given of the test section of the second paper on the external part of the examination.

A. Test TechniquesI. Internal Examination(a) An Aural Comprehension test:

A passage of about 150 words in English will be read aloud three times to the candidates, preferably by the teacher. During the readings, which will be at a normal reading rate, the candidates will make no notes. After the third reading, they will be required to answer in writing in the regional language (or the mother-tongue) a series of questions in the regional language (or the mother-tongue) relating to the passage.

(b) Oral Test:

Candidates will be required to answer in English questions put in English. The questions must relate to topics within the linguistic experience of the candidates including any course work*

* Note on Course work: This might take the form of dictation and composition exercises, tests of comprehension and any other independent study. Each piece of work should have a statement appended by the teacher, indicating for instance whether the work done was 'unprepared', whether a dictionary was used and, in the case of independent study, the sources consulted.

submitted by the candidates. It is desirable to associate the teacher with this test.

(c) Reading test:

This will consist of reading aloud by the candidate of a passage of about 100 words in English. The candidate will be given about three minutes to study the passage.

II. External Examination

(a) Written Comprehension:

(i) A passage of about 150 words in English of simple narrative or descriptive prose will be given and the candidates will be required to answer in the regional language (or the mother-tongue) a number of questions in the regional language (or the mother-tongue). To these will be added a few questions in English to be answered in English.

(ii) Candidates will be given a passage of about 200 words in English and will be required to make a summary in about 50 words of the passage in the regional language (or the mother-tongue). Words of special difficulty, and understanding of which is essential for a comprehension of the sense of the passage, may be explained in foot notes in English.

(b) Written Expression:

Candidates will be required to write in English a composition of about 150 words on one of the following:

(i) A topic relating to everyday life, with guidance as to outline.

(ii) A story based on a series of pictures
or an outline.

(iii) A letter with guidance as to outline.

B. A specimen test for (2) External Examination
(Lower Level)

Paper II: Language Skills

- 2(a)(i) Answer in the regional language (or the mother-tongue) the questions asked at the end of the following passage. Each question should be answered as instructed.

(The only point to remember here is that most of these questions will be in the regional language and will be answered in the regional language, only a few of the questions will be in English and will have to be answered in English)

- (ii) Summarise the following passage in about fifty words in the regional language or in your mother tongue:

x x x x x

- 2(b) Write a Composition of about 150 words on only one of the following (i), (ii) or (iii):

EITHER (i) Describe the scene in a Hospital Waiting Room.

(Give the reasons for going to a hospital - why you were waiting - describe the room - the system of registering patients - patients before they went in to be examined and on coming out - say something about your feeling on leaving the hospital).

OR (ii) Write a story entitled, "The Escape".

(Use the following outline: Two men escape from a prison in the Punjab - make for the Pakistani border - steal clothes and a car - reach the frontier - no papers - abandon the car - try to cross at night - caught by the police - sent back to prison.

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-4-

In your story give the time they escaped, the season - show that they tried to behave normally - say something about their feelings: afraid, confident - describe the clothes and car stolen - describe the capture).

OR(iii) An old friend of your family has written to you stating that when you leave School; he will be able to offer you a position in his business with the prospect of becoming manager one day. You have, however, accepted a scholarship to join University.

Write a letter to him explaining the position and refusing the offer.

You should express your thanks to him, give details of the College course and the prospects after the completion of the course. Your refusal must be politely worded.

The Test in English :
at the end of the twelfth year

(Higher level)

The Test has to reckon with two papers, one on prescribed texts and another on language skills, the attainment in which is tested through unseen material.

The second paper on language skills consists of two parts, - internal and external. The test techniques to be used in these two parts are described below. A specimen is also given of the test section of the second paper on the external part of the examination.

(A) TEST TECHNIQUES.

I. Internal Examination:

(a) Aural Comprehension test :

A passage of 200-250 words will be read aloud three times to the candidates, preferably by the teacher. During the readings, which will be at the normal rate, candidates will make no notes. After the third reading they will be required to answer in writing, in the regional language (or the mother-tongue) a series of questions in the regional language (or the mother-tongue) relating to the passage.

To these will be added a few questions in English, which candidates will be required to answer in the regional language (or the mother-tongue).

(b) Oral test :

There may be alternative tests as under :-

- (i) A topic will be selected by the examiner from the *Course work submitted by the candidate and this will be discussed in English.

*Note on Course work : This might take the form of dictation and composition exercises, tests of

comprehension and any other independent study. Each piece of work should have ^{a statement} appended ~~statements~~ by the teacher, indicating for instance whether work was done 'unprepared' whether a dictionary was used and, in the case of independent study, the sources consulted.

- (ii) The candidate will be required to give a short talk on a subject of his choice which he has prepared. During the talk the examiner should, in as natural a manner as possible, interpose questions asking for explanation on certain points of interest.

(c) Reading Test:

This will consist of reading aloud by the candidate of a passage of 150-200 words in English. The candidate will be given a short time to study the passage.

(2) EXTERNAL EXAMINATION

2(A) Written Comprehension :

- I. Candidates will be given a passage of about 200 words in English and will be required to make a summary in about 50 words of the passage in the regional language (or mother-tongue). Words of special difficulty, an understanding of which is essential for the Comprehension of the sense of the passage, will be explained in English. Candidates may also be required to answer in English a few questions given in English on the sense of the passage.

contd...

II. A passage of about 150 words in English of simple narrative, descriptive or expository prose will be given and candidates will be required to list in order the main events or ideas in English.

A specimen Test of Comprehension

Socrates had many disciples and the greatest of them was Plato. He wrote many books and it is from these that we know a great deal about Socrates.

The Athenian Government did not like Socrates. The Government gave him a trial and condemned him to death. They said that they would pardon him if he promised to give up his discussions with people and if he changed his ways. But he refused to do so and proffered the cup of poison to giving up what he considered his duty. On the dint of death, he addressed his accusers and judges and said: "If you propose to acquit me on condition that I abandon my search for truth, I will say: 'So long as I have truth and strength I will never cease from my occupations with philosophy. I will continue to ask people to care more for wisdom and truth than for wealth or honour!"

-:-

Answer the following questions briefly:

- (i) Pick out from the passage the phrase which summarises what Socrates considered his duty.
- (ii) What did the Athenian Government want Socrates to do?
- (iii) What did Socrates consider greater than wealth and honour?
- (iv) Against each of the following words and phrases write a word or phrase nearly the same meaning from among the italicised words in the passage: give up; when about to die; stop; free from a charge of guilt; like.
- (v) From among the following answers select the most appropriate one to the question: why did Socrates prefer to die?
 - (1) Because his friends and followers had turned against him.
 - (2) Because he believed that God wanted him to die.
 - (3) Because everybody in Athens preferred wealth and honour to wisdom and truth.
 - (4) Because he could not give up his search for truth.
 - (5) Because he thought nobody was going to listen to him.

2(B) Written Expression :

Candidates will be required to write in English two compositions of about 200 words each on

- (1) A topic of general interest within his experience, with guidance as to outline.
- (2) A topic selected from the curriculum.

(Note: A choice of topics should be given under (1) and (2) above).

A Specimen Test for
(2) External Examination
(Higher Level)
Paper II - Language Skill

(2 A I) Summarise the following passage in about 50 words in the regional language (or in your mother-tongue). Answer in English the questions given in English on the sense of the passage:

(2 A II) Make a list, in order, in English, of the main events referred to in the following passage: (or of the main ideas expressed)

(2 B I) Write a composition in 200 words on one of the following :

EITHER (i) Describe a picnic which you enjoyed.

(Describe the planning, the preparations to go, the journey, how the time was spent, your thoughts about it when it was all over).

OR (ii) Name three possessions which you value

(Describe each briefly, say how you obtained them and why each one has become so important to you)

OR (iii) Suppose you were a Secretary of a Society in your School. Write a letter to a local newspaper describing the aims and activities of your Society.

OR (iv) The Career you have chosen.

(Give the qualifications required, the kind of work you will do at the beginning, the prospects of promotion, the reasons for choosing this particular career).

(2 B II) Write a Composition in ~~200 words~~ on one of the following :

EITHER (i) Who is your favourite character in History? Give a brief account of his (her) life and work, showing why you admire him (her).

OR (ii) What twentieth century achievement in Science or Medicine do you consider outstanding? Explain briefly the work which led to this achievement. Explain how it will help mankind now and how it is likely to influence the future.

OR (iii) A pen friend from a foreign country wishes to visit India. Write a letter to your friend and suggest that he (she) should not only visit the big cities, but that a visit to a tea plantation or a hydro-electric project or a fishing centre must be included. Describe one of these in your letter and suggest also the best season for such a visit.

OR (iv) Will a school course in Home Science help you to run your home better?

(Many people who have never studied Home Science run a house well. They have gained much of their knowledge from their mothers or experience. In what ways can a school course in Home Science improve this?).

ANNEXURE VI

A SPECIMEN SYLLABUS IN THE COMPULSORY ENGLISH
FOR THE THREE YEAR DEGREE COURSE
(LOWER LEVEL)

I. Objectives

THE objectives of this course should be as follows:-

1. This course should enable undergraduates to comprehend fully and clearly the standard books in English on their own special subjects.
2. It should enable them to make a smooth transition from the reading of simplified books to the reading of original and unabridged books in English literature.
3. It should also give them a course in the advanced vocabulary and syntax of the English language. For example, it should enable them to manage the continuous and conditional structures in English.
4. It should enable them to develop a sense of the language through a variety of prose specimens providing good models of contemporary English. Verse which conforms to contemporary word usage can also be used for this purpose.
5. It should make it possible for them to get a good grounding in spoken English, if they so desire.

The material selected for reading should be eminently readable and interesting. It should be so selected as to serve wider educational ends.

II. The Structure of the Course

It is desirable to have two to three course units or papers in Compulsory English. One (or two) course unit(s) should consist of the study of four texts (in prose, drama and poetry) prescribed as mentioned below. These may be taught for two years for 3 periods per week. There may be a public examination on this course unit at the end of the second year. Questions on the texts should be so framed as to ensure the candidate's imaginative and logical comprehension of the text. There should be another course unit on language skills, - on vocabulary, syntax, passages for comprehension, either through precis-writing or answering questions on given passages and/or translation from English into the regional language and composition or free writing. The course unit on language skills should be taught for three periods per week for three years and there should be a public examination on it at the end of the third year.

The teaching of language skills should be generally related to the texts prescribed. Some portion of the material for the questions on vocabulary, syntax, etc. in the test paper on language skills should be based on the structures and vocabulary found in the texts. The question on comprehension should be based on unseen passages. Not more than 30% of the marks should be assigned to composition. Translation from English into the regional language can be used in lieu of precis-writing.

III. Prescription of Text-books

The same quantum of English should be prescribed for B.Com. and B.Sc. students. In prescribing books for B.A., B.Com. and B.Sc. students or indeed any other, it is helpful to remember that there are fine books in English dealing with scientific and other matters which are equally suitable for a study of the English language.

It is, in fact, desirable to prescribe for study during the pre-professional year a prose-text which has some bearing on the professional course in which the student intends to specialise. The prescription should vary with each group - a book related to physics and engineering for students of those subjects, another for students of chemistry, of botany and zoology, of economics and sociology and so on. This helps students to become more familiar with the English of their own special subject. A book of this kind may not amuse or entertain students. But it helps them to understand the books on their own subject with ease and they are sure to welcome it. If one of these four books is going to be a subject classic, another should aim at introducing them to a wider range of essential English. In fact the first course unit should enable students to master a vocabulary of about 6000 essential words, as contrasted with the 3600 words that they are expected to know by the end of the P.U.C. Year. Study of books of this kind should enable them to read their newspaper in English, modern fiction or drama or indeed any standard writing in modern English. Research is necessary on the problem of this essential vocabulary, and a consideration of existing lists in the light of student requirements. Research is also necessary on passages which combine a wide range of subject-matter and adequate literary interest with the essential vocabulary which is to be presented to students. The vocabulary that we have in mind consists of the current and more common words that are included in the 80 and odd categories in The Complete Word Hunter by J.T. Gause (Constable & Co. London) under headings like Ailments, Government, Religion, Weather, Travel, Human States, Mind and its Processes, Character, War, Time and the like. Till work answering this description is available, books of selections from 20th Century English covering a wide range of subjects can be prescribed.

The other two books can come from modern fiction, drama or poetry. Each of the four books should contain about 125 to 150 pages of reading material.

IV. Language Skills

It is desirable to have a one year course for Compulsory English common to all students. At the end of this course, students who have opted for a course in Special English will do more advanced work in language skills. A separate draft syllabus has been prepared for this purpose. The question of a course in language skills, as part of Compulsory English for the Three Year Degree Course which all the other students take up, has been dealt with here.

V. Language Course Unit

The course in language skills can be organised as follows:-

1. Usage

What students need at this stage is grounding in correct expression along with some theoretical knowledge of usage. This needs a spreading over of the facts about the behaviour

may be from prescribed texts. Many more will have to be selected by the teacher himself to illustrate points of usage. The grammar book to be selected should not be a traditional one like Nesfield's. Grammars based on usage have been prepared by European scholars like Jespersen, Kruisinga and Sandvoort. The graded course for three years in usage which is given below is based on the analysis of English usage by Sandvoort in his *A Handbook of English Grammar*.

FIRST YEAR COURSE

(The figures against the following items refer to paragraph numbers in *A Handbook of English Grammar* by R.W. Sandvoort; the figures in brackets refer to exercise numbers in *Living English Structure* by W. Stannard Allen; and section numbers to *Intermediate English Practice Book* by S. Pit Corder).

PART I - VERBS:

(1) Introductory:

- (a) Regular verbs: 1-5
- (b) Irregular verbs: 6-11
- (c) Grouping of forms and functions: 12

(2) Infinitive:

- (a) Plain infinitive: 13-21 .. (163-170)
- (b) Infinitive with to: 22-36 .. (177-17)
- (c) Accusative with infinitive: 37-45 ..

(3) Gerund and Present Participle:

- (a) General: 62-63 } (173-177)
- (b) Gerund: 64-74 }
- (c) Present Participles: 75-87 }
- (d) Progressive: 83-88 }
- (e) Verbal Forms in ing not derived from verb stems: 99 }
- (f) Gerund or Present Participle: 100-105 }

PART II - NOUNS:

(1) Introductory:

- (a) Regular Nouns: 224-232

.....1/..

- (b) Irregular Nouns: 233-233
- (c) Nouns with only one Number Form: 239-244
- (d) Plurals and Genitives of classical nouns: 245-246
- (e) Use of the Number Forms: (1-8)
- (f) Class-Nouns: 247-248
- (g) Abstract and Material Nouns: 249-250
- (h) Nicknames: 251
- (i) Name of season, etc.: 252

(1-8), Section 1

PART III - PRONOUNS:

- (1) Personal Pronouns: (17-19)
 - (a) General: 354-362
 - (b) He-She-It: 363-375
 - (c) Gender: 376
 - (d) Other uses of It: 377-385
- (2) Possessive Pronouns:
 - (a) General: 386-394
 - (b) Independent Possessives: 395-397
 - (c) Relation between Possessive Pronouns and Headword: 398
 - (d) Possessive Pronoun and Adjunct: 399-400
 - (e) Own: 401-405

- (3) Compound Personal Pronouns: (14)
 - (a) Forms: 406
 - (b) Weak-stressed use: 407
 - (c) Strong-stressed use: 408-410
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- (1) Introductory:
 - (a) Adjectives and Nouns: 551
 - (b) Adjectives and Pronouns: 552
 - (c) Adjectives and Adverbs: 553
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(a) Definition: 573

(b) One-word sentences: 574

(c) Sentences of more than one word: 575 ..

(d) Two-Nucleus sentences: 576

(e) Subject and Predicate: 577-580 .. (222)

(f) Predicative Adjectives and Nouns:
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(g) Objects Direct and Indirect: 587 ..

(h) Prepositional objects: 587

(i) Adjuncts: 583

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(k) Appositions: 590

(l) Attributive and Predicative Adjectives:
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(m) Predicative Adjuncts: 592

(n) Adverbial Adjuncts: 593-594

(o) Prepositional Adjuncts: 595-597 ..

(p) Adjuncts and Objects: 593

(q) Declarative sentences: 599-600

(r) Interrogative Sentences: 601-604 ..(22, 37-38)

(s) Imperative sentences: 605-606 (63-72)

(t) Prohibitions: 607

(u) Interjections: 602

(v) Omission of subject: 603

(w) Free Adjuncts: 610-614

~~(x) Simple and Compound Sentences: 615 ..~~

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(1) General: 621

- (2) 'Normal' and 'Inverted' order: 682-683
- (3) Sentences beginning with unstressed there: 684 (221)
- (4) Inverted order in Declarative sentences:
685-690
- (5) Interrogative Sentences: 691

PART VII - CONCORD: (73-78)

- (1) General: 742-743
- (2) Concord of Person: 744-746

PART VIII - CONVERSION:

- (1) General: 770-773
- (2) Complete Conversion: 774-777
- (3) Verbs as Nouns: 774
- (4) Nouns as Verbs: 775

PART IX - WORD FORMATION: .. Section 13

- (1) Derivation:
 - (a) General: 832-836
 - (b) Prefixes: 837-873
 - (c) Suffixes: 874-955
 - Nouns: 875-910
 - Personal and Concrete
Non-Personal Pronouns: 875-885
 - Diminutives: 886-891
 - Abstract and Collective Nouns:
892-910

PART X - USE OF STRUCTURE WORDS INCLUDING PREPOSITIONS: (262-264), Section 9

PART XI - PUNCTUATION: .. Section 11

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(3) Present, Past, Future and Perfect Tenses:

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- (e) Perfect Tense: 140-142 .. (84-90)
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- (b) What: 441-445 }
- (c) Which: 446-448 }
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- (f) Either: 495-497
- (g) Neither: 498-499 } (30-32)
- (h) None: 500-501 }

(i) One: 502-508
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- (1) Concord of Gender: 768
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- (1) Adjectives as Verbs: 776
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PART IX - WORD FORMATION:

.. Section 13

(1) Composition:

- (a) Definition: 803
- (b) Compound Nouns: 804-814
- (c) Compound Adjectives: 815-818
- (d) Compound Pronouns: 819
- (e) Compound Verbs: 820-825
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- (g) Repetition Compounds: 827-830
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PART XI - PUNCTUATION:

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THIRD YEAR COURSE

PART I - VERBS:

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- (b) Can-May: 149-163 (45-46)
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- (f) To Do: 194-202 (163-164)
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- (f) Specifying Genitive: 285 ..
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- (i) Relations between Genitive and Head-
word: 292 ..

(2) The Genitive Plural: 293-299 ..

(3) Genitive and Of-Adjunct: 300-317 ..

PART III - PRONOUNS:

(1) Demonstrative Pronouns:

- (a) Forms: 412 ..
- (b) Deictic and Anaphoric Functions:
413-420 ..
- (c) Determinative Function: 421-423 ..
- (d) Anaphoric So: 424-431 ..
- (e) Such: 432-435 ..

(2) Relative Pronouns:

- (a) Who: 451-455
- (b) Which: 456-461
- (c) Restrictive and Continuative Clauses: } 202-211
462
- (d) That: 463-466
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- (f) What: 470-472
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PART IV - ADJECTIVES AND ADVERBS:

- (1) Absolute Superlative: 571 } (34-35)
- (2) Comparative of Inferiority, etc.: 572 }

PART V - SENTENCE STRUCTURE:

- (1) Sentence Groups:
- (a) Groups of two Adjoining Sentences: 664-668
- (b) Confirmative Questions and Statements: 669-670.
- (c) Denials: 671
- (d) Answers to Verbal Questions: 672
- (e) Predicate applied to another Subject: 673
- (f) Two sentences combined: 674
- (g) Second Sentence introduced by Coordinating Conjunction: 675
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- (1) Place of Predicative Adjuncts: 713
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- (3) Word-order in Sub-Clauses: 730-736
- (4) Order of Clauses: 737-741

PART VII - CONCORD:

- (1) CONCORD OF NUMBER: 747-767

PART VIII - CONVERSION:

- (1) Partial Conversion: 773-802
- (a) Adjectives as Nouns: 778-791
- (b) Nouns as Adjectives: 792-800
- (c) Adverbs as Adjectives: 801
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PART IX - WORD FORMATION: .. Section 12

(1) Back-formation: 956

(2) Shortening: 957-953

(3) Portmanteau-words: 959

(4) Words composed of Initials: 960

PART X - THE USE OF STRUCTURE WORDS INCLUDING PREPOSITIONS: .. Sections 9 and 10

PART XI - PUNCTUATION: .. Section 11

(1) Colon

(2) Hyphen

(3) Italics

The following book by A.S. Hornby is also of special use in this connection:-

'A Guide to Patterns and Usage in English.' O.U.P.

This book can be used for drawing illustrative material on the points of usage listed above in three stages. For example Hornby's 'A Guide to Patterns and Usage in English' falls into five main parts:-

- (a) Verbs and Verb patterns.
- (b) Time and Tense.
- (c) Adjectives, Nouns and Pronouns.
- (d) Adverbials.
- (e) Various concepts and how to express them.

It will be found that Part One and Part Two of this book have a definite bearing on the first part among the eleven parts in each one of this graded course, - that on Verbs. Relevant material can be selected from these five parts for the usage regarding verbs dealt with in the three stages set forth above. Similarly the second part on Nouns, the third part on Pronouns and the fourth part on Adjectives and Adverbs are covered by parts three and four in Hornby's book. Parts V and VI on sentence structure and the order of words are covered by part V in Hornby's book. The sixth part on the order of words has also plenty of material connected with it in part one of Hornby's book. Similarly part VII on Concord can be illustrated amply with reference to part one in Hornby's book.

..2. Comprehension

(a) This can be promoted by selecting passages from prescribed texts and asking short questions about underlined words, prefixes, suffixes and prepositional phrases. 'Unseen' passages, selected for practice and testing in comprehension as mentioned below, can also be used for the purpose. It needs to be emphasised that no premium should be put on a knowledge of rare or unusual words. Such words can form part of the recognition vocabulary of students and this is generally achieved through extensive reading. What needs to be practised and tested is an active and full command of essential and current words and phrases.

The student should be able to see why one word is preferable to another though both have roughly the same meaning. Words like pretty and beautiful and paternal and fatherly should enable students to develop a nice sense of discrimination with regard to meaning. This is the stage at which they have to be made familiar with 'antonyms' and 'synonyms' with the processes of word formation set forth in the ninth chapter of Zandvoort's book and with prefixes, suffixes and verbs with prepositions. The conversion of words that Zandvoort speaks of in the 3th chapter of his book should also be brought home to students.

Students can use for this purpose the relevant portions on prefixes and suffixes in the two books on Pre-University English prepared by the Central Institute of English, and published by Orient Longmans, Madras. They can also use Word Power Made Easy by Lewis Norman (A Perma book, Doubleday Edition, 1959, U.S.A.). They should be encouraged to use The Complete Word Hunter by J.T. Gause (Constable & Co., London) as a reference book. This may stimulate them to many more adventures with words. The teacher should make frequent use of it when devising exercises on this aspect of comprehension. Word Building by Samuel C. Monson (Macmillan Co., New York, 1958) should also be used as a reference book by the teacher. It is specially useful for dealing with Greek and Latin roots, prefixes and suffixes of English words.

(b) Then there is the comprehension of different types of current writing which can be said to form part of essential reading material. The prescription of subject classics will help students to understand the English required in their own special field. The language course in Compulsory English has still to insist on the students' grasp of normal, essential and current reading material. The leading articles in a newspaper, a good twentieth century novel, personal essays and reflective essays which are not far too technical in their approach, short stories, descriptive writing, - these are the fields from which passages for comprehension have to be set for students. Each college should have a cyclostyling machine for duplicating such passages and each teacher should have his own selected passages graded for use. The following books can be used for the purpose:-

1. The English We Use by R.A. Close, Longmans Green, 1961.
2. Precis and Comprehension Practice by E.L. Black and A.H. Lawley, U.L.P.

It should be possible to evolve a three year course in graded material of this kind. There should be short questions on each passage. Five or six questions of this kind can be asked on each passage. Some of the questions should also relate to the use of words as mentioned above.

(c) Comprehension can be practised through translation from English into the regional language. Practice of this kind will also help to train a band of good translators whom the country needs so badly at the present moment for adding to the literature of knowledge in the regional languages. Some time should be devoted to this particular technique under Comprehension, for a special and not for a general purpose. The student should be given passages for translation from standard books or prescribed textbooks on their own special subjects. Professors of the regional language and the subject concerned and the Professor of English should confer together on the selected passages and arrive at a specimen translation of each passage, which is accurate and precise. A list of technical terms used in these passages along

with their regional equivalents should be prepared and given to students. The grading here for the three year course can be based on the grading of textbooks prescribed for the three years of the degree course.

(d) A passage can be set for comprehension and students may be asked to give a summary of it in the regional language.

(e) A study and evaluation of contrastive types of writing couched in different styles. This will give students training in the use of the language as well as in logical thinking. The work on comprehension during the second and third year of the degree course should be mainly done on such passages.

3. Composition

This skill can be developed in the following manner at this stage:-

1. Through translation from the regional language into English.
2. By writing the precis of a given passage.
3. By writing short essays on given themes.

Here again the teacher has to prepare his own list of themes or of passages which can be summarised or translated into English. It would be difficult to plan for translation since so many regional languages have to be dealt with. But some broad indication can be given on this point. One should see that the passage set for translation does not make any demand on the student beyond a knowledge of about 4000 current words during the first year. Difficult words which are beyond the student's range should be explained in footnotes. While familiarity with other tense forms on the part of the student is not ruled out, there should be a concentration of practice on the simple present, past and future during the first year, the present continuous, the past continuous, the present perfect and past perfect during the second year and the other tense forms and conditional clauses, etc. during the third year. The passages can be narrative or descriptive during the first year and expository or reflexive during the second year and the third year. The same order can be observed with regard to passages set for precis-writing.

As for essays, themes for essay writing can be set with advantage during the third year. They should preferably be themes which call for exposition or reflection.

1. A Guide to Precis-writing by F.J. Fielden, University Tutorial Press, 1957.
2. A New Guide to Precis-writing by R.W. Jepson, Longmans Green, 1952.

4. Oral English

Provision has been made for this in the syllabus for students of the higher course since it may not be practicable to arrange for the instruction and examination of a large number of students in the speaking of English. Even if they are not examined on it, it is desirable to devote lecture periods at least for all students to enable them to be familiar with word stress, sentence stress, the phonemes of English phonetic script and the use of an English

Pronouncing Dictionary by Daniel Jones.

An optional certificate course in Spoken English should be planned for all students who wish to take it, whether they are in the first, second or third year. The syllabus for such a course can be identical with the one on Spoken English under higher level Degree Course in compulsory English. The course should be spread over 35 periods and there should be a college examination at the end of the course. A certificate should be awarded to successful candidates. More staff will be needed where it is proposed to start the certificate course since practice will have to be given to controlled groups.

VI. A Time Table for Compulsory English

Language study has been discussed above in its four broad divisions. We should now determine the time that can be set apart for this study in the College curriculum. We have planned for six periods a week during the first two years and three periods a week during the third year.

What is set forth in this paragraph is the minimum provision possible. If it is possible to devote more periods per week to this work, it will be all the better for students. Of the 6 periods per week, three at least can be devoted to language study. 3 periods per week can be devoted to the study of texts for two years. Three periods per week can then be utilised for purposes of language study. We should have three periods per week for this purpose during the third year of the Degree course also.

It can be assumed that there will be 200 working days during an academic year. This will give about 90 periods a year for language skills. Assuming that this course will run through all the three years of the Degree Course, there will be 270 periods available for it. Working on the basis of 90 periods, we can allocate them as follows:-

1. Usage	..	..	..	33 periods
2. Comprehension	..	..	..	33 periods
3. Composition	..	..	..	24 periods

There need not be any rigid observance of the schedule. Periods can be increased or decreased for each division in the light of students' special areas of weak performance detected through prognostic tests. The pattern can also vary from year to year.

Approximately one-third of the periods ascribed to each division can be utilised for lecturing and expositional work on the subject with the class as a whole. This gives about 30 periods for lecturing work in a year. Of these, four periods a year can be used for giving students the main facts about spoken English such as word stress, sentence stress, the phonemes of English and the international phonetic script. This need not form part of any testing programme. The dissemination of information itself will be interesting and profitable to students. A detailed programme for spoken English culminating in a test will form part of the certificate course mentioned above. About 30 periods a year have been set apart for lecturing work with the class as a whole. 60 periods a year will have to be planned for tutorial work with groups of students not exceeding fifteen in each group. Intensive practice should be given to these groups in Usage, Comprehension and Composition with the help of graded exercises. Home work,

fortnightly or monthly tests, self-correcting exercises, oral testing on Usage or Comprehension relating to specific passages, - any or all of these techniques can be employed with tutorial groups. The staff of the English Department in a College should plan the programme for tutorials jointly and all the members should participate in it. If the course in Usage is found to be heavy, a selection should be made of the points that need practising under each head, in the light of student requirements and work should be concentrated on these points during the tutorial periods. What can never be over-emphasised is the fact that there can be no student achievement without regular and intensive practice of this kind.

Schedule of Work

1. The Course Unit in prescribed texts:

3 periods per week for the first and the second year. 90 periods a year.

2. The Course in language skills:

90 periods a year at the rate of 3 periods a week.

The course should continue for three years.

90 periods a year should be distributed each year as follows unless modification is necessary in the light of specific requirements:-

30 periods: to be utilised for such lectures as are necessary on Usage, Comprehension, Composition and Spoken English.

60 periods: to be used for tutorials with groups of 15 students each:-

(a) Usage: 22 periods.

(b) Comprehension: 22 periods.

(c) Composition: 16 periods.

ANNEXURE VIISpecimen syllabus in Compulsory English Course
for the Three Year Degree Course (First Level)
(Higher Level)I. Objectives:

- (1) To perfect the student's ability to handle modern English, both written and spoken, for all practical purposes;
- (2) To widen and deepen his appreciation of English literature through close study of styles of writing in English.

II. The Plan

Year I: Six periods per week. 180 periods for the year. 60 of these periods to be devoted to lectures on the language; 120 periods to be devoted to language tutorials as follows:

English Usage: 45 periods

Comprehension: 45 periods

Composition: 30 periods

The tutorials should be conducted with groups of not more than 20 students.

Year II: Six periods per week. 180 periods for the year. 60 of these periods to be devoted to lectures on a description of the language. 120 periods to be devoted to giving advanced English practice in small tutorial groups as above. Lectures and tutorials should run concurrently throughout the year.

Year III: 3 periods per week. 90 periods in all for the third year. 10 periods to be devoted to lectures on a description of the language; and 80 periods for giving advanced English practice in small tutorial groups as above.

III. Detailed SyllabusesFIRST YEAR COURSE1. English Usage (50 lectures, 45 tutorials)

What students need at this stage is grounding in correct expression along with some theoretical knowledge of English usage. A graded course for this can be planned with reference to grammar books based on usage and not on the basis either of the traditional grammar books or of structural grammar, which has not as yet evolved a workable description of English. This does not mean that the grammar book selected for the purpose should be taught in its entirety. Students need not study the book. The teacher can explain in the classroom, the points of generalization that are selected for study and remedial work. He can then distribute to the students copies of cyclostyled passages in which the usage points selected for special study are prominently present. Some of these passages may be from

prescribed texts. Many more will have to be selected by the teacher himself to illustrate points of usage. The grammar book to be selected should not be a traditional one like Nesfield's. Grammars based on usage have been prepared by European scholars like Jespersen, Kruisinga and Zandvoort.

(The figures against the following items refer to paragraph numbers in *A HANDBOOK OF ENGLISH GRAMMAR* by R.W. Zandvoort; the figures in brackets refer to exercise numbers in *AN INTERMEDIATE ENGLISH PRACTICE BOOK* by S. Pit. Corder).

Part I - Verbs:

(1) Introductory:

- (a) Regular verbs: 1-5
- (b) Irregular verbs: 6-11
- (c) Grouping of forms and functions: 12

(2) Infinitive:

- (a) Plain infinitive: 13-21 (169-170)
- (b) Infinitive with to: 22-36 (177-178)
- (c) Accusative with infinitive: 37-45

(3) Gerund and Present Participle:

- (a) General: 62-63
- (b) Gerund: 64-74 (173-178)
- (c) Present Participles: 75-87
- (d) Progressive: 88-98
- (e) Verbal Forms in ing not derived from verb stems: 99
- (f) Gerund or Present Participle: 100-105

Part II - Nouns:

(1) Introductory:

- (a) Regular Nouns: 224-232
- (b) Irregular Nouns: 233-238
- (c) Nouns with only one Number Form: 239-244
- (d) Plurals and Genitives of classical nouns: 245-246

(2) Use of the Number Forms: (1-8):

- (a) Class-Nouns: 247-48
- (b) Abstract and Material Nouns: 249-250
- (c) Nicknames: 251
- (d) Names of seasons etc.,: 252

(3) Use of the Definite Article: 318-339

(4) Use of the Indefinite Article: 340-351 ((1-8), Section I)

Part III - Pronouns:

(1) Personal Pronouns:

- (a) General: 354-362 (17-19)
- (b) He-She-It: 363-375
- (c) Gender: 376
- (d) Other uses of It: 377-385

(2) Possessive Pronouns:

- (a) General: 386-394
- (b) Independent Possessives: 395-397
- (c) Relation between Possessive Pronoun and Headword: 398
- (d) Possessive Pronoun and of-Adjunct: 399-400
- (e) Own: 401-405

(3) Compound Personal Pronouns:

- (a) Forms: 406
- (b) Weak-stressed use: 407
- (c) Strong-stressed use: 408-410
- (d) Reciprocal Sense: 411

Part IV - Adjectives and Adverbs:

(1) Introductory:

- (a) Adjectives and Nouns: 551
- (b) Adjectives and Pronouns: 552
- (c) Adjectives and Adverbs: 553
- (d) Adverbs and Adjuncts: 554

(2) Comparison:

- (a) Comparison by means of suffixes: 555-556
- (b) Comparison by more and most: 557-563

Part V - Sentence Structure:

(1) The Simple Sentence:

- (a) Definition: 573
- (b) One-word sentences: 574
- (c) Sentences of more than one word: 575
- (d) Two-Nucleus sentences: 576
- (e) Subject and Predicate: 577-580 (222)
- (f) Predicative Adjectives and Nouns: 581-583
- (g) Objects Direct and Indirect: 584-586
- (h) Prepositional objects: 587
- (i) Adjuncts: 588
- (j) Attributive Adjuncts: 589
- (k) Appositions: 590
- (l) Attributive and Predicative Adjectives: 591
- (m) Predicative Adjuncts: 592
- (n) Adverbial Adjuncts: 593-594
- (o) Prepositional Adjuncts: 595-597
- (p) Adjuncts and Objects: 598
- (q) Declarative sentences: 599-600
- (r) Interrogative Sentences: 601-604
- (s) Imperative sentences: 605-606
- (t) Prohibitions: 607
- (u) Interjections: 608
- (v) Omission of subject: 609
- (w) Free Adjuncts: 610-614
- (x) Simple and Compound Sentences: 615

Part VI - Order of Words:

- (1) General: 681
- (2) 'Normal' and 'Inverted' order: 682-683
- (3) Sentences beginning with unstressed there: 684 (221)
- (4) Inverted order in Declarative sentences: 685-690
- (5) Interrogative Sentences: 691

(73-73)

Part VII - Concord:

- (1) General: 742-743
- (2) Concord of Person: 744-746
- (3) Verbs as Nouns: 772

Part VIII - Conversation:

- (1) General: 770-773
- (2) Complete Conversion: 774-777
- (3) Verbs as Nouns: 774
- (4) Nouns as Verbs: 775

Part IX - Word Formation:

Section 13

(1) Derivation:

- (a) General: 832-836
- (b) Prefixes: 837-873
- (c) Suffixes: 874-995

Nouns Personal and Concrete: 875-885
 Non-Personal Pronouns: 875-885
 Diminutives: 886-891
 Abstract and Collective Nouns: 892-910

Part X - Use of Structure Words Including Prepositions: (262-264),
Sec. 9.

Part XI - Punctuation:

Sec. 11

- (1) Capitalisation
- (2) Full-stop

2. Comprehension (5 lectures and 45 tutorials)

(a) This can be promoted by selecting passages from prescribed texts and asking short questions about underlined words, prefixes, suffixes, prepositional phrases, etc. 'Unseen' passages, selected for practice and testing in comprehension as mentioned below, can also be used for the purpose. It needs to be emphasised that no premium should be put on a knowledge of rare or unusual words. Such words can form part of the recognition vocabulary of students and this is generally achieved through extensive reading. What needs to be practised and tested is an active and full command of essential and current words and phrases.

The student should be able to see why one word is preferable to another though it corresponds roughly in meaning to that word. Words like pretty and beautiful, and paternal and fatherly, should enable students to develop a nice sense of discrimination with regard to meaning. This is the stage at which they have to be made familiar with 'antonyms' and 'synonyms', with the processes of word formation set out in the ninth chapter of Zandvoort's book, and with prefixes, suffixes and verbs with prepositions. The conversion of words (Zandvoort, Chapter VIII) should also be brought home to the students.

Students can use for this purpose the relevant portions on prefixes and suffixes in the two books on Pre-University English prepared by the Institute and published by Orient Longmans, Madras. They can also use Word Power Made Easy by Lewis Norman (A Perma book, Doubleday Edition, 1959, U.S.A.). They should be encouraged to use THE COMPLETE WORD HUNTER by J.T. Gause (Constable & Co., London) as a reference book. This may stimulate them to many more

adventures with words. The teacher should make frequent use of it when devising exercises on this aspect of Comprehension. WORD BUILDING by Samuel C. Monson (Macmillan Co., New York, 1953) should also be used as a reference book by the teacher; it is specially useful for dealing with Greek and Latin roots, prefixes and suffixes of English words.

(b) Then there is the comprehension of different types of current writing which can be said to form part of essential reading material. The prescription of well known text-books in various subjects will help students to understand the English required in their own special field. The language course in Compulsory English has still to insist on the students' grasp of normal, essential and current reading material. The leading articles in a newspaper, a good twentieth century novel, personal essays and reflective essays which are not too technical in their approach; short stories, descriptive writing, - these are the fields from which passages for comprehension have to be set for students. Each college should have a cyclostyling machine for duplicating such passages and each teacher should have his own selected passages graded for use. The following books can be used for the purpose:-

1. The English We Use by R.C. Close, Longmans Green, 1961.
2. Precis and Comprehension Practice by E.L. Black and A.H. Lawley, U.L.P.

There should be short questions on each passage. Five or six questions of this kind can be asked on each passage. Some of the questions should also relate to the use of words, as mentioned above.

Comprehension can be practised through translation from English into the regional language. Practice of this kind will also help to train a band of good translators (such as the country needs so badly at the present time for adding to the literature of knowledge in the regional languages). Some time should be devoted to this particular technique under Comprehension, for a special and not for a general purpose. The student should be given passages for translation from standard books or prescribed textbooks on their own special subjects. Professors of the regional language and the subject concerned and the professor of English should confer together on the selected passages and arrive at a specimen translation of each passage, which is accurate and precise. A list of technical terms used in these passages along with their regional equivalents should be prepared and given to students.

Composition (5 lectures and 30 tutorials)

This skill can be developed in the following manner at this stage:-

1. Through translation from the regional language into English.
2. By writing precis of given passages.
3. By writing short pieces of English on given themes.

Here again the teacher has to prepare his own list of themes or of passages which can be summarised or translated into English. It would be difficult to plan for translation since so many regional languages have to be dealt with. But some broad indications can be given on this point. One should see that the passage set for translation does not make any demand on the

student beyond a knowledge of about 4000 current words during the first year. Difficult words which are beyond the student's range should be explained in footnotes. While familiarity with other tense forms on the part of the student is not ruled out, there should be a concentration of practice on the simple present, past and future. The passages should be mainly narrative or descriptive.

1. A Guide to Precis-writing by F.J. Fielden,
University Tutorial Press, 1957.
2. A New Guide to Precis-writing by R.W. Jepson,
Longmans Green, 1952.

Note: No special work in oral English is suggested for this year: instead, the oral performance of candidates should be checked regularly at tutorials, and the worst faults rectified on the spot. Detailed, more technical work in spoken English is undertaken in the second and third years.

Second Year Course

Description of English: 60 lectures.

During the first year, students will have gained some insight into the study of English according to grammatical descriptions, as in Zandvoort's book. In the second and third years, a conspectus of the remainder of a grammatical description of English will need to be presented (60 hours is allocated to this course). A summary of the subjects to be treated is given below, but it is not expected that the whole syllabus will need to be studied with equal emphasis. It should, rather, be made a schedule for revision and an introduction to reference material; the student will be expected to do a good part of the work without help from the lecturer, and will have to cultivate the habit of referring to the grammatical descriptions whenever necessary, e.g., for the purposes of classification, justification of usage, and the selection of current forms. The lecturer must notice where weakness and gaps in students' knowledge occur, and take action accordingly; for this purpose, references are given to paragraphs in Zandvoort's book and to the relevant exercises in Allen's LIVING ENGLISH STRUCTURE, which can be used to establish the new learning points or to give remedial exercises.

(a)

(The figures against the following items refer to paragraph numbers in A HANDBOOK OF ENGLISH GRAMMAR by R.W. Zandvoort; the figures in brackets refer to exercise numbers in LIVING ENGLISH STRUCTURE by W. Stannard Allen).

Part I - Verbs:

(1) Infinitive:

- (a) Nominative with Infinitive: 46-52
- (b) For Acc. with Infinitive: 53-60
- (c) Anaphoric to: 61

(165)

(2) Past Participle: Passive Voice:

- (a) Past Participles: 106-116
- (b) Passive Voice: 117-125

(243, 246)

(3) Present, Past, Future and Perfect Tenses:

- | | |
|------------------------------|------------|
| (a) General: 126-127 | |
| (b) Present Tense: 128-134 | (76-82) |
| (c) Past Tense: 135-136 | (92-94) |
| (d) Modal Preterite: 137-139 | (140-142) |
| (e) Perfect Tense: 140-142 | (84-80) |
| (f) Pluperfect: 143-146 | (136-138) |
| | (118-120) |
| | 129-131) |

(4) Auxiliaries:

- | | |
|--------------------------------------------|------------|
| (a) General: 147-148 | |
| (b) <u>Can - May</u> : 149-163 | (45-46) |
| (c) <u>Must - Ought - Should</u> : 164-168 | (40-41) |
| (d) <u>Shall-Should</u> : 169-178 | (115-131) |
| (e) <u>Will-Would</u> : 179-184 | |
| (f) <u>To Do</u> : 194-202 | (163-164) |
| (g) <u>To Dare and To Need</u> : 203-209 | |
| (h) <u>Used (to)</u> : 210-213 | (38) |

(5) Mood and Modality:

- | | |
|----------------------------------|------------|
| (a) Subjunctive: 214-221 | (149, 151) |
| (b) Modal Preterite: 222 | |
| (c) Auxiliaries of Modality: 223 | |

Part II - Nouns:

(1) Use of the Number Forms:

- | | |
|----------------------------------------|--|
| (a) <u>Attributive Nouns</u> : 253-258 | |
| (b) <u>Collective Nouns</u> : 259-266 | |
| (c) <u>Numeratives</u> : 267-268 | |

(2) Use of the Genitive:

The Genitive Singular:

- | | |
|---------------------------------------------------------------|---------|
| (a) General: 269 | (20-21) |
| (b) <u>Attributive Genitive</u> : 270-274 | |
| (c) (Semi-) independent Genitive: 275-276 | |
| (d) <u>Post-Genitive</u> : 277 | |
| (e) <u>Local Genitive</u> : 278-284 | |
| (f) <u>Specifying Genitive</u> : 285 | |
| (g) <u>Classifying Genitive</u> : 286 | |
| (h) <u>Specifying and Classifying Genitive Compared</u> : 287 | |
| (i) <u>Relations between Genitive and Headword</u> : 292 | |

(3) The Genitive Plural: 293-299

(4) Genitive and Of-Adjunct: 300-317

Part III - Pronouns:

(1) Interrogative Pronouns:

- | | |
|---------------------------------------|---------------|
| (a) Who: 436-440 | |
| (b) What: 441-445 | (22, 189-193) |
| (c) Which: 446-443 | |
| (d) Phrases and Constructions: 449 | |
| (e) Whoever, Whatever, Whichever: 450 | |

(2) Indefinite Pronouns:

- (a) Some and Any: 475-483 (26-29)
- (b) Every: 484-485
- (c) Each: 436
- (d) All: 487-490
- (e) Both: 491-494
- (f) Either: 495-497
- (g) Neither: 498-499 (30-32)
- (h) None: 500-501
- (i) One: 502-528
- (j) No: 529-536 (30-32)
- (k) Compound Indefinite Pronouns: 537-543
- (l) (An) other: 544-548
- (m) Else: 549
- (n) Other Indefinite Pronouns: 550

(3) Demonstrative Pronouns:

- (a) Forms: 412
- (b) Deictic and Anaphoric Functions: 413-420
- (c) Determinative Function: 421-423
- (d) Anaphoric So: 424-431
- (e) Such: 432-435

(4) Relative Pronouns:

- (a) Who: 451-455
- (b) Which: 456-461
- (c) Restrictive and Continuative Clauses: 462 (202-211)
- (d) That: 463-466
- (e) Absence of Relative Pronoun: 467-469
- (f) What: 470-472
- (g) Whoever, Whichever, Whatever: 473-474 (218)

Part IV - Adjectives and Adverbs:

(1) Comparison:

- (a) Irregular Comparison: 563-566
- (b) Compound Adjectives: 567
- (c) Contrast of Superiority: 568
- (d) Comparative or Proportion: 569
- (e) Comparative of Gradation: 570

(2) Absolute Superlative: 571

(3) Comparative of Inferiority etc.: 572

(34-35)

Part V - Sentence Structure:

(1) The Compound Sentence:

- (a) Main Clauses and Sub-clauses: 616-617
- (b) Attributive Clauses: 618-627
- (c) Predicative Clauses: 628
- (d) Adverbial Clauses: 629-643
- (e) Object Clauses: 644-648
- (f) Content Clauses: 649
- (g) Subject Clauses: 650-652
- (h) Predicate Clauses: 653-654
- (i) Appended Questions: 656-657 (153-156)
- (j) Appended Statements: 657-658
- (k) Co-ordinate Clauses: 659-663

(2) Sentence Groups:

- (a) Groups of two Adjoining sentences: 664-663
- (b) Confirmative questions and Statements: 669-670
- (c) Imperative Sentences: 605-7.
- (d) Denials: 671
- (e) Answers to Verbal Questions: 672
- (f) Predicative applied to another subject: 673
- (g) Two sentences combined: 674
- (h) Second Sentence introduced by Co-ordinate Conjunction: 675
- (i) Second Sentence introduced by Adverb: 676
- (j) Interrupted Sentence: 677

(3) Additional remarks on Conjunctions: 678-680

Part VI - Order of Words:

- (1) Exclamatory Sentences: 693
- (2) Place of Objects: 694-699
- (3) Place of Attributive Adjuncts: 700-712
- (4) Place of Predicative Adjuncts: 592, 713,
- (5) Place of Adverbial Adjuncts: 714-729 (24-25, 249, 252)
- (6) Word-order in Sub-Clauses: 730-736
- (7) Order of Clauses: 737-741

Part VII - Concord:

- (1) Concord of Gender: 768
- (2) Concord of Tense: 769 (232-242)
- (3) Concord of Number: 747-767

Part VIII - Conversion:

- (1) Adjectives as Verbs: 776
- (2) Adverbs as Nouns or Verbs: 777
- (3) Partial Conversion: 778-802
 - (a) Adjectives as Nouns: 778-791
 - (b) Nouns as Adjectives: 792-800
 - (c) Adverbs as Adjectives: 801
 - (d) Sentences as Nouns or Verbs: 802

Part IX - Word Formation

(Section 13)

(1) Composition:

- (a) Definition: 803
- (b) Compound Nouns: 804-814
- (c) Compound Adjectives: 815-818
- (d) Compound Pronouns: 819
- (e) Compound Verbs: 820-825
- (f) Other parts of Speech: 826
- (g) Repetition Compounds: 827-830
- (h) Hyphens: 831

(2) Back-formation: 956

(3) Shortening: 957-958

(4) Portmanteau-words: 9595

(5) Words composed of Initials: 960

Part X - The Use of Structure Words including Prepositions:

(262-265)

Part XI- Punctuation:

Comma, splitting a word, semi-colon, colon, hyphen,
italics.

See M.P. West and P.F. Kimber: DESK BOOK OF CORRECT
ENGLISH, Longmans pp. 179-191.

This schedule of work relates to a description of written English, but the lecturer will be expected to introduce students to some theoretical aspects of linguistic items, such as stress, intonation, and sound segments in pronunciation, in the course of his work in this area. For instance, under Part III, Word-formation, he will naturally have something to say about the stressing of compound words; under Part II, i. Interrogative Pronouns, he will need to discuss in some detail the intonation patterns going with various types of questions.

Ideally, each topic in this schedule of work on the description of English should be integrated as far as possible with work in -

2 Advanced English Practice: 120 tutorials

This section of the work, covering the 2nd year and carried out entirely in tutorials, is to be subdivided into -

- (a) Comprehension
- (b) Composition
- (c) Spoken English

40 periods to be devoted to each topic, but since work will be done with small groups of students, Spoken English will everywhere be an important element.

(a) Comprehension: (40 periods):

This course in language must link with the parallel courses in English literature and the description of the English language so as to ensure that students fully understand what they are directed to read and can identify the sources of their understanding, not only of ordinary, everyday modern English but of such earlier forms as are prescribed in the literature course. But whatever the source of the passages prescribed for study (the Compulsory English Syllabus for some suggestions), they should be worthy of close study and their full meaning should be extracted. The acquisition and testing of this full understanding can embrace:-

- i) Skills in translation;
- ii) Vocabulary acquisition;
- iii) Exercise in clear thinking and competent expression.

The prescribed book is:-

L.G. Alexander: Poetry and Prose Appreciation for
Overseas Students.

Composition: (50 periods)

-11-

More time has been allocated to this than to either of the other sections of the course because much can be gained by giving composition exercises under controlled conditions, and it is expected that students will write about 50 such exercises in class. The advantage of this is that they will become accustomed to working under examination conditions, and on a project which can be strictly controlled in scope and nature, and therefore bring out specific teaching points.

The full range of English usage can be expected; there should be no restriction as prescribed in the lower Compulsory English Course. But as with the lower Compulsory English it will be found that great attention has to be paid to clear thinking, and cogent planning before writing begins. Even at the most advanced level, the lecturer should do his best to prepare the way for good work, without, however, planting ideas into the students' heads.

L.S. Stebbing: Thinking to some Purpose (Pelican)

is a useful introduction to contrastive logic, and should be discussed.

Prose writing can be studied in:-

A.C. Ward: The Foundations of English.

and H. Read: Prose Style.

But the main part of the work will centre on the writing of prose pieces. No book will be of much help here; the lecturer should -

i) Compile his own list of topics and exercises; these need not be composition titles of a reflexive nature, but should include tasks of the sort that the student might be called upon to do in ordinary life. Some should be definitely literary in subject-matter, and must link clearly with the work under way in the literary courses. The following is a short list of further suggestions:-

(1) "Continue the given passage, in the same style, with the same tendency of subject-matter, for a further paragraph."

(2) "Write a report on, e.g. the last meeting of the Students' Society you belong to."

(3) Compose a comprehensive form for eliciting information on a particular subject, e.g., a Census.

(4) Draft a series of regulations for a given organisation.

(5) "Study the two given passages and make a comparative assessment of their value under the headings:-

- i) sincerity,
- ii) style,
- iii) profundity,
- iv) pleasure-giving qualities." (Passages should be chosen which treat roughly the same subject-matter but in widely differing styles, e.g. one in prose, the other in verse; and at this stage one should be definitely superior to the other).

(6) "Write an essay on one of the following subjects....."

ii) The lecturer must see to it that the written work is carefully checked and criticised by competent assessors. The lecturer in charge may be able to use junior lecturers or post-graduate students for this purpose, and he himself will probably not be able to see every student's paper on each occasion. But he should collect the comments of his assistants and go through each point with the student concerned as far as time allows.

iii) At tutorial meetings, the discussion of written work forms a convenient point of departure for exercises in Spoken English. Lecturers will be able to recognize weak points in the students' performance and prepare remedial and re-establish work accordingly.

Oral English: (30 hours)

It has been recognised that consistent, controlled practice in oral English at the lower Compulsory English courses may be impossible. But in the smaller groups of students aspiring to Higher Compulsory English it can and must form part of the curriculum. While an elementary knowledge of phonetics is clearly desirable, it should, in this context, be subordinated to the practical considerations of good, intelligible pronunciation in ordinary speech, the ability to hear and comprehend spoken English, and the effective reading of prose and verse. Jones' book, named below, contains all that the candidate needs to know of phonetics.

The following topics should be treated (the page references are to D. Jones' AN OUTLINE OF ENGLISH PHONETICS, Heffer).

- I. The organs of speech (pp. 14-16, 19-22); this aims at a consciousness of the function of speech organs, and should be approached experimentally.
- II. IPA Phonetic symbols (p. xvi). These must be learnt, and students must practise using them in phonetic transcriptions.
- III. Vowels and diphthongs; drills for making and recognizing minimal contrasts (e.g. /Mgen/x/men/), pp. 23-41, although no great attention need be paid to the cardinal vowels; (58-62).

IV. Consonants:-

Plosives
Fricatives
Affricates
Nasals
Laterals.
Semi-vowels (pp. 42-48)

Drills for recognizing and making these sounds, and for their distribution.

(Notes:- Jones discusses vowels, diphthongs and consonants in detail, pp. 63-97, 98-125 and 133-211, but in this course only a general knowledge of their nature is necessary).

- V. Weak forms, (pp. 126-137).

VI. Word-stress and sentence stress, (pp.245-273).

VII. Rhythm: Intonation patterns (pp.237-244, 275-311).
For special drills in contexts (i.e. not isolated sounds)

Use: D. Shillan: Spoken English (Longmans). These drills are a useful introduction to observed connected speech. For non-contextualised drills use L.A. Hill: Drills and Tests in English Sounds (Longmans).

From this point the lecturer will in most cases have to meet his own needs, e.g., by controlled conversation groups on selected topics, the giving of speeches and readings before the class, and other exercises of that kind. Readings and discussions can, of course, be linked with the work on literature. The important element in this course is effective supervision; students can practise sounds and structures away from the University, but constant supervision, correction and the exercising of correct forms are essential.

BOOKS FOR THE LECTURER

The lecturer must have a copy of:-

D. Jones: AN ENGLISH PRONOUNCING DICTIONARY (Dent).
It gives the pronunciation (though not the meaning) of English words, including a very large number of proper names. Copies should also be readily available to the students.

The following are also recommended:

R. Kingdon: ENGLISH INTONATION PRACTICE (Longmans).
(This book gives a number of annotated passages which are suitable for reading aloud).

W.S. Allen: LIVING ENGLISH SPEECH (Longmans). (This is a good book of exercises, but students may find the notation difficult).

The B.B.C. has produced innumerable records of programmes for teaching English conversational styles at all levels of difficulty.

3rd Year Course

Three periods per week. 90 periods during the year. About 10 periods should be devoted to lectures on language, if necessary. The other 80 periods should be devoted entirely to tutorials, allotted as follows:-

<u>Comprehension:</u>	30 periods
<u>Composition:</u>	20 periods
<u>Spoken English:</u>	30 periods

ANNEXURE VIII

**Suggested readings for the Compulsory Course
in English at the College Level.**

This course will consist of two papers: one will have a textual basis, while the other will concentrate on the improvement of language skills.

The first paper may be divided into two parts:

- (a) set texts, of which the candidates will be required to show a fairly detailed knowledge.
- (b) supplementary reading, where the aim will be to ensure a certain width of reading experience.

The set texts for section (a) above may be selected from the following, which are to be regarded as suggestions only.

Drama: Shaw: Major Barbara
 Eliot: Murder in the Cathedral
 Wilde: The Importance of being Earnest.
 Shakespeare: Hamlet
 Bolt: A Man for All Seasons.

Novel: Bronte: Wuthering Heights
 Dickens: Great Expectations.
 Golding: Lord of the Flies.
 Wells: The History of Mr. Polly.

Poetry: A Pageant of Longer Poems (Longmans)
 Penguin Book of Modern Verse.

In section b), supplementary reading, it will be seen that in addition to books of a general nature, a number of titles have been included which will appeal to students reading in particular fields (e.g. science).

The Group wishes to put forward the suggestion that this section might usefully include some study of the English-language Press, both Indian and foreign, with reference to leading and feature articles, advertisement, etc. Attention would be paid to the style of such writing.

The following list consists of suggested titles for supplementary reading:

Beveridge: The Art of Scientific Investigation.
 (Heinemann)

- Holingard: Makers of Chemistry (OUP)
- Starling: Electricity in the Service of Man (Longmans)
- Lovell and Lovell: Discovering the Universe (11 1/2)
- Bronowski: The Commonsense of Science.
- Russell: The Scientific Outlook.
- De Selincourt and Allen: Seven Great Writers (Harish Hamilton)
- Andrae: Physics for the Modern World (Harper)
- Hoyle: Frontiers of Astronomy (H. K. Mulvaney)
- Sutton: Mathematics in Action (Bell)
- Smith: The World's Great Bridges (Phoenix House)
- Darches: The Present Age.
- Nicolson: The Development of English Biography.
- Manvell: The Film and the Public.
- Hampshire: Thought and Action.
- Churchill: My Early Life.
- Wells: The World's Great Religions (Collins)
- Nehru: Discovery of India.
- Flower: A Book of Modern Prose (Cassell)
- Fuchs: Antarctic Adventures (Cassell)
- Corbett: Jungle Lore (OUP)

NOTE: The lists given above do not take into consideration the two different levels at which the syllabus has been prepared. It is suggested that the teachers may select the simpler of the books suggested for the lower level, and for the higher level a greater amount of supplementary reading would be expected.

Annexure IXA syllabus for a Content and Method Course
in English for Training Schools.

Teachers of English who teach classes 5, 6 and 7 will have had ten years of school and then joined the training school for professional training. This means that the pupil-teachers at this stage have six years of English. Courses devised for them will have to be partly to improve their use of English and partly to equip them as teachers of English.

SYLLABUS FOR THE CONTENT COURSE

Objectives: These will be the same as the objectives of the lower level in English for the higher secondary course.

1. GRAMMAR AND USAGE

By the time students come to training schools, they have already had eight years' acquaintance with English. This is the time to go systematically over the language experiences they have already had. They should be in a better position now than ever before to acquire an elementary knowledge of the structure (grammar) of present-day English since the illustrations used to exemplify grammatical points will now be meaningful to them.

While students will be expected to know and use some intermediate and advanced structures, their expression should be absolutely free from mistakes in relation to the following:-

- (i) The Simple Present Tense form and concord including the negative.
- (ii) The Simple Past Tense form including the negative.
- (iii) Elementary Usage of the Articles. Students should not use the articles before the names of persons or before uncountables. They should be able to use anaphoric the correctly.
- (iv) Word Order. Students should be able to use sentences with subject, verbs and object. They should be able to use straightforward sentences with two clauses and the appropriate conjunction. They should be able to use infinitive constructions and sentences with can, will, may and must.
- (v) Simple interrogative constructions.

Stannard Allen's Living English Structure for Schools (Not Living English Structure) should form the basis for the course on grammar. Materials included in the twenty-one sessions in this book represent a minimum adequate grammar.

Books like the following may be read for illustrating the language points:-

1. A Direct Method English Course: Book IV (Longmans) by E.V. Gatenby.
2. An Active English Course by Gatenby and Choksy (Longmans)
3. Factual English by J.G. Bruton (Longmans).

- 2 -

In addition to the above, the teacher-pupils should attain a complete mastery of the language material in the syllabus for classes V, VI and VII.

Stress should also be laid on the demonstration of practical teaching of the teaching points in the syllabus.

2. COMPOSITION

Training in written expression should consist of the following forms of exercise within the specified vocabulary and structures:-

- descriptions of simple pictures
- descriptions of simple operations and actions
- production of simple narratives
- simplification of passages written in free English
- summaries of passages written in free English
- writing letters and applications in simple English.

3. COMPREHENSION:

During the course the following abilities, essential for comprehension, should be developed:-

- a) ability to give selective attention
- b) to reject the irrelevant
- c) ability to relate significant statements
- d) ability to comprehend general import despite lack of comprehension of some of the points
- e) ability to read fairly fast with full understanding.

For achieving these objectives, students should be encouraged to read a number of books in simple English. Students should be required to read during the course at least 4 books from the following list:-

(The following are not the titles of books but the names of series of books in restricted English. A large number of titles are available).

Man Makes the World Series (Edwin Arnold)
 Peoples of the World Series (O.U.P.)
 Science on the March Series (Longmans)
 Stories to Remember - Junior and Senior Series
 (Macmillan)

Longman's simplified English Series.

No context questions will be asked on these books but passages may be reproduced and comprehension questions asked on them. Unseen passages will also be used for training students in the skills of comprehension.

4. PRONUNCIATION:

A series of lectures will be given on the nature of speech and the classification of the sounds of speech and a detailed survey of English vowels, diphthongs and consonants.

Instruction will also be given in the recognition and reproduction of English sounds and constant practice will be given in the reading and making of phonetic transcription of words and continuous passages. Words may be selected from the All India

Council list of 2500 words. A study of 'word-stress' and 'sentence stress' and of 'rising' and 'falling' tunes will complete the course.

Tutorial work in ear-training and speech-training will supplement the course of lectures.

Books Recommended:

English Pronouncing Vocabulary by Bhandari, Spencer and Ram (Longmans)

English Pronunciation by P.D.A. Mac Earthy (Heffer)

SYLLABUS FOR THE METHODS COURSE

The syllabus that follows is meant to be practical. The Methods lecturer is expected to advocate a definite approach to the teaching of English. Students should become familiar with the psychological principles of language learning and gain proficiency in using the various presentation and establishment techniques only through their day to day teaching.

A set of six lectures should be delivered on the general principles of language teaching, the use of teaching aids, the relative importance of language skills, the methods and techniques of testing and the structural approach generally.

The teaching of each item in the vocabulary, structures, exercise materials and the total load in the set books will be demonstrated practically.

The other topics to be covered are mentioned below:-

1. The teaching of pronunciation

The importance of pupils acquiring a good pronunciation will be discussed. The influence of the mother tongue and other factors determining the effective teaching and learning of English pronunciation will be considered. Students will be given practice in pronunciation drills. (The pronunciation work for the Methods course will be related to the topics detailed in the content section of this paper).

2. The mechanics of writing

Students should acquire the ability to make writing patterns and write a good italic hand as given in Italic Writing by David Horsburgh (OUP). They should help their pupils to learn to write a legible and graceful hand.

3. Written English

Written work will include the teaching of spelling, punctuation and simple composition work. The devices to be used for training pupils in these skills will be transcription, dictation, substitution tables, picture composition, paragraph-writing and guided composition of a descriptive and narrative nature.

Students will acquire the ability to organise group work. Guided compositions executed in groups save time on the correction of scripts.

4. The Mechanics of Reading

A combination of Look and Say and Phonics should be adopted by students for teaching reading to beginners. CIE books and MELT campaign books (also Beacon Readers) are based on this approach. Students should have the ability to produce and use flash cards and matching cards.

5. Reading for comprehension

Students should know the importance of silent reading for training the pupils in the skill of comprehension and for expanding their recognition vocabulary. The Before-Question technique advocated by Michael West should be adopted. Students should also know the value of reading aloud.

6. Presentation technique

Students should acquire the ability to use the following devices for presenting lesson materials; situational teaching, the use of pictures, blackboard drawing, wall charts, dramatization, language games, songs and a judicious use of the mother tongue.

7. Establishment techniques

Effective presentation alone does not ensure learning. Spaced repetitions of language forms should be there if learning is to take place. The pupil-teachers should be trained in devising and constructing different types of oral and written exercises to drill and reinforce the language material in the syllabus. They should also acquire the ability to construct and use substitution tables and ingenious drill exercises and tests.

Time Allocation

The course should be taught for a year with ten periods per week.

	<u>Contents</u>	<u>Methods</u>
<u>1st term</u> (14 weeks)		
8/period week: content		28
2 periods per week: methods	112	
<u>2nd term</u> (14 weeks)		
2 periods per week: content	28	
3 periods per week: methods		112
	140	140
	280 in all.	

The final examination will consist of two papers, - one for the content and the other for the methods course. Each paper will be of the duration of three hours. There should also be an oral test and an examination in practical teaching.

Bibliography for methods

1. Picture Composition by Leslie Hill (OUP)
2. Elementary Composition Pieces by L.A. Hill (OUP)
3. Teaching English: A hand book for teachers by Bhandari and others (O.L.)

4. Drills and Exercises in English by Bhandari and others (O.L.)
5. The Teaching of English Abroad - F.G. French (OUP)
Parts I & II
6. The Teaching of Structural Words and Sentence Patterns - A.S. Hornby (OUP)
Stages I, II & III
7. English as a Foreign Language - E.V. Gateny (Longmans)
8. Teaching English - A journal published by the British Council,
New Delhi.
9. Italic Writing - David Hersburgh (OUP)
10. Flash cards and Wall-charts produced by the English
Language Institute, Allahabad
and published by Longmans.

A SPECIMEN QUESTION PAPER FOR THE CONTENT COURSE

1. Describe the accompanying picture in about a hundred words.
2. Write an essay of not more than 300 words on any one of the following with the help of the outlines given -

Childhood memories: Your mother, father, other people, places, events - painful and pleasant, would you like to be a child again?

Your best friend: his/her appearance, the first time you met him/her, the things you like about your friend, how you spend your time with him/her.

3. Read the following passage and answer the questions below it:-
(The passage to be chosen from one of the prescribed books).

Questions:- Questions on comprehension, word-meaning, tense usage or article usage, synthesis of two short sentences to one or breaking up of one long sentence into two or three short sentences, working out relationships of characters in the narrative, time, place, etc.

4. Imagine that you have to interview the father of a boy who has just failed in the half-yearly examination.

Write six statements (negative, imperative and affirmative sentences) that you might make during the interview.

5. State a request or a question that you might hear from the following people -

(here is an example of what you are expected to do.
The answer to item (i) is:

Could I have a match, please?)

- i) Some one who has a cigarette but no match.

- 6 -

- ii) A person who needs to borrow some money.
 - iii) A person who is riding on a bus and wants to get off at the school.
 - iv) A person who needs help with a problem.
 - v) Someone who wants someone else to turn on the fan.
 - vi) Someone who did not understand what you said.
 - vii) Someone who wants to go in someone else's car.
7. Fill in the blanks with appropriate prepositions:

- i) The bus takes you anywhere in the city _____ ten paise.
- ii) It is very kind _____ you to say that.
- iii) Congratulations _____ your success in the examination.

8. Correct the following:-

Ganges is a sacred river.
 Please explain me what this means.
 Here is an interesting news.
 Wait until I do not return.
 I have a lot of works to do.

A SPECIMEN QUESTION PAPER FOR THE METHODS COURSE

1. Mention two of the common errors made in written English by Middle School pupils. What concrete steps would you take to help your pupils?
2. Describe the various methods employed to teach reading to beginners. Which one would you use? Give reasons.
3. Discuss the treatment of written composition in the early stages. Illustrate your answer by outlining a composition lesson for Class VII.
4. You are given charge of a class the pupils of which are bad at spelling. What steps would you take to improve the position?
5. Write notes on any two of the following:-
 - (i) Characteristics of a good text-book in English.
 - (ii) The teaching of handwriting.
 - (iii) The use of pictures in the teaching of English.
 - (iv) Dictation.
 - (v) Objectives of English teaching to be achieved during the Middle School Stage.
 - (vi) What points of grammar can you drill by the use of substitution table given below? Explain the method you would use.

He	never	goes	to	the cinema
John	always	visits		the library
My brother	often	walks		the park
	sometimes			his friend

ANNEXURE XA SPECIMEN SYLLABUS FOR ENGLISH METHODS
IN THE B.Ed. DEGREE COURSE.

I. Some General Remarks

The B.Ed. (Bachelor of Education) course in our universities is of one year's duration. It is open to persons holding a B.A./B.Sc. or an equivalent degree. Generally speaking, every B.Ed. student studies the stipulated number of general education subjects and specialises in two of the several methods subjects available in his college, English Methods being one of them.

1. Time-allotment

In most Training Colleges at the moment only two periods per week out of a total of about twenty are devoted to English methods. This time-allotment agrees with the status this course has, along with other methods courses, in the scheme of B.Ed. examinations, namely, half a paper (1½ hours) out of a total of four papers.

If teachers are to be made competent in the use of English and trained to teach it effectively the time-table allotment to methods of teaching English should be raised to ten periods per week. Then the B.Ed. curriculum can be suitably reorganized to bring about these changes.

2. Present syllabuses.

The two major drawbacks of the present syllabuses are :

- (a) that they lay too great an emphasis on the theoretical knowledge of various methods and techniques to the complete exclusion of the practical application of the knowledge to specific problems; and (b) that they fail to recognise the fact that the students' command of English is usually deficient and that some provision needs to be made for remedying this deficiency.

3. Selection of candidates for the Course

Today, irrespective of his command of English, any Arts graduate may take English methods, there being no written or oral test of eligibility. Students with a shaky command of English become indifferent teachers of English.

The selection of candidates for the English Methods course should be made on the basis of the student's command of written and spoken English. Suitably designed tests should be used to assess his command of written English and a brief but planned interview should determine his proficiency in spoken English.

Graduates who have studied only compulsory English should spend a year on a certificate content course in higher level compulsory English and subsidiary English before they are admitted to the B.Ed. course. The details of this course have been discussed in Chapter IV.

4. In the B.Ed. course, it is assumed that the theory, practice and history of education, the psychology of second language learning and other allied branches of thought are all subsumed under one paper of the duration of

three hours, to be taught for two or three periods a week. In fact there is very little here in these subjects on which we need to examine a post-graduate student. The suggestion can even be made that students should read for this course unit and that they should not be examined on it. On the other hand there is every reason to examine him on the application of this knowledge to situations in the English-teaching process.

A teacher of English has also to be trained in the teaching of another subject, if only at the subsidiary level. This may be provided for at the rate of five periods a week. Ten periods a week will have to be set apart for the methodology of the principal subject - English in this instance.

The B.Ed. year may even be extended so as to become a year of 10 months instead of the usual nine months. This is possible because the B.Ed. examination can be taken later since teachers are offered employment in schools only at the beginning of the academic year in June or July.

(Contd on Page 3.)

5. Practice Teaching

At the moment, in most Training Colleges, a student offering English Methods is required to give about 15 practice lessons under supervision during the training period.

If students are to acquire useful skills, the required number of "Practice Lessons" under supervision should be raised to at least 25. "Practice Teaching" should be so organised as to enable individual students to reach a block of lessons - say, ten in two weeks - to one and the same set of pupils. An adequate number of "Demonstration Lessons" by the lecturer should form an integral part of the "Practice Teaching" programme.

6. Tutorial Work

Provision is required for tutorial work within the framework of the syllabus. A period a week can be spent profitably in discussing the topics covered during the preceding week and in dealing with questions arising out of Practice Lessons.

23 tutorial classes - about a period a week - should be set apart for pronunciation work.

II. THE SUGGESTED SYLLABUS

The following syllabus is designed to make the English Methods course practical. Indeed, the acquisition of useful skills constitutes the core of this course; the theoretical topics (e.g. 'the role of English in the country's national life') being of secondary importance. The fulfilment of this objective will, however, depend upon the nature of the final examination and the orientation of the lecture.

A specimen question paper designed to test the candidate's ability to deal with some of the practical problems of teaching English appears at the end. The reference books listed are chiefly meant to be used by the lecturer. The student-teacher is not expected to read these books. His chief responsibility should be to improve his own English and to acquire useful skills.

A content course in English has been provided for in the following syllabus. This should help student-teachers to improve their own English and it is a necessary preparation for efficient teaching.

The topics included in this syllabus will be very briefly commented upon. It is to be realized that the first five topics are theoretical and hence of secondary importance. The first four topics should be dealt with in four periods and the fifth, namely, the Psychology of Language Learning, should be given 4 to 6 periods. The best part of the time should be devoted to topics 6-13 which should enable the student-teachers to develop useful skills.

1. General

This is not an examinable topic, and normally only one lecture should be devoted to it.

- (a) The role that English plays in various spheres of the country's national life should be outlined. This would include a brief statement about :
- (i) inter-state communication and the need for a common language in India.
 - (ii) the need for English in the study of science and technology and for international trade and commerce.
 - (iii) the role of English in maintaining international contacts - 'a window on the world.'
 - (iv) English as a medium of instruction at some college level, in view of (i) and (ii).
- (b) The conditions under which English is taught and learnt in our schools today should be outlined. The points to state are: the ever increasing school population, the fact that many children come from homes where traditions of learning do not exist, the large classes and often inadequate equipment.

2- Standards and Objectives

The standards of proficiency that high school leavers are expected to attain should be defined in linguistic terms. The syllabuses for the middle school and high school courses in English do sometimes indicate, in terms of vocabulary items, grammatical materials etc., the level of proficiency that pupils at a given stage are expected to attain. In the states where such detailed syllabuses are used, the Training College work should be based upon them. But in the states where school syllabuses merely list the books to be read, it is the responsibility of the lecturer to examine the content of the books, and define the implied levels of proficiency in exact terms. In any case, the student-teacher should be given exact ideas of the level of English attainable at the end of each of the 6 years of a planned course.

An efficient high school course gives each child sufficient English for him to use independently after he leaves school. A minimum objective is that every student who has studied English at school should be able to read it when he finishes school.

3. The Meaning of Method

No useful purpose is served by reviewing and explaining the various "methods" of teaching foreign languages. The "Direct Method", "Translation Method" and "Situational Method" are methods in a restricted sense. They concern themselves with techniques of presentation but are silent on the vital questions of selection and grading of teaching materials and the psychology of language learning. For practical purposes a language teaching method can be thought of as a way of bringing into relationship :-

- (a) what is known about the process of learning
- (b) what is known about the internal organization of the subject matter
- (c) what is known about the circumstances (in which teaching and learning take place)

so as to release available incentives.

Thus the psychology of language learning, precise information about the English language, and knowledge of classroom conditions are the chief ingredients of a method.

The English Methods lecturer should make it clear to students that the five "Herbartian Steps" may have application to the teaching of some subjects but have little relevance in individual language lessons.

4. Problems of Learning a Foreign Language

Student-teachers must be given some insight into the structure of the English language. They should know something about its sounds, its grammar and its vocabulary. Necessarily the survey of the chief features of English will be an elementary one. But it is essential if students are to appreciate the significance this use of restricted English at the beginning stage.

All teaching calls for some kind of selection and some kind of organization. Words and constructions have to be selected on the basis of frequency, usefulness and teachability. The carefully selected language material constitutes the "little language" which should be the object of all high school teaching endeavour. The so-called fourfold objectives* of teaching English to secondary school pupils should refer to this "little language."

The influence that the mother-tongue language habits exert on the learning of English should also be discussed.

5. The Psychology of Foreign Language Learning

The chief areas are: memory, motivation, attention, interest and habit formation.

Student-teachers need to know that a good lesson by the teacher does not by itself ensure good learning by the pupils. For learning to take place there must be an "effort after meaning" on the part of the learners, and this effort must be renewed.

The learner learns a word or construction after several meetings with it, in meaningful contexts. Controlled, spaced, significant repetition is necessary for the establishment of language points. Time must be allowed for growth to take place. A thorough presentation of a teaching point on a single occasion does not often have the effect the teacher expects.

In classroom work-conditions, the assumption of simultaneous equal attention from each learner is illusory. At any stage, repeated opportunity is needed for learning the items from all the previous stages.

Another important consideration is that of maintaining incentives for establishing a point once comprehension is achieved and the effort after meaning relaxed. This underlies the need for plenty of stimulating exercise materials in a language course.

The lecturer should find Bartlett's REMEMBERING and Russell's BRAIN MEMORY LEARNING useful for dealing with this topic.

*Reading, writing, speaking and aural comprehension.

6. The Pronunciation of English

The work in this area should be organized as follows :-

(a) Lectures:

The importance of pronunciation in the teaching of English; The importance of Phonetics to a teacher of English; The organs of Speech.

English Vowels (including Diphthongs).

English Consonants - plosives, affricates, nasals, fricatives, semi-vowels

Word Stress: Sentence stress and rhythm,

Strong and Weak Patterns.

(b) Ear Training Classes:

Practice in distinguishing sounds; dictation of English words and sentences and also nonsense words (students write them down in phonetic script); listening for mistakes in Spoken English.

(c) Tutorial Classes (in groups of not more than 12):

Practice of English sounds; phonetic transcription; reading from a phonetic script; reading of plays; reading of poetry; intonation practice; discussions on mistakes common among pupils; discussion on techniques of correction.

At least 10 exercises in phonetic transcription should be done by each student. Students must learn to use Daniel Jones' "ENGLISH PRONOUNCING DICTIONARY." Some of the following recorded courses should be made use of for teaching pronunciation.

English Intonation - 12 double-sided records by J.D. O'Connor.

English Pronunciation - 25 double sided records by J.D. O'Connor.

(Published by the B.B.C. English by Radio Section, London);

References:-

1. Daniel Jones - ENGLISH PRONOUNCING DICTIONARY 12th edition, (Dent).
2. Daniel Jones - AN OUTLINE OF ENGLISH PHONETICS 8th edition, (Heffer).
3. J. T. Pring - COLLOQUIAL ENGLISH PRONUNCIATION (Longmans).

7. The School Course

The lecturer should take the students in detail through large sections of the set texts, dealing with all aspects of language work as they become relevant. While the greatest part of the time will be devoted to analysing and discussing the high school (VIII, IX, X) books, some attention must also be

given to the middle school course. If set texts are based on 'structural syllabuses' these syllabuses should be discussed.

As was pointed out earlier, in his detailed study of the school course, the lecturer will find himself having to teach and give practice work on those items he knows his students to be weak in. Before the lecturer can teach the student-teachers' knowledge has to be consolidated by personal endeavour by the use of practice exercises. In effect, this work cannot be disguised: it is a content course in English. The language areas requiring most practice are: the tenses, the articles, concord, the anomalous finites, interrogative forms, word formation and stress.

The examination of the school course should give student-teachers a knowledge of the ways of dealing with a very large number of specific teaching problems. Some of them, under the lecturer's guidance, might become keen students of current English usage and appreciate the fact that though the teaching of formal grammar is out of place in a high school course, their personal knowledge of English Grammar must be sound. Grammar and usage can be studied in R.W. Zandvoort: A HANDBOOK OF ENGLISH GRAMMAR (Longmans), A.S. Hornby: A GUIDE TO PATTERNS AND USAGE IN ENGLISH, (O.U.P.) and H.E. Palmer: A GRAMMAR OF ENGLISH WORDS (Longmans). Student-teachers should become thoroughly familiar with A GENERAL SERVICE LIST OF ENGLISH WORDS (Longmans) and THE ADVANCED LEARNER'S DICTIONARY OF CURRENT ENGLISH (O.U.P.).

8. The Mechanics of Reading and Writing

Normally B.A., B.Ed.'s do not handle the classes (V and VI) where English is started. Consequently this topic is either not included at all in the B.Ed. syllabus, or, if included, is dealt with perfunctorily. But there is no doubt that the teaching of the early reading skill and the teaching of good handwriting are matters which a school should be able to deal with competently.

Student-teachers should become familiar with writing patterns given in WRITING AND WRITING PATTERNS by Marion Richardson and ITALIC WRITING by D. Horsburgh. They should themselves acquire the ability to make the patterns and write a good italic hand. They should further help their pupils to develop good handwriting.

For teaching reading a combination of "Phonics" and "Look and Say" techniques may be advanced. Student-teachers should learn to make efficient use of flash cards and matching cards. The following books may be used by the lecturer as well as student-teachers :-

Gray, W.S. : THE TEACHING OF READING AND WRITING
(Unesco and Evans Bros).

Daniels, J.C. and Diack Hunter: LEARNING TO READ
(Chatto and Windus)

Richardson, Marion: WRITING AND WRITING PATTERNS
(London University Press).

Horsburgh, David: ITALIC WRITING (Oxford University Press)

9. Simplification

For teaching a school course effectively, a teacher has to possess a set of skills. The knowledge of the principles.

underlying them is helpful only in so far as it enables to appreciate the value of these skills. The skills are of primary importance and adequate provision should be made for regular practice in them.

The student-teacher should have the ability to express the largest range of ideas in a small number of words. He should recognise the fact that the level of English of the pupils determines the size of vocabulary and the range of constructions which the teacher may use in a class. He should know that the new language items are best presented in terms of the language the pupils already know and that the well-known pedagogical maxim "proceed from the familiar to the unfamiliar" holds good in the matter of language learning.

The acquisition of the skill to work (speak and write) within a restricted English calls for constant practice. A thousand-word vocabulary or West's Minimum Adequate Vocabulary (given in his TEACHING ENGLISH IN DIFFICULT CIRCUMSTANCES) may be used for this purpose. This may be followed by practice in using smaller vocabularies. Finally, the student-teacher should acquire the ability to confine his English to the vocabulary which has been taught up to the lowest class he is going to teach. If the words of this vocabulary are not listed, the lecturer should himself compile the list from examination of the Readers in the previous classes.

References:-

- M.P. West: TEACHING ENGLISH IN DIFFICULT CIRCUMSTANCES (Longmans).
G. Riewald: WORLD STUDY (Book I), (Paul Brand Ltd., Bussum, Holland).

10. Composition and Group Work

Composition work in English should aim at giving pupils practice in writing correct English. Free composition which leaves too much room for mistakes is not a very effective way of practising. Student-teachers should be given practice in conducting 'guided' composition lessons. They should also learn the techniques of organizing group work, for it is through guided composition carried out in groups that pupils get well-directed practice in writing correct English. The problem of marking is automatically solved.

Student-teachers should know that dictation, reproduction exercises and picture composition form the basis for a great deal of written work at the school stage. They should also be led to recognise the importance of correlating the written composition work with the language work in other lessons.

References:

- Hill, L.A. : PICTURE COMPOSITION BOOK AND TEACHER'S GUIDE (Longmans).
French, F.G.: TEACHING OF ENGLISH ABROAD, Part III (O.U.P.)

11. Reading Comprehension

The importance of extensive reading for the acquisition of comprehension skills and vocabulary should be emphasised. Student-teachers should become familiar with suitable "Supplementary Readers" available in the market. They should be led to the recognition that it is their responsibility to develop in their pupils a taste for reading English books for profit and pleasure. They should also know that efficient reading consists

in one's ability to give selective attention to a piece of reading material so that significant statements are registered, and explanations, elaboration, and exemplification are recognized as accompanying material. Pupils can acquire this ability to read critically only if they read extensively and work through a large number of interesting comprehension exercises. Student-teachers should learn to construct self-motivating exercises which would be used to reinforce the teaching of reading.

References :-

French, F.G. : TEACHING OF ENGLISH ABROAD, Part III(O.U.P.).

Frisby, A.W.: TEACHING ENGLISH (Longmans).

West, M.P. : LEARNING TO READ A FOREIGN LANGUAGE (Longmans).

12. Practice in the Use of Substitution Tables and other Exercise Materials

In the scheme of language teaching, the problem of obtaining the maximum amount of repetition with the minimum number of mistakes is a fundamental one. Student-teachers should not only recognise the fact that it is only through adequate repetition that language points are established, but also acquire, through constant practice, a ready facility to use substitution tables and other exercises to drill language points. The lecturer would find English in Tables by F.G. French, a helpful book.

13. Practice in the Use of the Blackboard and other Audio-Visual Aids.

The English methods lecturer should himself be able to (a) draw on the blackboard, (b) make visual aids, and (c) operate audio-visual machines. The methods lecturer with some skill in drawing on the blackboard is superior to the expert drawing lecturer because the methods lecturer knows what is sufficient for his purpose and does not overwhelm the students with artistic drawings.

All student-teachers should be required to acquire the practical skill of using the blackboard efficiently. They should learn to design, make and use flash cards, matching cards and charts and should also learn to operate simple audio-visual equipment. Necessary facilities for practice in these skills should be provided.

This should be an examinable topic.

Blackboard Drawing by H.G. Hamshaw (O.U.P.) can be used by the lecturer and student-teachers alike.

14. Use of Literature in Language Teaching

For the proper development of language skills, a study of good specimens of living English - both prose and verse - has a certain value. Student-teachers should acquire a clear grasp of the uses, linguistic and literary, that can be made of the carefully selected prose and poetry pieces. In the teaching of poetry the importance of powerful, expressive reading to convey the meaning of a poem should be emphasized.

Teaching English by A.W. Frisby has a chapter on this topic.

15. Testing and Examining

The importance and significance of periodical tests to verify progress should be brought home to student-teachers. They should

acquire proficiency in constructing, administering and scoring test items for testing the pupil's knowledge of the elements of language as well as the composite skills of comprehension and expression.

Student-teachers should also get an insight into the mechanism of a promotion examination and appreciate the fact that examination requirements need not come in the way of the achievement of the course objectives.

Student-teachers should be required to prepare and administer and score a test of 30 to 40 items on the practice lessons they give. Such a test should include items requiring short answers, items requiring long answers, items eliciting desired responses, puzzles, items requiring relational thinking, and multiple choice items.

References :-

French F.G.: TEACHING OF ENGLISH ABROAD Part III(O.U.P.).
Frisby, A.W. : TEACHING ENGLISH (Longmans).

APPENDIX

A SPECIMEN QUESTION PAPER

B.Ed.

English Methods

Time - 3 HOURS

1. Simplify and rewrite the following paper using the thousand-word vocabulary you have been working with.
(a 200-word passage).
2. Here is a composition exercise written by a X class pupil. Analyse it and indicate ways of dealing with the errors.
(a 200-word composition)
3. Describe the procedure you would consider most effective for teaching the following extract to a high school class. Include in your answer the questions you would put to the class and the use you will make of the blackboard.
(a 150-word paragraph)
4. Here are a few facts about a XI class text-book, Comment on the efficiency of vocabulary presentation.

Total number of words	..	..	8775
Number of different words	..	..	1857
Words occurring once	..	..	1079
Words occurring 2 to 5 times..	..	..	403

Comment

5. Comment on the following Substitution Table.

With grammatical point can you drill through this table?

How would you use this table in the classroom?

	he			never fell ill worked hard liked science did not like English loved his mother
When		lived in Calcutta	he	liked Brajeswar
		was a little boy		did not catch cold
		was young		worked from morning till night
		was ten		never got up late
	Robi	was at school		always went to bed at 9 O'clock

6. Mark the stress in the following words :-

examination, democracy, psychology, idea, India, ability,
difficult, important.

7. Write in phonetic script.

(a 70-word paragraph)

8. Describe how you would organize group work in your class.
What parts of your work could benefit from this organization?

OR

Describe what steps you would take to ensure good spelling.
Give numerous examples in support of your statements.

Specimen Test Paper for the PUC Year,
i.e. Class XII

(a) Paper I

(Prescribed Text)

Marks: 85

Time: 3 hours.

Answer the objective test items on the question paper itself within the brackets at the end of each item on the right hand side of the page and return the question paper along with the answerbook.

Other questions, calling for single sentence or short answers should be attempted in the answerbook.

A mark will be deducted for each wrong answer to the objective items.

The following questions have to be answered in the answerbook:

Section I : Question 2

Section II : Question 2 and the whole of Section III.

SECTION I

Comprehension of Texts

Marks: 48

Time: 108 minutes

I. Answer each one of the following questions in a sentence.

Marks: 16

Time: 32 minutes

- (A) Why did God admit the Happy Prince to the city of gold?
- (B) Why did the author bid at Christie's?
- (C) For what particulars act does the sailor on The Formidable win our admiration?
- (D) What, according to Lynd, is the virtue of the absent-minded man?
- (E) What did the wind do when the moon appeared in the sky again, in spite of the wind's efforts?
- (F) What made the lady throw the handkerchief among the lions, though she knew that her lover would try to bring it back?
- (G) Why did the unknown priest decide that the swan belonged to Prince Siddharta?
- (H) What makes fame valuable in Byron's eyes?
- (I) Why did the tall bony woman refuse to allow Pickwick and his friends to put up the horse in her public house?

- (J) Why did Gandhi learn Latin?
- (K) Why did Anne and Joe want the title deed of the farm?
- (L) How, according to Lynd, do chemists make their fortune?
- (M) Who betrayed the Highwayman to the soldiers?
- (N) Who was Ozymandias?
- (O) What ^{birds} songs did Wordsworth compare the Highland girl's voice to?
- (P) Whom did the knight-at-arms see in his dream?

II.

Time: 18 minutes

Marks: 8

Here is a list of readings :

- 1) Forgetting by Robert Lynd
- 2) The Happy Prince by Oscar Wilde
- 3) Other People's Jobs by A.G. Gardiner
- 4) Seeing People Off by Max Beerbohm
- 5) Tight Corners by E.V. Lucas
- 6) La Belle Dame Sans Merci by Keats
- 7) Gandhi in London by M.K. Gandhi
- 8) The Last Lesson by A. Daudet
- 9) The Patchwork Quilt by Rachel Field
- 10) The Wind and The Moon by G. Macdonald
- 11) The Solitary Reaper by Wordsworth
- 12) Ozymandias by Shelley
- 13) The Glove And the Lion by Leigh Hunt
- 14) The Forsaken Merman by M. Arnold
- 15) All For Love by Byron
- 16) The Ring Episode by Shakespeare

The excerpts below are quotations from the readings listed above. Decide which of the readings each excerpt is taken from and for each excerpt write the number of your choice in the bracket on the right hand side of the page at the end of each excerpt.

- a) Her glance was the best of the rays that surround thee. a()
- b) Loud prays the priest; shut stands the door. b()
- c) You teach me how a beggar should be answered. c()
- d) The music in my heart I bore d()

- 262
- (e) More marvellous than anything in the suffering
 f()
- f) His ambitions also grew like the family of
 the recluse. g()
- g) The leap was quick; return was quick h()
- h) Like the sundial, he only records the sunny
 hours. i()
- i) I could give an hour on Tuesdays and Fridays. j()
- j) Pale warriors, death-pale were they all. k()
- k) "Tell him I'll take a hundred," I said. l()
- l) Everything's got all tangled up in my head
 like a ball of yarn. m()
- m) The ordinary man arrives at his destination
 with all his bags and trunks safe. n()
- n) And the creature will soon be slimmer than
 slim. o()
- o) Nothing beside remains. p()
- p) Vive La France!

III. Answer the following in a paragraph of sixty words each :-

Marks: 24

Time: 58 minutes

A) Compulsory for all

A1) What was the hardest battle that Jane Eyre fought
 and the first victory she ever won?

A2) Give three reasons to show why you dislike
 Mr. Brocklehurst.

A3) Why did Jane Eyre marry Mr. Rochester in the end?

B) For Science Students only -

B1) What is the main function of roots in plants?

B2) State and briefly explain Newton's first law of motion.

B3) What is meant by the term 'hydrogenation' of oils?
 Why is this process carried out?

C) For Arts Students only -

C1) What is civilization?

C2) Why is taxation necessary?

C3) What is democracy?

SECTION II

Literary Comprehension of Texts

Marks: 9

Time: 32 minutes

I. Directions: This test consists of passages in prose and

contd..

verse below which are given several items concerning the passages. In each case you are to read the passage carefully first, and then answer the questions given below in a sentence each.

Marks: 7

Time: 25 minutes

(A) A man, they say, who is a perfect remembering machine is seldom a man of the first intelligence. I imagine, however, that on the whole the great writers and the great composers of music have been men with exceptional powers of memory. The poets I have known have had better memories than the stockbrokers I have known. Memory, indeed, is half the substance of their art. On the other hand, statesmen seem to have extraordinarily bad memories. Let two statesmen attempt to recall the same event - what happened, for example, at some cabinet meeting - and each of them will tell you that the other's story is so inaccurate that either he has a memory like a sieve or is an audacious perverter of the Truth.

- A1) Why does Lynd think that memory is half the substance of the art of great poets?
- A2) What makes Lynd think that statesmen have bad memories?

(B) When day broke he flew to the river and had a bath. 'What a remarkable phenomenon,' and said the Professor of Ornithology as he was passing over the bridge. 'A Swallow in Winter!' And he wrote a long letter about it to the local newspaper. Everyone quoted it, it was full of so many words that they could not understand.

- B1) What was the professor's long letter to the local newspaper about?
- B2) Why did everyone quote the professor's letter published in the local newspaper?

(C) LEAD, KINDLY LIGHT

Lead, kindly Light, amid the encircling gloom, 1
 Lead Thou me on; 2
 The night is dark, and I am far from home, 3
 Lead Thou me on. 4
 Keep Thou my feet; I do not ask to see 5
 The distant scene; one step enough for me. 6
 I was not ever thus, nor prayed that Thou 7
 Shouldst lead me on; 8
 I loved to choose and see my path, but now 9
 Lead Thou me on. 10
 I loved the garish day, and, spite of fears, 11
 Pride ruled my will; remember not past years. 12
 So long Thy power hath blest me, sure it still 13
 Will lead me on; 14
 O'er moor and fen, o'er crag and torrent till 15
 The night is gone; 16
 And with the morn those angel faces smile, 17
 Which I have loved long since, and lost awhile. 18

- C1) Why does Newman say that he is far from home?
- C2) What does the 'morn' in line 17 stand for?

C3) What does Newman mean by 'one step enough for me' in line 6?

II Read the following group of sentences and decide what would be the best order in which to put the sentences to form a well-organised paragraph. Write the letters of the sentences in this best order in the bracket given below the group of sentences on the right hand side of the page.

Marks: 2 \

Time: 7

- A) It was all much more tempting than the rule for participles, but I had the strength to resist, and hurried off to school.
- B) I started for school very late that morning and was in great dread of a scolding, especially because Mr. Hamel had said that he would question us on participles, and I did not know the first word about them.
- C) The birds were chirping at the edge of the woods; and in the open field back of the saw-mill the Prussian soldiers were drilling.

II(- - -)

SECTION III

Sentence Patterns and Vocabulary in the Texts

Marks: 28

Time: 40 minutes

I. Marks: 16

Time: 20 minutes.

is

(A) Correctness here tested by presenting a sentence which has four parts underlined and numbered. In some sentences, only one of the underlined parts may be wrong or undesirable. In others none of the underlined parts may need changing. The student has to indicate in the brackets on the right hand side of the page at the end of each question which one, if any, of the underlined portions is incorrect or infelicitous. If he finds that there is no correction to be made, he can mark '0' in the bracket to indicate that there is no error.

1) How much oranges are there in the basket?
1 2 3 1()

2) No man could be more ignorant of the human nature.
1 2 3 4 2()

3) We have gone through a great many difficulties.
1 2 3 4 3()

4) We must have another statue, of course, and it shall be a statue of me.
1 2 3 4 4()

5) We have built up a great civilization and her achievements are remarkable.
1 2 3 4 5()

- 6) Bring to me some of the most precious things
_{1 2 3}
in the city. 6()
₄
- 7) My hair are by no means soft. 7()
_{1 2 3 4}
- 8) John Reed may have read my thoughts, for
_{1 2}
 he hit me suddenly and hardly. 8()
_{3 4}
- 9) The cook and her husband were the sorts of
_{1 2}
 people that are surprised at nothing. 9()
_{3 4}

(B) Two or three words or phrases are given in paranthesis in the following sentences and bear a letter each. Select the correct word or phrase and write the corresponding letter in the bracket on the right hand side of the page at the end of each question.

- 1) I can hear them A. to talk
 B. taling downstairs 1()
- 2) What A. do you mean?
 B. are you meaning? 2()
- 3) Man A. suffers
 B. is suffering throughout life 3()
- 4) We A. have not subscribed
 B. are not subscribing to the journal so far. 4()
- 5) To make mistakes A. are
 B. is natural 5()
- 6) As I was going for a walk yesterday, I A. saw
 B. was seeing
 a horse and man that were down. 6()
- 7) Halen had been shut away upstairs A. for)
 B. since) some weeks
 C. from)
 7()

II. A. For Science students only -

Marks: 12

Time: 20 minutes

Contagious diseases are caused by the presence in the body of bacteria and viruses, which, when not in the body, can be killed either by heat or by disinfectants. But obviously they cannot be killed in the human body by these means, although since about 1910 drugs have been used for fighting disease in the body itself. However, the body

...contd..

has its own method of fighting disease, which consists essentially in producing antibodies which fight and destroy the disease carriers. Jenner in 1796, by making use of this knowledge, invented the method of inoculating people against smallpox by introducing cowpox virus into the blood stream. Each person's body produced antibodies to fight the virus, and when the attack passed, these antibodies remained in the blood and gave the person immunity from the disease. Pasteur used the serum method in the treatment of hydrophobia, a fatal disease contracted by people who are bitten by a mad dog.

A) From the above passage pick out the words that fit the following definitions and write them in the brackets provided at the end of each definition.

A1) Microscopic living things that cause disease

A1()

A2) The act of introducing into the body by a wound of the skin, the poison of some disease.

A2()

A3) A substance that cleans and purifies contagious matter.

A3()

B. Choosing appropriate words from the above passage, fill in the blanks in the following sentences:

B1) The boy who was bitten by the dog was given injections in case he might _____ hydrophobia.

B2) Before the advance of medical science many diseases proved _____ to man.

B3) Nowadays doctors believe that right food and regular exercise will give a man _____ from disease.

II B. For Arts students only -

Marks: 12

Time: 20 minutes

Often religious creeds, or beliefs, veer away from their original form, the ideas of the leaders change, new ideas appear and predominate over the minds of religious thinkers, the church or temple rites themselves change or new ecclesiastical rites are introduced and become prevalent over the old rites, new edicts are made and the old rules forgotten - in other words, the whole religion, beliefs and practices, is transformed, gradually altered, to become quite different. Then after some time, a few people discover that the original beliefs have become altered or lost, and they attempt to bring the old form of the religion to life again, they endeavour to revive the first creeds and practices. They call on others to give up, or renounce, all the additions, they ask people to scrutinize or examine carefully, the prevalent practices and reject all that are unsound. Sometimes these attempts at a revival of an original form of a religion have had success.

(a) From the above passage pick out words meaning :-

B1) Belonging to, connected with, a church.

B2) The form in which a religious ceremony is carried out.

B3) An order made by some authority and having the force of a law.

(b) Choosing appropriate words from the above passage, fill the blanks in the following sentence :-

The lawyer _____ to put across his ideas but the judge could easily see that the argument was _____ and he had to _____ the lawyer's plea.

(b) Question Paper II : Language Skills.A note on the aim and structure of the question paper :

An attempt has been made in this test paper to concentrate on the objectives of the language course at the P.U.C. level. The questions have been graded into 3 sections. The first two sections have been planned to test the achievement of the average pupil in the minimum requirements of the course. The third section has been planned to test the achievement of more advanced pupils. The minimum requirements cover different aspects of language study, — vocabulary, comprehension, usage and composition. The achievement of the student is tested in these very areas (and a few more like spelling, punctuation and phonetic transcription) at a more advanced level in the 3rd section. The division of this test paper into three parts and also the selection of items in each one of them have been made in accordance with the recommendations made by the sub-committee appointed by the Srinagar Seminar of Heads of University departments of English and Chairman of Boards of Studies in English, regarding the teaching of English in universities, held in 1961. The sub-Committee had been appointed to define the minimum requirements at the P.U.C. level.

The questions on vocabulary, comprehension and usage in the first two sections are all related to words which are included in the list prepared by the Nagpur Seminar on Secondary Education (2700 words). Use has also been made of the P.U.C. vocabulary lists prepared by Mrs. Barnard, containing 1600 words. Most of these words are also common to the Nagpur list. Mrs. Barnard has singled out about 450 words out of 2700 words as being unfamiliar to P.U.C. students after administering a vocabulary test. Many of the words used in the questions in the first two sections of the paper have been taken from these 450 unfamiliar words. P.U.C. students are expected to have mastered the Nagpur vocabulary list. If they are unfamiliar with some 450 words, it would be desirable to concentrate on them, and make sure that the achievement of pupils in this field is not partial. But the vocabulary used in the 3rd section is the more advanced vocabulary investigated by the Central Institute and regarded as the essential basis for pupils for understanding their text-books on the physical or social sciences.

In the area of usage, we have been guided by the resolution accepted with reference to P.U.C. requirements at the Srinagar Seminar. This also refers to the minimum competence in reference skills, comprehension and composition. A copy of the resolution is also enclosed.

The structure of the question paper is also considerably new. Instead of asking a few general questions covering only a few areas in an unplanned manner, an attempt has been made in this test paper to test the pupils in as many areas of usage, etc, as possible, by making each question precise and objective, without restricting ourselves to any particular test techniques such as new-type questions. An attempt has been made to save time in re-writing the material included in the questions themselves and to enable the pupils to write just the minimum number of words as an answer in the question paper itself, except when free writing as in the composition question and the passage set for precis writing, is called for. Each question generally tests the

students on one specific point, and, the question papers may thus be said to have an analytical basis. But the questions on composition and precis writing have been planned to test the integration of these language skills.

The relative importance of language skills for the P.U.C. students have also been considered while constructing this test paper. Since comprehension plays a large part in paper I on texts, it has received less attention in this paper. The relative importance of language skills is reflected as follows in the test paper :-

1. Usage (morphology and syntax)	36	marks
2. Composition (including precis)	21	"
3. Vocabulary.	14	"
4. Comprehension.	19	"
5. Spelling and punctuation.	7	"
6. Phonetic transcription.	2	"
7. Reference skills.	1	mark
	<u>100</u>	marks

Phonetic transcription has been included in this test paper only to stress the need for some attention being paid to spoken English by teachers as well as pupils.

The three sections have been assigned marks as follows :-

Section I	23
Section II	35
Section III	42

58 marks have been assigned to sections I and II which have been planned to test the achievement of students in the minimum areas of language skills which they are expected to have mastered. Expectation and approval of a low standard of performance in these two sections means compromising even the minimum requirements in these fields. It is therefore suggested that 40 marks should be the minimum pass marks in these sections. Section III is meant for more advanced students and the pass marks for these students can well be 15 out of 42. This means that a student who obtains pass marks on the entire paper gets 55 out of 100.

The distribution between sections I and II on the one hand and section III on the other, can be put to significant educational use, if it is so desired. For instance, a student who passes in sections I & II can very well be declared to have passed the higher secondary examination in this subject. It is only the student who has passed in the paper as a whole that can then be declared as having passed the pre-University examination in this subject, and therefore as eligible for admission to a University.

The question paper has been planned as a three-hour paper. But this is based on an approximate considered of time, and, the test paper has yet to be administered to representative groups of students in order to make sure of its validity.

Pre-University Examination.

ENGLISHQuestion Paper II : Language Skills.PART I

Vocabulary, Comprehension

Time: 50 minutes

Marks: 23

Q.I.A. From each group below select the word that most nearly corresponds in meaning to the word given at the head of that group. Tick the word you select.

(a) Usually

1. always 2. generally 3. occasionally
4. probably 5. possible.

(b) thorough

1. complete 2. honest 3. through 4. quick
5. careless.

(c) solemn

1. quiet 2. serious 3. patient 4. angry
5. sad

(d) prefer

1. desire 2. appreciate 3. approve 4. separate
5. like better

(e) miserable

1. pale 2. humble 3. unhappy 4. lonely
5. disappointed.

B. Fill in the blank spaces in the sentences given below choosing the present simple form of the correct word from amongst the words given in the brackets at the end of each sentence. Of the nine items, try any six.

1. The sun _____ in the east. (raise, rise).
2. Some students _____ their time in doing unnecessary things. (spoil, spend).
3. I _____ my old pen for a book. (change, exchange).
4. Poor people _____ their living by working hard. (gain, earn).
5. The standard biography of Mahatma Gandhi _____ of many volumes. (consist, compose).
6. Rama _____ to go to school with me. (deny, refuse).
7. Nowadays we _____ wild life, because we feel it is our duty to do so. (preserve, keep).
8. Gopal _____ his health. (neglect, disregard).
9. The fish _____ in the river. (float, swim).

C. Fill in the blank spaces in the sentences given below choosing the past simple form of the appropriate word from amongst the words given in brackets at the end of each sentence.

1. Faraday _____ electricity. (discover, invent).
2. The ship Jalavihar _____ in the sea on its way to Singapore. (sink, down). (down)
3. He _____ her rude behaviour at the meeting. (abuse, condemn).
4. People _____ him as their representative to the Parliament (select, elect).
5. He _____ a crime because he could not pay off his debt. (make, commit).
6. As the play was very good, it _____ large crowds. (attract, tempt).
7. The two men _____ the work between themselves. (separate, divide).
8. Children liked him very much because he always _____ them interesting stories. (describe, tell).

Q.II. Read the following passage and answer the questions below it. 9 marks

Schools all over India celebrate "Children's Day" on November 14th every year. Do you know why this particular day has been chosen? It was on this day that our great Prime Minister, who has passed his seventythird year, was born.

Jawaharlal Nehru was the only son of wealthy parents. It is said that an only son of prosperous parents is likely to be spoilt. His two sisters are very much younger than Jawaharlal and between each pair of children there is a gap of several years. And so he grew up and spent his early years as a somewhat lonely child with no companions of his own age. He did not even have the companionship of children at school, for he was not sent to any kindergaten or primary school. Governesses or private tutors were supposed to be in charge of his education.

Mr. Nehru is a Kashmiri. Over two hundred and forty years ago, his ancestors came down from that mountain valley to the rich plains below. Raj Kaul was the name of that first ancestor of his who migrated to Delhi. He was an eminent scholar in Sanskrit and Persian, and so a 'jagir' with a house situated on the banks of a canal had been granted to him by the Moghal Emperor, Farrukhsiar. From the fact of his living in that house, "Nehru" (from "Nahar", a canal) came to be attached to his name. Kaul had been the family name; this changed to Kaul-Nehru; and in later years Kaul was dropped and they became simply Nehrus.

The revolt of 1857 put an end to the connections the Nehru family had with Delhi and they migrated to Agra. It was here on the 6th May, 1861, that Nehru's father, Motilal, was born. Motilal's father died three months before he was born. The burden of the family, therefore, fell on his uncles. It was with the younger of his two uncles, who was a practising lawyer at the Agra High Court, that he lived

and grew up. When the High Court moved from Agra to Allahabad, his uncle's family moved there. Since then, Allahabad has been the home town of the Nehrus and it was there that Mr. Nehru was born.

When Mr. Nehru was fifteen years old, he went to England, accompanied by his father, his mother and his baby sister. He was educated at Harrow and at Trinity College, Cambridge. He later spent some time in Russia and studied the Soviet system of agricultural economics.

Questions:

N.B. Write the correct answer in the space provided at the end of the sentence OR as indicated.

(a) Give the name of the town in which Pandit Nehru was born.

(b) Give the original name of the family. _____.

(c) Put a tick against the correct answer:

Pandit Nehru had his early education _____

- (i) at a primary school.
- (ii) at a kindergarten.
- (iii) from private tutors.

(d) Put a tick against the correct answers.

Where did the ancestors of the Nehrus come from?

- (i) Agra (ii) Kashmir (iii) Allahabad

(e) Name the educational institutions that Pandit Nehru attended in England :

(a) _____ (b) _____

(f) Name the subject he studied in Russian: _____

(g) How many brothers has Pandit Nehru? _____

(h) How many sisters has he? _____

(i) Fill in the blank space in the sentences:

Schools all over India celebrate Pandit Nehru's birthday on _____ every year.

Q. III. Arrange the words given below into suitable groups according to certain special features that each group represents. Indicate the group into which you would like to place a word by writing the number which the group carries in the examples given below :-

- (i) words about time:- late, Monday, etc.
- (ii) words about religion:- Pray, etc.
- (iii) words about trade:- merchant, etc.
- (iv) words about war:- battle, etc.
- (v) words about science:- machine, etc.

shoot ()
tomorrow ()
heaven ()
sin ()
ancient ()
price ()
worship ()
soldier ()
holy ()
conquer ()
before ()
electricity ()
recently ()
nowadays ()
profit ()
market ()

E N G L I S H

Question Paper II : Language Skills.

PART - II

Usage and Comprehension

Time: 60 minutes

Marks: 35

I (A) Write the correct plural from opposite each of the following words:- .. marks 2

- | | |
|----------------|----------------|
| 1. Ox _____ | 2. deer _____ |
| 3. calf _____ | 4. baby _____ |
| 5. train _____ | 6. mouse _____ |
| 7. mango _____ | 8. child _____ |

I (B) Fill up the blanks in the passage given below with the correct present tense forms of the following ..marks 2

to go, to be, to live, to take, to own.

Kamala _____ to college everyday. Raju also _____ to the same college. They _____ together. They _____ a bus to reach the college. Anil _____ their friend and class-mate. He _____ far away from the college. His father _____ a car. Anil _____ by car to the college.

I (C) Put the following in the negative. The changes required should be shown in the brackets to the right of each sentence. ... marks 2

- (1) Rama spends his summer holidays at Ooty. ()
- (2) She goes to school everyday. ()
- (3) Our doctor gives us bitter medicines. ()
- (4) These books are difficult to read. ()
- (5) Babies are a great source of joy. ()
- (6) Students in my school love poetry. ()
- (7) He likes to listen to his own voice. ()
- (8) They have breakfast at 8 O'clock. ()

I (D) Put the following in the past tense. The changes required should be shown in the brackets :

1. Your dog bites () me.

2. You cut () your finger.
3. You lie () to me.
4. I try () to be useful.
5. We ring () the bell.
6. It costs () a lot of money.
7. I bend () my arm.
8. You ride () a bicycle.

I(E)

Put the following in the negative. The changes required should be written in the brackets at the end of each sentence : ... marks 2

1. Jack went to a shop. ()
2. She left it in a train. ()
3. He climbed a tree. ()
4. Rama rang the bell. ()
5. He lay on this bed last night. ()
6. I lost the bag. ()
7. The dog found it. ()
8. Tommy saw the nest. ()

I(F)

Complete the following sentences by filling in suitable articles: ...marks 3

1. I am not in _____ wrong.
2. I thrust _____ sharp end of my stick into _____ ground.
3. He is better as _____ mechanic than as _____ clerk.
4. This is _____ more interesting of these two books.
5. Mount Everest is _____ highest mountain peak in the world.
6. Prime Minister Nehru laid _____ foundation stone of this building.

I(G)

Here are eight groups of words. Form a sentence out of the words given in each group, using either simple present or past tense forms, or plural or singular as is needed for each sentence. Write down each sentence on the lined space below each group of words :

1. cat, milk, like, a
-

2. we, see, tree, yesterday, a
-

3. err, human, to, is.

4. I, John, my offer, pen, yesterday.

5. rose, love, I, red.

6. Man, rich, gives, money, the, beggar, to.

7. John, write, book, every, year, a.

8. Hard, honourable, work, is, to.

I(H) Some connecting words are given below. Choose the correct one from among them for each one of the following sentences. Write it in the blank space within each sentence :- ..
marks 2

(1) that (2) until (3) when (4) in order that

(5) and (6) though (7) than (8) whether.

I lent him a hundred rupees _____ he might go home for a holiday _____ advised him _____ he should leave immediately. But _____ a very late hour last night I saw him in town. I wonder _____ he will at all go home _____ I still think that he needs a holiday more _____ any other clerk in my office. I do not know _____ he will go even if he makes up his mind to do so.

I(I) Make use of the following words, more than once if necessary, in suitable contexts and with the necessary changes or additions, in the blank spaces in the following passage: ...marks 2

take say spend be see unfurl arrive

I went to Delhi in January 1963 _____ the Republic Day celebrations. I _____ in Delhi on twentyfifth January. I stayed in a good hotel. There _____ many visitors there who had come from all parts of India _____ a few days in Delhi. I hired a taxi in order to reach the spot in good time _____ the celebrations. The President arrived exactly at 8 a.m. _____ the national flag. He stood erect _____ the salute as the Republic Day Parade passed in front of him. It

was a pleasure _____ Jay Hind! to every one I met
that morning.

- 1(J) (i) Use the following words appropriately in the blank spaces
in the following paragraphs :- .. marks 2

can; must; cannot

Since it is raining heavily, you simply _____ go
without getting wet. But you say that you _____ leave
forthwith. In that case you _____ go. But you _____
take Kishore with you if you do not wish to miss your way.

- (ii) Use the following words appropriately in the blank
spaces in the following paragraph:

will. may.

_____ he come to my college if I invite him to pay
a visit next month? He _____; but it depends on whether he
will have the time for it in the midst of his heavy work.
He _____ come. If he does, he _____ surely address the
students in the college.

- II. Write a short essay (about 150 words) containing informa-
tion on the points raised in the following questions.
The essay should be a connected account, divided into
paragraphs according to the letters, A, B, C, etc. One
mark will be deducted for every mistake made in
writing this essay. .. marks 12

- A. 1. What is the name of your school?
2. What is the number of students in your class?
3. What is the number of women students in the class?
4. Where do you sit in the class?
- B. 5. What is the number of students in your class
who have secured first class marks at the
Annual Examination?
6. How many students in your class are good at their
studies.
7. How many of them are not?
8. How many of them took the terminal examination
in the school?
9. How many did not?
10. Did you take the terminal examination?
11. How many marks did you get in English at the
examination?

- C. 12. Do you read story books in English?
13. Name the author whose stories you like best.
- D. 14. Is there a canteen in your school?
15. Do you take tea or coffee?
16. Is the tea you take there strong or weak?
17. Is the milk you get there pure or mixed with water?
- E. 18. Do you have good teachers to teach you English?
- F. 19. Has your school playgrounds of its own?
20. Did you play any game last year? Did you like it?
- G. 21. What do you wish to do after passing your examination?
22. May I expect a letter from you after your examination results are declared?
23. If you pass the examination, what subjects will you study at the University?
- H. 24. Why do you like your school?
-

Question Paper II : Language Skills

Part - III

Advanced Vocabulary, Precis, Mechanics of Expression, Phonetic Transcription and Reference Skills.

Time: 70 minutes

Marks: 42

I(A) (For Arts students) Read the following passage and answer the questions below it :-

T R A D E

If we all produced enough goods to satisfy all our physical needs — food, clothing, shelter and so on — and produced no surplus goods to sell or exchange, there would be no business. In fact, no family is self-sufficient, although in some primitive communities, villages may be self-sufficient. In such villages, the fields and woods produce the materials for food and fuel.

In more advanced communities, some members will produce more goods than they can consume and will sell or exchange the surplus articles, and the subsistence economy of villages will be replaced by an exchange economy. Exchange benefits both town and country. Knowing that the farmer is willing to sell or exchange his grains and vegetables for the craftsman's products, the latter can give all his attention to his craft and become a better craftsman; the farmer similarly becomes a better farmer.

In all early forms of society, goods were bartered, since money did not exist. The disadvantage of the barter system was that in an exchange both parties had to want what was offered; but this did not always happen. The use of money has the advantage that a man with money can choose between a number of articles or decide not to buy but to wait and save his money. So the development in most commodities has been from a barter to a money economy.

Interdependent national economies constitute a world economy in which exchange or trade is not confined within national frontiers, but crosses them. Nations which produce a surplus of certain goods can exchange them for goods of which they do not produce a sufficient quantity. World economy really dates from the time of the discoveries and explorations of Columbus, Vasco da Gama and others. The discovery by Europeans of countries previously unknown to them led to a great development of trade on a scale never seen before. It was soon realised that individuals could not manage the great volume of trade by themselves and as a consequence companies of merchants, such as the East India Company, were formed.

(A) Find the words in the passage meaning --

- (a) Extra, ore than sufficient
- (b) To exchange goods without using money
- (c) ~~Means of supporting life~~
- (d) Depending one upon another
- (e) A group of people living together and having common interest

(f) Spreading out

(B) Find two words beginning with dis-

(C) Find two words ending in -ly

OR

(For science students) Read the following passage and answer the questions below it :-

A WALKING POOL

The reference to man as a walking pool of water is a reference to the evolution of man.

In an earlier passage, reference was made to the mineral requirements of man, and to an adult's consumption of five kilograms of salt each year. Now we have all tasted tears, the water secreted by glands near the eye-balls, and know that tears are salty. The next time you cry, if you preserve a tear and let the water evaporate, you will obtain a white deposit, salt. The tear glands keep the eyeball immersed in a saline medium. When you cry, there is an excessive production of this saline fluid; when you don't cry, the production is sufficient to keep constantly of flowing over the cheeks, goes down a duct, or narrow tube, bathed, The into the nose to provide humidity in the nasal cavities small through which the air passes when we breathe in. excess instead/

The sweat glands assist in the regulation of the temperature of the body, by bringing water from the body to the skin, where its evaporation causes coolness. In the same way, the evaporation on the outer surface of a porous jar, or pitcher gives coolness to our drinking water. The body moisture is salty too, as you can ascertain by personal experiment.

Apart from these salty fluids which appear on the surface of the body, there is an internal fluid which does not usually become apparent unless some perforation of the epidermis (the superficial portion of the skin) or some incision through it allows the liquid to escape; in simpler words, unless some prick or cut makes as bleed. An adult has about seven litres of blood circulating within the body. The blood plasma, as the liquid part of the blood is called, contains salt also.

(A) Find the words in the passage meaning :

- i) Passing away in the form of vapour
- ii) To produce, (of glands)
- iii) Salty
- iv) The act of controlling something in accordance with a principle.
- v) To find out or make definite
- vi) The process of gradual development

(B) Find two words in the passage beginning with: con-

(C) Find two words in the passage ending in: -tion

Give a pre is of the following passage reducing it to about one-third of its length: (one mark will be deducted for every mistake made in writing the precis)

I found myself recently in a town in Ireland with they evening before me and not an acquaintance within fifty miles. There was nothing to do that any sane (wise) human being would have cared to do. It was depressing to look even at the outside of the cinema: it would, I feel sure, have been doubly depressing to go in. A music programme was on in a small hall. I went as far as the door, but could not persuade myself to enter. Nothing remained but the streets, and it was clear that hundreds of others had been driven there in search of entertainment. There were middle-aged men smoking pipes under lamp-posts at the street corners. There were young men walking in twos and threes and fours. There were girls, all wearing the same kind of hat and the same kind of stockings, arme-in-arm. There were solitary people walking aimlessly and slowly. There were lovers, some talking happily, some contentedly silent. The chief sounds in the dark street were the click of shoes on the pavements, and the shouting of news-boys, selling evening papers. This went on hour after hour, streams of shadows flowing in opposite directions on the dark footpaths. As I listened to the endless noise of the feet with no traffic of vehicles to drown it, life in the town seemed empty and pleasureless. Here was a large population with nothing to do and nowhere to go, engaged simply in killing time till it was time to go to bed.

III(A) Some of the underlined prepositions in the following sentences are correct and some are incorrect. Write the correct preposition in the brackets at the end of the sentence which, according to you, contains an incorrect preposition. If the preposition used is correct, write '0' within the brackets at the end of the sentence. If no preposition is needed, strike off the preposition that is not needed. ... marks 4

1. We can learn English well from the help of newspapers. ()
2. The minister was accompanied with many attendants. ()
3. I don't agree to Ran in this matter. ()
4. When the teacher walked into the hall, the boys were shouting on the top of their voices. ()
5. The thief was driving the car in full speed. ()
6. Ashok unnecessarily get angry upon everybody who tries to advise him. ()
7. The cloth I have bought is superior than Ran's. ()
8. The prisoner cut his hand with a knife. ()

III(B) Insert suitable prepositions in the blank spaces in the following paragraph:

I knocked _____ Rama's door this morning. Rama is very fond _____ talking to his friends. But he was in an angry mood this morning. I don't know who he was agry _____ . He looked _____ me as I entered the room. He also looked

all round the room. I did not know what he was looking _____. I thought that he was afraid _____ some person in the room. But I was not aware of any other person being there except Rama and myself. Ram kept on looking _____ the window. It seemed as though he was looking _____ someone to come. Now and then he looked into my eyes, but he would not say a word. I did not know why Rama was so much put _____. I did not know what he was suffering _____. I tried to make out why Rama behaved in this way _____. I almost gave _____ in despair my attempt to find the reason for his anger. The best I could do was to put _____ with it. Nevertheless I made _____ my mind to get at the truth.

But he would not come _____ with the reason for his unusual silence. He preferred to remain silent. I did not know what had come _____ him. I thought that I should say _____ a word _____ him and bring him round. I am good _____ such things. Then suddenly I thought _____ something else. I said, "Ram! look! I aim this paper-weight _____ you;" I then raised my hand and pretended to throw a paper-weight _____ him. You perhaps think that Rama knocked me _____.

But he did nothing _____ the sort. It was Rama's birthday. I had bought a present _____ him and brought it _____ me. It was a lovely present. This was what I gently threw _____ him. Rama began to laugh. He did not laugh _____ me. He laughed _____ me.

Three words or phrases are given in the following sentences and bear a letter each. Select the correct word or phrase and write the corresponding letter in the brackets on the right hand side of the page at the end of each question. One mark will be deducted for every wrong answer. .. marks 5

1. The air was fresh and the wind

- (a) was blowing)
 (b) blows) gently. 1.()
 (c) is blowing)

2. My friend thought that I

- (a) have taken)
 (b) had taken) his book. 2()
 (c) am taking)

3. Many poor people

- (a) are not having)
 (b) do not have) clothes to wear. 3()
 (c) have not.)

4. John and his sister

- (a) goes)
 (b) are going) to see a picture sometimes
 (c) go) 4.()

5. She did not

- (a) found)
 (b) find) the money she had lost 5. ()
 (c) founded)

V. Mark the spellings of the words in the following groups. If you find a word with an incorrect spelling in any one of these groups, write the number of the word within the brackets to the right. If you think that all the five words in a group have their correct spellings, write '0' within the bracket to the right.

- (a) 1. Flattering
 2. coming
 3. sitting
 4. writing
 5. beginning
 0 none wrong. a.()
- (b) 1. helpful
 2. wellcome
 3. farewell
 4. hopeful
 5. skillful
 0 none wrong. b.()

- (c) 1. separate
 2. delicate
 3. definate
 4. private
 5. appreciate
 0 none wrong (c) ()
- (d) 1. pleasant
 2. different
 3. permanant
 4. merchant
 5. independent
 0 none wrong d.()

- (e) 1. kettle
 2. title
 3. moral
 4. people
 5. artical
 0 nonewrong (e)()
- (f) 1. decide
 2. discuss
 3. destroy
 4. discribe
 5. discipline
 0 nonewrong f.()

VI(A) Read the following passage carefully to find out how many persons are speaking and which words each speaker says. Punctuate the passage accordingly :-

dilip said what good will a B.A. do you may get a clerkship in a government office i am not studying so much to pass the examination and obtain my degree as to store my mind with knowledge and develop my intelligence answered swarup i tell you all that a man requires to get on in the

world is some brains plain commonsense and plenty of push
 you cannot learn these things from books and while you
 develop your intelligence you spoil your health look at my
 chest well if i have to choose i would rather have a learned
 mind than a strong and well developed body.

O R

VI(B) (i) In the passage below, some words which should be capitalised do not have numbers under them. Do not consider such words. You are to be concerned only with the numbered words. Study each numbered word and decide whether the word should be capitalised. If you think the word should be capitalised, correct it accordingly:

"Did you know", he asked, "that doctor singh is now on the
 staff of the secunderabad general hospital? He retired from
 service in the indian army just last year".

(ii) Write the following words in phonetic script .. marks 2

- (1) Sunday (2) measure (3) literature
 (4) college

VII.(A) Show where each of the following words will be found in the dictionary. .. marks 1
 Place before each word -

- the number 1 if the word is found between A and F
 the number 2 if the word is found between G and M
 the number 3 if the word is found between N and R
 the number 4 if the word is found between S and Z

_____ open _____ take _____ iron

O R

VII(B) Arrange the following words in alphabetical order ..mark 1

Truth. Tooth. Try. Thank.

APPENDIX XII The Position of English as an Associate Official Language

In the course of a speech delivered in the Lok Sabha on August 7, 1959, on the resolution of Mr. Frank Anthony, asking for the inclusion of English in the XVIII schedule of the Constitution, the Prime Minister said: "As I just said, there must be no imposition. Secondly, for an indefinite period - I do not know how long - I should have, I would have, English as an associate, additional language which can be used, not because of facilities and all that, but because I do not wish the people of the non-Hindi areas to feel that certain doors of advance are closed to them, because they are forced to correspond - the Government, I mean - in the Hindi language. They can correspond in English. So, I would have it as an alternate language as long as people require it and the decision for that, I would leave not to the Hindi-knowing people, but to the non-Hindi-knowing people."

Clause 3 of the Official Languages Bill 1963 reads as follows:

3. "Notwithstanding the expiration of the period of fifteen years from the commencement of the Constitution, the English language may, as from the appointed day, continue to be used, in addition to Hindi -
- a) for all the official purposes of the Union for which it was being used immediately before that day; and
 - b) for the transaction of business in Parliament."

Clause 4 reads as follows:

Clause 4(1) "After the expiration of ten years or the date on which clause 3 comes into force, there shall be constituted a committee on official language on a resolution to that effect being moved in either House of Parliament with the previous sanction of the President and passed by both Houses."

(1) (2) "The Committee shall consist of 30 members."

(2) "It shall be the duty of the Committee to review the progress made in the use of Hindi for the official purposes of the Union and submit a report to the President making recommendations thereon and the President shall cause the report to be laid before each House of Parliament and sent to all the State Governments."

In a letter dated 18th April, 1963, to an M.P., the Prime Minister said: "I think the use of the word 'may' in clause 3 of the Bill is quite adequate for the purpose. It is well-known that in this context 'may' means 'shall'. (The Review, April/May, 1963, p.3)

APPENDIX XIIIThe place of English in schools in Japan,
Turkey, Egypt, Germany and the U.S.S. R.

In Japan, Egypt and Turkey English is generally chosen as a second language in most of the schools. In Turkey, as in India, there is a serious shortage of teachers at all levels. In Japan the oral/aural skills aren't adequately taught in universities. The average graduate has a poor command of spoken English and this deficiency is reflected throughout the educational system.

The most remarkable feature about English in German schools is the high standard aimed at after nine years of specialisation in the language. Pupils are expected to express themselves clearly in speech and writing and to have some appreciation of style in English. They are also to read at least one of Shakespeare's plays in English. This is a refreshing contrast to the situation in India where English is studied in schools for about 8 or 9 years with poor results.

In the U.S.S.R. also, children seem to attain great proficiency in English. Classes are small and teachers are qualified. In examinations, reading, comprehension and spoken English are tested.

While fourteen languages are used in India in teaching children at schools, fifty nine languages are used in Russia. As in India, the study of three (and sometimes four) languages from an early age is common in Russia - the mother tongue, Russian and a foreign language.

J A P A N

TEACHING OF ENGLISH IN GOVERNMENT
SCHOOLS

Outline of Educational Structure

Co-educational and compulsory for 9 years; 6 years of Elementary School; 3 years of Lower Secondary School. This can be followed by 3 years of Upper Secondary (High) School. (There are also many private schools, from kindergarten level to Upper Secondary schools); 4 years at university, or 2 years of junior college education.

Higher education includes:-

- National universities
- Municipal universities
- Private universities
- Municipal junior colleges
- Private junior colleges
- Correspondence colleges

Medium of instruction - Japanese.

(a) Start of English teaching

From 1st year of secondary school, i.e. the 7th year of schooling.

(b) Number of years taught

- Lower Secondary School: more than 3 hours a week for 2 years) 3 years
- " " " 3-5 hours a week for 1 further year)
- Upper Secondary (High) School: 3 years
- A course requires 9 credits
- B course requires 15 credits
- (1 credit = 35 periods of 50 minutes a year).

(c) Final standard aimed at

Unanswerable.

(d) Examinations in English

- (i) For admission to Upper Secondary School.
- (ii) For admission to universities. Entrance examinations are set by the individual universities. Examinations for the famous - and most sort after - universities are very difficult.

(e) Teaching of other foreign languages

In a very small number of schools German or French can be substituted for English.

(f) Is English compulsory or not?

Elective, but generally chosen, especially in urban areas.

(g) Qualifications of teachers

Lower Secondary: only 30-40% have graduated in English, the 1959 statistics give 30,583 English teachers, many of whom not qualified.

Upper Secondary: 1959 statistics: nearly all teachers (20,000) are qualified, i.e. have graduated in English in universities or colleges.

Training of teachers: Teacher-trainees in the universities have to take 14 or more "credits" in professional courses such as educational psychology, methods of teaching English (including 3 credits in practice teaching).

Some 200 institutions of higher education offer teacher-training courses. The emphasis in most of the universities is upon grammar, reading, literature, translation; the oral/aural skills are less adequately taught. Since the average graduate (i.e. the prospective teacher) has a poor command of spoken English, this deficiency is reflected throughout the school system. However, the importance of oral training is fully realised and a number of bodies are tackling the problems of improving the syllabuses, materials and teacher-training.

These include:-

The Ministry of Education's central committee for improving the teaching of English (founded 1960).

The English Language Education Council (ELEC), (1956).

The National Federation of the Prefectural English Teachers' Organisations (Ken-ei-ren), Tokyo, (1950) for secondary school teachers.

Society for Testing English Proficiency (STEP), Tokyo (1963)

The Institute for Research in Language Teaching, Tokyo, (1922).

Advisory Committee on the Training of Teachers of Foreign Languages (1959).

Modern Language Institute, Tokyo University of Education, (1953).

The above information is mainly based on an article published in the Information Bulletin issued by Ministry of Foreign Affairs, Tokyo, Vol. IX, 1962, No. 16, 17, 18.

GERMANY

TEACHING OF ENGLISH IN GOVERNMENT
SCHOOLS

Outline of Educational Structure

Schools

English is taught as 1st modern foreign language in Germany except in the Saarland, where it is French.

Its place in the curriculum differs accordingly to the type of school.

Children begin school at 6 and have 4 years Grundschule (6) in Bremen, Hamburg and West Berlin).+

Thereafter:

- (i) They attend a Volksschule and receive a practical education for 3-5 years (total 8-9 years), or
- (ii) They enter a Mittelschule until the end of the 10th class.++ They are given a limited secondary education, including compulsory English and optional French. The leaving certificate "Mittlere Reife" gives them entry to technical schools and to careers in business or administration, or
- (iii) They enter a Gymnasium (or Oberschule) for 6 or 7 years (total 13 years) and receive scientific or academic instruction leading to the Abitur which gives them the right of entry into Universities or Technical Universities.

(a) Start of English teaching

Normally at beginning of academic secondary level (Gymnasium) i.e. age 10+, but there are many exceptions.

(b) Number of years taught

1. Nine years in modern-language specialising Gymnasien.
2. Six or seven years in some other Gymnasien.
3. Six years in some 'Middle Schools'.
4. Some pupils of Volksschule may have four or five years of English or French.

(c) Final standard aimed at

1. Gymnasium

Where English is first Foreign language the pupils are expected to:

- (i) understand contemporary written and spoken English of a mainly non-technical nature,
- (ii) express themselves easily in speech and writing,
- (iii) have some appreciation of style in English,

- (iv) have some knowledge of the historical, political, social and cultural background of the Anglo-Saxon world. (They will usually have read at least one of Shakespeare's plays in English).

2. Middle School

Pupils should be able to understand straightforward English and express themselves in it and should have some awareness of the social and cultural background of Britain and the USA.

3. Volksschule

Pupils should acquire the elements of spoken English.

(d) Examinations in English

English is often taken in the Abitur, the examination qualifying for entrance to a University and may be required in other examinations.

(e) Teaching of other foreign languages

French, Russian and possibly other languages may be taught. Our information about this is very incomplete.

For historical reasons French is the first foreign language in certain areas. Where this is the case, the aims are similar to those described for English in (c).

More frequently it is introduced two years later than English and the standard aimed at is similar to that for English but less exacting.

Russian may be taught (optionally) as a third foreign language in a few Gymnasien for about four years; the general standard aimed at is also similar to those described above, but considerably less exacting.

(f) Is English compulsory or not?

Compulsory in many types of school, particularly Gymnasien, but not in all.

(g) Qualifications of teachers

1. Teachers in Gymnasien

Three or more years at University leading to 'First State Examination' followed by two years of 'in-service' training culminating in 'Second State Examination'.

2. Teachers in Middle Schools

Three years at University with an examination, then one year at an Education Institute. After one year of teaching and a further semester at the Institute, they have a final examination.

3. Teachers in Volksschulen

Three years at a Teacher-Training College with an examination, followed by three years of teaching and a final examination.

4. Other teachers

Other types of training are available.

(See page 1

- + There is no central administrative body responsible for education. Each State has its own Ministry of Education. The Standing Conference of Ministers of Education formed in 1948 has established some uniform principles₁. (eg the school year: April 1 - March 31).
- ++ Classes are numbered 1-13 accordingly to the number of school years completed₂.

E G Y P TTEACHING OF ENGLISH IN GOVERNMENT
SCHOOLSOutline of educational structure

Compulsory between the ages of 6 - 12.

Primary education - 6 years

General Preparatory School

Technical or Vocational Preparatory School } 3 years

General Secondary School

Technical or Vocational Secondary School } 3 years

(Private schools are under the control of Ministry of Education).

Medium of instruction - Arabic.

(a) Start of English teaching

First year of Preparatory School (age about 11-12 years).

(b) Number of years taught

Preparatory School (age 12-15) 3 years

As principal foreign language 6 periods a week.

Secondary School (age 15-18) 3 years

Various types of school ranging from 2-8 periods a week.

(c) Final standard aimed at

Official statement, 1961-62: "The aims of teaching English in secondary schools is to help the students achieve increasing mastery of fundamental language skills pertinent in speech, reading and writing. It is expected of a secondary school graduate to be able, for example, to express himself satisfactorily in both spoken and written forms, to be able to read with understanding - with little or no assistance - the average textbooks or reference books usually assigned for college freshman, and to be able to understand the language of the native speakers with whom he may come in business or personal contact".

(d) Examinations in English

Preparatory Stage - internal promotion examinations (2 hours)

Secondary Stage - " " " (2-3 hours)

School leaving certificate English paper.

(e) Teaching of other foreign languages

French, German, Italian taught (see below).

(f) Is English compulsory or not?

One modern foreign language is introduced in the preparatory curriculum - English, French, German or Italian; in the secondary stage a second foreign language (also elective) is introduced.

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-8-

English is, however, usually the first European language; in 1961 nearly 95% of approx. 386,000 students in preparatory and secondary schools were studying English.

(g) Qualifications of teachers

Teachers of English may have the following training:

1. Bachelor's degree in English from an Egyptian University plus one year of method study at a higher institute of education.
 2. Four-year course at a General Teacher-Training School (including English).
 3. A degree from an Egyptian University with no teacher preparation.
-

TURKEY

TEACHING OF ENGLISH IN GOVERNMENT
SCHOOLS

Outline of educational structure

All education is under the jurisdiction of the Ministry of National Education.

The structure of Turkish education was reformed by a law passed in 1961 according to which it was planned that by 1970 schooling would be provided for all children between 7 and 14. In 1961/62 the educational system was revised on the following lines:-

At 11 children were to begin a comprehensive 3-year course in the Middle School which provided general education and elementary vocational training for pupils leaving school at 14. Education thereafter was to be provided by the three-year Lycée course leading to matriculation. The course in Vocational Schools was to be extended from 2 to 3 years, so that the most talented pupils could enter for the matriculation examination. Entrance to a university was also to become possible for very talented pupils from secondary technical, commercial and teacher-training schools.

There are many private schools of Turkish, foreign or minority group origins; they comply with the regulations for State schools.

(a) Start of English teaching

A foreign language is compulsorily begun at the beginning of the secondary course (at about 12). English is the most widely taught foreign language; a second foreign language may be learned in the Lycée.

(b) Number of years taught

In Middle Schools, 3 periods per week for 3 years. In the Lycée, 4 or 5 periods per week, according to type of school for 3 years. There are some State secondary schools of an experimental nature where a foreign language is the medium of instruction for six years.

(c) Final standard aimed at

Not known. Owing to the shortage of teachers the teaching of writing is much neglected and many pupils leave the Lycée without being able to read an English book with understanding.

(d) Examinations in English

As part of the general educational reforms which began to operate in 1962/63 it was proposed that a foreign language should be included in the matriculation examination. English, French or German may be taught in the Lycée.

(e) Teaching of other foreign languages

See (d). The foreign language is compulsory from the beginning of the Middle School course, a second foreign language is elective in the Lycée. The Turkish National Commission on Education, reporting in 1959, advised that increased attention should be paid to the teaching of

French and German which could hold their own culturally with English. Standards aimed at are not known.

(f) Is English compulsory or not?

One foreign language (often, but not necessarily, English) is compulsory throughout the Middle School and the Lycée.

(g) Qualifications of teachers

There is a serious shortage of trained teachers at all levels, but efforts are being made to overcome this, in particular by increasing the facilities for training. Primary school teachers are trained in elementary education teachers' schools which they may enter after completing the elementary school course. It was decided in 1962 to increase the length of the course from six to seven years. Foreign languages were not studied in these schools in 1963, but were to be included in the course 'in the near future'.

Middle school teachers. Graduates of the schools described above and of Lycée's may take two or three-year courses at Institutes of Education. In 1963 there were seven of these with altogether 2,500 students. The Institutes give professional training. Students may specialise in foreign languages.

Lycée teachers. These are either university graduates who have no training or students who complete the Lycée course and then attend a superior normal school for four years. In 1963 there were two such schools with, together, 600 students. They give professional training and regular university courses in the student's special subject.

Other training. Special institutions prepare teachers for technical school.

In-service training is arranged by the In-service Teacher Education Bureau, and teachers are also sent abroad for further education.

Sources of above information

The Year Book of Education 1963. (Institute of Education, London, and Teachers College Columbia University, New York). Published by Evans Brothers Limited, London. (On the training of teachers).

International Year Book of Education, Vol. XXIV, 1962. Published by International Bureau of Education, Geneva and UNESCO, Paris.

The Report of the Turkish National Commission on Education. Published by the Turkish Ministry of Education, 1960.

Reports from British Council Representative, Turkey, of 1960 and 1961.

C O P YThe Teaching of English in the USSR(a) The background

Although there is no single federal Ministry of Education, the educational system of the USSR is highly centralised and control is retained by the Party and State. Operational responsibility has, of necessity, been delegated in ever-widening concentric circles until it rests on local communities and groups.

In addition to nurseries and kindergartens, there are five types of schools:-

All-age schools - age range 7-15; 43% of the pupils remain beyond the age of 15 up to the 10th Grade.

Foreign language medium schools - see (f) below.

Experimental schools - closely tied to Pedagogical Institutes.

Boarding schools - pupils selected on the basis of family need and possible deprivation.

Pioneer Groups and Palaces - provide recreational and educational facilities outside school hours.

The mother tongue of one third of the population of the USSR is a language other than Russian. Fifty-nine languages are used in teaching children at school. Language policy in education is based on the following considerations: the importance of education/a child, especially in the early years, through his mother tongue; the desirability of preserving the national languages of the Union Republics; the social, political and educational necessity of teaching Russian; and finally the desirability of teaching a foreign language to all children. The study of three (and sometimes four) languages from an early age is common - the mother tongue, Russian and a foreign language. In some areas, e.g. in the North, a complete switch is made to Russian in the 7th Grade. In other areas, the national language is used for a longer period.

The complicated pattern of bilingualism has helped recent advances in teaching foreign languages. The Council of Ministers' Decision on Improving Foreign Language Teaching, dated June 1961, was a turning point in foreign language teaching in the USSR. Since then a tremendous drive has been made to improve the standard of teaching. Several important measures were taken.

(1) Training courses for modern language teaching were reorganised and improved. Unqualified teachers are not tolerated; they must receive training or be dismissed. All teachers in the USSR are required to attend refresher courses every five years.

(II) The size of modern language classes has been reduced. In all-age schools, classes over 25 are divided into two groups. In foreign language medium schools, classes are divided into three groups of 8-14 pupils. In the Pedagogical Institutes the maximum number of students in a group is ten.

- (III) The main emphasis now is on good speech habits and oral fluency.
- (iv) Increasing use is being made of tape-recorders and language laboratories.
- (v) Syllabuses have been revised and new textbooks are being written.
- (vi) Experiments are being carried out with a view to modifying some of the teaching methods used.

(b) Start of English teaching

A foreign language is begun never later than the fifth grade (age 11-12). Increasingly, however, languages are started at the age of seven or even in the Kindergarten, where experiments are being conducted in teaching English, French and German.

(c) Number of years taught

In the normal all-age school (a ten year course) two foreign languages are offered, although each pupil can generally only choose one. The foreign language is begun at eleven and is continued right through to the top classes. Every child studies a foreign language and there is no attempt at streaming.

(d) Final standard aimed at

This is difficult to assess, but visitors to Russia have commented favourably on the pupils' fluency and their apparent lack of inhibition in speaking a foreign language.

(e) Examinations

English and other languages are examined in the Certificate of Mastery, which is held at the end of the tenth year of education (at about 17). Reading, comprehension and spoken language form the basis of the examination.

(f) Teaching of other foreign languages

See (b). In addition, a number of foreign language medium schools have been started in Moscow and elsewhere. In these schools only one language is taught and subsequently used. Experiments have so far been carried out in English, French, German and Spanish. It is intended to increase the number of these schools and to add Arabic, Chinese, Hindi or Urdu.

(g) Is English compulsory or not?

One foreign language, though not necessarily English, is compulsory in the all-age schools. The aim is for 50% of the pupils to study English by 1970-71.

Every post-school student in any institution of higher education must spend a minimum of three hours a week on a foreign language, no matter what his or her speciality is going to be.

(h) Qualifications of teachers

Almost all teachers of foreign languages graduate from

either an Institute of Foreign Languages or a Pedagogical Institute for Foreign Languages. These Institutes are separate from the universities, although they have equal status. The course lasts five years, during which the student receives his professional training. Many Institutes operate a three shift system, with teaching going on continuously from 8 a.m. to 6 p.m., six days a week. Students are required to work very hard, and those who do not make the grade are dismissed. Students usually undergo six hours a day of intensive study of the language, plus 1-2 hours spent listening to tapes. A good deal of homework is set. All the Institutes have language laboratories. Tutors and lecturers in these Institutes normally teach about five hours a day; a good deal of their time is also spent on research.

Conclusion. The general impression seems to be that the Russians are tackling the language teaching problem with great efficiency and thoroughness. Teaching methods are standardised but the pupils, by dint of sheer hard work, attain great proficiency in the languages they study. Very large numbers of competent teachers are being mass-produced in the Institutes. The main criticism seems to be that they are all cast in an identical mould.

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