

**FESTOON**  
**CLASS XI**  
**(COMPULSORY) BOOK- I**



**BOARD OF SECONDARY EDUCATION**  
**RAJASTHAN, AJMER**

# TEXTBOOK DEVELOPMENT COMMITTEE

## FESTOON

### (COMPULSORY) BOOK-I

**Convener & Chief Editor -** Dr. S. K. Agrawal  
Professor & Head, Department of English  
Maharaja Ganga Singh University, Bikaner

- Editors -**
1. Dr. Sarita Prabhakar  
Associate Professor, Department of English  
Govt. M.S. Girls PG College, Bikaner
  2. Dr. Seema Sharma  
Assistant Professor, Department of English  
Maharaja Ganga Singh University, Bikaner
  3. Madhav Lal Jat  
Formerly Principal  
Department of Secondary Education, Rajasthan
  4. Mitthu Lal Rebari  
Principal, Govt. Sr. Secondary School  
Bhadesar (Chittorgarh)

\*\*\*\*\*

?

The Editors and the Board of Secondary Education, Rajasthan, hereby express their thankfulness and indebtedness to the authors whose invaluable creations have been included in this book.

Although every effort has been made to trace copyright holders of the material printed in this book, it has not been possible to trace the copyright in all cases. The Editors apologise for any omissions and would be glad to hear from any such unacknowledged copyright holders.

\*\*\*\*\***Editors**\*\*\*\*\*

## **CONTENTS**

Sr. No.	Lesson	Page No.
1	Vision 2020	1
2	What India Can Teach Us	10
3	India : Our Motherland	19
4	Toasted English	31
5	Man and Nature: The Ecological Balance	37
6	Human Rights and Legal Responsibilities	44
7	Eco-tourism	52
8	Technology with a Human Face	65
9	A Talk on Advertising	76
10	Building an Internet Culture	85
11	Chandalika	92
12	Songs of the Ganga	111
13	Raksha Bandhan	114
14	Voice of the Unwanted Girl	116
15	Reading Comprehension	119
16	Writing Skills	124

## **PREFACE**

In the Post-Independence India, the purpose of English language teaching, besides imparting the linguistic skills, should be to acquaint and enable our learners to project the ethos that constitutes India to the outside world so that the world may know its rich cultural heritage. The view that there should be a judicious balance between ‘English for Marketability’ and ‘English for Ideology’ has come to stay a stronger hold now and the textbook is an endeavour to strengthen the same.

☐ Accordingly, our English textbooks should also be a means to build a bridge to project our culture to the outside world. The texts included, therefore, represent either one or the other face of Indian culture or some universally cherished ideals/notions. The point that the learners be made aware of their own glorious cultural heritage, however, does not mean that they obliterate the present. The textbook, therefore, also comprises lessons on the latest emerging issue/s such as human rights. The theme of women empowerment has been given due space through the poem *Voice of the Unwanted Girl* which acquaints the learners with ‘Save the Girl Child’ campaign.

While designing the text book, the harsh ground realities were well taken care of. The major issue that the learner is not involved in the teaching/learning process and somehow s/he tries to ‘reduce’ and ‘reproduce’ the texts in the examination, and thereby thwarts the very purpose of English language teaching, has been at the centre while designing the textbook. The Activities at the end of every lesson are, hence, suggestive inbuilt pedagogy both for the teacher and the learner. Activity One aims at discouraging the tendency of rote-memorization and strengthening the faculty of comprehension. Besides, the other four Activities focus on the learner’s creativity.

I hope that the textbook shall prove useful to the learners. Suggestions for improvement are welcome.

- **Convener**