

CLASS XI

RAINBOW

PART-I



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Rainbow

Part-1

An Anthology of English Prose and Poetry for Class XI
For
Science, Arts and Commerce



(Developed by SCERT, Bihar, Patna)
Bihar State Textbook Publishing Corporation Ltd.

Approved by Education Department, Government of Bihar.

By Courtesy of S.C.E.R.T., Bihar, Patna for Bihar State

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First Edition : 2007-08
Reprint : 2008-09
Reprint : 2010-11
Reprint : 2012-13
Reprint : 2014-15
Reprint : 2015-16

Price : Rs. 45.00

Published by the Bihar State Textbook Publishing Corporation Limited, Budh Marg, Patna - 800 001 and 50,000 copies printed by Pearl Printing Press, Shahganj, Musallahpur Hat, Patna-6 on 70 G.S.M. Cream Wove (Water Mark) Text Paper of H.P.C. in size 24 × 18 cm.

FOREWORD

Education Department, Government of Bihar has introduced new syllabus for the higher secondary Classes (XI - XII) from July 2007. In the light of new syllabus for language books developed by S.C.E.R.T., Bihar, Patna has been printed with new cover designs by the Bihar State Textbook Publishing Corporation Ltd., on adopting these textbooks for the state.

We are grateful to Shri Nitish Kumar, Hon'ble Chief Minister, Bihar, Shri P. K. Shahi, Hon'ble Education Minister, Education Department, Bihar, and Shri R. K. Mahajan, Principal Secretary, Education Department, Bihar, for the qualitative education in the State of Bihar.

We hope that these books would prove to be knowledgeworthy for the current and future generation of nation. We are thankful to Director, S.C.E.R.T., Bihar Patna whose guidance has enabled us to achieve the task for improving the quality of books.

It is not only hoped but our firm belief that this book would be helpful to improve the achievement level of education knowledge values.

B.S.T.B.P.C. as an organization is committed towards systematic upgradation and continuous improvement of its product. Valuable suggestions from students, guardians, teachers & educationists will be appreciated.

DILIP KUMAR, I.T.S.

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An Anthology of Prose and Poetry for Class XI

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Preface

Rainbow, the Textbook of English for class XI, is designed in the light of the new syllabus. It is the result of an earnest effort on the part of the practising teachers to work out such a composite course, for the intermediate level, that can be used effectively in the actual classroom situation. It aims at inculcating higher order language skills as well as the skill of thinking. A conscious effort has been made to provide interesting reading material on different themes and to link each theme with the general problems of people and society as well as contemporary issues. Special emphasis has been laid on developing the ability to communicate in a variety of situations. For this, various language functions have been included through a variety of exercises at the end of every lesson.

In consonance with the spirit of the NCF – 2005, the State Council of Educational Research and Training (SCERT), Bihar, Patna, developed BCF 2007 and the new syllabuses in English together with new instructional materials for different school stages. The new series of instructional materials in English (core course) for the +2 stage comprises a textbook, a book on grammar and a book on the growth of English language and literature.

The passages for reading, in this anthology, have been selected from different parts of the English speaking world. However, a good number of prose pieces are by Indian writers, particularly the writers from Bihar. Care has been taken to bring in material of as much variety as possible, thematically and in terms of various forms and styles of writing. The entire course has been devised to facilitate maximum student participation. The work that went into the preparation of the present course will be amply rewarded if the book proves to be a useful tool in the hands of teachers in helping the vast majority of learners of English at the intermediate level in Bihar.

We are grateful to the Textbook Development Committee for preparing the textbook at such a short notice. Dr Shaileshwar Sati Prasad (Chairman), Dr Subodh K Jha (Coordinator), Mr Arshad Nizam and Emteyaz Alam deserve all the praise for their painstaking efforts.

Thanks are due also to Gyandeo Mani Tripathy, the Academic Coordinator of the Syllabus and Textbook Development Committee. The entire process of designing curriculum, syllabus and developing textbooks accordingly would not have been so smooth without his painstaking efforts. He worked round the clock to realise the dream of developing textbooks for the children of the state.

We are also thankful to the Bihar Textbook Corporation for making best efforts to ensure that the publication of the textbook is as flawless as possible.

The cooperation of Dr Safdar Imam Quadri, HOD, URDU, College of Commerce who happens to be the Chairman, Oriental Languages (Textbook Development Committee) deserves special mention. Though a teacher of Urdu he has a very good collection of works in English. I, on behalf of TDC, express my gratefulness to Mr Z. N. Patil of CIEFL, Hyderabad, Dr Amrendra Kumar Sinha (SMDC Punpun), Dr B.K. Singh (SMDC Punpun), Dr Ravi Kumar Sinha (R.N. College, Hajipur) and Brijbhushan Pandey (Director, Tirhut Research Academy) for going through the manuscripts and providing us with valuable suggestions. We are also thankful to Shujauzzaman of **Ideal Computers** for layout and designing and Pankesh Kr. Singh of **Cyber Nation**, Patna for Providing pictures and illustrations.

We are grateful to the following copyright owners for permission to reproduce texts. Every endeavour has been made to contact copyright owners and apologies are expressed for any omissions. We owe our indebtedness to **Macmillan India Ltd** for 'Where the Mind is Without Fear', **The Sarojini Naidu estate** for 'Village Song', **Manohar Publishers & Distributors** for 'National Unity, Nation and Nationalism'; Tabish Khair and **Penguin Books** for 'South Delhi Murder'; Sujata Bhatt and **Penguin Books** for 'Voice of the Unwanted Girls'; Krishna Kumar, Arun Prabha Mukherjee and **Penguin Books** for 'Lankapuri'; R. K. Narayan and **Hind Pocket Books** for 'A Snake in the Grass'; Sunil Gavaskar and **Rupa & Co** for 'I Passed the Delhi Test' Seamus Heaney for 'Follower'; **Publication Division (GOI)** for 'Nalanda: Ancient Seat of Learning' and 'Exceptional Role of Newspapers in Development'; Mulk Raj Anand and **Arnold Publishers** for 'The Three Vows'; Siddharth Chowdhury and **Shristi Publishers and Distributors** for 'The Leader of Men'; Sonia Gandhi and **Penguin Books** for 'Animals in Prison'; **Indian Sensibility Publication** for 'Unemployed Hope'; Amrita Pritam and **National Book Trust** for 'I am the Daughter of the Land of Dravida'; Namdeo Dhasal for 'Stone-Masons, My Father and Me'; Helen Keller for 'Three Days to See'; Mohan Singh Karki and Motilal Banarsidas Publishers for Kabir's 'Of Remembering God'; and Dennis Brutus for 'Letter to Martha'.

Indu Mauli Tripathi

Director

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A Word to the Users

This anthology of prose and poetry has been based on the new syllabus framed in the light of the recommendations suggested in NCF - 2005. Having a firm belief that the 'Learners are the constructors of knowledge', attempts have been made to provide as much opportunity as possible to the learners to analyse, interpret and most importantly to apply their learning to life. It is to help students in applying their learning of English in everyday life that each lesson has been linked to contemporary issues and universal human values.

Rainbow has three sections: **Prose, Poetry** and **Read, Think and Enjoy**. The first two sections - **Prose and Poetry** - comprise the core course whereas the last one - **Read, Think and Enjoy** - serves the purpose of a supplementary reader. Students should be encouraged to read and enjoy the pieces, in the last section, on their own. The teacher's intervention should be reduced to the minimum as far as possible.

The selection of literary pieces has been guided by three criteria. The first criterion has been to see whether it can be used to link up with the issues we are grappling with in our contemporary society, while reflecting at the same time the values of universal significance. For example, instead of selecting Blake's more celebrated poems such as 'The Tyger' we have selected 'The Chimney Sweeper' because of its potentiality to be easily associated with the issue of child labour.

The second criterion has been to include with priority the pieces written by the writers from Bihar or pieces written on Bihar. This, we believe, helps learners in establishing a bond with the texts, thereby accelerating the pace of learning. It is for this reason that the Indian writers have been included with priority at least in the **Prose** section. The plan is to familiarise the learners first with the Indian writers including the Bihari writers and then gradually expose them to the prose writers from England and America. Thus, the fear that English is a foreign language and hence 'very difficult' to learn can effectively be done away with.

The third criterion has been the selection of interesting reading material covering most of the core components included in the syllabus. The themes range from the general problems of people and society to contemporary issues and new developments. These problems and issues are presented through different genres. A number of pieces have been adapted to facilitate comprehension or edited for clarity and to ensure that there is little room for any unwarranted controversy.

Language learning depends on the development of four language skills: listening, speaking, reading and writing. Hence, unlike the earlier textbooks which used to be primarily concerned with reading or writing, **Rainbow**, the new textbook, lays emphasis on the integrated development of all the four skills. It is for this reason that questions for discussion have invariably been incorporated both in pre-reading and post-reading exercises.

The inclusion of *pre-reading tasks*, *while-reading questions* and *post-reading activities* has been to ensure that the learners remain actively involved in the class. It is very important for the teachers to ensure that the learners discuss the given topics in small groups or pairs. Pre-reading tasks and discussions under *Post reading activities*, in this context, deserve special attention also because they provide the learners an opportunity to interact which is very important for developing listening and speaking skills. The topics for discussion are related to the lessons and are meant to stimulate logical thinking in learners, expose them to varying opinions, and encourage them to go beyond the text. The learners at this stage must develop their ability to communicate creatively in a variety of situations.

While-reading questions are mostly given to test the learners' comprehension. However, some of these questions also seek to encourage the learners' ability to evaluate or apply their learning to their immediate surroundings. Moreover, the chief purpose behind inserting *while-questions* by dividing the lesson into units has been to ensure that the learners do not remain passive and their involvement is sustained throughout the period. Our classroom experiences tell us that by the time the teacher completes a long lesson, most of the learners forget what was taught at the beginning of the lesson. This is mostly because of the passive nature of the classroom teaching, encouraging no interaction at all.

In **Rainbow**, attempts have been made to include a variety of questions so that the learners feel encouraged to read a text for variety of purposes: reading for facts, interpretative reading, critical reading to identify the central point and supporting details and to develop reasoning and drawing inferences; and creative reading.

Plenty of exercises have been given in order to encourage reading and writing skills. Besides long answer questions, topics for composition of various kinds have also been introduced in each lesson. The exercises under *Activity* are meant to help the learners comprehend the non-prescribed materials. These exercises will encourage the learners to take help of reference books, an ability which has gained in importance these days. The project works will motivate the learners to search for information. They will go to the libraries, look up encyclopaedias, read magazines, journals, newspapers, search the Internet for information, get engaged in active discussion and more importantly work in a team. They will learn how to collect and collate information and write well-knit pieces and present them in class seminars.

It has been realised that most of the learners at this stage have an extremely limited stock of words in English. This not only does adversely affect their efforts to read, write, speak and understand the language, but also greatly discourages learning. Hence, extensive exercises have been given to each lesson on word study to help the learners consolidate their command of the basic words they may have already learnt and to learn the meanings of many new useful words. Care has been taken to include exercises that will help the learners get an insight into some of the processes of word-formation in English. Furthermore, attempts have been to make the language learning process context-based. This has been done by associating the study of language with the lesson preceding the exercises. Examples have been given from the lessons and learners are asked to do exercises on the patterns provided. The purpose of all these exercises is to enrich the learners' vocabulary by encouraging a systematic and frequent use of the dictionary by the learners on their own.

The grammar exercises chiefly aim at consolidating what the learners have studied at the earlier stages. The brighter learners may find some of the grammar items quite easy and familiar. But even they would have an opportunity to reinforce their command of the particular grammatical item. All the grammar exercises are related, in each case, to the lessons that preceded them. In fact, the examples have invariably been taken from the concerned lessons.

The entire course has been devised to facilitate maximum participation of the learners. The hints and suggestions, offered here, have only one purpose and that is to familiarise the users with the aims and objectives that underlie the preparation of the present textbook so that it is used in the contemporary classroom situations as effectively and rewardingly as possible. Our efforts will be amply rewarded if the book proves to be a useful tool in learning English at the intermediate level in Bihar.

Dr Shaileshwar Sati Prasad
Chairman

Dr Subodh K Jha
Co-ordinator

Text Book Development Committee For English

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