

Flamingo

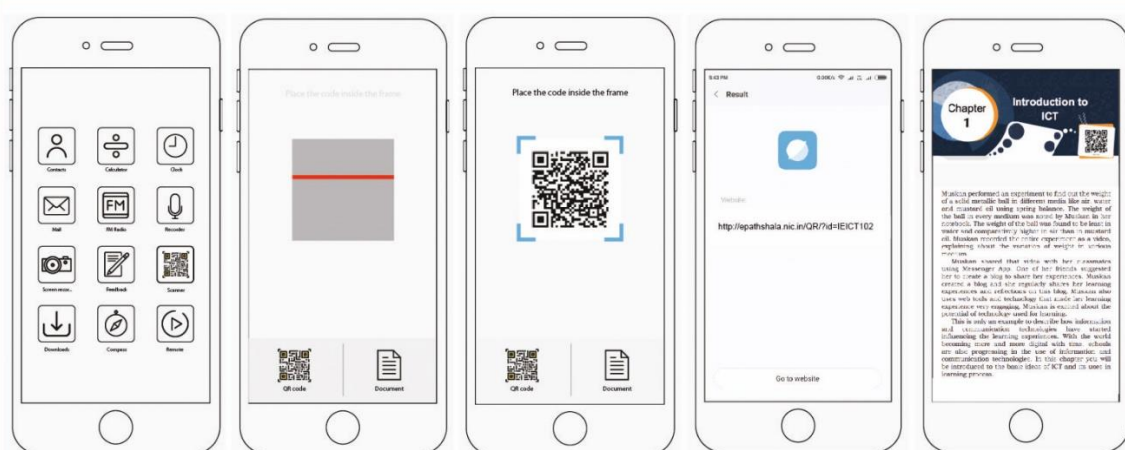
**Textbook for Class XII
(Core Course)**



Step-by-step guide for users to access e-resources linked to QR Codes

The coded box placed on the top corner of every chapter is called Quick Response (QR) Code. It will help you access e-resources, such as audios, videos, multimedia, texts, etc., related to the themes given in the chapter. The first QR code is to access the complete e-textbook. The subsequent QR codes will help you access the relevant e-resources linked to each chapter. This will help you enhance your learning in a joyful manner.

Follow the steps given below and access the e-resources through your smartphone or tablet.



Install the QR Code Scanner app from Play Store




Open the app to view the QR code scanning window

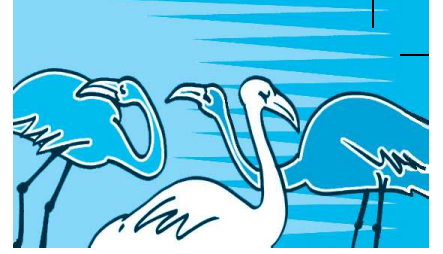
Place the scanner above the QR code

Select and click on the link

Use available e-resource for learning

For accessing the e-resources on a computer or laptop follow the steps stated below.

1. Open the web browser Firefox () , Chrome () , etc.
2. Go to the ePathshala website (<http://ePathshala.nic.in>)
3. Click on the menu 'access e-resources'
4. Type the alphanumeric code given under the QR code ()
5. Search for the e-resources from the links that have appeared.



Flamingo

Textbook in English for Class XII
(Core Course)



12074



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

ISBN 81-7450-650-0

First Edition

January 2007 Pausa 1928

Reprinted

January 2009 Magha 1930

December 2009 Pausa 1931

January 2011 Magha 1932

January 2012 Magha 1933

November 2012 Kartika 1934

October 2013 Asvina 1935

December 2014 Pausa 1936

December 2015 Agrahayna 1937

October 2016 Kartika 1938

November 2017 Agrahayana 1939

December 2018 Agrahayna 1940

PD 400T BS

© **National Council of
Educational Research
and Training, 2007**

₹ **50.00**

*Printed on 80 GSM paper with
NCERT watermark*

Published at the Publication
Division by the Secretary,
National Council of Educational
Research and Training,
Sri Aurobindo Marg, New
Delhi 110 016 and printed at
Arun Packers & Printers, C-36,
Lawrence Road Industrial Area,
Delhi-110 035

ALL RIGHTS RESERVED

- ❑ No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- ❑ This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- ❑ The correct price of this publication is the price printed on this page, Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

OFFICES OF THE PUBLICATION DIVISION, NCERT

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016

Phone : 011-26562708

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bangaluru 560 085

Phone : 080-26725740

Navjivan Trust Building
P.O.Navjivan
Ahmedabad 380 014

Phone : 079-27541446

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114

Phone : 033-25530454

CWC Complex
Maligaon
Guwahati 781 021

Phone : 0361-2674869

Publication Team

Head, Publication Division : *M. Siraj Anwar*

Chief Editor : *Shveta Uppal*

Chief Business Manager : *Gautam Ganguly*

Chief Production Officer : *Arun Chitkara*

Production Assistant : *Sunil Kumar*

Cover, Layout and Illustrations
Joel Gill



FOREWORD

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving



higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the Textbook Development Committee responsible for this book. We wish to thank the Chairperson of the advisory group in Languages, Professor Namwar Singh and the Chief Advisor for this book, Professor Amritavalli for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, material and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairmanship of Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi
20 November 2006

Director
National Council of Educational
Research and Training



ABOUT THE BOOK

This textbook for Class XII English course has been developed on the basis of the recommendations made in the *National Curriculum Framework 2005*. It follows the design of the Class XI textbook, *Hornbill*, published in 2006.

The prose selections aim to provide exposure to a wide variety of genres and themes, and writing from different parts of the world. They take into account the interests of young adults while making them aware of the socio-political issues that they will confront as they step into the world outside school. The tasks that follow the units provide opportunities for the development of language skills.

Three short stories, representative of fiction from different parts of the world - French, Swedish and British, have been included. Alphonse Daudet's *The Last Lesson* deals with the theme of language imposition and language loyalty, Selma Lagerlof's *The Rattrap*, captures the basic goodness in a human being in the face of material temptations and A.C. Barton's *Going Places* explores the theme of adolescent hero-worship and fantasising.

Two of the non-fiction pieces are biographical and two autobiographical. Of the two biographical pieces, *Indigo*, an excerpt from Louis Fischer's *Life of Mahatma Gandhi* portrays Gandhi in action, helping peasants secure legal justice and the excerpt from Anees Jung's *Lost Spring* is an account of the lives of street children, a contemporary reality that youngsters need to be made sensitive to.

The autobiographical piece by William Douglas, a lawyer who was a close associate of Franklin Roosevelt, deals with his personal experience of overcoming the fear of swimming. The second autobiographical account is by Asokamitran writing in a humorous vein about his years in the Gemini Studios.

The Introduction from *The Penguin Book of Interviews* edited by Christopher Silvester has been included to introduce pupils to the subject of media writing. This is accompanied by a recent newspaper interview with Umberto Eco by Mukund Padmanabhan.



Each Unit is interspersed with ‘Think as you read’ questions to check factual comprehension. This is followed by end-of-unit global questions and text-related issues to be taken up for discussion. Language work on vocabulary and sentence patterns is followed by writing tasks. Useful vocabulary is presented at the beginning of each unit for learners to notice them in the text and understand their meaning from the context. Annotations are added where necessary. ‘About the unit’ highlights the points of focus in the tasks section following each text.

The poetry section has six poems. A short excerpt from Keats’ *Endymion* has been chosen to give pupils a taste of classical poetry, lines which have universal appeal and eternal value. Robert Frost’s *A Roadside Stand* is on the rural-urban economic divide. The other four poems are by reputed contemporary poets including two women, Kamala Das and Adrienne Rich. While the theme of Das’ poem, *My Mother at Sixty-six* touches a personal chord of looking objectively at a close relative, Rich’s poem, *Aunt Jennifer’s Tigers*, gives expression to the voice of women stifled by the institution of marriage. Stephen Spender’s poem on *An Elementary School Classroom in a Slum* sensitively brings out the disparity between the formal education system and the reality of the lives of the poor. The poems are followed by ‘noticing’ items which indicate the elements that deserve special attention in the classroom.

The tasks in the poetry section encourage pupils to enjoy aesthetic writing and evoke subjective responses to the language of poetry.



TEXTBOOK DEVELOPMENT COMMITTEE

CHAIRPERSON, ADVISORY GROUP FOR TEXTBOOKS IN LANGUAGES

Namwar Singh, *Professor* and formerly *Chairman*, School of Languages, Jawaharlal Nehru University, New Delhi

CHIEF ADVISOR

R. Amritavalli, *Professor*, English and Foreign Languages University (EFLU), Hyderabad

CHIEF COORDINATOR

Ram Janma Sharma, *Professor* and Former *Head*, Department of Education in Languages, NCERT, New Delhi

MEMBERS

Chaya Nautiyal, *Deputy Director*, Secondary Education, Directorate of Education, Allahabad

Gayatri Khanna, *ELT Consultant*, New Delhi

Indu Khetarpal, *Principal*, Salwan Public School, Gurgaon

Kirti Kapur, *Assistant Professor*, NCERT, New Delhi

Malathy Krishnan, *Professor*, EFLU, Hyderabad

Nasiruddin Khan, *Reader (Retd.)*, NCERT, New Delhi

Pranjit Dev Sarmah, *Teacher*, Garigaon, Guwahati

Rajendrasinh Jadeja, *Director*, H. M. Patel Institute of English Training and Research, Vallabh Vidyanagar, Gujarat

Saryug Yadav, *Associate Professor*, RIE, Ajmer

S.K. Shyamla, *PGT*, Demonstration Multi Purpose School, RIE, Mysore

MEMBER-COORDINATOR

Meenakshi Khar, *Assistant Professor*, Department of Education in Languages, NCERT, New Delhi



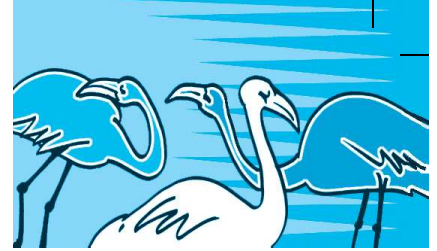
ACKNOWLEDGEMENTS

The National Council of Educational Research and Training is grateful to Professor Alok Rai and Professor Harish Trivedi from Department of English, Delhi University and Vandana R. Singh, *Consultant Editor* for going through the manuscript and making valuable suggestions.

For permission to reproduce copyright material in this book NCERT would like to thank the following: Penguin Books Pvt Ltd for *Lost Spring* by Anees Jung; and for Introduction by Christopher Sylvester; Harper Collins for *Indigo* by Louis Fischer; The Editorial and Advertising office of Resurgence (No. 233 November-December, 2005) for *Keeping Quiet* by Pablo Neruda; Chatto and Windus Ltd. for *Endymion* by John Keats; Shri Asokmitran for *Poets and Pancakes* by Asokmitran; Hutchinson & Co. Ltd. for *Going Places* by A. R. Barton; Faber & Faber for *An Elementary School Classroom in a Slum* by Stephen Spender.

The Council also acknowledges the services of Sunanda Khanna and G.C. Chandrakar, *Copy Editors*; Surender K Vats, *Proof Reader*; Mohd. Harun and Arvind Sharma *DTP Operators*; Rajeev Kumar, *Artist* and Parash Ram Kaushik, *Incharge*, Computer station. The efforts of the Publication Department, NCERT are also highly appreciated.

It has not been possible to trace the copyright in all cases. The publishers apologise for any omissions and would be glad to hear from any such unacknowledged copyright holder.



Contents

PROSE		1-88
1. THE LAST LESSON	<i>Alphonse Daudet</i>	2
2. LOST SPRING	<i>Anees Jung</i>	13
3. DEEP WATER	<i>William Douglas</i>	23
4. THE RATTRAP	<i>Selma Lagerlöf</i>	32
5. INDIGO	<i>Louis Fischer</i>	46
6. POETS AND PANCAKES	<i>Asokamitran</i>	57
7. THE INTERVIEW		
PART I	<i>Christopher Silvester</i>	
PART II	<i>An Interview with Umberto Eco</i>	68
8. GOING PLACES	<i>A. R. Barton</i>	77
POETRY		89-104
1. MY MOTHER AT SIXTY-SIX	<i>Kamala Das</i>	90
2. AN ELEMENTARY SCHOOL CLASSROOM IN A SLUM	<i>Stephen Spender</i>	92
3. KEEPING QUIET	<i>Pablo Neruda</i>	95
4. A THING OF BEAUTY	<i>John Keats</i>	98
5. A ROADSIDE STAND	<i>Robert Frost</i>	100
6. AUNT JENNIFER'S TIGERS	<i>Adrienne Rich</i>	103

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

Prose

The Last Lesson

Alphonse Daudet

Lost Spring

Anees Jung

Deep Water

William Douglas

The Rattrap

Selma Lagerlöf

Indigo

Louis Fischer

Poets and Pancakes

Asokamitran

The Interview

Christopher Silvester

Umberto Eco

Going Places

A. R. Barton

