

Hornbill

Textbook in English for Class XI
(Core Course)



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NCERT

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

First Edition

February 2006 Phalguna 1927

Reprinted

October 2006 Kartika 1928

October 2007 Kartika 1929

January 2009 Pausa 1930

January 2010 Magha 1931

January 2011 Pausa 1932

February 2012 Phalguna 1933

November 2012 Kartika 1934

November 2013 Kartika 1935

December 2014 Pausa 1936

December 2015 Agrahayana 1937

October 2016 Kartika 1938

December 2017 Agrahayana 1939

December 2018 Agrahayana 1940

PD 450T BS© **National Council of Educational
Research and Training, 2006**

₹ ??.??

*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
110016 and printed at Royal Offset
Printers, A-89/1, Naraina Industrial
Area, Phase-I, New Delhi-110028**ALL RIGHTS RESERVED**

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Foreword

THE National Curriculum Framework (NCF), 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 of 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 R. 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, materials 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 Chairpersonship 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 refinements.

New Delhi
20 December 2005

Director
National Council of Educational
Research and Training

About the Book

THIS textbook for Class XI is based on the English syllabus on the lines suggested by the National Curriculum Framework, 2005. It aims to help learners develop proficiency in English by using language as an instrument for abstract thought and knowledge acquisition.

In the Reading Skills section, the texts have been chosen to mirror the kind of serious reading in real life that a school-leaver should be capable of. The prose pieces are drawn from biographies, travelogues, science fiction, art and contemporary expository prose by writers from different parts of the world. Samples from journalistic writing have also been included. The play, placed centrally in the textbook, is on a theme that learners will particularly identify with and is in a lighter vein. The poems relate to universal sentiments and appeal to contemporary sensibilities.

Learners at this stage bring along with them a rich resource of world-view, knowledge and cognitive strategies. Teachers should encourage them to make educated guesses at what they read and help them initially to make sense of the language of the text and subsequently become autonomous readers. The Notes after every Unit help the teacher and learners with strategies for dealing with the particular piece.

The activities suggested draw upon the learners' multilingual experiences and capacities. Comprehension is addressed at two levels: one of the text itself and the other of how the text relates to the learners' experience. The vocabulary exercises will sensitise learners to make informed choices of words, while the points of grammar highlighted will help them notice the use of forms. The 'Things to Do' section at the end of every unit invites learners to look for other sources of information that will help them deal with learning tasks across the curriculum.

The section on Writing Skills prepares them for the kind of independent writing that a school-leaver will need to engage in for academic as well as real-life purposes. Help has been provided in a step-by-step manner to lead the learners on to make notes, summarise, draft letters and write short essays, paying attention to the form, content and the process of writing.

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)

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Acknowledgements

THE National Council of Educational Research and Training is grateful to Professor M.L. Tickoo, formerly of the Central Institute of English and Foreign Languages, Hyderabad, and the Regional Language Centre, Singapore; Geetha Kumar, PGT, The Mothers' International School; and Vandana 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: Pergamon Press (Aust) for 'A Photograph' by Shirley Toulson and 'Father to Son' by Elizabeth Jennings; Oxford University Press for 'We're Not Afraid to Die... if We Can Be Together' by Gordon Cook and Alan East; National Geographic Society for 'Discovering Tut: the Saga Continues' by A.R. Williams and 'Green Sahara' by Joel Achenbach; Oxford University Press for 'The Laburnum Top' by Ted Hughes and 'Childhood' by Markus Natten; The India International Society for 'Landscape of the Soul' by Nathalie Trouveroy; New York University Press for 'The Voice of the Rain' by Walt Whitman; Bhartiya Vidya Bhavan for 'The Ailing Planet' by Nani Palkhivala; The Gale Group Inc. for 'The Browning Version' by Terence Rattigan; Publishers Witness Books for 'The Adventure' by Jayant Narlikar; John Murray for 'Silk Road' by Nick Middleton; Editor-in-Chief, *The Hindu* for 'A New Deal for Old Cities' by G. Ananthakrishnan; HT Media Ltd for 'Getting Inside Outsider Art' by Brinda Suri.

The National Council of Educational Research and Training, New Delhi, acknowledges the services of Sunanda Khanna, *Copy Editor*; Surender K. Vats, *Proof Reader*; Mohammad Harun and Uttam Kumar, *DTP Operators*; and Parash Ram Kaushik, *Incharge*, Computer Station. The efforts of the Publication Department, NCERT are also highly appreciated.

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