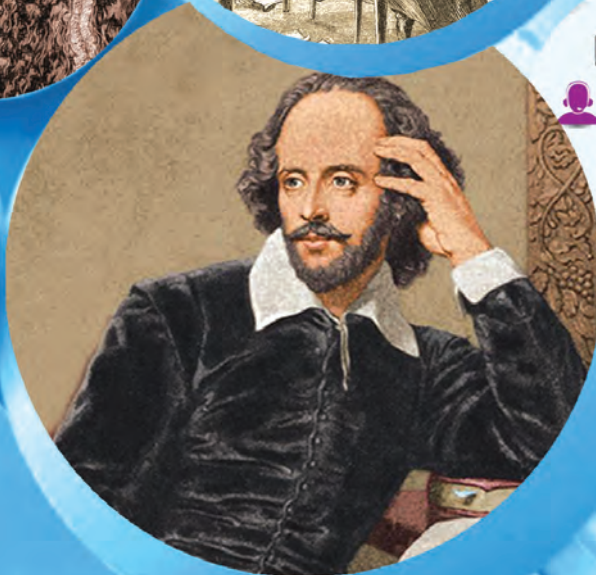




ENGLISH YUVAKBHARATI

Standard XI



The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India–

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

The Coordination Committee formed by G.R. No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4 Dated 25.4.2016 has given approval to prescribe this textbook in its meeting held on 20.06.2019 and it has been decided to implement it from the Academic Year 2019-20.

ENGLISH YUVAKBHARATI

(Compulsory English)
Standard XI



**Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.**



Download DIKSHA App on your smartphone. If you scan the Q.R. Code on this page of your textbook, you will be able to access full text. If you scan the Q.R. Code provided, you will be able to access audio-visual study material relevant to each lesson, provided as teaching and learning aids.

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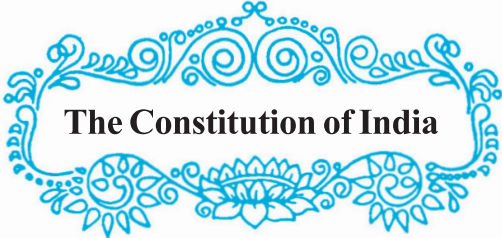
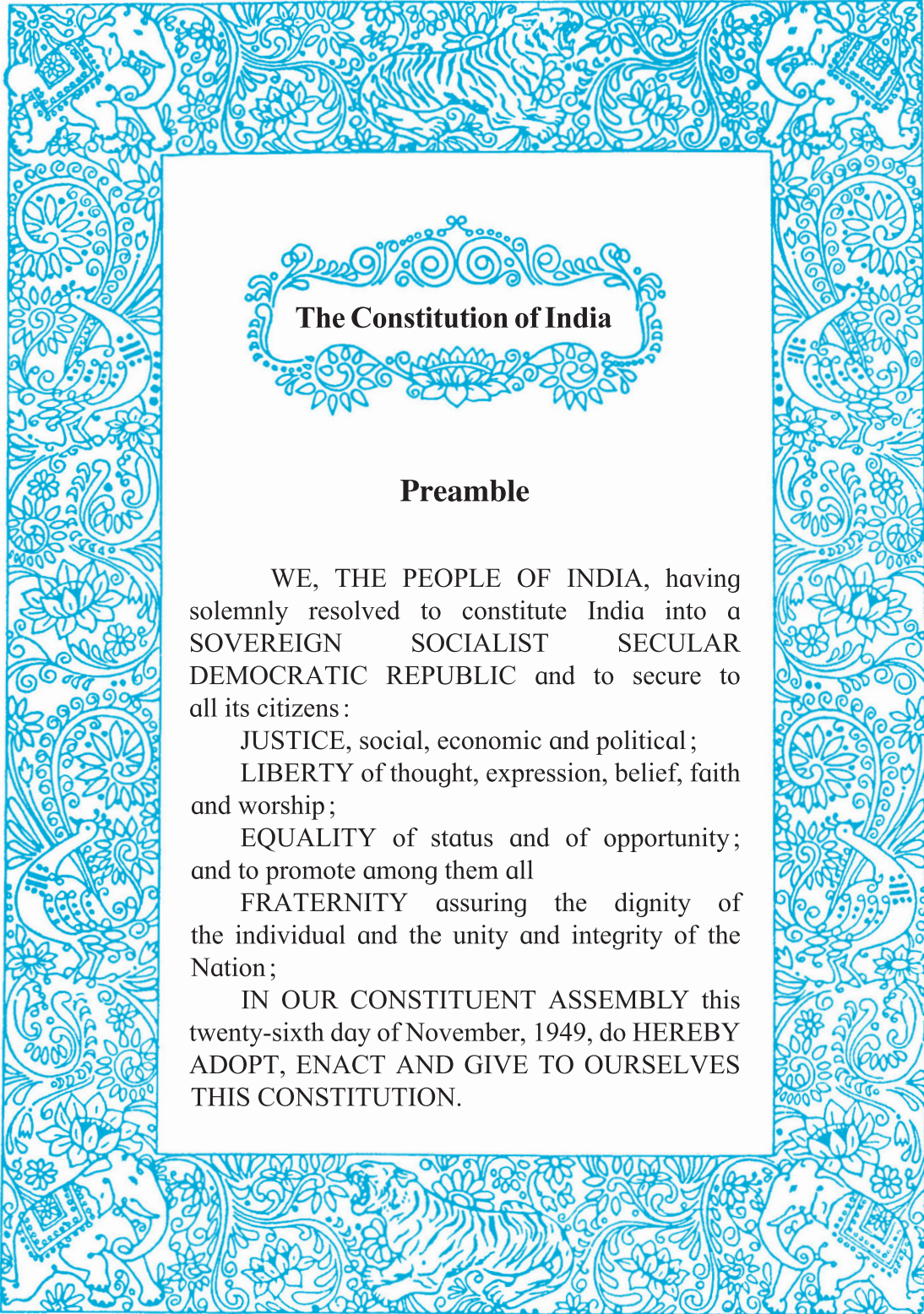
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The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a 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 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.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

Preface

Dear Students,

A hearty welcome to you all in standard XI! It is indeed a very special beginning for you who are now on the threshold of selecting your careers. We are happy to place this textbook '**English Yuvakbharati**' for Standard XI in your hands.

Learning a language is a pleasure. It helps you to communicate your feelings, your emotions, your knowledge, your wisdom. Moreover when you are learning English, it helps you to connect with the world. In the age of globalization the world has become a small place. We need to communicate not only with our fellow beings in and around our neighbourhood but with many people around the globe. Till Standard Ten you have acquired a reasonable command over the English language and you can use it for various purposes too. Now as your horizons are widening you need to use the English language more effectively in different walks of life.

This book is a beautiful combination of language and literature. You will be able to study advanced use of language, its figurative use, phrasal verbs, collocations, understanding specific use of precise words useful for competitive exams. In this competitive age you need to be expressive, communicate your knowledge effectively, put forward your views and opinions constructively, understand different people, different cultures and make place for yourself in this complex world. For all this you would require effective use of English Language. This book caters to all your needs of language required to satisfy any profession you might venture in the coming years. As enthusiastic netizens you would be able to write emails and blogs.

English Literature helps you to understand different people, different cultures, and different psychologies. It helps you to understand the various aspects of life, its various moods, its hues, fragrance and also complexities. This prepares you to deal with any circumstances in life. It will also help you to appreciate, enjoy the bounties of creation. This year we have introduced a special genre of drama. This will help you to understand creativity in the dramatic form, its nuances and its specific requirements. This will definitely help in enhancing your language skills.

At this juncture you should be able to make use of the ICT. Interesting audio- visual aids are available for you on the internet. You can surf them for your knowledge and pleasure. Useful audio-video teaching – learning material given in the text will be available through the Q.R. Code and through the medium of App for additional information. It will be definitely useful for your studies.

We will be happy if you share your feelings about the contents of this book with us. We hope you enjoy studying it throughout the year. We eagerly look forward for your enthusiastic participation.

Happy Learning! wish you all the best in your studies!



Pune

Date : 20 June, 2019

Indian Solar Year :

Jyeshtha 30, 1941

(Dr Sunil Magar)

Director

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

For Teachers –

Before We Teach

Hello fellow traveller, here is a short note on how we need to equip ourselves for the new course book.

The text has been made with a view to enable students to learn the language pleurably and inculcate in them values inherent in the texts. It also offers scope for us to reinvent ourselves, our knowledge and explore a more engaging and communicative form of effective teaching and learning.

We are now expected to play the role of facilitators and motivators, nudging the learners to find their highest joy in books. If the students find the texts absorbing, then half the battle is won, as language learning will happen implicitly.

Moreover, it is with the aim of enhancing language skills, quality literary pieces have been introduced and activities have been prepared, accordingly in order to guide the learner to understand the literary qualities as well as language attributes of the chosen text.

Furthermore, it is important for us to keep in mind, that English being the medium of instruction and learning for most students at this level, their performance in all the subjects they study, can be enhanced with proficiency in the language.

A special reminder for us here is that we need to go through the entire textbook, before embarking on the journey of teaching and learning.

The textbook has been designed in such a way, that it lends a lot of flexibility to the act of teaching. The teacher can roughly divide each section into two parts and cover the first part of each section in the first term. However, the entire textbook will serve as testing material for the annual examination.

The activities are designed so as to explore the previous knowledge of the students and also enrich them with new learning. It would be a good idea on our part to give them enough time to pause and ponder and to find answers to the open ended activities.

One special feature that is introduced in this course book is that, a short biography of the author and some information about the text has been added at the beginning of each chapter. Not only does it satisfy our innate curiosity about the lives of famous and talented people, but it also throws light on the content to be studied.

Activity Based Learning, now a part of the new pattern of teaching and learning, is a branch of 'Communicative Language Teaching' or CLT. There is a lot of scope for discussion and sharing of experiences and thoughts, through the Ice Breakers, Brain Storming activities, Writing activities and Extension activities. The selection of texts aims at inculcating among students, different competencies like linguistic skills and life skills.

Icebreakers at the beginning of the text are a pedagogical tool, leading the learner smoothly into the text. It will help test their previous knowledge and create interest, curiosity and excitement for the topic, among them.

Language study has been introduced now in its functional form whereby learners will naturally connect the grammar they learn, to daily use of the language for speaking as well as writing.

Prose

There is a wonderful blend of essays, short stories, biographical sketches, speeches and articles in the prose section of the book. Care has been taken to choose inspiring pieces of literature written by well known authors, which will not only inculcate a wholesome sense of right and wrong in pupils, but also sensitise students to the pleasure and pain of life. The ultimate goal of these prose pieces is that, through familiarity with these texts, students will be motivated to express themselves in the various forms of prose they are exposed to, in the course book.

Poetry

A fresh addition to teaching and learning poetry is summarising, appreciation and composition of a few lines of poetry. This would enhance the joy of learning poetry and lend beauty and rhythm to the daily usage of the language.

Writing Skills

In the third section, examples of the various writing skills which we expect the student to learn are included. Through these examples we can hone the writing skills of the various forms discussed in the course book. This, we hope, will eventually lead the learner towards the various forms of written language and towards careers open to them in the field of writing. ICT based writing skills such as email writing and blog writing also have been intentionally introduced.

Drama

What sets this course book apart is Section 4, in which the pupil will have a glimpse of the genre of drama, an exciting and captivating branch of literature. Some extracts from well loved and popular plays and some thought provoking examples from the genre, have been included. It is an interesting mix of plays having historical, socio-cultural and comic themes, representative of this form of literature.

Descriptive responses have been introduced, so that students learn the language effectively. This will enable students to engage with the text for a longer span of time than they generally do. It will also develop a feel for words. They will be encouraged to explore the genre further and this will culminate into some of them becoming dramatists, actors or technicians involved in the various aspects of theatre production.

The QR code will make its maiden entry into our textbook. It is a very useful tool for teachers as well as students for the teaching-learning activity. Interesting links, videos and additional information in relation to the given texts have been provided in it. Extensive use of the QR code is recommended as it will simplify, enhance and aid the teaching learning process.

Therefore, friends, with this course book, we embark on a new and exciting voyage into previously uncharted waters, discovering new horizons and unknown lands. Let us enjoy the expedition together.

Statements of Competencies - English Yuvakbharati (Compulsory English)

Standard XI

Listening

- Listen actively and attentively.
- Enjoy, comprehend and appreciate a variety of poems.
- Get an exposure to a wide range of vocabulary items through listening exercises.
- Acquire a global understanding of literary and non-literary audio texts.
- Develop the ability to listen for specific purposes.
- Develop the skill of note taking while listening.
- Understand general oral instructions.
- Expose the students to different accents and varieties of English i.e. British English, American English and Indian English.
- Understand different intentions like irony, sarcasm, wit and humour through the tone of the speaker.
- Comprehend and enjoy live as well as recorded presentations like songs, skits, movies and plays.
- Understand oral communication without face to face interaction (e.g. telephonic conversation, IVRS Skype calls etc.)
- Listen with comprehension to lectures, talks, conversations, news-bulletins, interviews, debates and discussions.
- Identify the genre and register of a text after listening to it.

Speaking

- Use spoken language fluently in day-to-day communication.
- Speak with acceptable pronunciation.
- Speak coherently, logically, fluently, confidently and intelligibly on a given topic for a reasonable period of time with appropriate body language.
- Answer questions orally.
- Make oral presentations on a given topic.
- Narrate stories, describe events and experiences, read news loudly and compere programmes.
- Use formal and informal language according to the context, role and relationships, topics and situations.
- Express effectively in group discussions, interviews, debates, elocutions and extempore speeches.
- Communicate through digital media (live chats, interviews, zoom meetings, video conferences, webinars, skype).
- Give instructions, make complaints, give suggestions, make enquiries, give compliments orally or through IVRS.
- Comment on the writer's point of view.
- Recite poems, deliver speeches with correct pronunciation, intonation and stress.

Reading

- Adopt different reading strategies including silent reading such as skimming, scanning, prediction, inferences etc depending on the type of texts and the purpose of reading.
- Read aloud and appreciate the rhyme scheme of the poem.
- Read patiently till the end of the literary piece for better comprehension.
- Read in order to find the intention and attitude of the writer.
- Identify verbosity, ambiguity, inconsistency, disparity in texts.
- Understand and appreciate use of literary devices, figures of speech, etc.
- Relate and evaluate the information with one's previous knowledge and develop further insights.
- Appreciate precision, clarity and transparency in the given text.
- Learn about other cultures and develop humanistic and liberal mindset.
- Ascertain the authenticity/reliability of the source of information.

- Understand the literal as well as the suggested/implied meaning.
- Understand the imaginative/informative/narrative/argumentative, persuasive and reflective nature of texts.
- Develop the habit of reading the newspapers, magazines, periodicals, journals, reference books and web-graphs for authentic information.
- Read brochures, reviews and reports on various events, situations, programmes to get information.
- Distinguish the main ideas from the subsidiary information.
- Read so as to make notes, summarize and classify for oral and written communication.
- Read to prepare for competitive exams and understanding different career options.
- Read to develop wide variety of diction, syntax and semantics.
- Read and respond analytically as a well-versed reader.
- Read and understand the situations in modern society and respond in an appropriate manner.
- Read to distinguish between facts, opinions, important ideas and supporting details.
- Read extensively so as to develop interest in different forms of literature and writings.

Writing

- Report an event by using an appropriate format such as news drafting and journal writing.
- Write formal letters, applications and emails.
- Attempt using different styles of writing and literary devices.
- Attempt creative writing in different forms—stories, poems, dialogues, graphics, jokes, advertisements, fliers etc.
- Write correctly, coherently, concisely, clearly and completely while responding to questions, queries, doubts etc.
- Review and correct his/her own work regularly.
- Write a conversation and dialogue independently.
- Express and expand one's own thoughts, feelings, emotions and ideas in appropriate language.
- Compare and contrast one's own experiences with those of others.
- Review a book, film, a TV programme, play etc.
- Attempt using different techniques for writing more effectively.
- Use quotations, idiomatic expressions, phrases and proverbs appropriately in writing.
- Write short reports on news, interviews, visits and functions.
- Create advertisements with the help of given clues.
- Summarize the given text.
- Prepare a script on various situations such as introducing the speaker, giving vote of thanks, expressing condolences, bidding farewell etc.
- Write blogs to reach out to the maximum number of people.
- Write an appreciation of a poem.

Study Skills

- Use of ICT in learning the language and literature.
- Prepare and compile glossaries and other reference materials through dictionaries, thesaurus, encyclopedias, internet etc.
- Prepare personal notes to remember and recall information.
- Make use of films, plays, concerts and presentations and appreciate them critically.
- Practise note-taking, note-making and summarizing for developing analytical, and critical thinking skills.

- Explore different styles of reading, speaking and writing independently.
- Frame probing questions, queries and comments.
- Write and express feedback objectively in appropriate language.
- Prepare questionnaire, opinionnaire, check-list etc.
- Use of online modes of communication for different purposes such as e-mail, Skype, Twitter, Instagram, YouTube, Blog, Vlog, Transactions etc.
- Create audio-visual aids for presentations, posters, booklets, wall magazines, hand-outs, informative strips and power point presentation.
- Create and use different revision techniques to recall increasingly the larger chunks of information.
- Practise translating different types of informative texts and literary extracts from mother tongue to English and from English into mother tongue.
- Practise analyzing errors in oral and written work, which occur due to influence of mother tongue.
- Use resources from other languages while speaking and writing in English.
- Practise planning and execution of a survey and present a comprehensive report.
- Practise presentation of information in a concise and lucid manner, supported by appropriate graphics.
- Practise paraphrasing techniques.
- Practise use of computer for the purpose of translation, transcription and presentation.
- Practise use of social media in a responsible manner.

Language Study

Students at the +2 stage, need better sentence construction skills, appropriate vocabulary building and usage.

Merely knowing the dictionary meaning of words is not enough. They need to know how words take on new meanings according to the context.

They should be introduced to the use of thesaurus and should be able to construct sentences well, enrich their vocabulary and bring it into oral and written practice. Similarly, they need to be made aware that when the form of the word changes, the meaning and usage of the word changes too. For word-building they need to be made aware that each word in a given list of synonyms, has a slightly different and nuanced meaning.

The above should be introduced in a graded manner through revision of parts of speech, punctuation, sentence construction, vocabulary building, speech, figures of speech, figurative use of language, stylistic devices, word usage, idioms, maxims, proverbs, editing, functional grammar and omissions. They should be made familiar with common gaffes in daily use.

• • •

1. **Parts of Speech** : Verbs (main/auxiliary/modal, transitive/intransitive, gerund, finite/infinite verbs, participles; time, tense, phrasal verbs, adjectives, adverbs, prepositions, determiners, articles etc.)
2. **Sentence structure** : Types of sentences-statements (positive/negative), imperative, exclamatory questions, transformation of sentences (framing questions, negatives, voice, reported speech, joining sentences)
3. **Vocabulary and word building** : Synonyms, antonyms, homonyms, word register, root word, prefix, suffix, connotation, denotation, collocation, derivatives, compound words, minor processes of word building : blends, introduction to thesaurus.
4. **Speech** : Pronunciation, syllables, stress, intonation, rhyme, rhythm, accent etc.
5. **Figures of Speech and stylistic devices**: Simile, metaphor, personification, apostrophe, hyperbole, euphemism, antithesis, irony, pun, onomatopoeia, alliteration, consonance, synecdoche, metonymy and ambiguity.
6. **Phrases, proverbs and maxims and their usage** :
7. **Functional grammar** : Editing, omission, finding errors, common gaffes. (errors)

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