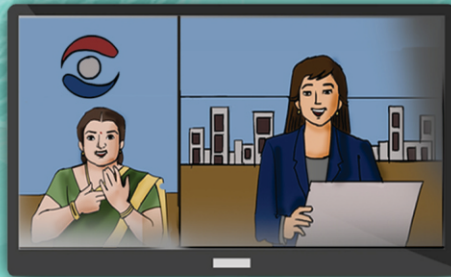




# ENGLISH YUVAKBHARATI

Standard - XII



# 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  
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# ENGLISH

# YUVAKBHARATI

(Compulsory English)  
Standard XII



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



R9B1Q2

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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## 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  
Drāvīda-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,

Let me welcome you all to this very important and life transforming year of Standard XII. You will be embarking on your voyage to achieve your heart's desired goal. In the vision and mission of your life English will definitely be playing a very significant role. It is a pleasure to hand over this textbook **English Yuvakbharati** for Standard XII which will be helpful in shaping the course of your life.

In this age of globalization, the world has become a small place. Borderless nations and cultural integration makes English language a very strong means of bonding and communication. 21<sup>st</sup> century is an era of innovation, industry and enterprise. With the revolution in ICT, there is inundation of information. A host of unbelievable career opportunities are available for you. You have been groomed with the basic knowledge of English till Std X. We have started imparting advanced knowledge of English language from Std XI and this year's textbook is a step forward. This year we will be teaching you to use English for different purposes. Mind mapping, Statement of Purpose, Drafting Virtual Messages and Group discussions are the new additions. This textbook caters to the needs of this techno savvy generation. Along with the intellectual pursuits you would also require the life skills to negotiate through this complex world. The skills of English language learning would prove to be a catalyst in fast forwarding your career objectives.

The diligent selection of the prose and poems in the textbook would equip you with the 21<sup>st</sup> century skills like developing your critical thinking, working in collaboration, enhancing your communication, fostering creativity, inculcating values and life skills like flexibility, humility leadership, initiative, productivity and social skills. Each of our prose and poem is a lesson of life. While thinking with your heads, you should also be trained to think from your hearts. Literature is a mirror of life. This book has a beautiful combination of the classics and the contemporary. The philosophies therein mould one's character. This year we have introduced the genre of Novels. You would get familiar with the technique of novel writing and different aspects of novels like story, plot, characters etc. Literature is a source of pleasure and entertainment. All the lessons and poems here will take you on a special journey of life and these experiences would prepare you to face the challenges you would encounter in future. They help in realizing the human potential.

The activities in the textbook would facilitate learning. The Q.R. Code is an additional help. Useful audio-video teaching-learning material given in the text will be available through the Q.R. Code. It will be definitely useful for your studies. Additional resources also have been suggested in the book which would gear you to learning to learn and seek information and gain knowledge.

Do share your views about the textbook.

Happy learning! Wish you all the best in your studies!



(Vivek Gosavi)

Director

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

**Pune**

**Date :** 21 February, 2020

Indian Solar Year :

Phalgun 2, 1941

## For Teachers –

### On a voyage to the new realms

Hello Friends!

This year we would be on a voyage to different realms of imagination, understanding and perception. Uptil now this journey has been undertaken by many people like you and me but as the generation changes the same things appear in a different light. Our awareness, our education, our knowledge, our culture shapes our perception. Today's students who belong to a very modern and techno savvy era need to be equipped thus to enable them to sail through smoothly in this complex and challenging world. The flood of information through internet has already set them riding high on waves but they need to be taught how to steer on and negotiate the tides of challenges.

Focusing on the holistic development of the students, ensuring that they will be taught 'learning to learn.' We have a big role to play. As far as our subject English is concerned we have to follow the skill based and constructivist approach wherein the first and foremost thing is we must not only teach the text but instill in the students the urge to seek information and gain knowledge on their own. Do not give them a fish to eat, teach them fishing so that they can fend for themselves throughout their life. Let them struggle with the text, analyse, interpret, reason out things. Do not give them readymade answers. You should guide them; motivate them so that they arrive at the answers. Answers again are not important, how they arrive at those answers is much more important.

Every child is different and hence his learning capacity would be different. It is our duty to see how we cater to the needs of different students. Some learn by listening, some by doing projects, some understand it learning through their peers hence our teaching and learning methodology includes, using audio-visual aids, working in pairs and groups, doing projects along with traditional mode of teaching. Our classes are interactive.

**Listening Skill-** You should provide as many listening opportunities as you can. The more the input of the English Language the more will be the output. Listening is the most neglected skill in many of our schools. Make judicious use of mother tongue to explain difficult concepts and switch over to English as soon as you can. You should be resourceful enough to provide varied learning experiences to the students. The prose and poems give ample scope for listening. Many of the prose and poems are available on the internet-you-tube. Make use of the ICT to make your lessons interesting.

**Speaking Skill-** Friends, we have seen that many of our students are able to write but when it comes to speaking, they lack confidence. Provide them opportunities to speak in the class. The textbook provides areas wherein discussions can be done in the class. You can make them speak in pairs and groups and also build in them confidence to express their views and opinions, through participating in a debate or delivering a speech. The text provides ample contexts to initiate discussions. Take help of A1 activities in brainstorming for Oral Examination.

**Reading Skill-** Along with the prose and poems, this year with the introduction of the genre of 'Novels' the students would be taken into the fantastic world of literature. Literature gives you life experiences. The students should be encouraged to read the text individually too. You should give a model reading of the lessons and poems, they should be taught the

correct pronunciation. The students should develop a love for reading.

**Writing Skill-** Students have already been taught email writing, report writing and blog writing. This year we have moved ahead and have taken up summarizing, note-making and note-taking in detail and have introduced Personal Statements, Mind mapping, Drafting Virtual Messages and Group Discussion. Though group discussion is a speaking skill it has been included in the writing skill too as students are expected to learn dialogue writing. In group discussions there would be views and counter views too hence it is an integrated written activity. The technique has been taught in the respective unit. After the Std XII exams students need to apply to various universities in India and abroad. Samples of Personal Statements, explaining how to tailor one's achievements is given in the unit. Virtual messages teach expressions in brief.

**Language Study-** The grammar items are a revision of all that has been covered till standard XI. The text gives you the opportunity to teach new words and their usage. Different vocabulary techniques are given for your enrichment.

**Prose Section-** We inculcate values and life skills through the classics and masterpieces in literature. Writings of R.K.Narayan, A.G.Gardiner, Virginia Woolf, Pico Iyer, O'Henry have been included to teach wit and humour, astuteness and ingenuity, etiquettes, manners, social skills, self realization, love for nature, search for identity, self esteem, adaptability, perseverance, determination, broadening of outlook etc. There is an enriching combination of stories, essays, articles, travel writing, adventure writing, and inspiring biopic too. This being an age of ICT and internet a very useful informative text on Big Data has been included. This will give a larger perspective of the modern life to the students.

**Poems Section-** An interesting collection of poems are really soul stirring. Poems of Walt Whitman, Robert Southey, Dilip Chitre, Sarojini Naidu, W.H.Davies, Mamang Dai and Lord Byron would give you a taste of different cultures, different people, different philosophies which would mould the students' perception of life. We should make the students realize that whether people are from the east or west they are human beings and human beings are humane and life is precious.

**Novels-** E.R Braithwaite novel 'To Sir, With Love' has a theme of student-teacher relationship, prejudice and racism, Jules Verne's novel 'Around the world in Eighty Days' is full of adventure and excitement and 'The Sign of Four' by Sir Arthur Conan Doyle is a mindblowing detective novel. You just need to make the best use of this interesting text to teach English.

The Ice breakers introduce the text, the Brainstorming enables full comprehension of the text. Activity based questions foster critical thinking. The margin activities help in pondering over the questions which arise while doing the text. Q.R code has been provided in the textbook. Useful links and suggestions have been given after every lesson.

Lets gear up to go on board and navigate the sails to our advantage.

Bon Voyage!

\*\*\*

## Statements of Competencies - English Yuvakbharati (Compulsory English) Standard XII

### Listening

- ◆ Listen actively and attentively with comprehension and respond accordingly to lectures, talks, conversations, news-bulletins, interviews, debates and discussions.
- ◆ Enjoy and critically appreciate a variety of literature as well as recorded lectures, pod casts, songs, movies, skits and plays.
- ◆ Get an exposure to a wide range of vocabulary through listening exercises.
- ◆ Acquire global understanding of literary and non-literary audio texts.
- ◆ Develop an ability to listen for specific purposes.
- ◆ Develop a skill of note-taking while listening.
- ◆ Understand different intentions like irony, sarcasm, wit and humour depending on the tone of the speaker.

### Speaking

- ◆ Use English fluently and correctly in day-to-day communication.
- ◆ Recite poems with correct pronunciation, intonation and stress.
- ◆ Speak with acceptable pace and pronunciation.
- ◆ Speak coherently, fluently, confidently and intelligibly on a given topic for a reasonable period of time with appropriate gestures, body language and intonation.
- ◆ Respond to questions orally.
- ◆ Make oral presentations on a given topic.
- ◆ Narrate and read aloud stories, events and experiences in standard English.
- ◆ Compere programmes.
- ◆ Use standard English according to formal and informal context.
- ◆ Express effectively in group discussions, interviews, debates, elocutions and extempore and speech competitions.
- ◆ Use digital media (live chats, interviews, zoom meetings, video conferencing, webinars, Skype) for communication.
- ◆ Give instructions, make complaints, give suggestions, make enquiries, give compliments orally or through IVRS.
- ◆ Analyse critically the writer's point of view and express it clearly.

### Reading

- ◆ Read in order to find the intention and attitude of the writer.
- ◆ Read aloud to understand the literary piece and appreciate it.
- ◆ Adopt different reading strategies such as skimming scanning, predicting, inferencing etc. depending on the type of texts and the purpose of reading.
- ◆ Read for pleasure, information and knowledge.
- ◆ Read to understand the obvious meaning of the lines of a poem and also the subtle meaning between the lines.
- ◆ Relate and evaluate the information based on one's previous knowledge and develop further insights.
- ◆ Read comparative literature and get insights into other cultures and their value systems.
- ◆ Read to express effectively while making spoken and written communication.

- ◆ Read different comprehensive passages in order to understand career path in various streams such as food, technology, medicine, paramedical, administration, design, fashion, engineering etc.
- ◆ Develop the habit of reading periodicals, research journals, reference books and web-graph for authentic information.
- ◆ Read for complete comprehension in a specific time.
- ◆ Read to prepare for career opportunities and higher studies.
- ◆ Read to develop excellence in wide variety of diction, syntax and semantics.
- ◆ Read to express analytical and critical responses.
- ◆ Read extensively to develop interest in different forms of literature and variety of writings from all over the world.

### Writing

- ◆ Write correctly, coherently, concisely, clearly and completely.
- ◆ Write notes based on the given text in order to summarize and express his/her own point of view.
- ◆ Use of simple as well as complex expressions.
- ◆ Make use of language study skills to write short and long dialogues, passages etc.
- ◆ Express one's own thoughts, feelings, emotions and ideas by using appropriate language with suitable examples.
- ◆ Write an appreciation of a poem.
- ◆ Compose and write a poem / lines independently.
- ◆ Use quotations, idiomatic expressions etc appropriately in writing.
- ◆ Write short reports on news, interviews, visits and functions.
- ◆ Report an event by choosing an appropriate format. For example: news report and journal writing.
- ◆ Write scripts for advertisements for radio and TV broadcasts, You Tube and online publishing and make use of ICT effectively.
- ◆ Use functional grammar effectively in writing.
- ◆ Comment on different genre of writing in his/ her own words.
- ◆ Write a wide variety of code-mixing, word register etc.
- ◆ Write figurative language in sentences.
- ◆ Written presentation of spatial or visualised ideas containing vivid images and expressions.
- ◆ Writing running dictation, anecdotal notes etc. while listening to a speech, commentary, documentary etc.
- ◆ Write notes on various situations like introducing a speaker, giving vote of thanks, farewell, expressing condolence.
- ◆ Write formal letters, applications and emails.
- ◆ Attempt creative writing in different forms—stories, poems, dialogues, jokes etc.
- ◆ Attempt writing in different styles using different literary devices.
- ◆ Review a book, film, a TV programme, plays etc.
- ◆ Use different techniques to make writing more effective.
- ◆ Write blogs to reach out to the maximum number of people.
- ◆ Compare and contrast : one's own experiences with those of others.
- ◆ Review and correct his/her own work as a matter of habit.

## Study Skills

- ◆ Develop self-motivation and concentration.
- ◆ Develop planning and organization of material.
- ◆ Planning the process of studying.
- ◆ Increase active participation in learning process as well as classroom situations.
- ◆ Enhance reading techniques and process in a comprehensive way.
- ◆ Use mind mapping, finding relevant context and note-making.
- ◆ Develop the concept of creating memories.
- ◆ Develop a critical approach to writing.
- ◆ Research through available resources.
- ◆ Apply information communication technology in presentation of data / content.
- ◆ Participation in 'Activity Based Learning' by–
  - Analyzing • Comparing/Contrasting • Defining • Describing
  - Discussing • Distinguishing • Evaluating • Examining • Explaining
  - Interpreting • Justifying • Stating • Summarizing • Questioning...etc
- ◆ Analyze critically extracts from prose, poetry, short stories, films, plays, concerts etc.
- ◆ Evaluate intra-personal and inter-personal skills.
- ◆ Raise self-awareness levels of intra and inter-personal intelligences in order to be involved in more collaborative activities while studying.
- ◆ Interpretation of data, facts, information published in mass media.
- ◆ Learn how to become an efficient individual and collaborative learner.
- ◆ Use kinesthetic skills in preparing models, visuals, charts, diagrams etc.

## Language Study

Students at this stage need better sentence construction skills, vocabulary building and usage.

Language study forms the foundation of a language. Revision of the following points will enable students at + 2 stage in building self-confidence and achieving fluency in all the four skills of listening, speaking, reading and writing.

Use of the thesaurus and etymology needs to be introduced.

1. **Parts of Speech** : Verbs (main/auxiliary/modal, transitive/intransitive) gerund, finite/infinite verbs, participles; time, tense, phrasal verbs, adjectives, adverbs, prepositions, determiners-articles
2. **Sentence structure** : Types of sentences – simple, compound, complex, statements (positive/negative), questions, imperative, exclamatory, 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, idioms, proverbs, maxims and their usage** :
7. **Functional grammar** : Editing, omission, finding errors, common gaffes. (errors)

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