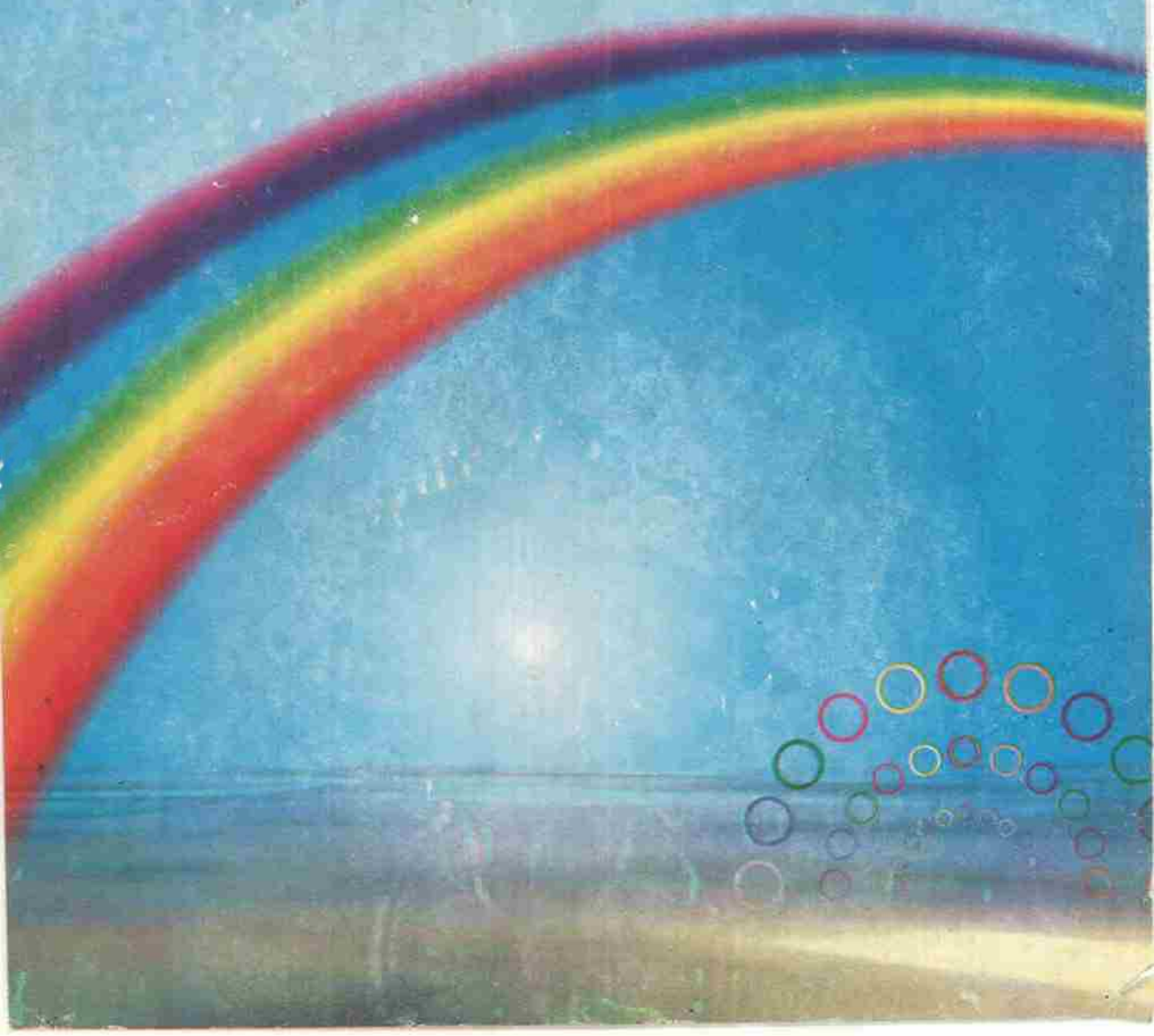


**Class - XII**

# **RAINBOW**

**PART-II**



Approved by Human Resource Development Department,  
Government of Bihar.

By courtesy of SCERT, Bihar, Patna for Bihar State.

© Bihar State Textbook Publishing Corporation Ltd.

First Edition : 2008

Reprint : 2009

Price : 48.00

Published by the Bihar State Textbook Publishing Corporation Limited,  
Budha Marg, Patna-800 001 and 50,000 copies Printed by Dhanraj  
Printing Press, Kun-Kun Singh Lane, Patna-6, on 70 G.S.M. Cream  
Wove (Water mark) Text Paper of H.P.C. in size 24 x 18 cm.

## FOREWORD

Human Resource Development Department, Government of Bihar has decided to introduce 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., Patna, are being printed with new design on their covers by the Bihar State Textbook Publishing Corporation Ltd., on adopting these textbooks for the State.

We are grateful for the valuable directions given by the competent educational planner, Sri Nitish Kumar, Hon'ble Chief Minister, Bihar, Shri Hari Narain Singh, Hon'ble Education Minister, Human Resource Development Department, Bihar and Shri Anjani Kumar Singh, Principal Secretary, H.R.D. Department, Bihar, who are dedicated to the qualitative strengthening of schools' education (Class-I to XII) in the state of Bihar.

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

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

Though the scope for modifications and improvements always remain preserved in the lap of the future, yet B.S.T.B.P.C. as an organization is committed towards systematic up-gradation and continuous improvement of its product & invites valuable suggestions & comments from students, guardians, teachers & educationists to enable us in our endeavour to bring Bihar State at the helm in the arena of educational field of the country.

**MANAGING DIRECTOR**  
**Bihar State Textbook Publishing Corporation Ltd.**

# RAINBOW

## Part 2

An Anthology of Prose and Poetry for Class XII

Developed under the aegis of

**Hasan Waris**

Director, SCERT, Patna, Bihar

**Raghubansh Kumar**

Director, Academic & BSEB,  
Patna, Bihar

**Syed Abdul Moin**

Head, Deptt. of Teacher  
Education, SCERT, Patna, Bihar

### SCERT Faculty

**Dr Qasim Khursheed**

Head, Deptt. of languages  
SCERT, Patna, Bihar

**Surya Kumar Jha**

Department of Languages, SCERT,  
Patna, Bihar

### Advisory Committee

**Dr Shanker Dutt**

Professor,  
PG Department of English,  
Patna University, Patna

**Dr Satya Brat Singh**

Professor and Head  
Department of English,  
T. M. Bhagalpur University

**Dr Mahjabeen Neshat Anjum**

Head, Department of English,  
Gautam Buddha Mahila College,  
Gaya (Magadh University)

### Review Committee Under BSEB

**Prof. Arun Kamal**

Professor, Deptt. of English,  
Science College, Patna  
University, Patna

**Prof. Raghubansh  
Prasad Singh**

Professor & Head, Dept. of  
English, College of Commerce  
(M U), Patna

**Dr. Azfar Hussain Firoz**

Dept. of English,  
Z. A. Islamia College, Siwan,  
J. P. University, Chapra

**Academic Coordinator** (Syllabus and Textbook Development Committee)

**Gyandeo Mani Tripathi**



# **RAINBOW**

## **Part 2**

**An Anthology of Prose and Poetry for Class XII**

### ***Textbook Development Committee For English***

#### **Chairman**

**Dr Shaileshwar Sati Prasad**  
Professor & Head (Rtd),  
Post Graduate Department of English,  
Patna University

#### **Coordinator**

**Dr Subodh Kumar Jha**  
Department of English,  
S.M. D. College, Punpun,  
Magadh University

#### **Co-coordinator**

**Emteyaz Alam**  
Department of Languages,  
SCERT, Patna, Bihar

#### **Members**

**Prof. Sidheshwardhari Sinha**  
Former Dean,  
Ranchi University

**Dr Ram Bhagwan Singh**  
Professor (Rtd), Department of  
English, Ranchi University

**Dr S K Shukla**  
Reader & Head, Dept of English  
MJK College, Bettiah (BRAB University)

**Arshad Nizam**  
Education Consultant, Patna

**Dr Ravi Kumar Sinha**  
Lecturer in English, RN College, Hajipur  
BRAB Univeristy

**Sanjay Kumar Sinha**  
Reader, Patna Science  
College, Patna

## Preface

**Rainbow Part-2**, the Textbook of English for class XII, is the culmination of the long-drawn out process that began in 2006 with the designing of the new syllabuses. 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.

**Rainbow Part-2**, like, **Rainbow Part-1**, caters to the need of a composite course, at the intermediate level, that can be used effectively in the actual classroom situation. The objective is to inculcate language skills as well as the skill of thinking in the learners so that they can effectively compete with any one in any competition that entails the use of language skills. A conscious effort, therefore, has been made to provide interesting reading materials 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.

The entire course has been devised to facilitate maximum participation of the learners. 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 feel that there is always room for improvement. We, therefore, are open to suggestions and will be pleased to entertain any suggestions in the subsequent editions.

We are grateful to the Textbook Development Committee for preparing the textbook at such a short notice. Dr Shaileshwar Sati Prasad (**Chairman**), Dr Subodh Kumar Jha (**Coordinator**), Prof Sidheshwardhari Sinha, Dr Ravi Kumar Sinha, Dr Sanjay Kumar, Dr S.K. Shukla, Mr Arshad Nizam, Mr Surya Kumar Jha and Emteyaz Alam deserve special mention for their painstaking efforts.

Thanks are due also to Gyandeo Mani Tripathy without whose painstaking efforts, the entire process of designing curriculum, syllabus and developing textbooks accordingly would not have been so feasible.

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

I will be failing in my duty if I do not mention the efforts made by Mr Syed Abdul Moin (Head, Dept of Teacher Education) and his faculty members Dr Archana, Dr Sneathish Das, Bir Kumari Kujur in realising the dream of writing textbooks for the children

of Bihar. Thanks are due also to Mr Quasim Khursheed (Head, Dept of Languages) and his faculty members Mr Surya Kumar Jha and Dr Surendra Kumar for their active support.

We are grateful to the copyright owners of the texts we have reproduced or used otherwise in **Rainbow Part-2**. Every endeavour has been made to contact copyright owners to seek their permission to reproduce text and apologies are expressed for any omissions. We owe our indebtedness to **Navjivan Trust and Literary Executors of M.K. Gandhi** for 'Indian Civilization and Culture', **Dr Zakir Hussain** for 'Bharat is My Home', **Manohar Malagaonkar** for 'A Pinch of Snuff', **Martin Luther King, Jr** for 'I Have a Dream', **Bertrand Russell** for 'Ideas That Have Helped mankind', **Shiga Naoya** for 'Artist', **Germaine Greer** for 'A Child is Born', **Dorothy L. Sayers** 'How Free is the Press', **H.E. Bates** for 'The Earth', **Pearl S. Buck** for 'India Through A Traveller's Eye', **Anton Chekov** for 'A Marriage Proposal', **John Donne** for 'Sweetest Love I Do Not Goe', **Walt Whitman** for 'Song of Myself', **W.H. Auden and Faber and Faber Limited** for 'Now The Leaves Are Falling Fast', **John Keats** for 'Ode to Autumn', **Walter de la Mare** for 'An Epitaph', **Rupert Brooke** for 'Soldier', **T.S. Eliot** for 'Macavity: the Mystery Cat', **Kekei N. Daruwalal** for 'Fire-Hymn', **D.H. Lawrence** for 'Snake', **Kamala Das** for 'Grand Mother', **Chinua Achebe and Doubleday** for 'Marriage is a Private Affair', **Jayant Narliker** for 'The Ice Age Cometh', **Amarnath Jha** for 'Teaching of English in India', **Derek Walcott** for 'A Far Cry from Africa', **Meira Kumar and the the editors (Dr Safdar Imam Qaudri and Dr Kaushalendra Kumar Singh)** of **Jagjivan Babu: Ahead of his Times** for "A Grand Beginning", **R. K. Sinha and Shrishti Publishers and Distributors** for 'A Trick', **K.A. Abbas and Sahitya Akademy** for 'Cold Wave', **Amrendra Kumar** for 'The Martyrs' Memorial', **Amitava Kumar** for 'Preface to Bombay-London- Newyork'.

**Hasan Waris**  
**Director**  
**SCERT, Bihar, Patna**

## A Word to the Users

**Rainbow Part -2**, the core textbook for class XII, is based on the new syllabus framed in the light of the recommendations suggested in NCF - 2005. Like **Rainbow Part -1**, this anthology of prose and poetry, too, firmly believes that the 'Learners are the constructors of knowledge'. As such, it seeks to provide as much opportunity as possible to the learners to analyse, interpret and most importantly to apply their learning to life. This 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 Part -2** 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.

The second criterion, as promised in **Rainbow Part -1**, has been to select pieces from writers from different speaking zones of English. Hence, along with the pieces from Indian writers in English, we have pieces from England, America, Africa, Australia, West Indies and Japan. The book begins with the pieces from - Mahatma Gandhi and Zakir Hussain, the Indian writers in English to help the learners, establish, first, a bond with the texts, then be gradually exposed to the prose writers from England, America and other English speaking zones. While selecting pieces from the foreign writers, attempts have been made to select those pieces which somehow bear close resemblance to the Indian context. The gradual exposure to foreign writers is meant to do away with the fear that English is a foreign language and hence 'very difficult' to learn.

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 Part -2**, like **Rainbow Part -1**, 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- reading 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 Part -2**, attempts have been made to include a variety of questions so that the learners feel encouraged to read the text for a 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 adversely affects 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 precede 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.

We thank all the esteemed members of the Textbook development committee, without whose active cooperation, the book would not have been in this form. 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.

The cooperation of Dr Safdar Imam Quadri (HOD, URDU, College of Commerce who happens to be the Chairman, Oriental Languages (Textbook Development Committee) and Mr Syed Moin, (HOD, Teachers' Education, SCERT) deserves special mention. We are thankful to Dr Amrendra Kumar Sinha, Dr B.K. Singh (both S.M.D. College, Punpun), Brijbhushan Pandey (Director, Tirhut Research Centre), Prof. Sanjay Kumar Tripathi (H.D. Jain College, Ara) and Ashok Kumar Singh (author of several books on English) for going through the manuscripts and providing us with valuable suggestions. We are also thankful to Shujauzzaman of Ideal Computers for the layout and Ankita of Vision Computers, Patna for providing great help in composing the manuscript.

**Dr Shaileshwar Sati Prasad**  
Chairman

**Dr Subodh K Jha**  
Co-ordinator

**Text Book Development Committee For English**

# Contents

**Preface**

**VI**

**A Word to the Users**

**VIII**

## Prose

1. **Indian Civilization and Culture** 5  
- *Mahatma Gandhi*
2. **Bharat is My Home** 15  
- *Dr Zakir Hussain*
3. **A Pinch of Snuff** 21  
- *Manohar Malgaonkar*
4. **I Have a Dream** 33  
- *Martin Luther King, Jr.*
5. **Ideas That Have Helped Mankind** 41  
- *Bertrand Russell*
6. **The Artist** 48  
- *Shiga Naoya*
7. **A Child is Born** 57  
- *Germaine Greer*
8. **How Free is the Press** 69  
- *Dorothy L. Sayers*
9. **The Earth** 82  
- *H.E. Bates*
10. **India Through Traveller's Eye** 95  
- *Pearl S. Buck*
11. **A Marriage Proposal** 106  
- *Anton Chekhov*



## Poetry

1. **Sweetest Love I Do Not Goe** 126  
- John Donne
2. **Song of Myself** 132  
-Walt Whitman
3. **Now The Leaves Are Falling Fast** 137  
-W.H. Auden
4. **To Autumn** 142  
- John Keats
5. **An Epitaph** 147  
- Walter de la Mare
6. **The Soldier** 151  
- Rupert Brooke
7. **Macavity: The Mystery Cat** 155  
- T. S. Eliot
8. **Fire-Hymn** 161  
- Keki N. Daruwala
9. **Snake** 166  
- D.H. Lawrence
10. **My Grand Mother's House** 174  
- Kamala Das

## **Read, Think and Enjoy**

- |   |            |
|---|------------|
| <b>1. Marriage Is A Private Affair</b>        | <b>179</b> |
| - Chinua Achebe                               |            |
| <b>2. The Ice Age Cometh</b>                  | <b>285</b> |
| - Jayant V Narliker                           |            |
| <b>3. Teaching of English in India</b>        | <b>299</b> |
| - Amarnath Jha                                |            |
| <b>4. A Far Cry from Africa</b>               | <b>203</b> |
| - Walcott                                     |            |
| <b>5. The Grand Beginning</b>                 | <b>205</b> |
| - Meira Kumar                                 |            |
| <b>6. A Trick</b>                             | <b>210</b> |
| - R.K. Sinha                                  |            |
| <b>7. Cold Wave</b>                           | <b>216</b> |
| - K.A. Abbas                                  |            |
| <b>8. The Martyrs' Memorial</b>               | <b>226</b> |
| - Amrendra Kumar                              |            |
| <b>9. Preface to Bombay -London - Newyork</b> | <b>229</b> |
| - Amitava Kumar                               |            |