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Approved by the Director (Secondary Education), Human Resource Development Department, Govt. of Bihar.

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FOREWORD

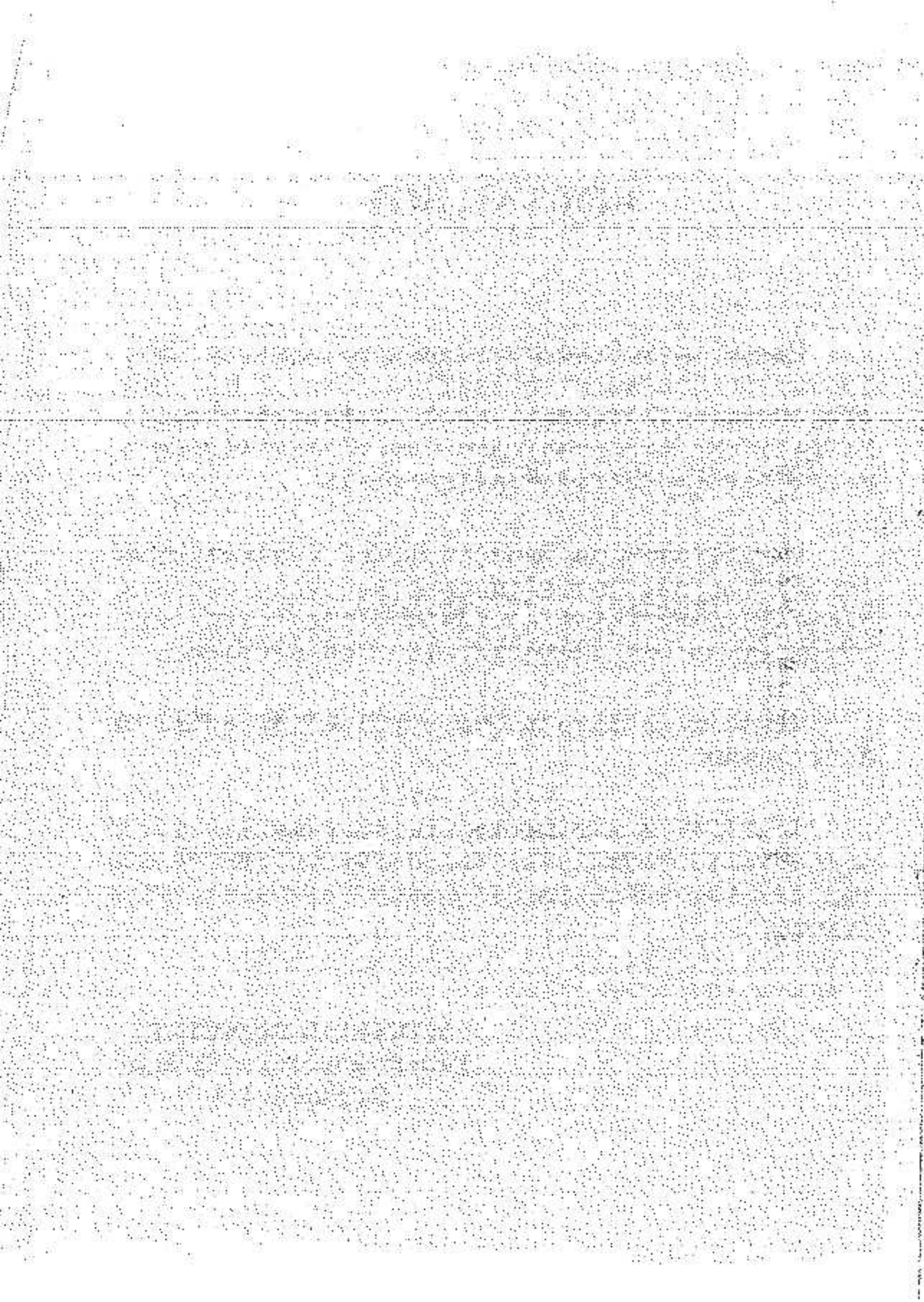
Human Resource Development Department, Government of Bihar has decided to introduce new syllabus for the Class - IX from April, 2009. Books for all languages, Arts & Commerce developed by S.C.E.R.T., Bihar, Patna are being printed with new design of covers by the Bihar State Textbook Publishing Corporation Ltd.

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Thanks are also due to the Director S.C.E.R.T., Bihar, Patna for his co-operation.

B.S.T.B.P.C. as an organization is committed towards systematic up-gradation and continuous improvement of its Textbooks. Valuable suggestions from students, guardians, teachers & educationists will be appreciated.

MANAGING DIRECTOR
Bihar State Textbook Publishing
Corporation Ltd.



PANORAMA

PART - I

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Gyandeo Mani Tripathi

Preface

Panorama Part -I, the Textbook of English for class IX, 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 **Secondary Stage** comprises a textbook and a supplementary reader.

Panorama Part -I caters to the need of a composite course, at the secondary 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 field of life where we need to use language.

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 brief introduction of the language/ grammatical items followed by extensive examples to illuminate the topic under discussion is the added strength of the book and this has increased its usefulness.

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 the teachers in helping the vast majority of learners of English at the secondary 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**), Emteyaz Alam, Dr. Baban Kumar Singh, Dr. Ashok Kumar Singh, Mr. Shashi Bhushan Dubey, Mrs. Mamta Mehrotra, Mr. Arshad Nizam, Mr. K.M. Tarique and Dr. Abhay Kumar deserve special mention for their painstaking efforts.

Thanks are due also to Gyandeo Mani Tripathi 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 in realizing the dream of writing textbooks for the children of Bihar. Thanks are due also to Dr. Quasim Khursheed (Head, Dept. of Languages) and his faculty member Dr. Surendra Kumar for their active support.

We are grateful to the copyright owners of the texts we have reproduced or used otherwise in **Panorama Part -I**. 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 NCERT, New Delhi, Publications Division (GOI), Sahitya Akademi and the Hindustan Times (Patna edition) for the pieces we have taken from them. We acknowledge our indebtedness to the individual authors of these pieces Arjun Dev Charan (Dharam Juddha), C. Rajgopalachari (Yayati), Kunal Varmā (A Silent Revolution), Moti Nisani (Too Many People, Too Few Trees), Moira Kerr and John Bennet (Echo and Narcissus), Vikram Seth (Kathmandu), Dr. A.P. J. Kalam (My Childhood), O. Henry (The Gift of the Magi), Ray Young Bear (The Grandmother), John Milton (On His Blindness), William Shakespeare (Blow, Blow Thou Winter Wind), Robert Herrick (To Daffodils), Rajani Parulekar (Sound), Nerada Suresh (Self Introduction), Pash (I Am Like Grass) Abraham Lincoln (Letter to His Son's Teacher), Swami Vivekanand (The Secret of Work), and Stephen Leacock (With the Photographer).

Hasan Waris
Director
SCERT, Bihar, Patna

A Word to the Users

Panorama Part -I, the core textbook for class IX, is based on the new syllabus framed in the light of the recommendations suggested in NCF - 2005. This anthology of prose and poetry 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.

Panorama Part -I 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. The learners 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 select pieces which the learners can feel affinity with or find close to their life. Hence, pieces from Indian writers in English or translated texts from different Indian languages have been included with priority. The book begins with an interesting but thought-provoking excerpt from **Dharam Juddha** that deals with the issue of women's identity. **Yayati** is another lesson from the great Indian epic the **Mahabharata** and it deals with the unsatisfying nature of lust and thus very subtly introduces the issues of adolescence. Other texts with Indian background include **The Shehnai of Bismillah Khan, My Childhood** by A. P. J. Abdul Kalam **Sound** by Rajani Parulekar, **Self Introduction** by Neerada Suresh, **I Am Like Grass** by Pash, **The Secret of Work** by Swami Vivekanand and **Gandhiji's Passion for Nursing**. There is also a piece on our neighbouring country Nepal - **Kathmandu** by Vikram Seth. It is hoped that these pieces will help the learners establish a bond with the texts.

This is not to say that the pieces from British or American English or other English speaking zones have been completely ignored. In fact, we have selected pieces from Greek mythology (**Echo and Narcissus**), different English speaking zones such as England, (**Blow, Blow Thou Winter Wind** by William Shakespeare, **On His Blindness** by John Milton, **To Daffodils** by Robert Herrick, **The Gift of The Magi** by O. Henry), America (**Abraham Lincoln's Letter to His Son's Teacher, The Grandmother** by Ray Young Bear) and Nepal (**Too Many People Too Few Trees** by Moti Nisani).

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However, 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 second criterion has been to see whether the pieces to be selected 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 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, **Panorama Part -I** 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 done 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 approach will help us keep the learners active all the time.

In **Panorama Part -I**, 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, identifying the central point and supporting details, for developing reasoning and drawing inferences.

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 become so important in the age of globalisation.

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 the class.

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 in 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.

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. While introducing grammatical items prescribed at the stage, care has been taken to consolidate first what the learners have studied at the earlier stages.

Since there will be no separate book on grammar at this stage, we have tried to introduce the grammatical items with necessary explanations and adequate examples so that the learners can have a fairly good idea of the usage of a particular grammatical or language items. **Panorama Part -I**, therefore, can also be looked upon as a practical book on grammar.

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. The teachers have complete freedom to come out with innovative ideas of their own to meet the objectives. Our efforts will be amply rewarded if the book proves to be a useful tool in learning English at the secondary 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. No words can describe the painstaking efforts of Emteyaz Alam, Dr. Baban Kumar Singh, Dr. Ashok Kumar Singh, Mr. Shashi Bhushan Dubey, Mrs. Mamta Mehrotra, Mr. Arshad Nizam, Mr. K.M. Tarique and Dr. Abhay Kumar.

Thanks are due also to Gyandeo Mani Tripathi, 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.

We are thankful to Dr. Shiva Jatan Thakur (University Professor, Department of English, Patna University, Patna), Dr. Mahjabeen Nishat Anjum (Head, Department of English, Gautam Buddha Mahila College, Gaya) for reviewing the textbook very minutely and incorporating their valuable suggestions.

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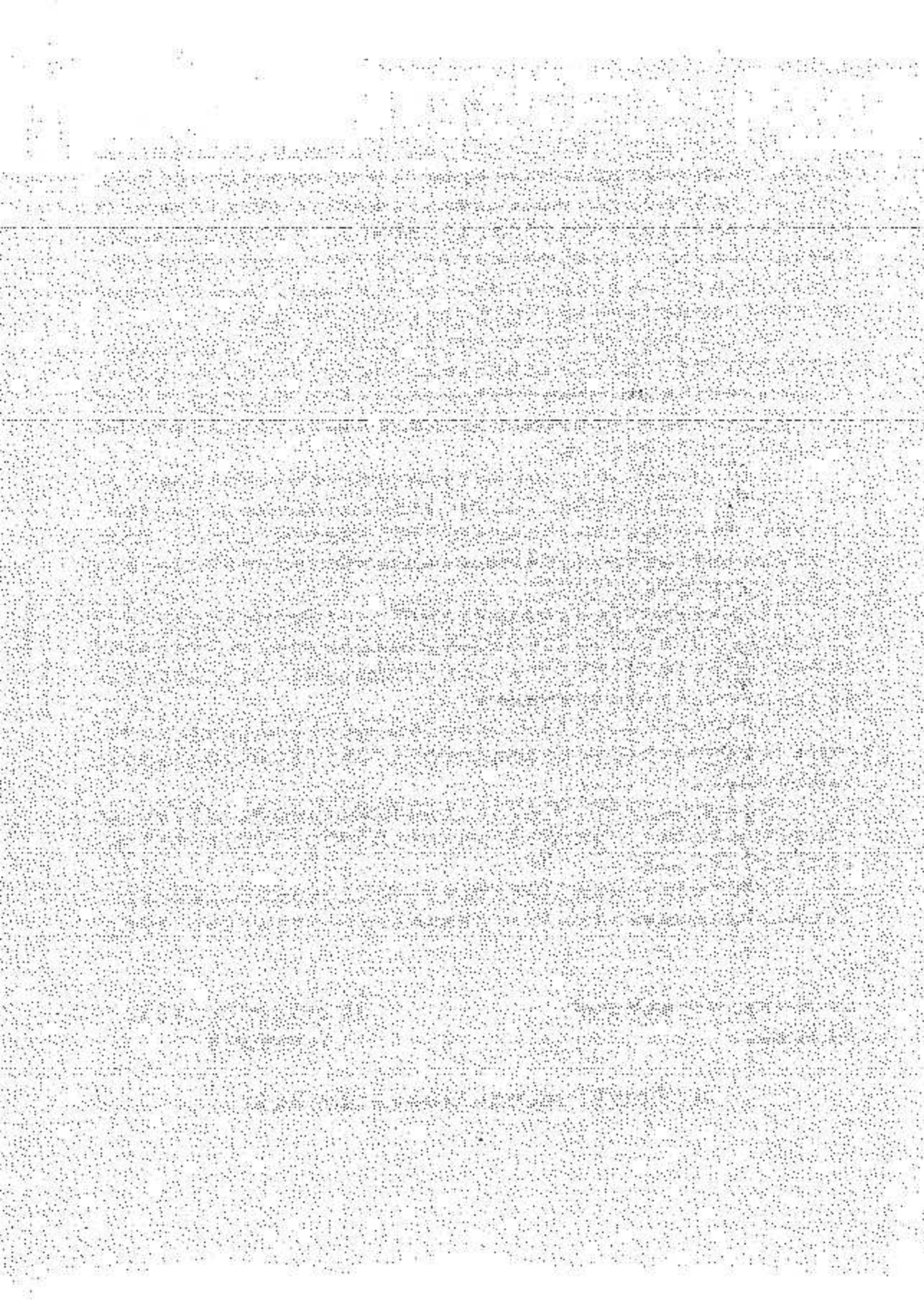
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Coordinator

Text Book Development Committee For English





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