

9



Interact in English:
**LITERATURE
READER**

A Textbook for English Course
(Communicative)



CENTRAL BOARD OF SECONDARY EDUCATION

Interact in English

Literature Reader

A Textbook for English Course
(Communicative)

Class IX



CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Sadan, 17, Rouse Avenue, New Delhi-110002

Reprint : 2,50,000
Reprint : 1,10,000
Reprint : 25,000
Reprint : 38,000
Reprint : 2,00,000
Reprint : 1,50,000
Reprint : 1,50,000
Reprint : 50,000 Copies
Reprint : 3,00,000 Copies
Revised Edition : 1,50,000 Copies
Reprint : 1,40,000 Copies
Reprint : 1,25,000 Copies
Reprint : 50,000 Copies
Reprint : 25,000 Copies
Reprint : 15,000 Copies
Reprint : 25,000 Copies
Reprint : 50,000 Copies
Reprint : 2,00,000 Copies
Reprint : 50,000 Copies
Reprint : 1,00,000
Revised Edition

May 2005

January 2007
November 2007
May, 2008
November, 2008
December 2009
February, 2011
November, 2012
March, 2013
May, 2013
July, 2013
October, 2013
December, 2013
December, 2013
February, 2014
February, 2017
March, 2022

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Design & Layout:

Anand Book Binding House-1042/A-2,
Raghubarpura No-1, Gandhi Nagar, Delhi-110031, Mbl.: 9891110888

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण¹ प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,

विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,

प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए

तथा उन सब में व्यक्ति की गरिमा

²और राष्ट्र की एकता और अखंडता

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढसंकल्प होकर अपने इस संविधान में आज तारीख 26 नवम्बर, 1949 ई. को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 को धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
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भाग 4 क

मूल कर्तव्य

51 क. मूल कर्तव्य—भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह—

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्र ध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाला उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामाजिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणी मात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों से सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाईयों को छू ले;
- ¹(ट) यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिए शिक्षा के अवसर प्रदान करे।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा प्रतिस्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolve 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 the² 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 Amendent) Act. 1976, sec. 2 for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)

2. Subs, by the Constitution (Forty-Second Amendent) Act. 1976, sec. 2 for "unity of the Nation" (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51 A

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, 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 national constantly rises to higher levels of endeavour and achievement;
- ¹(k) who is parent or guardian, to provide opportunities for education to his/her child or, as the case may be, for their ward between age of 6 and 14 years.

1. Subs. By the Constitution Sec. 04 (Eighty-Six Amendment) Act, 2002

Foreword

The English Communicative Curriculum was implemented in Class - IX in the academic session 1993- 94. The books were revised in 1995, 1997 and 2003 as a result of the feedback received from students, teachers and ELT professionals.

The Board received feedback from teachers teaching in various school systems i.e., independent schools, Kendriya Vidyalaya Sangathan and Navodaya Vidyalaya Samiti in large numbers which suggested that a change was already overdue. Accordingly, the book was revised in 2009.

The book has been designed to develop the student's communicative competence in English. The extracts selected have been taken with the purpose of making students think on their own and inculcating in them the life skills necessary for facing the challenges of the present as well as the future. The present book includes a few more activities to enable students to explore communicative aspects in more depth.

Teachers may adopt appropriate pedagogical practices to enhance the creativity of students. It must also be noted that language is not just a functional tool; it is rather a medium through which students interact with the world around them. Therefore, students should be encouraged to think on their own and express their ideas using their experiences, knowledge and imagination, rather than being text or teacher-dependent.

The effort of the material developers and editorial board for all editions is acknowledged. Feedback/suggestions for further improvement are welcome.

Team CBSE

Acknowledgements

We express our gratitude to the writers and publishers whose contributions have been included in this book. Copyright permission for use of this material has been applied for, however, information on copyright permission for some of the material could not be found. We would be grateful for information for the same.

FICTION

- ❖ "*How I Taught My Grandmother To Read*", by Sudha Murthy
- ❖ "*A Dog Named Duke*", by William D. Ellis
- ❖ "*The Man Who Knew Too Much*", by Alexander Baron.
- ❖ "*Keeping It From Harold*", by P.G. Wodehouse from **'The Funny Bone'** New Humorous Stories compiled by Lady Cynthia Asquith, Jurdus Publishers, London
- ❖ "*Best Seller*", by O. Henry

POETRY

- ❖ "*The Brook*", by Lord Alfred Tennyson
- ❖ "*The Road Not Taken*", by Robert Frost
- ❖ "*The Solitary Reaper*", by William Wordsworth.
- ❖ "*Oh, I Wish I'd Looked After Me Teeth*", by Pam Ayres from **Poetry Magic Book 6**, Edited by Keki N Daruwalla, Ratna Sagar, 2005
- ❖ "*Song of the Rain*", by Kahlil Gibran

DRAMA

- ❖ "*Villa for Sale*", by Sacha Guitry from **Six One Act Plays**, Edited by Maurice
- ❖ "*The Bishop's Candlesticks*", by Norman Mckinnel

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Note to the Users

Why do you think we read Literature?

Have you ever wondered why we read literature? We do so in order to understand, appreciate and enjoy what immensely talented men and women over the centuries have put in writing for our benefit - emotions, moving experiences, suspense, creative use of language, great issues etc. As we read, we make a personal response to the piece of literature concerned - relating its substance to our own personal experience, or to laugh, to cry, or simply to enjoy. With this in mind, the selections of poetry, fiction and drama in this Literature Reader by a variety of authors writing in English, are on a variety of themes and in a variety of literary styles. Through this Reader, we hope that you will develop your interest in such pieces, and will develop your skills in reading and appreciating poetry, fiction and drama. In particular, you will learn the essential features of these different types of literature - for example, you will learn to study character, how a plot develops, and what makes poetry poetry.

Like the Main Coursebook, this Literature Reader also carries pieces which have been identified and selected with a bearing on social issues and universal values. In other words, the literary pieces remind us all of the importance of values such as telling the truth, good health, respect for older people, and the role of law and order.

It is our hope that your reading of literature will not be restricted to the Literature Reader alone, but that you will be stimulated to read poetry, fiction and drama outside the classroom, and also later in adult life.

What does this Literature Reader contain?

- * Poetry - Six poems
- * Fiction - Five short stories
- * Drama - Two plays

These are merely a sample. The basic purpose of the Reader is to facilitate young readers to develop a love for reading and literature which is sustained for life long learning.

How much time should be spent on this Literature Reader?

Your teacher may ask you to read some of the longer pieces for home work, a day or so before they are introduced in class.

What type of questions and activities are there in the Literature Reader and in the examination?

The question-types and activities for each piece in the Literature Reader are largely:

1. Simple comprehension questions and other activities, to activate and develop your understanding.

2. Activities that lead you to infer, analyse and evaluate what you are reading.
3. Activities that ask you to make a personal and/or creative response to what you have just been reading.

The Literature Reader thus helps to develop your enjoyment and appreciation of literature in English.

What is the teacher's role?

We have said earlier that this Reader will help you *to understand, appreciate and enjoy* literature. But your teacher alone cannot make you understand, appreciate and enjoy, you have to develop these skills yourself, in the manner you approach the pieces selected. Your teacher will certainly encourage, stimulate and support you and will manage class activities to assist in every way possible. But your understanding, appreciation and enjoyment will not grow if your teacher simply explains to you everything about the literary piece concerned. You must personally explore and interpret the piece, express a point of view, and justify it. Your teacher will frequently set up activities, monitor them and hold a class review. This does not mean that he or she will never give explanations: they will be given whenever there is a need to do so.

But you should be prepared to take as much personal responsibility as you can for your own learning. This will be more effective and more enjoyable for you!

What do we mean by "personal response"?

A personal response means how we, as individuals, interpret and react to something in a piece of literature. This is particularly true of poetry, where the poet's choice of language and treatment of theme can give rise to a variety of interpretation, depending on who we are, our previous experiences, what we feel about the subject-matter etc. With this in mind, do not look for a fixed "right or wrong" response to certain questions and activities. Remember that it is your personal response to the poem, short story or play that makes reading literature so enjoyable.

If you turn to your workbook and look at Question 16 in the Literature Section of the two sample papers, you will understand more clearly what is meant by "personal response".

The book also contains texts for listening tasks as part of Annexures; teachers may use them for activities suggested in the book.

The Fiction Pieces

The five short stories are by Indian and non-Indian writers and have been chosen for their interest-level and for the values and social issues that they portray.

The Importance of Dramatising the Plays

Plays, of course, are intended to be dramatised, not simply read. Therefore, the final activity for each is dramatisation. If you can memorise your lines, so much the better; if not, then a dramatised reading will do. Often the audience will be the rest of the class. There are three principal features in drama:

**** How you speak your part***

In drama, voice modulation is very important. For example, emotions are expressed by raising or lowering the voice, by speaking with more force or less force, by varying the pace at which you speak. To use your voice appropriately, you will need to "know" your character thoroughly, through careful study of the character's lines and study of stage directions.

**** How you move***

Drama is mobile - involving physical movement, gestures, facial expressions, etc. All these should be done in as natural a manner as possible. Stage directions will give you appropriate advice.

**** Costumes, Props, Lights and Music***

These are also important features of dramatisation. Even simple clothes and props can make a significant contribution in making the play "come alive" for the audience.

We very much hope that you enjoy this Literature Reader!

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