LITERATURE READER

A Textbook for English Course
(Communicative)

Class-X
<table>
<thead>
<tr>
<th>Reprint</th>
<th>Date</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>December 2004</td>
<td>20,000</td>
</tr>
<tr>
<td></td>
<td>February 2006</td>
<td>2,75,000</td>
</tr>
<tr>
<td></td>
<td>January 2007</td>
<td>1,00,000</td>
</tr>
<tr>
<td></td>
<td>November 2007</td>
<td>1,50,000</td>
</tr>
<tr>
<td></td>
<td>November 2008</td>
<td>1,50,000</td>
</tr>
<tr>
<td></td>
<td>June 2009</td>
<td>20,000</td>
</tr>
<tr>
<td></td>
<td>December 2009</td>
<td>1,50,000</td>
</tr>
<tr>
<td>Revised Edition</td>
<td>December 2010</td>
<td>6,00,000</td>
</tr>
<tr>
<td></td>
<td>December 2011</td>
<td>4,50,000</td>
</tr>
<tr>
<td></td>
<td>December 2012</td>
<td>50,000</td>
</tr>
<tr>
<td></td>
<td>October 2013</td>
<td>25,000</td>
</tr>
<tr>
<td></td>
<td>December 2013</td>
<td>50,000</td>
</tr>
<tr>
<td></td>
<td>November 2014</td>
<td></td>
</tr>
<tr>
<td></td>
<td>November 2015</td>
<td></td>
</tr>
<tr>
<td></td>
<td>February 2017</td>
<td>1,00,000</td>
</tr>
</tbody>
</table>

CBSE Delhi-110301  
(Paper used 80 GSM Maplitho Paper)

Price : ₹ 65.00

"This book or part thereof may not be reproduced by any person or agency in any manner."

**PUBLISHED BY:** The Secretary, Central Board of Secondary Education, Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi - 110092

**DESIGN & LAYOUT:** Multi Graphics, 5745/81, Reghar Pura, Karol Bagh, New Delhi - 110005.

**PRINTED BY:** Laxmi PrintIndia, 556 G.T. Road Shahdara, Delhi 110032
भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण प्रभुवत-संपन समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनीतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म
और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए
tथा उन सब भी व्यक्ति की गाँविका
'
और राष्ट्र की एकता और अखंडता
सुनिश्चित करने वाली बंजुता बढ़ाने के लिए

दुर्लभत्व होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई. को एवंदुरा इस संविधान को अर्थीकृत, अधिनियमित और आयुर्बिधित करते हैं।

1. संविधान (ब्राह्मीस्रों संहिता) अधिनियम, 1976 की धारा 2 (3.1.1977) से “प्रभुवत-संपन लोकतंत्रात्मक गणराज्य” के स्वाभाविक प्रतीतिकार.
2. संविधान (ब्राह्मीस्रों संहिता) अधिनियम, 1976 की धारा 2 (3.1.1977) से “राष्ट्र की एकता” के स्वाभाविक प्रतीतिकार।

भाग 4 का
मूल कर्त्तव्य

51 क. मूल कर्त्तव्य – भारत के प्रत्येक नागरिक का यह कर्त्तव्य होगा कि वह –

(क) संविधान का पालन करे और उसकी आदेशों, संस्थाओं, राज्यविधाय और राष्ट्रगान का आदर करे;

(ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आदेशों को प्रतिष्ठित करने वाले उच्च आदेशों को हदय में संजोए रखे और उनका पालन करे;

(ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अखंड रखे;

(घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;

(ङ) भारत के सभी लोगों में समस्तता और समान व्रतात्मक की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का लय करे जो स्त्रियों के समान की स्वतंत्रता से विरुद्ध हैं;

(च) हमारी सामाजिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिशोध करे;

(छ) जानकारिक पर्यावरण की जिसके अंतर्गत वन, जीव, जल, और वन्य जीव हैं, रक्षा करे और उसका संरक्षण करे तथा प्राणिमात्र के प्रति दयाभाव रखे;

(ज) वैज्ञानिक दृष्टिकोण, मानववाद और सत्यार्थी परेशानी की भावना का विकास करे;

(झ) सार्वजनिक संस्कृति को सुरक्षित रखे और हिंसा से दूर रहे;

(ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कृष्ट की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्रीय निरंतर बढ़ते हुए प्रगति और उपरात्मक की नई उवागियों को दूर ले;

(ट) यदि नाटक-पिताया संस्कार है, तो वर्ष से चौदह वर्ष तक की आयु चाले अपने, वयस्सित, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान (ब्राह्मीस्रों संहिता) अधिनियम, 2002 द्वारा प्रतीतिवारित।
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.

1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for “Sovereign Democratic Republic” (w.e.f. 3.1.1977)
2. Subs, by the Constitution (Forty-Second Amendment) 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 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, 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) to provide opportunities for education to his/her child or, as the case may be, ward between age of 6 and 14 years.

Foreword

The English - Communicative Course was introduced by the CBSE at the secondary level in 1993-94. Though the course materials were renewed periodically in 1995, 1997 and 2003, a full-fledged and complete revision was undertaken only in 2009 when the Main Course Book, Work Book and Literature Reader for class IX were revised on the basis of feedback received from teachers, students and ELT professionals.

As a follow-up, the Main Course Book, Literature Reader and Work Book for class X have been revised in 2010 and the revised books have come into effect from the academic session 2013-14. The present book is a reprint of the revised edition.

As the students gradually gain proficiency in a language, the content has been designed to provide them a diverse panorama of writings. Texts have been chosen with a view to appeal to the changing interests of students. All the four language skills have been addressed in a systematic manner, providing ample scope for lively interaction on contemporary issues. The content would also help in inculcating in them empathy towards different cultures, time-periods and also, in turn, be responsible towards the world around them.

The activities embedded along with the content give students an opportunity to practice and fine tune the language skills learnt. It is suggested that the pedagogical practices adopted to transact the content must prompt the students to think, express and create.

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

R.K. Chaturvedi, IAS
Chairman, 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. Appropriate acknowledgement will be made at the first opportunity.

**FICTION**

F. 1 *Two Gentlemen of Verona* by A.J. Cronin
F. 2 *Mrs. Packletide’s Tiger* by Saki
F. 3 *The Letter* by Dhun Ketu
F. 4 *A Shady Plot* by Elsie Brown-Humorous Ghost Stories (Free e-Books) public domain

**POETRY**

P. 1 *The Frog and the Nightingale* by Vikram Seth
P. 2 *Not Marble nor the Gilded Monuments* (Sonnet 55) by William Shakespeare
P. 3 *Ozymandias* by Percy Bysshe Shelley
P. 4 *Snake* by D.H. Lawrence
P. 5 *The Rime of the Ancient Mariner* by Samuel Taylor Coleridge

**DRAMA**

D. 1 *The Dear Departed* by Stanley Houghton
D. 2 *Julius Caesar* by William Shakespeare

**OTHER TEXTS**

1. Snake Trying WWE Ross-The New Oxford Book of Canadian Verse in English; customer.service.ca@oup.com
2. Snake-Keith Bosley-www.mcgraw-hill.co.uk
4. Character actor, Wikipedia-Free encyclopaedia
6. Tour of Body-Alex Crees-www.foxnews.com
PATRON

- Sh. R.K. Chaturvedi, IAS
  Chairman, CBSE
- Sh. Manoj Kr. Srivastava
  Joint Secretary (ART & I) & In-charge, CBSE

Editorial Board

- Dr. Pragya M. Singh, Joint Director, CBSE
- Dr. Sweta Singh, Joint Director, CBSE
- Ms. Neha Sharma, Deputy Director, CBSE
- Dr. Monali Bhattacharya, Former Associate Professor, Banasthali Vidyapith
- Dr. Shweta Singh, Motilal Nehru College (Evening), University of Delhi
- Mr. Sandeep Tokas, Motilal Nehru College (Evening), University of Delhi
- Mr. Azaharuddin, Motilal Nehru College (Evening), University of Delhi
- Ms. Kirti Tandon, Step by Step School, Noida

Material Developers

- Ms. Anudita Bhatia
  Sardar Patel Vidyalaya, New Delhi
- Ms. Manvinder Kaur
  Delhi Public School, Ghaziabad
- Ms. Mridula Aggarwal
  Springdales Public School, Pusa Road, New Delhi
- Ms. Neena Kaul
  St. Mary’s School, New Delhi
- Ms. P. Rajeswary
  Former Education Officer, CBSE
- Ms. Vijay Lakshmi Raman
  Padma Seshadri Bala Bhawan, Chennai
- Mrs. Sudha Ravi
  ELT Consultant, Chennai
- Ms. Deepti S.
  Asstt. Prof Govt. First Grade College for Women, Ramanagaram-571511

Illustrations:
- Ms. Meeta Tripathi, Freelancer, Artist
- Mr. Surinder Tripathi, Freelancer, Artist

- Ms. Vimmy Singh
  KV, R.K. Puram, Sec - 8, New Delhi
- Ms. Kavita Rakhra
  KV, Masjid Moth, Sadiq Nagar, New Delhi
- Ms. Rajni Sharma
  Delhi Public School, Vasundhara
- Dr. Amber Banerjee
  Principal, Delhi Public School, Agra
- Mrs. Lakshmi Srinivasan
  Principal, P.S. Sr. Sec. School, Chennai
- Ms. Nirmala Jairaj
  ELT Consultant, Chennai
- Ms. Syriac Mary
  KV, CRPF, Avadi, Chennai
- Ms. Sandhya Awasthi
  Vice Principal, Amity International School, Saket
- Mr. Anil Kumar
  ELT Expert, Ludhiana
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 - Seven 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?

In particular, at times your teacher may ask you to read some of the longer pieces for home work, before they are introduced in class.

What types 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. fairly 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 a creative response to what you have just been reading.

In fact, these are the types of questions and activities you will meet in the examination. 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 is to 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. However, 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"?**

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 shades 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.

**The Fiction Pieces**

The six short stories are by Indian and non-Indian writers. These 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 meant to be dramatised, not simply read. Therefore, the final activity for both the plays 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 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/dialogues 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 keeping in mind the character being enacted. Stage directions will give you appropriate advice.

* Costumes, Props, Lights and Music

These are also important features of a 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.

Editors
Introduction

FICTION 1-82
F.1 Two Gentlemen of Verona by A.J. Cronin 3
F.2 Mrs. Packletide's Tiger by Saki 12
F.3 The Letter by Dhumaketu 22
F.4 A Shady Plot by Elsie Brown 33
F.5 Patol Babu, Film Star by Satyajit Ray 55
F.6 Virtually True by Paul Stewart 71

POETRY 83-128
P.1 The Frog and the Nightingale by Vikram Seth 85
P.2 Not Marble, nor the Gilded Monuments (Sonnet 55) by William Shakespeare 97
P.3 Ozymandias by Percy Bysshe Shelley 101
P.4 The Rime of the Ancient Mariner by Samuel Taylor Coleridge 106
P.5 Snake by D.H. Lawrence 119

DRAMA 129-182
D.1 The Dear Departed by Stanley Houghton 131
D.2 Julius Caesar by William Shakespeare 153

ANNEXURE 183-192
Texts for Listening Tasks 185