

Supplementary Reader in English for Class IX





राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

0960 - Moments

Textbook for Class 9

ISBN 81-7450-503-2

First Edition

February 2006 Phalguna 1927

Reprinted

November 2006 Kartika 1928 October 2007 Kartika 1929 December 2009 Agrahayana 1931 November 2010 Kartika 1932 January 2012 Pausa 1933 December 2012 Agrahayana 1934 November 2013 Kartika 1935 December 2014 Pausa 1936 December 2015 Agrahayana 1937 December 2016 Pausa 1938 December 2017 Kartika 1939 December 2018 Agrahayana 1940 August 2019 Shravana 1941 January 2021 Pausa 1942 August 2021 Shravana 1943 November 2021 Kartika 1943

PD 520T RSP

© National Council of Educational Research and Training, 2006

₹ 40.00

Printed on 80 GSM paper with NCERT watermark

Published at the Publication Division by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110 016 and printed at Pratibha Press & Multimedia Pvt. Ltd., 6, Ashok Nagar, Latouche Road, Lucknow - 226 018

ALL RIGHTS RESERVED

- No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- The correct price of this publication is the price printed on this page, Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

OFFICES OF THE PUBLICATION DIVISION, NCERT

NCERT Campus Sri Aurobindo Marg New Delhi 110 016

108, 100 Feet Road Hosdakere Halli Extension Banashankari III Stage Bengaluru 560 085

Navjivan Trust Building P.O. Navjivan Ahmedabad 380 014

CWC Campus Opp. Dhankal Bus Stop

Panihati Kolkata 700 114

CWC Complex Maligaon

Guwahati 781 021

Phone : 0361-2674869

Phone: 033-25530454

Phone: 011-26562708

Phone: 080-26725740

Phone: 079-27541446

Publication Team

Head, Publication Division	:	Anup Kumar Rajput
Chief Editor	:	Shveta Uppal
Chief Production Officer	:	Arun Chitkara
Chief Business Manager	:	Vipin Dewan
Editor	:	Vijayam Sankaranarayanan
Production Assistant	:	Rajesh Pippal

Illustrations Bhushan Shaligram and Nidhi Wadhwa

> **Cover and Layout** Nidhi Wadhwa

FOREWORD

THE National Curriculum Framework (NCF), 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy of Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this book proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The supplementary reader attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the textbook development

committee responsible for this book. We wish to thank the Chairperson of the advisory group in languages, Professor Namwar Singh and the Chief Advisor for this book, Professor R. Amritavalli for guiding the work of this committee. Several teachers contributed to the development of this supplementary reader; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, materials and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products. NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinements.

iv

New Delhi 20 December 2005 Director National Council of Educational Research and Training

A NOTE FOR THE TEACHER

MOMENTS, a supplementary reader in English for Class IX, is meant for extensive reading. It is designed to promote a love for reading by exposing the learners to a variety of materials.

An attempt has been made to provide learners with a rich reading experience through stories of mystery, adventure, courage, growing up, romance, wit and humour. These carefully selected pieces would cater to the needs and interests of adolescents and hold the mirror up to different aspects of life and people.

A deliberate effort has been made to gloss only some potentially difficult words in the stories to aid the reading process. The few questions given under 'Think About It' are all global questions, designed to help learners develop their ability of intelligent and imaginative reading. The 'Talk about It' section has discussion topics which take a constructive approach to the analysis of contemporary issues. The learners may be encouraged to interact with their classmates or seniors, integrate their understanding of the issues and make a purposeful, personalised, and imaginative oral presentation. A list of suggested readings is given at the end of each story to encourage learners to read extensively and independently.

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved 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 the ²[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.**

 Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2,

for "Unity of the Nation" (w.e.f. 3.1.1977)

TEXTBOOK DEVELOPMENT COMMITTEE

CHAIRPERSON, ADVISORY GROUP IN LANGUAGES

Professor Namwar Singh, formerly *Chairman*, School of Languages, Jawaharlal Nehru University, New Delhi

CHIEF ADVISOR

R. Amritavalli, *Professor*, Central Institute of English and Foreign Languages (CIEFL), Hyderabad

CHIEF COORDINATOR

Ram Janma Sharma, *Professor* and *Head*, Department of Languages, NCERT, New Delhi

MEMBERS

Amber Banerjee, *Principal*, Dehli Public School, Dagapur, Darjeeling Road, Pradhan Nagar, Siliguri

Nasiruddin Khan, *Reader in English*, Department of Languages, NCERT, New Delhi

S. Neerada, *Principal*, Kendriya Vidyalaya, AF 8, Rajokri, New Delhi Sadhana Parashar, *AEO* (ELT), CBSE, 17, Rouse Avenue, Institutional Area, New Delhi

Shruti Sircar, *Lecturer*, Centre for ESL Studies, CIEFL, Hyderabad Sonia Makhija, *TGT* (English), Govt Girls' Secondary School No. 3, Uttam Nagar, New Delhi

MEMBER-COORDINATOR

Sandhya Rani Sahoo, *Reader in English*, Department of Languages, NCERT, New Delhi

CONSTITUTION OF INDIA

Part IV A (Article 51 A)

Fundamental Duties

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, wildlife 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.

•@•Æ

ACKNOWLEDGEMENTS

THE National Council of Educational Research and Training is grateful to Professor M.L. Tickoo, formerly of the Central Institute of English and Foreign Languages, Hyderabad, and the Regional Language Centre, Singapore, for going through the manuscript and making valuable suggestions.

NCERT would like to thank Westland Books Pvt. Ltd., Chennai for 'A House Is Not a Home' by Zan Gaudioso; Black Swan Transworld Publishers, London for 'The Accidental Tourist' by Bill Bryson; and R. K. Laxman for 'Iswaran the Storyteller' along with the illustrations.

Special thanks are also due to the Publication Department, NCERT, for their support. NCERT gratefully acknowledges the contributions made by Matthew John, *Proofreader*, and Uttam Kumar, *DTP Operator*.

CONSTITUTION OF INDIA

Part III (Articles 12 – 35) (Subject to certain conditions, some exceptions and reasonable restrictions)

guarantees these

Fundamental Rights

Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

Right to Constitutional Remedies

• by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.





Foreword iii A Note for the Teacher v

- 1. The Lost Child 1 Mulk Raj Anand
- 2. The Adventures of Toto 7 Ruskin Bond
- 3. Iswaran the Storyteller 12 *R. K. Laxman*
- 4. In the Kingdom of Fools 19 Kannada Folktale (ed.) A. K. Ramanujan
- 5. The Happy Prince 28 Oscar Wilde
- 6. Weathering the Storm in Ersama 37 Harsh Mander
- 7. The Last Leaf44 O. Henry
- 8. A House Is Not a Home 49 Zan Gaudioso
- 9. The Accidental Tourist 56 Bill Bryson
- 10. The Beggar 62 Anton Chekhov