



Class 5



Stellar
English

Literature Reader



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1

Tom Whitewashes the Fence

The Adventures of Tom Sawyer by Mark Twain is a classic book. In this extract, you will read how cleverly Tom gets his work done by others and has a good time himself.

It was a warm, bright Saturday. The sun was shining overhead. Tom and his cousin, Sid, were having a holiday. It was a day to enjoy; a day to have fun. Tom could hear the birds chirping in the trees. He was in a very cheerful mood. He was planning to go swimming with his friends. He thought of the cool water longingly. What a great time they would have! Just then he heard Aunt Polly's voice. "Tom, where are you?"

"Coming, Aunt Polly," he called and rushed to his aunt's room.

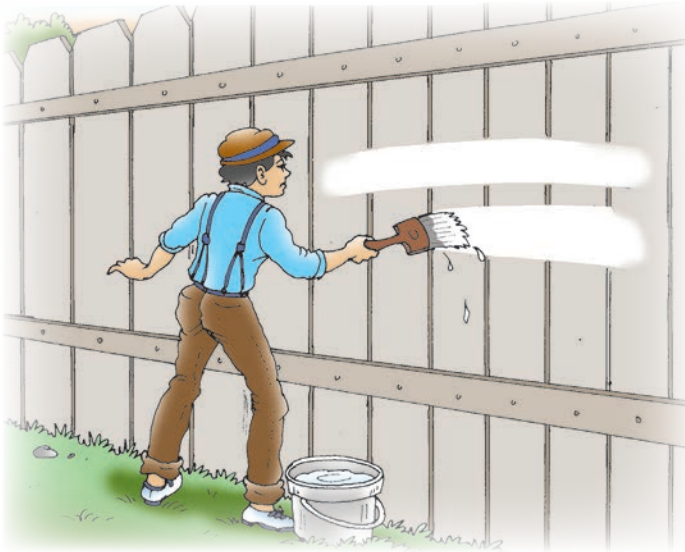
"I want you to whitewash the fence today," Aunt Polly said.

"But, we were planning to go swimming," Tom started but he was not allowed to finish his sentence.

"You cannot go anywhere. You'll be finishing the whitewashing of the fence," Aunt Polly said and walked out of the room.

Alas! Tom's wish could not be fulfilled now. All his plans were spoilt. He could not escape. Aunt Polly was strict and he had to obey her. He will have finished the whitewashing by evening and after that he would not be able to go for swimming.

He came out of the house sadly with a long brush in one hand and a bucket full of whitewash in the other. He looked at the fence in dismay. "How high the fence is! How long it is!" Tom thought. The fence was nine feet high and thirty yards long. Tom dipped his brush in the whitewash and drew it slowly across the fence. It made a small white mark.



He did it again and there was another small white mark. Tom sat down **wearily**. It looked as though it would take the whole day and perhaps even the night to finish the work.

Suddenly, he saw Jim, the boy who helped his aunt with the tougher jobs in the house. He was

carrying a bucket to **fetch** water from the village pump. “Jim, let me fetch the water while you whitewash the fence. I’ll give you a marble, if you let me do it,” Tom said. Before Jim could reply, he was spotted by Aunt Polly and he went on his way. Tom picked up the brush and started working hard but he couldn’t do it for long. He felt tired and bored.

wearily: tired
fetch: bring

After some time, he saw his friend Ben Rogers coming along the street. A brilliant idea came to his mind. Tom was very clever at getting what he wanted. He pretended not to see Ben who was eating a juicy, red apple. Ben came up to Tom and was surprised to see him working. “I’m going for a swim but you can’t come, can you? You’re working.” There was a look of pity on Ben’s face.

“This isn’t work,” Tom said. “Whitewashing is fun. You’ve never whitewashed a fence, have you?”

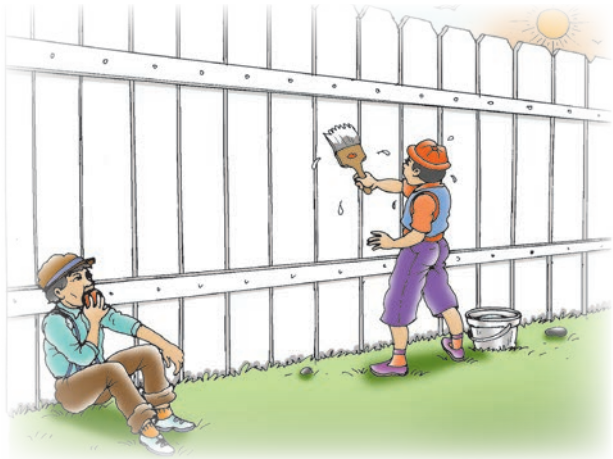
“No, I haven’t. Let me whitewash a little, Tom.”

“Oh, no. I have promised Aunt Polly that I’ll do it myself. She won’t trust anyone else to do it. Sid wanted to do it but she would not allow him.”

“I shan’t make a mistake. I’ll be very careful. Here, you can take my

apple, if you like. Please let me do it, Tom.” Tom now had Ben begging for a chance to whitewash the fence.

Slowly and unwillingly, Tom handed the brush to Ben and sat down to eat the delicious apple while his friend worked in the hot sun. Soon other boys came along with their offerings.



Before the afternoon was over, the fence had three coats of whitewash on it. Tom was the owner of twelve marbles, a tin soldier, a key, a dog’s collar, the handle of a knife and four segments of an orange. He had cleverly got what he wanted by pretending to enjoy the work he was doing. Needless to say, Aunt Polly was delighted to see the fence looking so spotlessly white. She couldn’t believe Tom had whitewashed the fence all by himself. She gave him a big apple to eat.

—Adapted from *The Adventures of Tom Sawyer* by Mark Twain

UNDERSTANDING THE STORY

A. Tick (✓) the right answers.

1. Tom had a holiday on
 - (a) Friday.
 - (b) Wednesday.
 - (c) Saturday.
2. Tom had a plan to go for a
 - (a) whitewash.
 - (b) swim.
 - (c) match.



3. Tom had to whitewash the

- (a) railing.
- (b) ceiling.
- (c) fence.



4. Aunt Polly gave Tom

- (a) an orange to eat.
- (b) a pear to eat.
- (c) an apple to eat.



B. Fill in the blanks by choosing the right words from the box.

Jim Tom's Sid believe spotlessly clever

1. Tom and his cousin, _____, were having a holiday.
2. _____ was carrying a bucket to fetch water from the water pump.
3. A brilliant idea came to _____ mind.
4. Tom was very _____ at getting what he wanted.
5. Aunt Polly was happy to see the fence looking so _____ white.
6. She couldn't _____ Tom had whitewashed the fence all by himself.

C. Answer these questions.

1. What task was given to Tom by Aunt Polly?
2. What clever idea came to Tom's mind?
3. Why was there a look of pity on Ben's face?
4. What did Tom get before the afternoon was over?
5. Why was Aunt Polly delighted?
6. What did Aunt Polly give to Tom?



LANGUAGE SKILLS

D. In the groups of words given below, one word is different in meaning. Cross this word out.

- | | | | |
|----------------|-------------|-----------|-----------|
| 1. huge | big | large | tiny |
| 2. gloomy | cheerful | happy | joyful |
| 3. tired | weary | exhausted | energetic |
| 4. anger | rage | greed | wrath |
| 5. brilliant | excellent | superb | shoddy |
| 6. clever | intelligent | dull | sharp |
| 7. hardworking | diligent | lazy | laborious |
| 8. delicious | yummy | tasty | loathsome |

WRITING SKILLS

- E.** What was the key to Tom's success? Write a few lines on his presence of mind.
- F.** What do you do on your holidays? Do you help your parents in doing household work? Describe the work you do.

2 Miss Rottenmeier has a Hard Day



This passage is from Heidi by Johanna Spyri. Heidi lives in the mountains of Switzerland with her grandfather. She likes to live in natural surroundings. But she is sent to the city to live with a family. She hates the city because she is not close to nature in the city.

Heidi woke up early the next morning. As she lay, she tried to think how she came to be in this huge white bed. Suddenly, Heidi remembered that she was in a big city.

She wanted to see the blue sky and feel fresh spring air. The thick curtains drawn across the windows shut those away. At that moment, there was a knock at the door.

“Please come for breakfast,” said the maid.

Heidi dressed quickly and went to the dining room. There Clara greeted her with a friendly smile. After breakfast, Miss Rottenmeier told Heidi to go to the library with Clara, and wait for the tutor. When the tutor arrived, the two girls started studying. Miss Rottenmeier soon heard a violent crash, followed by shouts. She rushed to the library. She was horrified to see that the table was overturned in the middle of the floor. A stream of ink **trickled** slowly across the room. Heidi was nowhere to be seen.

“What happened?” cried Miss Rottenmeier. “There’s ink everywhere! It must be Heidi.”

The tutor was **gazing** helplessly at the ruins. Clara, who was secretly enjoying herself, said, “Yes, it was Heidi, but she didn’t mean to. She must not be punished. She was in such

trickled: to flow
gazing: staring



a hurry to look into the street that she caught the tablecloth and pulled everything down.”

Miss Rottenmeier found Heidi standing at the door looking up and down the street. “How dare you run away from your lessons like this?” asked Miss Rottenmeier.

“I heard the pine trees rustling,” said Heidi.

“Pine trees! What are you talking about? Come and see what you have done. Never let this happen again!” scolded the angry housekeeper. Lessons were out of the question for the rest of the day.



In the afternoon, Clara had to rest for two hours. But Heidi wanted to see the pine trees so she went to a tall tower. She climbed up but there were only houses to be seen. As she came down, she saw a large grey cat in a basket. Heidi clapped her hands in delight, for in the basket lay eight furry little kittens. She chose two of the kittens and put

them in the pockets of her dress. She then hurried home.

Miss Rottenmeier caught her. With a stern expression she began, “To go out without permission is a piece of naughtiness that deserves **severe** punishment!”

“Meow!” was the reply.

severe: heavy

“That is enough! Leave the room immediately,” said Miss Rottenmeier.

“Meow!”

“What do you mean by such rudeness?” cried Miss Rottenmeier, red with anger.

“Meow! Meow!”

Heidi stood up obediently. She was going to explain, “It’s not me – it’s the kittens.” She brought out the kittens.

“Kittens!” shrieked Miss Rottenmeier. To the poor woman there was nothing more frightening than a cat. She went out of the room, having had enough for one day. Heidi was left standing surprised. To her, kittens were a source of joy. She could not understand how anyone could be scared of such timid little creatures.

—Adapted from *Heidi* by Johanna Spyri

UNDERSTANDING THE STORY

A. Tick (✓) the right answers.

1. After breakfast, Miss Rottenmeier told Heidi to go to the

(a) park.

(b) library.

(c) school.

2. Heidi ran away from the lessons because she heard

(a) pine trees rustling.

(b) spruce trees rustling.

(c) chinar trees rustling.

3. What did Heidi put in her pockets?

(a) puppies.

(b) monkeys.

(c) kittens.

B. Match the following.

- | | |
|----------------------------|--|
| 1. Heidi dressed quickly | (a) gazing helplessly at the mess and ruins. |
| 2. When the tutor arrived, | (b) kittens were a source of joy. |
| 3. The tutor was | (c) she saw a large grey cat in a basket. |
| 4. As she came down, | (d) went to the dining room. |
| 5. To Heidi, | (e) the girls started studying. |

C. Answer these questions.

1. What did Heidi do in the library?
2. Where did Heidi go in the afternoon?
3. What could Heidi not understand about Miss Rottenmeier?



LANGUAGE SKILLS

D. Given below are some jumbled words. Unjumble them.

- | | | | |
|------------|-------|-----------|-------|
| 1. HTKIN | _____ | 2. TORTU | _____ |
| 3. TITKNE | _____ | 4. KETSAB | _____ |
| 5. ROMNING | _____ | 6. MOWNA | _____ |



WRITING SKILLS

- E. What did Heidi miss in the city?
- F. What problems does a person, who goes from a city to a village to stay, face?

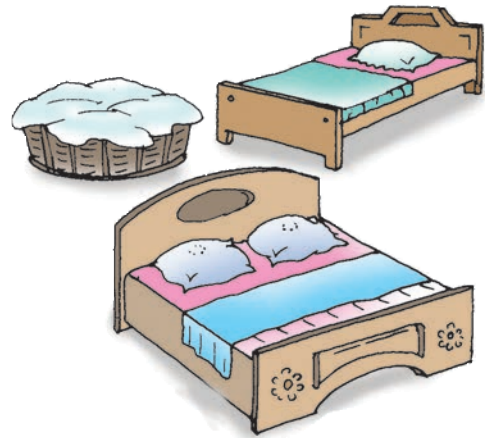
3 Beds



This poem is an extract from The Bed Book by Sylvia Plath. In this poem, some creative uses of beds are suggested.

Beds come in all sizes—
Single or double,
Cot-size or cradle,
King-size or trundle.

Most Beds are Beds
For sleeping or resting,
But the best Beds are much
More interesting!



Not just a white little
Tucked-in-tight little
Nighty-night little
Turn-out-the-light little
Bed—

Instead
A Bed for Fishing,
A Bed for Cats,
A Bed for a **Troupe** of
Acrobats.

The right sort of Bed
(If you see what I mean)
Is a Bed that might
Be a Submarine



Nosing through water
Clear and green,
Silver and **glittery**
As a **sardine**

Or a Jet-Propelled Bed
For visiting Mars
With mosquito nets
For the shooting stars . . .



— Sylvia Plath

NEW WORDS

Troupe: group

glittery: shiny

sardine: a sea fish

UNDERSTANDING THE POEM

A. Tick (✓) the right answers.

1. Beds come in

- (a) only one size.
- (b) many sizes.
- (c) two sizes only.

2. Best beds are much

- (a) more colourful.
- (b) more boring.
- (c) more interesting.

3. The right sort of a bed may be

- (a) boat.
- (b) submarine.
- (c) ship.

B. Write true or false.

1. Most beds are used for sleeping. _____
2. Mosquito nets offers protection against shooting stars. _____
3. A jet-propelled bed might be used to go Mercury. _____

C. Answer these questions.

1. Name three different types of beds.
2. What can a jet-propelled bed be used for?

 **LANGUAGE SKILLS**

D. Match the rhyming words.

- | | |
|-----------|-------------|
| 1. double | (a) prize |
| 2. stars | (b) brittle |
| 3. size | (c) bat |
| 4. little | (d) trouble |
| 5. rat | (e) Mars |

 **ACTIVITY**

- E.** Collect two different pictures of cradles and paste them. Write three sentences on the use of cradles.

4 Tenaliraman and the Two Thieves

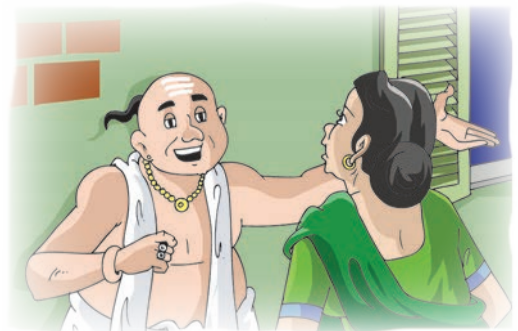
Tenaliraman was clever and had a great presence of mind. With his sharp of mind, he could overcome any problem. In the story you are going to read you will see how he outwits two thieves.

It was a summer night, Tenaliraman and his wife were about to sleep.



Suddenly, Tenaliraman saw some movement behind the bushes. He understood that some thieves were planning to rob his house.

Tenaliraman had an idea. He said loudly to his wife, “My dear, I have heard that some thieves are on the loose in our neighbourhood. So, let’s hide all the jewellery and money that we have in the well.”



A little later, Tenaliraman and his wife came out of the house. They were carrying a big trunk. They dropped it into the well in the garden. They then went inside the house and **pretended** to go off to sleep.



The thieves waited for a while and then started drawing water from the well. They wanted to empty the well and get the money.

The thieves kept drawing out water the whole night.

At **dawn**, they were able to pull out the trunk. They were very happy at their effort.



As soon as they opened it, they were very shocked. The trunk had only big stones in it.

Just then, Tenaliraman came out of his house and said, "Thank you friends, for watering my plants."



Hearing this, the thieves fell at his feet. They promised him never to steal again.

NEW WORDS

pretended: acted

dawn: very early morning

UNDERSTANDING THE STORY

A. Tick (✓) the correct answers.

1. Where were the thieves hiding?
 - (a) Behind the bushes.
 - (b) In the well.
 - (c) In the room.
2. What did Tenaliraman tell his wife to do?
 - (a) To run away.
 - (b) To keep money and jewellery in a well.
 - (c) To go and ask help from the king.



3. What did the thieves find in the trunk?

(a) Jewels.

(b) Gold coins.

(c) Stones.

B. Fill in the blanks with the correct word from the box.

pretended sleep stones promised understood

1. Tenaliraman and his wife were about to _____.

2. He _____ that some thieves were planning to rob his house.

3. They _____ to go off to sleep.

4. The trunk had only big _____ in it.

5. They _____ never to steal again.

C. Answer these questions.

1. How did Tenaliraman come to know that there were thieves in the garden?

2. What was Tenaliraman's plan?

3. What activity did thieves keep on doing the whole night?

4. Why were the thieves shocked?

5. Why did Tenaliraman thank the thieves?

LANGUAGE SKILLS

D. Complete the names of these famous persons with the help of the pictures and clues.

1. T N L R M N

2. G P L B R

3. M L A N S R N



E. Match the following words to make meaningful phrases.

- | | |
|--------------|--------------|
| 1. Poor | (a) prince |
| 2. Beautiful | (b) sage |
| 3. Wise | (c) beggar |
| 4. Handsome | (d) princess |



WRITING SKILLS

F. Construct a story from the given outline.

An old woman becomes blind—calls a doctor—agrees to pay large fee if cured, but nothing if not—doctor comes daily—takes away valuable things—at last cures her—demands fees—the lady refuses saying cure is not complete—the doctor goes to the court—the judge asks lady why she will not pay—she says her eyes are not cured—cannot see all her valuable things—judge decides the case in her favour.

5 The Thief of Cathay

An unexpected act of kindness can change a person's life and bring about far-reaching changes as this beautiful tale tells us.

It was the birthday of an honoured man. His sons and servants were busy receiving guests and messengers who came with gifts. A thief, knowing that there would be valuable items among the gifts, slipped into the house. He lay face downwards on a **beam** in the roof of the great hall where a banquet was to be held in honour of the man. From there, he looked upon the opening of parcels of silk, **jade** and jewels. He took a note of where these were put. He planned to steal them after the guests had departed, and the family gone to sleep.

Late at night, when the guests had all taken leave, and the servants had retired, the host had a look at some of the presents. As he leaned over he turned his back to the thief hiding on the beam.

beam: a long piece of wood used to support a structure

jade: a stone that is prized for carving and jewellery



The thief took a chance to look at the layout of the room so that he would be able to find his way once the lights were put out. And as he did so, he cast a shadow on the floor.

The host did not show any sign of having seen the moving shadow, but he called

a servant and told him to bring the choicest food and lay the table for one guest. When this was done, he dismissed the servant for the night. Then turning towards the beam on which the thief lay, and showing respect as to the noble guest, he said, “Will the gentleman who is on the roof-beam come down and **partake** of **refreshments**?”

As there was nothing else he could do, the thief came down. He was led to the table by his host who served him while he ate. When he had eaten his fill, his host gave him a bag of silver coins and begged him to make good use of them.

Ten years passed, and again the honoured man held a big birthday celebration.

Towards the end of the day a stranger came, bearing handsome gifts of gold and jewels. He would not give his name, but insisted that he see the honoured man.

The stranger was admitted to the old man’s room, where he was overjoyed to see his host looking so well. The host did not recognise his guest, and, excusing himself by a plea of failing eyesight, enquired his name.

The stranger smiled and said, “I am an honest man. I have learned to live a righteous life. But it was not always so. Do you not **recall** how you once asked me to come down from the roof-beam and partake of refreshment?”

The host was astonished, but he grew even



partake: eat and drink
refreshments: things to eat or drink
recall: remember

more so when he heard how his own kindness to the thief had changed the thief's life to one of righteousness and honour. The coins he had given the thief had been used to begin a small business which had prospered and given work to many.

The guest was invited to stay for the banquet and this time he did not eat alone.

UNDERSTANDING THE STORY

A. Tick (✓) the right answers.

1. Who slipped into the house?

(a) king.

(b) thief.

(c) merchant.

2. Where did the thief hid himself?

(a) on the roof of the hall.

(b) in the basement.

(c) behind the sofa.

3. Who served the thief while he ate?

(a) the servant.

(b) the rich man.

(c) rich man's wife.

B. Write true or false.

1. The thief planned to take away the gifts.

2. The thief was hiding under the table.

3. The thief refused to come down to eat food.

4. The stranger brought a priceless gem as a gift. _____

5. The thief became a good man because of the honourable man's kindness. _____

C. Answer these questions.

1. Why was the thief hiding?

2. How did the honourable man come to know that there was a thief hiding in his house?

3. Why did the thief come down?

4. What brought about a change in thief's life?

LANGUAGE SKILLS

D. Make sentences using the following phrases.

1. taken leave _____

2. slipped into _____

3. looked upon _____

4. towards the end _____

5. partake of _____

WRITING SKILLS

E. Write five lines on 'Hate the sin not the sinner'.

F. What would have happened if the thief was not given a scope to correct himself?

6 I Keep Six Honest Men

Rudyard Kipling through this little poem has given us the key to gaining knowledge. If we use the questions What, Why, When, How, Where and Who, we will gain knowledge in a little time.

I keep six honest serving-men
(They taught me all I knew);
Their names are What and Why and When
And How and Where and Who.
I send them over land and sea,
I send them east and west;
But after they have worked for me,
I give them all a rest.

I let them rest from nine till five,
For I am busy then,
As well as breakfast, lunch, and tea,
For they are hungry men.
But different folk have different views.
I know a person **small** —
She keeps ten million **serving-men**,
Who get no rest at all!

—Rudyard Kipling



NEW WORDS

small: here, the queen bee
serving-men: worker bees

UNDERSTANDING THE POEM

A. Tick (✓) the right answers.

1. How many serving-men does the poet keep?
 - (a) five.
 - (b) three.
 - (c) six.
2. To which directions does the poet send them?
 - (a) east and west.
 - (b) east and north.
 - (c) north and south.
3. When is the poet busy?
 - (a) from nine to one.
 - (b) from nine to five.
 - (c) from nine to six.

B. Write true or false.

1. All the six serving-men are dishonest.
2. After they have worked, the poet gives them rest.
3. Different folk have different views.
4. The ten million serving-men take rest all the time.

C. Answer these questions.

1. Who has taught the poet all that he knows?
2. What are the names of six honest serving-men?
3. Write the theme of the poem in brief.

LANGUAGE SKILLS

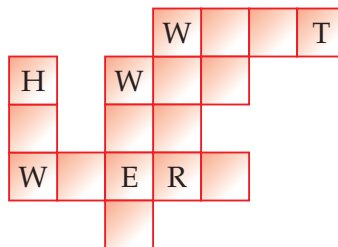
D. Fill in the blanks using the words 'what', 'why', 'when', 'how', and 'where'.

- _____ did you not go to school yesterday?
- _____ is your name?
- _____ does your school start?
- _____ did India become independent?
- _____ do you live?
- _____ is the old name of Mumbai?

E. There are some errors in these sentences. Circle the word which is wrong.

- He is an honest men.
- The apple are kept on the table.
- The Ganga is longer then the Yamuna.
- Honey is more sweeter than sugar.

F. Complete the word grid with the names of six serving men.



ACTIVITY

- How do these six serving men make one knowledgeable? Discuss it in the class.
- What steps should you take to become knowledgeable? Discuss about the options in the class.

7 The Boy Who Borrowed

Reading books is a very good habit. But if we borrow a book from someone we must return it on time. In the story, The Boy Who Borrowed, we are going to read, we learn about Benny who always borrows books and things but forgets to return them. Read on to find how he learns an unforgettable lesson.

Benny loved reading. He always had his nose in a book, and he never had enough to read.

“Really!” said his mother, “you only take half a day to read a book, Benny! You need a book about as long as the dictionary!”

“I want a book that goes on forever,” said Benny. “That’s the only book that will really give me enough reading!”

Benny hadn’t enough money to buy a lot of books, and no one gave him any except at Christmas time. He had about eight of his own and that was all.



So Benny borrowed books from his friends and from the library. “Please will you lend me *The Island of Adventure*?” he asked Bill. “I haven’t read it.”

He asked Mary for *The Secret Seven* and she lent it to him. Then he borrowed *Five on a Treasure Island* from Henry and two nature books from John.

But he always forgot to give them back! At least, he forgot at first—but when he saw his bookcase **gradually** filling up, he simply couldn't bear to give back any of the books. So he didn't. If the children asked him for them he pretended he hadn't got them. He was the most dishonest little boy!

He didn't only borrows books. He borrowed a ball from Eric, and a pen from Lucy. Kenneth lent him his jigsaw, and Eileen lent him her new rubber. He didn't give any of them back, and the children were very **cross** indeed.

And then one night something happened. It was something very **peculiar** and Benny quite thought it was a dream.

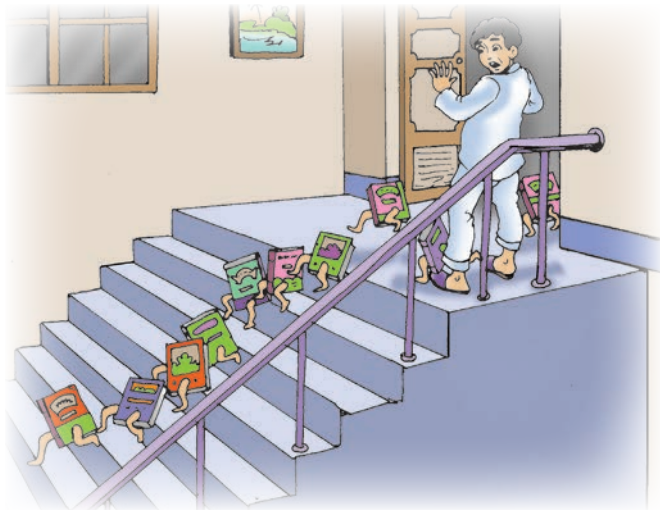
He sat up in bed because he thought he heard a noise. Surely there were voices in the other room, where he kept his books and toys!

Benny slipped out of bed. He listened outside the door of the room. Yes, there were voices!

"It's too bad!" said a voice. "I don't belong to Benny. I belong to John. I've got his name inside me."

"So have I," said another voice.

"And I belong to Bill," said a third voice. "He loved me very much and read me six times. Now I'm stuck here in Benny's shelf, and I don't like him. Benny doesn't treat me properly either. He's turned some of my pages down to mark his place, and that's a **horrid** thing to do with books."



gradually: slowly

cross: angry

peculiar: odd

horrid: very bad

“I belong to Mary,” said another voice. “I was a birthday present from her mother and she liked me. Now I have to stay here, though I know Mary has an empty place in her bookcase, waiting for me.”

“Let’s go!” said yet another voice. “Why should we stay here? Let’s run down the stairs and go to that little room where there’s always a window left open for the cat. Come on! won’t stay here and be a borrowed book any longer!”

“Good gracious!” thought Benny, in alarm. “Why, it’s the books talking! Would you believe it!”

The door was pushed open. Books came out, pushing and jostling, eager to get down the stairs. They walked over Benny’s toes and didn’t seem to notice him at all. He was too frightened to stop them or even to say a word. They **tumbled helter-skelter** down the stairs. They went into the little room off the hall and found the open window.

Then there was silence. Benny went back to bed, trembling. He didn’t like it at all. He fell asleep—and when he awoke up in the morning, he laughed.

tumbled: fell down
helter-skelter: hurry in a disorderly manner



“Oh, Mother!” he said at breakfast-time. “I had such a funny dream last night. I dreamt that all my books went walking downstairs and ran away!”

“Well, well—what a queer dream to have!” said Mother.

But what do you think?

When Benny went to get his school-books that morning, he found his bookshelves quite empty except for his own books! All the others had gone.

Benny sat down suddenly, because his legs felt queer. So it hadn't been a dream. It was real. It had happened. Those books he had borrowed had gone off in a temper, and left him. They would all be back with their right owners now.

Benny was so frightened that he didn't know what to do. Then he caught sight of Eric's ball and Lucy's pen. Suppose they did the same thing too! Why, they might even do it in broad daylight, and then how ashamed he would be!

Benny went very red. He collected Eric's ball, Lucy's pen, Kenneth's jigsaw, and Eileen's rubber. He found some other things he had borrowed and put them all into his schoolbag.

He handed them back to the other children. "I'm sorry I kept these so long," he said, in a small voice.

"Thank you," said the children in surprise. "We thought you meant to keep them!"

"That would have been stealing, really," said Eric.

"Oh, Benny—thank you for sending back my book, *The Boy Next Door*," said Mary. "I found it in my bookcase this morning."

Benny stared at her. Good gracious! So her book had managed to find its way right to that empty place in Mary's bookshelf! The others told him that their books were back, too.

"I shan't borrow again unless I give back very quickly," thought Benny. "I wouldn't like this to happen to me again!"

I wouldn't like it either, if I borrowed and didn't give back, would you?

— by *Enid Blyton*

UNDERSTANDING THE STORY

A. Tick (✓) the right answers.

1. Benny loved
 - (a) reading.
 - (b) fighting.
 - (c) playing.
2. Benny got books only
 - (a) on his birthday.
 - (b) at Christmas time.
 - (c) when he demanded them.
3. Benny had the habit of
 - (a) borrowing things.
 - (b) stealing things.
 - (c) lending things.
4. Benny had borrowed two nature books from
 - (a) John.
 - (b) Bill.
 - (c) Mary.
5. All the borrowed books
 - (a) went to a library.
 - (b) stayed with Benny.
 - (c) returned to their owners.
6. Benny borrowed
 - (a) only books.
 - (b) things like pen, rubber, etc.
 - (c) money.



B. Fill in the blanks by choosing the right words from the box.

handed borrowed dishonest empty temper sorry funny

1. Benny _____ books from his friends.
2. Benny was the most _____ little boy!
3. Benny had such a _____ dream last night.
4. The books he had borrowed had gone off in a _____ .
5. Benny found his bookshelves quite _____ except for his own books!
6. Benny _____ the things back to the other children.
7. Benny was _____ for keeping things of children for so long.

C. Answer these questions.

1. What was Benny fond of?
2. Why did Benny borrow books?
3. How did Benny become dishonest?
4. Why were the children angry with Benny?
5. How did the books and the things that Benny borrowed return to their respective owners?
6. What lesson did Benny learn in the end?



LANGUAGE SKILLS

D. Match the description of the book with its name.

Descriptions

1. A book containing maps
2. A book containing words and their meanings
3. A book giving information about all areas of knowledge or about different areas of one particular subject
4. A book that is published every year giving information about a particular subject or activity

Books

- (a) encyclopaedia
- (b) almanac
- (c) atlas
- (d) dictionary

WRITING SKILLS

- E. What should you do with your borrowed books?
- F. Explain the saying, 'Neither a borrower nor a lender be.'

8

Rain in Summer

*What a sense of relief we feel when the rain comes after hot summer!
In this poem, the poet has depicted the rain in summer in a very beautiful manner.*

How beautiful is the rain!
After the dust and heat,

In the broad and fiery street,
In the narrow lane,
How beautiful is the rain!

How it **clatters** along the roofs,
Like the tramp of hoofs!
How it gushes and struggles out
From the throat of the overflowing spout!
Across the windowpane
It pours and pours;
And **swift** and wide,

With a muddy tide,
Like a river down the gutter roars
The rain, the welcome rain!

— H. W. Longfellow

NEW WORDS

clatters: makes a loud noise

swift: very fast



UNDERSTANDING THE STORY

A. Tick (✓) the right answers.

1. Which of the following is beautiful to the poet?
 - (a) dust.
 - (b) rain.
 - (c) roof.
2. The rain clatters along the
 - (a) floor.
 - (b) grass.
 - (c) roof.
3. The poem talks about
 - (a) winter.
 - (b) summer season.
 - (c) spring season.

B. Fill in the blanks by choosing the right words from the box.

hoofs dust pane

1. The rain is beautiful after the _____ and heat.
2. The falling of the rain produces a sound like the tramp of _____.
3. The rain falls across the window _____.

C. Answer these questions.

1. Why do we welcome rain in summer?
2. What are the different sounds made by the rain?

LANGUAGE SKILLS

D. Match the things with the sounds they make.

Things	Sounds
1. clock	(a) rustle
2. rain	(b) chime
3. coins	(c) tick-tock
4. leaves	(d) pitter patter
5. bells	(e) jingle

WRITING SKILLS

- E.** Write a short paragraph on 'A Rainy Day'.
- F.** What activities are performed by people during the rainy season? Collect and paste pictures.

[**Hints:** farmer — agriculture; fishermen — catch fish, etc.]

9 The King and His Hawk

Sometimes in anger we do things which we regret later on. Hence, one should always control one's anger. We should always act with a cool mind. The story you are going to read tells us what happens when we become blind with rage.

Genghis Khan was a great king and warrior.

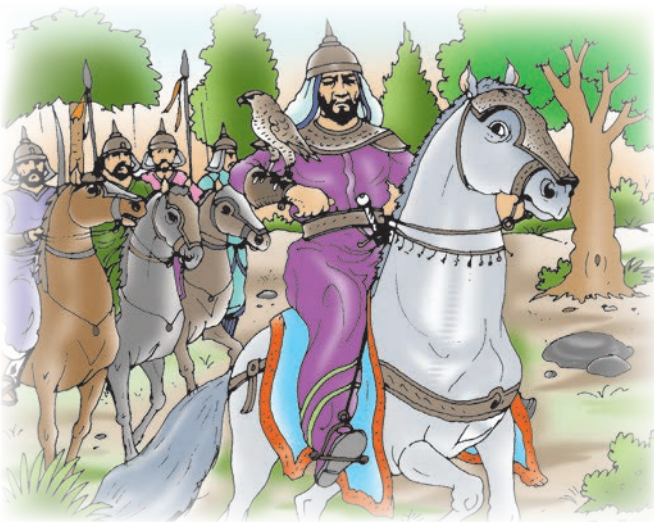
He conquered many lands. In every country, men told about his **daring** deeds, and they said that since Alexander the Great there had been no king like him.

One morning when he was home from the war, he rode out into the woods to have a day's sport. Many of his friends were with him. They carried their bows and arrows. Behind them came the servants with the **hounds**.

daring: bold

hounds: hunting dogs

It was a merry hunting party. The woods rang with their shouts and laughter. They expected to hunt many animals.



On the king's wrist sat his favourite hawk, for in those days hawks were trained to hunt. At a word from their masters they would fly high up into the air, and look around for prey. If they chanced to see a deer or a rabbit, they would swoop down upon it swift as any arrow.

All day long Genghis Khan and his huntsmen rode through the woods. But they did not find as much animals as they expected.

Towards evening they started for home. The king had often ridden through the woods, and he knew all the paths. So while the rest of the party took the nearest way, he went by a longer road through a valley between two mountains.

The day had been warm, and the king was very thirsty. His pet hawk had left his wrist and flown away. It would be sure to find its way home.

The king rode slowly along. He had once seen a spring of clear water near this pathway. If he could only find it now! But the hot days of summer had dried up all the mountain **brooks**.

At last, to his joy, he saw some water **trickling** down over the edge of a rock. He knew that there was a spring farther up. In the wet season, a swift stream of water always poured down here; but now it came only one drop at a time.



The king leaped from his horse. He took a little silver cup from his hunting bag. He held it so as to catch the slowly falling drops.

It took a long time to fill the cup; and the king was so thirsty that he could hardly wait. At last it was nearly full. He put the cup to his lips, and was about to drink.

brooks: streams of water

trickling: coming down slowly

All at once there was a **whirring** sound in the air, and the cup was knocked from his hands. The water was all spilled upon the ground.

The king looked up to see who had done this thing. It was his pet hawk.

The hawk flew back and forth a few times, and then **alighted** among the rocks by the spring.

The king picked up the cup, and again held it to catch the trickling drops.

This time he did not wait so long. When the cup was half full, he lifted it towards his mouth. But before it had touched his lips, the hawk swooped down again, and knocked it from his hands.

whirring: a continuous low sound
alighted: sat

And now the king began to grow angry. He tried again, and for the third time the hawk kept him from drinking.

The king was now very angry indeed.

“How do you dare to act so?” he cried. “If I had you in my hands, I would wring your neck!”

Then he filled the cup again. But before he tried to drink, he drew his sword.

“Now, Sir Hawk,” he said, “this is the last time.”

He had hardly spoken before the hawk flew down and knocked the cup from his hand. But the king was looking for this. With a quick sweep of the sword, he struck the bird as it passed.

The next moment the poor hawk lay bleeding and dying at its master’s feet.

“That is what you get for your pains,” said Genghis Khan.



But when he looked for his cup, he found that it had fallen between two rocks, where he could not reach it.

“At any rate, I will have a drink from that spring,” he said to himself.

With that he began to climb the steep bank to the place from which the water trickled. It was hard work, and the higher he climbed, the thirstier he became.

At last he reached the place. There indeed was a pool of water; but what was that lying in the pool, and almost filling it? It was a huge, dead snake of the most poisonous kind.

The king stopped. He forgot his thirst. He thought only of the poor dead bird lying on the ground below him.

“The hawk saved my life!” he cried, “and how did I repay him? He was my best friend, and I have killed him.”

He went back to the bank. He took the bird up gently, and laid it in his hunting bag. Then he **mounted** his horse and rode swiftly home. He said to himself, “I have learned a sad lesson today, and that is, never to do anything in anger.”



mounted: to get on

UNDERSTANDING THE STORY

A. Tick (✓) the right answers.

1. Genghis Khan was a great

(a) king.

(b) robber.

(c) joker.

2. On the king's wrist sat his favourite
(a) parrot. (b) hawk. (c) eagle.
3. The dead animal lying in the pool of water was a
(a) lizard. (b) snake. (c) monkey.
4. Who killed the hawk?
(a) Genghis Khan.
(b) snake.
(c) bodyguard.
5. Genghis Khan felt _____ on killing his hawk.
(a) sorry
(b) happy
(c) triumphant

B. Fill in the blanks by choosing the right words from the box.

spilled mounted Genghis Khan thirsty sword

1. _____ was a great king and warrior.
2. The king was very _____.
3. The water was all _____ from the cup.
4. With a quick sweep of the _____, he struck the bird as it passed.
5. He _____ the horse and rode swiftly home.

C. Answer these questions.

1. Who accompanied Genghis Khan to the woods?
2. Why could Genghis Khan not drink the water?
3. How did the hawk save Genghis Khan's life?
4. What lesson did Genghis Khan learn?

LANGUAGE SKILLS

D. In the sentence, 'The hawk saved my life!' the exclamation sign (!) is used. Now put exclamation sign at the proper places in the following sentences.

1. Alas India lost the match.
2. Oh I failed in the exam.
3. Hurrah we won the trophy.
4. What a superb dancer you are
5. Wow your dress is beautiful.

E. In the story we read the simile 'as swift as an arrow'. Now fill in the blanks to complete the following similes.

coal hills diamond gold lark snail

peacock snow cucumber honey

- | | |
|------------------------|-------------------------|
| 1. As proud as a _____ | 2. As slow as a _____ |
| 3. As happy as a _____ | 4. As black as _____ |
| 5. As white as _____ | 6. As sweet as _____ |
| 7. As hard as _____ | 8. As cool as a _____ |
| 9. As good as _____ | 10. As old as the _____ |

WRITING SKILLS

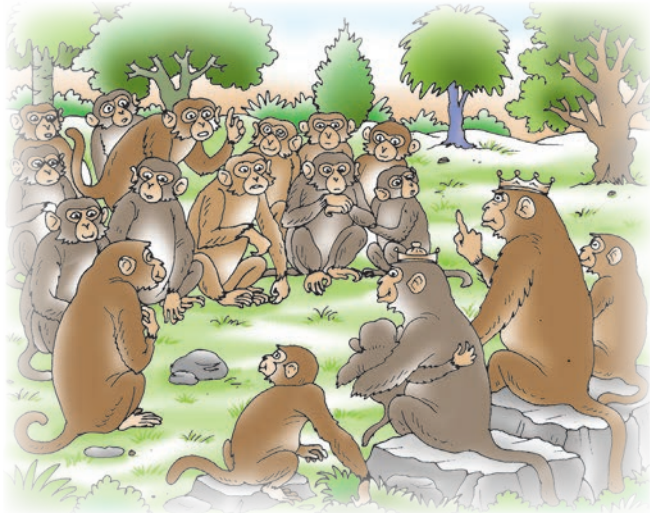
- F.** Write an incident from your life when you were angry and had to regret because of your anger.
- G.** Based on the story, write a few lines on the bad effects of anger.

10 The Monkeys go on a Fast

Let's read a humorous story about a troop of monkeys which decides to observe a fast. Are they able to observe the fast? Let's find out.

Once, in a forest, lived a troop of monkeys. The troop was ruled by a chief who was an old but strong monkey. Once, the chief decided to go on fast for a day. He called the fellow monkeys to inform them about his plan. When all the monkeys assembled, the chief said, "I have decided that we all should go on fast for a day."

All the monkeys agreed. It was decided that on the very next day, they would go on fast from sunrise to sunset. It was also decided that they would sit together while on fast, so that, no monkey can cheat. A female monkey said, "We must keep fast on all holy days. God will be pleased and will bless us."



The chief dismissed the gathering for the day. The next day, all the monkeys of the troop gathered in a particular place just before the sunrise. The chief, his wife, sons and daughters were present. The chief told, "Before we start our fast, I think, we should keep our food ready, so that after the fast is over, we can immediately eat our food."

Young monkeys were sent in search of food. They returned with huge bunches of delicious-looking bananas. Their mouths watered on seeing

the bananas. "I think each of us should keep our share of bananas with us before we begin our fast," said the wife of the chief of the monkeys.

"You can imagine how hungry we all will be by then! We will have no time to distribute them," added she.

All the monkeys liked the idea. So, the bananas were distributed quickly. Only ten minutes were left to start their fast.

Suddenly, a young monkey raised its voice and said, "Why don't we peel a banana and keep it ready to eat?"

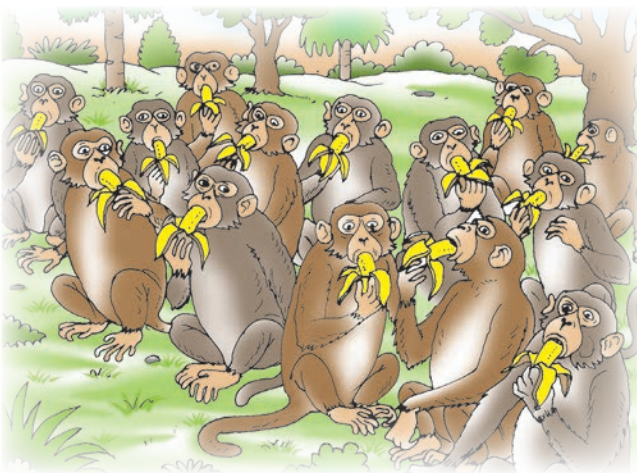
A fat monkey jumped on its feet and said, "A noble idea! Let it be so." Seeing the ripe bananas, he became very hungry. All the monkeys peeled a banana and kept it ready to be eaten in the evening after the fast was over.

"Should I keep the banana in my mouth? I promise not to eat till evening, please!" a little monkey requested his father.

The father was not happy with the idea of going on a fast. "Why don't we all put a banana in our mouth, so that we can eat it immediately after the fast is over?" he said.

All the monkeys agreed upon it but they had to seek permission from their chief. The chief wisely said, "You can put a banana in your mouth,

but under no condition you should eat it."



So, all the monkeys put a banana in their mouth. The fast started. They looked at each other. And, one by one, they swallowed the banana silently. This was the way monkeys fasted!

UNDERSTANDING THE STORY

A. Tick (✓) the right answers.

1. Who had the idea of going on a fast?

- (a) the chief.
- (b) the chief's wife.
- (c) young monkey.

2. A female monkey suggested that they should keep a fast on

- (a) every Thursday.
- (b) every holy day.
- (c) every Friday.

3. Who were sent in search of food?

- (a) young donkeys.
- (b) young monkeys.
- (c) old monkeys.

4. The fruit they kept along with them was

- (a) mango.
- (b) banana.
- (c) apple.

B. Fill in the blanks by choosing the right words from the box.

bananas swallowed chief troop permission

1. Once, in a forest, lived a _____ of monkeys.

2. The monkeys returned with huge bunches of delicious-looking _____.

3. The _____ dismissed the gathering for the day.

4. All the monkeys agreed upon it but they had to seek _____ from the chief.

5. One by one, they _____ the banana silently.

C. Answer these questions.

1. What did the wife of the chief suggest before the fast began?
2. What idea was suggested by the young monkey?
3. What permission was given by the chief of monkeys?
4. How did the fast of the monkeys end?

LANGUAGE SKILLS

D. Solve this crossword puzzle.

Across	1	C				2	P					E	
	1. A very intelligent animal												
		3. A flightless bird											
	Down	3	O				4	R				H	
		2. Our national bird											
			4. An animal which has a horn on its nose	K									
									S				

E. Can you name these animals?



1. _____ 2. _____ 3. _____ 4. _____

WRITING SKILLS

- F.** Have you ever observed a fast? Write 5–10 lines on your experience of keeping a fast.
- G.** Write a few lines on the moral of the story.

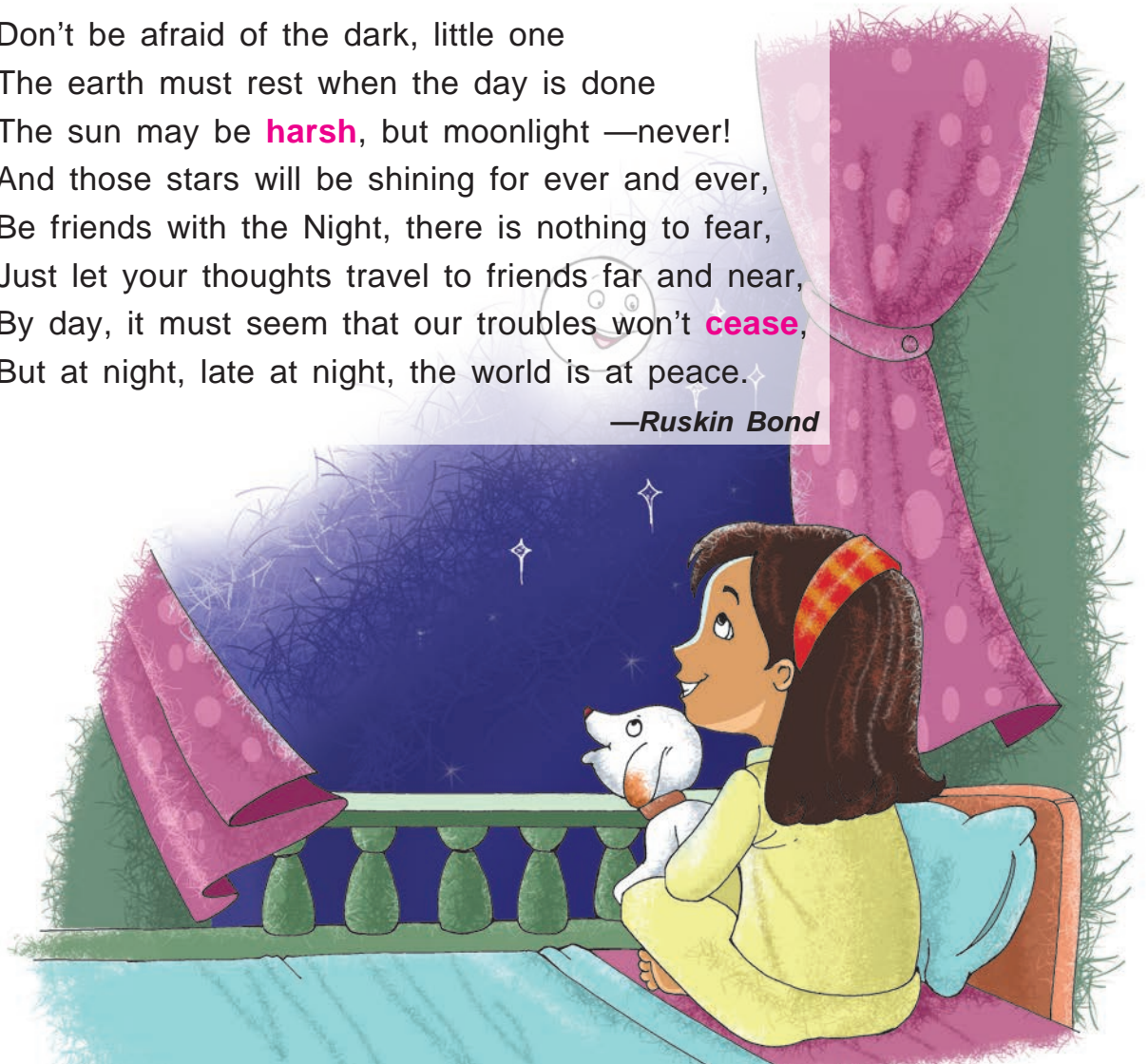
[**Hints:** one's beliefs, thoughts and ideas should not be imposed on others.]

11 Don't be Afraid of the Dark

In this poem, the poet gives the message that one should not be afraid of darkness. When one is afraid of something, the best way to deal with is to be friend it.

Don't be afraid of the dark, little one
The earth must rest when the day is done
The sun may be **harsh**, but moonlight —never!
And those stars will be shining for ever and ever,
Be friends with the Night, there is nothing to fear,
Just let your thoughts travel to friends far and near,
By day, it must seem that our troubles won't **cease**,
But at night, late at night, the world is at peace. ✧

—*Ruskin Bond*



NEW WORDS

harsh: disagreeable

cease: stop

UNDERSTANDING THE POEM

A. Tick (✓) the correct option.

1. What will be shining for ever and ever?

(a) Sun

(b) Moon

(c) Stars

2. What is never harsh?

(a) Moonlight

(b) Sunlight

(c) Starlight

B. Answer the following questions.

1. What are the things we see at night?

2. How is the world at peace at night?

LANGUAGE SKILLS

C. Match the words with their opposites.

1. late

(a) war

2. friend

(b) soft

3. harsh

(c) enemy

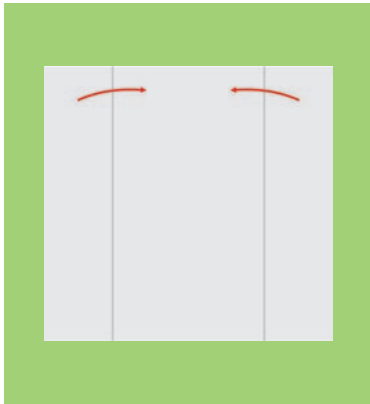
4. peace

(d) early

D. Make a list of all the rhyming words in the poem

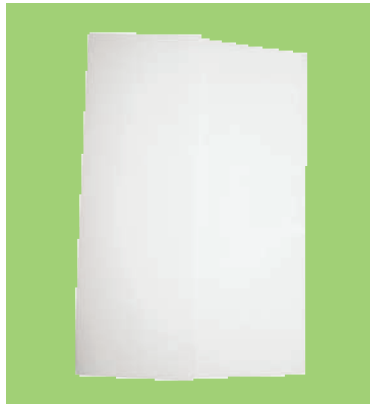
ACTIVITY

E. Follow the steps to make a moon card.



Step 1

Take a cartridge sheet and fold it from its crease.



Step 2

...like this.



Step 3

Draw a sketch of the moon on it as shown.



Step 4

Let an adult carefully cut out the moon using a cutter.



Step 5

Open the card and colour it with black crayons.



Step 6

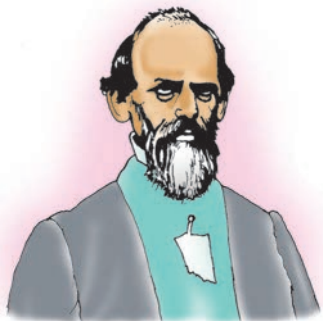
Close it and colour the outer area with blue crayons.

12 The Building of the Brooklyn Bridge

Where there's will, there's a way. This story tells about how one family's determination helped build one of New York's most famous landmarks.

The Brooklyn Bridge is one of the most remarkable bridges in the world. The bridge with its **majestic** stone towers and graceful steel cables is not just a beautiful New York City **landmark** but a very dependable route for many thousands of daily commuters. It is 1600 feet long, single span bridge connecting New York to Brooklyn.

majestic: impressive because of size or beauty
landmark: something that you can see clearly from a distance that will help to know where you are



The Brooklyn Bridge was designed by John Roebling, a Prussian engineer who came to the United States in 1831. By mid 1800's he had already designed and built several great bridges in the United States, including a bridge over the Allegheny River at Pittsburgh and the Cincinnati Bridge over the Ohio River.

On the basis of these achievements, New York legislature approved Roebling's plan for a suspension bridge (Brooklyn Bridge) over the East River between New York and Brooklyn.

Joe Roebling drew up an amazing design for the bridge. The bridge



would have two towers 300 feet tall that would hold the bridge's cables. Perhaps the greatest innovation by John Roebling was the use of steel in the construction of the bridge. Steel would make this bridge much stronger.

Just before construction began in 1869, Roebling was injured in an accident while doing a survey across the East River. After some days, he passed away due to tetanus. John's son, Washington, immediately took over as Chief Engineer. To dig the foundations of towers in the riverbed, caissons were used. Caissons were big, airtight, wooden chambers, filled with compressed air. Washington who went into the caisson to supervise work, fell ill. Washington was unable to work.

Emily, Washington Roebling's wife took charge of the bridge's construction. As Washington lay in bed, unable to walk or talk, Emily developed a code of communication with him. Washington expressed himself by tapping out messages to her with his fingers. She communicated his ideas to the team of workers. She taught herself engineering on the job.

On 24 May 1883, New York had a holiday, and the President, Chester A. Arthur, presided over a massive crowd gathered for a grand celebration as the spectacular Brooklyn Bridge was opened.

Emily Roebling was given the honour of the first ride over the completed bridge. More than 130 years after its completion, the bridge still functions as a vital route for **commuters**.



commuters: travellers

UNDERSTANDING THE STORY

A. Tick (✓) the right answers.

1. The Brooklyn Bridge connects
 - (a) Manhattan to Brooklyn.
 - (b) New York to Brooklyn.
 - (c) Manhattan to Broadway.
2. The Brooklyn Bridge was designed by
 - (a) John Reese.
 - (b) John Roebling.
 - (c) John Washington.
3. The Brooklyn Bridge was opened on
 - (a) 24 May 1893.
 - (b) 24 May 1983.
 - (c) 24 May 1883.

B. Write true or false.

1. John Roebling was injured in an accident as he was doing a survey for the Brooklyn Tower. _____
2. Washington expressed himself by tapping out messages to her with his fingers. _____
3. Emily was removed as Chief Engineer. _____
4. President Calvin Coolidge opened the Bridge for the public. _____
5. The first passenger to cross the Brooklyn Bridge was Emily. _____

C. Answer these questions.

1. What was John Roebling's dream project?
2. What type of design did John Roebling draw for the Brooklyn Bridge?
3. What were caissons?
4. How did Emily help in the construction of the Brooklyn Bridge?

LANGUAGE SKILLS

D. If A = 1, B = 2, C = 3, D = 4 and so on, what does the code given below stand for:

18	15	13	5
----	----	----	---

23	1	19
----	---	----

14	15	20
----	----	----

2	21	9	12	20
---	----	---	----	----

9	14
---	----

1

4	1	25
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E. Write two sentences using the word, 'bridge' as noun and verb.

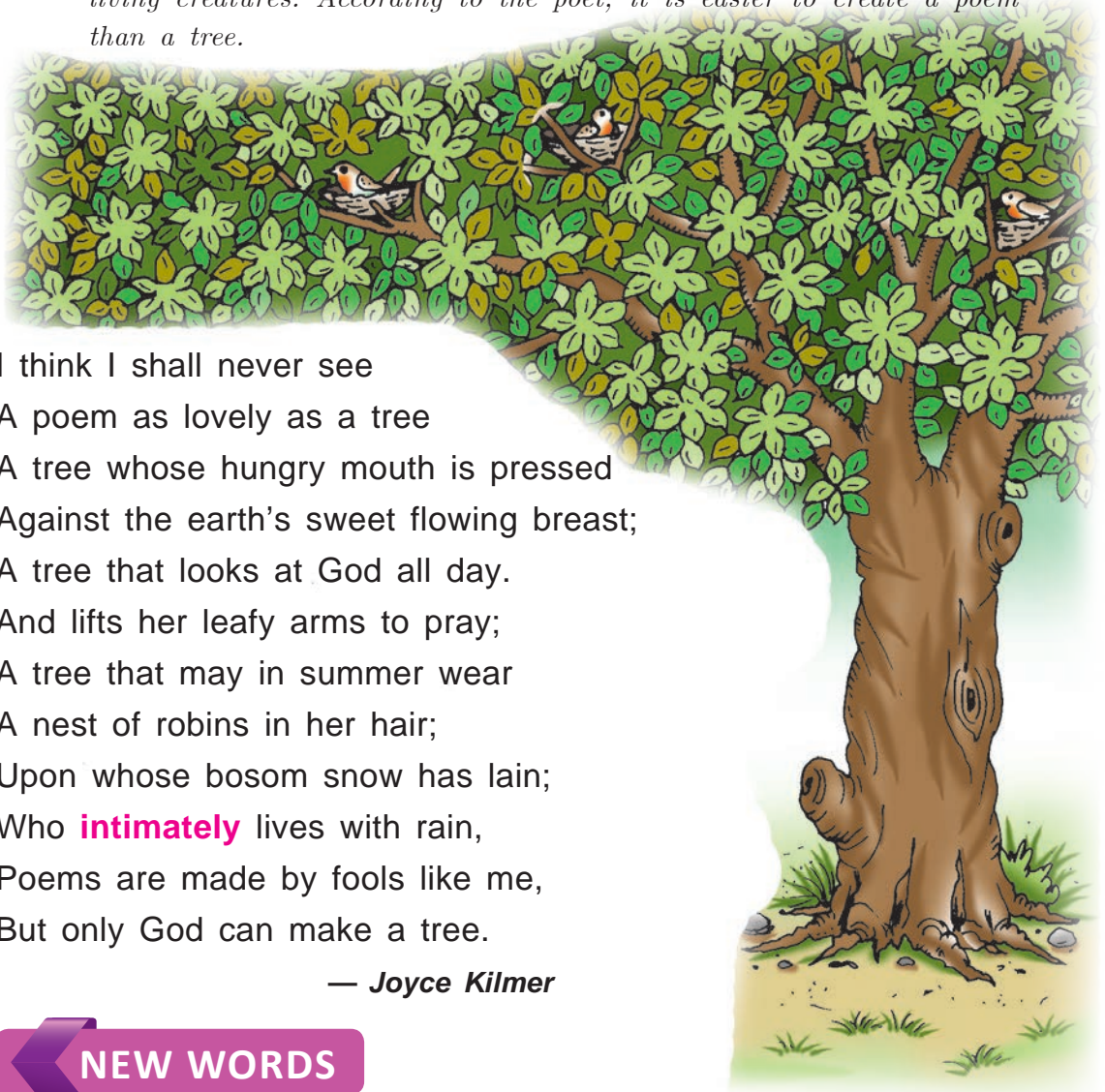
1. bridge (noun): _____
2. bridge (verb): _____

WRITING SKILLS

F. Write five lines on any famous bridge in India.

13 A Poem as Lovely as a Tree

A tree is one of the most beautiful creations of God. It is useful to all living creatures. According to the poet, it is easier to create a poem than a tree.



I think I shall never see
A poem as lovely as a tree
A tree whose hungry mouth is pressed
Against the earth's sweet flowing breast;
A tree that looks at God all day,
And lifts her leafy arms to pray;
A tree that may in summer wear
A nest of robins in her hair;
Upon whose bosom snow has lain;
Who **intimately** lives with rain,
Poems are made by fools like me,
But only God can make a tree.

— Joyce Kilmer

NEW WORDS

intimately: closely

UNDERSTANDING THE POEM

A. Tick (✓) the right answers.

1. The 'hungry mouth' of a tree is the
(a) leaves. (b) roots. (c) fruits.
2. The poet calls himself
(a) wise. (b) fool. (c) poor.
3. Who can make a tree?
(a) God. (b) poet. (c) writer.

B. Answer these questions.

1. Which is the loveliest poem according to the poet?
2. How does a tree pray?
3. Who build a nest in the tree?
4. Why does the poet call himself a fool?

LANGUAGE SKILLS

C. Make sentences with the following words.

1. Lovely _____
2. Fool _____
3. Hungry _____

WRITING SKILLS

- D. How are trees useful to us? Write five lines.
- E. Write the poem, 'A Poem as Lovely as a Tree' in the prose form.

14 Kabuliwala

'Kabuliwala' is one of his finest stories.

Here, the narrator, in this story is trying to put together the chapters of his latest novel. While doing so, his much-loved young daughter, Mini, constantly interrupts him asking many questions.

The Kabuliwala, a pedlar from Kabul, is the main character of this story who becomes very fond of Mini. She reminds him of his own little daughter whom he had left in his home country. Thus, the story reflects a father's love for his daughter. It is this unconditional love that transcends all boundaries.

My daughter Mini, who is five years old cannot live without **chattering**. She has not wasted a minute in all her life in silence. Her mother gets **vexed** at this, and would stop her from **prattle**, but I would not. I can never bear to see her quiet, it seems unnatural. And so my own talk with her is always lively.

chattering: talking rapidly
vexed: annoyed
prattle: chatter

One morning when I was writing the seventeenth chapter of my new novel, she came in and putting her hand into mine asked many questions. "Father! Ramdayal, the doorkeeper calls a crow a krow! He doesn't know anything, does he?" "What do you think Father? Bhola says there is an elephant in the clouds, blowing water out of his trunk and that is why it rains!" "Father, what relation is mother to you?" Before I could answer any of these, she was sitting at my feet and drumming her knees.

I was in the middle of the seventeenth chapter when she suddenly ran to the window and shouted "A Kabuliwala! A Kabuliwala!"

She started to call him loudly. He was in the street wearing loose **soiled** clothing of his people and a tall turban with a big bag on his back and boxes of grapes in his hand.

soiled: made dirty

fled: ran away

pedlar: someone who travels about selling his wares

startled: felt shocked or alarmed

I thought that he would come in and I would not be able to finish the seventeenth chapter. He looked up and saw Mini. She **fled** to her mother's protection, and disappeared. She had a blind belief that inside the bag, which the big man carried, were perhaps two or three children like herself. The **pedlar** entered my doorway and smiled. I bought a few things and we talked about Abdur Rahman, the Russians, the English, and the Frontier Policy.

Before leaving he asked, "And where is the little girl, sir?" I wanted Mini to get rid of her false fear, and had her brought out.

She stood close to my chair and looked at the Kabuliwala and his bag. She refused to take the nuts and raisins he offered.

This was their first meeting.

One morning, a few days later, I was **startled** to see Mini seated on a bench near the door, laughing and talking, with the great Kabuliwala sitting at her feet. The corner of her little sari was stuffed with almonds and raisins. She had



never found a **patient** listener like him, save her father. I gave him an eight anna coin and said, “Why did you give her those?” He accepted the money without **demur**, and put it in his pocket. When I returned an hour later, Mini’s mother was upset that she had accepted almonds and raisins from the Kabuliwala. She said, “Oh, Mini! How could you take it from him?” I saved Mini from an **impending** disaster and made a few enquiries.

patient: able to be calm without being annoyed

demur: objection

impending: about to happen

judicious: exhibiting sound judgement

quaint: peculiar

gigantic: huge

newfangled: something that has recently been invented or introduced, but that you do not like because it is not what you are used to

trifle: a thing of little value

bewildered: confused

Now, Mini and the Kabuliwala became great friends. The Kabuliwala had overcome the child’s fear by a **judicious** bribe of nuts and almonds. They would often share **quaint** jokes. Whenever she asked what his big bag contained, he would reply in a nasal accent, “An elephant!” Mini would look at his **gigantic** frame in all her dignity and burst out laughing. He would ask her, “Well, little one, and when are you going to your father-in-law’s house?”



Now, most Bengali maidens are familiar with the term ‘father in-law’s house’, but we, being little **newfangled**, had kept these things from Mini. She must have been a **trifle bewildered** at this but did not show it. She would ask, “Are you going there?”

Among the men of the Kabuliwala’s class ‘father-in-law’s house’ meant the

jail, where we all are cared for, at no expense to ourselves. He would say, "I will thrash my father-in-law." They would burst into peals of laughter. Mini's mother would often put in a word of caution, "Beware of that man."

debts: money that is due
uproar: a loud noise
ensuing: happening afterward as a result
assault: a physical attack
sounding: making a sound
throbbed: beat rapidly

Mini and the Kabuliwala spent much time together. Once in a year, in January, Rahman, the Kabuliwala, used to go to his country. And he would be busy collecting **debts** from house to house. But he would always find time to come and meet Mini.

One morning there was an **uproar** in the street and looking out, I saw Rahman being led away bound between two policemen with blood-stains on his clothes, and one of the policeman carrying a knife.

I enquired what had happened and learnt that a certain neighbour owed Rahman some money for a Rampuri shawl, but falsely denied having bought it. In the **ensuing** quarrel Rahman had struck him. Mini shouted, "O Kabuliwala! Are you going to the father-in-law's house?" His face lit up and he said, "Just where I am going, little one!" He was sentenced to some years' imprisonment on the charge of murderous **assault**.

* * * * *

Years passed away, and he was not remembered. It was autumn and Mini was to be married that night and the preparations were in full swing.

Since dawn the shehnai had been **sounding** and at each beat my heart **throbbed**. I felt the pain of approaching separation from Mini.

I was in the study when someone entered and saluted respectfully.



I could not recognise him but when he smiled, I knew him again. He had brought a few almonds, raisins and grapes wrapped in a paper. He had been released from jail the previous day and had come to see Mini. I told him that it was not possible to meet anyone because all were busy with the ceremonies. I was about to pay him but he said, “You have a little girl, I too have one like her in my home. I think of her and bring fruits for your child.” He took out a small and dirty piece of paper and unfolded it on my table. It bore the **impression** of a little ink smeared hand. This touch of his own little daughter he always carried with him as he came to Calcutta to sell his wares every year.

impression: imprint

flushed: became red and hot, as a result of strong emotion

anew: again, in a new way

curtail: restrict and reduce

Tears came to my eyes. I realised that he was also a father separated from his dear little daughter.

I sent for Mini. She was clad in red silk with sandal paste on her forehead, adorned as a bride. The Kabuliwala had imagined her to be the same little girl who would come running to him. He said, “Little one, are you going to your father-in-law’s house.” Mini understood the meaning of the word father-in-law. She **flushed** up at the question and turned down her face.

After she left, Rahman sat on the floor. He suddenly realised that his daughter too must have grown up. He would have to make friends with her **anew**. I took out a bank note and gave it to him. I told him to go back to his country and meet his daughter. I wished that the happiness of his meeting might bring good fortune to my child. I had to **curtail** some festivities, having made this present. I could not have the decoration of electric lights, nor the military band and the ladies of the family were despondent at it. But the wedding feast seemed brighter to me because of the thought that in a distant land, a long-lost father met again with his only child.

—*Rabindranath Tagore (Translated)*



UNDERSTANDING THE STORY

A. Tick (✓) the correct answers.

1. The Kabuliwala was a patient listener
 - (a) but often snubbed Mini and would stop her prattle.
 - (b) but found it difficult to listen to Mini's stories.
 - (c) and listened to all that Mini would tell him when they spent time together.
 - (d) but could not bear to hear Mini even for a minute.
2. When the Kabuliwala came back from the jail and saw Mini,
 - (a) she was dressed up as a bride and had grown up.
 - (b) she had not changed at all.
 - (c) she ran to him, as she would as a child.
 - (d) she did not recognise him.

B. Answer the following questions.

1. Who was the Kabuliwala? What was his profession?
2. Describe Mini's friendship with the Kabuliwala.
3. What did the Kabuliwala mean by 'going to father-in-law's house'?
4. Why was the Kabuliwala sent to jail? Describe the incident.
5. What was the gift the Kabuliwala used to give Mini when she was a child? What did he bring for Mini after getting out of jail?
6. What did Mini's father gift the Kabuliwala and why? How did it impact Mini's wedding?

LANGUAGE SKILLS

C. Let us learn words that denote specific time periods and time intervals.

Time Periods

1. week	7 days	2. fortnight	15 days
3. year	365 days	4. leap year	366 days
5. decade	10 years	6. biennial	every 2 years
7. centennial	every 100 years	8. bicentennial	every 200 years
9. millennium	every 1000 years	10. olympiad	every 4 years
11. quadricentennial	every 400 years	12. quincennial	every 500 years
13. sexennial	every six years	14. sexcentenary	every 600 years
15. triennial	every 3 years	16. vicennial	every 20 years

Time intervals

1. annual	occurring every year	2. biannual	occurring twice each year
3. bimonthly	occurring every two months	4. biweekly	occurring every two weeks
5. perennial	lasting through several years	6. semi-annual	occurring twice a year
7. trimonthly	every three months		

D. Match the following time periods.

Time Periods

1. every 6 years
2. every 1000 years
3. every 100 years
4. every 200 years
5. every 3 years

Names

- (a) bicentennial
- (b) triennial
- (c) millennium
- (d) sexennial
- (e) centennial

WRITING SKILLS

- E.** Write a letter to your friend who stays at Chennai telling him or her which magazines and periodicals does your school subscribe to for your school library. Mention their titles, and at what time intervals they are brought out.
- F.** Kabuliwala was a pedlar from Afghanistan. Mini liked him. Have you ever noticed any pedlar in your neighbourhood? How does he/she help you and your family? Write a short paragraph.