



REVISED

# Roots and Wings

A Unique Foundation Course in English Language & Literature

4

Literature Reader



**SRIJAN PUBLISHERS P. LTD.**

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# 1

## The Boy Who Ran Away

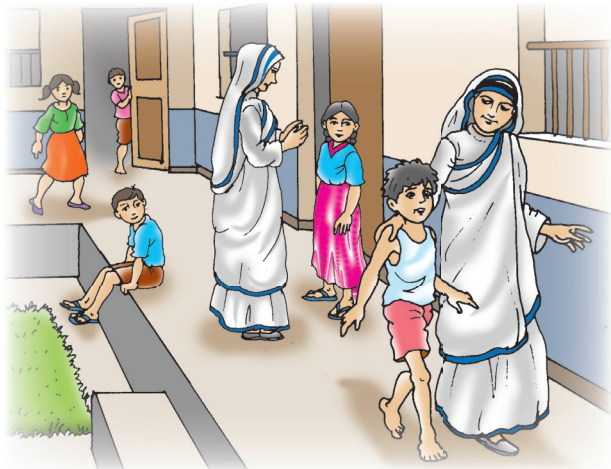
*Mother Teresa was born Agnes Gonxha Bojaxhiu on 26 August 1910 in Skopje, the current capital of the Republic of Macedonia. At a very young age, she became a Catholic Christian nun and devoted herself to the service of ‘the poorest of the poor’. She came to Calcutta (Kolkata) as a member of a missionary group. She settled in Calcutta and established Missionaries of Charity to serve the poor. She was awarded the Nobel Prize in Peace in 1979. She died on 5 September 1997. Mother Teresa is now known as St Teresa of Calcutta.*

*The present story is about a child who came to ‘live’ with the Missionaries.*

Mother Teresa once found a little boy sitting on the ground near a busy road a little away from her home. She thought that the boy was lost, or homeless. Mother brought him to the children’s home that she had founded in Calcutta. It was a shelter to many poor and homeless children. The Sisters at the home **immediately** took the boy in and cared for him. The little boy was very happy to have a bath, clean clothes and a full meal. In fact, he looked as though he had not eaten well for a few days.

**immediately:** very soon  
**nowhere in sight:** not found

The next day, Mother Teresa wanted to see the little boy. But he was **nowhere in sight**. The Sisters searched outside the premises, thinking he might have run away to play on the streets with other children. “Oh dear!” they exclaimed, “he ran away at the night.” So, a



search was made in the noisy, **crowded** streets. An hour later, the boy was found. He seemed quite happy to return home. He laughed and played with the Sisters and the other children all evening.

But that night when all were asleep, he ran away again. The Sisters could not understand the boy's odd behaviour. Fortunately, the next morning, he was found wandering about in the market nearby. Once again, he **accompanied** the Sisters back to the home. He appeared quite calm when the Sisters found him. He did not try to avoid the Sisters. Mother Teresa, too, was puzzled about why the boy kept running away. And she wanted to know what drew the boy back to the streets each night. So, she asked the Sisters, "If he runs away again tonight, please follow him silently and see where he goes."

**crowded:** heavy traffic

**accompanied:** came together

**quietly:** silently



Sure enough, that night, the boy slipped **quietly** out of the home. But this time, a Sister followed him maintaining a safe distance. The boy did not go very far—just a few streets away from the children's home. He walked quickly and calmly. It seemed he knew the route well. He stopped at a dark street corner where a woman sat by a small fire. She

was trying to heat some leftover scraps of food she had found on the bins.

The Sister wondered who the woman was and why the boy had left a comfortable shelter to come and find her on the street. "Why did you run away from our home?" the Sister asked the child. The boy smiled and explained that the woman beside him was his mother.

"This is my home because this is where my mother is!" he said simply. He had no shelter, but he had his mother, and that was his home.

## UNDERSTANDING THE STORY

### A. Tick (✓) the right answers.

1. Who brought the little boy to the children's home?

- (a) Mother Teresa.
- (b) a Sister.
- (c) the mother of the boy.

2. Mother Teresa was puzzled because

- (a) the girl kept running away.
- (b) the boy kept running away.
- (c) the old man kept running away.

3. At night, the boy left the home and went to the street to

- (a) play.
- (b) sleep.
- (c) meet his mother.

4. Who followed the boy at night?

- (a) Mother Teresa.
- (b) a Sister.
- (c) the mother of the boy.

5. Mother Teresa was awarded the Nobel Prize in

- (a) 1989.
- (b) 1979.
- (c) 1969.

### B. Some incidents related to the text are not given in order. Arrange them in order. Put 'a', 'b', 'c'... in the boxes on the right.

1. He stopped at a dark street corner where a woman sat by a small fire.

2. But that night when all were asleep, he ran away again.

3. Mother Teresa brought a little boy to the children's home.
4. The boy smiled and said that the woman beside him was his mother.
5. The next day, Mother Teresa wanted to see the little boy.

## LANGUAGE SKILLS

### C. Make sentences with the following words.

1. shelter : \_\_\_\_\_
2. premises : \_\_\_\_\_
3. wandering : \_\_\_\_\_
4. scrap : \_\_\_\_\_
5. mother : \_\_\_\_\_

## WRITING SKILLS

- D. Collect information about Mother Teresa and write a few lines about her service to 'the poorest of the poor'.
- E. Write an imaginary dialogue between the boy and the Sister who followed him to his mother.

# 2

## Heidi Makes Her Bed

*Heidi is a small girl. She is an orphan. She lives with her aunt, Dete, who is her mother's sister.*

*This story tells about Heidi's interaction with her grandfather, who lived in Switzerland.*

Heidi lived with her aunt Dete. Heidi's parents were dead and Dete was her mother's sister.

One day Dete took Heidi to her grandfather, who lived in Switzerland. The old man was known as Uncle Alm.

Switzerland is a land of beautiful snow-covered mountains, rivers and **lakes**.



Heidi's grandfather lived on top of one of these mountains in a **chalet**, a little hut made of wooden logs. He kept two lovely goats and stayed all by himself. He had no time for the people down in the valley.

On their way up to Grandfather's hut, Heidi and Dete met a woman. She called out to Dete and asked, "It is Dete, isn't it? How are you? Who is this little girl with you?"

**lakes:** very big pools of water

**chalet:** a wooden house with a roof that slopes steeply down over the sides

Dete said, "This is Heidi, my sister's daughter. I am taking her to her grandfather who lives up this hill. I want him to look after her because I have a new job and won't have time."

The woman was **horrified**. “What! You expect the child to stay with Uncle Alm!” she exclaimed. “How can you leave a little child with him? He won’t know how to take care of her.”

Dete told her, “I have done my duty all these years. Now I have the chance of a good job and I can’t take Heidi with me. So I’ll leave her with him.”

Dete went on with Heidi. She left Heidi with the old man. Before she left, Dete said to Uncle Alm, “I can’t take Heidi with me. It is your turn now to **look after** her.”

The old man was upset at her remarks. He sat still looking at the ground. Meanwhile, Heidi was enjoying herself. She seemed quite happy to be left with her grandfather. She **peeped into** a shed near the house. She went around the hut to the fir trees. A strong breeze was blowing through them. Heidi stood still and listened for a while.

Then Heidi walked around the hut. She saw her grandfather sitting on the bench and staring at the ground. She stood quietly before him.

Her grandfather looked up. “What do you want to do now?” he asked. “I want to know what you have inside the house,” said Heidi.

**horrified:** afraid  
**look after:** take care  
**peeped into:** looked at  
**loft:** a space below the roof of a house

“Come,” said her grandfather as he got up and went into the hut.

“Aren’t you going to bring your bundle of clothes and shoes inside?” he asked as Heidi followed him. Heidi shook her head but Grandfather asked her to bring the stuff in and put it into the cupboard.

As soon as they went inside Heidi wanted to know where she was going to sleep.

“Wherever you like,” said her grandfather.

Heidi found a cosy little **loft** that had a small window and bundles of hay.





She busily patted a huge heap of hay into a bed.

“I’ll sleep here,” she called out to her grandfather. “Grandfather, do come and see my bed. It’s beautiful, but I need a sheet.”

“All right, I’m coming,” said Grandfather as he climbed the stairs. “And here is your sheet,” he said spreading a thick sack on the hay that Heidi had shaped into a bed.



## UNDERSTANDING THE STORY

### A. Tick (✓) the right answers.

1. The story of Heidi is set in
  - (a) India.
  - (b) England.
  - (c) Switzerland.
2. Heidi was Dete’s
  - (a) brother’s son.
  - (b) sister’s daughter.
  - (c) uncle’s son.
3. Who had got a good job?
  - (a) Heidi.
  - (b) Dete.
  - (c) Uncle Alm.



4. Uncle Alm was Heidi's
  - (a) grandfather.
  - (b) father.
  - (c) uncle.
  
5. What did Heidi use for her bed?
  - (a) hay.
  - (b) straw.
  - (c) cotton.



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

bed upset sleep goats

1. Uncle Alm kept two lovely \_\_\_\_\_.
2. Uncle Alm was \_\_\_\_\_ at Dete's remark.
3. Heidi wanted to know where she was going to \_\_\_\_\_.
4. Heidi prepared her own \_\_\_\_\_.

**C. Answer these questions.**

1. Why did Heidi live with her aunt Dete?
2. Why did Dete not want to keep Heidi with her any more?
3. Was Uncle Alm happy to see Heidi? Write your opinion.



**LANGUAGE SKILLS**

**D. Fill in the blanks with a, an or the.**

1. Next Sunday, I am going to \_\_\_\_\_ zoo.
2. I saw \_\_\_\_\_ snake on the road.

3. Have you read \_\_\_\_\_ Ramayana?
4. Will you like to have \_\_\_\_\_ orange?
5. \_\_\_\_\_ Ganga is the longest river in India.

**E. Fill in the blanks with suitable words taken from the box.**

aliens light Mars bold

It was a dark night. Suddenly, there appeared a strange \_\_\_\_\_. We were all afraid of it. But, Rohit was very \_\_\_\_\_. He went outside the house. Then came two \_\_\_\_\_. They were men-like, but not men exactly. They came from \_\_\_\_\_. They talked to Rohit. They gave a beautiful gift to Rohit. He was very happy.

## WRITING SKILLS

- F.** Imagine you are Rohit. You have met the aliens. Write a letter to your friend informing him/her about your meeting with the aliens.

# 3 The 'Veggy' Lion

*The poem, The 'Veggy' Lion, is about an unusual lion who finds it tough to kill animals. He decides to live on vegetables. Do you think the lion is lazy? Think yourself.*

I'm a vegetarian Lion,  
I've given **up** all meat,  
I've given up all roaring  
All I do is go tweet-tweet.

I never ever sink my claws  
Into some animal's skin,  
It only lets the blood run out  
And lets the germs rush in.

I used to be **ferocious**,  
I even tried to kill!  
But the sight of all that blood  
made me feel quite ill.  
I once attacked an Elephant  
I sprang straight at his head.  
I woke up three days later  
In a Jungle hospital bed.

Now I just eat carrots,  
They're easier to kill,  
'**Cos** when I **pounce** upon them,  
They all remain quite still!

—Spike Milligan



## NEW WORDS

**up:** left    **ferocious:** very dangerous    **'Cos:** because    **pounce:** jump

## UNDERSTANDING THE POEM

### A. Tick (✓) the right answers.

- The lion has left eating  
(a) carrot.  (b) meat.  (c) water.
- Claws are seen in a/an  
(a) carrot.  (b) elephant.  (c) lion.
- What remains still, when a lion pounces upon it?  
(a) a carrot.  (b) an elephant.  (c) a deer.

### B. Answer these questions.

- Why did the lion become a vegetarian?
- What happened to the lion when it attacked an elephant?

## LANGUAGE SKILLS

### C. Write antonyms of the following words.

- ferocious : \_\_\_\_\_
- ill : \_\_\_\_\_
- attack : \_\_\_\_\_
- easy : \_\_\_\_\_

## ACTIVITY

- D. Prepare a list of five vegetarian and five non-vegetarian animals in your notebook.

# 4 David and Goliath

*The story, David and Goliath, has been taken from the Bible. David is a mere shepherd boy of Israel. He was very strong and bold. Once he saved his nation from the attack of Philistines by using a very unconventional weapon—a sling. Read the story to know it.*

Years ago, in Bethlehem in the land of Israel, there lived a young **shepherd** boy named David. David was gifted with sharp eyes and strong hands. Whenever wild animals tried to seize a lamb from his flock, David would take his sling and hurl stone after stone at the wild animal till it fled into the jungle. His aim was precise, and he never missed his mark.

**shepherd:** one who raises sheep



One day, the army of the Philistines suddenly came marching across the hills. King Saul of Israel gathered his own army and went out to face them. David's three elder brothers went to the war. David was told to stay at home to tend the sheep. "You are too young," they told him. "Stay in the fields and keep the flocks safe,"

they added. Forty days went by, and still there was no news of the battle. Finally, David's father called him and said, "Take this food to your brothers in the camp, and see how they are doing."

David set out next morning. He walked all the way up the hill where

King Saul's army was camped. He found his brothers. As he stood talking to them, a sudden **hush** fell upon King Saul's army. David looked up and saw that on the opposite hillside, where the Philistine army camped, stood a great giant. His shield was very large, and he slashed the air with his **mighty** sword.

"That is the great giant, Goliath," David's brothers told him.

"Each day he climbs the hill and loudly challenges us, but no one from the Israel army dares stand before him."

"What! Are the men of Israel **coward**?" asked David. "I have no fear, and I will go forth and meet this giant myself," he declared.

He went to meet King Saul. When the king saw that David was only a boy, he discouraged him. But David was determined. "I will be safe," he said.

"Very well," said King Saul. "Go, and may God save you!"

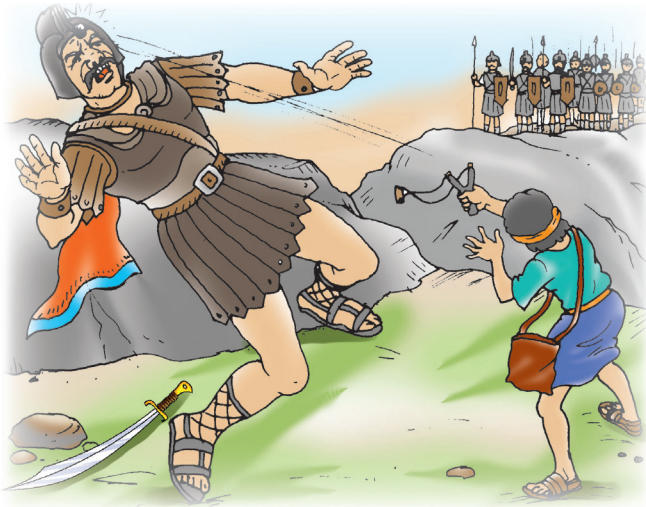
David set out from the camp of Israel, with his shepherd's bag and sling hanging by his side. He ran down the hillside and came to a **stream**, where he picked up five smooth pebbles.

The army of King Saul watched in silence from one hill, while the army of the Philistines watched from the other. The great giant saw David and **strode** out to meet him. When Goliath saw that it was only a boy coming, he stopped and began to laugh.

**hush:** silence  
**mighty:** powerful  
**coward:** weak  
**stream:** small river  
**strode:** walked  
**mock:** to make fun of

"Do the men of Israel **mock** me by sending a child against me?" he roared. "Turn back, or I will tear you into pieces," he told in anger.

Brave David was not afraid. He put his hand into his bag and took a sharp pebble. He fitted it into his sling, and his keen eye found a target in the giant's forehead that the helmet did not cover.



As Goliath rushed forth to attack David, he drew his sling and hurled the pebble with all his might. It **whizzed** through the air and struck Goliath's forehead. The giant tottered—and then fell crashing to the ground. As he lay senseless with his face upon the earth, David ran quickly to his side, pulled out the giant's own sword,

and killed him.

As soon as the army of Israel saw this, they rose with a great war cry and rushed down the hill side. And when the army of the Philistines saw their greatest warrior **slain** by a mere boy, they fled towards their own land.

**whizzed:** passed with a sound  
**slain:** killed

—A tale from the Bible

## UNDERSTANDING THE STORY

### A. Tick (✓) the right answers.

1. David was born in
  - (a) Bethlehem.
  - (b) Jerusalem.
  - (c) France.
2. Who sent David to his brothers?
  - (a) David's mother.
  - (b) David's father.
  - (c) the King.





3. David wounded the giant with a/an  
(a) sword.  (b) arrow.  (c) sling.
4. The story has been taken from the  
(a) Ramayana.  (b) Mahabharata.  (c) Bible.

**B. Write true or false.**

1. One day the army of Bethlehem attacked the Philistines. \_\_\_\_\_
2. David was the eldest brother. \_\_\_\_\_
3. The army of Israel was not afraid of Goliath. \_\_\_\_\_
4. At last the giant was killed. \_\_\_\_\_

**C. Answer these questions.**

1. What did David do at home?
2. Why did David go to meet his brother?
3. Why did David want to face the giant?
4. How did he kill Goliath?

**LANGUAGE SKILLS**

**D. Write the meanings of the following phrases as used in the text.**

1. aim was precise: \_\_\_\_\_ 2. days went by: \_\_\_\_\_
3. slashed the air: \_\_\_\_\_ 4. all his might: \_\_\_\_\_

**WRITING SKILLS**

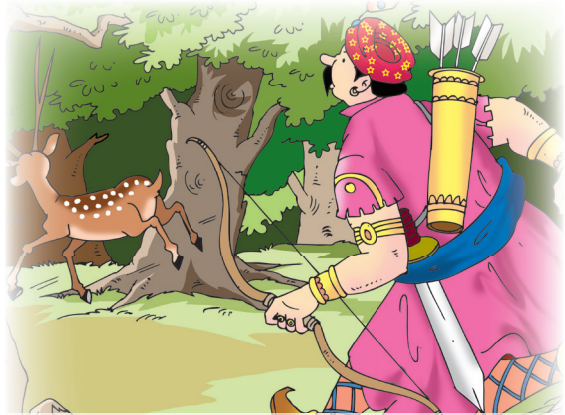
- E.** Describe three qualities of David narrated in the story.
- F.** What should one do when one's country is attacked by an enemy country?

# 5 Water is Priceless

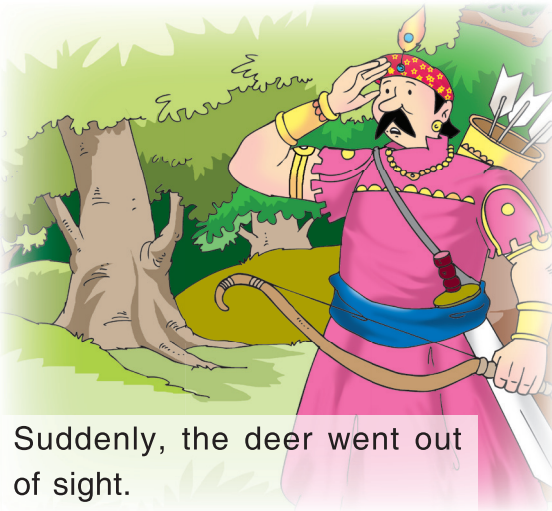
*We cannot live without water. Plants and animals also need water to live. There is an acute shortage of water these days. We should try to save every drop of water. The story you are going to read tells us about how precious water is!*



Once a king went to a jungle for hunting.\*



He spotted a deer. He followed it deep into the jungle.



Suddenly, the deer went out of sight.

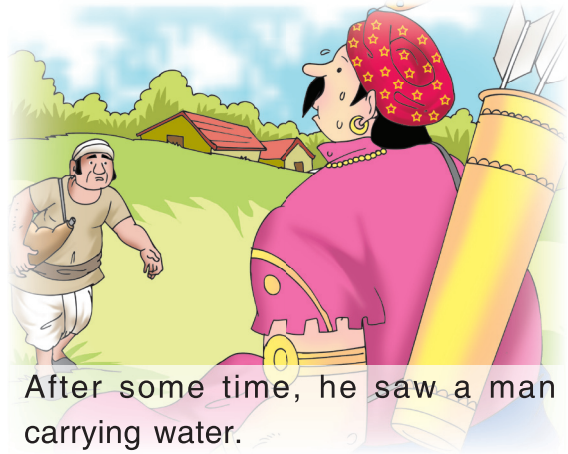


The king came out of the jungle too tired and thirsty. But he found no water.

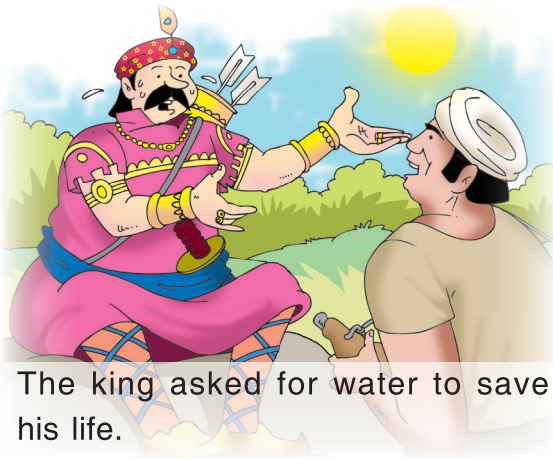
\*Nowadays, hunting is banned. This story refers to olden times.



He sat down on a rock. He felt like dying of thirst.



After some time, he saw a man carrying water.



The king asked for water to save his life.



The man put a demand for his kingdom as a reward.



The king promised and the man gave him water.



Refreshed, the king offered the man to take charge of his kingdom.



The man burst into a laughter. He said, "Water is so precious that you were willing to give up your kingdom! But I don't want anything."



He then said, "I have a request. Never waste water. Please ask your public also never to waste water. Every drop of water is precious."

## UNDERSTANDING THE STORY

### A. Tick (✓) the correct answers.

1. Which animal did the king follow?

(a) Deer.

(b) Lion.

(c) Fox.

2. What was the king looking for?

(a) Milk.

(b) Water.

(c) Lemonade.

### B. Fill in the blanks with the right word from the box.

precious deer thirst kingdom

1. Suddenly, the \_\_\_\_\_ went out of sight.
2. The king felt like dying of \_\_\_\_\_.
3. The man put a demand for his \_\_\_\_\_ as a reward.
4. Every drop of water is \_\_\_\_\_.

**C. Answer these questions.**

1. Why did the king go to the jungle?
2. What was the man's demand?
3. What request did the man make to the king in the end?



**LANGUAGE SKILLS**

**D. Unjumble these words.**

- |             |       |            |       |
|-------------|-------|------------|-------|
| 1. NUJLEG   | _____ | 2. NIKGMOD | _____ |
| 3. REPCISUO | _____ | 4. EWRARD  | _____ |



**WRITING SKILLS**

**E. List three uses of water.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# 6

## Sophie

*Have you ever recited any poem or sung a song before people? How do you feel? Let us see what Sophie felt when she started to recite a poem before an audience.*

It's like I thought it would be.

**Absolute** silence.

Just me and my poem.

But,  
As I stand on stage  
Preparing to start,  
I realise the **audience** is **quiet**  
Because they want to hear me.

Silence isn't **scary**.

It's like Mr Carey said,  
Silence is my chance.

And so I speak,  
Slowly  
And clearly,  
And I don't see  
The faces in front of me.

I see the images of my poem,  
And I think only of what I'm saying  
And how much it means to me.



My voice grows stronger  
And I don't have to struggle  
To remember the words.  
I know them  
Because I wrote them.

—Steven Herrick

## NEW WORDS

**Absolute:** complete

**audience:** listeners

**quiet:** peaceful; without any noise

**scary:** fearsome

## UNDERSTANDING THE POEM

### A. Tick (✓) the right answers.

- The speaker expected that there would be \_\_\_\_\_ in the hall.  
(a) noise   
(b) absolute silence   
(c) music
- The audience got ready to listen to the  
(a) speech.  (b) story.  (c) poem.
- The speaker started  
(a) slowly.  (b) rapidly.  (c) hastily.
- 'I know them...' Why did the speaker know them?  
(a) The speaker wrote them.   
(b) The speaker learnt them very well.   
(c) The speaker read them from a page.

**B. Answer these questions.**

1. What is the speaker going to do?
2. How did the speaker begin?
3. Why does the speaker say the following lines?

'I see the image of my poem,

And I think only of what I'm saying...'



**ACTIVITY**

**C. Do the following activity and note down your feelings.**

1. Recite a poem (English) in the class.
  - (a) Were you afraid of your friends?
  - (b) Did you forget the lines of the poem?
  - (c) Did the friends laugh at you?

2. Role Play

Make groups of eight students. Any three of them can become judges and the rest five recite a poem or give a speech on any topic before the class. Let the judges decide who has performed the best.



# 7 The Clever Crab

*The story, The Clever Crab, you are going to read is about a crab who outwits an evil crane. The crane had made a plan to eat fishes by cheating them. But the crab found out his evil plan and punished him duly.*

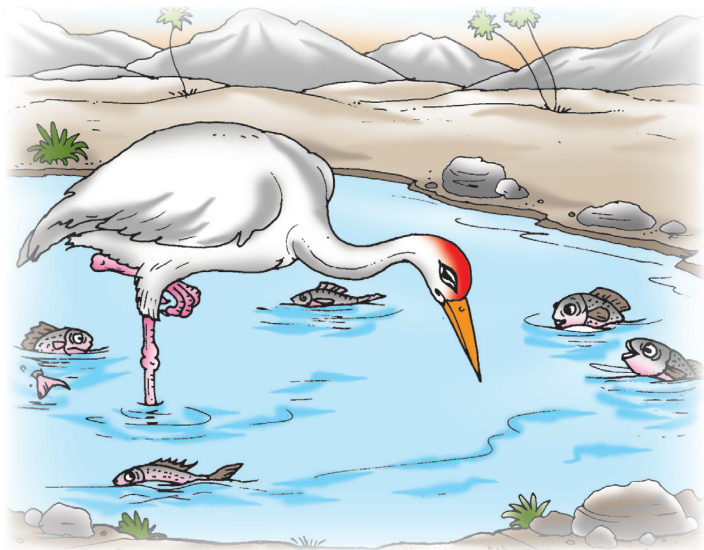
A crab lived in a big pool near a forest. The pool was full of fishes and other aquatic **creatures**. There was a good friendship between the crab and the fishes. They used to pass their **spare** time together. They would love to tell stories to one another. They never thought of harming one another. There was only one problem. A cruel crane also lived near the pool. The crane used to kill and eat fishes as much as it wanted. The fishes and the crab tried to avoid the crane.

Once it happened that rain did not fall in the area for several years. Water was drying **rapidly** from the pool. All the creatures became worried.

**creatures:** animals  
**spare:** extra; unused  
**rapidly:** quickly

“How will we live?” they asked one another.

The crane overheard them talking that way. He was also worried—‘If all the fishes die, what would I eat?’ he thought. But, soon, another thought came to his mind. He decided to turn the situation in his own favour.



He thought, 'If I can play my trick successfully, I'll have lots of fish every day for my meal and I'll not need to work hard for it.'

The crane planned to carry out his trick the very next day. Early in the morning, the crane came to the pool. He stood on one leg in the water. His head was hung low, **pretending** he was very sad. He did not attempt to catch any fish, even one or two that by chance swam close to him. The fishes wondered, "What happened to him?" They watched him from a good distance. For a long time, the crane kept **quiet**. It made no movement. The fishes became bold. One or two big fish circled the crane **cautiously**.

One particular big fish came close to the crane and asked, "O Sir! what happened to you? You are not catching us today?"

The crane opened his mouth. With a sad tone, he replied, "O my dear brothers and sisters! We are all going to die soon ... none of us will live."

"Why? What happened?" asked the fish.

"I have heard two holy saints discuss that there will be no rain this year too. How will you live?" the crane said almost **weeping**.

The fishes were alarmed to hear this. One of them said, "You're right, sir. We will die surely. But you can fly to another pool for safety."

"I'm not worried about myself, dear brother. I know there is a big pond nearby. I can fly there. It is you, I'm worried about. How can I leave you all here to die without water?" the crane began to **shed tears**.

"Please help us, sir," appealed the fishes, now quite close to him.

The crane had a **crooked smile** on his face. He said, "If you agree, I will carry you all one by one to that pond with my beak."

**pretending:** showing/  
acting falsely  
**quiet:** silent  
**cautiously:** carefully  
**weeping:** crying  
**shed tears:** cry  
**crooked smile:** cruel  
smile



“No! No!” they cried and swam back to a safe distance. “We know how hard your beak is. Who has ever returned alive from your beak?” one of them said in fear.

“I promise to carry you lightly to that pond. I’ll not harm you.” the crane promised.

“We’ll discuss it with our **trusted** friend, the crab and let you know tomorrow,” they said and swam deep into the pool.

On that day, they discussed this matter with the crab. The crab heard everything patiently. He knew that the crane was an evil creature. Yet, he did not want the fishes die in the pool without water. So, he suggested them to leave the pond with the crane.

On the very next day, the crane appeared. The fishes agreed to go to that pond. The crane happily picked up a big fish in his beak. He flew back to a **deserted** place near a bush and ate the fish with great satisfaction. After this, he once again came to the pool where the fishes were waiting. He asked, “Who would like to go next? Your friend is waiting.” He said that he would carry only one more fish that day, because, it made him tired. He took another big fish and took it to the bush and ate it.

The same thing continued for a few days. The poor fishes could not imagine that the crane was feasting upon them.

**trusted:** faithful  
**deserted:** a place where no one lives  
**suspicious:** doubtful

But, the crab who was watching the crane, grew **suspicious**. “The crane is getting fatter,” he thought. Next day, when the crane came to carry a fish, he came to the crane weeping. “O, sir! Save my life too! Take me to the new pond, please,” he requested.

The crane thought for a moment then he said to himself, ‘Today I’ll have a different dish! What a lucky day!’ He said, “O crab! come, I’ll hold you in my beak.”



“Oh no, no!” replied the crab. “You’ll drop me on the way and I’ll die,” he added. “Let me sit on your back and hold your neck with my claws, please,” he requested.

Greedy crane saw no harm in the suggestion. He agreed. The crab sat on the back of the crane and held its neck in his claws. The crane happily flew to its **destination**.

“Where are you going, dear friend?” cried the crab.

“Don’t ask me. Look at the ground below—do you see the bones of the fishes? Today, your bones will be added to the heap. Just let me go there,” he replied.

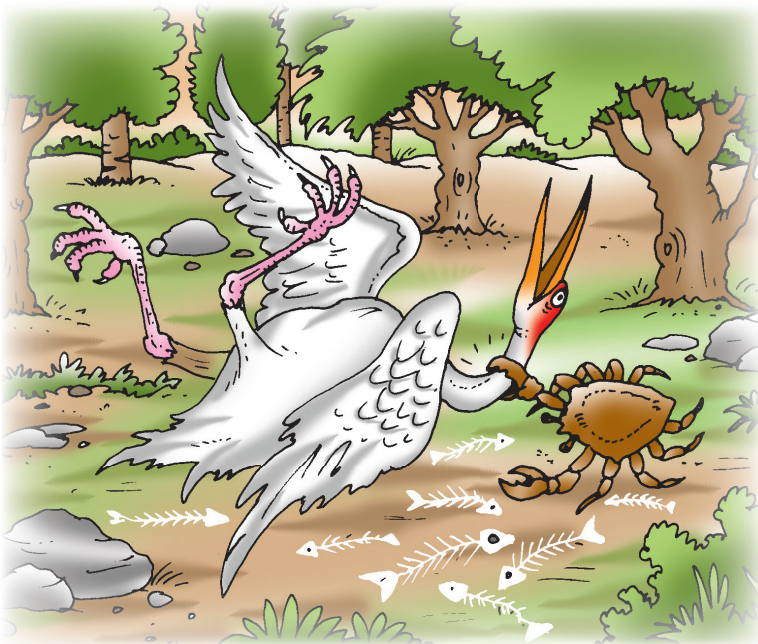
The crab was not afraid. He knew what to do. In fact, he was prepared for it.

**destination:** the place where you want to go to  
**announced:** told

The crane said, “Dear crab, you too are fool like those fishes.”

The crab said nothing. He just waited to reach the ground. As soon as the crane touched the ground, the crab said, “You fool, now,

see who is cleverer. Get ready to die.” The crab pressed hard his sharp claws around the crane’s neck. The crane jumped up and down in pain. But, the crab did not loosen its grip. Soon, the crane died. The crab returned to the pool and **announced** the good news. The fishes were very happy. They thanked the crab.



## UNDERSTANDING THE STORY

### A. Tick (✓) the right answers.

1. The fishes lived in a/an
  - (a) river.
  - (b) ocean.
  - (c) pool.
2. The fishes were worried because
  - (a) there was no food.
  - (b) there was no rain.
  - (c) there was a crab.
3. Who was an evil creature?
  - (a) a fish.
  - (b) the crab.
  - (c) the crane.
4. Who saved the life of the fishes?
  - (a) the crab.
  - (b) the crane.
  - (c) a big fish.



### B. Write true or false.

1. The crane was greedy.
2. The crab was kind.
3. Fishes can live without water.
4. The pool was in a park .

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**C. Answer these questions.**

1. Why were the creatures worried?
2. What was the crane's trick?
3. How did the crab kill the crane?
4. Why did the fishes thank the crab?

**LANGUAGE SKILLS**

**D. Match words with their meanings.**

<b>Words</b>	<b>Meanings</b>
1. pool	(a) the front part of a bird's mouth
2. overheard	(b) very bad in behaviour
3. beak in	(c) to hear, especially by accident, a conversation which you are not involved
4. evil	(d) a place filled with water.

**E. Write antonyms for the following words.**

- |         |       |            |       |
|---------|-------|------------|-------|
| 1. love | _____ | 2. wise    | _____ |
| 3. evil | _____ | 4. friends | _____ |
| 5. kind | _____ | 6. lucky   | _____ |

**WRITING SKILLS**

- F.** Who was cleverer—the crane or the crab? Write three–four lines on it.
- G.** Do you think the crab did the right thing? Why?

## 8

## See the Kitten on the Wall

*William Wordsworth was born in England. He wrote many nature-related poems.*

*Kitten at Play is one of his famous poems written for children. This poem, a kitten plays with a fallen leaf. It jumps over it as if it were a rat.*

See the kitten on the wall,  
**Sporting** with the leaves that fall,  
**Withered** leaves, one, two and three,  
 Falling from the elder-tree;  
 Through the calm and frosty air  
 Of the morning bright fair.

See the kitten, how she starts,  
**Crouches**, stretches, paws and darts;  
 With a tiger-leap half way  
 Now she meets her coming prey.  
 Lets it go as fast as then  
 Has it in her power again.

Now she works with three and four,  
 Like an Indian **conjurer**;  
 Quick as he in feats of art,  
 Gracefully she plays her part;

Yet were gazing thousands there,  
 What would little Tabby care?

—William Wordsworth



## NEW WORDS

**Sporting:** playing

**Withered:** dry

**Crouches:** curls

**conjurer:** magician

## UNDERSTANDING THE POEM

### A. Tick (✓) the right answers.

1. Where did the kitten play?

- (a) on the wall.
- (b) beneath the wall.
- (c) in the house.

2. The kitten was playing with a

- (a) rat.
- (b) leaf.
- (c) tree.

3. Who is compared with an Indian conjurer?

- (a) the kitten.
- (b) the wall.
- (c) a leaf.

### B. Answer the following questions.

1. Can you guess, which season is hinted in the poem?
2. Which line of the poem tells you that the kitten considers the leaves as her prey?
3. Why is the cat compared with an Indian conjurer?



## LANGUAGE SKILLS

**C. Write any four pairs of rhyming words from the poem.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**D. Write antonyms of the following words.**

1. fall : \_\_\_\_\_
2. fair : \_\_\_\_\_
3. half : \_\_\_\_\_
4. fast : \_\_\_\_\_
5. then : \_\_\_\_\_
6. again : \_\_\_\_\_

## ACTIVITY

- E.** Have you ever seen any kitten or puppy play with anything? Describe what you have seen.
- F.** Ask your friends to produce the calls of different animals. You write the name of the call.

**Example:** Rahim mimics the call of a puppy – Bow! wow!

You write: bark

# 9 Bear Dancing

*Sunil Gangopadhyay was a Bengali poet, short story writer and novelist. He wrote more than 200 books. Some of his books were made into films by Satyajit Ray. Here is a short story by him.*

In old times, before the Ramayana and the Mahabharata and that difficult book, the Vedas, were written, there lived by the Hindukush mountains a man named Gowk. He was very short.

The other men, and even the women-folk, who lived on the river bank were all very tall.



They pulled Gowk's leg and bullied him. Some called him 'Goat', others 'Gobbet'. And whenever they came near him, they gave him a slap on his head.

Poor Gowk. He had a beard and **whiskers**. He had a **shock** of hair on his head. And he was thirty-two years old. Still no one cared to look upon him as a grown-up just

because he was so short.

Now, the people of that land did not eat rice or bread. They lived only on fruits and meat. They hunted the deer and peacocks that came to the river.

**whiskers:** (here)  
moustache  
**shock:** thick hair grown  
on one's head

In those days, there were plenty of deer and peacocks. Even if ten or twelve were killed a day, there was no fear of them being wiped out.

Gowk could not hunt a deer or a peacock. He did not have the **sinew** to stalk them. He had to be happy with whatever little his neighbours left for him, out of pity.

At times, huge bears and large sabre-toothed cheetahs came down from the surrounding hills. They were wild and ferocious. The cheetahs liked human flesh. The bears were not man-eaters, but then they killed men for their sport. More or less the way we swat mosquitoes.

Every time the bears or the cheetahs attacked in **hordes** the men ran off. They had no knives or swords, not to speak of firearms. And fighting off an army of bears or tigers with sticks and stones was unthinkable!

The leader of the bears was a giant. He was as dark as the inky clouds, and his eyes were like flecks of fire. He was the most fearsome of the lot.

**sinew:** (here) strength  
**hordes:** groups  
**swooped:** came

One day it so happened, Gowk dozed off while resting in a bush after an unusually heavy meal. Soon he was snoring as loudly as ever. By and by, a troop of bears **swooped** down close to where Gowk lay.

The men around ran for dear life. They forgot to wake up Gowk.



The bears had not killed a man for a long, long time. Each one charged at ten to twelve men.

Seeing this, the peacocks perched themselves on the branches and **jauntily** crowed, “It serves them right, serves them right. Oh, what fun.”

There was still no sign of Gowk stirring.

The bear chief himself **sauntered** by that bush and spotted Gowk. He was about to **hoist** Gowk with one paw, but stopped half-way as he heard the sombre notes of the snoring. What was it? He tried hard, but he could not grasp what made the sound. So he brought his mouth upon the Gowk’s face to listen more closely. And, as he did so, Gowk woke up.

How does it feel to get up peering at a bear’s snout inches away?

Gowk’s father was long dead. So he **squealed**, “O Uncle, O Grandpa, O Cousin!”

And then he sprang, landing a little beyond the bear’s reach. But from there he could not take another leap. He kept jumping and skipping at one spot.

He had touched down on an ant-hill. Enormous red ants swarmed the place and thousands of them began to sting Gowk’s legs. He could not help **bobbling** up and down.

The bear chief chuckled at the sight. He was seeing a **Lilliputian** for the first time and, on top of it, there was that hippety-hop dancing. He stared, with his jaws wide open in wonder.

Now the bears themselves never knew that they loved dancing. Men were also not aware. After watching for some time, the bear chief started dancing like Gowk. Gowk danced, the bear chief danced.

Ants **howbeit**, do not like **stomping**. They were not amused. They soon cleared out. But Gowk

**jauntily:** happily  
**sauntered:** walked in relaxed mood  
**hoist:** throw  
**squealed:** speak in very high voice  
**bobbling:** jumping  
**Lilliputian:** very small man  
**howbeit:** however  
**stomping:** dancing with heavy steps



could not stop, for the moment he gave up, the bear would pounce on him. **Willy-nilly** he carried on, only to keep the bear dancing.

The dancing went on for three long hours. At last, the bear chief ran out of breath and slumped to the ground.

Gowk did not wait. He fetched a rope and tied up the bear in no time. When the other people returned, they stood amazed!

Ever since that day, Gowk had nothing to worry. From time to time, he gave a show of bear dancing. Gowk danced, the bear danced. Everyone liked the shows and gave Gowk plenty to eat.

In this way, Gowk introduced bear dancing to the world. It is an important episode in history, if not in the **annals** of mankind, certainly in **ursine** history.

The tiniest of bears know it.

**Willy-nilly:** unwillingly  
**annals:** (here) history  
**ursine:** connected with bears

—**Sunil Gangopadhyay**

## UNDERSTANDING THE STORY

### A. Tick (✓) the right answers.

- Gowk lived near the
  - Himalayas.
  - Hindukush.
  - Aravalli.
- Gowk was extraordinarily
  - fat.
  - tall.
  - short.



3. The bears used to kill men for
  - (a) food.
  - (b) fun.
  - (c) wealth.
  
4. The bear chief was taken aback listening to Gowk's
  - (a) snoring.
  - (b) song.
  - (c) call.
  
5. Who loved dancing?
  - (a) Gowk.
  - (b) bear.
  - (c) cheetah.



**B. Describe the physical features of Gowk and the bear chief.**

Gowk	Bear Chief

**C. Answer these questions.**

1. Why did people slap on Gowk's head?
2. Why could Gowk not hunt?
3. Where did the bear chief spot Gowk?
4. Why did the bear chief dance?
5. Who introduced bear dancing to the world?

## LANGUAGE SKILLS

### D. Find examples of the following sentences from the story.

1. A negative sentence : \_\_\_\_\_
2. An interrogative sentence : \_\_\_\_\_
3. An exclamatory sentence : \_\_\_\_\_

### E. Match the homonyms.

#### Words

1. hair
2. deer
3. meat
4. right

#### Homonyms

- (a) rite
- (b) dear
- (c) heir
- (d) meet

## WRITING SKILLS

- F.** Discuss in your class whether animals like monkeys, bears, etc., should be used for fun and sports. Write the opinion shared by the majority of the students.
- G.** Can you name any other animal that entertains people?  
(**Hints:** an animal that lives in water—human friendly.)

# 10 Triple Punishment

*This is a story about the punishment for being greedy. Greed leads to many problems. Excessive greed for anything causes destruction. Let us read the story about a wealthy merchant who paid heavily for his greed.*

Once, in the city of Ujjain, lived a rich merchant. He was a great miser. His name was Avik. He spent his days making plans to make more more money. Very soon, he found a new way of making money. He started cheating people by selling wheat mixed with stones and **adulterating** ghee.

One day, a youth went to Avik's shop and bought ghee. When he tasted the ghee at home, he found the taste bitter. It smelled bad. Immediately, he went to Avik and told him to take the ghee back as it was impure.

**adulterating:** impure  
**overcharging:** taking/  
charging more

Avik laughed and said, "I would not take the ghee back! For this amount, I can sell only this quality of ghee. If you want pure ghee, pay twice the amount!"



"But, you are already **overcharging**," complained the youth.

Soon, both of them had a big argument. The youth then went to the king with the ghee and complained that the merchant was selling adulterated ghee.



The king immediately sent his men to fetch the merchant and get the vessel of ghee he was selling. The king himself tasted the ghee and found it adulterated. He was very angry. He said, “How can you sell such low quality ghee? Don’t you know that it might harm people?”

The merchant got **scared** and told the truth. “I have been mixing pure ghee with other oils to get more profits, Your Majesty! Kindly forgive me this time! I won’t do this again.”

But the king told him that he had played with the health of the people. He decided to teach him a lesson. He said, “You can choose one of these three punishments. You either pay a fine of hundred gold coins or receive hundred lashes or drink the **entire** ghee in the vessel. The choice is yours!”

The merchant was a miser. He did not want to give gold. The other punishment of getting lashes would be painful. He thought that the best option would be to drink the ghee.

So, he made up his mind and told the king that he would drink the ghee. The king warned him, “You must drink the entire vessel. If you leave even a few drops, you will have to take **alternative** punishments in full measure.”

**scared:** afraid  
**entire:** the whole  
**alternative:** another

The merchant nodded his head and started drinking the ghee. It smelled bad. He soon realised what a substandard ghee he was selling to his customers. He could not even finish half of it and started vomiting.

He told the king, “Your Majesty! I cannot take a drop more!”

But, the king said, “You have to complete the punishment in full. Now you have to opt for one of the two punishments – receive hundred lashes or pay hundred gold pieces as fine.”

The merchant was still not ready to part with gold. “Let me take the lashes, after all the pain may last for a day!” he thought and told the king he would receive the lashes.





The king called for a guard. The guard swung the lash and dealt the first blow on the merchant's back. The merchant cried with pain.

"10, 11, 12 ..." The guard was counting as he kept on giving lashes to the merchant.

At last, the merchant could no longer bear the pain. He shouted, "Stop it! I say, for

God's sake, stop it! I cannot take them any more. I will pay the fine!"

The king smiled and told him, "I hope you have learnt a lesson today! Because of your greed and miserliness, you ended up facing all the three punishments!"

The merchant hung his head in shame.

## UNDERSTANDING THE STORY

### A. Tick (✓) the right answers.

1. Avik sold low quality

(a) oil.

(b) ghee.

(c) gold.

2. Avik was

(a) greedy.

(b) clever.

(c) noble.

3. Eating impure ghee might cause

- (a) fairness.
- (b) sickness.
- (c) laziness.

4. Who started vomiting after taking the ghee?

- (a) the king.
- (b) the youth.
- (c) Avik.

5. Who learnt a lesson?

- (a) the youth.
- (b) the merchant.
- (c) the king.

**B. A few qualities are given below. Write them in the box that represents the character.**

greedy just brave noble miser fool

The King	The Merchant	The Youth

**C. Answer these questions.**

1. Who was selling impure things?
2. Why did the merchant sell impure things?
3. Why did the king punish the merchant?
4. Why did the merchant have to take all the three punishments?

## LANGUAGE SKILLS

### D. Find words from the story that mean the following.

1. one who sells goods : \_\_\_\_\_
2. a thing which is genuine : \_\_\_\_\_
3. a costly metal used to make coins : \_\_\_\_\_
4. throwing back the food through mouth after eating : \_\_\_\_\_

## WRITING SKILLS

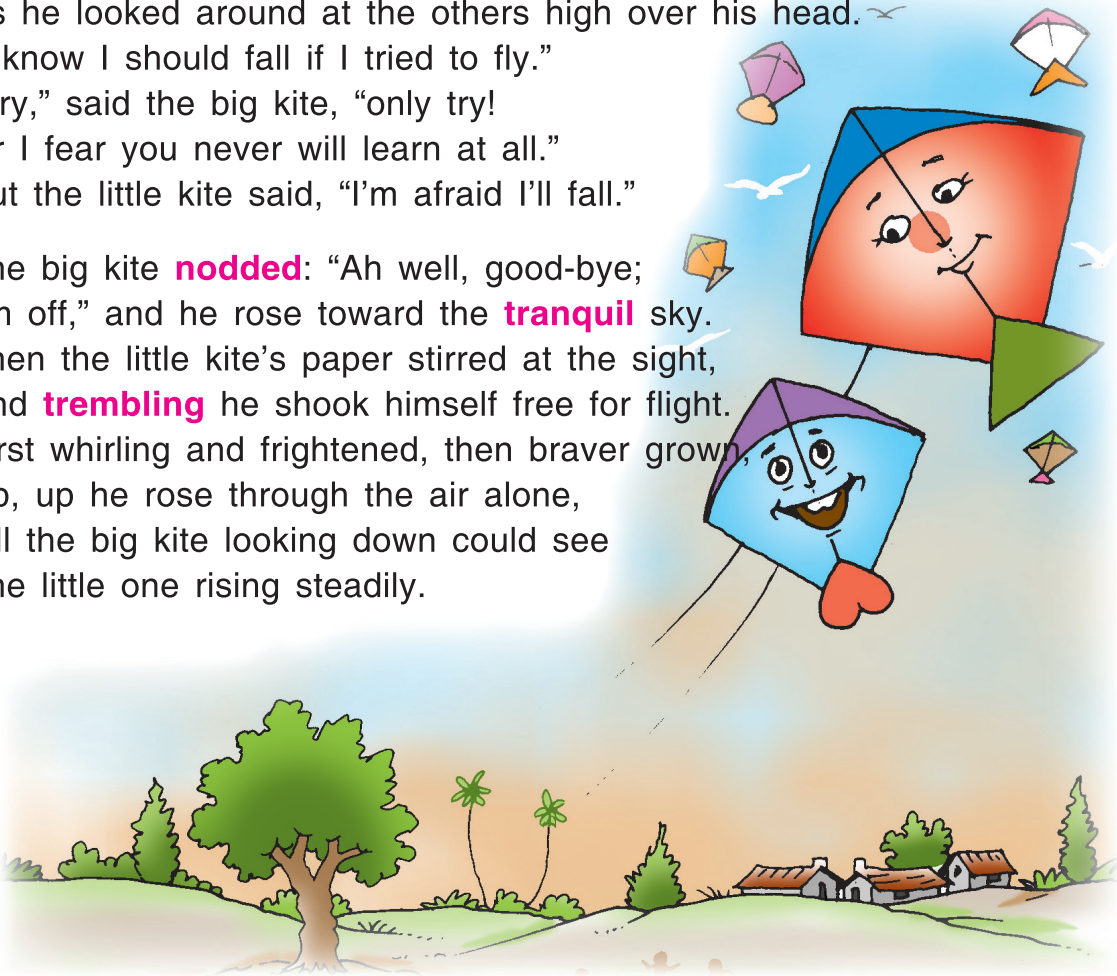
- E. Suppose you bought ten raw eggs. The shopkeeper gave you three rotten eggs. What would you do? Exchange your opinion with your friends. Write down your decision.
- F. Your mother asked you to buy a packet of biscuit from a shop. What would you check on the packet? Note them down.
- G. Discuss the harmful effects of taking impure food. Collect a newspaper report regarding food adulteration (impure food) and its effects.

# 11 How the Little Kite Learned to Fly

*It's surprising how much of the world's virtue comes from one small but a powerful word, 'Try'. Trying something for the first time often calls for bravery. One is afraid of being failure when one tries to do a thing for the first time. And if one can overcome this fear, one wins the world.*

"I never can do it," the little kite said,  
As he looked around at the others high over his head.  
"I know I should fall if I tried to fly."  
"Try," said the big kite, "only try!  
Or I fear you never will learn at all."  
But the little kite said, "I'm afraid I'll fall."

The big kite **nodded**: "Ah well, good-bye;  
I'm off," and he rose toward the **tranquil** sky.  
Then the little kite's paper stirred at the sight,  
And **trembling** he shook himself free for flight.  
First whirling and frightened, then braver grown,  
Up, up he rose through the air alone,  
Till the big kite looking down could see  
The little one rising steadily.



Then how the little kite thrilled with pride,  
As he sailed with the big kite side by side!  
While far below he could see the ground,  
And the boys like small spots moving round.  
They rested high in the **quiet** air,  
And only the birds and the clouds, were there.  
“Oh, how happy I am!” the little kite cried,  
“And all because I was brave, and tried.”

—Katherine Pyle

## NEW WORDS

**nodded:** moved his head    **tranquil:** peaceful    **trembling:** shaking  
**quiet:** still

## UNDERSTANDING THE POEM

### A. Tick (✓) the right answers.

1. “I never can do it.”

Who spoke the above line?

- (a) a kite flyer.
- (b) a big kite.
- (c) a small kite.

2. What was the small kite afraid of?

- (a) It was small.
- (b) It might fall.
- (c) It could lose the race.

3. How did the sky look?

- (a) cloudy.
- (b) tranquil.
- (c) stormy.

4. The little kite rose

(a) steadily.

(b) feebly.

(c) carelessly.

**B. Answer the following questions.**

1. What did the big kite say to the small kite?
2. When was the little kite thrilled with pride?
3. How did the small kite succeed?

**LANGUAGE SKILLS**

**C. Write any four pair of rhyming words from the poem.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**D. Write past participle (third) form of the following words.**

1. fear : \_\_\_\_\_

2. learn : \_\_\_\_\_

3. shake : \_\_\_\_\_

4. free : \_\_\_\_\_

5. see : \_\_\_\_\_

6. cry : \_\_\_\_\_

**E. Write the meaning of the following words using a dictionary.**

1. biography : \_\_\_\_\_

2. autobiography : \_\_\_\_\_

**ACTIVITY**

- F.** Imagine yourself to be a small kite and a friend of yours the big kite. Enact the conversation in the class. You can interchange the role.
- G.** Your younger brother is afraid of swimming. Write a letter encouraging him. Encourage him to practise swimming under the guidance of an expert person.

# 12 Whose Jacket is It?

*Mulla Nasruddin was known for his wit and wisdom. Like Birbal and Tenaliraman, he had a great presence of mind. Here is an amusing story about him.*

Mulla Nasruddin and Halim were close friends. Halim was also his neighbour. They spent a lot of time together gossiping and travelling. Mulla Nasruddin was very fond of his friend. But, Halim had a bad habit which **annoyed** Mulla a lot. Halim had the habit of borrowing things from Mulla whenever he needed. One day, he and Mulla were going to a market. It was about to rain. As Mulla was about to step out of the house, Halim came and borrowed Mulla's umbrella. He did not ask him whether he had any more for his own use.

**annoyed:** angry



Soon, it began to rain. Mulla had nothing to take shelter under. But, he could not say anything to hurt his dear friend.

Now, Mulla was fed up with his friend's behaviour. He thought of a plan to teach him a lesson.

One day, both Mulla and Halim were invited to a rich landlord's house for tea. As both of them were getting dressed in rich clothes and finery, Halim came rushing to Mulla's house and said, "Hello friend! How do I look? Nice...eh? Only one thing is missing — a jacket! So, please give me your jacket to complete my look!" Saying this, he took Mulla's jacket and wore it.



Now, Mulla was very **upset**. But, he kept quiet. After all, he was his friend. They went and visited the landlord. The landlord praised them for their fine clothes. He told Halim, “I wonder from **upset:** disturbed where you people have bought such fine clothes!”

“I don’t know about Halim’s other clothes, “Nasruddin said, “but the jacket he is wearing is mine.”

Halim was deeply annoyed at the remark. But, he remained silent for the time being. Both of them had tea with the landlord and left his house.

As soon as they came out of the house, Halim said to Nasruddin, “Why did you make such a comment? Do not say it is yours.

Mulla promised him not to say that the jacket is his.

Next time, they were invited to a wedding of an officer of the village. This time again, the same thing happened. Halim borrowed Mulla’s jacket and wore it with least of hesitation.

As they entered the wedding hall, Mulla introduced Halim to the officer, “This is my friend Halim — and the jacket he is wearing is his, not mine.”

The officer was really amused by Mulla’s remark and said, “Ha! Ha! Indeed! I have no doubt about that!”

After the wedding, as they left, Halim once again expressed his annoyance, exclaiming, “Why did you go to such lengths to say that the jacket was mine and not yours? Don’t say anything about it.”

Mulla promised that he would not say anything about the jacket.



After a few days, they were invited by a friend of Mulla. He lived in another village. As usual, Halim again dressed first and came to Mulla's house to borrow the jacket. He took the jacket and reminded Mulla not to say anything about it.

Mulla nodded and both reached the friend's house. The friend welcomed them **wholeheartedly**. Mulla smiled and said, "Here is my friend Halim ... and I have nothing to say about this jacket that he is wearing."

Hearing this, Halim felt very annoyed at his friend's stupidity and vowed that he would never borrow anything from Mulla. Mulla was happy to know this.

**wholeheartedly:**  
earnestly

## UNDERSTANDING THE STORY

### A. Tick (✓) the right answers.

- Mulla Nasruddin was fond of his  
(a) umbrella.  (b) jacket.  (c) friend.
- Halim thought Mulla was  
(a) stupid.  (b) wise.  (c) cunning.
- Who was happy at the end of the story?  
(a) Mulla.  (b) Halim.  (c) a rich man.
- Halim considered Mulla fool because  
(a) Mulla did not want to give Halim his jacket.   
(b) Mulla did not agree to go with him any more.   
(c) Mulla did not stop making comments on his jacket.

### B. Write true or false.

- Halim was Mulla's friend. \_\_\_\_\_
- Halim had an umbrella of his own. \_\_\_\_\_

3. A rich landlord invited Mulla and Halim to have dinner. \_\_\_\_\_
4. Mulla succeeded in his plan. \_\_\_\_\_

**C. Answer these questions.**

1. What bad habit of Halim is referred in the story?
2. What witty thing do you find in the story?
3. Why did Mulla make a plan against his friend?
4. Do you think Mulla insulted his friend, Halim?



## LANGUAGE SKILLS

**D. Make new words by using suffixes or prefixes with the following words. One has been done for you.**

**Example:** time → timely (-ly)

- |           |       |             |       |
|-----------|-------|-------------|-------|
| 1. rain : | _____ | 2. hurt :   | _____ |
| 3. dear : | _____ | 4. friend : | _____ |
| 5. plan : | _____ | 6. remark : | _____ |

**E. Write the meanings of the following words as they are used in the story.**

- |                 |       |             |       |
|-----------------|-------|-------------|-------|
| 1. gossiping :  | _____ | 2. habit :  | _____ |
| 3. borrowing :  | _____ | 4. finery : | _____ |
| 5. hesitation : | _____ |             |       |



## WRITING SKILLS

- F.** Collect any other story of Mulla Nasruddin. Rewrite the story.
- G.** Discuss about the friendship between Mulla and Halim.

# 13 The Little Gentleman

*How should we behave at the dining table? Let us read the poem and follow the advice.*

Take your meals, my little man,  
Always like a gentleman;  
Wash your face and hands with care  
Change your shoes, and **brush your hair**;  
Then so fresh, and clean and neat,  
Come and take your proper seat;  
Do not **loiter** and be late,  
Making other people wait;  
Do not rudely point or touch:  
Do not eat and drink too much:  
Finish what you have before  
You even ask or send for more:  
Never crumble or destroy  
Food that others might enjoy;  
They who idly crumbs will waste  
Often want a loaf to taste!  
Never spill your milk or tea,  
Never rude or noisy be;  
Never choose the **daintiest** food,  
Be **content** with what is good:  
Seek in all things that you can  
To be a little gentleman.



## NEW WORDS

**brush your hair:** comb

**loiter:** wander here and there

**daintiest:** small/less in amount but attractive to look at

**content:** satisfied

## UNDERSTANDING THE POEM

### A. Tick (✓) the right answers.

- The 'little man' refers to
  - a boy.
  - a man of short height.
  - a small number of people.
- The poem tells about the behaviour of a person at/in
  - classroom.
  - temple.
  - dining table.
- The poet's suggestion is to
  - waste food.
  - eat too much.
  - eat less.
- The poet suggests that one should be a
  - gentleman.
  - rude.
  - noisy person.

### B. Fill in the blanks with words from the poem.

- We should wash our \_\_\_\_\_ and hand with care.
- We should not be \_\_\_\_\_.
- We should never spill milk or \_\_\_\_\_.
- We should be \_\_\_\_\_ with what is good.

**C. Answer these questions.**

1. What is the title of the poem?
2. How much should we eat?
3. Why should we not waste food?

**LANGUAGE SKILLS**

**D. Write singular/plural form of the given words.**

Singular	Plural
	meals
man	
face	
seat	
	others

Singular	Plural
loaf	
gentleman	
	hands
	shoes
you	

**E. Find words from the poem that mean the following.**

1. a thing that we use to clean our teeth :
2. a place where we sit :
3. a food that is prepared in an oven :
4. a hot drink prepared from leaves of a plant :

**ACTIVITY**

- F.** Prepare a list of Dos and Don'ts suggested in the poem and discuss them in the class.
- G.** Make a list of food items that you should eat and you should not eat. Exchange the list with your friends.

# 14 Ali Baba



*The following story has been taken from Ali Baba and the Forty Thieves. The story is from the medieval Arabic literature. The book is a collection of many related stories. The book has been translated into many languages all over the world. The stories are very popular with the children.*

**Characters:** **Leader** of the Thieves, **Ali Baba:** a poor man, **Qasim:** brother of Ali Baba, **Qasim's Wife,** **First Robber,** **Second Robber** and **Third Robber**

*Once there lived a man named Ali Baba. One day he was cutting trees in a forest. He saw a cloud of dust coming towards him. Then, he heard galloping sound of horses. He hid himself behind a bush. He saw a band of robbers come and stop outside a cave. He remained there to see what they would do.*

**Leader:** Open Sesame!

*The door of the cave opened. All the robbers went inside. The door of the cave closed behind them. After some time, the robbers came out and rode away on their horses speedily. When the robbers had gone to a safe distance, Ali Baba went to the entrance of the cave. He looked around him.*

**Ali Baba:** Open Sesame!

*The cave door opened and he went in. The door closed behind him. The cave was full of sacks of jewels and gold coins. The treasure was the loot the robbers had gathered over the years.*

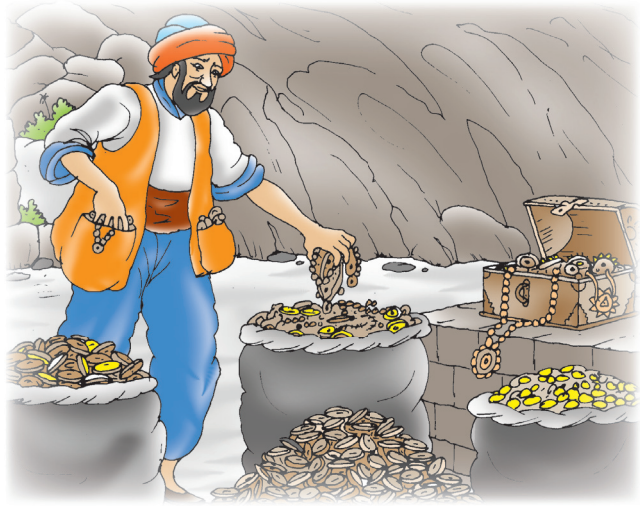
**Ali Baba:** Wow! What **sparkling** jewels! Wow! Gold coins too!

*Ali Baba filled his pockets with jewels and gold coins.* **sparkling:** shining



**Ali Baba:** Open Sesame!

*The cave door opened and Ali Baba went home happily. He wanted to measure his treasure. So, he borrowed a pair of scales from his brother, Qasim. Ali Baba and his wife secretly weighed the gold.*



*Qasim's wife saw a gold coin stuck to the bottom of the scales when she got the scale back.*

**Qasim's wife:** O my God! Look at this. Ali Baba has been weighing gold! Where did your poor brother get so much gold? Go and find out. Qasim went to Ali Baba's house. Ali Baba told him where he had got the gold and jewels. Qasim was very greedy. He too wanted gold and jewels. So he went to the cave with a few big empty bags.

**Qasim:** Open Sesame!

*He entered and saw the treasure. He rubbed his eyes. He could not believe his eyes. He was extremely happy. He filled all the bags with gold and jewels. Mad with happiness, he forgot the word to open the door again.*



**Qasim:** Open **mustard!** Open pepper! Open butter!  
*While he was still trying to remember the word, the robbers returned. They came into the cave and saw Qasim.*

**First Robber:** He has learnt our secret!

**mustard:** a seed used as a spice



**Second Robber:** He's stealing our treasure!

**Leader:** Kill him immediately!

*The robbers killed Qasim with their swords. They found some of their treasure missing. They doubted that someone else too knew of their treasure.*

The robbers went into town and asked around. They found Qasim's house. They also came to know that Ali Baba was Qasim's brother. They doubted that Ali Baba might have learnt the secret. The leader made a cross on the door of Ali Baba's house so that they would know it the next time.

Marjina, a girl who lived in Ali Baba's house, saw this. She put a cross on the door of every house on the street. When the robbers came back at night to look for Ali Baba's house, they saw crosses on all the doors. They were confused.

**First Robber:** I'm sure it's this one.

**Second Robber:** No, it's this one.

**Third Robber:** No, this is the one.

*They went back to their leader. The leader went to the tailor, who had earlier taken him to Ali Baba's house. The leader gave him a gold coin and asked him to take him to Ali Baba's house once again. The leader went to Ali Baba's house with big jars.*

**Leader:** I am a merchant. I am on my way to the next town to sell oil. May I **shelter** here for the night, please?

**Ali Baba:** Certainly, brother. You can keep your jars in my **courtyard**. *Marjina came into the courtyard at night. She needed some oil to light the lamps as she had no oil left in the house. She lifted the lid of a jar. She was about to dip a pot. Suddenly ...*

**shelter:** stay  
**courtyard:** an open space that is partly or completely surrounded by buildings

**A Robber (in a whisper):** Shall I come out, now?

*Marjina jumped back in surprise. She thought quickly and whispered, "Not yet."*

*Marjina knew that the men had come to harm Ali Baba and his family. She poured hot oil into all the jars. Soon the leader came into the courtyard to call them.*



**Leader:** Come out now! Hurry up!

*When the leader found that all his men were dead, he fled in fear. Marjina then told Ali Baba everything.*

**Ali Baba:** Marjina, you are very brave and clever. You have saved our lives. Thank you!

## UNDERSTANDING THE STORY

### A. Tick (✓) the right answers.

1. Who was cutting trees in the forest?

(a) Qasim.

(b) the robbers.

(c) Ali Baba.

2. Who first saw the robbers enter the cave?

(a) Qasim.

(b) Marjina.

(c) Ali Baba.

3. Who was greedy?

(a) Qasim.

(b) Marjina.

(c) Ali Baba.

4. Who forgot the word to open the cave?

(a) Qasim.

(b) Qasim's wife.

(c) Marjina.

**B. Complete the table with information from the text.**

Characters	Activities
1. Ali Baba	
2. Qasim	
3. Qasim's wife	
4. Marjina	
5. The leader of the robbers	

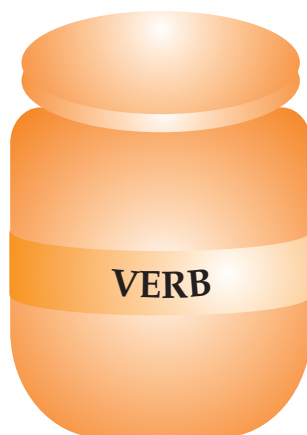
**C. Answer these questions.**

1. Who do you think the wisest of all the characters in the play? Why?
2. Why did the robbers put a cross on Ali Baba's house?
3. Ali Baba knew the secret. What was the secret?

**LANGUAGE SKILLS**

**D. Put the following words in right jars.**

cave door rode full sparkling gold look much enter hot



**E. Match the words with their antonyms.**

<b>Words</b>	<b>Antonyms</b>
1. inside	(a) empty
2. full	(b) top
3. bottom	(c) fool
4. clever	(d) outside



**WRITING SKILLS**

**F.** What was wrong with Qasim? Write in three sentences.

**G.** Do you think Marjina was intelligent? Write three-four lines on her.

**H. Role play**

Suppose you have found a handbag full of money. You take it to the police station to deposit it there. The officer asks you a few questions and thanks you. Enact the role in the class.