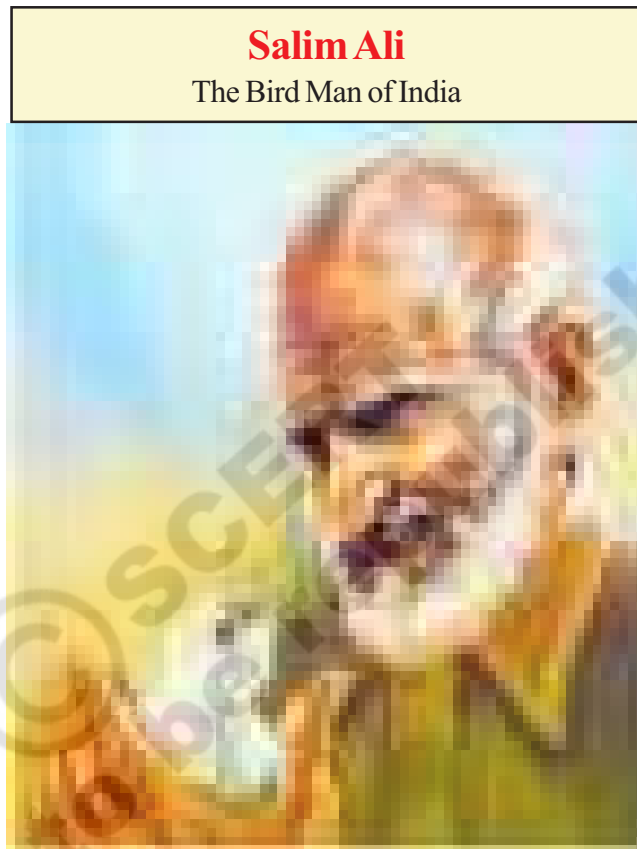


UNIT 3

The Boy and The Catapult

Look at the picture and answer the questions given below.



1. What feelings does Salim Ali appear to express towards the bird in his hand?
2. Why do you think he is called the 'The Bird Man of India'?

Listen to your teacher and answer the questions given below.

1. Who is Dolly?
2. Why did the boy choose the puppy that could not run fast?
3. Do you think the boy was right in doing so? Justify your answer.



A. Reading

The Boy and The Catapult

The oddest fellow in my class was Bodh Raj. All of us were afraid of him. He always had a catapult in his hand and was an excellent shooter. His favourite targets were birds. He would stand under a tree, take aim and shoot a pebble from the catapult. The next moment a bird would fall down.

I lived with my parents in an old bungalow on the outskirts of the city. It had garden, full of trees and shrubs. Being far from the city, my friends rarely came to visit me. But Bodh Raj found it a good place to hunt.

Behind the house, there was a godown. This room had become a regular place of visit for birds. We hear their cooing all day.

The next time Bodh Raj came, he went straight to the godown. As usual, he had his catapult with him. He noticed that near the ventilator there was a myna's nest.



“The myna's little ones are up there,” said Bodh Raj aiming with his catapult.

I noticed two tiny yellow beaks peeping out of the nest.

Bodh Raj raised his catapult and fitted a pebble in it. I wanted to stop him, but before I

could, a large shadow moved across the room, blocking the light from the ventilator. It was a big kite.

“This must be the kite’s nest,” I said.

“No, how can a kite have its nest here? A kite always makes its nest in a tree. This is a myna’s nest.”

The chicks began fluttering their wings and shrieking. The kite perched on the beam. The birds’ frightened cries filled the air.

“The kite has been coming here every day for his meals,” said Bodh Raj suddenly. I now realized why broken wings and straw were always spread out on the floor.

Bodh Raj raised his catapult and aimed at the kite.



“Don’t hit the kite. It will attack you,” I shouted. But Bodh Raj paid no attention. The pebble missed the kite and hit the ceiling instead. The kite spread its wings wide and peered down.

“Let’s get out of here or the kite will attack,” I said, frightened.

“The kite will eat up the little ones.” This sounded rather strange coming from him. Bodh Raj quickly ran and pulled up a table standing against the wall to the middle of the room, under the myna’s nest. He climbed on the table, gently lifted the nest and slowly stepped down.

“Let’s get out of here,” he said, and ran towards the door. I followed.

We went into the garage. It had only one door and a small window in the back wall. A beam ran across its width.

He climbed on a box and placed the nest on the beam. The myna’s young had quietened down. Standing on the box, Bodh Raj had his first



peep into the nest. I thought that he would pick them both up and put them in his pocket. But he said “Get some water, the chicks are thirsty.”

I brought a glass of water. Bodh Raj fed them with drops of water.

When Bodh Raj came the next day, he had neither the catapult nor pebbles. It was clear that he was sorry about his past behaviour. He carried some seeds with him. We fed the myna’s young and spent time watching them.

- *Bhisham Sahni*



Glossary

pebble (<i>n</i>)	:	a small smooth round stone
catapult (<i>n</i>)	:	a ‘Y’ shaped stick with a rubber band attached to it and used for shooting stones
excellent (<i>adj</i>)	:	very good; of very high quality
peeping (<i>v</i>)	:	looking curiously
flutter (<i>v</i>)	:	move lightly and quickly
shrieking (<i>v</i>)	:	giving a loud high shout
beam (<i>n</i>)	:	a long piece of wood which supports the roof
stepped down (<i>v</i>)	:	came down
straw (<i>n</i>)	:	dry grass
peered (<i>v</i>)	:	looked closely or carefully
perched (<i>v</i>)	:	landed and stayed on a branch
garage (<i>n</i>)	:	a place to keep vehicles
behaviour (<i>n</i>)	:	do things in a particular manner



Comprehension

I. Answer the following questions.

1. What change do you notice in Bodh Raj's behaviour towards birds? Pick out the lines that suggest the change.
2. What made the chicks flutter their wings and shriek loudly?
3. Bodh Raj was very cruel to the birds in the beginning, but in the end he became very kind. What message do you get from this change ?
4. There are two Bodh Rajs in the story. Which one do you like more and why?

II. Pick out the actions related to the birds in the story.

- | | | |
|------------|--------------|---------------|
| 1. cooing | 4. blocking | 7. standing |
| 2. aiming | 5. watching | 8. fluttering |
| 3. peeping | 6. shrieking | 9. coming |



Vocabulary

I. Read the following.

'the nest of the myna'

It can be re-written as – 'myna's nest' (using –'s). Now re-write the each group of the following words same as above.

1. the catapult of Bodh Raj _____
2. the classmate of Bhisham _____
3. the young ones of myna _____

II. Pick out the words which are used in connection with ‘hunt’ and ‘bird’ from the passage and complete the following table. One is done for you.

Sl. No.	Hunt	Bird
1.	shoot	perch
2.		
3.		
4.		
5.		



Grammar

Read the following sentences taken from the story.

- ◆ My friends **rarely** came to visit me.
- ◆ I now realized why broken wings and straw were **always** spread out on the floor.

In the first sentence the word ‘**rarely**’ talks about the verb ‘**came**’. In the second sentence the word ‘**always**’ talks about the verb ‘**spread out**’. These words (rarely, always) are called adverbs of frequency because they say how many times an action is done.

Here are some more examples of adverbs of frequency.

I **never** miss the Tom and Jerry show on T.V.

I **sometimes** watch the news.

I **regularly** watch Animal Planet.

I **usually** wait eagerly for *Chota Bheem*.

Look at the chart and read what things Sarada does. Then write the sentences as shown in the example using 'always, rarely, never'.

Action	Mon	Tue	Wed	Thu	Fri	Sat	Sun
watches T.V.	✓	✓	✓	✓	✓	✓	✓
helps mother	✓	✓	✗	✗	✗	✗	✗
plays games	✓	✓	✓	✓	✓	✓	✓
cooks food	✗	✗	✗	✗	✗	✗	✗

Example: Sarada watches T.V. every day.

1. _____
2. _____
3. _____



I. Look at the sign boards given below:



1



2

Here are two kinds of sign boards. One with only a message and the other with a picture and message. Now think about the following questions.

1. What does the first sign board say?
2. What is the message in the second sign board?
3. What does the picture suggest in the second sign board?
4. What words are highlighted in the sign boards? Why?

Read the following.

Bodh Raj visited Bhisham's house often because it was a good place to hunt birds. To avoid the hunting of birds further, Bhisham wanted to put up a sign board.

Now prepare a sign board to avoid hunting of birds.



II. Bodh Raj and Bhisham met the next day after the incident.

Now write the conversation between them. You may begin as follows.

Bhisham : Bodh Raj, what have you got in your hands?
Bodh Raj : _____
Bhisham : _____
Bodh Raj : _____
Bhisham : _____



B. Reading

Hurt No Living Things

Hurt no living thing;
Lady bird, nor butterfly
Nor moth with dusty wing,
Nor cricket chirping cheerily,
Nor grasshoppers so light of leap,
Nor dancing gnat, nor beetle flat,
Nor harmless worms, that creep.

-Christina Rossetti



Comprehension

Answer the following questions.

1. Name the thing that the poet wants us to do?
2. Why does the poet say, 'grasshoppers so light of leap?'
3. Separate the living things mentioned in the poem into the following categories.
 - a. able to fly
 - b. not able to fly



C. Reading

Saving Birds

Scene I

(It was a country side. Four lawyers on horseback are going one behind the other.)

STITH ... STITH... STITH... they heard the sound.

Lawyer 1 : *(Looks around)*

What's the matter here?



Lawyer 2 : *(Pointing to the ground at a distance)*

Oh! It's only some old robins. The storm has blown two little ones out of the nest. So, the mother is making a great fuss.

Lawyer 3 : *(Looking at them with pity)*

Oh! What a pity! They'll die.

Lawyer 2 : Never mind, they are nothing but birds.

Lawyer 1 : Yes. Why should we bother?

(The three lawyers keep talking and laughing. But the fourth lawyer stops, gently picks the little robins up in his hands.)

Lawyer 4 : *(Looking at the birds)*

Never mind, my little fellows, I'll put you in your cozy little bed.



(He looks up to find their nest, keeps his legs into the tree holes and climbs up the tree with one hand, the other holding the birds. He put them one by one into their nest.)

Lawyer 4 : You are safe here, now!

STITH! STITH!! STITH!!!

CHEEP! CHEEP!! CHEEP!!!

Scene – II

Lawyer 1 : Where is Lincoln?

Lawyer 2 : He was right behind us!

(Looking around)

Where could he go?

Lawyer 3 : Mmm ... Do you remember those birds? It is likely that he is busy taking care of them.

(Lawyer 3 turns around and sees Lawyer 4 coming towards them.)

Lawyer 1 : There he comes!

Lawyer 2 : Where were you?

Lawyer 4 : I stopped for a minute to handover those birds to their mother.

Lawyer 3 : Well, we always thought you were a hero. Now we know it. *(All three laugh heartily.)*

Lawyer 1 : *(Looking at Lincoln)*

Why do you waste your time on such worthless young birds?

Lawyer 4 : Gentlemen, I would not sleep tonight, if I left those birds to die. *(The curtain falls)*



Comprehension

Answer the following questions.

1. When the birds were kept back in the nest, they began to chirp. What does this show?

2. What lesson do you learn from the story?
3. “We always thought you were a hero.” Do they really mean that Lincoln was a hero? Give reasons.



Project Work

Have you ever heard of a bird sanctuary?

A bird sanctuary is a place where birds are kept in their natural surroundings.

Think of ways in which you can look after birds in your surroundings. Work in a group and list the things that you can do.

How well did I understand this unit?

Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I listened to the story, understood and talked about it.			
I read and understood the texts:			
1. ‘The Boy and the Catapult’.			
2. ‘Saving Birds’.			
I understood usage of expressions related to frequency of actions.			
I read, understood and enjoyed the poem, ‘Hurt No Living Things’.			
I was able to:			
1. prepare a sign board to avoid hunting of birds.			
2. write a conversation between Bhisham and Bodh Raj.			