

1. The Fowler and the Quails (From *Jataka Tales*)

Unity is a great virtue. A man cannot do anything alone unless he works with others. Teamwork and collaboration make us achieve our aim with great ease. There is an old saying that the five fingers of a hand are not alike, but the power of a fist which brings the five fingers together is immense. That made the great poet Shakespeare say, "We know what we are, but we know not what we may be." If we cooperate with each other, no one will be able to break us. But if we quarrel among ourselves, our enemies will take advantage of this and defeat us. Read out the story and find out if the following statement by Mother Teresa is true or false:

*I can do things you cannot,
You can do things I cannot;
Together we can do great things.*

Once upon a time there lived a quail in a forest at the head of many thousands of quails. A fowler who caught quails came to that place. He used to imitate the note of a quail till the birds had been drawn together. He flung his net over them and whipped the sides of the net together, so as to get them all huddled up in a heap. Then he crammed them into his basket, and sold his prey for a living before going home.

Now one day the leader quail said to other quails, "This fowler is creating havoc among our kinsfolk. I have a device whereby he will be unable to catch us. Henceforth, the very moment he throws his net over you, let each one of you put his head through a net and then all of you together must fly away with the net to such a place as you please, and there let it down on the thorn brake. This done, we will all escape from our several meshes." "Very good," said they all in agreement.

On the morrow, when the net was cast over them, they did just as the leader-quail had told them. They lifted up the net, and let it down on a thorn brake escaping from underneath. While the fowler was still disentangling his net, evening came



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on; and he went away empty-handed. On the morrow and the following days the quails played the same trick. So it became the regular thing for the fowler to be engaged till sunset disentangling his net, and then he went home empty-handed. His wife grew angry and said, "Day by day you return empty-handed. I suppose you have got a second establishment to keep up elsewhere."

"No, my dear" said the fowler. "I've no second establishment to keep up. The fact is those quails have come to work together now. The moment my net is over them, off they fly with it and escape leaving it on a thorn-brake. But they won't live in unity always. Don't you bother yourself, as soon as they start bickering among themselves, I shall bag the lot, and that will bring a smile to your face."

Not long after this, one of the quails in alighting on their feeding ground, trod by accident upon another's head. "Who trod on my head?" angrily cried the latter. "I did, but I didn't mean to. Do not be angry," said the first quail.

But notwithstanding this answer, the other remained as angry as before. Continuing to answer one another they began to bandy taunts, saying, "I suppose it is you single-handed who lifts up the net." As they



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wrangled thus with one another, the leader quail said,

"There's no safety with one who is quarrelsome. The time has come when they will no longer lift up the net, and, therefore, they will come to great destruction. The fowler will get his opportunity. I can stay here no longer." And thereupon he with his followers went elsewhere.

Sure enough the fowler came back again a few days later, and first collecting them together by imitating the note of a quail, flung his net over them. Then said one quail, "They say when you were at work lifting the net, the hair of your head fell off. Now is your time; lift away." The other rejoined, "When you were lifting the net, they say both your wings moulted. Now is your time, lift away."

Whilst they were each inviting the other to lift the net, the fowler himself lifted the net for them and crammed them in a heap into his basket and bore them off home which made his wife happy.

New Words

quail, fowler, note, prey, havoc, morrow, device, thorn brake, underneath, disentangle, bicker, bag, alight, trod, bandy, wrangle, moult, whilst

Glossary

quail:	a small bird (Batair in Hindustani)
fowler:	a hunter who catches birds
note:	sound (of an animal)
at the head of:	leading (a group, etc.)
prey:	an animal that is hunted and killed for food
havoc:	confusion
morrow:	the next day
device:	trick
thorn brake:	a thorny bush
underneath:	beneath
disentangle:	separate, unfold
bicker:	quarrel
bag:	catch
alight:	land on something
trod:	(past form of tread) walked
bandy:	exchange words argumentatively; discuss an idea or rumour in a casual way
wrangle:	quarrel
moult:	shed feathers, hair or an outer layer periodically
whilst:	while; a period of time

Thinking about the Text

(A) Answer the following questions:

1. How did the fowler catch the quails?

2. What trick did the quails play on the fowler?

3. What did the fowler's wife tell him when he returned home empty-handed?

4. Why did the quails wrangle?

5. Why did the leader quail decide to leave?

6. What made the fowler successful in the end?

(B) Who said the following and to whom? (One is done for you.)

1. "This fowler is creating havoc among our kinsfolk."

Leader quail

Quails

2. "Day by day you return empty-handed." _____

3. "I've no second establishment to keep up." _____

4. "Who trod on my head?" _____

5. "There's no safety with one who is quarrelsome." _____

(C) Fill in the blanks with the right word given in the brackets:

- (a) We _____ to God. (prey/pray)
 (b) We should not _____ rules. (brake/break)
 (c) My grandmother told me an interesting _____ (story/storey)
 (d) Have you read the *Jataka* _____? (tails/ *Tales*)
 (e) The boy is playing in the lawn at the _____. (movement/moment)

(D) Find from the lesson words which mean the following:

- a) to try to follow the manner, style, character, etc.
 b) a distinctive vocal sound, as of a species of bird or animal.
 c) to strike a thing with several strokes of a strap, rod, etc.
 d) force into a container with more than it can hold.
 e) the next day.

Language Work

Give one word for the following. The first one has been done for you:

- | | |
|--|------------------------------|
| 1) popular, often for a short period; trendy | <u>F a s h i o n a b l e</u> |
| 2) area of a city where there are factories | I _ _ _ _ t _ _ _ _ l |
| 3) pretty to look at | B _ _ _ _ t _ _ _ _ l |
| 4) kind and thinks of others | T _ _ _ _ _ t _ _ _ _ l |
| 5) well known | F _ _ _ _ u _ _ |
| 6) something or someone you can trust | T _ _ _ _ t _ _ _ _ _ _ y |
| 7) people with nowhere to live are | H _ _ _ _ l _ _ _ _ s |
| 8) something that saves your money is | E _ _ _ _ _ m _ _ _ _ l |

Grammar Work

You have read in Class IV about the sentence and its kinds. Now rearrange the following words into meaningful sentences in the space provided and also say what kind of sentences they are as shown in the example below:

- i. Give your me please pen

Ans. Give me your pen please. (Imperative sentence)

1. Sky the blue is.

2. In read I standard fifth.

3. Under cat table the is.

4. Did this where you from get?

5. Go you should to a doctor good.

6. A great idea what is it!

7. Do you where live?

8. What beautiful house is it a!

9. Wish I a were writer!

10. May live long you!

Let's Talk

Why do you think the fowler succeeded in catching the quails? Share your views with the class.

Let's Write

The moral of the story is 'United we stand, divided we fall' or 'Union is strength'. What are the disadvantages of non-cooperation?

Teacher's Page (The Fowler and the Quails)

1. Dear teacher, ask the children to underline/identify difficult words other than the new words. Teach them to look up their meanings in the dictionary. A pocket size dictionary at this stage will be good enough.
2. Let the children pronounce the difficult words a couple of times.
3. Start with a folk tale of a hunter. Ask the learner if they remember/ know some folk-tales bearing the moral – Union is strength – i.e. *The Wise Farmer and His Sons* or any other stories.
4. You can also lay emphasis on the meaning of folk-tale.
5. You can dramatise the story by asking the children to bring sticks and tie them into a bundle and ask them to try to break it and after untying it let them break the individual sticks.
6. Discuss the food chain as one of the themes and livelihood/ employment/ occupation as well. Hunting as a sport and as a profession/ occupation may also be discussed in detail. Wildlife, ecological balance and habitats be also discussed.
7. Let unity, presence of mind, disunity or jealousy, etc. and their consequences be discussed for a wider impact on the learners. Different proverbs like ‘United we stand, divided we fall’, ‘The sooner the better’, ‘Nip the evil in the bud’, etc. be deliberated upon by the learners in groups.
8. The teacher should make it a point to make use of audio, visual and audio-visual teaching aids in the classroom to enhance conceptual thinking of children. This can also help in creating an interesting and interactive environment in the classrooms.
9. Children can get more benefited as the use of teaching aids discourages rote memory, clarifies confusion and motivates the students by lending them direct experience in the classroom situation.

The Idiot Box

He plays with the remote control and watches the spider man,
 He doesn't know how to play football and shape a snowman.
 He made his daddy and mummy buy an LED for him,
 He shuts himself in his private room and doesn't let anyone in.



He hasn't seen a mountain, a flower garden and a waterfall,
 He laughs when he sees an untrue man fly over a hill.
 He doesn't turn the leaves of a picture book or comics,
 He changes the channels to suit his shifting moods.



He doesn't relish the food stuffed in his mouth,
 He is excited seeing pirates eat fishes and fruits.
 He wears thick glasses and contracts his eyes to see
 Men, women and children walk in the drawing rooms.

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New Words

remote, control, remote control, spider, spider man, shape, snowman, LED, untrue, comics, channel, shifting, relish, stuffed, pirates, glasses, contract

Glossary

remote:	distant
control:	to have power or influence over
remote control:	a system for controlling machinery from a distance by radio signals
spider:	an eight-legged creature which makes threads into nets to catch insects to eat
spider man:	a movie/film shown on TV
shape:	to make
snowman:	figure of a man made out of snow by children
LED:	It stands for Light-Emitting Diode; a TV set with advanced technology
untrue:	false, pictures of men and women shown on TV
comics:	a magazine for children containing comic strips
channel:	a band of radio waves used for broadcasting television
shifting:	changing
relish:	taste, enjoy
stuffed:	filled
pirates:	persons who sail the seas and rob other ships
glasses:	spectacles
contract:	to make smaller

Reading is Fun

1. What do you understand by the idiot box?

2. Who is “He” in the poem?

3. Why can't he play football or shape a snowman?

4. Why is he not interested in things around him?

5. What is it that makes him laugh?

6. Why is he not interested in books?

7. Why does he have to wear thick glasses?

Language Work

A. Use the clues to find the missing letters. Then re-arrange the first letter of each word to find out the hidden name.

1. An officer of law: _ _ d _ e.
2. Children like it most: _ c _ _ r _ _ _ .
3. A green/yellow fruit: _ _ n _ o.
4. Affectionate and loving: _ _ I _ _ r.
5. A cow like animal: _ _ k.
6. Another word for a clown: _ o _ e _ .
7. Curious to do something: _ _ g _ _ .
8. Not fat: _ _ _ _ n.

B. Use the clues to find the missing letters. Then re-arrange the first letter of each word to find out the hidden name.

1. Doing no work: _ d _ _ .
2. Not easy to do: _ _ _ f _ _ _ _ t.
3. Very wise: _ n _ _ l _ _ _ _ n _ .
4. Single: _ _ e.
5. 13 to 19 years of age: _ _ _ n _ _ e.
6. People play cricket with it: _ _ t.

Teacher's Page (The Idiot Box)

1. Ask the students for how much time they watch TV daily.
2. Talk about the programmes they watch.
3. Ask them why they like these programmes.
4. Who else at home likes these programmes?
5. Talk about the importance and misuse of TV at home.
6. Ask the children to discuss how TV has changed their lives.
7. Ask the children to write a few sentences on their favourite channel.
8. Discuss the journey of TV with the learners, e.g., first it was a TV set with an antenna, then a colour TV which was succeeded by LCD and then LED and HDTV.
9. Discuss the use of technology in making the electric gadgets compact, portable and hassle-free.
10. Ask the children to read the works of famous children authors such as Lewis Carroll.