

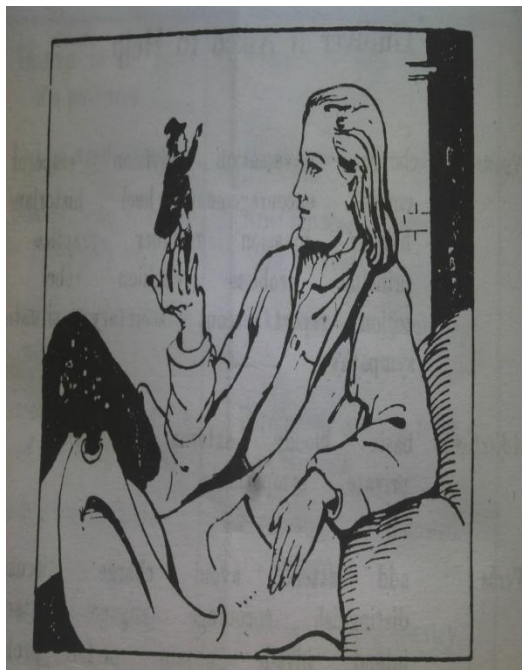
### 3. Gulliver Among the Little People

*Gulliver's Travels* recounts the story of Lemuel Gulliver, an Englishman trained as a surgeon who narrates the adventures that befall him on his sea voyages. The story is set in early eighteenth century England. His ship called the *Antelope* witnesses a fierce storm. He, however, swims safely to a shore and soon falls asleep. He wakes up to find himself tied to the ground with small pieces of thread. Read out the story to find out what happens next.

Once a ship called *The Antelope* was on its way to the South Seas. There were thirty sailors in it with a captain and a doctor. The ship was sailing near a rock.

All of a sudden there was a storm with rain and thunder. The sea roared, the wind blew and the waves rose high. The ship struck the rock and broke in two. The sailors jumped into the sea. Only one man reached the shore and saved himself. He was the ship's doctor, Lemuel Gulliver.

Gulliver found himself all alone on an island. He left the seashore and walked for some time across open fields. Then he lay down on the soft grass. He was very tired and soon fell asleep.



He woke up early in the morning. He wanted to get up but he could not move his arms or legs. They were tied to the ground with strings.

He said to himself, "Oh! I can't move my arms or legs. They are tied, and some animal is moving on my body. It is walking to my face. What animal can it be?"

It was a tiny man, only six inches tall! In a short time there were dozens of little men on Gulliver's body and there were many more around him. Some among them carried bows and arrows. Gulliver was in Lilliput, the country of tiny men.

He wanted to get up. He said to himself, "These strings are not thicker than threads. I can easily break them and free myself."

He broke one or two strings and was able to move his left arm a little. He tried to catch some of the little men, but they all slipped through his fingers and ran away.

Then there was a loud shout and little arrows came and hit Gulliver all over his body. They were sharp and painful.

Gulliver said to himself, "These arrows are very painful and I won't try to break any more strings. But how can I free myself?"

Gulliver lay there quietly and did not move for a long time. Now the tiny men did not shoot any more arrows at him. They made a platform near his head. Several of them climbed on the platform and one of them spoke. But Gulliver did not understand the tiny man's words.

Gulliver was very hungry and thirsty. He made some signs for food and drink. They understood his signs and brought him baskets full of tiny loaves of bread and tiny fruit. Gulliver ate two or three loaves at a time. Then they brought him water in tiny tubs. He drank it and then went to sleep again.

The men then went to their king and said, "There is a giant near the seashore. He was sleeping and we tied him to the ground. What shall we do with him?"

The king wanted to see the giant for himself. He said, "Make a very big cart, put the giant on it and bring him here."

The tiny men soon made a wooden cart. It was two metres long and one metre wide and it had twenty-two wheels. The wheels were also made of wood. Hundreds of tiny horses pulled the cart and hundreds of tiny men joined together to tie Gulliver to it.

Then the horses pulled the cart with Gulliver on it. The next day they reached the gate of the city. Then the King of Lilliput came and saw Gulliver. He was very surprised and said to himself, "Oh! This man is very big. His arms and legs are like tall trees."

Gulliver was taken to an old temple and put there. The king's men tied one of his legs with strong chains to a pillar. Crowds of people came and saw him. Some of them shot arrows at his face, but the king stopped this. Gulliver did some funny tricks and pleased the king and the people.

Then one day Gulliver said to the king, "Please take away my chains. I want to walk about."

The king said. "That will be dangerous. You will walk on people's bodies and kill them."

"No, I will be careful. I will not kill anyone. Your people will be quite safe," Gulliver said.

The king said to his men, "Take his chains away. He is not a dangerous giant."

Then Gulliver was free and he lived among the people of Lilliput for several months.

(Adapted from Jonathan Swift's *Gulliver's Travels*)

### New Words

sailor, roar, struck, lay, tie, strings, tiny, loaf, giant

### Glossary

sailor:	a person who works on a ship
roar:	make a long, loud, deep sound
struck:	past tense of 'strike' which means hit
lay:	put something in a horizontal position
tie:	bind together
strings:	pieces of strong thin cord used for fastening and tying things
tiny:	very small
loaf:	bread which is shaped and baked in a single piece and can be sliced for eating
giant:	a tall and strong imaginary creature

### Thinking about the Text

1. What happened to the ship on the way to the South Sea?

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2. What happened to the captain and the sailors?

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3. How did Gulliver save himself?

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4. Where did Gulliver find himself?

5. Why was Gulliver unable to get up in the morning?

6. How was Gulliver taken to the city gate?

7. How did Gulliver please the king and the people?

8. What did Gulliver ask the king? What did the king say?

**Language work**

**A) Match the words from Column A with their opposites in Column B:**

**A**

high

**B**

dangerous

soft	empty
early	push
tiny	dwarf
tall	noisy
more	blunt
thick	low
sharp	hard
quiet	late
full	big
giant	short
pull	less
safe	thin

**B) Fill in the blanks using the following phrasal verbs:**

- |                 |          |          |           |
|-----------------|----------|----------|-----------|
| jumped into     | lay down | wake up  | got up    |
| slipped through | ran away | shoot at | take away |
- i) The king said to his men, “ \_\_\_\_\_ his chains \_\_\_\_\_ ”.
- ii) Don’t \_\_\_\_\_ birds.
- iii) I usually \_\_\_\_\_ early in the morning.
- iv) Gulliver \_\_\_\_\_ and found himself tied to the ground with strings.
- v) The thief \_\_\_\_\_ when he saw the police coming.
- vi) The foolish goat \_\_\_\_\_ the well.
- vii) Gulliver \_\_\_\_\_ and fell asleep.
- viii) Gulliver tried to catch some of the Lilliputians, but they all \_\_\_\_\_ fingers and ran away.

**C) Create your own comparisons:**

- i) as tiny as -----
- ii) as tall as -----
- iii) as soft as -----
- iv) as sharp as -----
- v) as beautiful as -----

**Grammar Work**

**Look at these sentences:**

- a) We washed ourselves and sat down.
- b) He said to himself, “It is very late.”

The underlined words are reflexive pronouns.

Reflexive pronouns are formed by adding ‘-self’ (in singular) and ‘-selves’ (in plural) to the personal pronouns. Here is a list of reflexive pronouns

Personal Pronouns	Reflexive Pronouns
I	myself
We	ourselves
You (singular)	yourself
You (plural)	yourselves
he	himself
she	herself
it	itself
they	themselves
one	oneself

**Now fill in the blanks with reflexive pronouns given below:**

yourself                  herself                  myself                  themselves  
himself                  itself                  yourselves

1. Gulliver swam in the sea and saved \_\_\_\_\_.
2. The rat found \_\_\_\_\_ in the trap.
3. The girl wanted all the toys for \_\_\_\_\_.
4. I do not think of \_\_\_\_\_ alone. I think of others too.
5. Look in the mirror and see \_\_\_\_\_.
6. Muskan and Munazah dressed \_\_\_\_\_ in their new frocks and went out.
7. The host said to the guests, “Help \_\_\_\_\_.”

**Let’s Talk**

Ask the learner to imagine himself/herself in a fairyland and discuss his/her adventures with the class.

**Let’s Write**

Write a few lines on any imaginary situation of a fantastic nature.

## Teacher's Page (Gulliver among the Little People)

1. Introduce “Gulliver Among the Little People” as fantasy and tell the children to imagine themselves as Gulliver and start thinking how they would behave in such a situation. Tell them about such fantastic stories/ tales from their locale like that of Machama or Mama in the Zoon Dub.
2. At this level it may not be wise to introduce *Gulliver's Travels* as a political satire/ social satire or an allegory. However, it would be desirable to let the students imagine themselves in a fairyland.
3. Ask children if they have read any of the stories of Harry Potter or Lewis Carroll's *Alice in Wonderland* or Daniel Defoe's *Robinson Crusoe*. Ask them if they have heard about the *Arabian Nights*.
4. Tell the learners the difference between an autobiography and biography.
5. Ask the learners to write a few lines on an imaginary situation of their own choice.
6. Ask children to read more chapters from *Gulliver's Travels* in the library of their school.
7. The teachers can show the film to the children on the computer.
8. The teacher should make full use of teaching aids to make the lesson interesting and communicative.
9. Let the children do a dialogue exercise based on this lesson.

## From The Pied Piper of Hamelin

Into the street the piper stepped,  
Smiling first a little smile,  
As if he knew what magic slept  
In his quiet pipe the while;  
Then, like a musical adept,



JOHANNI ET PAULI

To blow the pipe his lips he wrinkled,  
And green and blue his sharp eyes twinkled,  
Like a candle flame where salt is sprinkled;  
And ere three shrill notes the pipe uttered,  
You heard as if an army muttered;  
And the muttering grew to a grumbling;  
And the grumbling grew to a mighty rumbling;  
And out of the houses the rats came tumbling.  
Great rats, small rats, lean rats, brawny rats,  
Brown rats, black rats, gray rats, tawny rats,  
Grave old plodders, gay young friskers,  
Fathers, mothers, uncles, cousins,  
Cocking tails and pricking whiskers;  
Families by tens and dozens,  
Brothers, sisters, husbands, wives —  
Followed the piper for their lives.  
From street to street he piped advancing,  
And step for step they followed dancing,  
Until they came to the river Weser,  
Wherein all plunged and perished.  
Save one who, stout as Julius Caesar,  
Swam across and lived to carry  
(As the manuscript he cherished)  
To Rat-land home his commentary...

Robert Browning



**New Words**

adept, wrinkle, sprinkle, ere, shrill note, mutter, grumble, rumble, tumble, plodder, plod, frisker, frisk, cock tails, prick, whispers, plunge, stout, Julius Caesar

**Glossary**

adept:	expert
wrinkle:	(here) folds that appear on skin or lips while talking
sprinkle:	drop or spread small pieces or amounts of something over something
ere:	(archaic) before
shrill note:	loud sound
mutter:	utter sound or words with a low voice
grumble:	make a low heavy sound
rumble:	make a continuous sound
tumble:	fall down suddenly and quickly
plodder (noun):	a person who walks slowly
plod (verb):	to walk slowly
frisker (noun):	a person who moves playfully
frisk (verb):	to move playfully
cock tails:	bend them upwards and sideways
prick whispers:	raise them
plunge:	fall or jump from a high place
stout:	brave and strong
Julius Caesar:	a great Roman King

**Reading is Fun**

1. How does the poet describe the eyes of the piper?

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2. Who comes out of the houses?

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3. Pick out the adjectives used to describe the rats in the poem.

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4. What effect does the piper's music cause?

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5. Who plunges into the river Weser?

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6. Who is as stout as Julius Caesar?

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7. Who narrates the commentary in the Rat land home?

### Language Work

The poet compares the eyes of the piper with the flame of a candle. He also compares the rat who does not drown into river Weser with Julius Caesar. Such a comparison is known as a simile. A simile is a comparison between two objects using the words – **like**, or **as**, e.g.;

1. The pudding is as sweet as honey.
2. He is as brave as a lion.
3. She is beautiful like a moon.
4. Rahim is strong like an iron.

Now write down ten similes using “like” and as.

### Let's Talk

Recall the things you enjoy doing. Tell them to your class.

**Let's Write**

Fill in the following information:

My name:

My D.O.B.:

My residence:

My school:

My class:

My hobby:

My aim in life:

Now, using the above facts/information, write a paragraph about yourself.

### Teacher's Page (From The Pied Piper of Hamelin)

1. Recite the poem aloud in the class.
2. Ask the learners if they enjoy being children. Try to know the rationale behind their thinking.
3. Ask the students about their daily routine.
4. Ask them to write a few lines on the activities they like and the activities they don't but have to perform them.
5. Introduce the theme of the poem to the children that how the rats had over run Hamelin. This had caused a great stress to the public who demanded of the Mayor and "our Corporation" that the rats be destroyed or else the people would remove them from power. It was the Pied Piper who played the magical tune on his flute that drowns the rats into the river Weser. Only one rat is saved who later on narrates the event in his rat land.
6. Ask children if they like to listen to music. Ask them if they know to sing and play any musical instrument.
7. Sum up the favourite activities performed by the children.
8. Ask them if they love to read magical stories and watch surreal programmes like *Balveer*, etc.
9. Ask them what they would like to do if they are bestowed with magical powers. The discussion carried out in the class shall enrich their imagination and speaking skills.