

English Spring

An Integrated Approach
to Language Learning

2nd Edition

Aligned with NEP 2020



Coursebook

2

Uttara J Malhotra

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Preface

The second edition of **English Spring Coursebooks** and **Workbooks** 1 to 8 has been upgraded to accommodate the recommendations of the **National Education Policy 2020**. An integrated language course for learners from the Foundational stage through Preparatory to the Middle stage, the course endeavours to acquaint young learners with content that is tailor-made for them for a successful language-learning experience. The series takes into account the challenges and needs of young learners of the language and balances the desired learning outcomes with their learning capabilities.

The series integrates not just the LSRW skills and sub skills, but also **art education**, **cross-curricular learning**, **life skills** and **values** for a truly holistic experience. Wherever relevant and appropriate, learning is encouraged through activities and discovery.

This two-book course endeavours to train learners to

- attain basic proficiency for meaningful communication by integrating all the four core skills (LSRW) through experiential learning
- communicate accurately, appropriately and effectively in language that is rich in vocabulary and is grammatically correct
- enjoy and appreciate a variety of language/literary styles and genres
- equip themselves with strong communication skills to help them negotiate future transactions effectively in the real world through the written and the spoken word
- develop skills of a more general application (e.g., analysis, synthesis, drawing of inferences, etc.)
- develop Higher Order Thinking Skills (HOTS) of critical thinking ability, creativity, logical deduction, collaboration/teamwork, social responsibility, and so on
- develop moral, social, constitutional, personal, interpersonal, global and eternal values

The **Coursebook** is an important course component intended to enhance young learners' sensitivity towards literature. Learners are encouraged to understand, appreciate and enjoy both contemporary and classic writings spread across centuries, with their wide range of emotions, moving experiences, creative use of language, etc. The exercises are geared to help students explore, interpret, evaluate, express and justify, thus helping them move away from **rote learning**.

The selections in the **Coursebooks**

- have a strong **Indian** representation in the form of folk tales, myths, fiction and non-fiction—both classic and contemporary that learners can immediately relate to
- allow learners to derive the maximum benefits of the carefully-designed content and allow space and time for remedial learning



- have been chosen not only on the basis of their intrinsic value as a literary piece, but also because they may explore environmental, social and cultural issues plaguing the world today, thus enabling a **cross-curricular approach**
- have been exploited in a way that encourages discussion and introspection leading to inculcation of essential **life skills** and **values**
- are followed by a variety of task types that encourage discussion, self-expression, interpersonal communication, self-discovery, interaction and collaboration with peers

The **Workbooks** support and extend the concepts taught in the Coursebooks by providing extensive practice and reinforcement to the learner. The content is thematically linked to that in the Coursebooks and the exercises help both the teacher and the learner in identifying any gaps that may remain in understanding, thereby leading to remedial learning.

The **Teacher's Resource Package** is a powerful companion for 21st century teachers, enabling them to transform the classroom into an interactive, enriching experience for their students.

By blending the traditional and modern approaches to teaching and learning, the Teacher's Resource Package empowers the teacher to successfully engage young learners in language learning through a medium they are familiar with.

The **Teacher's Resource Package** includes the following:

- **Teacher's Book** with learning outcomes, comprehensive lesson plans, suggested activities and reading, summaries, answer keys, and so on.
- **Digital companion resources** that include ebooks with animations, audio recordings of poems, prose and listening texts, interactivities, test generators, slideshows, lesson plans, answer keys, additional worksheets with answers.

The series fulfils the needs of 21st century learners and equips them with the basic skills of communication that will help them engage with confidence on a global playing field.



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Key Features

Selections



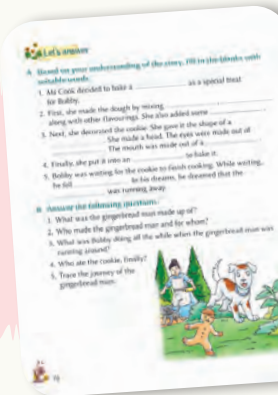
- include writings (both prose and poetry) spread across centuries—both classic and contemporary, covering a variety of genres
- include predominantly Indian writers and works that learners can both identify with and acquaint themselves with their cultural heritage
- written in simple and lucid language making it easy for learners to appreciate the nuances

Let's start



- assesses pre knowledge and prepares learners for the new topic/theme
- sets the tone for the lesson through thematic activities
- serves to open up creative thinking, and helps learners apply the learning in new ways
- also subtly inculcates life skills/values/cross-curricular learning

Let's answer/Let's ponder (comprehension)



- exercises aimed at developing factual, evaluation, and inferential skills
- encourages critical thinking, analysis and self-expression
- nudges learners towards delving deeper into the thoughts and actions of the characters and plots for better understanding
- forces learners to think and comment on underlying values

Let's learn new words (vocabulary)



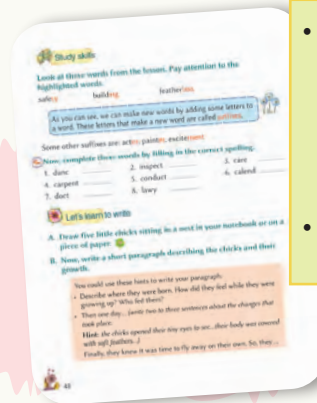
- helps learners expand and enrich their vocabulary base
- helps learners use words in everyday conversation with ease through varied task types

Let's study grammar



- covers recommended items in a graded and spiral manner
- definitions and context-based examples given for ease of understanding
- variety of exercises to enable learners negotiate the nuances of language learning with understanding

Study skills



- cover punctuation, pronunciation, dictionary skills and other aspects of language study
- linked thematically to the lesson



Let's learn to listen and speak



- hone these essential skills of language learning through a variety of listening texts based on real-life scenarios
- offer a variety of recommended listening and speaking tasks to help learners practise communication in both formal and non-formal areas of life
- include audio recordings of listening and pronunciation tasks in neutral accents provided for exposure to correct pronunciation and intonation



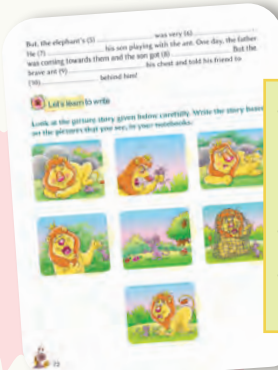
Life skills, values, art integration and cross-curricular learning



- have been integrated with the content for a thematic, contextualised and holistic learning experience
- all activities/tasks that lend themselves to these elements have been marked with the icons



Let's learn to write



- focuses on recommended task-types that will help sharpen learners' writing skills
- tasks based on verbal/visual cues
- scaffolding provided in the form of formats, samples and cues



Let's say it right



- helps learners navigate the confusing world of letters and sounds
- phonic drill in a graded manner to help focus on nuances of pronunciation

Aligned with NEP 2020



Course Package

- Coursebook • Workbook
- Resource Package for Teachers containing
 - ♦ learning outcomes
 - ♦ lesson plans
 - ♦ suggested reading
 - ♦ answer keys

Digital companion with

- ♦ ebook
- ♦ animations
- ♦ model reading
- ♦ interactivities
- ♦ worksheets
- ♦ test generator
- ♦ slideshows
- ♦ audio recordings of pronunciation and listening tasks



Detailed Contents

Lesson/ Theme	Comprehension	Vocabulary	Grammar	Study Skills	Pronunciation	Listening	Speaking	Writing	Activity
1. The Wren-house Nature	<ul style="list-style-type: none"> • Tick the correct option • Rhyming words 								<ul style="list-style-type: none"> • Maze • Colouring
2. No Smiles Today school friends	<ul style="list-style-type: none"> • Tick the correct option • Who said this? • Factual questions 	opposites	<ul style="list-style-type: none"> • proper nouns • common nouns 	capital letters and full stop			<ul style="list-style-type: none"> • making friends • role-play 	picture composition	
3. I Have Enough sharing/ empathy	<ul style="list-style-type: none"> • True or False • Who said this? • Choose the correct option. 	synonyms	pronouns	capital letter and full stop	'ough' sound	dictation		paragraph writing based on verbal cues	
4. <i>We Have a</i> Garden world around us	<ul style="list-style-type: none"> • Choose the correct option • factual questions 								Finding words in a word grid
5. Singing in the Rain appreciation of music	<ul style="list-style-type: none"> • Choose the correct option • Who said this? • factual questions 	related words	simple present tense	full stop and question mark	ai/eigh/ay sounds	sequence pictures		paragraph writing	Colouring
6. The Bees and the Beetles nature	<ul style="list-style-type: none"> • Yes or No words? • Who said these? • factual questions • inferential and value-based questions 	homophones	a/an	alphabetical order	syllable break		inviting friends	process writing	spot the differences

7. The Rain nature	<ul style="list-style-type: none"> • MCQs • rhyming words • sound words 																	Colouring	
8. Annual Haircut Day humour	<ul style="list-style-type: none"> • Choose the correct option • factual questions 	singular and plural (-s and -es)	simple past tense	comma	silent letters	identifying polite and rude sentences	talking about festivals	completing a story based on cues											making a paragraph writing
9. Celebrating Holi festival	<ul style="list-style-type: none"> • factual questions • inferential and value-based questions 	Related words	present continuous tense	alphabetical order															make a toothbrush painting
10. This Little Chick colours	<ul style="list-style-type: none"> • Guess • rhyming words 																		Pictorial crossword puzzle
11. Haribari and the Balloons friendship	<ul style="list-style-type: none"> • Tick the correct option • Who said these words? • factual questions • inferential and Inferential questions 	compound words	past continuous tense	irregular nouns	'th' sounds	Listening to a story and answer questions													Paragraph writing based on visual prompt
12. The Fox and the Stork life skills	<ul style="list-style-type: none"> • fill in the blanks • Who said these words? • factual questions • value-based questions 	collocations	position words	integrated punctuation	'ou' sound														sorry note





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1

The Wren-House

Let's start

Look at these pictures of some birds. Try to guess their names, with your partner. Choose from the box.



owl
eagle

flamingo
hen

swan
peacock


crow
ostrich

duck



saw mossy-green wren yard choose boughs rent



 Let us read this poem.



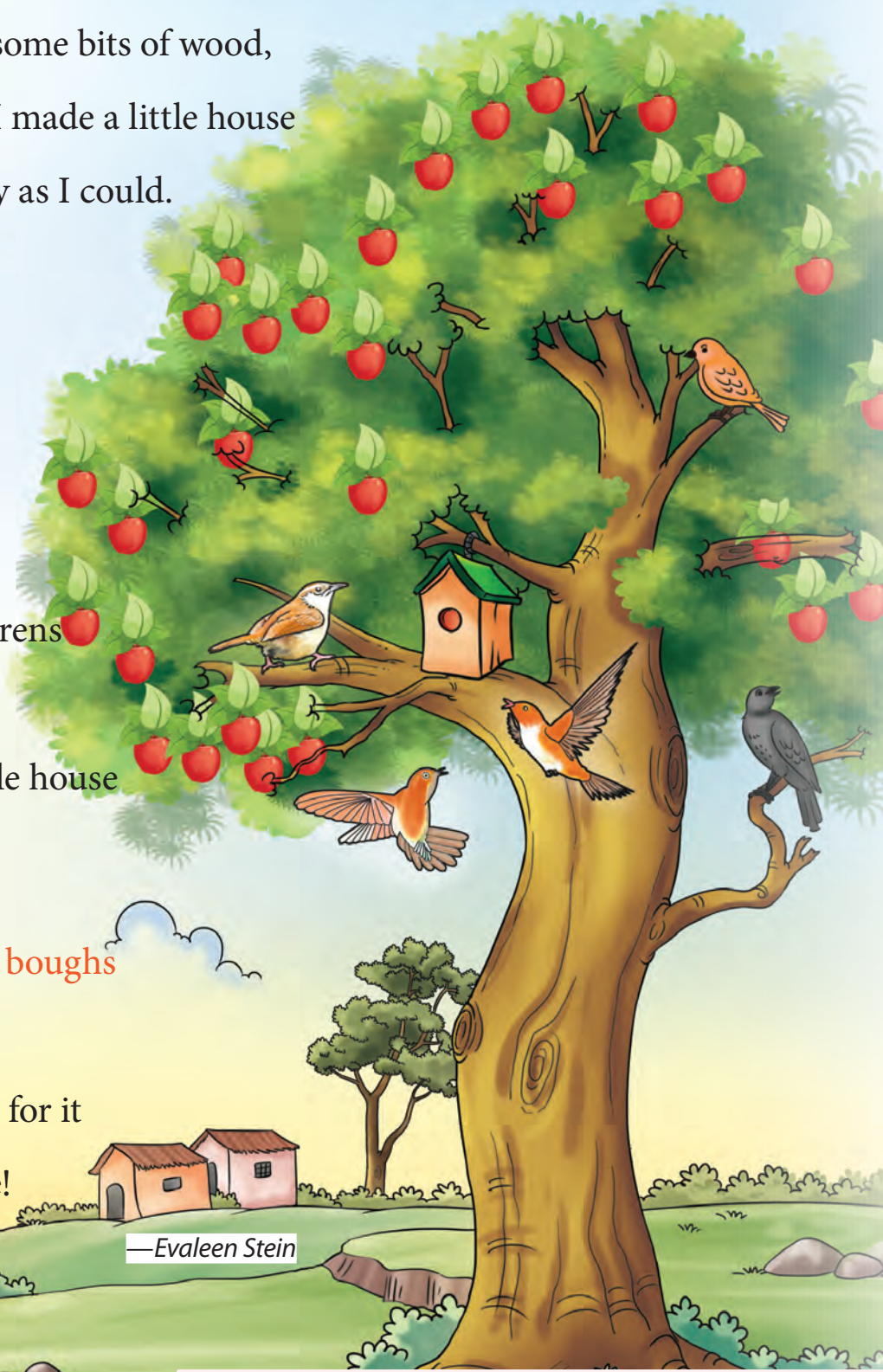
Yesterday I took my saw
And some bits of wood,
And I made a little house
Nicely as I could.

I put on a **mossy-green**
Little pointed roof,
And I cut a tiny door
That is **pussy-proof**.

For I hope some little wrens
To our **yard** will come
And will choose my little house
For their little home.

I shall hang it in the **boughs**
Of the apple-tree,
And I'm sure as **rent** for it
They will sing to me!

—Evaleen Stein



mossy-green: a dark green colour **pussy-proof**: made in a way so that the cat can't get in **yard**: a large open space near the house **boughs**: branches **rent**: money paid to live in a house



Let's answer

Tick (✓) the correct answer.

- The bird house was made with
a) saw and straw. b) saw and wood. c) saw and cloth.
- The roof was painted
a) red. b) pink. c) green.
- The poet wants some to come to the birdhouse.
a) pigeons b) wrens c) crows
- The birdhouse will hang from the
a) apple tree. b) plum tree. c) mango tree.

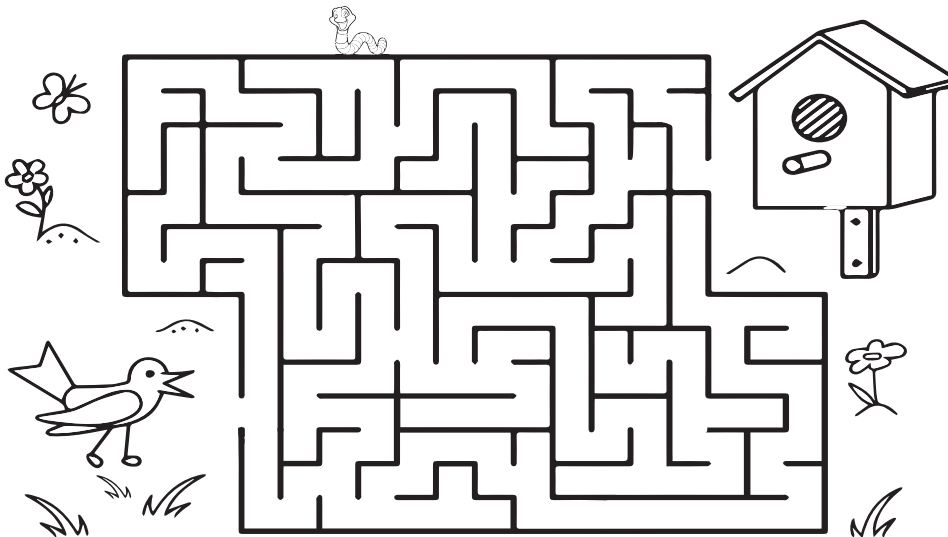
B. Pick out the rhyming words from the poem (look at the last word of each line). One is done for you.

- | | |
|-----------------|-----------------|
| 1. wood – could | 2. – |
| 3. – | 4. – |



Activity

Help the bird reach the birdhouse. Then colour the picture.



2

No Smiles Today

Let's start

- What are the things that make you smile?
Tell your partner.
- Do you remember when you lost your first tooth?
How did you feel? What did you do? Tell the class.



Words to Know

secrets

cheerful

sore

idea

grabbed

missing

Now, let's read the story of a girl who stopped smiling. Shanti and Arun were good friends. They had so much fun together. They shared **secrets** in class. They ran races on the way home. She was always **cheerful**.

One day, Shanti came into the classroom slowly. Her head was bent. She looked sad.

'Did someone scold you?' asked Arun.

Shanti shook her head.

She sat down and did not look up. She did



secrets: things that not many people know **cheerful:** happy



not answer 'Present!' when Sona Miss called her name. Sona Miss called again, louder this time, 'Shanti Kumar!' Shanti raised her hand.

'Do you have a **sore throat**?' her teacher asked her. Shanti shook her head.

Her cheeks were red and it looked like she had a fever.

'Are you feeling okay?' Sona Miss asked.

Shanti nodded, still not daring to look up.

'Why does Shanti look so sad?'

'Is your little brother okay?'

'Is your puppy okay?'

'Is your grandmother okay?'

Shanti kept nodding her head to each of her friends. But she did not look up.

Arun wanted to make her smile. He had an **idea**! He took out something from his bag.

As he ran to show it to Shanti, it slipped out of his hands. Shanti saw something flying towards her and she **grabbed** it.



It was a BIG, green, rubber frog!

Shanti's eyes flew open. Then she opened her mouth to laugh.

THEN Arun and her friends saw why she had not smiled or talked all day!

Four of her front teeth had gone **missing**!

—Cheryl Rao



missing: not there anymore



Let's answer

Tick (✓) the correct answer.

- Shanti and Arun were
 - sister and brother.
 - cousins.
 - friends.
- Shanti was always
 - sad
 - laughing
 - cheerful
- When anyone asked Shanti a question, she only
 - smiled.
 - cried.
 - nodded her head.

B. Who said this?

- 'Did someone scold you?'
- 'Do you have a sore throat?'
- 'Are you feeling okay?'

C. Answer these questions in complete sentences.

- What did Arun and Shanti do together?
- What did Shanti do when her teacher called out her name?
- What did Arun take out of his bag?



Let's learn new words

Read these sets of words. Pay attention to the words in colour.

- cheerful Shanti—sad Shanti
- little brother —big brother

The words cheerful and sad are opposite words.

The words little and big are opposite words too.

Now, match the opposite words.



1. short
2. small
3. black
4. dark
5. sad
6. thick

- a) white
- b) happy
- c) thin
- d) big
- e) long
- f) bright



Let's study grammar

A. You have learnt that a naming word is the name of a person, animal, place or thing. Naming words are also called nouns.

Colour the box red if it has the name of a person.

Colour the box blue if it has the name of a place.

Colour the box green if it has the name of a thing.

Colour the box yellow if it has the name of an animal/a bird.

school	mother	sparrow
purse	lion	pencil
zoo	teacher	tiger
pencil box	park	girl



B. Read these sentences.

- **Shanti** is a cheerful girl.
- She goes to **Little Buds School**.

Shanti is the name of a particular girl. **Little Buds School** is the name of a particular school.



The name of a particular person, place or animal is called a **proper noun**. Proper nouns begin with a capital letter.

The name of a person, place or animal in general is called a **common noun**.

Read the words. Then, write common or proper next to each noun.

1. car
2. Saumya
3. McDonald's
4. teacher
5. Delhi
6. toy



C. Now, match each common noun with its example in proper noun.

Common noun

1. boy
2. month
3. festival
4. building
5. city
6. country

Proper noun

- a) India
- b) India Gate
- c) Delhi
- d) Prashant
- e) Diwali
- f) June



Study skills

In a dictionary, words are arranged in the **ABC order**.

Now, arrange these words in the ABC order.



friend

wonderful

habit

coin

silk

purse

kindness

delicious

1.
2.
3.
4.
5.
6.
7.
8.



Let's learn to speak

Shanti and Arun were good friends.

A. How can you make a new friend? You can ask these questions and learn more about them.



1. What is your name?
2. How old are you?
3. Where do you stay?
4. In which standard are you?
5. Which school do you go to?
6. Which is your favourite sport?



B. Now, suppose your partner is the new friend. Ask him/her the above questions and wait for the answers. Then, switch roles.



The answers to those questions can be:



1. My name is
2. I am years old.
3. I stay at
4. I am in standard
5. I attend
6. My favourite sport is





Let's learn to write

Look at the picture and write a story of about five sentences.



Use these questions to plan your story.

1. Where are the children?

.....

2. What are the children doing?

.....

3. How does the class look?

.....

4. Who comes in?

.....

5. What happens in the end?

.....

3

I Have Enough

Let's start

What do you do with the toys which you no longer play with? Tell the class.



Words
to Know

cupboard
waste

toy box
village

shoe rack
packets

comics
share



Now, let's read the story of how Sonu helped someone.

Sonu has many things. His cupboard is full of clothes. His toy box is full of toys. His **shoe rack** is full of shoes. His book shelf is full of **comics** and books.

And his pencil box is full of pencils.

Mummy tells Sonu not to **waste** things. She asks him to give away the things he does not need. But Sonu does not listen to her.



shoe rack: a shelf for keeping shoes **comic:** a book that tells a story in pictures **waste:** to use carelessly



One day, there is a fire in the **village** nearby. The fire burns all the houses in the village. Ramu, the driver of Sonu's school bus, lives in the village. His children have no clothes, shoes or books.

Sonu feels sad. He tells his mother about the fire and also about Ramu. Then, he says, 'Mum, can I give some of my toys, clothes and shoes to Ramu? Do you think it will make him happy?'

Mum says, 'Yes, Sonu! It would be nice to help him. You should give away the things that do not fit you anymore.'

So, Sonu takes out the clothes and shoes that do not fit him. He packs them into neat packets.

When Mum sees so many packets, she says, 'Are you sure you want to give



away all these things?'

Sonu says, 'Yes, Mum! I have enough. I hope Ramu's children feel happy with these clothes and shoes.'

'Of course, they will be,' says Mum. 'We should **share** what we have with others.'

village: a place that is smaller than a town
share: use something with others



Let's answer

A. Say True or False.

1. Sonu does not have many things.
2. Sonu's cupboard is full of clothes.
3. Ramu stays in the village.
4. Ramu's house was swept away in a flood.
5. Sonu wanted to share some of his things with Ramu.

B. Who said these words?

1. 'Mum, can I give some of my toys, clothes and shoes to Ramu?'
2. 'Are you sure you want to give away all these things?'
3. 'I hope Ramu's children feel happy with these clothes and shoes.'
4. 'We should share what we have with others.'

C. Choose the correct option.

1. Sonu's mother tells him to not things.

a) buy	b) share	c) waste
--------	----------	----------
2. Ramu drives the school





a) bus.	b) car.	c) bike.
---------	---------	----------
3. Ramu lost everything in the

a) flood.	b) fire.	c) storm.
-----------	----------	-----------
4. Sonu learns to his things.

a) throw	b) waste	c) share
----------	----------	----------



D. Answer these questions.

1. Do you think Sonu did a good deed by giving his clothes and shoes to Ramu's children? Give reasons.  
2. Do you store things like Sonu or do you give them away to someone who needs them? Tell the class.  



Let's learn new words

Read these sentences. Pay attention to the highlighted words.

- Sonu learnt to be **kind**.
- Sonu learnt to be **caring**.

The words **kind** and **caring** mean the same.

Read each sentence. Circle the word that means the same as the word in colour.

1. The  is **large**.

2. The  is **warm**.

3. The  is **happy**.

4. The  is **pretty**.

5. The  is **strong**.

hard

big

cold

great

slow

cosy

cheerful

lucky

sad

warm

lovely

dirty

tiny

neat

tough



Let's study grammar

Look at the pictures. Read the sentences.



Sonu is a kind boy.
He is helpful.



Fire is dangerous.
It burns houses.



Sonu's mother is nice.
She takes care of Sonu.



The children are sad.
They lost everything in the fire.



Mum and I are happy.
We helped the children.



The words **He**, **She**, **It**, **They** and **We** come in place of nouns.
They are called **pronouns**.



Now, fill in the blanks with appropriate pronouns.

1. Sonu studies in Class 2. is good in studies.
2. Sonu's mother is a kind lady. helps poor children.
3. The children take a bus to school. stand in a queue.
4. I bought a new school bag. is blue in colour.
5. Sonu and I are friends. study in the same school.



Let's say it right

Read the words aloud. Pay attention to the different sounds of ough.

Rhymes with puff

enough
tough

Rhymes with aw in saw

bought
brought
thought

Rhymes with off

cough
trough

Rhymes with no

though
although
dough

Rhymes with too

through



Study skills

You have learnt that a sentence begins with a capital letter and usually ends with a full stop.

Rewrite the sentences using capital letters and full stops.

1. the bus stopped at the bus stop

.....

2. we had a pineapple cake yesterday

.....

3. the teacher came and the students became silent

.....

4. the boys are playing football

.....



Let's learn to listen

Your teacher will read out some words. Listen and write the words here.

1.

2.

3.


4.

5.

6.



Let's learn to write

What are the ways in which you can help others? You may use the words in the box. 



set the table

pick up trash

lend a pencil

plant trees

clean your room

help carry things

donate clothes

feed animals

keep a bowl of water

I can donate clothes that don't fit me to

I can lend

.....

.....

.....



4

We Have a Garden

Let's start

Match the garden tools with their names.



wheelbarrow



watering can



spade

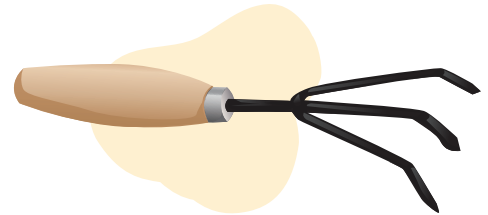


rake

gardening gloves



gardening fork



Words
to Know

garden
care


seeds
faded

sown
blighted

tend
blossom





 Let us read a poem about a garden.

We have a little garden,
A garden of our own,
And every day we water there
The seeds that we have sown.

We love our little garden,
And **tend** it with such care,
You will not find a **faded leaf**
Or **blighted blossom** there.

—Beatrix Potter

tend: to look after **faded leaf:** a leaf that is dried **blighted:** (here) not fresh **blossom:** a flower



Activity

Find the names of these vegetables in the word grid.

corn



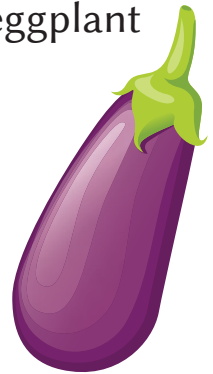
carrot



broccoli



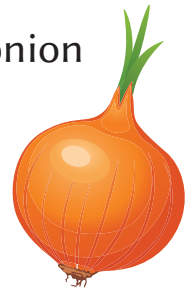
eggplant



tomato



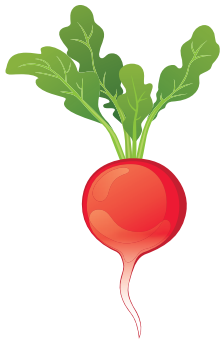
onion



pepper



radish



cabbage



pumpkin



cucumber




R	P	E	P	P	E	R	M	Q	B
A	L	C	U	C	U	M	B	E	R
D	Y	A	G	X	A	N	E	G	O
I	P	B	W	C	O	R	N	G	C
S	U	B	Q	A	U	Z	R	P	C
H	M	A	K	R	J	N	A	L	O
E	P	G	D	R	S	O	L	A	L
A	K	E	C	O	G	W	B	N	I
C	I	Z	R	T	O	M	A	T	O
O	N	I	O	N	N	C	J	Y	E



5

Singing in the Rain

Let's start

- Do you play any musical instrument? Do you like to sing? Tell your partner.
- Which of the following do you like? Can you name the musical instruments? 





Now, let's read the story about a singer who made it rain.

Sukhiya Kaka lived in a village in Rajasthan. His village was famous all over Rajasthan for its singers. No **celebration** was complete without Sukhiya Kaka's sweet songs. Today, he was invited to another village nearby.

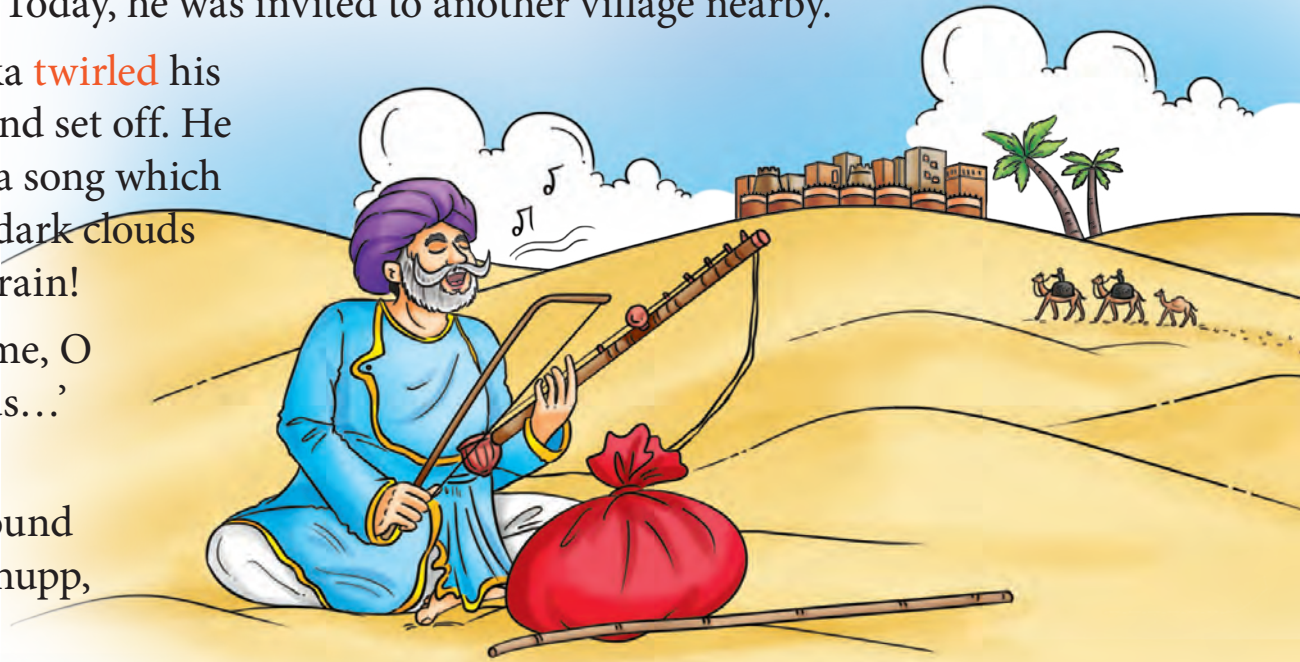
Sukhiya Kaka **twirled** his moustache and set off. He was singing a song which could bring dark clouds and make it rain!

'...Come to me, O rolling clouds...'

Suddenly he heard, the sound of 'dhupp, dhupp, dhupp!'

Was someone giving a beat to his song?

Dinoo, the dinosaur came running towards him. Sukhiya Kaka was so happy to see him! You don't get such a big listener every day!

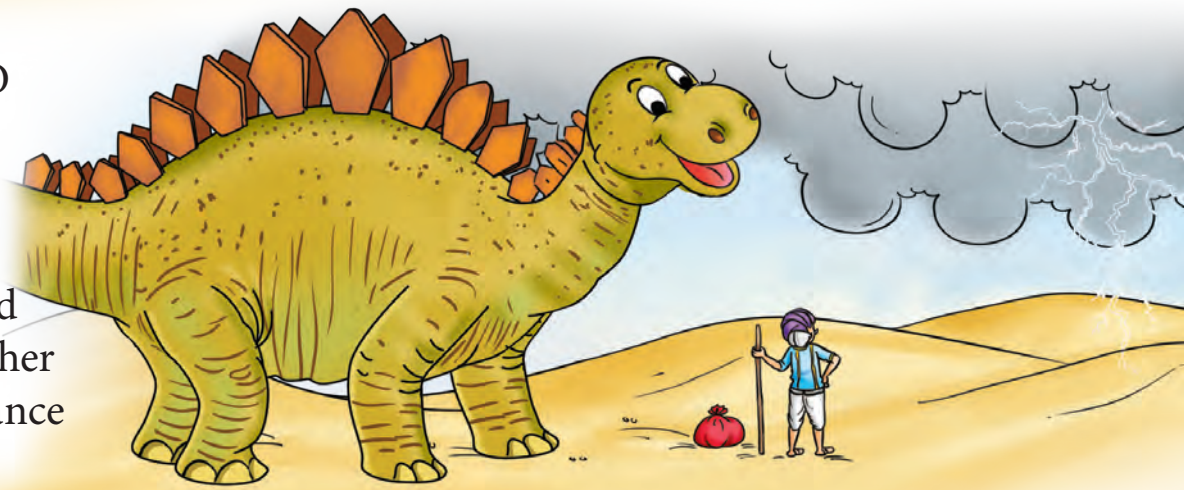


celebration: a special event **twirled:** rolled it with the fingers



‘...Come to me, O rolling clouds, shower me with lovely rain!’

Sukhiya Kaka and Dinoo sang together and did a little dance to keep time.




The clouds just had to listen to them! **Lightning flashed** and the wind danced. Dark clouds came rolling in. Sukhiya Kaka and Dinoo laughed with joy.

As the rain came **pouring** down, Sukhiya Kaka and Dinoo shared a small umbrella. Then off they went to the village following the smell of yummy *pakor*as, singing ‘...O thank you for the lovely rain... O...la, la, la.’

—Manisha Chaudhry and Mala Kumar



lightning:  **flashed:** sudden bright light that shines for a moment and disappears **pouring:** falling heavily

Let's answer

Tick (✓) the correct answer.

1. Sukhiya Kaka lived in a village in

a) Punjab.

b) Kerala.

c) Rajasthan.

2. Sukhiya Kaka was going to another

- a) town. b) city. c) village.

3. Dinoo and Sukhiya Kaka shared

- a) a song. b) an umbrella. c) a *pakora*.

B. Who said these words?

1. '.....Come to me, O rolling clouds...'

2. '.....O thank you for the lovely rain...O...la, la, la.'

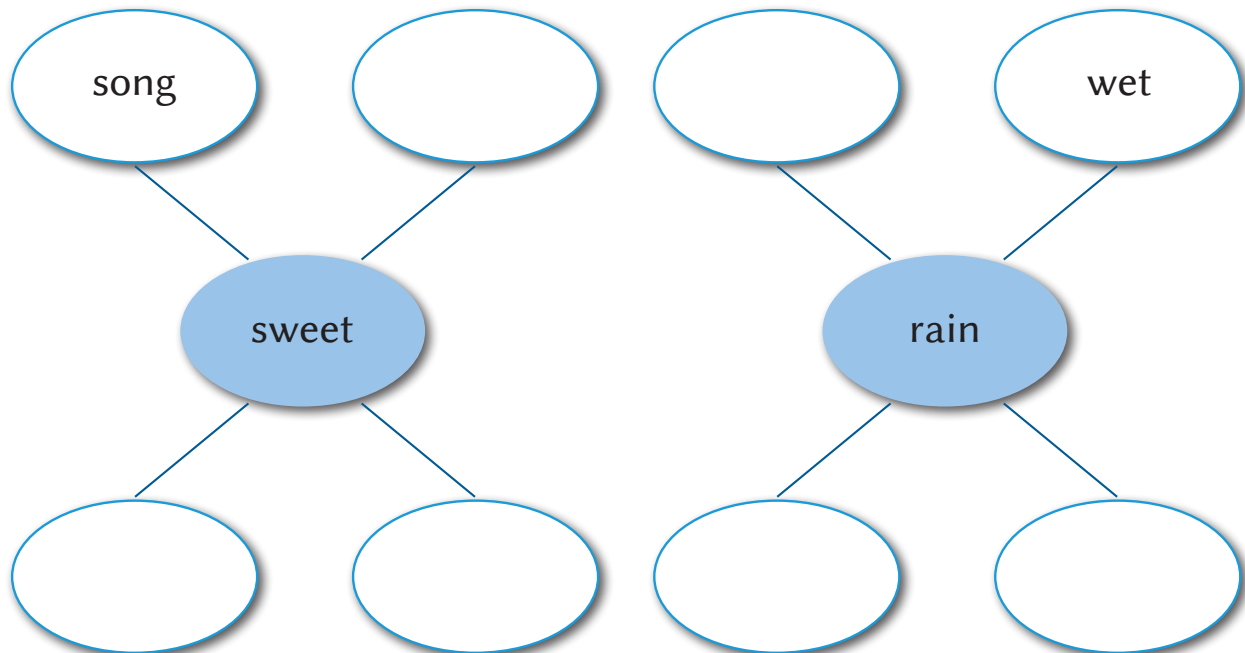
C. Answer these questions in complete sentences.

1. Why was Sukhiya Kaka famous?
2. What was Sukhiya Kaka singing?
3. Who came running to Sukhiya Kaka?
4. What happened when Sukhiya Kaka and Dinoo started singing?



Let's learn new words

What are the words that come to your mind when you hear these words? Complete the word web.





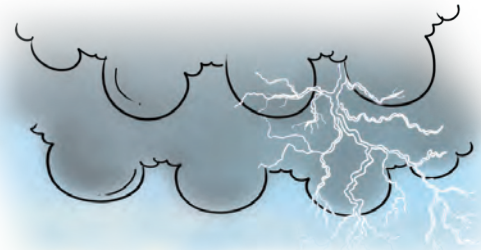
Let's study grammar

You have learnt that words that tell us about actions are called **action words**. Action words are also called **verbs**.

Look at the pictures. Read the sentences.



Sukhiya Kaka **sings** songs.



The black cloud **brings** rain.

The action words in these sentences tell us these actions happen as a habit or routine.



When verbs are used to tell about habits or a daily event, we say they are in the **simple present tense**.

Now, study this table.

I **drink** milk.
 We **drink** milk.
 They **drink** milk.
 Nakul and Veena **drink** milk.

He **drinks** milk.
 She **drinks** milk.
 It **drinks** milk.
 The cat **drinks** milk.

Choose the correct word to complete these sentences.

1. Lathika (play/plays) tennis.
2. My mother (work/works) in a bank.



3. They (live/lives) in Mumbai.
4. I (like/likes) tennis.
5. My father (travel/travels) to Kolkata often.
6. Sudeep and Pradeep (want/wants) an ice cream.



Let's say it right

Read these words aloud. Pay attention to the highlighted letters.

train rain rail
chain pain tail

neighbour eight
weight sleigh

say pay play
way may day



Study skills

Read this sentence.

- I will take care of your plants.



This sentence is a **statement**. It tells us something.

A statement ends in a full stop (.).

Now, read this sentence.

- Why are you getting extra sweets and oranges?

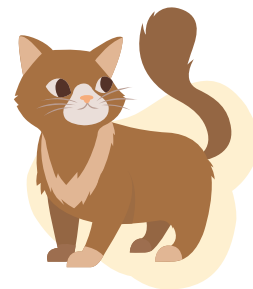


This sentence is a **question**. It asks us something.

A question ends in a question mark (?).

Write (.) or (?) in the blanks.

1. This bus goes to Jaipur
2. Do you have a cat
3. The children enjoyed the play





Let's learn to listen

Listen to the story of 'The Ant and the Pigeon'. Then, number the pictures in the correct order.





Let's learn to write

What kind of music do you like to listen to? Hindi, English, or any other language? Which are your favourite songs and singers? Write some sentences about your choice.



Activity

Colour the picture. 



6

The Bees and the Beetles

Let's start

Find the names of these twelve insects in the word grid.



grasshopper
ladybird
bumblebee

louse
mosquito
beetle

butterfly
wasp
dragonfly

flea
moth
cockroach

B	U	T	T	E	R	F	L	Y	P	C
O	L	O	U	S	E	L	A	N	S	O
E	G	K	L	O	T	E	D	B	K	C
W	A	S	P	U	I	A	Y	O	L	K
E	B	U	M	B	L	E	B	E	E	R
A	S	M	O	S	Q	U	I	T	O	O
B	E	E	T	L	E	X	R	O	B	A
U	Y	R	H	F	S	Z	D	E	V	C
D	R	A	G	O	N	F	L	Y	C	H
G	R	A	S	S	H	O	P	P	E	R



Words
to Know

forest
trunk

giant
invited

busy
huge

nectar
honeycomb

honey
delicious



Now, let's read a story
on friendship.

In a forest far, far away, was a **giant** tree. And on that tree, a few bees made a honeycomb. The bees were always busy making **honey**. They got up early in the morning. Then, they flew to the different flowers in the forest. From each flower, they collected **nectar**. They brought the nectar to the honeycomb. Then, they turned the nectar to honey.

giant: of very big size **honey**: a sweet, sticky yellowish-brown thing made by bees from nectar **nectar**: a sweet thing made by flowers

On the **trunk** of the same tree, there lived some beetles. They ate dead plants and animals. In that way, they kept the forest clean.

The bees and the beetles soon became friends. One day, the bees invited the beetles for dinner.

‘Thank you very much for inviting us,’ said the beetles. ‘But we do not eat what you eat.’

‘Oh! That’s very sad,’ said the bees. But they decided to bake a **honey cake** for the beetles.

They baked a huge honey cake for the beetles and gave it to them. The beetles had the cake and they loved it.

‘Wow! It is so delicious,’ they said. ‘Sometimes, it is good to try new things. We will come over for dinner. We will have whatever you make for us.’



trunk: the main woody stem of a tree
honey cake: a cake made with honey



Let's answer



A. Write Yes or No.

1. The bees and the beetles lived on different trees.
2. The bees were always busy making honey.
3. The beetles invited the bees for dinner.
4. The bees baked a honey cake for the beetles.
5. The beetles loved the honey cake.

B. Who said these words?

1. 'But we do not eat what you eat.'
2. 'Oh! That's very sad.'
3. 'Sometimes, it is good to try new things.'

C. Answer these questions.

1. Where did the bees live?
2. What did the bees collect from the flowers in the forest?
3. How did the beetles keep the forest clean?
4. Why did the beetles not go for dinner?
5. In the end, why do you think the beetles decide to go for dinner?
6. Sometimes you do not like to eat what is made at home. What does your mother tell you then?  



Let's learn new words

Read these sets of sentences. Pay attention to the highlighted words.

- The **bee** buzzes over flowers.
- We can **be** good friends.



Now, fill in the blanks with the correct answer.

1. Rotis are made of wheat (flower/flour).
2. Hearing the shots, the (deer/dear) ran away.
3. The sky looks bright (blew/blue).
4. Let us (bye/buy) a nice gift for her birthday.
5. Can you speak louder? I cannot (hear/here) you.



Let's study grammar

Look at the pictures. Read these words.



a forest



a honeycomb



a beetle

We use **a** before a noun that begins with a consonant sound.

Now, look at these pictures. Read these words.



an orange



an umbrella



an ice cream

We use **an** before a noun that begins with a vowel sound.



Let's say it right

Read these words. Break the word at the slash (/).
Clap as instructed.

- tree (clap once)
- cake (clap once)
- morn/ing (clap twice)
- nec/tar (clap twice)
- bee/tle (clap twice)
- bee (clap once)
- gi/ant (clap twice)
- flow/er (clap twice)
- hon/ey (clap twice)
- din/ner (clap twice)



Let's learn to speak

The bees in the story invited the beetles for dinner.

Now, get into pairs and practise how to invite friends and accept invitations. 



Inviting

- Would you be interested in going to the theatre tomorrow?
- Would you like to go to a movie tonight?
- We would be delighted to have you over for dinner tonight.
- I would like to invite you to lunch tomorrow.



Accepting invitations

- I would love to. Thanks.
- That's very kind of you. Thanks.
- That sounds lovely. Thank you.
- I would love to come. Thank you.



Let's learn to write

How do bees make honey? Write the method in your notebook. You may use the words in the box.



fly to different flowers
turn nectar to honey

get up early

collect nectar

bring nectar back to beehive



Activity

Find ten differences in the two pictures. 



7

The Rain

Let's start

What are the things that you like to do on a rainy day? **LS**





Now, let us read this poem on rain.

Pitter-patter, raindrops,

Falling from the sky;

Here is my umbrella

To keep me safe and dry!

When the rain is over,

And the sun begins to glow,

Little flowers start to bud,

And **grow** and **grow** and **grow**!



Let's answer

A. Tick (✓) the correct option.

1. How do raindrops fall from the sky?
 - a) pitter-patter
 - b) tring-tring
 - c) clang-clang
2. What keeps the poet safe from the rain?
 - a) gumboots
 - b) umbrella
 - c) raincoat
3. What happens when it stops raining?
 - a) The moon begins to glow.
 - b) The stars begin to glow.
 - c) The sun begins to glow.
4. What start to bud?
 - a) little leaves
 - b) little flowers
 - c) little buds
5. What do little flowers do after budding?
 - a) They fall off.
 - b) They grow and grow and grow.
 - c) They become white.



B. Write the rhyming word for these words.

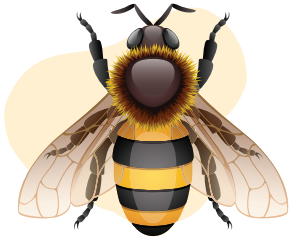
1. sky
2. glow

C. Animals and things make different sounds. For example,

- Rain falls **pitter-patter**.
- Cats cry **meow-meow**.
- Dogs bark **woof-woof**.



Now, match the sound to the thing or animal that makes it.



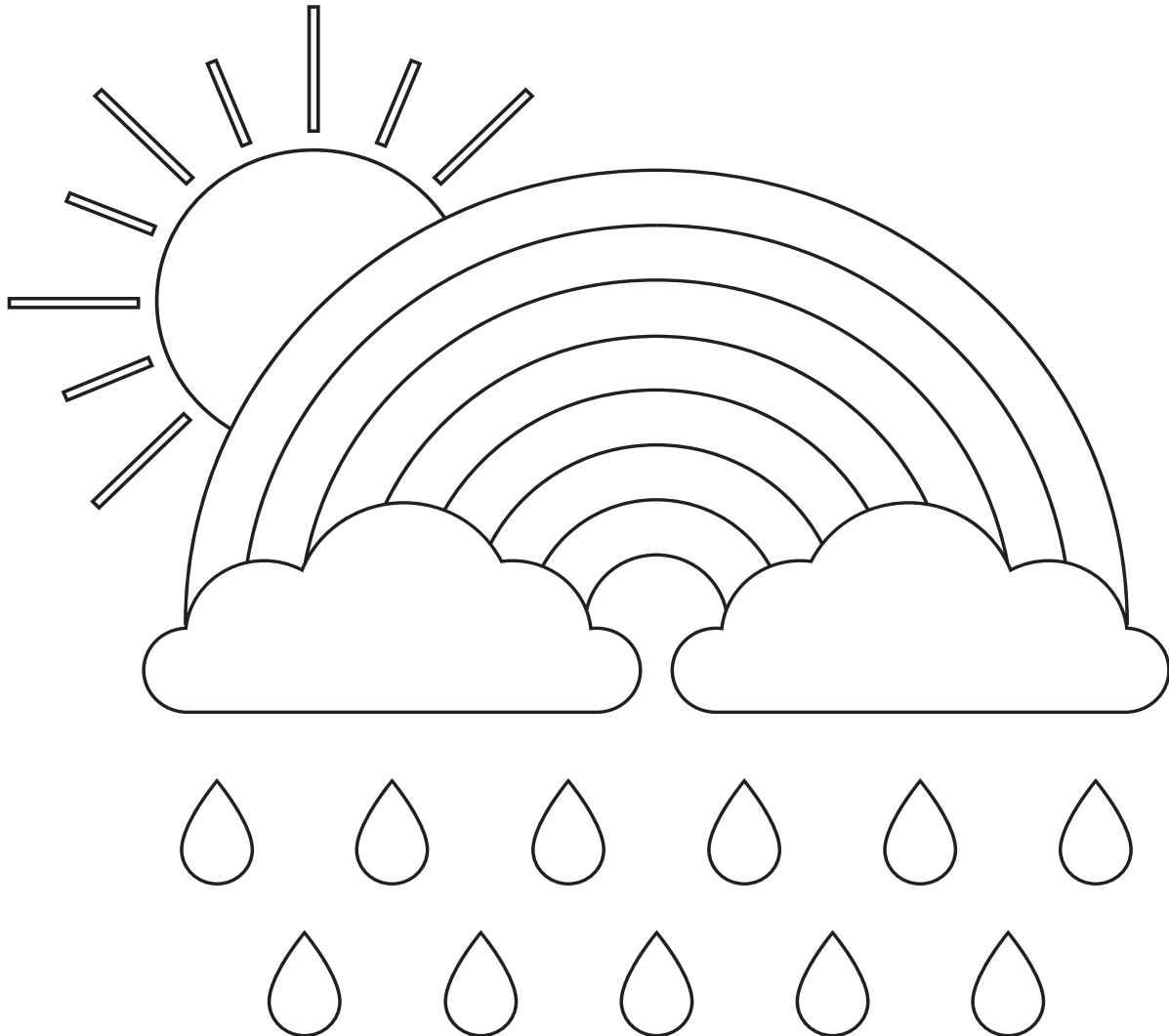
1. dove
2. cow
3. bee
4. horn
5. clock

- a) buzz-buzz
- b) honk-honk
- c) coo-coo
- d) tick-tock
- e) moo-moo



Activity


Colour the picture. 

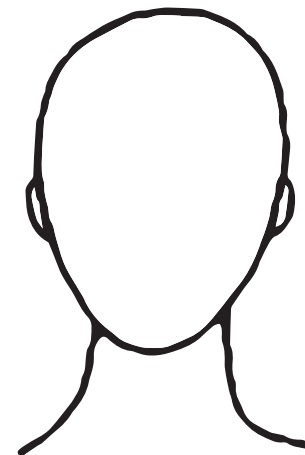
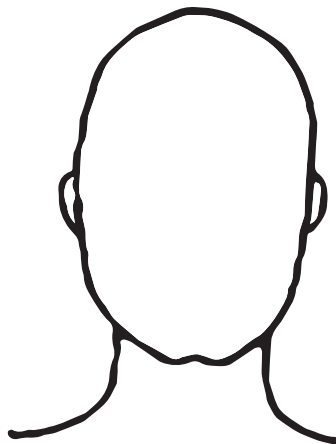
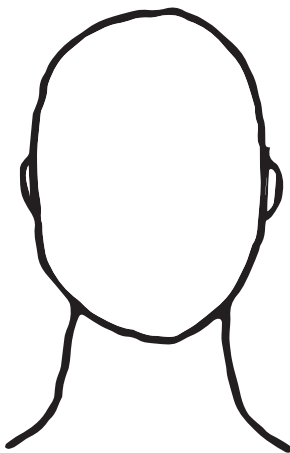
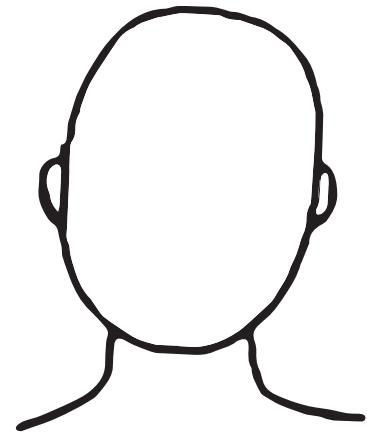
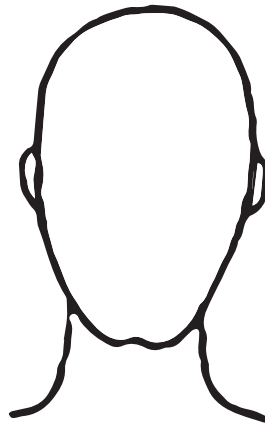
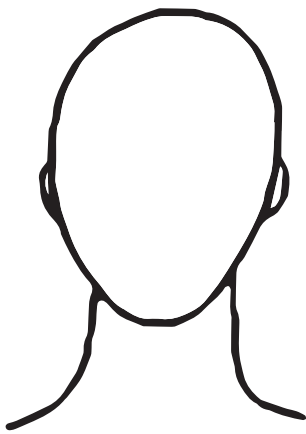


8

Annual Haircut Day

Let's start

Let's have some fun! Here are some outlines of heads. Draw and colour a hairstyle of your choice for each head. 



Words
to Know

annual
nearly

local
peacefully

barber
disturbed

worried



 Now, let's read this story about a man who wanted a haircut.

It was the **Annual** Haircut Day for Sringeri Srinivas. Sringeri Srinivas left home as usual to go to the local barber. But the barber said, 'Today, I have no time to cut such long hair!' Feeling sad, Sringeri Srinivas went back home to ask his wife for help. But his wife said, 'Today, I have no time to cut such long hair!' Feeling a little angry, Sringeri Srinivas went to his friend, the tailor. But the tailor



to cut such long hair!' Now a little worried, Sringeri Srinivas went to one more friend, the carpenter. But the carpenter said, 'Today, I have no time to cut such long hair!' Poor Sringeri Srinivas. It seemed no one would cut his hair on this Annual Haircut Day. In tears, he walked



off by himself past the village forest. He sat near a cave and cried loudly. 'The day is **nearly** over. How can I keep my promise to cut my hair? Oh God, help me!' The tiger sleeping peacefully inside the cave was very disturbed by all the noise. He came out, roaring, waving his giant paws at Sringeri Srinivas.



Annual: something that happens once a year **nearly:** almost

Poor Sringeri Srinivas was so scared, so scared, so scared that...all the hair fell off his head!

Sringeri Srinivas ran all the way back to the village.

The tiger went back to sleep.

Now, Sringeri Srinivas will not need a haircut for a very long time.

—Rohini Nilekani



Let's answer

A. Tick (✓) the correct answer.

1. The barber couldn't cut Sringeri Srinivas's hair because he
 - a) didn't want to.
 - b) didn't know how to.
 - c) didn't have time.
2. After the barber said no, Sringeri Srinivas went to
 - a) his wife.
 - b) the carpenter.
 - c) the tailor.
3. A was sleeping inside the cave.
 - a) fox
 - b) wolf
 - c) lion

B. Answer these questions in complete sentences.

1. Name all the people Sringeri Srinivas went to for a haircut.
2. Where did Sringeri Srinivas go when no one would cut his hair?
3. What did the tiger do?
4. What happened when the angry tiger came out of the cave?



Let's learn new words

Read these sentences.

You have learnt that we add **-s** to some nouns to make them more than one. For example,

- tear—tear**s**
- paw—paw**s**
- barber—barber**s**
- tiger—tiger**s**

Some nouns ending in **-ch**, **-sh**, **-z**, **-ss**, **-s** and **-x** take an **-es** to make them more than one. For example,

- branch—branch**es**
- bush—bush**es**
- bus—bus**es**
- glass—glass**es**
- fox—fox**es**
- buzz—buzz**es**



Now, add **-s** or **-es** to these words.

- | | |
|----------------|-------------------|
| 1. brush | 2. box |
| 3. flute | 4. princess |
| 5. dress | 6. torch |
| 7. spade | 8. bunch |
| 9. dog | 10. quiz |



Let's study grammar

You have learnt that to show actions that happened in the past, we use **-ed** with the verbs. For example.

- In tears, he walk**ed** off by himself past the village forest.
- He sat near a cave and cri**ed** loudly.

These sentences are in the **simple past tense**.



When verbs tell us about actions that happened in the past, they are in the **simple past tense**.



Some verbs do not take **-ed**. They change completely to show actions in the past. For example,

- Sringeri Srinivas **went** to his friend, the tailor. (verb: go)
- Sringeri Srinivas **ran** all the way back to the village. (verb: run)
- All the hair **fell** off his head! (verb: fall)
- He **sat** near a cave. (verb: sit)

Here are a few such verbs.



see—saw	grow—grew	feel—felt	find—found
fall—fell	come—came	fight—fought	run—ran
do—did	lose—lost	write—wrote	begin—began
tell—told	send—sent	wear—wore	become—became

Now, fill in the blanks with the simple past form of verbs in the brackets.

1. Imran (throw) the ball at me.
2. I (catch) the ball.
3. We (see) Naaz coming towards us.
4. ‘Get back home,’ she (say).
5. Father (buy) a new car.
6. The cat (hide) behind the curtain.
7. We (run) back home when it (start) raining.
8. We (keep) the books neatly on the shelves.





Study skills

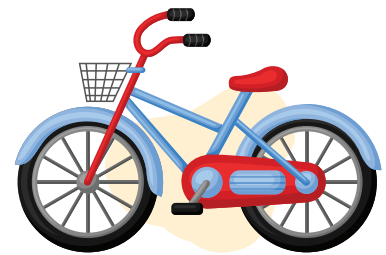
Read this sentence.

- The doves, the mice and the hunter lived in the forest.

We use a comma (,) to separate things of the same kind.

Now, put comma, full stop and question mark, wherever required. Also use capital letters.

- the boys saw elephants giraffes monkeys and camels in the zoo
- a rainbow came out after the rain
- do you take a bus to school
- my favourite colours are blue green yellow and red
- my father bought me a new bicycle



Let's say it right

Read these words. Do not say the highlighted letters.

Silent

calm
palm
calf
talk
walk

Silent b

lamb
thumb
comb
bomb
climb

Silent t

watch
catch
witch
watch
often

Silent k

know
knee
knife
knit
knob

Silent w

write
wrong
wrap
answer
sword



Let's learn to listen

Listen to some sentences. Say which sentences are polite and which are rude. 





Let's learn to write

Look at the pictures of the story 'The Ducks and the Tortoise'.



Now, fill in the blanks with the correct words from the box.



to the ground
an idea
middle
say goodbye
near a lake

strong stick
no rain
strange sight
opened its mouth
leave their friend

Once upon a time, a tortoise and two ducks lived

One year, there was

The lake dried up. The ducks decided to go to another lake.

They came to to the tortoise.

The tortoise cried, 'Take me with you.' The ducks did not want to

....., so they came up with

..... . They got a

They held the ends while the tortoise bit on the

And together, the friends flew.

People saw the and laughed and

clapped. The tortoise got angry and to

speak. And when it opened its mouth, it fell

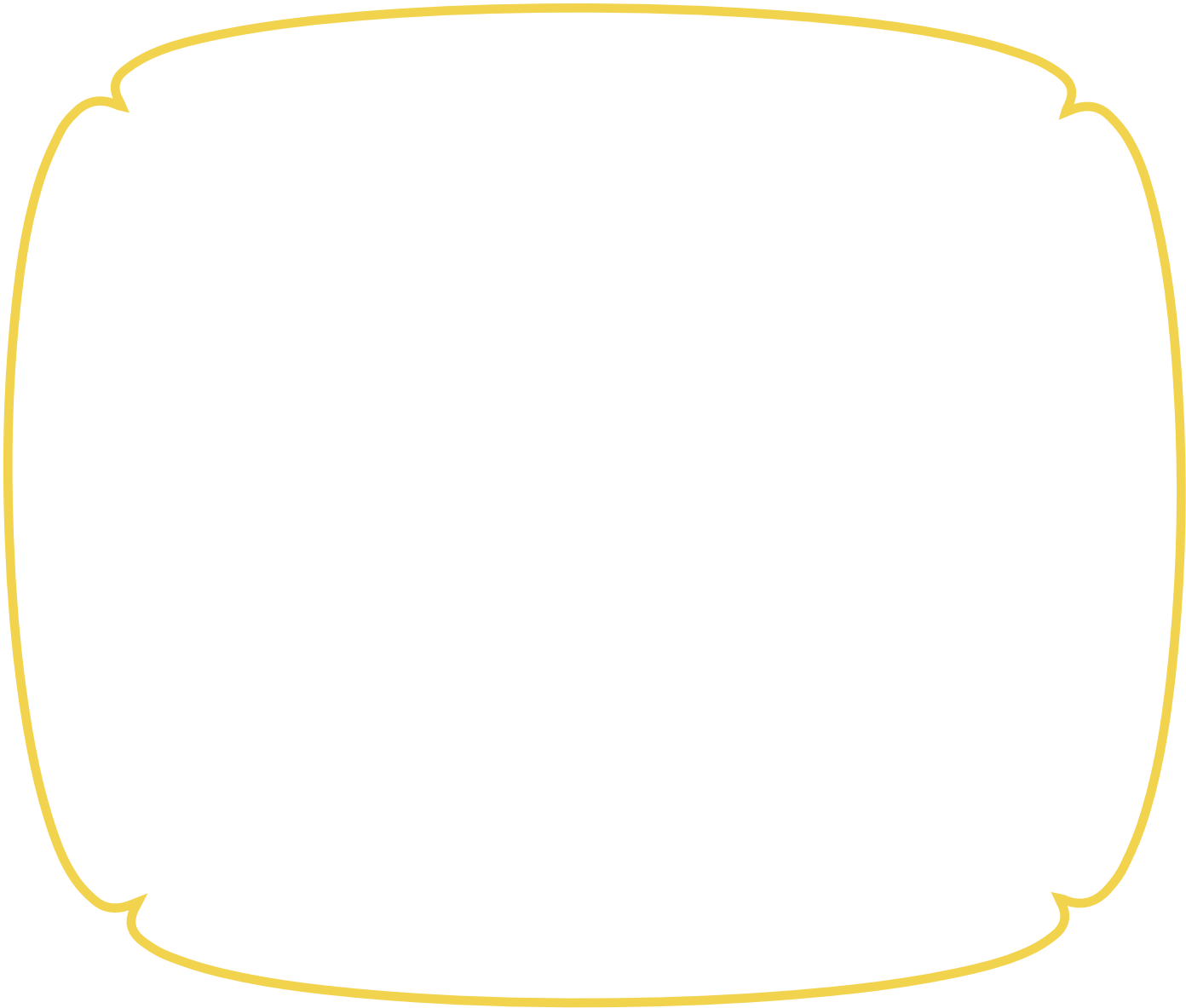


9

Celebrating Holi

Let's start

Make a Holi card in the space.



Now, let's read the story of a little boy who celebrates Holi differently.



It was Holi. There was **celebration** in Aman's colony.

Some children were throwing colours and water balloons on **stray animals**.



Aman loved stray animals. He did not like people hurting them.



Please don't hurt these animals. The colours harm them.

It's Holi. Everyone plays with colours.

celebration: a special function
stray animals: animals that do not have a home

The boys continued **bothering** the strays.



Aman was angry. But he was alone. What could he do alone?



Then, Aman had an idea. He quickly went home and made a **placard**.



Then, he sat with his placard near the water tank. He did not let anyone take water. People gathered around him.



bothering: troubling **placard**: a large piece of card with a message on it

People asked him why he was doing so.



They felt Aman was saying the right thing.

Everyone promised to take care of animals.



We should learn to **respect** all animals.

Let's answer

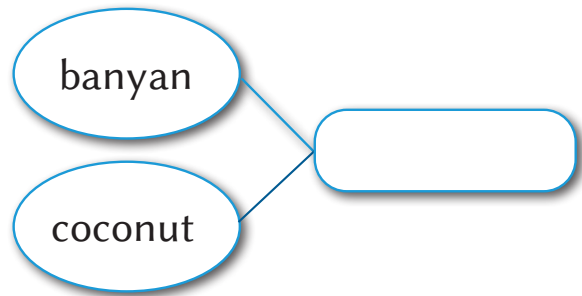
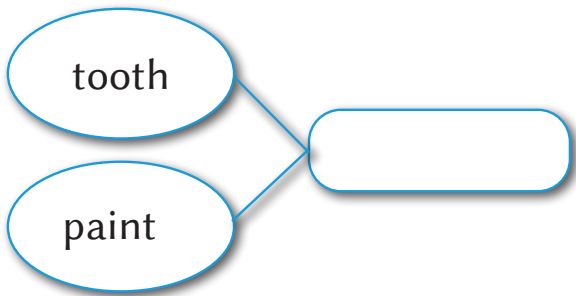
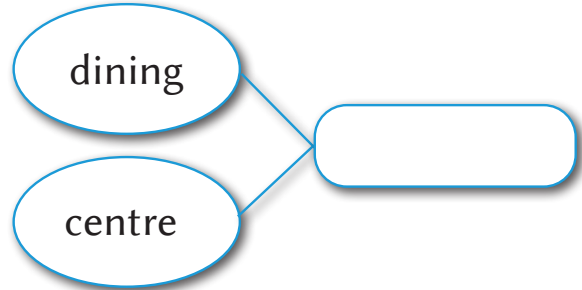
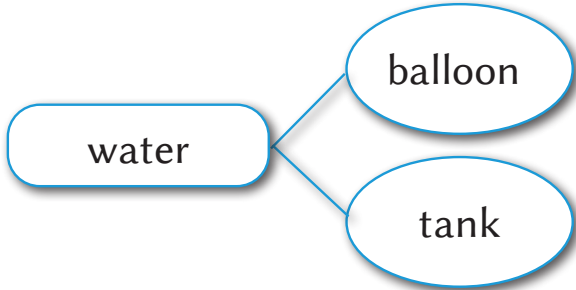
A. Answer these questions.

1. Why was there a celebration in Aman's colony?
2. What were some children doing to the strays?
3. Why did Aman not like people hurting stray animals?
4. What did Aman do to stop people from taking water?
5. What did the people promise?
6. Do you think Aman did the right thing? Why? **VB**
7. Why should we take care of stray animals? **VB**
8. Why is it wrong to hurt stray animals? **VB LS**



Let's learn new words

Think of one word which will go with each set of words.



Let's study grammar

Read these sentences.

- We **are playing** with animals.
- Aman **is sitting** near the water tank.
- I **am playing** Holi the right way.

The highlighted verbs tell us that these actions are happening now.



Verbs that tell us about actions that are happening now are in the **present continuous tense**.

Use **am/is/are + verb + ing** to complete these sentences. Use the verbs in the brackets.

1. She (make) sandwiches in the morning.
2. The boys (watch) the match on TV.
3. The dog (chase) the cat.
4. I (sleep) in the bedroom.
5. He (clean) the dishes.
6. They (come) home for the vacation.



Study skills

Arrange the names of these festivals in the alphabetical order.

- | | |
|-------------|----------|
| Holi | 1. |
| Diwali | 2. |
| Christmas | 3. |
| Navroz | 4. |
| Eid | 5. |
| Janmashtami | 6. |
| Onam | 7. |
| Durga Puja | 8. |
| Bihu | 9. |
| Pongal | 10. |





Let's learn to speak

Which is your favourite festival? How do you celebrate the festival?

Discuss with your partner. 

You may use these questions and answers:

• Which is your favourite festival?

• I like the best.

• My favourite festival is

• I like to celebrate

• With whom do you like to celebrate the festival?

• I like to celebrate with my

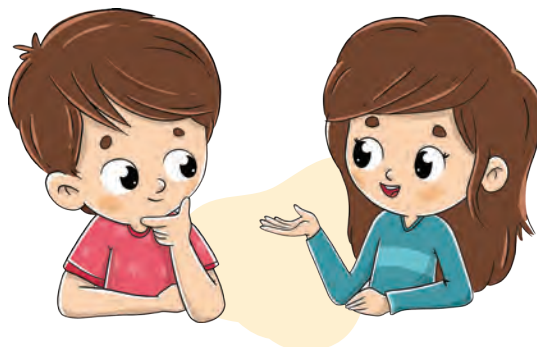
• Why do you like to celebrate

• I like to celebrate because I get to meet my friends and cousins.

• I like to celebrate because I get to wear new clothes.

• I like to celebrate because Mother makes lots of *mithai*, which I love to have.

• I like to celebrate because I get to decorate the house/play with colours.





Let's learn to write

Now, write how you celebrate your favourite festival. Use the words given in the box.



clean our home
offer prayers
eat sweets

decorate our home
click pictures
visit relatives

wear new clothes
exchange sweets
visit friends

Handwriting practice lines consisting of multiple sets of three horizontal dotted lines.



Activity

Let us learn to make a toothbrush painting.¹ 

You will need

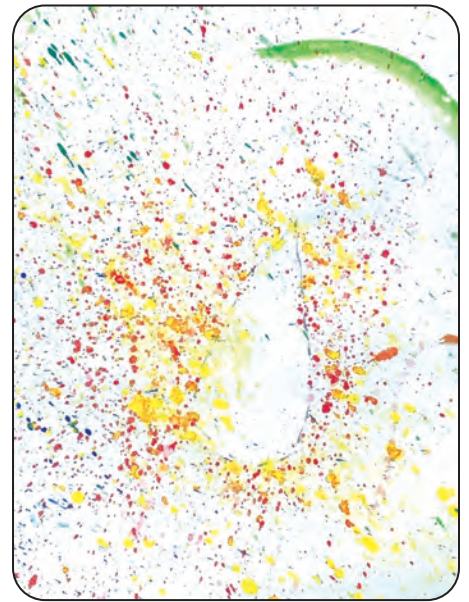
- white chart paper
- old toothbrushes
- fallen leaves of different shapes
- poster colours
- adhesive tape
- duster for cleaning hands

¹ Adult supervision is necessary.



Method

1. Using adhesive tape, stick the leaves on the chart paper.
2. Dip a toothbrush in the colour and flick the bristles of the toothbrush over the leaves.
3. Wash the brush and dry it with the duster.
4. Then, dip the brush in another paint and flick the bristles of the toothbrush over the leaves.
5. You can do the same with another paint.
6. Leave the painting to dry for four hours.
7. Take out the leaves along with the adhesive tape attached to them.
8. Your toothbrush painting is ready!

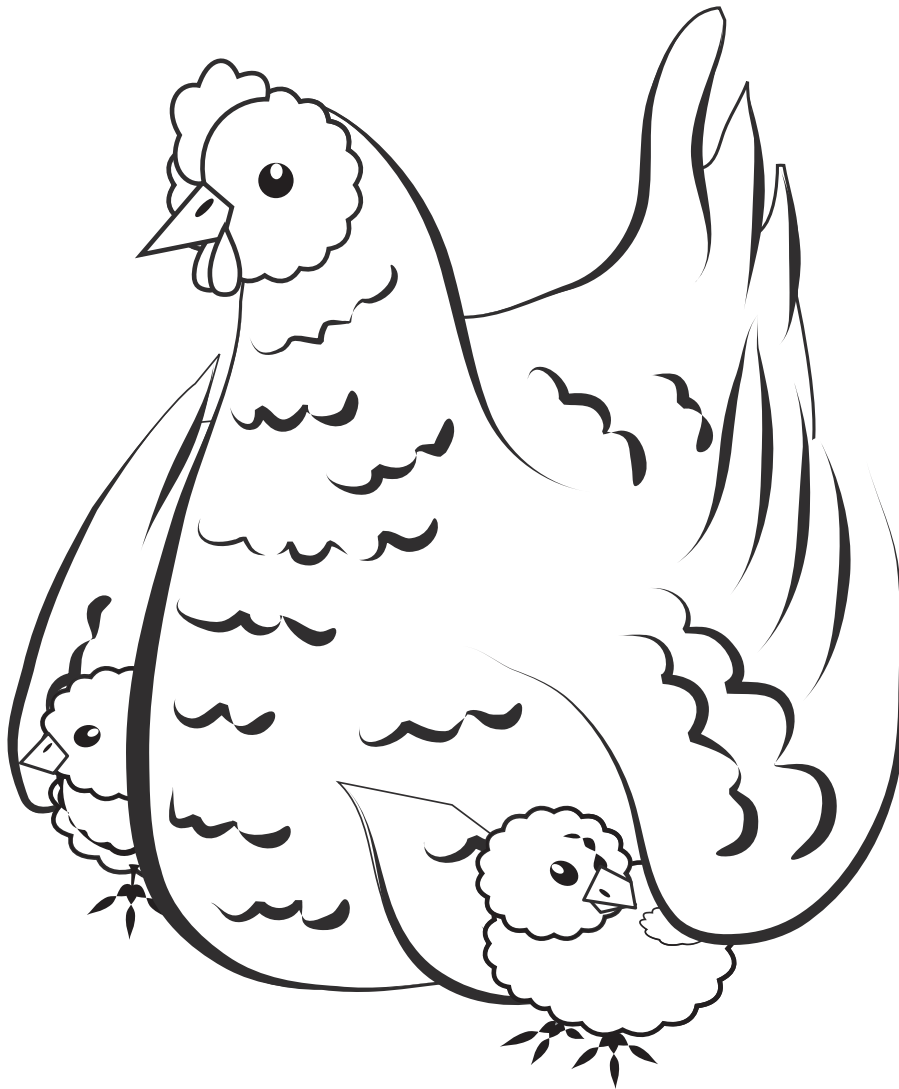


10

This Little Chick

Let's start

Colour the picture.



Words
to Know

barnyard


haystack

frown

handsome

rooster



 Now, let us read this poem.

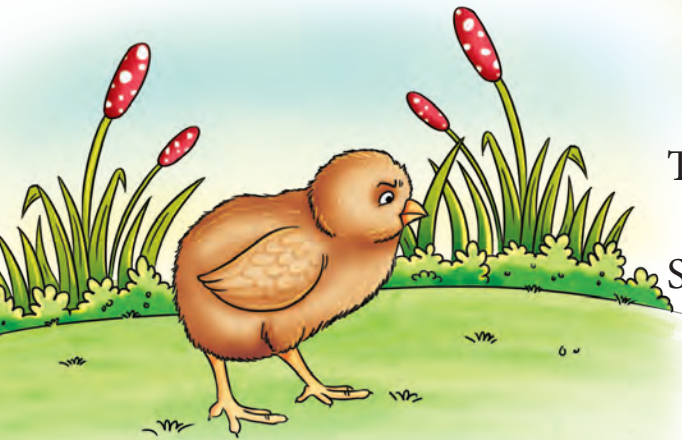
This little chick is black.

She stands in the **barnyard** on a big **haystack**.



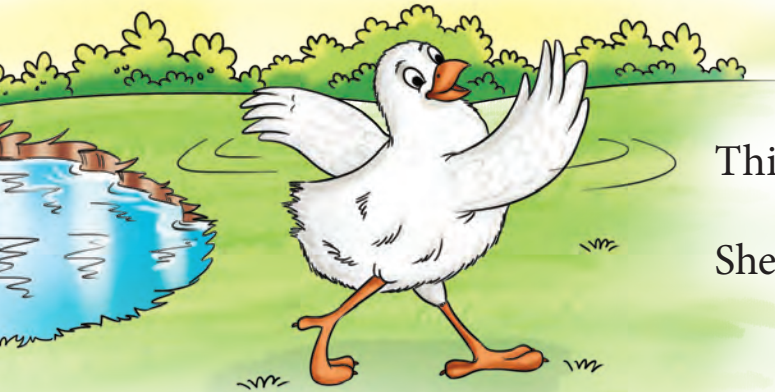
This little chick is brown.

She is feeling sad and wearing a **frown**.



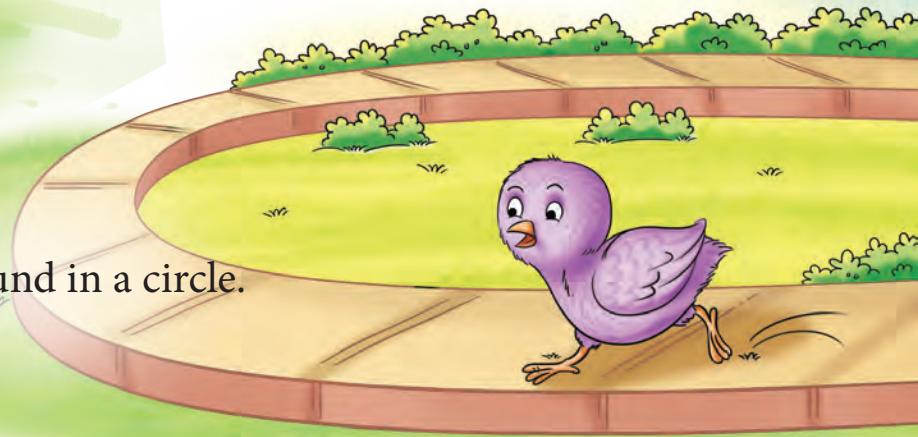
This little chick is yellow.

She's friends with the **rooster**; he's a handsome fellow.



This little chick is white.

She dances and plays, oh what a sight.



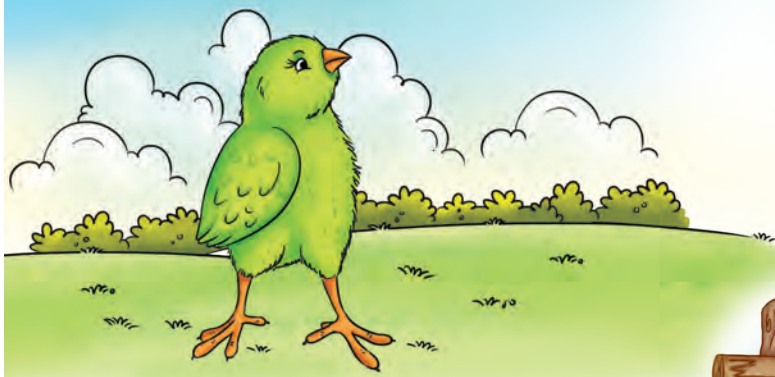
This little chick is purple.

She spends her day running around in a circle.



barnyard:: an area on a farm that is surrounded by farm buildings **haystack**:
frown: to make a serious or angry face by bringing the eyebrows closer together so that lines appear on your forehead
rooster: a male chicken



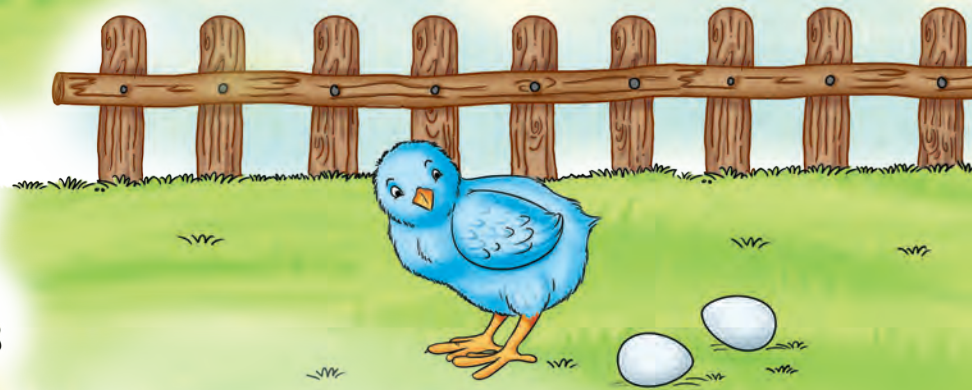


This little chick is green.

She is the prettiest chick I've ever seen.

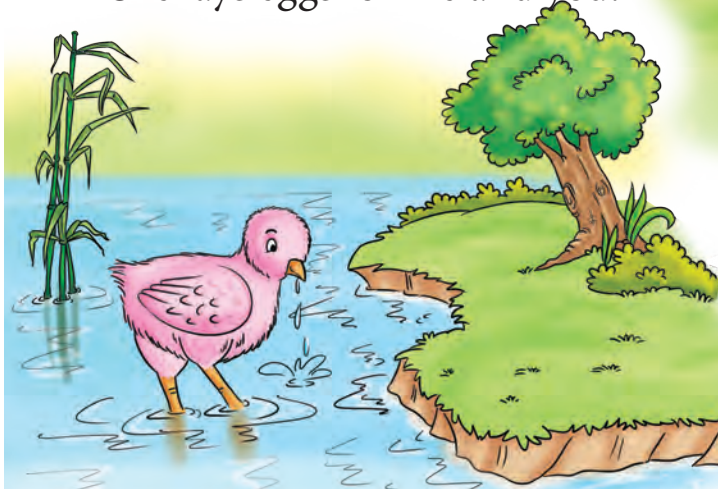
This little chick is blue.

She lays eggs for me and you.



This little chick is pink.

She goes down to the pond to get a drink.



All of these chicks live at the farm,

Out in the big red barn.



Let's answer

A. Guess which chick am I?

1. I dance and play all day long.
2. I lay eggs for everyone.
3. I am friends with the rooster.
4. I'm the prettiest of them all!
5. I am sad and angry.



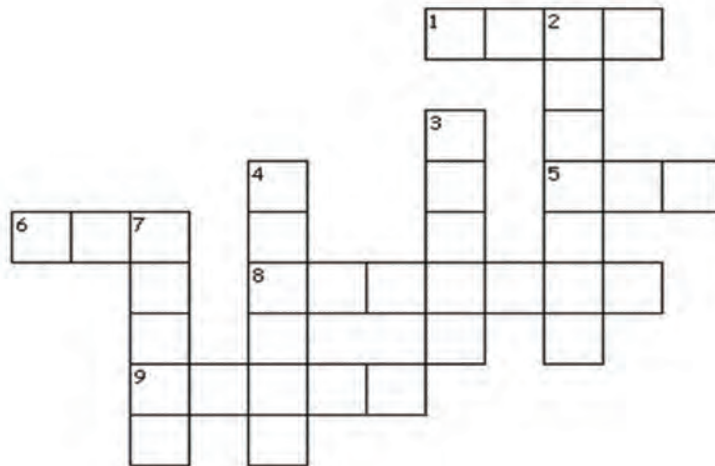
B. Pick out all the rhyming words from the poem.



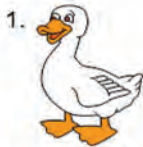
Activity

Solve this crossword puzzle with the help of the clues.

**Farm
Animals
Crossword
Puzzle**



Across



Down



Word List

chicken cow dog duck goose horse rooster sheep turkey

11

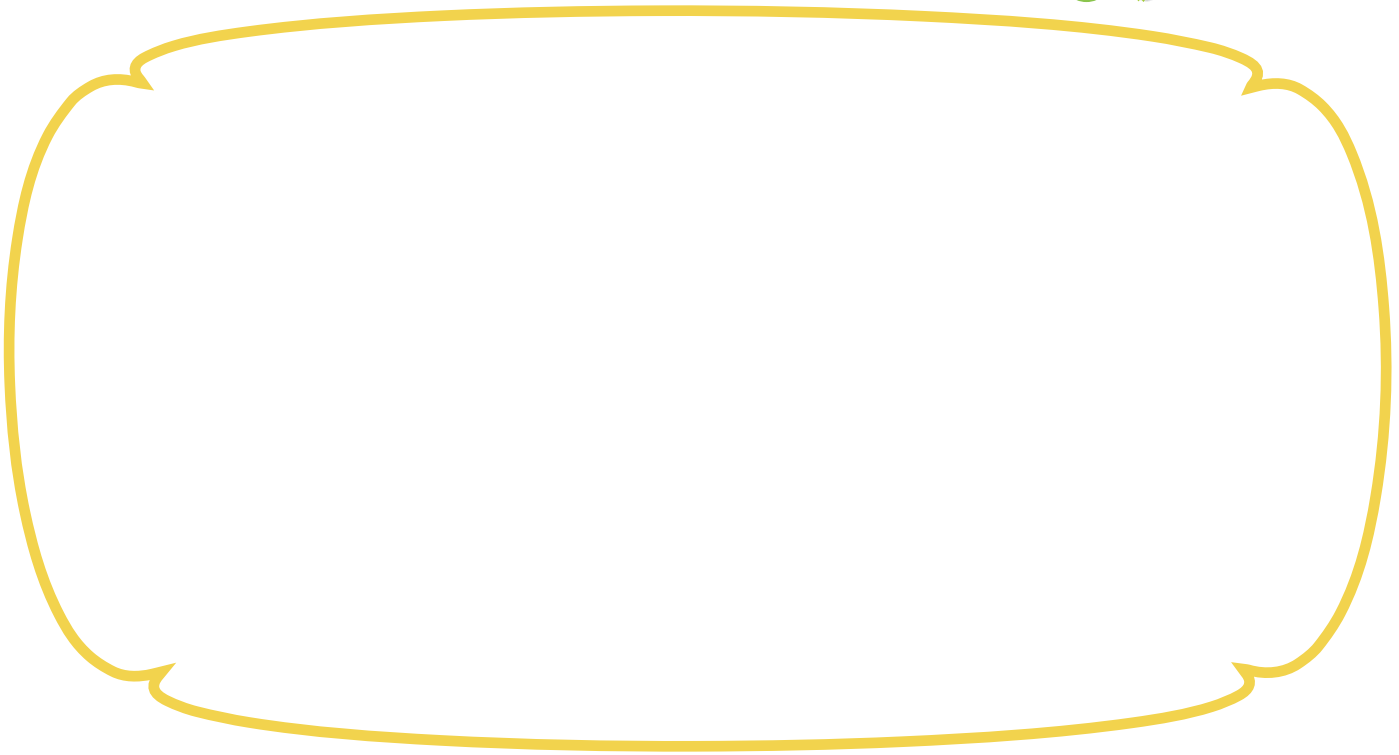
Haribari and the Balloons

Let's start

- Suppose you wanted to give a gift to three of your best friends. Who would you give the gifts to? Write their names here.  

1.
2.
3.

- What gifts would you give your friends? Draw them below.  



 **Words
to Know**

edge

sharp
shed

tusks
crocodile

jackfruit
tears

spiky



 Now, let's read the story of Haribari and his friends.

Haribari, the monkey, lived at the **edge** of the forest. His best friends were Dhima Bear and Dhira Bear.



One day, he set off to visit Balloon Deer.

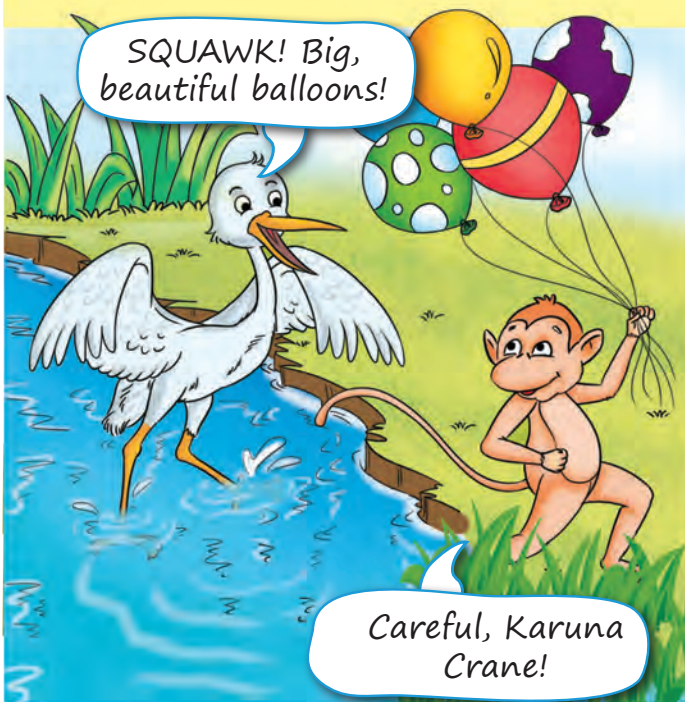
Dear Deer, please give me two balloons for my friends.



What colours do they like?
Red, orange, yellow...?

I'll take them all!

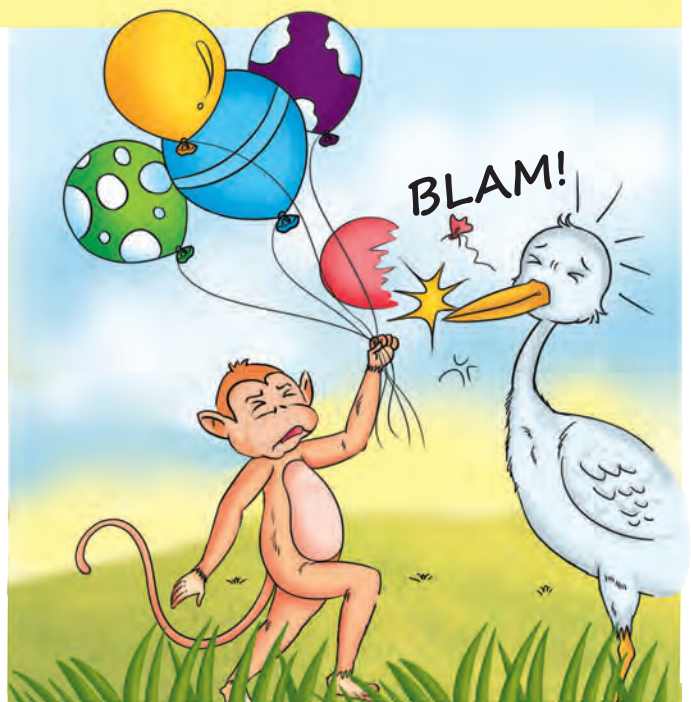
Karuna Crane was swimming in the lake.



SQUAWK! Big, beautiful balloons!

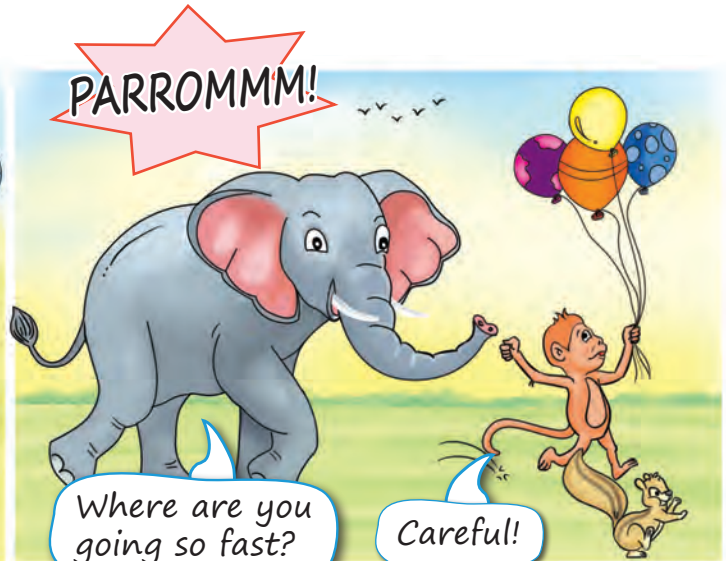
Careful, Karuna Crane!

Karuna's **sharp** beak burst the red balloon.

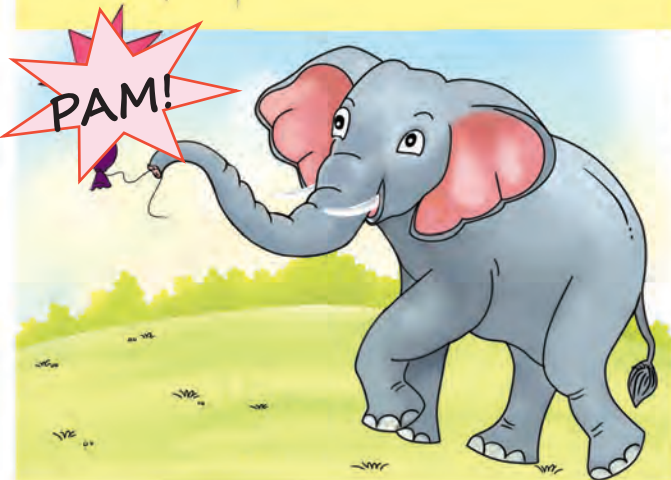


BLAM!

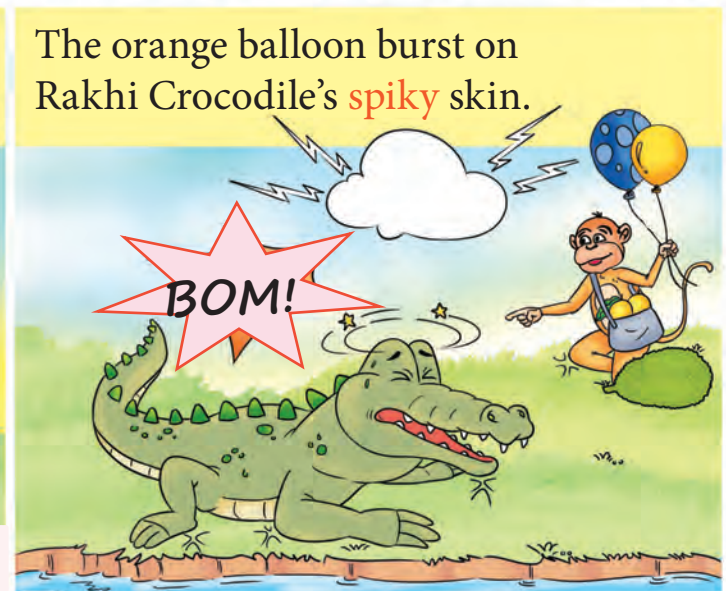
edge: on the outside **sharp:** pointed



The purple balloon burst on Lokesh's tusks.



Rakhi Crocodile was resting by the river.



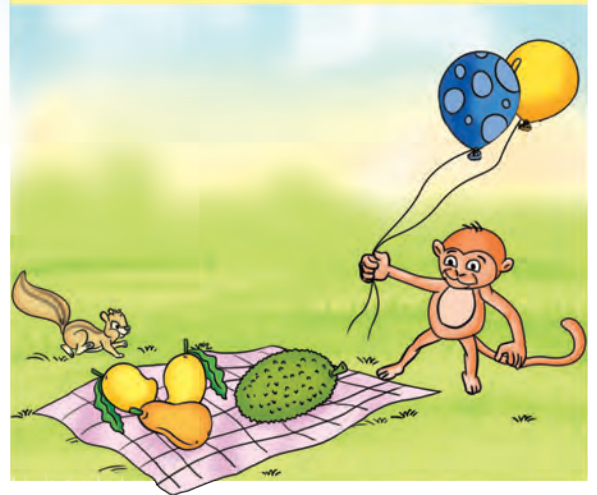
tusks: long, curved teeth that stick out of the mouth of elephants and some other animals
 jackfruit: spiky: having sharp points

Rakhi Crocodile **shed** some **crocodile tears**.

Here, take this papaya to your friends.



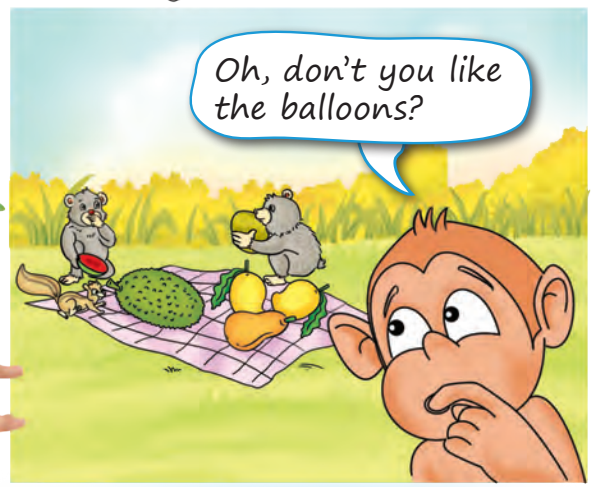
Haribari took the mangoes, jackfruit, papaya, the blue and the yellow balloons to his friends.



Yummy fruit!
Thank you!



Oh, don't you like the balloons?



Dhima and Dhira danced round and round their tree with Haribari.

Oh, we do, thank you! My favourite colour too. Blue!

My favourite colour is yellow!



Based on the original story: 'Haribari and the Balloons' by Ashok Rajagopalan, Veronica Angel; translated by Samanth S Kabbare

shed: cried crocodile tears: false tears (not really sad)



Let's answer


A. Tick (✓) the correct answer.

1. Haribari lived of the forest.
a) in the middle b) on the outside c) on the top
2. His best friends were
a) Dhima Bear and Dhira Bear. b) Karuna Crane and Balloon Deer.
c) Rakhi Crocodile and Lokesh Elephant.
3. Karuna Crane burst the red balloon with her
a) claw. b) wing. c) beak.
4. Lokesh Elephant gave Haribari
a) mangoes. b) papaya. c) jackfruit.
5. Haribari's friends were with their gifts.
a) sad. b) happy. c) angry.

B. Who said this?

1. 'Where are you going so fast?'
2. 'I'll take them all!'
3. 'Here, take this papaya to your friends.'
4. 'Oh, don't you like the balloons?'

C. Answer these questions in complete sentences.

1. Why did Haribari go to Balloon Deer?
2. Who did Haribari meet first?
3. Which balloon did Lokesh burst?
4. What did Rakhi Crocodile give Haribari?
5. Did Rakhi Crocodile really feel sad? How can you tell? 





Let's learn new words

Think of one word which will go with each set of words.

Some words are made of two words. For example,

- jack + fruit = jackfruit

Now, match the columns to make bigger words.

1. tooth
2. grand
3. moon
4. grass
5. foot
6. after
7. sand
8. air

- a) light
- b) hopper
- c) port
- d) brush
- e) noon
- f) castle
- g) ball
- h) mother



Let's study grammar

Now, read these sentences.

- Karuna Crane **was swimming** in the lake.
- Rakhi Crocodile **was resting** by the river.



The highlighted verbs tell us that the actions were happening in the past. These sentences are in the **past continuous tense**.

A. Identify the sentences. Write SP if the sentence is in the simple past tense. Write PC if the sentence is in the past continuous tense.



1. I was watching television at 10 p.m.
2. She went to school by bus.
3. The baby took a bath at 3:30 p.m.
4. She was sweeping the floor early morning.
5. Yesterday at six, I was making dinner.
6. She walked for five km yesterday.

B. Now, fill in the blanks with the past continuous form of the verbs in the brackets.

1. I (watch) TV when she called.
2. When the phone rang, mother (make) lunch.
3. Last night at 8 p.m., Ravi and Mahesh (eat) dinner.
4. Father (work) when the guests arrived.
5. She (sleeping) when the call came.

 **Study skills**

You learnt that some nouns take **-s** or **-es** to form many. But some nouns change their spelling. For example,

- tooth—teeth
- mouse—mice
- child—children
- man—men

Now, form many.

- | | | | |
|-----------|-------|----------|-------|
| 1. woman | | 2. goose | |
| 3. foot | | 4. louse | |
| 5. person | | 6. ox | |



Let's say it right

Read these words. Pay attention to the **th** sounds in the two sets.

tooth think thing
 birthday bath both

the them father
 mother brother together



Let's learn to listen

Listen to a short story about a naughty boy, Ravi. Then answer the question.

Tick the correct option.

- Ravi was a boy.
 - happy
 - obedient
 - naughty
- Everyone was him.
 - fed up of
 - happy with
 - angry with
- His mother was very
 - angry
 - sad
 - happy
- He wanted to say sorry by giving her a
 - book
 - dress
 - gift
- Ravi and his father bought a for Mummy.
 - bouquet
 - basket of fruit
 - box of chocolates



Let's learn to write


Look at the picture carefully. Then write a short paragraph of about seven to eight sentences on what you see in the picture.



12

The Fox and the Stork

Let's start

How can you be a good friend? Colour the boxes that tell you the qualities of a good friend. 

laugh
when she/he is sad

share my toys

do not treat
him/her well

always tell the truth

say mean things
about him/her

take his/her things
without asking

make fun of him/her

help him/her

share my food



Words
to Know

narrator
lapped up

dinner
beak

delicious
hungry

lovely
realised



Let us read the story of a fox who was not a good friend.

Narrator*: A fox and a stork once lived in a forest. They were good friends. Every day, they met near the lake and talked for hours and hours. One day, the fox invited the stork to dinner.



Scene 1: At Fox's house

Fox: I cooked a delicious soup for you. I hope you love it.

Stork: Of course, my friend. The soup seems delicious. The lovely smell is making me hungry.

Narrator: The fox served the soup, but in a bowl. The fox **lapped up** the soup in no time. With his long beak, the stork could not eat the soup. He felt sad.

Fox: Why aren't you having your soup?

Stork: With my long beak, I can't eat from a bowl.

Fox: That's sad!

Narrator: So saying, the fox lapped up the stork's soup too! The poor stork was left hungry. He was angry. So...

Stork (feeling angry): Dear friend, I wish to thank you for inviting me for dinner. I would like to invite you for dinner at my place tomorrow.

Fox: That's so nice of you, my friend! I will come for sure.



Scene 2: At Stork's house

Narrator: The stork cooked a soup and waited for the fox. The fox soon arrived for dinner.

narrator: a person who tells a story
lapped up: drank something fast



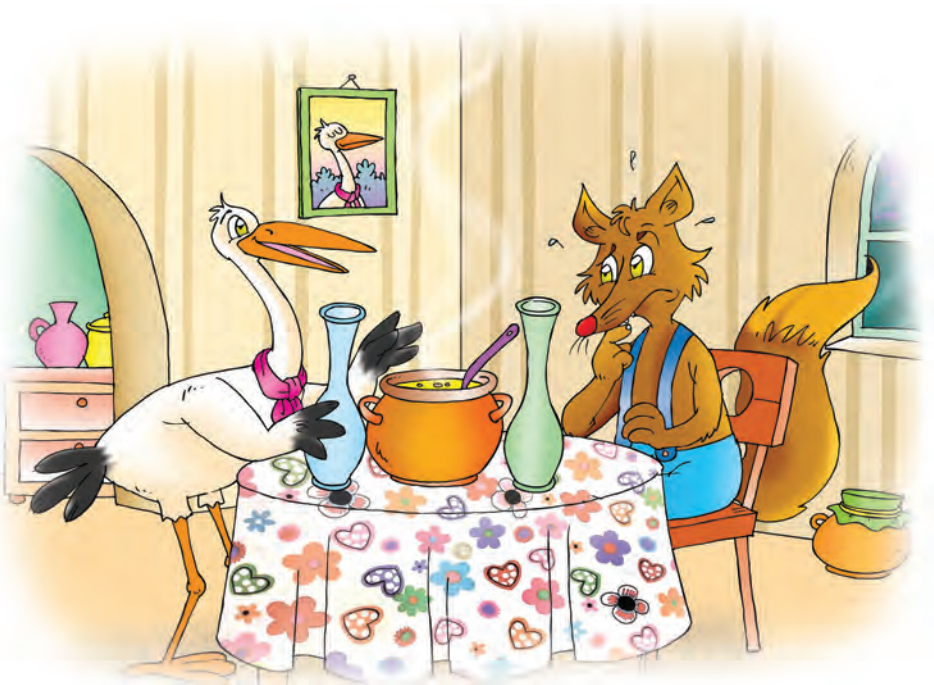
Fox: Hello, Stork! I am really hungry. Let's have some tasty soup!

Stork: Hello! Sure, in five minutes.

Narrator: *The stork served the soup in tall jars with **narrow** necks. With his long beak, the stork finished his meal. But the fox could not eat anything.*

Fox: I am sorry, my friend. I have realised my mistake.

Narrator: *So saying, the fox went home sadly.*



narrow: thin



Let's answer




A. Fill in the blanks.

1. The fox and the stork lived in a
2. They were great
3. They met near a and talked for hours.
4. The fox prepared a for the stork.
5. The stork has a long

B. Who said these words?

1. 'The soup seems delicious. The lovely smell is making me hungry.'
2. 'With my long beak, I can't eat from a bowl.'
3. 'I am really hungry. Let's have some tasty soup!'
4. 'I am sorry, my friend. I have realised my mistake.'

C. Answer these questions.

1. What made the stork hungry?
2. Why could the stork not have the soup?
3. How did the stork serve the soup?
4. Why could the fox not have the soup?
5. Why did the fox say sorry to the stork? 
6. Were you ever mean to your friend? How did you feel for your bad behaviour? Tell the class.  



Let's learn new words

Some words always go together. For example,

- have your soup
- finish the meal
- realise my mistake



Now, match the words that go together.

1. take
2. break
3. pay
4. make
5. save
6. do

- a) the bill
- b) a mistake
- c) a window
- d) time
- e) your homework
- f) a bath





Let's study grammar

Read these sentences.

- The fox served the soup **in** a bowl.
- The fox sat **on** the floor.
- The fox gave soup **to** the stork.
- There was a bunch of grapes hanging **above** his head.
- She sat **under** the branch of a tree.
- She stood **behind** the tree.



The highlighted words tell you the position of a person, an animal or a thing. Such words are called **position words**.

Choose the correct position words to complete these sentences.

1. I could not find my pencil. It was (under/in) the bed.
2. They live (in/to) a small apartment.
3. Harsh is swimming (on/in) the pool.
4. The cat is sitting (above/on) the chair.
5. The girl is hiding (behind/under) the curtain.



Study skills

Use capital letters, full stops, question marks and commas, wherever required.

1. who ate my cookies
2. raunak and i went to watch a film
3. did you see the monkey snatch a banana from the lady



- she turned seven this year
- we ordered samosas *kachoris* vadas and idlis for the picnic

 **Let's say it right**

Read these words. Pay attention to the **ou** sounds in the two sets.

ou as in cloud

out
loud
shout
mouse
mouth

ou as in you

soup
group
wound
coupon
route

ou as in four

pour
course
court
fourth

ou as in young

rough
touch
country
enough

 **Let's learn to speak**

Enact the play in the class. 

 **Let's learn to write**

Help the fox write a sorry note to the stork. 

Dear Stork

I am sorry for

I have learnt a lesson and would

I will be very careful when I next time.

Hope you me.

Your little friend

Fox

Listening Texts

3. I Have Enough

Take dictation of the new words they have read in this story.

5. Singing in the Rain

An ant and a pigeon were neighbours. One day, the ant went to a lake to drink water. She climbed on to a long grass reaching into the water. Suddenly, she slipped and fell into the water.

A pigeon saw the ant in trouble.

She quickly found a leaf and dropped it near the ant.

The ant climbed on it and thanked the pigeon for saving her life.

One day, the ant saw a hunter. He was about to shoot the pigeon.

She quickly climbed on to the hunter's leg and bit him. The hunter cried in pain. Hearing the cries, the pigeon flew away.

8. Annual Haircut Day

Read these sentences with the proper intonation.

Impolite

I want the book.

What?

Who are you?

Give me your pencil.

Where's the bathroom?

Polite

May I see that book?

Could you please repeat that?

May I have your name, please?

Could I borrow your pencil?

Excuse me, could you tell me where the bathroom is?

11. Haribari and the Balloons

Ravi was a very naughty boy. He did not like to listen to anyone in school as well as at home. Everyone was fed up of him. His teachers complained to his mother. Some of his friends also complained to his mother. His mother was very sad to hear all the complaints about him. She said, 'Ravi, what has happened to you? You used to be such a good boy! Now, everyone says bad things about you.' Ravi felt very bad. He did not like to see his mother look sad. He thought, 'I will buy a nice gift for Mummy. I will say sorry to her. I will behave myself.' Ravi went to his father and asked him to help buy a nice gift for Mummy. Both of them went together and bought a big bouquet of lovely flowers with a card that said 'I'm sorry Mummy and I love you!' Ravi's mummy was very happy and Ravi never troubled anyone again.