



Kerala Reader

English Standard I Part 1



Government of Kerala
Department of Education

State Council of Educational Research and Training
(SCERT, Kerala)

2016

PLEDGE

India is my country. All Indians are my brothers and sisters. I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it. I shall give my parents, teachers and all elders respect, and treat everyone with courtesy. To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga.
Tava shubha name jage,
Tava shubha asisa mage,
Gahe tava jaya gatha,
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

Kerala Reader English

Standard I Part 1

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PREFACE

Dear children

This is your English textbook - a textbook with stories, songs, pictures and activities.

The stories are about animals, birds and little children like you.

Your teacher will take you to the beautiful world of flowers, animals, birds and insects.

Listen to your teacher, talk to your teacher, share your ideas with your friends and enjoy learning English.

I hope you will like this book.

Wish you all the best.



Dr. P. A. Fathima
Director, SCERT

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UNIT 1 TWO ANTS



It is a fine morning.
Two ants go out of their homes.
They are good friends.

Who are in the picture?
How many ants are there?
What time of the day is it?

UNIT 1

TWO ANTS



One ant is big. The other ant is small.
The big ant is Ben. The small ant is Sen.
They go out to play.

One ant is big. What about the other?
Now you know the names of the ants, don't you?
Tell their names.
Who is Ben? Who is Sen?
Who is big? Who is small?
Where do they go to play?

UNIT 1

TWO ANTS

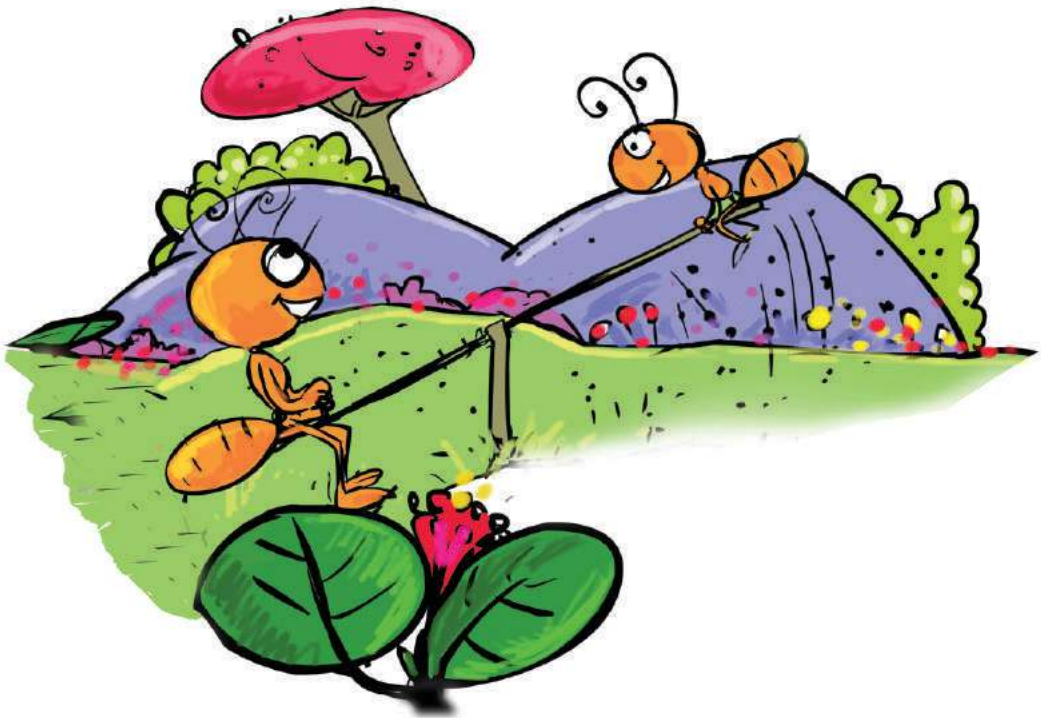


The ants reach a park.
'Ah, a swing!' says Sen.
'Let's sit on the swing,' says Ben.
Ben and Sen sit on the swing.
The swing moves back and forth.
Then they see a see-saw.

Where do Ben and Sen reach?
What do they see there?
What does Sen say? What does Ben say?
How does the swing move?
Have you visited a park?
What have you seen there?

UNIT 1

TWO ANTS



‘Ah, a see-saw!’ says Sen.

‘Let’s sit on the see-saw,’ says Ben.

Ben sits on one side. Sen sits on the other side.

The see-saw moves up and down.

The ants go up and down.

What do Ben and Sen see?

What does Sen say? What does Ben say?

What does Ben do? What does Sen do?

Have you seen a see-saw?

How does the see-saw move?

UNIT 1

TWO ANTS



Sen goes up.
Ben comes down.
Ben and Sen go up and down.
Both the ants go up and down.

What will happen next?

UNIT 1

TWO ANTS



Suddenly Sen goes up in the sky.
Ben falls down on the ground.

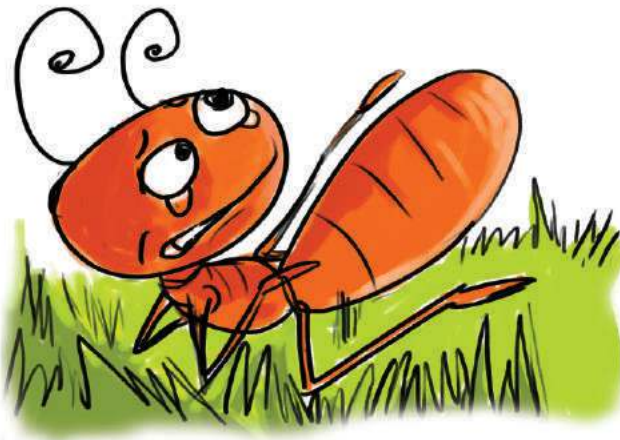
Do you fall down while playing?

UNIT 1

TWO ANTS



The small ant Sen falls on the leaf of a tree.
The big ant Ben falls on the grass.



Where does Sen fall? Where does Ben fall?

UNIT 1

TWO ANTS



Sen looks down.

Ben looks up.

Sen is sad.

Ben is sad.

A dewdrop on the leaf sees Sen crying.

‘Why are you crying?’ the dewdrop asks.

‘Help me... help me! Take me down,’ says Sen.



Why are Ben and Sen sad?

Who is on the leaf near Sen?

Will the dewdrop help Sen?

UNIT 1

TWO ANTS



‘Don’t worry,’ says the dewdrop.
‘I will help you.
Come with me.
Let’s jump down to the yellow leaf.’

What does the dewdrop say?
What idea does the dewdrop give Sen?

UNIT 1

TWO ANTS



Sen and the dewdrop jump down to the yellow leaf.
The yellow leaf floats in the air.
The dewdrop, the ant and the yellow leaf come down.

What happens to the yellow leaf?
What will happen next?

UNIT 1

TWO ANTS



The yellow leaf with Sen and the dewdrop falls near Ben.

The big ant Ben sees the small ant Sen.

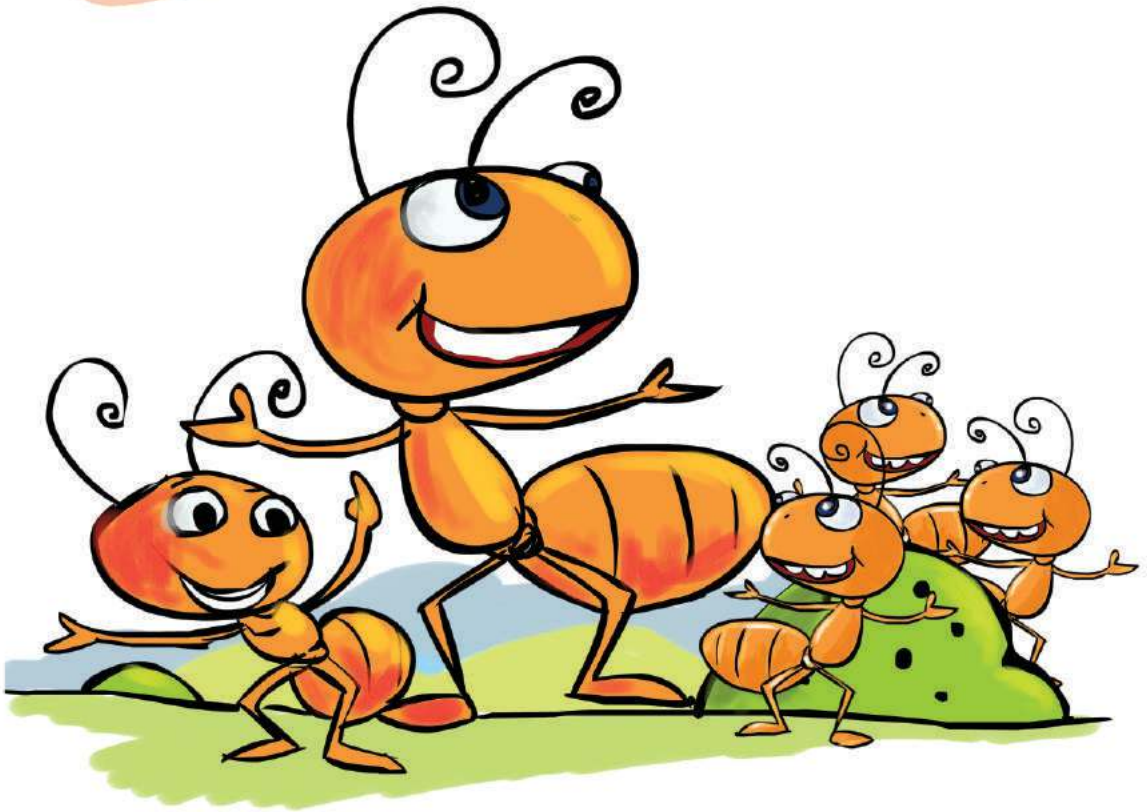
‘Are you okay?’ asks Ben.

‘Yes, I am,’ says Sen.

Where is the dewdrop?

UNIT 1

TWO ANTS



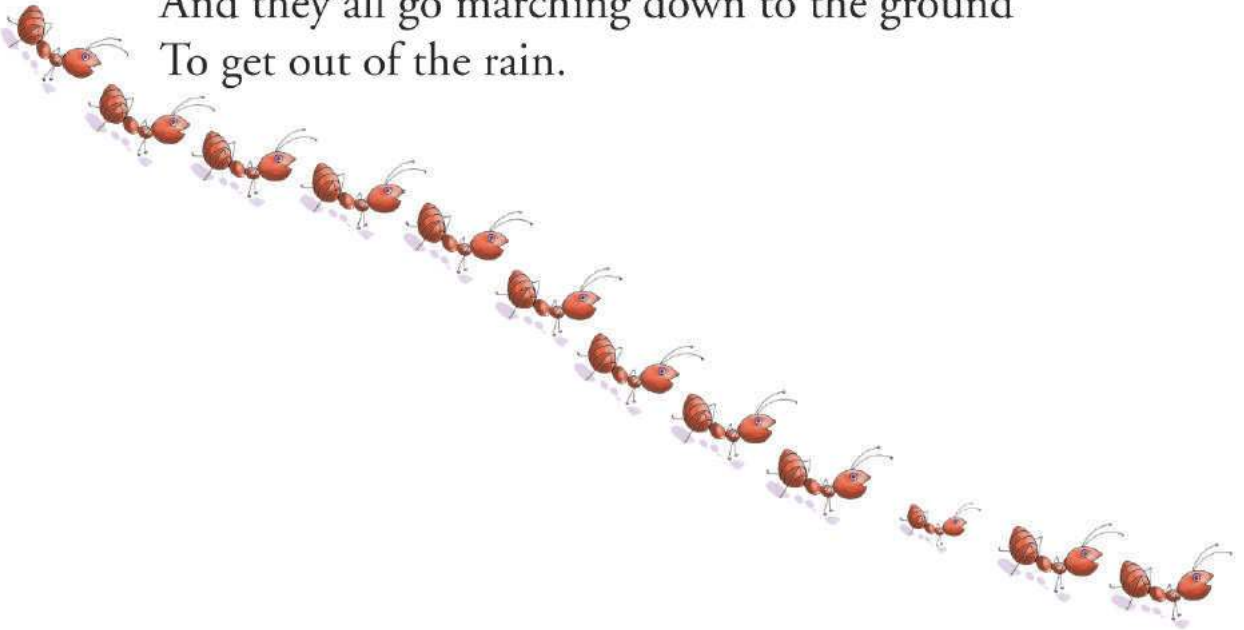
Ben and Sen are happy now.
Ben and Sen sing and dance.
Many ants join them.

Who joins Ben and Sen?
What will the ants sing?

UNIT 1

THE ANTS GO MARCHING

The ants go marching one by one, hurrah, hurrah!
The ants go marching one by one, hurrah, hurrah!
The ants go marching one by one,
The little one stops to suck her thumb
And they all go marching down to the ground
To get out of the rain.



Have you seen ants marching in a line?
Where are the ants marching to?
What does the little ant do?
Why do the ants go marching down to the ground?
What will happen to the ants if it rains?

UNIT 1

ACTIVITIES

Activity 1

Add more lines to the song.

The ants go marching one by one, hurrah, hurrah!
The ants go marching one by one, hurrah, hurrah!
And they all go marching down to the ground
To get out of the rain.

The ants go marching two by two, hurrah, hurrah!
The ants go marching two by two, hurrah, hurrah!
And they all go marching down to the ground
To get out of the rain.

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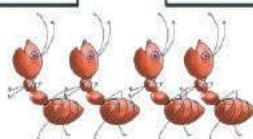
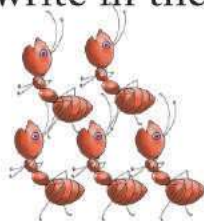
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Activity 2

Count the ants and write in the boxes.



UNIT 1

Activity 3

Underline **ant** in the words given below.

Find the **ant** in **giant**.

Find the **ant** in **pants**.

Find the **ant** in **elephant**.

Find the **ant** in **plant**.

Find the **ant** in **antenna**.

Activity 4

Match the words with the pictures by drawing lines.

giant

pants

elephant

plant

antenna



UNIT 1

Activity 5

Look at the names.

Binil	Aparna
Abhinand	Babu
Binu	Anil
Bhama	Bushra
Basheer	Baby
Anu	Amal

Write the names in the following columns.

The first letter of the names in each column should be the same.

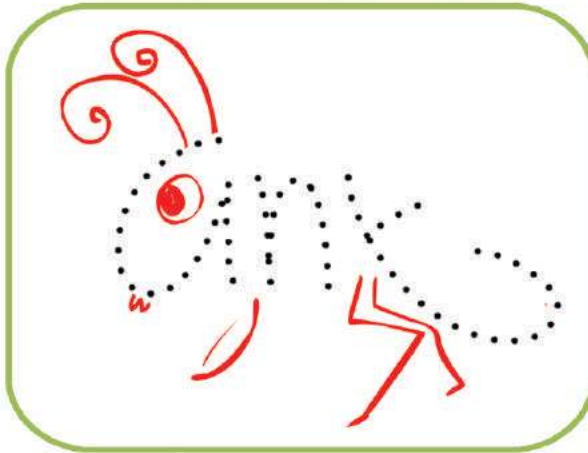
Find more words with the same first letters from the story.

Aparna	Binil

UNIT 1

Activity 6

Join the dots and find out who is hiding here.



Activity 7

Draw an ant here and colour it.

You can also name your ant.



Is your ant small or big?

What colour is it?

Is it happy or sad?

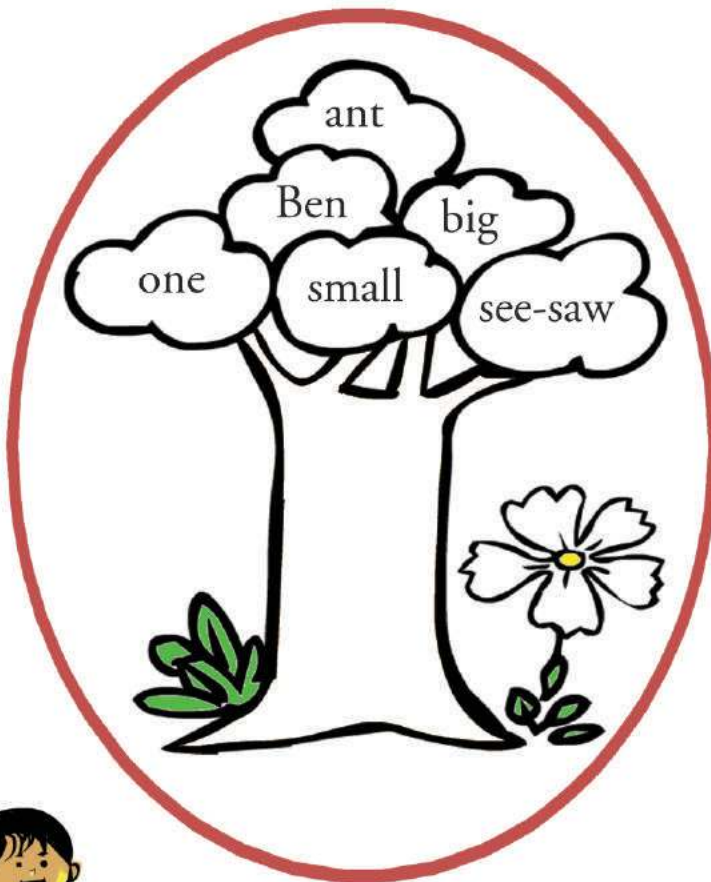
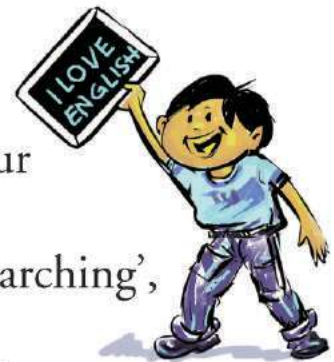
UNIT 1

I KNOW

If you like the story, 'Two Ants', colour the tree trunk.

If you like the song, 'The Ants Go Marching', colour the flower.

If you can read the words, colour the leaves.



UNIT 1



MY LEARNERS

My learner	
can identify words such as ant, big, small etc.	
can understand simple questions like, 'Who is this?' 'What is this?' 'What colour is it?' 'Is it big or small?' 'Where is it?' etc.	
can answer in simple English or use the mother tongue to fill gaps while answering interaction questions.	
can follow simple instructions like, 'Come here.' 'Take this piece of chalk.' 'Draw a line.' etc.	
can match the story with pictures when a part of the story is read out.	
can identify objects when described orally.	
can identify the names of everyday objects like toothbrush, comb etc.	
can participate in group activities like theatre games, choral singing etc.	
can do activities in the textbook when instructions are given clearly.	
shows eagerness to learn.	

TEACHER'S PAGE



How to process the text

The stories presented in the textbook are based on relevant themes like helping others, friendship, danger of blindly imitating others, sharing, the world around us etc. These stories are supported by pictures on every page. Picture reading is the first thing children are supposed to do. The text given on the pages can be elicited from the children by asking interaction questions on each page. You may also have to ask carefully framed simple questions other than the ones given in the textbook to interact with the children. Children may answer the questions in mother tongue or in bits of English. Then you may say the answer aloud in English and write it on the blackboard or chart paper. Care should be given to write the letters legibly and neatly. You may invite the attention of the children to observe how words are formed and letters are written. Then you may read aloud the text you have written keeping the rhythm. At this initial stage of learning, correct pronunciation and intonation are also to be taken care of as children might imitate the wrong ways of a teacher's pronunciation and intonation.

How to interact with children

Meaningful interaction with children is the key to language acquisition. You may use simple English to interact with the children. Classroom interactions like: *Please come here.*

Take this piece of chalk.

Draw a line on the blackboard.

Very good!

Put the chalk back on the table.

Go back to your seat.

Please give me your pencil.

Look at this.

What colour is it?

Great! etc. will be understood by the children if used with proper voice modulation and by creating meaningful contexts. You can use mother tongue to give detailed instruction to do a task or play a game. Encourage children to talk about their habits, likes, dislikes, favourite people/things/places etc.

How to deal with language activities and theatre games

Simple classroom theatre games and interesting language games can greatly help children acquire a second language easily. Activities can be assigned to children as:

Individual tasks (if you feel the children are capable of writing on their own)

Pair tasks

Group tasks

Theatre games are another very effective method for language acquisition. It will also trigger children's imagination and makes learning a pleasurable experience. Simple games like imitating the actions/sounds of the animals/birds can be attempted at this level. For example, you may ask children to stand in two lines and produce the sound of the animals/birds, as you say them loudly. If a different sound is produced from the groups standing in a line or if they fail to produce the correct sound they are not given points. The group that first scores 5 points will be the winner of the game.

How to address children's reading and writing

Reading and writing have great importance at this stage. But care must be taken not to make the children read and write through rote and mechanical methods. Helping the children identify the words graphically can be attempted at this stage. Eliciting the texts given on each page of the textbook by asking interaction questions and writing them on the blackboard or chart paper is a good strategy for helping children read and write. This will provide opportunities to identify the words or expressions they have used during classroom interaction. But, at this stage, more emphasis is to be given to listening, speaking and reading.

How to conduct learner assessment

Learner assessment is a continuous process and an integral part of learning. You may assess your children at each stage of the learning process. The informal interactions, the interaction questions, reading the text, associating pictures with text, the language activities and theatre games give you ample opportunities for assessing your children. Apart from these you can see two separate pages in the textbook titled 'I know' and 'My learners' for assessment purposes alone. The first one is for the unit-end self-assessment of the child. The second is for your assessment of the children on a three-point rating scale.

How to use information communication technology

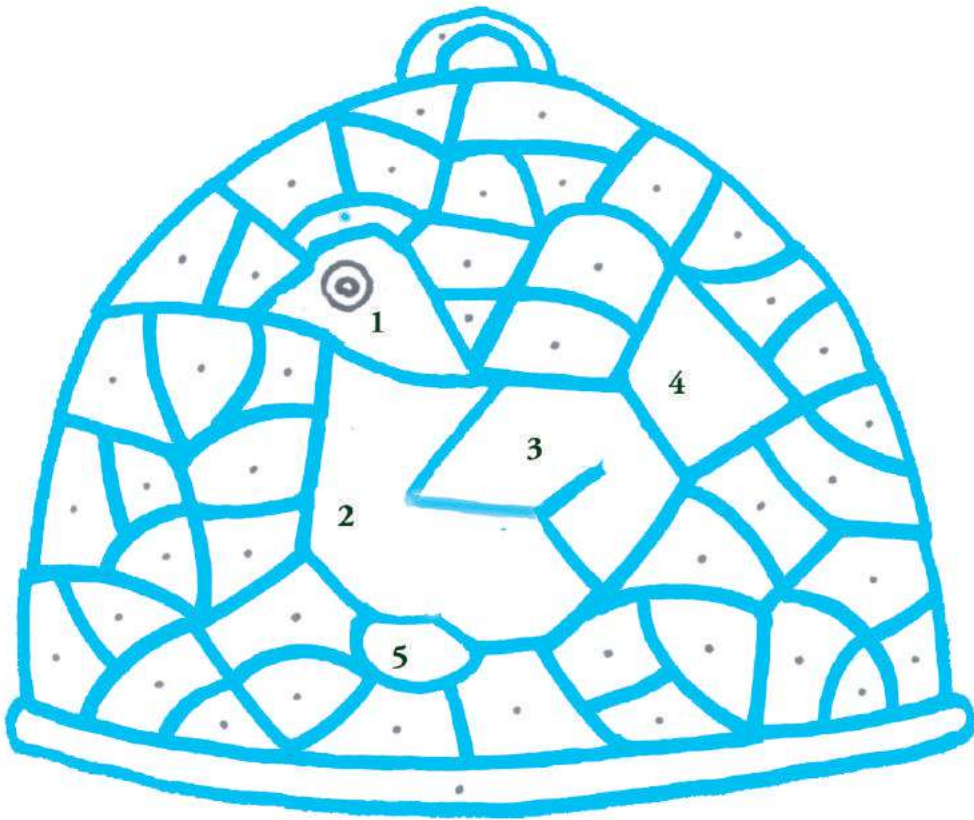
It is always a challenging task for the teacher to get the attention of very young children and to initiate them into a second language. Children are exposed to the world of high quality digital audio-visual materials these days and attempting to teach them using only 'chalk and talk' may not turn out to be a fruitful exercise. So every teacher must think about bringing effective audio-visual texts to their classes. The internet has a rich repertoire of such materials. For example, you can show amusing pictures/paintings of insects, birds, animals etc. available in 'Google Images'

and ask them to draw their own pictures. While they are drawing, you can interact with them using simple English:
Where is its head? Where are its eyes? Oh nice! Excellent!
How many legs does it have?

Most of the songs included in the textbooks are also available in 'YouTube.'



UNIT 2 ME TOO



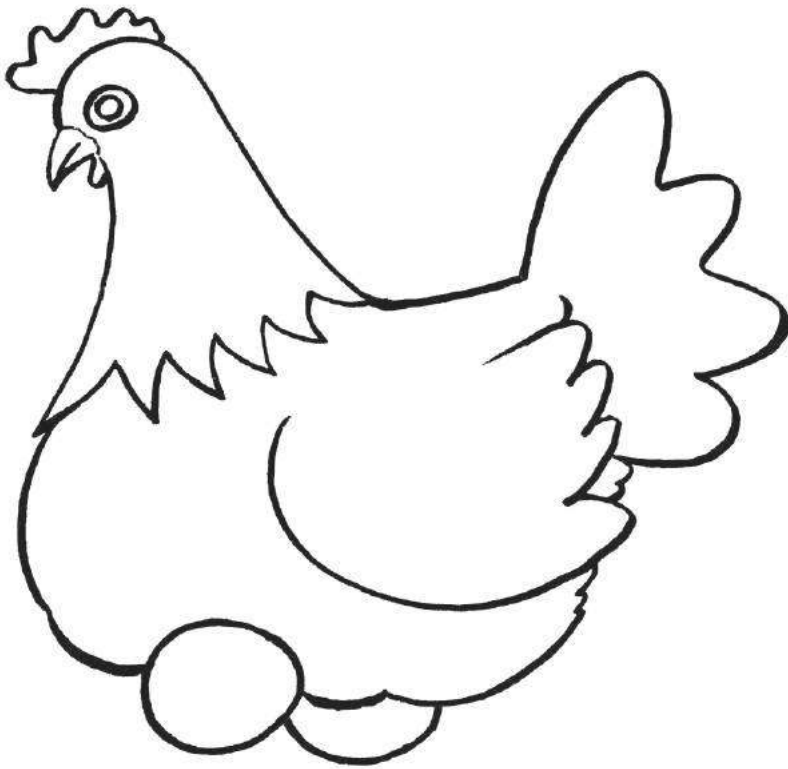
Let's colour

Look at the basket.
Who is hiding in it?
Colour the boxes which are numbered.

UNIT 2

ME TOO

Colour the hen



Look at the eggs on which the hen is sitting.
Were the eggs laid by the hen?
Who will come out of the eggs?

UNIT 2

ME TOO



A duckling came out of the egg.
'I am out,' he said.

Who will come out of the other egg?

UNIT 2

ME TOO



‘Me too.’
A chick too came out.

What will the chick and the duckling do now?

UNIT 2

ME TOO



What does the chick ask the duckling?
Who is the leader of the two?

UNIT 2

ME TOO



‘I am going for a walk,’ said the duckling.
‘Me too,’ said the chick.

Where are they going?

UNIT 2

ME TOO

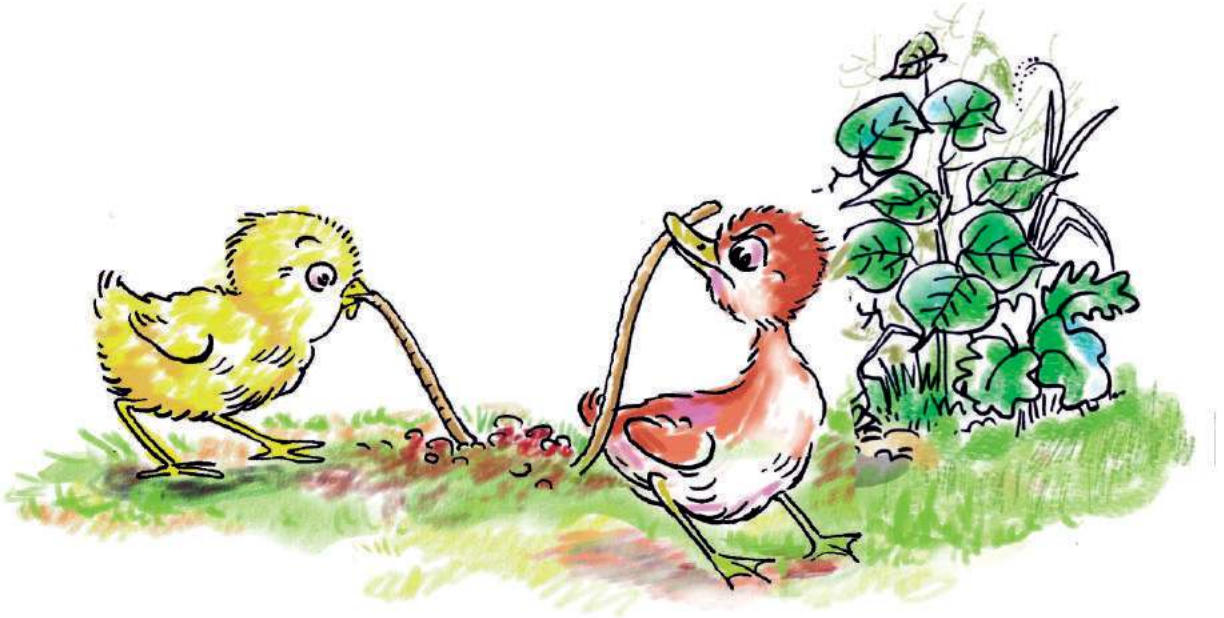


‘I am digging a hole,’ said the duckling.
‘Me too,’ said the chick.

Why is the duckling digging a hole?
What will they get?

UNIT 2

ME TOO

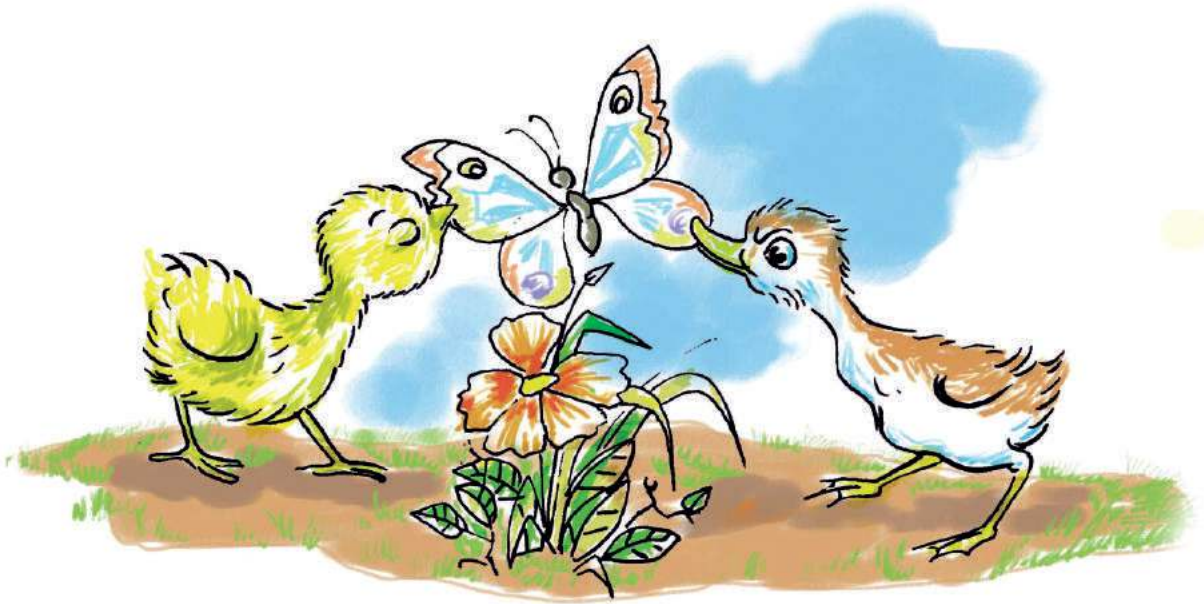


‘I have found a worm,’ said the duckling.
‘Me too,’ said the chick.

Who caught the worm first?
What will they catch next?

UNIT 2

ME TOO



‘I have caught a butterfly,’ said the duckling.

Who caught the butterfly first?
What will they do next?

UNIT 2

ME TOO



What does the chick say to the duckling?

UNIT 2

ME TOO



‘I want to swim,’ said the duckling.
‘Me too,’ said the chick.

What does the duckling want to do?
What will the chick do now?

UNIT 2

ME TOO



‘Look, I am swimming,’ said the duckling.

What is the duckling doing?
What will the chick do now?

UNIT 2

ME TOO



‘Me too.’ The chick jumped in.

What will happen to the chick?

UNIT 2

ME TOO



‘Help... help...,’ cried the chick.

What happened to the chick?

Who will help it?

How can the duckling save the chick?

UNIT 2

ME TOO



The duckling pulled the chick out of the pond.

How did the duckling save the chick?
What will the duckling do next?

UNIT 2

ME TOO



'I am going for another swim,' said the duckling.

What is the duckling going to do?
What will the chick say now?
Is there a change in the chick?
What did he learn?

UNIT 2

FIVE LITTLE DUCKS



Five little ducks went out one day,
Over the hills and far away,
Mother duck said, 'Quack, quack, quack,'
And only four little ducks came back.
Four little ducks went out one day,
Over the hills and far away,
Mother duck said, 'Quack, quack, quack,'
And only three little ducks came back.

UNIT 2

FIVE LITTLE DUCKS

Three little ducks went out one day,
Over the hills and far away,
Mother duck said, 'Quack, quack, quack,'
And only two little ducks came back.
Two little ducks went out one day,
Over the hills and far away,
Mother duck said, 'Quack, quack, quack,'
And only one little duck came back.
One little duck went out one day,
Over the hills and far away,
Mother duck said, 'Quack, quack, quack,'
But none of those little ducks came back.
Mother duck, she went out one day,
Over the hills and far away,
Mother duck said, 'Quack, quack, quack,'
And all of those little ducks came back.



UNIT 2

ACTIVITIES

Activity 1

Examine the following sentences and underline the words you have studied.

I saw a few ants on my bag. A chick and a duckling were playing near the bag.

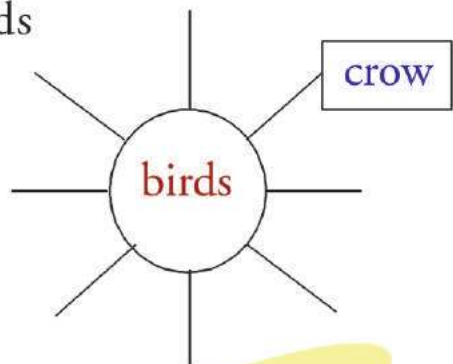
Activity 2

Look at the following pictures and identify them.



Activity 3

Chick and duckling are birds.
Write the names of other birds
you know.



UNIT 2

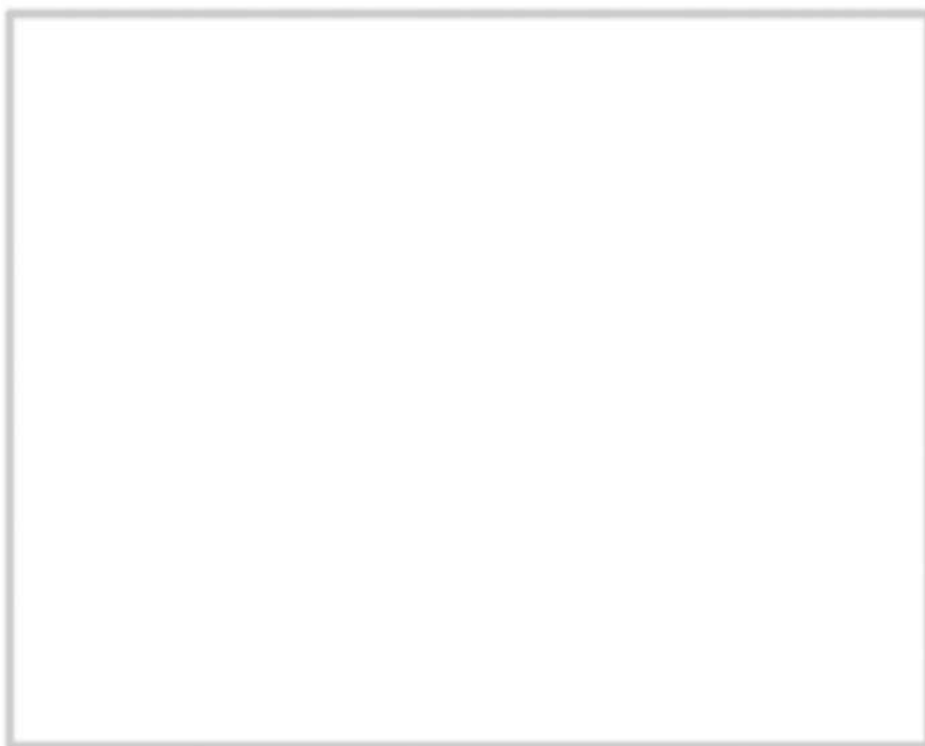
Activity 4

Which are the birds/animals you have at home?

Do they have young ones too?

Draw the picture of any of their young ones.

Don't forget to colour the little one.



I have a

Its name is.....

UNIT 2

Activity 5

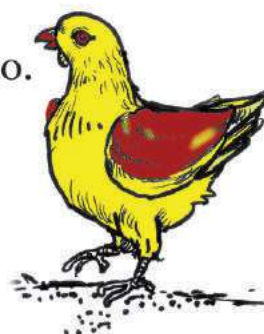
Look at the different things a hen can do.

A hen can lay a big white egg.

A hen can stand on just one leg.

A hen can run, a hen can walk.

A hen can say 'cluck, cluck, cluck'.



Now, write down what a cat can do.

One is done for you.

A cat can catch rats.



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.....

.....

What can you do?

I can

.....

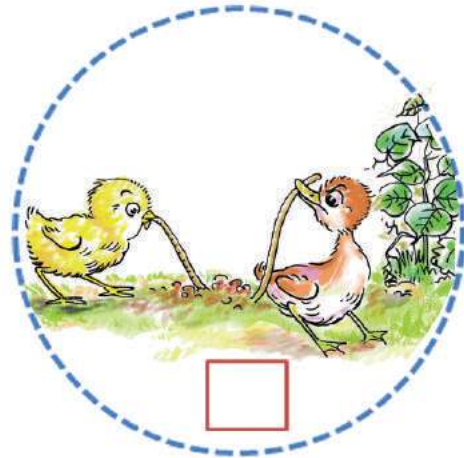
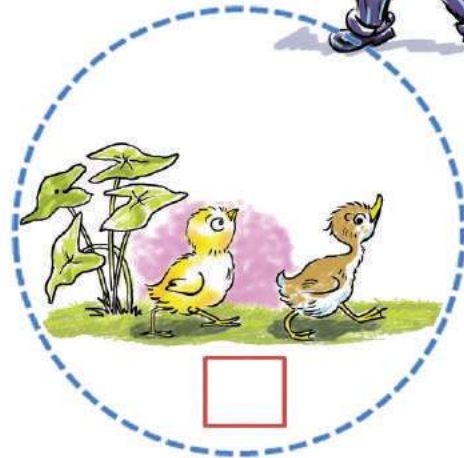
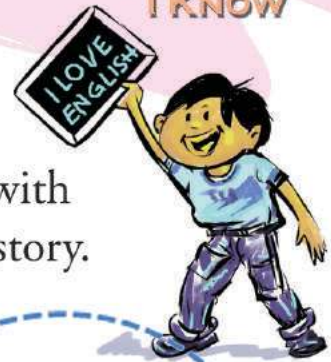
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UNIT 2

I KNOW

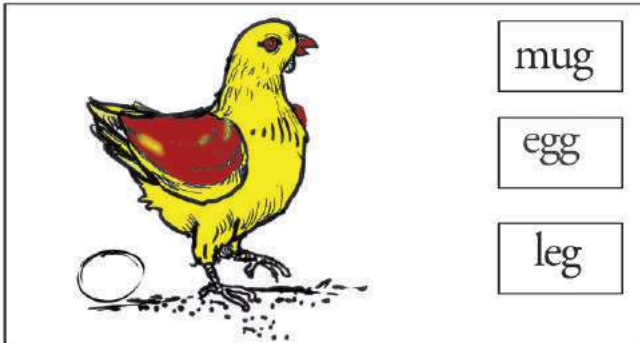
I know what happened in the story.
I will number the boxes given along with
the pictures as they happened in the story.



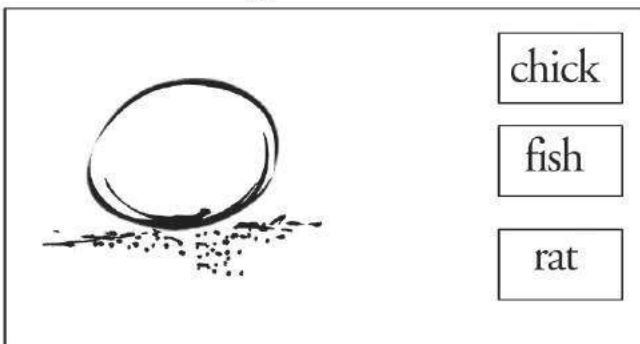
UNIT 2

I KNOW

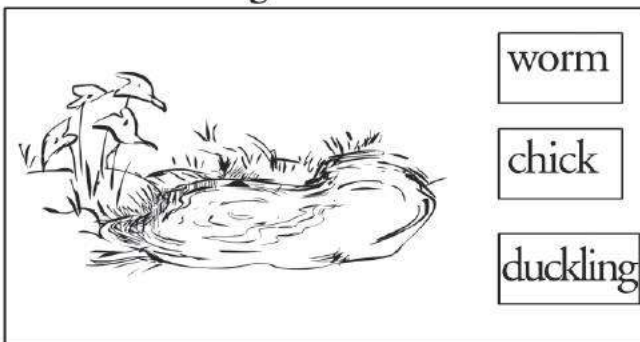
I know what the hen gives me.
I will tick the right box.



I know who will come out of the egg.
I will tick the right box.



I know who can swim.
I will tick the right box.



UNIT 2



MY LEARNERS

My learner	
can identify and read words such as 'chick', 'duckling', 'egg' etc.	
can understand simple questions like, 'Who will come out of the egg?' 'What will the chick do?' 'Where are they going?' 'Who caught the worm first?' etc.	
can answer in simple English or use mother tongue to fill gaps while answering interaction questions.	
can follow simple instructions like, 'Look at the picture.' 'Colour it blue.' 'Draw a hen.' etc.	
can sequence the pictures of the story and number them in order.	
can identify objects when described orally.	
can identify the names of birds like hen, crow etc.	
can participate in group activities like theatre games, choral singing etc.	
can do activities in the textbook when instructions are given clearly.	
shows progress in learning.	

UNIT 3

THE FAT CAT



Emy has two pets.
A rat and a cat.
The cat is brown and fat.
The rat is white and thin.

What do you see in the picture?
Whose pets are they?
How many pets does Emy have?
Who are they?
Who is fat? Who is white?
Do you have any pets?

UNIT 3

THE FAT CAT



The rat sits on the mat.
The cat lies in the vat.
Emy goes to the market.

Who sits on the mat?
Who lies in the vat?
What does Emy do?
Where does she go?
What will the cat do now?

UNIT 3

THE FAT CAT

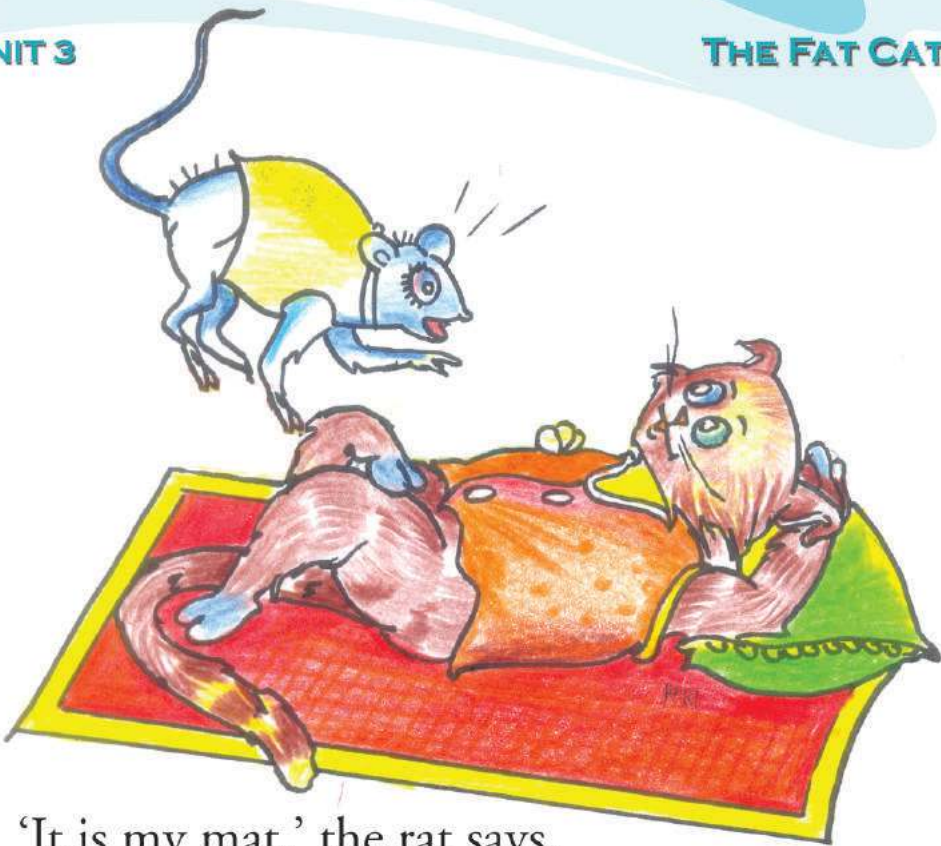


The fat cat jumps onto the mat.
The rat moves back.
'Go away Catty,' says the rat.

Who jumps onto the mat?
What does the rat do?
What does the rat say?
Will the cat catch the rat?

UNIT 3

THE FAT CAT



'It is my mat,' the rat says.

'So what?' asks the cat.

'Get off,' says the rat.

'No, I won't,' says the fat cat.

'Hmm... I'll get my bat,' the rat says.

Where is the cat now?

Whose mat is it?

What does the rat say?

What does the cat say?

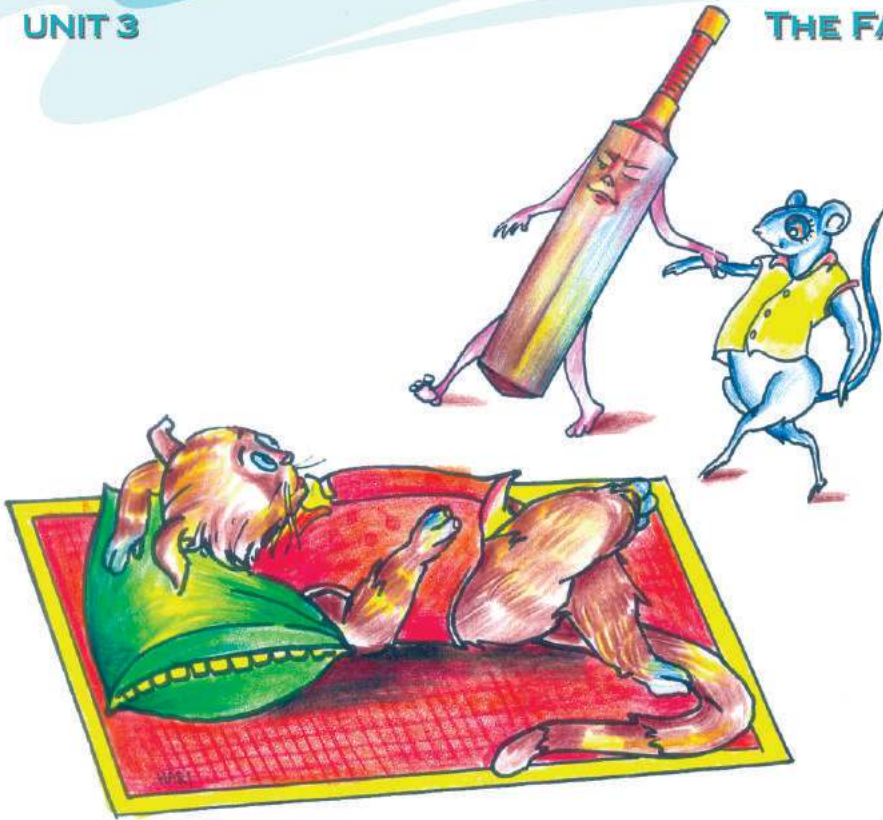
Is the cat ready to give the mat to the rat?

What does the rat say?

What will happen when the bat comes?

UNIT 3

THE FAT CAT

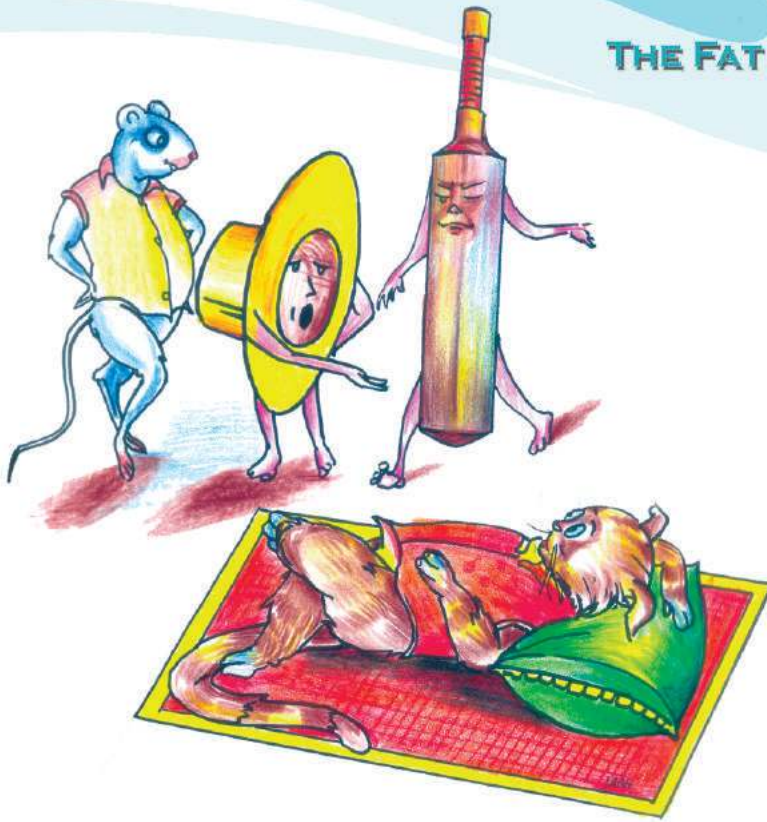


'This is the rat's mat,' says the bat.
'So what?' asks the fat cat.
'Get off,' says the bat.
'No, I won't,' says the fat cat.
'Then I will go and get my hat,' says the bat.
The rat and the bat go out to get the hat.

Whose bat is it?
What does the bat say to the fat cat?
Does the cat leave the mat?
What does it say?
Who will come next?

UNIT 3

THE FAT CAT



‘This is the rat’s mat,’ says the hat.
‘So what?’ the fat cat asks.
‘Get off,’ says the hat.
‘No rat, bat or hat can move me off the mat.
I will lie on the mat,’ the cat says.
‘Let’s see,’ says the hat, the bat and the rat.

Who comes with the rat and the bat?
What does the hat say?
Is the cat ready to move now?
What does the cat say?
What will the rat, the bat and the hat do now?

UNIT 3

THE FAT CAT



The rat, the bat and the hat come back.
They come back with a dish.
‘What is in the dish?’ the cat wonders.

The rat, the bat and the hat are back.
What do they have with them?
Where is the cat?
What does it think now?
Can you tell what is in the dish?

UNIT 3

THE FAT CAT



‘Mmm.... The smell of fish.... What shall I do?
Shall I go and take the fish?
Shall I stay here?
I must get the fish,’ thinks the cat.

What does the cat think now?
Will the cat get the fish?

UNIT 3

THE FAT CAT



Emy comes into the room. She opens the dish.
'A fat fish,' says the fat cat.
The fat cat jumps out of the mat.
'My mat, I'll get it back,' says the rat.
The rat jumps onto the mat.
Emy takes the fish out of the dish.

What is in the dish?
Who jumps out of the mat?
Who jumps onto the mat?
What does Emy do?
Does the cat get the fish?
What will the cat do now?

UNIT 3

THE FAT CAT



The fat cat is sad.
'Friend, look, this is for you,
A fat fish.
Eat this fat fish..., ' says the white rat.
The fat cat turns his face away.

What does the white rat do?
What does the rat say?
What does the cat do?
What will happen next?

UNIT 3

THE FAT CAT



'Don't worry. You can sit on the mat tomorrow.
Then the rat can sit in your vat,' says Emy.
The cat agrees to it.
He eats the fat fish.
The cat is happy.
The white rat gets his mat back.
The bat and the hat also sit on the mat.
They are happy too.
Emy pats the fat cat.

What does Emy say to the cat?
Does the cat agree to it?
Where is the white rat?
Who else is there on the mat?
What does Emy do?

UNIT 3

KITTY CAT, KITTY CAT

‘Kitty cat, kitty cat, where have you been?’

‘Out to the barn to visit a friend.’

‘Kitty cat, kitty cat, what did you do?’

‘I watched the cow when she said, moo!’



‘Kitty cat, kitty cat, why did she say that?’

‘I do not know, I'm just a cat.’

‘Kitty cat, kitty cat, do you have fun?’

‘Oh my, yes, I'm up with the sun.’

‘So, kitty cat, kitty cat, do you stay warm?’

‘Oh my, yes, I just love the farm.’

‘Then, kitty cat, kitty cat, what do you do there?’

‘Catch all the mice that are everywhere.’



UNIT 3 ACTIVITIES

Activity 1

Here is a song.


Replace the pictures with the right words.


Little Emy buys a 

To feed her little pets.

One is a white 

And the other a fat 

Here jumps the 

There jumps the 

To eat the big 

For a nice lunch.

Activity 2

Who am I?

Two shining eyes,
One furry tail,
I eat fish,
I drink milk.

A long tail,
Very sharp teeth,
I eat nuts,
I love cheese.

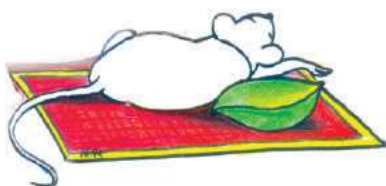
UNIT 3

Activity 3

Look at the pictures and complete the blanks suitably.
One is done for you.



A fat cat is lying in a vat.



..... is sleeping on a mat.



..... is lying a mat.



..... is sitting a plant.



..... a mat.

UNIT 3

Activity 4

Circle the word which does not go with the group.
One is done for you.

mat	fat	cat	goat
bold	gold	kind	cold
tap	gap	cup	map
kit	shut	sit	pit
load	kid	lid	did

Activity 5

Emy does these everyday. Arrange them in order.

bathes

goes to toilet

goes to school

eats breakfast

gets up early

brushes teeth



Now, tell your friends what you do everyday.

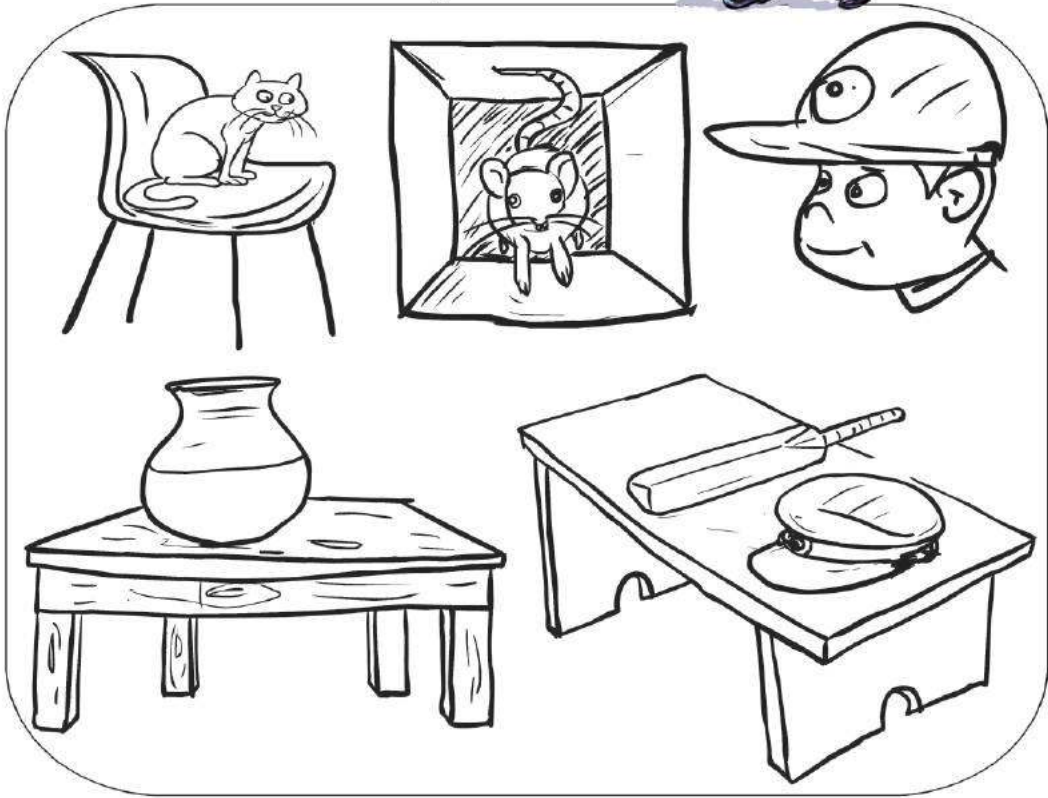
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UNIT 3

I KNOW



I can talk about these pictures.



I can colour the big leaf yellow.

I can colour the flower red.

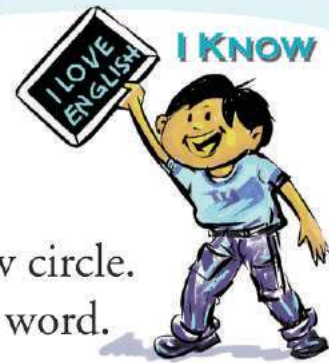
I can colour the flower pot blue.

I can colour the small leaf green.

I can colour the stem brown.



UNIT 3



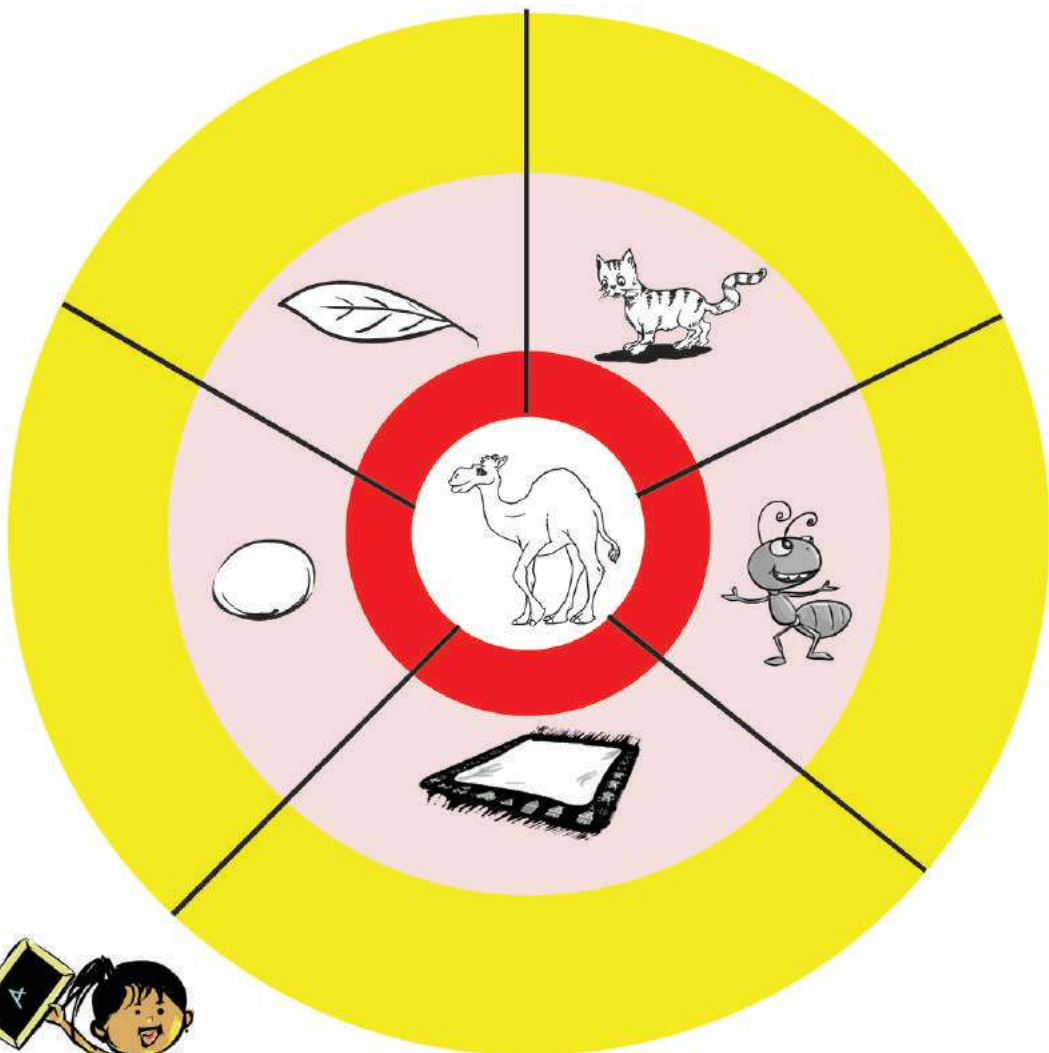
I can name the pictures.

I can write their names in the yellow circle.

I can identify the first letter of each word.

I can write them in the red circle.

It will be the name of the animal in the centre circle.



UNIT 2



MY LEARNERS

My learner	
can identify and read words such as 'pet', 'fat', 'cat', 'rat', 'bat', 'mat', 'fish', 'brown', 'white' etc.	
can understand simple questions like, 'Whose pets are they?' 'Who are they?' 'Do you have any pets?' 'What will the cat do now?' etc.	
can answer in simple English or use mother tongue to fill gaps while answering interaction questions.	
can follow simple instructions like, 'Get up.' 'Go near the blackboard.' 'Sit on the chair.' 'Put it in the box.' etc.	
can replace the pictures using the right words.	
can talk about possessions like, 'This is my book.' 'This is Geetha's bat.' etc.	
can participate in group activities like theatre games, choral singing etc.	
can do activities in the textbook when instructions are given clearly.	
shows progress in learning.	

UNIT 4

THREE KITTENS



‘A grey rat!’ cried the kittens.

‘Come, let’s catch it,’ the white kitten said.

‘Shh.... Mom is sleeping.

Don’t make noise,’ the black kitten said.

‘Come, let’s follow it,’ the brown kitten said.

How many kittens are there?

What do the kittens see?

What colours are the kittens?

Will the kittens catch the rat?

UNIT 4

THREE KITTENS

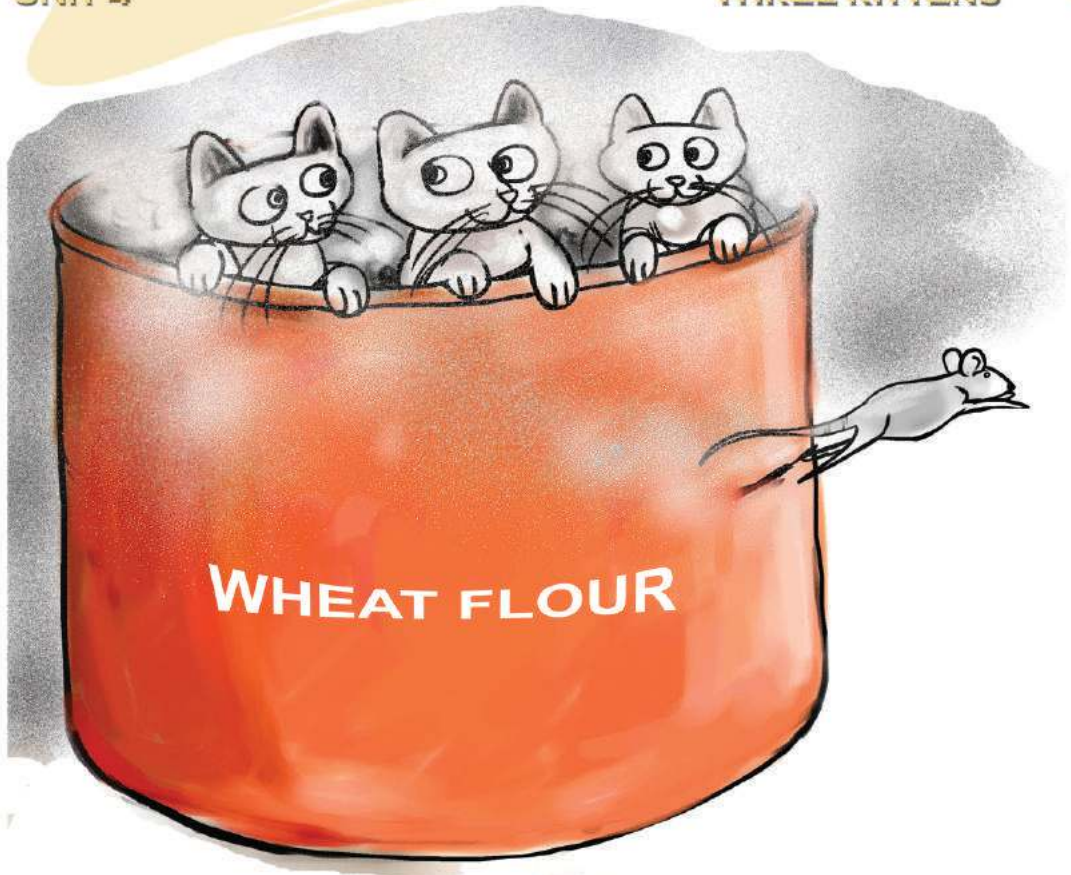


‘Look, the rat is on the drum.
Will it jump into the drum?’
the black kitten asked.
‘If it jumps, what will we do?’
the white kitten asked.
‘What is inside the drum?’
the brown kitten asked.
‘Who knows?’ said the black kitten.
‘Shall we jump into the drum?’
asked the kittens together.

Will the rat jump into the drum?
What is inside the drum?
What will the kittens do now?

UNIT 4

THREE KITTENS



‘Look, you are white,’ said the first kitten.
‘You too,’ said the second one.
‘We all are white,’ the third kitten said.
The three kittens looked at one another.

How do the kittens become white?
Will they get their colours back?
How can the black kitten be black again?
How can the brown kitten be brown again?
What will the kittens do then?

UNIT 4

THREE KITTENS



‘Look, a frog!’ said the kittens.
‘It’s green,’ said the first kitten.
‘It’s big too,’ said the second kitten.
‘It’s hopping away,’ said the third kitten.
‘Catch it,’ all the kittens said.

Will the kittens catch the frog?

UNIT 4

THREE KITTENS



‘You are black!’ said the first kitten.

‘You too,’ said the second one.

‘Ha... ha... ha....

We are all black now,’ said the third.

The three black kittens looked at one another.

How did the kittens turn black?
What is in the can?

UNIT 4

THREE KITTENS

'A red fish!' said the first kitten.

'A fat red fish!' said the second kitten.

'Catch it. Hurry up,' said the three kitten.

One, two, three.

The three kittens jumped
into the pond.



Will they get the fish?

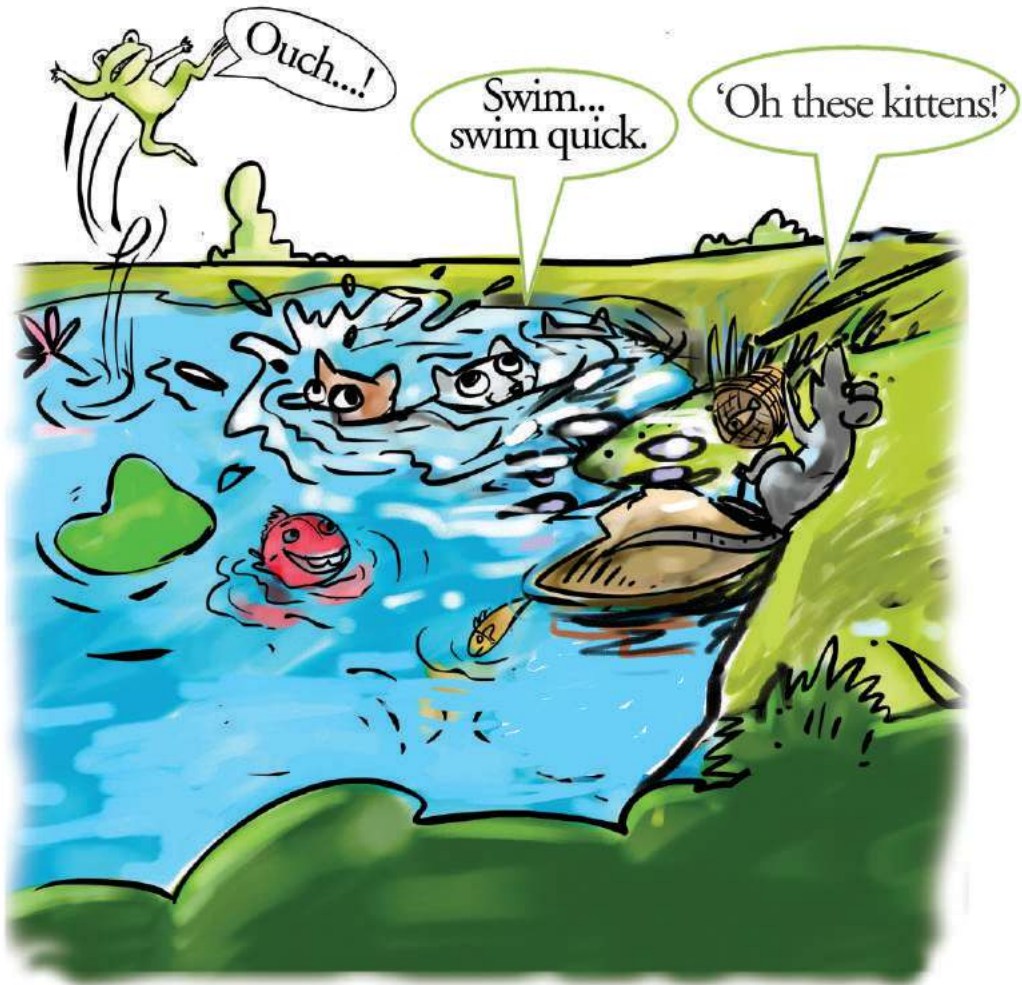
Will they be drowned in the pond?

Can they swim?

UNIT 4

THREE KITTENS

'We lost the grey rat.
We lost the green frog.
We lost the red fish too,' said the kittens.
But we had a nice bath.



Are the kittens happy now? Why are they happy?
Have you seen kittens swimming?
Can you swim? Who taught you swimming?
Who taught the kittens swimming?

UNIT 4

THREE KITTENS



The three kittens came out.

‘Look, we got our colours back,’
said the brown kitten.

‘Oh yes, I am white again,’ said the white kitten.

‘Look, I am black again,’ said the black kitten.

‘Ha... ha... ha....’

The kittens had lots of fun.

How did the kittens get back their colours?
Did you enjoy the story?

UNIT 4 KITTENS



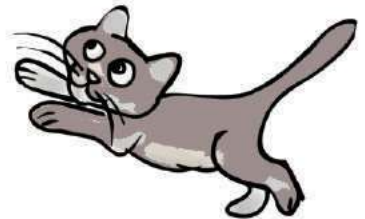
Black kitten
Brown kitten
White kitten
Grey kitten
Chasing all the rats.



Big kitten
Small kitten
Fat kitten
Thin kitten
Drinking all the milk.



Smart kitten
Cute kitten
Happy kitten
Naughty kitten
Stealing all the fish.



UNIT 4

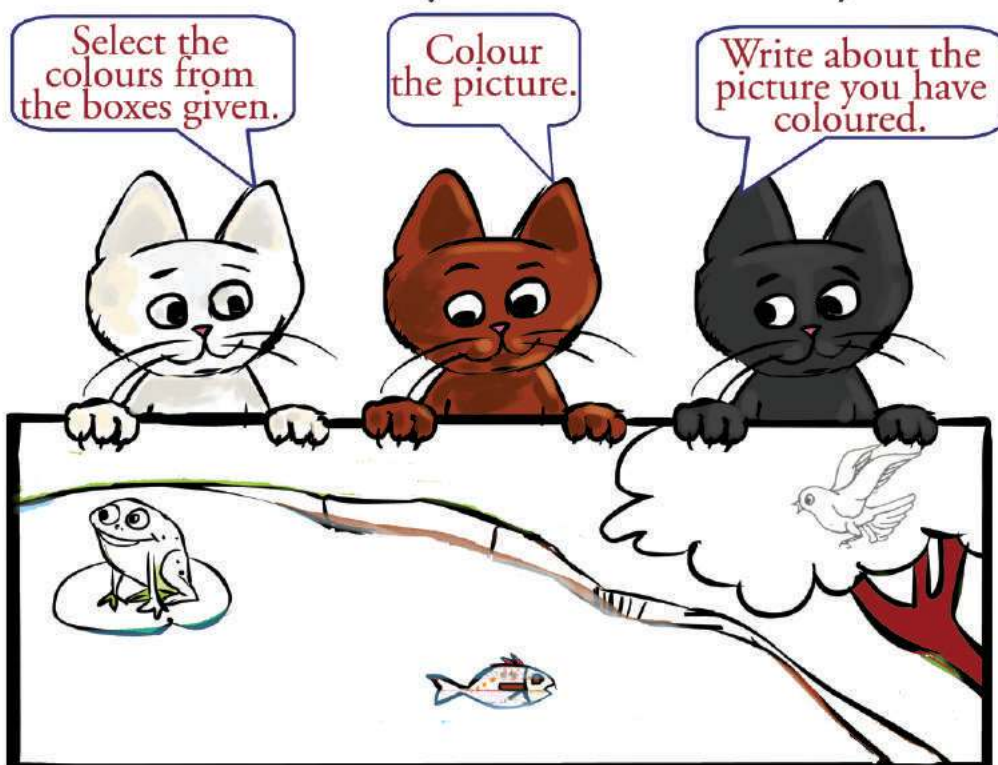
ACTIVITIES

Activity 1

The kittens are showing you a picture. Look at the picture.

What can you see in the picture?

What do the kittens say? Do as the kittens say.



bird	■	blue
leaf	■	green
water	■	blue
fish	■	red
frog	■	yellow

My picture

This is a pond. The water is

A is in the water.

A is on a leaf.

A is on the tree.

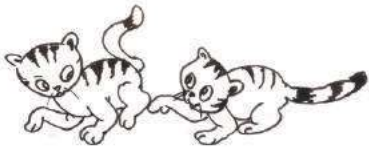
My picture is beautiful.

UNIT 4

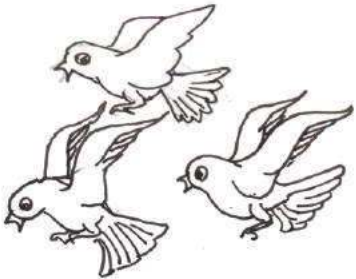
Activity 2

Look at the pictures. What do you see?

Match the pictures with the sentences given in the box.



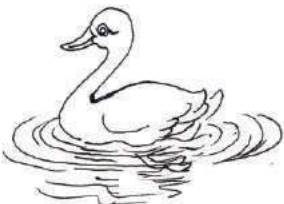
A frog sits on a leaf.



A duck swims in a pond.



A cat jumps into a pond.



Two kittens play on the ground.

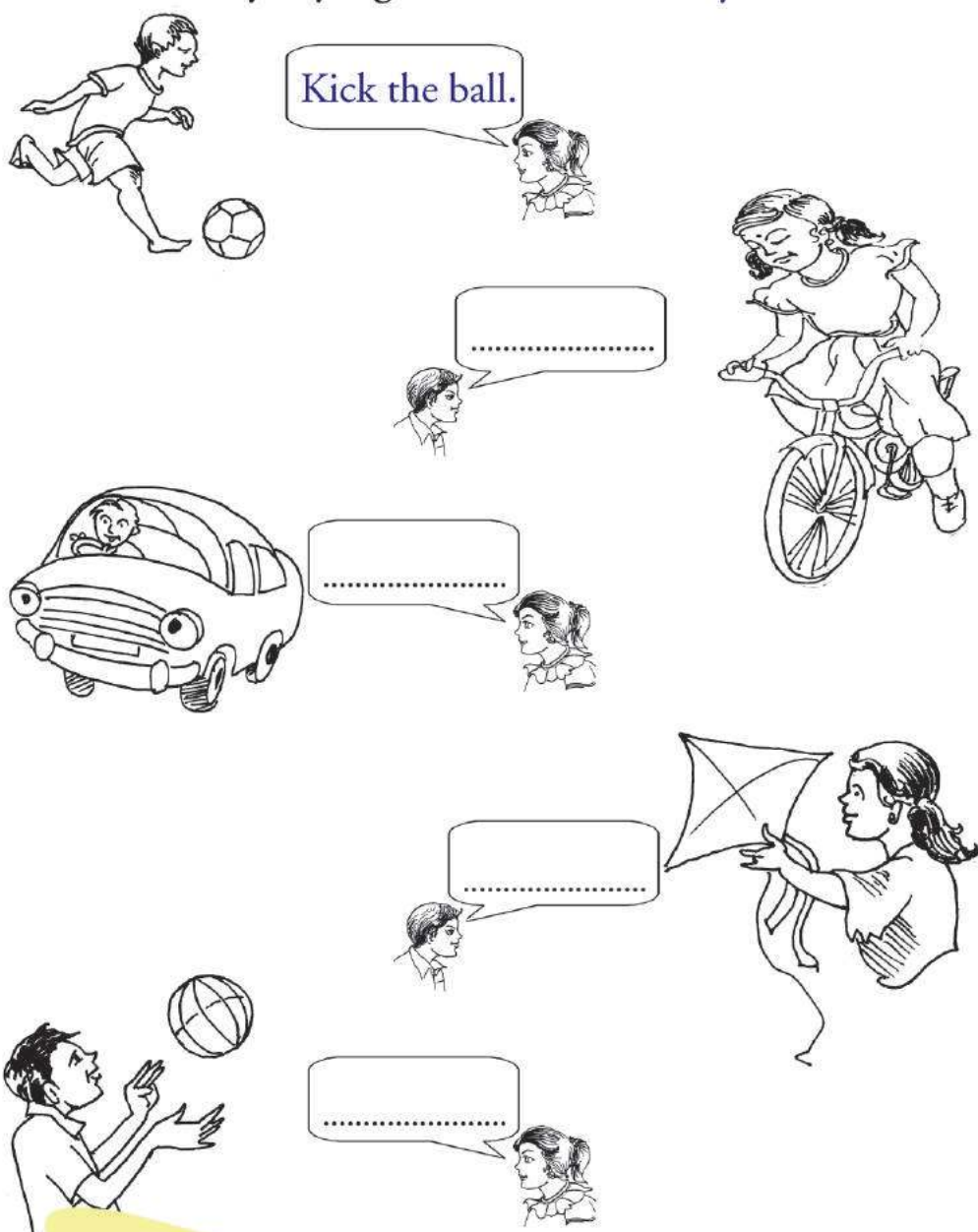


Three birds fly in the sky.

UNIT 4

Activity 3

Look at the pictures. What can you see in the pictures?
The boy and the girl are saying something.
What are they saying? One is done for you.



UNIT 4



I KNOW



I can identify my friends from the group.

I identified four friends.
I got a red star.

I identified three friends.
I got a blue star.

I identified two friends.
I got a green star.

I identified a friend.
I got a yellow star.

My friends

.....

.....

.....

.....

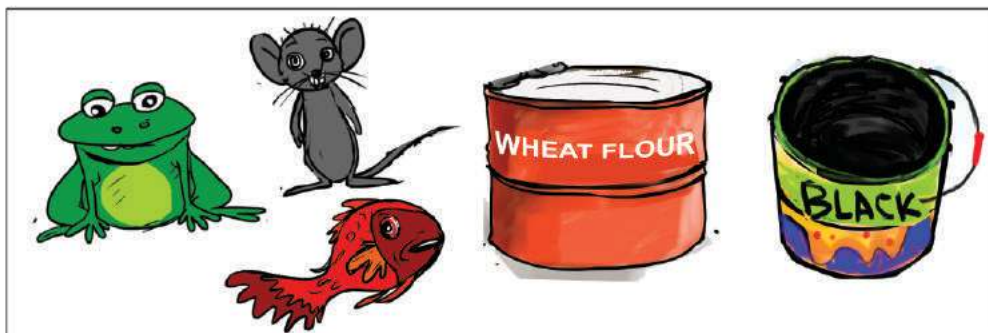


UNIT 4



I KNOW

The three kittens went back to their mother.
They told her everything that had happened.
This is what the kittens told their mother.



I can fill in the missing parts.

First, we saw a

It jumped into the

We also jumped in.

Then, we saw a

We jumped into the to catch it.

At last, we saw a in a pond.

We jumped into the pond.

We had a nice bath.



For every word you get, colour a kitten.

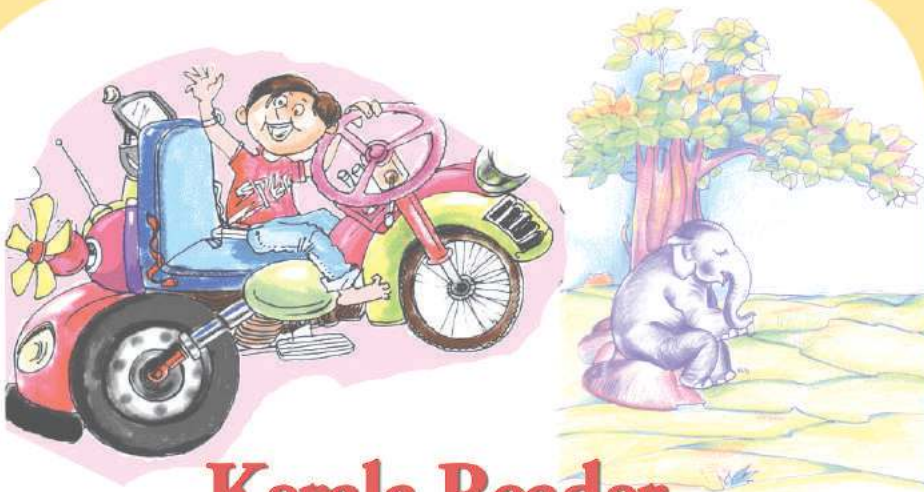


UNIT 4



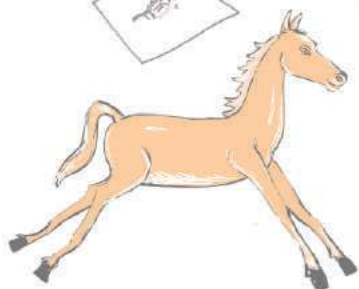
MY LEARNERS

My learner	
can identify and read words such as 'mouse', 'frog', 'kitten', 'pond', 'can' etc.	
can use names of colours like grey, white, brown, red, green etc. before nouns	
can answer in simple English or use mother tongue to fill gaps while answering interaction questions.	
can understand simple questions like 'Will the rat jump into the drum?' 'What will we do?' 'What is inside?' etc.	
can name the pictures using the right words.	
can use proper pronouns instead of nouns and imperatives for giving directions and instructions.	
can complete a description supplying missing words in it.	
can participate in group activities like theatre games, choral singing etc.	
can do activities in the textbook when instructions are given clearly.	
shows progress in learning.	



Kerala Reader English

Standard I Part 2



**Government of Kerala
Department of Education**

**State Council of Educational Research and Training
(SCERT, Kerala)**

2015

PLEDGE

India is my country. All Indians are my brothers and sisters. I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it. I shall give my parents, teachers and all elders respect, and treat everyone with courtesy. To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga.
Tava shubha name jage,
Tava shubha asisa mage,
Gahe tava jaya gatha,
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

English Textbook
Standard I Volume 1

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PREFACE

Dear children

This is Part 2 of your English textbook. There are stories, songs, pictures and activities in it.

The stories are about animals, birds and little children like you. Your teacher will take you to the beautiful world of flowers, animals, birds and insects.

Listen to your teacher, talk to your teacher, share your ideas with your friends and enjoy learning English.

I hope you will like this book.

Wish you all the best.



Dr. S. Raveendran Nair
Director, SCERT

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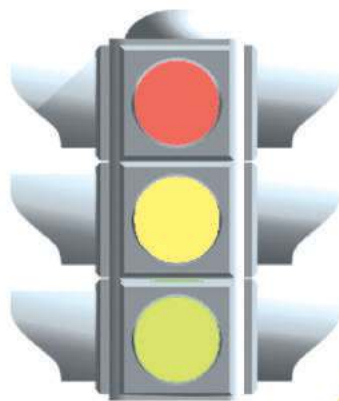
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UNIT 5

THE BABY ELEPHANT



Is it me?
I look so funny!
I'm so big.
I'm so fat.
What a long nose!
Two big ears!
Will anyone like me?

Do you like baby elephants?
What does the baby elephant see?
Does he like what he sees?

UNIT 5

THE BABY ELEPHANT



‘Your ears are lovely. You look so sweet,’
said the monkey.

‘You’re fat, but you’re smart,’ the giraffe said.

‘Your long nose is so attractive,’ said the zebra.

Will the baby elephant be happy?

UNIT 5

THE BABY ELEPHANT



‘How big your ears are! You can fan yourself using them,’ said the parrot.

‘You have a trunk. You can uproot a tree,’ said the squirrel.

‘See, you have so many friends. We all love you,’ said the owl.

‘You’re big. And you’re strong,’ said the tiger.

Will the baby elephant be happy now?
Who are your friends?

UNIT 5

THE BABY ELEPHANT



‘I don’t look good.
I don’t want to be an elephant.
I want to be someone else.’
The baby elephant started crying.

What will the baby elephant do now?
Will anybody help him?

UNIT 5

THE BABY ELEPHANT



A fairy saw the baby elephant crying.
'A baby elephant! He looks sad.
What happened to him?
Let me go and see.
I'll make him happy,' thought the fairy.

Who do you see in the picture?
Can the fairy make the baby elephant happy? How?

UNIT 5

THE BABY ELEPHANT



‘Hi, dear friend,’ the baby elephant
heard a sweet voice.
He looked around.
‘Who’re you?’ the baby elephant asked.
‘I’m a fairy. I will help you,’ the fairy said.

What will the baby elephant tell the fairy?
How will the fairy help the baby elephant?

UNIT 5

THE BABY ELEPHANT



‘Tell me your wish. I can help you.’
The fairy smiled at the baby elephant.
‘Dear fairy, please make me a bird,
a cute little bird,’ the baby elephant said.

Will the fairy make the baby elephant a bird?

UNIT 5

THE BABY ELEPHANT



The elephant became smaller and smaller.
The two big ears turned into two small wings.
The long trunk became a short beak.
Colourful feathers appeared on his body.

What happened to the four legs of the elephant?
What happened to his tail?
Will he be happy?

UNIT 5

THE BABY ELEPHANT



‘Wow! I’m a bird now, a beautiful bird!
How small I am!
I can fly high.
I’m happy now.’

What will the bird do now?
Will he fly to his friends?

UNIT 5

THE BABY ELEPHANT



The little bird was flying in the sky.
Suddenly an eagle came to attack him.
'Oh, what's that... a big bird! It'll attack me.
I'm in trouble. Let me fly down and hide
in that bush,' he thought.

Will the little bird escape from the eagle?

UNIT 5

THE BABY ELEPHANT



He flew close to the bush. He saw a snake there.
'Oh! A snake! He'll kill me.
Where shall I go?
Oh, dear fairy... help me, please!
I don't want to be a bird anymore.
Birds have so many enemies,' the little bird
cried aloud. 'Make me a lion!'

Why does the bird say, 'Birds have so many enemies'?
Who are the bird's enemies?
Will the fairy help the little bird?

UNIT 5

THE BABY ELEPHANT



The fairy heard the bird's cry. She waved
the magic wand again. The bird's
beautiful feathers turned into short brown fur.
A long tail appeared.
Sharp nails grew.
The little bird became a big lion.
'I'm the king of the forest,' the lion roared.

Now the baby elephant is a lion.
What will he do now?

UNIT 5

THE BABY ELEPHANT



‘Hi, friends. Where’re you going? Come to me, let’s play.’ The lion went to his friends. But all his friends started running.

‘They are afraid of me. I’ve no friends now. I’m alone!’

‘My dear fairy, I don’t want to be a lion,’ he cried aloud.

Why did the other animals run away from the lion?
Will the lion be happy?
What will he wish to become?

UNIT 5

THE BABY ELEPHANT



The fairy appeared again.
'Are you not happy now? Have you any
new wish?' the fairy asked.
'I'm strong now, but I've no friends.
I want a lot of friends too,' said the lion.

How can the fairy make the lion happy?

UNIT 5

THE BABY ELEPHANT



‘Do you want your friends back?’ the fairy asked.
She waved the magic wand once again.
The lion started changing.
He ran to the pond.
He saw a big fat figure with a long trunk
and two big ears. A smile appeared on his face.

Why did the fairy change the lion into a baby elephant again?
Will the baby elephant get his friends back?
Will he be happy now?

UNIT 5

THE BABY ELEPHANT

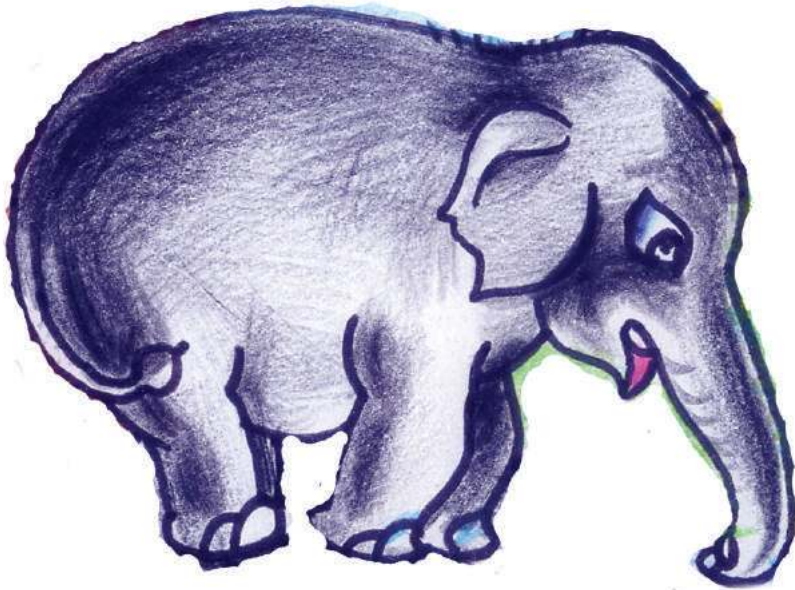


Soon all his friends came near the baby elephant.
'Hi, friend, nice to see you again,' the tiger said.
'Where were you, dear friend?' asked the giraffe.
'We really missed you dear,' said the zebra.
'Come, let's play,' the owl said.
'Be what you are. Then you'll be happy.'
The baby elephant heard the fairy's voice.

Is the baby elephant happy now? Why?
Are his friends happy?

UNIT 5

ELEPHANT SONG



Elephant Song

Two little eyes are small and bright
Two big ears are broad and wide
One long trunk is dark and soft
One small tail goes left and right.

One big mouth goes open wide
One big belly is round and fat
Four stout legs are big and strong
Follow the steps I go along.

UNIT 5 ACTIVITIES

Activity 1

The baby elephant and his friends are happy. They are going to have a party. Pick and write the names of the food items from the box given below. Match the animals with their favourite food items drawing lines.

Animals

baby elephant

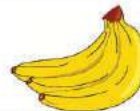
tiger

monkey

squirrel

giraffe

Food items



meat, nuts, palm leaves, banana, leaves

UNIT 5

Now, fill in the blanks suitably.

1. An elephant likes.....

2. A giraffe likes

3. A squirrel

4.....

5.....

UNIT 5

Activity 2

Picture description

An  is a big animal.

It has a long , , a big belly,

a small  and four fat



It has two small 

It likes to eat 

Activity 3

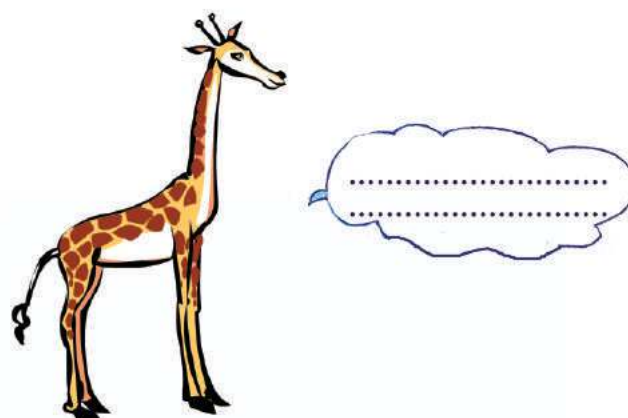
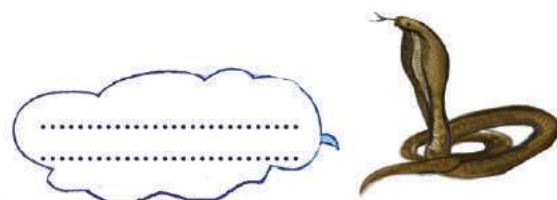
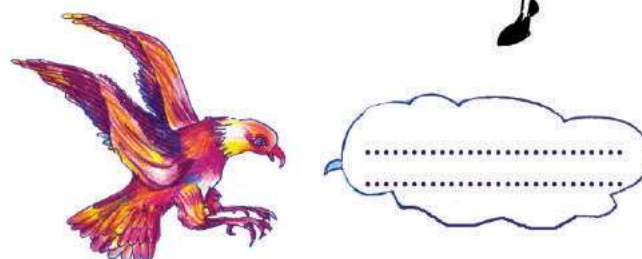
This is the tiger in the story. See him talking about his abilities. Listen to him.



I'm very strong.
I can run fast.

UNIT 5

Now, look at these animals. They are also talking about their abilities. What do they say?



UNIT 5

Activity 4

The following words are taken from the story.
The letters of these words are not in order.
Rearrange the letters in each word to make
meaningful words.

o l w

t i g r e

m o k n y e

a f i y r

b b y a

v i o e c

e e l p h n a t

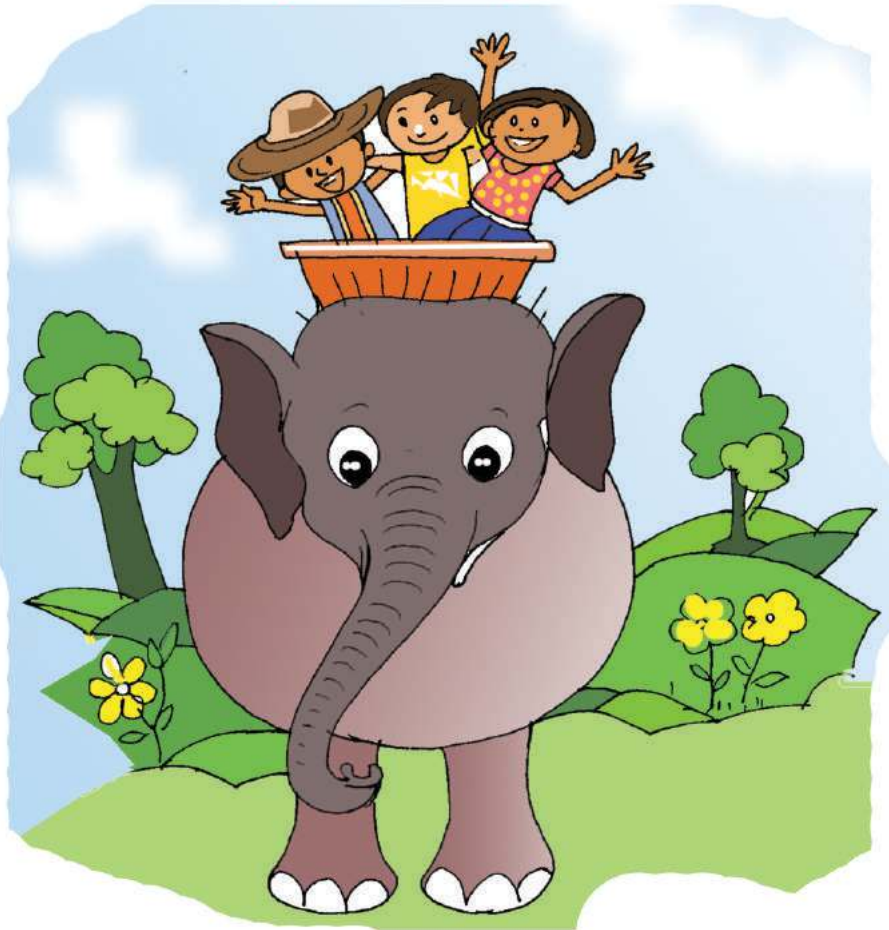
i b r d

i l o n

e k n a s

UNIT 5

Elly! The Elephant



Elly! The Elephant
Goes this way and that,
She is so very big.
She is so very fat,
She sways her trunk,
From side to side,
She takes us for a jolly ride.

UNIT 5



I KNOW

Who am I?

- I am green in colour.
- My beak is red.
- I like fruits.
- I can talk.

.....

Who am I?

- I live on trees.
- My tail is long.
- I eat bananas.
- I jump from tree to tree.

.....

Who am I?

- I sleep during the day.
- I wake up at night.
- I have a round face.
- My eyes are sharp.

.....

Who am I?

-
-
-
-

LION

UNIT 5



I KNOW

2. Some events from the story are given below.
Number the boxes in the order in which the events happened.

1. The bird changed into a lion.
2. The baby elephant got his friends back.
3. The lion became the baby elephant again.
4. The baby elephant was very sad.
5. A fairy helped the baby elephant.
6. The baby elephant became a small bird.

UNIT 5



MY LEARNERS

My learner	
can identify the names of a few wild animals.	
can predict what is going to happen while reading a story.	
can answer in English when interaction questions are asked.	
can write short descriptions of animals.	
can express ability using the structure 'can'.	
can read and understand stories.	
can read and enjoy poems.	
can sequence the main events of a story in proper order.	
can participate in group activities like theatre games, choral singing etc.	
can do activities in the textbook when instructions are given clearly.	
shows progress in learning.	

UNIT 6

THE DREAM BICYCLE



‘What colour shall I use here?
Um, blue. Why not red? That’ll be better.
I wish I had a bicycle like this!
I’ll show this to my father,’ thought Sonu.

Don’t you draw pictures?
What do you draw usually?
Can you draw a bicycle?

UNIT 6

THE DREAM BICYCLE



‘Papa, what’s your birthday gift for me?’
Sonu asked.

‘You need a bicycle, right?’

‘Yes, I need a bicycle like this,’ said Sonu.

‘Oh! Is this a bicycle?’ Father asked.

‘Yes, papa. A different bicycle!’ he replied.

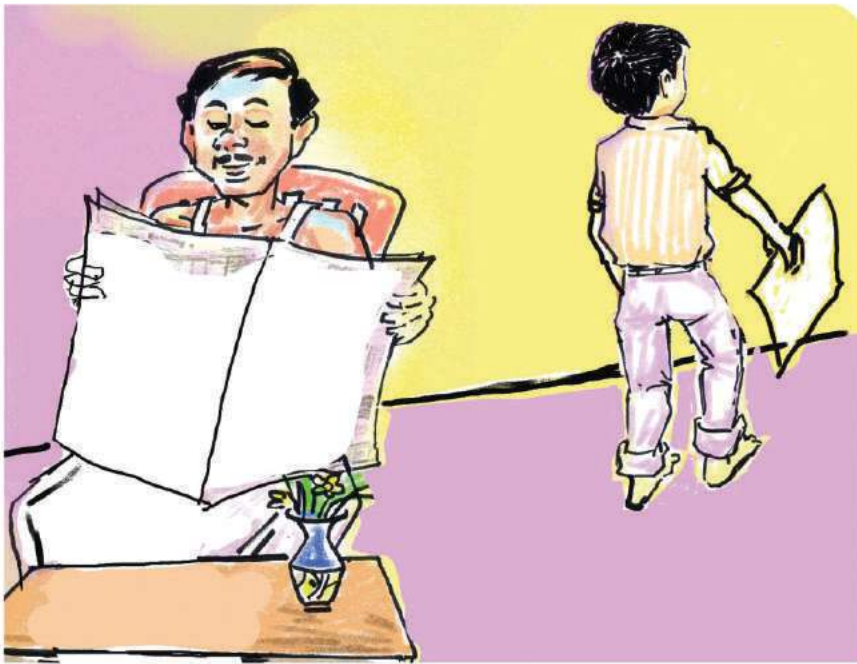
Do you celebrate your birthday?

How do you celebrate it?

Do you get birthday gifts?

UNIT 6

THE DREAM BICYCLE



‘Where can you get such a bicycle from?’
Father asked.

‘From the market,’ Sonu replied.

‘Never. You won’t get it in the market,’ Father said.
He gave the picture back to Sonu.

‘This is my dream bicycle. How will I get one
like this?’ Sonu wondered.

He went to his grandfather’s room.

Why did Sonu go to his grandfather’s room?
Can grandpa help Sonu?

UNIT 6

THE DREAM BICYCLE



Sonu showed the picture to grandpa.

‘Wow! An interesting bicycle.’

Grandfather smiled at Sonu.

‘Papa says we won’t get it in shops,’

Sonu said sadly.

‘Don’t worry my dear, we can make one.’

Sonu was happy.

‘Really?’ He hugged his grandpa.

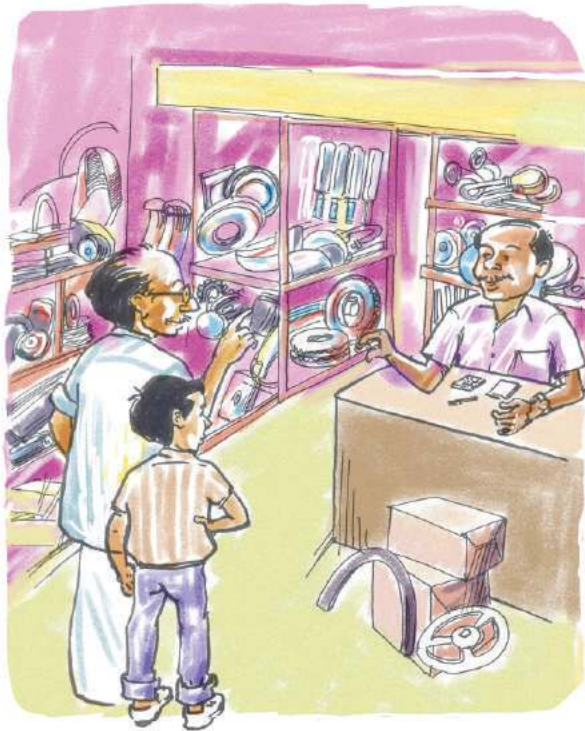
Is Sonu happy now?

Is it possible to make such a bicycle?

How will they make it?

UNIT 6

THE DREAM BICYCLE



Grandfather and Sonu went to the market. They bought the various parts of the bicycle. A scooter seat, a steering wheel, the headlight of an autorickshaw and so on.

‘Grandpa, do we need anything more?’

Sonu asked.

‘We need a special horn, the horn of a bus,’ Grandpa said.

Can you name the parts of a bicycle?

Can grandpa make Sonu’s dream bicycle before the birthday?

UNIT 6

THE DREAM BICYCLE



‘Is my bicycle ready, grandpa?’ Sonu asked eagerly.
‘Yes my dear, it’s almost over,’ Grandpa said.
‘Will it be ready by Wednesday?’ Sonu asked.
‘Oh, yes. Your birthday is on Wednesday. It’ll be ready by then,’ Grandpa said with a smile.

How will Sonu celebrate his birthday?
Will he get his dream bicycle on his birthday?

UNIT 6

THE DREAM BICYCLE



‘Where did you get this wonderful bicycle from?’

Sonu’s friends gathered round the bicycle.

‘My grandpa made it for me.’

‘Really? Where is he?’ the children asked.

‘There he is.’ Sonu said.

The children ran to Sonu’s grandfather.

‘The bicycle looks fantastic!’ They said holding his hand.

‘Thank you. You can also ride it.’

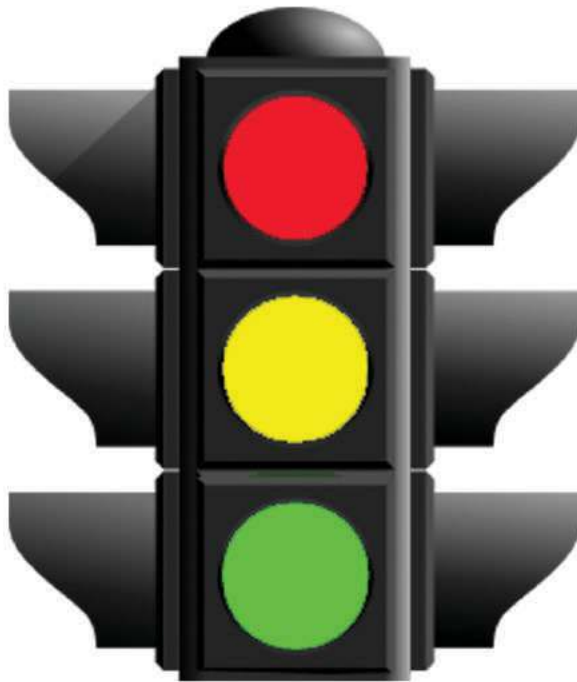
‘Friends, we’ll go for a ride next Friday,’ Sonu said.

Do you like Sonu’s grandfather? Why?

Do you have grandparents? Do you love them?

UNIT 6

TRAFFIC LIGHTS



Traffic Lights

Red light, red light, what do you say?

I say stop, and stop right away.

Yellow light, yellow light, what do you mean?

I mean wait till the light turns green.

Green light, green light, what do you say?

I say cross, but please look each way.

Thank you, thank you: red, yellow, green

Now we know what the traffic lights mean.

UNIT 6

ACTIVITIES

Activity 1

Sonu's birthday is on Wednesday.

On Saturday Sonu and his grandfather went to buy the parts of the bicycle. Grandfather started making the bicycle on Sunday. What Sonu and his grandfather did for seven days are given in the table. Complete the table.

Days	What Sonu and grandfather did
Saturday and Sonu went to the shop.
.....	Grandfather started making the bicycle.
Monday	The bicycle is almost ready.
.....	The day before Sonu's birthday
Wednesday	Sonu's
.....	The day after Sonu's birthday
Friday	Sonu and his friends went for a

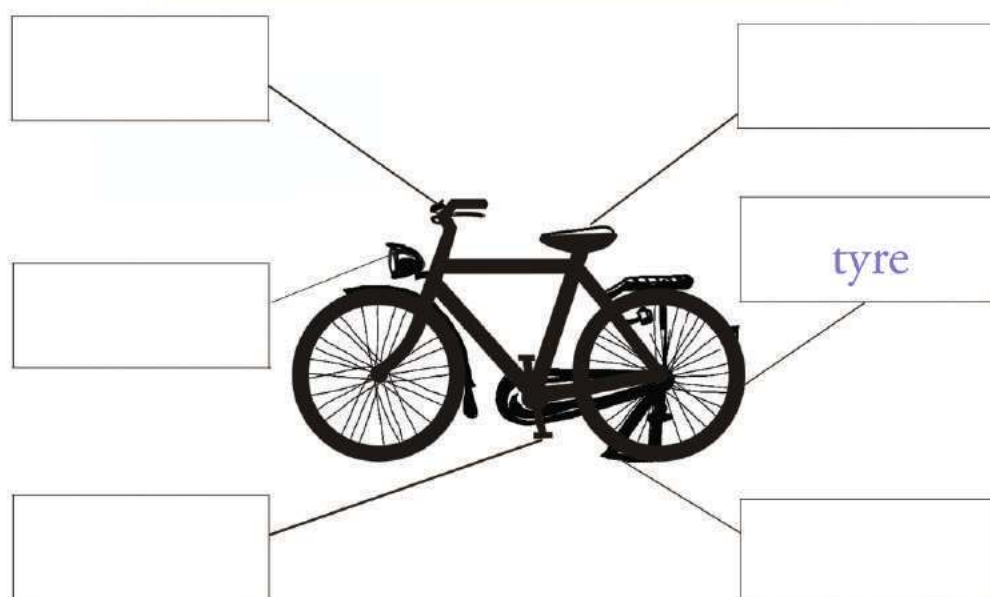
UNIT 6

ACTIVITIES

Activity 2

Read the words given in the box and mark them on the bicycle in the picture.

pedal, stand, seat, handle, light



UNIT 6

ACTIVITIES

Activity 3

Look at the picture.
This is Sonu's family.
Don't you know them?



Who is painting?

Who is fixing the parts?

Who is watering the plants?

What is Sonu doing?

UNIT 6

Activity 4

Here is a song on family. Let's sing it together.

Family

This is my home
Open the door
There you can see
Mother, father, sister and me
Mummy and papa are so much fun
They are the best under the sun
Grandpa and grandma are so jolly
We are all a happy little family.

Now, draw the picture of Sonu's family.
Can you mention who they are?



UNIT 6

Activity 5

Fill in the blanks suitably.

My father's father is
my

My father and
mother are my
.....

My uncle's wife is
my

My uncle's daughter
is my



My mother's mother
is my

My father's brother
is my

UNIT 6

Activity 6

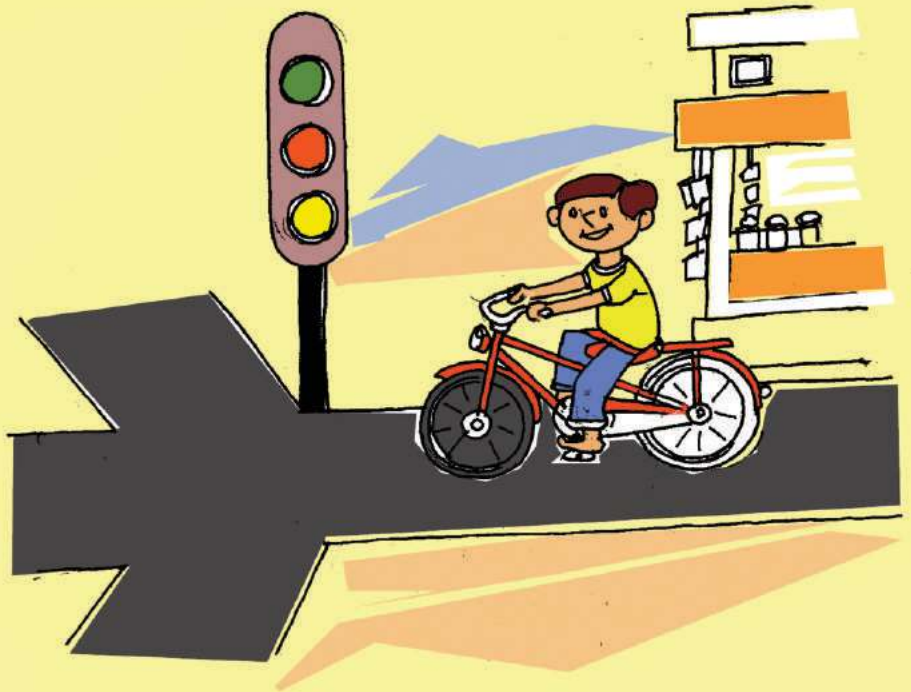
Sonu and his friends decided to go for a ride on his new bicycle on January 4, 7, 15, 16, 20, 24 and 26. Look at the calendar and find out which day of the week these dates happen to be.

January

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4
 7
 15
 16
 20
 24
 26

I Ride My Little Bicycle



I ride my little bicycle
I ride it to the shop
And when I see the big red light
I know I have to stop.

I ride my little bicycle
I ride it to the gate
And when I see the yellow light
I know I have to wait.

I ride my little bicycle
I ride it to the show
And when I see the big green light
I know that I can go.

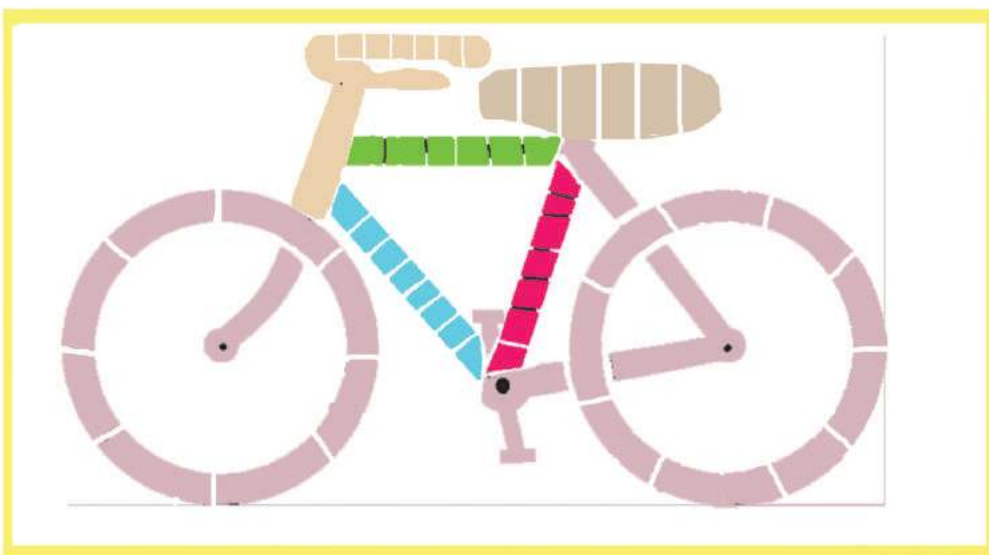
UNIT 6



I KNOW

Find me on the bicycle.

1. I'm the first day of the week. Write me on the handle of the bicycle.
2. I'm the last day of the week. Write me on the front wheel.
3. I'm the middle day of the week. Write me on the back wheel.
4. I'm the day that starts with the letter 'F'. Write me on the seat.
5. I'm the third day of the week. Write me on the frame painted red.
6. I'm the fifth day of the week. Write me on the frame painted blue.
7. I'm the second day of the week. Write me on the frame painted green.



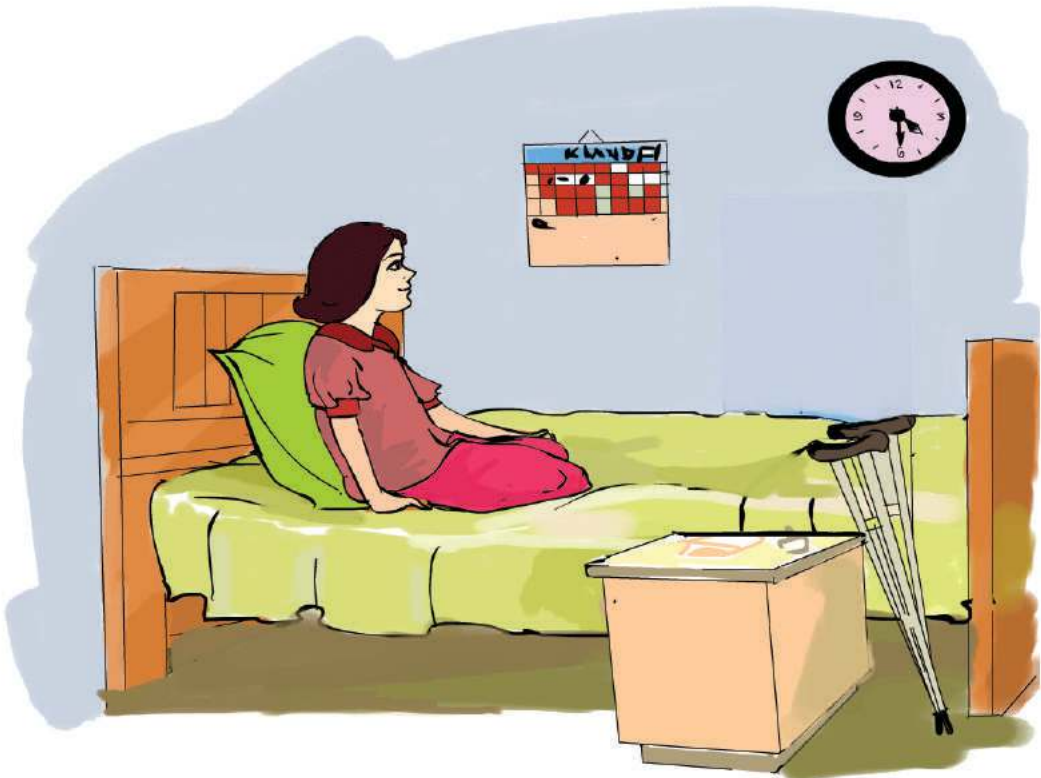
UNIT 6

MY LEARNERS



My learner	
can identify different vehicles and their names.	
can use words meaningfully showing relationship.	
can name the days of the week.	
can locate the day and date on a calendar.	
can read and understand stories.	
can read and enjoy poems.	
can express ideas in simple English.	
can engage in group activities meaningfully.	
shows progress in learning.	

UNIT 7 ZAIRA'S DAY OUT



Zaira was waiting for her elder brother, Yusuf.
‘Why is he getting late?’ she thought.

What can you understand about Zaira from the picture?
Why is she waiting for her brother?

UNIT 7

ZAIRA'S DAY OUT



‘Hi, Zaira.’

Zaira turned and looked.

It was Yusuf, her brother.

‘You’ve come!’ she said.

‘Close your eyes. I’ve a surprise for you!’ Yusuf said.

What could the surprise be?

UNIT 7

ZAIRA'S DAY OUT

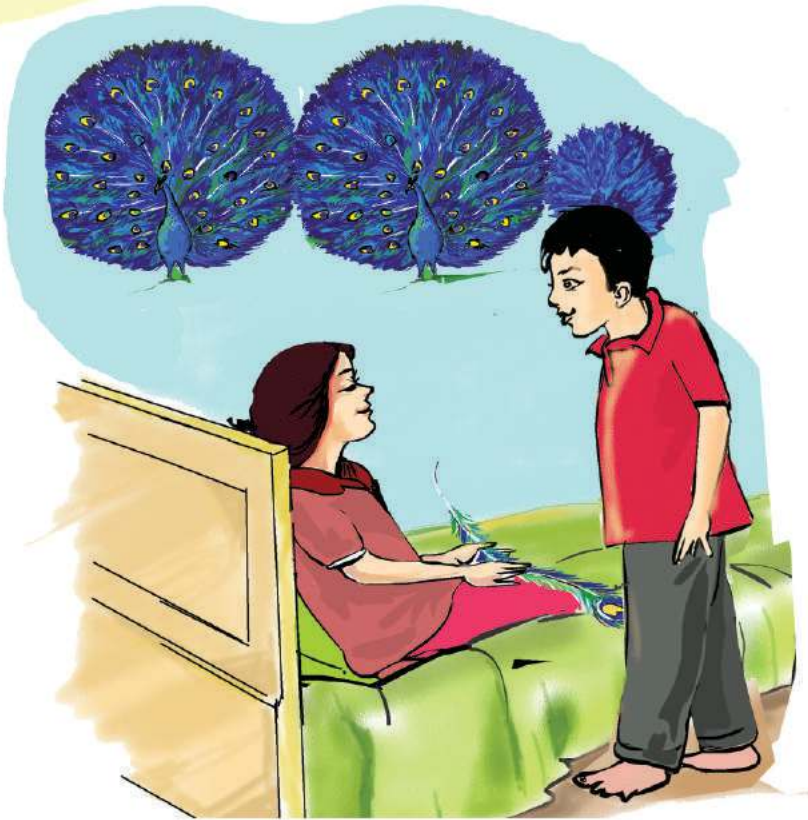


Yusuf placed a peacock quill on Zaira's lap.
'Wow, how beautiful! Is it for me? Lovely,'
Zaira said, touching the quill softly.
'You know, I got this from the riverside.
There are many peacocks in the bushes near
the river,' said Yusuf.

Have you seen a peacock quill?
Was it a beautiful one?

UNIT 7

ZAIRA'S DAY OUT



‘Peacocks! Can we see them?’ Zaira asked.

‘Sure.’

Yusuf came near Zaira and said, ‘I’ll take you to the riverside. We can see peacocks there.’

‘Will Mother allow me to go out?’ asked Zaira.

Do you think Zaira can see the peacocks?
Will Mother allow her to go to the riverside?

UNIT 7

ZAIRA'S DAY OUT



‘How can you take her to the riverside?’
Mother asked.

‘Mother, my friends are ready to help us,’
said Yusuf.

‘Please, Mother,’ Zaira pleaded.

‘Okay, my dear,’ Mother sat on Zaira’s bed
and kissed her.

‘Yusuf, you should take care of her,’ Mother said.

How will Yusuf’s friends help Zaira?
Is Zaira happy now? Why?

UNIT 7

ZAIRA'S DAY OUT



‘We’ve got it! We’ve got it!’ Yusuf’s friends Unni and Viji came running.

‘What’s this?’ Yusuf asked.

‘This is a walker. Doctor Uncle gave this to us. Zaira can walk using this,’ said Unni.

‘Thank you, friends,’ Yusuf said.

Have you seen people walk using a walker?
Where will Zaira go using the walker?

UNIT 7

ZAIRA'S DAY OUT



‘How will I walk with this?’ Zaira asked.

‘It’s very simple. Use both the hands. Stand inside the walker.’

Zaira walked slowly. She was very happy.

Yusuf walked on her right.

Viji walked on her left. Unni followed them.

All of them walked down the road.

Why is Zaira very happy?

How did the children take care of Zaira?

UNIT 7

ZAIRA'S DAY OUT



Green fields, swaying trees, singing birds...
Zaira walked enjoying the sights and sounds.
'Wow, finally we've reached!' Yusuf said.
'But, where are the peacocks?' Zaira asked
looking around.

What sights did Zaira see?
Will Zaira see the peacocks?

UNIT 7

ZAIRA'S DAY OUT



Yusuf, Unni and Viji looked around.
There were no peacocks.
Suddenly they heard a cry.
'It's a peacock,' Viji said.
'Oh dear, it's from the other side of the river,'
said Unni.
'Can I see the peacock?' Zaira asked.
Yusuf, Unni and Viji looked at one another.

Have you heard a peacock's cry?
Can the children reach the other side of the river?
Will anyone help them?

UNIT 7

ZAIRA'S DAY OUT



‘Look! Wilson uncle is coming,’ Yusuf cried out in joy.

‘Uncle, uncle, please help us,’ Unni said.

‘How?’ Wilson uncle asked.

‘Zaira wants to see peacocks,’ Viji said.

‘Don’t worry, I’ll help you. Come on.

Get into the boat.’ Wilson uncle helped Zaira get in. The boat moved gently.

Have you ever travelled by boat?
Will the children see peacocks?

UNIT 7

ZAIRA'S DAY OUT



‘Who can sing a song?’ Wilson uncle asked.
‘I’ll sing,’ said Zaira.
Zaira started singing...
Yusuf, Unni and Viji clapped in rhythm.

What will you do when you are happy?

UNIT 7

ZAIRA'S DAY OUT



Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream.

Row, row, row your boat
Gently up the creek
If you see a little mouse
Don't forget to squeak!

Row, row, row your boat
Gently down the stream
If you see a crocodile
Don't forget to scream!

Row, row, row your boat
Gently to the shore
If you see a peacock
Don't forget to greet!



UNIT 7

ZAIRA'S DAY OUT



The boat reached the other side.
Unni, Yusuf and Viji jumped out of the boat.
Wilson uncle helped Zaira to get out of it.
‘Where are the peacocks?’ she asked.

What would mother say if she knew about the
boat journey?

UNIT 7

ZAIRA'S DAY OUT



‘Look there,’ Yusuf said.

‘What’s that?’ Zaira asked anxiously.

A beautiful peacock!

Its blue feathers shone in the sunlight.

‘Hey, look.... One, two, three, four...,’

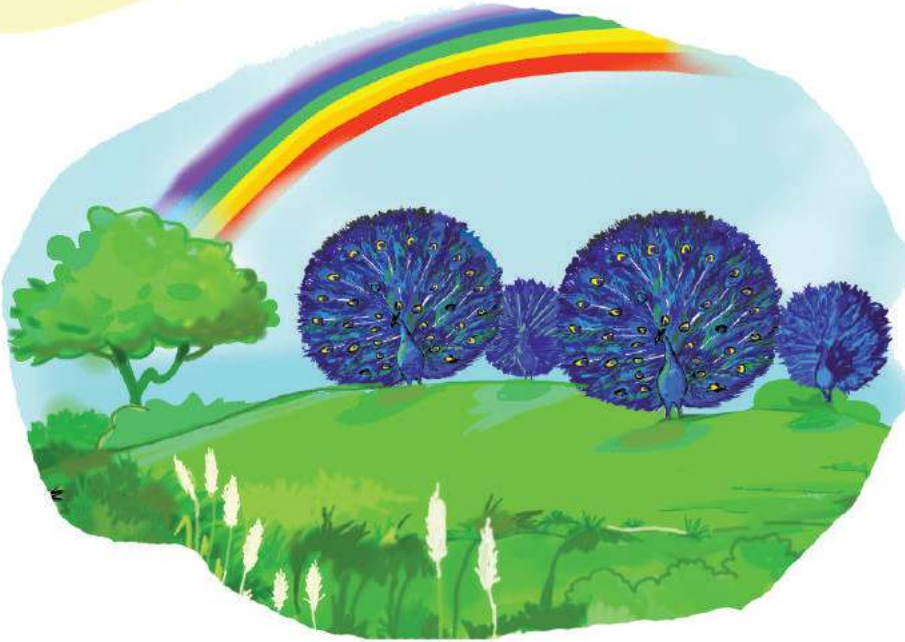
Unni counted.

How many peacocks did they see?

What were the peacocks doing?

UNIT 7

ZAIRA'S DAY OUT



The peacocks spread their feathers.
They started dancing.
'Zaira, look... they're dancing for you,'
said Yusuf.
All the friends were happy.
They too danced in gay.

UNIT 7

ACTIVITIES

Activity 1

What do you know about peacocks?



Choose the right word from the brackets and describe the peacock.

The peacock is abird. (small/big)

Its feathers are
(colourful/colourless)

It runs (fast/slow)

It has a.....tail. (long/short)

UNIT 7

ACTIVITIES

Activity 2

This is the song Zaira sang while she was on the boat.

Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily merrily
Life is but a dream.



Here is the song sung by Wilson while driving a car.

Drive, drive, drive your car
Gently down the road
Safely, safely, safely, safely
Life is but a dream.



What will your song be while you ride a cycle?

.....

.....

.....

.....



What will your song be while you ride a horse?



.....

.....

.....

.....

UNIT 7

ACTIVITIES

Activity 3

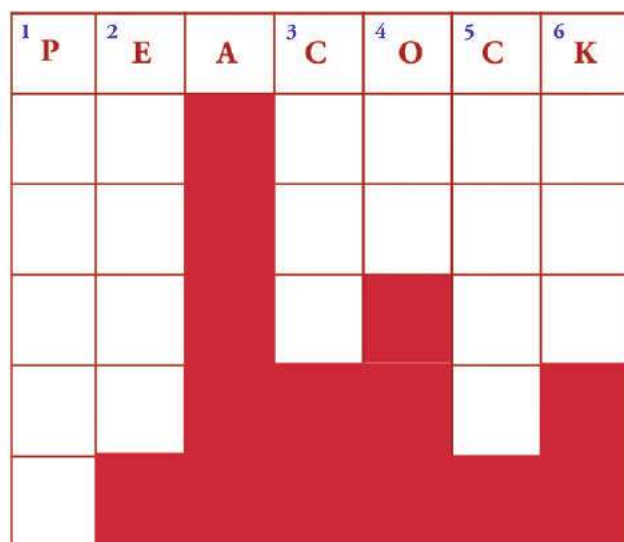
You have described a peacock.

Do you know the words?

Identify the birds from the clues and complete the word puzzle.

Down

1. A green bird with a red beak
2. A bird that can fly high in the sky
3. A black bird that cleans our surroundings
4. A bird that sleeps during the day
5. A white bird with long legs
6. A black bird that can sing



UNIT 7

ACTIVITIES

Activity 4

The cry of a peacock is called a **SCREAM**.

What are the cries of other birds called?

Pick out the correct word from brackets and complete the table.

(cawing, talking, quacking, screaming,
cooing, crowing, hooting)

crow	
parrot	
duck	
eagle	
pigeon	
cock	
owl	

UNIT 7

Boys and Girls



Boys and girls come out to play
The moon does shine as bright as day
Leave your supper and leave your sleep
And join your friends in the street.

UNIT 7



I KNOW

Given below are certain events of the story, 'Zaira's Day Out'. Read and arrange them in the order in which they happen in the story.

- a. Zaira got a walker. ☐
- b. Peacocks danced spreading their feathers. ☐
- c. Yusuf came with a peacock quill. ☐
- d. Wilson uncle helped the children cross the river. ☐
- e. Children saw the peacocks in the bush. ☐



UNIT 7



MY LEARNERS

My learner	
can use words opposite in meaning in meaningful contexts.	
can add lines to a song.	
can name different birds.	
can identify birds and their cries.	
can describe a bird.	
can read and understand stories.	
can read and enjoy poems.	
can express ideas in simple English.	
can engage in group activities meaningfully.	
shows progress in learning.	

My Word List
