



# Kerala Reader

## English

### Standard II

#### Part - 2



Government of Kerala  
Department of Education

State Council of Educational Research and Training  
(SCERT, Kerala)  
2015

JT 461-1/English-2 (Vol-II)



## 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 II Part 1

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Department of Education

2015

## PREFACE

Dear learners,

You love learning English; don't you? Here is your new English Reader. It has interesting stories and poems for you to read and enjoy. You can listen, speak, read and write English. The stories in this Reader will take you to the world of English. Listen to your teacher, read the stories and enjoy them. I'm sure, you'll love them.

There are some interesting activities as well in this book. Enjoy doing them on your own and with the help of your teacher. You can read, write, play, draw pictures and take part in language games. The activities and games in this Reader will provide you opportunities for learning English in a joyful atmosphere.

Enjoy learning English.

Wish you all success.

**Dr S. Raveendran Nair**

**Director  
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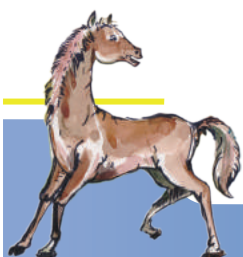
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# The Jungle Fight



## UNIT 4

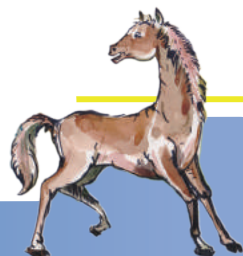
## The Jungle Fight

Look at the picture.  
Where is the man standing?  
What is he doing?  
Who are near him?



'Dum...Dum....' The drummer was beating the drum.  
'Listen, here's a special announcement for you.  
The King wants a pet. Who is ready to come with me to the palace?' The drummer asked.  
'I'm ready,' said the elephant.  
'No, no. I shall come with you,' said the horse.  
'I'm ready, I'm ready....'  
All the animals came forward.

Which animal will the drummer choose?  
How will he select the king's pet?



## UNIT 4

## The Jungle Fight

Why are the lion and the elephant fighting with each other?  
Who is stronger, the elephant or the lion?



‘Stop! You have to prove yourselves,’ the drummer said.  
‘You have to fight with each other. The one who wins will be the king’s pet. But remember, your back shouldn’t touch the ground,’ the drummer announced.  
‘OK. Shall we start?’ The drummer asked.  
The elephant and the lion came forward.  
‘I’ll be the winner,’ the elephant trumpeted.  
‘No one can beat me,’ the lion roared. At once he jumped and hit on the elephant. The elephant fell flat on the ground.

Who won the fight - the elephant or the lion?  
Who will come next?



## UNIT 4

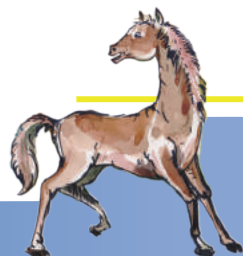
## The Jungle Fight

Who is now fighting with the lion?  
Do you think the lion will win? Why?



‘You may beat the elephant, but you can’t beat me.’  
Saying this, the tiger came forward.  
The lion looked at the tiger sharply.  
He jumped at the tiger.  
‘I am the king of the forest. Nobody can beat me.’  
But the tricky tiger slid away.  
He grabbed the lion’s leg.  
The lion fell down on his back.

Who won the fight?  
Which animal will come next?



## UNIT 4

## The Jungle Fight

Which animal is standing on two legs?  
Can the bear beat the tiger? Why?



'Who is the next?' asked the tiger.  
'Me.' The bear came forward.  
'Ha... ha... blacky.... You!'  
'I will show you what blackies can do.'  
The tiger jumped upon the bear.  
The bear pulled the tiger's tail.  
The tiger couldn't do anything.  
He lost his balance.  
The tiger fell upside down.

How did the bear beat the tiger?  
Who will fight with the bear next?



## UNIT 4

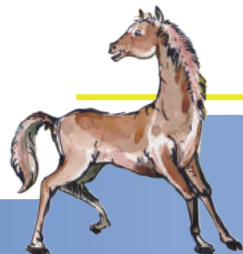
## The Jungle Fight

Who came to fight with the bear?  
Who will win the fight?



‘Now it’s my turn blacky,’ the giraffe came forward.  
‘Oh! You browny joker?’ Look down..., here, upon me.  
Your height will not make you win,’ the bear said.  
‘I will show you what I can do,’ the giraffe said.  
Within no time, the giraffe kicked the bear away.  
‘Pooh... hoo...!’ The giraffe gritted its teeth.

Why did the giraffe grit its teeth?  
Who lost the fight?  
Who will come next?



## UNIT 4

## The Jungle Fight

Who is ready to fight with the giraffe?  
Will the bull beat the giraffe?



‘Come, fight with me.’ The bull shook his head and jumped forward.

‘Are you challenging me?’ The giraffe asked angrily.

‘I am the tallest. No one can beat me.’

The giraffe stepped forward.

‘Thud....’

The bull butted his horns on the giraffe.

The giraffe fell down.

He howled with pain.

How did the bull beat the giraffe?  
Will anybody challenge the bull?



## UNIT 4

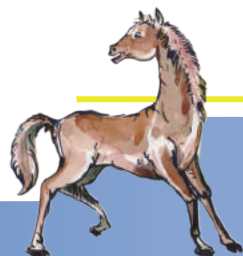
## The Jungle Fight

Who are fighting with each other?  
Who do you think is the strongest?



'Come on.... Who is the next fighter?' The bull bellowed.  
'I'm here to fight with you,' the horse neighed.  
The bull and the horse stood face to face.  
The bull rushed to the horse.  
The horse stepped aside.  
'Thud....' The horse kicked the bull on his belly.  
'Ah...!' The bull fell down.

Whom will the horse fight next?



## UNIT 4

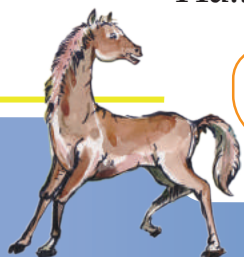
## The Jungle Fight

Why is the horse looking back?



'Hurray... hurray.... I won... I won...,' neighed the horse.  
'Not yet, my dear,' the fox jumped into the fighting ground.  
The horse stared at him.  
They stood face to face ready to fight.  
'Hey look there's something behind you,' the fox said cunningly.  
At once the horse turned and looked back.  
'Crunch....' The fox bit the horse's neck.  
The horse fell down.  
'Ha...ha..., I am the final winner,' laughed the fox.

What did the fox say?  
What was the fox's trick?



## UNIT 4

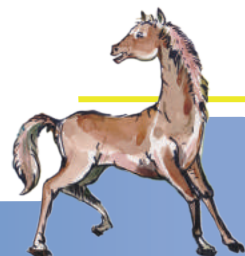
## The Jungle Fight

Who is standing in front of the fox?  
Is he going to fight with the fox?  
What are the other animals doing?



'Meow... meow.... Will you give me a chance?'  
The cat stepped forward.  
'Yeh! Ha... ha...! Everybody laughed at the cat.  
'I can throw you up like a feather.'  
The fox threw the cat into the air.

Why did all the animals laugh at the cat?  
Will the cat be able to fight with the fox?



## UNIT 4

## The Jungle Fight

Where is the cat now?  
Will he fight with the fox?



The cat landed on his paws. The fox got angry.  
'Here, you go up again.'  
Once again he caught the cat and threw him up.  
Again the cat landed on his four legs.  
He laughed at the fox. This made the fox more angry.  
He threw the cat up several times.  
But the cat always landed on his paws.

Why did the fox get angry?  
Why did the fox throw the cat up several times?  
What will the fox do now?



## UNIT 4

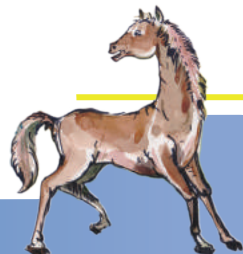
## The Jungle Fight

What is the fox doing?  
Will the fox be the winner?



'Can you jump up and land on your legs?'  
The cat challenged the fox.  
'Why not?' The fox asked. He jumped into the air.  
He thought he would land on his feet.  
'Thud....' The fox fell down. His back touched the ground.  
'Hurray....' The cat jumped with joy.  
'Dum... dum... dum.... The cat is the winner,' the drummer  
announced.  
Hearing this, everybody clapped.

Who will go with the drummer to the palace?  
Who will become the king's pet?



UNIT 4

POEM

## Animal Sounds

The cows go 'moo moo'  
The dogs go 'bow wow'  
The cats go 'meow meow'  
The animals say, 'hello'.

The ducks go 'quack quack'  
The pigs go 'oink oink'  
The donkeys go 'bray bray'  
The animals say, 'hello'.

The horses go 'neigh neigh'  
The rhinos go 'snort snort'  
The lions go 'roar roar'  
The animals say, 'hello'.

The doves go 'coo coo'  
The crows go 'caw caw'  
The chickens go 'cackle cackle'  
The animals say, 'hello'.

The mice go 'squeak squeak'  
The snakes go 'hiss hiss'  
The monkeys go 'chatter chatter'  
The animals say, 'hello'.

The sheep go 'bleat bleat'  
The frogs go 'croak croak'  
The wolves go 'howl howl'  
The animals say, 'hello'.

## UNIT 4

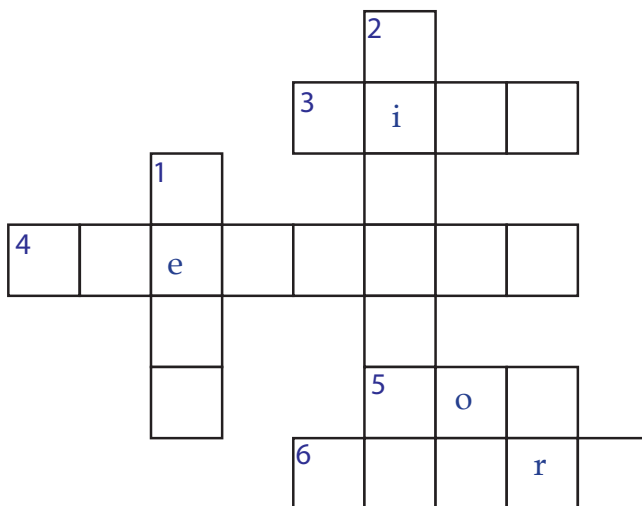
## Activity 1

'Who is ready to come with me?' asked the drummer. All the animals began to talk loudly about themselves.  
Let's find out who they are.

Down



1. I like honey. I can walk on two legs. (4 letters)
2. I am the tallest animal. I have a long neck. (7 letters)



Across

3. I am the king of the forest. I can roar. (4 letters)
4. I am the biggest animal on land. I have a long nose. (8 letters)
5. I can howl. I'm very cunning. (3 letters)
6. I look like a horse. I have stripes on my body. (5 letters)

Look at the picture.



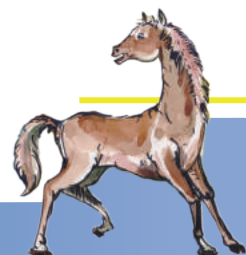
Identify this animal.

How will he talk about himself? Write it down.

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## UNIT 4

### Activity 2

The animals gathered around the drummer.

Imagine that the animals are standing in alphabetical order.  
Which animal will come first?

Arrange the names of the animals in the alphabetical order.

(giraffe, cat, zebra, tiger, elephant, lion, fox, bear, horse, bull)

bear, .....

.....

.....

### Activity 3

Look at the pictures of animals. They are speaking about themselves.  
Select the apt sounds from the box. Write about them.

growl, neigh, trumpet, howl, bellow, roar



I am a lion.  
I can roar.



.....  
.....



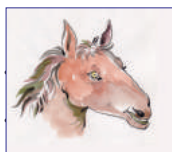
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## UNIT 4

## Activity 4

Say what the fighters are doing. You can select words from the box to write the sentences. One is done for you.

throwing, biting, hitting, kicking, butting



The lion is hitting the elephant.



.....



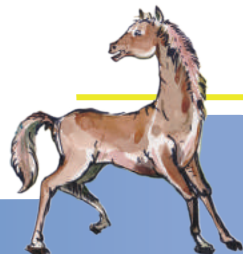
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**UNIT 4****Activity 5**

The king is very happy with his new pet, the cat. He wanted to know how the cat became the winner. The king asked the cat about the fight. This is what the cat said. Can you complete it?

The elephant was big but the lion beat him.

The lion was strong but the tiger beat him.

The tiger was brave .....

The bear was fat.....

The giraffe was tall.....

The bull was smart.....

The horse was fast .....

The fox was cunning.....

I was small but I won the fight.



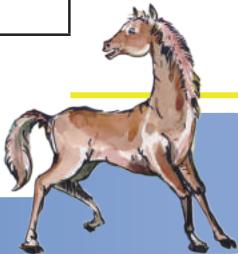
UNIT 4

PROJECT

Collect pictures of different animals and paste them in your notebook.  
Classify the animals as wild and domestic animals in the table below.

Domestic animals	Wild animals

Which animal do you like the best?  
Write a few sentences about it.



## UNIT 4

## The Jungle Fight

Read the following picture story.

### Helping Hand

Grrr....  
What a lovely  
sight.



Hop a little ....  
Jump a little....  
One two three...

One day three rabbits were playing together. They were very happy. They sang and danced. A tiger was watching all this from behind a bush. The tiger became happy.



Run... run...  
The tiger is just  
behind us.

The tiger jumped out from the bush. The rabbits saw the tiger. They ran as fast as they could. The tiger chased the rabbits. The rabbits ran and ran.



Friends,  
come jump  
onto my trunk.

Grrr.....  
I will catch  
you now.

The rabbits reached the river side. A big elephant was there. The elephant stretched out its trunk. The rabbits jumped onto the trunk. They climbed up to the elephant's back and got down from its tail.



## UNIT 4



Have a  
nice bath!

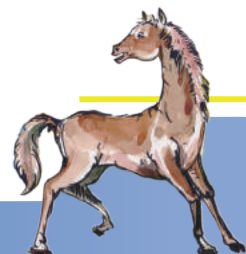
The elephant filled its trunk with water. Then it sprayed the water on the tiger. The water went into the tiger's eyes, mouth and ears.

Hey ,  
stop...  
stop....



Thank  
you dear  
elephant.  
You saved  
our lives.

The elephant sprayed the water again and again. The tiger fell down. The rabbits clapped their hands and laughed. They thanked the elephant.



## UNIT 4

I know

I can name the animals who participated in the jungle fight.

I enjoyed reading the story. I know the events of the story.

Look at the pictures and write the suitable sentences in the box below them.

The horse kicked the bull.

The fox threw the cat.

The lion hit the elephant.

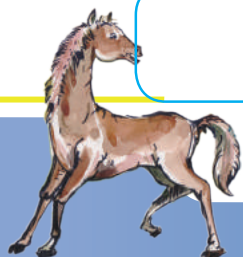
The horse looked back.

The cat landed on four legs.

~~The drummer announced the message.~~



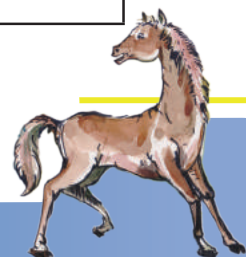
The drummer  
announced the  
message.



## UNIT 4

## My learner can

identify the sounds of different animals.	
understand the features of wild animals.	
arrange the words in alphabetical order.	
use 'but' while speaking / writing about the qualities of characters.	
classify animals as wild and domestic.	
enjoy adventurous stories with curiosity.	
understand the action words and use them in relevant contexts.	
undertake simple projects on animals.	
write a few sentences on a given theme.	
recite/sing the songs or poems with proper rhythm and actions.	



# Who is Our Neighbour?



## UNIT 5

## Who is Our Neighbour?

Who are the children in the picture?  
What are they looking at?



'Lizzy, look, someone new is moving next door.'  
Sam said to his sister.  
'How do you know that?' Lizzy asked.  
'See, there is a lorry in front of that house.'

What are the men doing?



## UNIT 5

## Who is Our Neighbour?

What are the children talking about?



‘Who are they?’ Lizzy asked.

‘I don’t know. But I really hope they have a boy of my age.’

Sam said eagerly.

‘Or may be a girl like me,’ Lizzy said.

The two children looked out of the window.

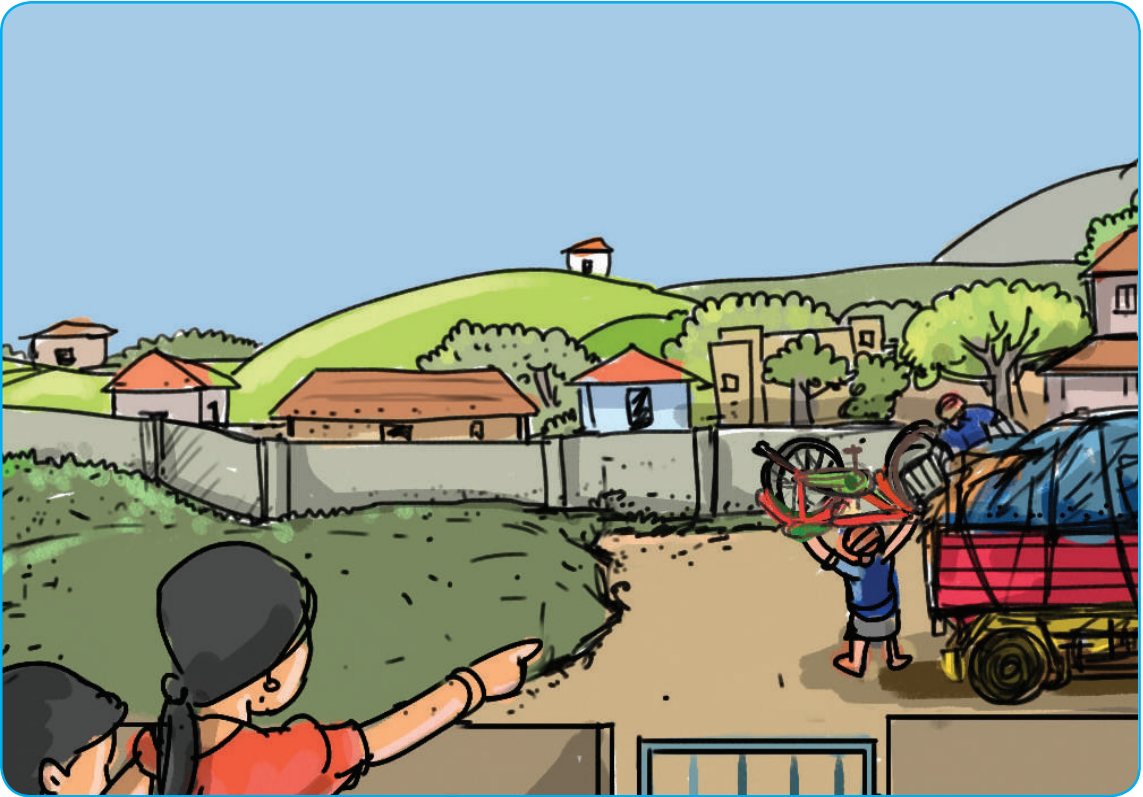
Why does Sam hope that there was a boy of his age?  
Do you play with children in your neighbourhood?



## UNIT 5

## Who is Our Neighbour?

What are the men carrying into the house?  
Whose bicycle is it?  
Do you ride a bicycle?



Sam and Lizzy saw the men carrying things into the house.  
'Look, it is a cycle!' cried Lizzy.  
'Gee, It looks like a boy's cycle,' Sam said happily.  
'But girls too can ride that cycle,' Lizzy said with a smile.

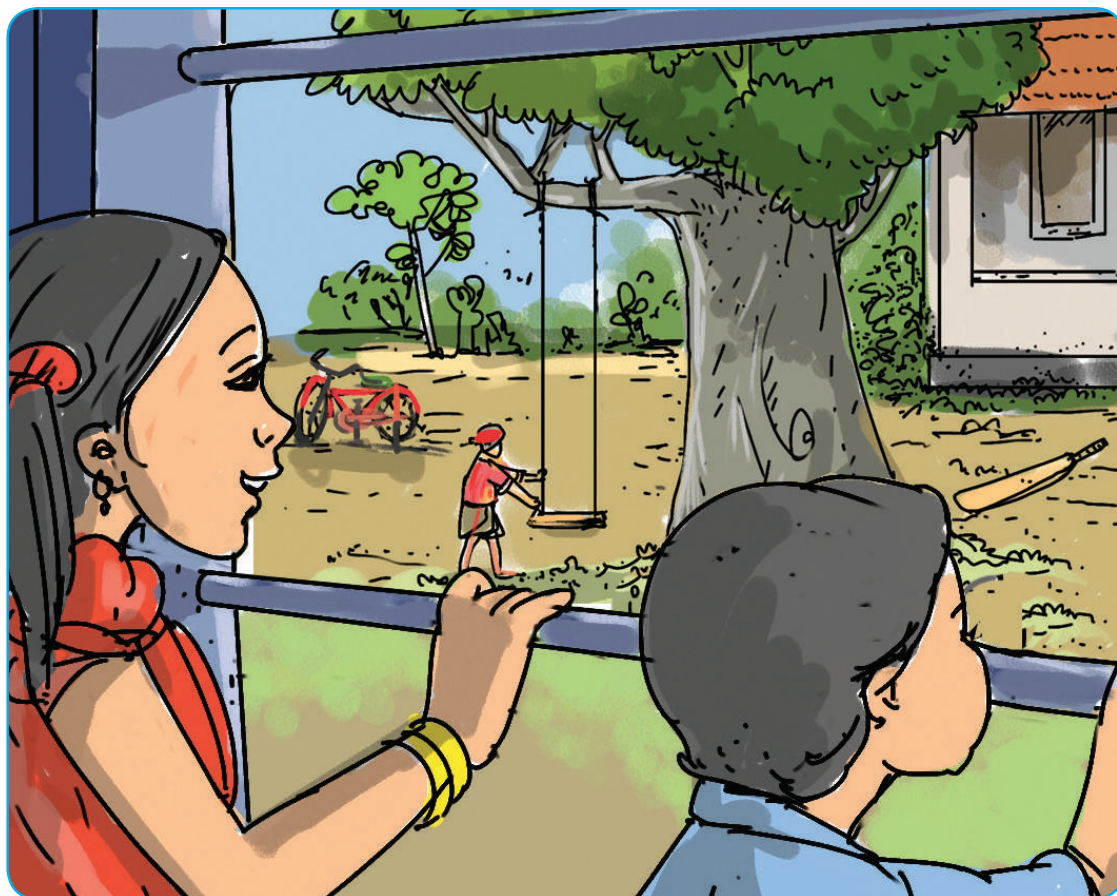
Why does Sam say that it was a boy's bicycle?  
Is Sam happy now? Why?



## UNIT 5

## Who is Our Neighbour?

What is the man doing?  
What are the children looking at?



'Hey Sam, that man is tying a swing on the tree!  
I'm sure it is for a girl,' Lizzy said happily.  
'Boys too play on swings,' said Sam.  
'Did you see that? A cricket bat!' Sam shouted.  
'Now I'm sure there is a boy.'  
'Hey, hey, don't we play cricket together?' Lizzy asked.  
Sam and Lizzy stood at the window, looking at the house.

What will the children see next?



## UNIT 5

## Who is Our Neighbour?

Why is Sam happy?



'Look, a football!

I can play football with that boy.' Sam was cheerful.

'Why? I too play football at school,' said Lizzy.

'Wow! Look, a toy car!' said Sam.

'Yes. It's beautiful!' Lizzy liked it.

'We can play with them,' Lizzy said.

Do you like toys?

Do you like playing football?

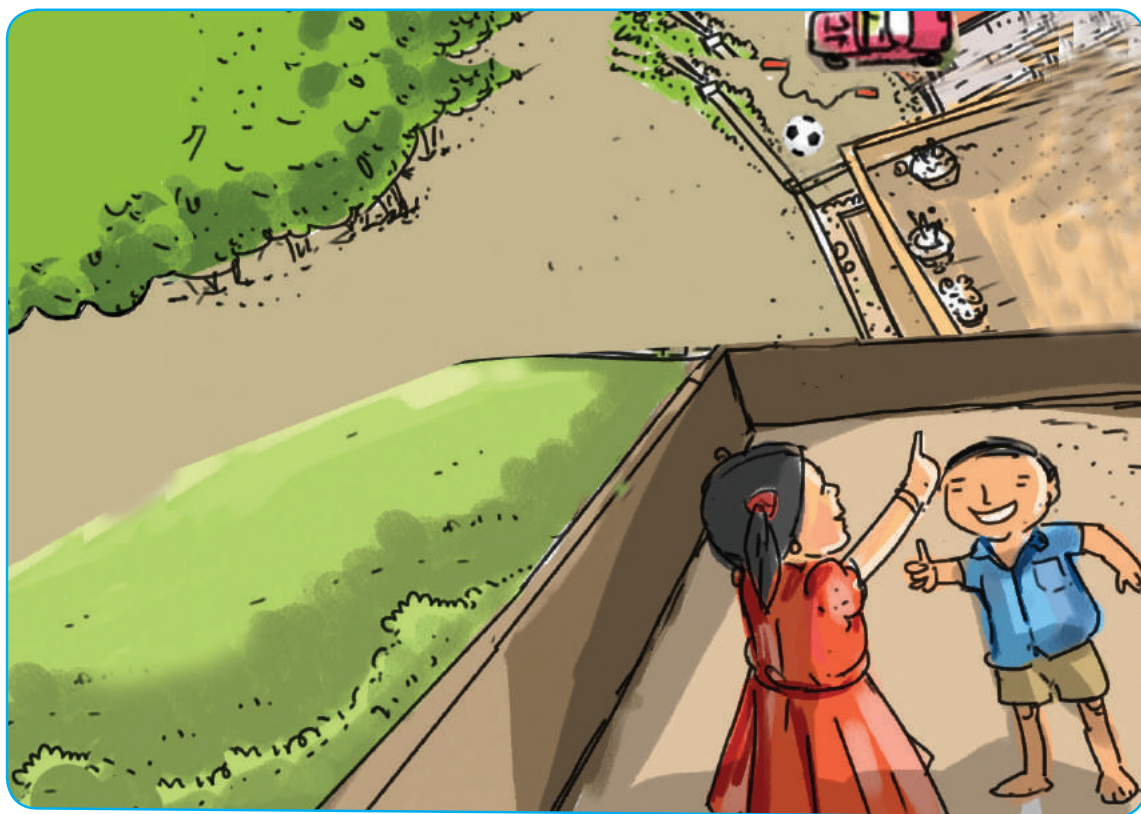
Sam and Lizzy are looking at the neighbour's yard. Why?



## UNIT 5

## Who is Our Neighbour?

What is Lizzy pointing at?  
What do they see now?



Sam and Lizzy looked for more toys to come.

'Hey, did you see that...? A skipping rope on the ground!' Lizzy asked.

'I am sure there is a girl.'

'But, we both play with a skipping rope, don't we?' asked Sam.

'Anyhow I'm so happy that we are getting new friends,' Lizzy said.

'Me too,' said Sam.

Why are Sam and Lizzy happy now?  
Who will be their neighbour?



## UNIT 5

## Who is Our Neighbour?

What are Sam and Lizzy doing?  
What are they talking about?



'Sam, there is a way to find out who our neighbours are,'  
Lizzy said.

'What's that?' asked Sam.

'It's simple. We'll go there and have a look.'

'Great! Shall we go now?' Sam was thrilled.

'Oh, not now. They may be busy today.

We'll go tomorrow,' Lizzy said.

'Okay. That's fine,' said Sam.

Will Sam and Lizzy get new friends?  
Will they all play together?



## UNIT 5

## Who is Our Neighbour?

Where are the children now?  
What do they see in the next house?



The next day Sam and Lizzy returned home after school.  
'Lizzy, come let's go there.' Sam dragged Lizzy to the neighbour's house.

They reached the gate.

The gate was open.

'Sam listen, what's that noise?' Lizzy said.

'Hey... look, there....'

Sam pointed to the yard.

It was such a wonderful sight.

Sam and Lizzy walked in.

What did Sam and Lizzy see there?  
Will there be children in the yard?  
Will Sam and Lizzy go inside?



## UNIT 5

## Who is Our Neighbour?

What do they see in the yard?



Sam and Lizzy saw many children there.  
They were their friends who lived nearby.  
Some were playing with toys.  
Some were playing games.  
'Uncle Tom... Aunt Betty, here are our friends.'  
The children called out together.  
'I'm Sam and she is Lizzy.' Sam introduced themselves to  
uncle and aunt.

Will uncle and aunt allow Sam and Lizzy to play with the  
other children?



## UNIT 5

## Who is Our Neighbour?

Who are standing at the door?  
What are they giving to Sam and Lizzy?  
Name the playthings you see in the picture.



'Hello, welcome Lizzy and Sam. Have this.'  
Uncle and Aunt gave them two glasses of fruit juice.  
'Thank you Uncle Tom and Aunt Betty.'  
Sam and Lizzy smiled at them.  
'Children, this is your home. All these toys are for you.  
You can come here at any time.'  
Sam and Lizzy walked towards the toys.  
They read the board in front of the house.  
'Children's Paradise.'

Why did Uncle Tom and Aunt Betty set up playthings for children?  
Do you think Sam and Lizzy are happy now? Why?



## UNIT 5

Let's sing aloud:

## Girls and Boys Come out to Play

Girls and boys come out to play  
The moon does shine as bright as day  
Leave your supper and leave your sleep  
And join your play fellows in the street.  
(Girls and boys...)

Come with a doll and come with a ball  
Come with a good will  
or come not at all.

Up the ladder and down the wall  
Join your play fellows  
In the street.  
(Girls and boys...)



## UNIT 5

## Activity 1

There are many types of houses. Some are big and some are small. Some houses have two or three rooms. Some houses have many rooms. These rooms have different uses.

Look at the pictures given below and write the names of the rooms.



Can you say what we do in these rooms?

Match the rooms with their uses.

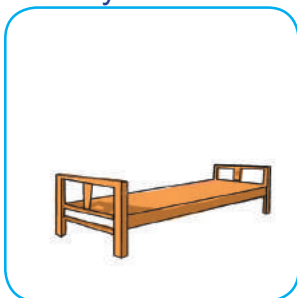
A	B
bedroom	to cook
bathroom	to welcome guests
drawing room	to take bath
dining room	to sleep
store room	to store things
kitchen	to eat

## UNIT 5

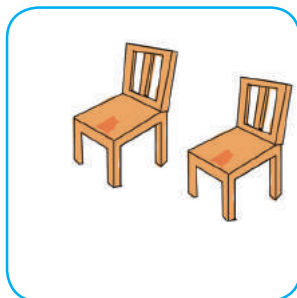
## Activity 2

We have seen the house of Sam and Lizzy.

(a) There are several pieces of household items in their house. Here are some of them. Read the names of the items given and fill in the blanks suitably.



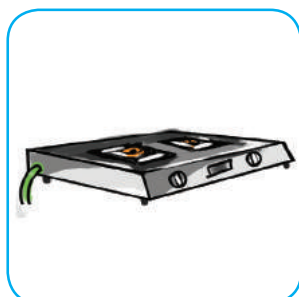
cot



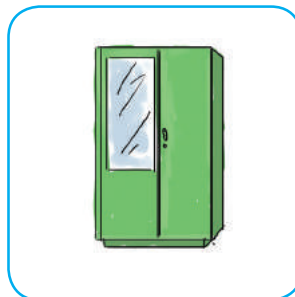
chairs



table



stove



almirah

1. They have a ..... in the bedroom.
2. They have a .....in the dining room.
3. They keep their dress in an .....
4. They have two.....in the drawing room.
5. They have a .....in the kitchen.

(b) Now, write about the furniture in your house.

We have..... in our .....

We have .....in our .....

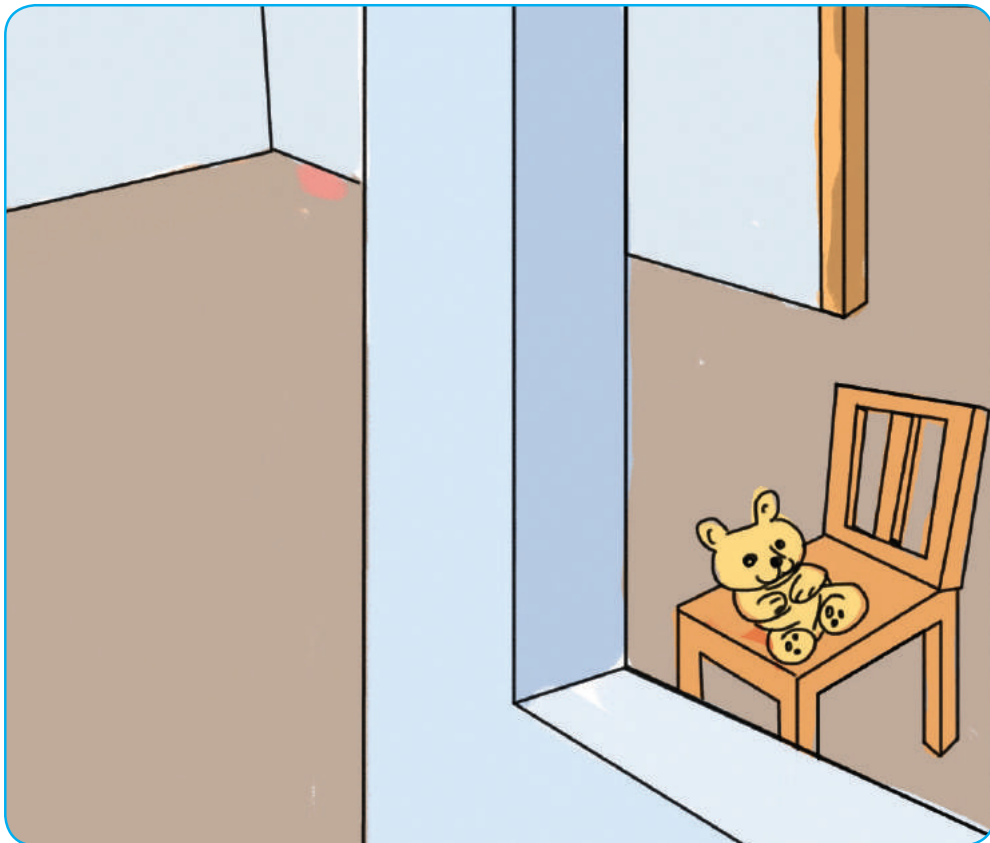
We have .....

We have .....

## UNIT 5

## Activity 3

One day Sam and Lizzy saw a beautiful teddy bear on a chair in the verandah of 'Children's Paradise'.



What would be their conversation? Write it.

Sam : Hey, look there.....

Lizzy : .....

Sam : .....

Lizzy : .....



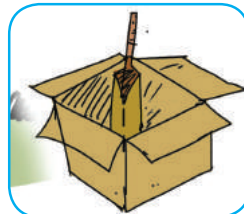
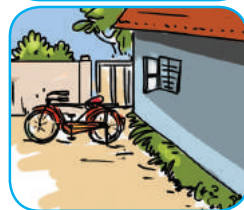
## UNIT 5

## Activity 4

You have seen many toys and playthings in 'Children's Paradise'.  
Look at the picture and say where they are.  
One is done for you.



The teddy bear is on the chair.



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## UNIT 5

## Activity 5

Sam and Lizzy went to their neighbour's house.  
They saw a wonderful scene there.



Can you describe the scene? Prepare a description.

**Description**

A boy and a girl are playing chess.  
A boy is on a swing.

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## UNIT 5

## PROJECT

Collect pictures of different games that you know.

Identify and classify them as indoor and outdoor games.

Find out the materials needed for each game and write them down.

Also write where you play these games.

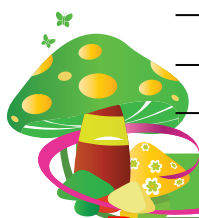
Specify the number of players in each game if you know.

Write two or three sentences about any two games you like.

Sl. No	Game	Indoor/ Outdoor	Things needed	Number of players in a team

1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## UNIT 5

## Reading Corner

## The Squirrel Crosses the River

Hi,  
Sonu.  
How are you?

Fine  
Minni! Today  
is my birthday. Please  
come for the party.



Minni is a baby squirrel. She lives on a tree near the river.  
One day Minni was fishing in the river.  
Sonu, the rabbit lives on the other side of the river.  
Sonu invited Minni to his birthday party.

Thank you.  
But how can  
I cross the river?



Throw the  
string  
to me.

Hearing this, Minni became very happy. But she couldn't swim. Then how could she go for Sonu's birthday party? Suddenly Sonu had an idea. 'Throw the string to me. Fix the fishing hook on the tree,' said Sonu.



## UNIT 5

Hang  
the umbrella on the  
string. I will tie it here



Minni, the squirrel, fixed the hook on the tree.  
Sonu tied the string on a bush on the other side.  
Minni hung her umbrella on the string.

Hey....  
Hey... Here I  
come!



Minni sat on the umbrella and crossed the river.  
Minni and Sonu enjoyed the birthday party.



## UNIT 5

## I know

I know the events of the story.

I can read the given events.

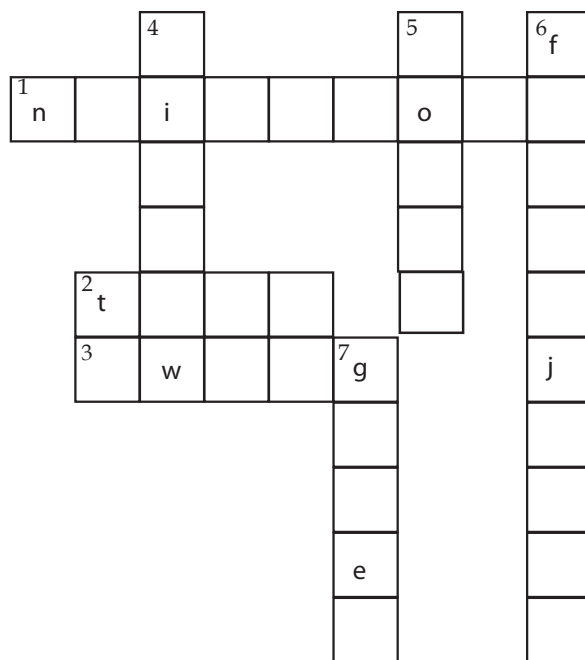
I can find answers to the puzzle on my own.

Across →

- 1) Lizzy and Sam got a new \_\_\_\_\_ . (9 letters)
- 2) Sam and Lizzy saw many \_\_\_\_\_ in the next door. (4 letters)
- 3) A man was tying a \_\_\_\_\_ on the tree. (5 letters)

Down ↓

- 4) Sam and Lizzy looked out through the \_\_\_\_\_ (6 letters)
- 5) There was a board in front of the \_\_\_\_\_ (5 letters)
- 6) Uncle Tom and Aunt Betty gave Sam and Lizzy two glasses of \_\_\_\_\_ (10 letters)
- 7) The children were playing many \_\_\_\_\_ (5 letters)



## UNIT 5

## My learner can

Identify words like 'neighbours', 'next door', 'window', 'busy', 'toys', 'games', 'fruit juice', 'uncle', 'aunt', etc.	
name the rooms of a house and identify their purposes.	
identify the names of different pieces of furniture we have in our houses.	
identify the location of objects and speak about them.	
match the games with their features.	
identify the features of games and categorise them as indoor and outdoor games.	
identify, talk and write about the games in simple language.	
describe a picture or a scene orally.	
construct simple conversations in meaningful contexts and role-play them.	
undertake a project based on games.	
sing a song rhythmically and enact it.	
read and enjoy simple picture stories.	



# The First Flight



UNIT 6

The First Flight

What do you see in the picture?  
Have you seen owls?  
Do you like owls?



An owl family lived on a big tree.  
A father owl, a mother owl and three baby owls.  
The babies were very young. They couldn't fly.

Do you know the sound made by owls?



## UNIT 6

## The First Flight

How many owls can you see in the picture?  
What time of the day is it?  
What are the owls doing?  
Who are sitting on the tree? Who are flying?



'Children, get ready.

The moon has come up. Today is our first day out,'  
Father owl said to the babies.

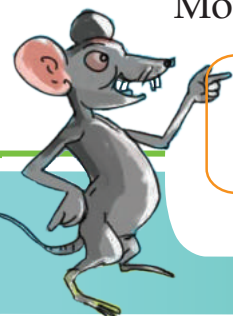
Two baby owls flapped their wings and rose up.  
But the third one sat still.

'Rouly, what happened my dear?

Come let's fly out with Father,' mother said.

'Mother, I can't see anything. It is dark,' Rouly, the owlet said.

Why couldn't Rouly go out?  
Can Rouly ever go out?



## UNIT 6

## The First Flight

Who is sitting on the branch of the tree?  
Why is she sad?



‘Rouly, we are owls. We can see at night.  
Come on, just try dear.’ Mother said.  
‘But Mother, I can’t even see you clearly.  
I can only hear your voice.’ Rouly sobbed.  
‘Don’t cry my little one. You will be okay. Stay here. I’ll bring  
you food.’ Saying this, mother owl flew away.  
Rouly was alone.  
Slowly Rouly slipped into a sound sleep.

Where is Rouly’s mother?  
Why didn’t Rouly go with her parents?  
When will Rouly’s parents come back?



## UNIT 6

## The First Flight

What time of the day is it?  
Who is sitting inside the hole of the tree?



The day broke. Rouly woke up.  
'Ah food....' Rouly started eating the food.  
Bright sunlight was peeping into the nest.  
'Father, mother and my sisters are sleeping.  
They can see at night. They can fly out. But I can't!  
What is wrong with me?' Rouly thought.  
Rouly slowly came out of the nest.

Who are sleeping on the branch?  
Why do owls sleep during the day?



## UNIT 6

## The First Flight

What will Rouly do now ?



‘Wow! What a bright light!’ Rouly blinked her eyes.

‘I can see everything. The green trees, the yellow flowers, the white clouds, the blue sky!’

She flapped her wings, ‘Mother, I can see now.’

Rouly stretched out her wings. ‘I can fly.

Shall I go for my first flight?’ She cried in joy.

Rouly flew up.

Will Rouly go out?  
Where will she go?



## UNIT 6

## The First Flight

Where is Rouly now?  
What do you see in the picture?



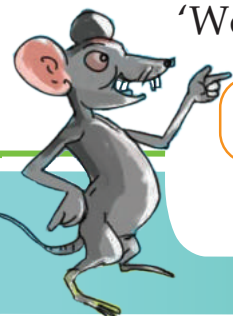
Rouly flapped her wings in joy. Slowly she moved through the air.

‘I am perfectly all right.’ Rouly flew up.

Above the trees... above the hills... up in the sky. Rouly enjoyed her first flight. A cool breeze kissed her wings.

‘Wow... It’s wonderful!’ She thought.

How does Rouly feel now?  
Is she happy?



## UNIT 6

## The First Flight

Who is talking to Rouly?  
Why is Rouly angry?  
What is the mouse doing?



‘Oh I am hungry.’ Rouly looked down. She saw a mouse near a bush. Rouly flew down and landed on a rock.

‘Hey, Hawk, please don’t eat me.’ The mouse cried aloud.

‘Hawk? I am not a hawk. I am an owlet,’ Rouly said angrily.

‘Owlet? In day light! Ha... ha... ha...! But owls cannot fly in daylight,’ said the mouse.

Why did the mouse laugh at Rouly?  
Will Rouly eat up the mouse?



## UNIT 6

## The First Flight

What does Rouly say to the mouse?



'Don't laugh at me you silly mouse!  
I am an owlet and I am hungry too.  
I am going to eat you up,' Rouly said.  
'Oh! You are a special owlet, I agree.  
But please don't eat me. I will give you some tasty food.'  
Saying this, the mouse ran towards his hole.  
Rouly waited outside the hole.

What will the mouse give Rouly?  
Will Rouly be happy?



## UNIT 6

## The First Flight

Where is Rouly now?



‘All these are for you. Please have them,’ the mouse said.  
Rouly tasted a banana.

‘Tu... whoo... it is sticky. Give me something else.’

‘Then have this....’ The mouse gave her some peanuts.

‘Tu... whoo... it is so small.’

‘Taste this.’ The mouse offered an almond.

‘No... no... it is too hard.’

‘What about this? I am sure you will like this.’

The mouse gave Rouly some cashew nuts.

‘Wow... so tasty! I like it. Give me some more.’

Rouly enjoyed eating the nuts.

What all food items did the mouse give Rouly to eat?  
If you get these food items which one will you take?  
Will Rouly and the mouse become friends now?



## UNIT 6

## The First Flight

What time of the day is it?  
Look at Rouly. Is she in a happy mood?



'It's too hot! Let's stop playing,' Rouly moved towards the shade.

'Hey friend, what happened?' The mouse followed him.

'Oh... I can't open my eyes. The sun is so bright.

My body.... It's too hot. It's painful.

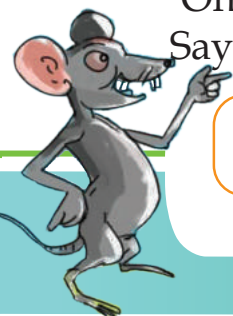
I'm not feeling good.'

Rouly slowly lay down.

'Oh... I see... stay here. I have an idea...! I will be back soon.'

Saying this, the mouse rushed through the bush.

Why is Rouly sad?  
How will the mouse help Rouly?



## UNIT 6

## The First Flight

The mouse brings something for Rouly. What are they?



'Oh, friend you are back! What is it in your hand?'

Rouly wondered.

'Rouly, my friend, these are for you.' The mouse said happily.

'For me! What for?'

'Rouly, put on this hat, wear this sunglass. You will stay cool.'

The mouse helped Rouly to wear the hat and glasses.

'Rouly, how do you feel now?' The mouse asked.

'Thank you friend. I feel better,' Rouly said, smiling.

Will these things help Rouly to feel better?

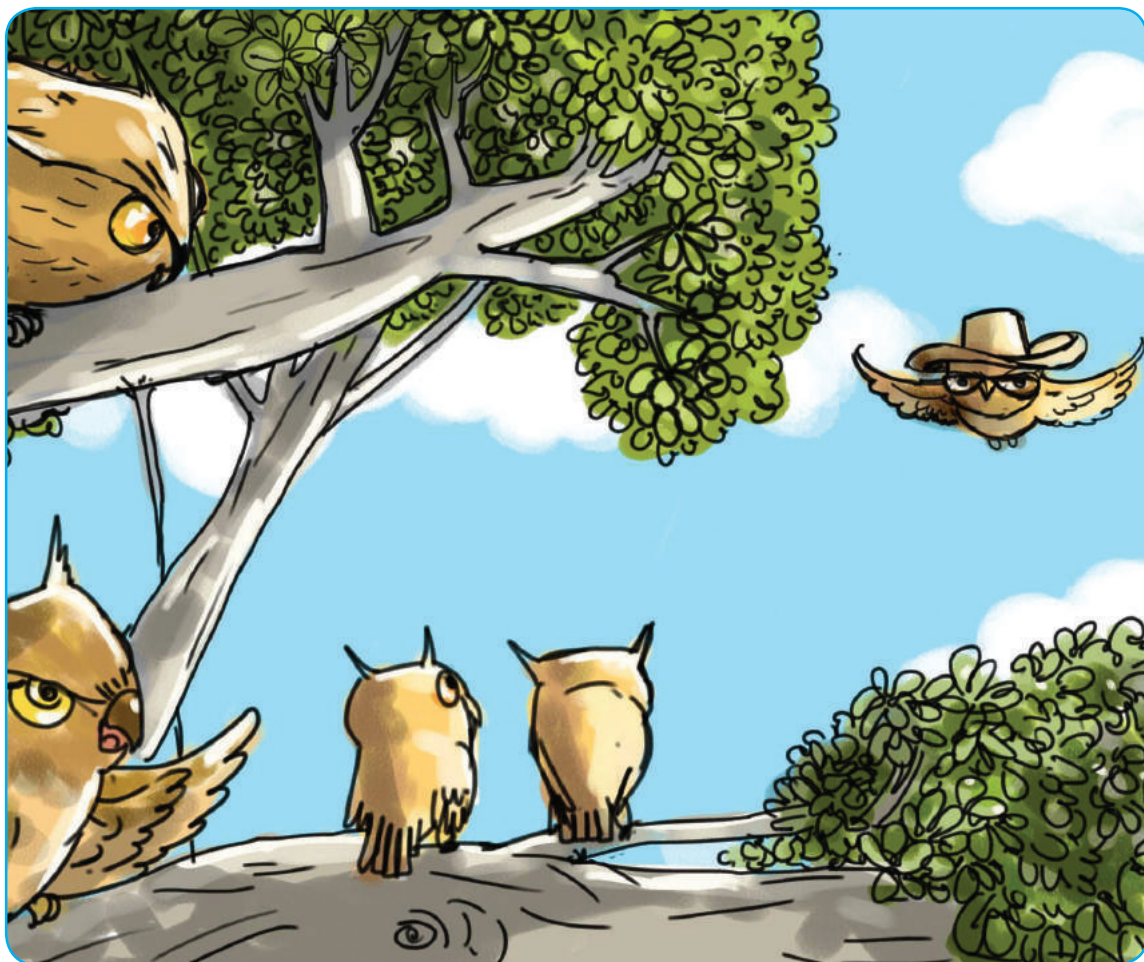
How will an owlet look like with the hat and sunglass?



## UNIT 6

## The First Flight

Where is Rouly now?  
How does she look like?



The sun was setting. The owls woke up.  
'Where is Rouly?' The mother owl looked around.  
'Oh, look! Who is that?'  
Father owl pointed to the sky. Everyone looked at the sky.  
A bird with a hat and glasses! Rouly landed on the branch.  
'Who are you?' Father owl asked.

Why did other owls look in wonder at Rouly?  
Why couldn't the father owl recognise Rouly?



## UNIT 6

## The First Flight

Rouly is back. What will her parents ask her?



'It's me... your Rouly.' Rouly said.

'Where were you dear? Who gave you the hat and the glasses?' Father asked. 'I can see everything in daylight. So I went out. I got a new friend too. He gave me all these things,' Rouly said smiling.

'Oh... dear! You're someone special. So special.' Everyone hugged her.

Are Rouly's parents happy now? Why?  
Why is Rouly so special?



Let's sing:

Poem

## Over in the Meadow

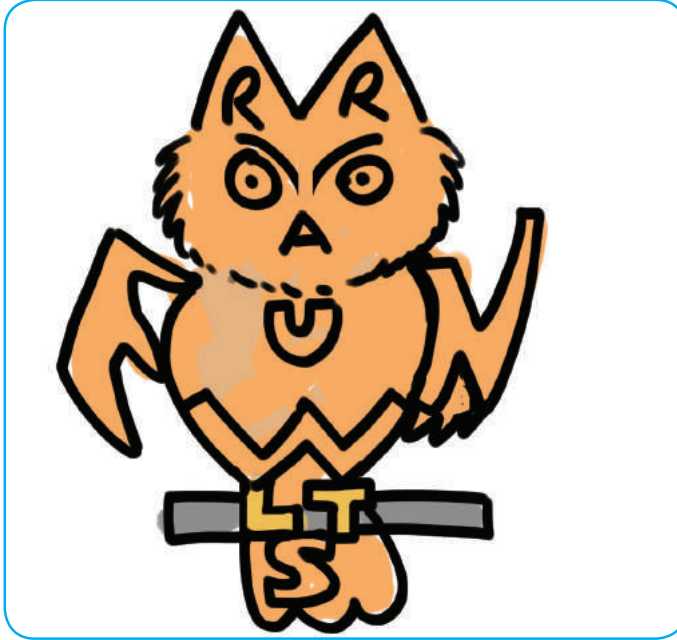
Over in the meadow,  
In a hole in a tree,  
Lived an old mother owl,  
And her little owls three.  
'Tu-whoo,' said the mother,  
'Tu-whoo,' said the three,  
So they 'tu-whoo-ed all day,  
In a hole in a tree.

Edna Hamilton

## UNIT 6

## Activity 1

1. Here are some letters in the picture. Identify them and write them in the boxes below.



--	--	--	--	--	--	--	--	--	--	--

Make words using these letters. Fill in the puzzle. The following clues will help you.

**Towards right**

1. I have a long tail. I am afraid of cats. My first letter is 'M'. (5 letters)
2. I have no legs and hands. I crawl. My first letter is 'W'. (4 letters)
3. I have six legs. I am a small creature. My last letter is 'T'. (3 letters)

1 → M	4 ↓				
	2 →			M	
	L		3 →		T

**Downwards**

4. I can see at night. I am a bird. (3 letters)



## UNIT 6

## Activity 2

Rouly and the mouse played near the river. 'Shall we go to my house. There is a party for you.' The mouse said.



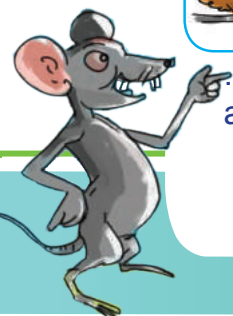
What things do you see in the picture? Write what Rouly says.



Rouly, they are for you.



Oh!..... almonds, several potatoes, a carrot, .....  
 .....  
 .....  
 .....



## UNIT 6

### Activity 3

Rouly can do certain things. The mouse can do some other things.  
Write in the blanks, what they 'can' do and what they 'can't'.



I can fly.



I can't fly.



I can make holes.



.....



I can turn my head round and round.



.....



..... swim.



.....



I ..... walk in daylight.



.....



## UNIT 6

## Activity 4

Some statements of Rouly are given below. Match the pictures with Rouly's statements. Write down her feelings in the space provided. One is done for you.

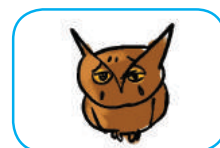
I can't see at night.

Rouly is sad.



happy

I have got a new friend.



sad

I can't bear the hot sun.



surprised

I can see everything.



angry

I'll eat you up.



tired



## UNIT 6

## Reading Corner

## TINKU'S WINGS



Tinku, the cat was on his morning walk. He looked at the sky. The beautiful blue sky. He saw birds flying in the sky. 'Hmm.....I too like to fly.'

On the way he saw a pair of wings!

'Wow two wings!' Tinku looked around.

'Hi.....I got it. Ha...ha...ha.... I can fly. I will fly up in the sky like a kite.'

He took the wings. He ran to the hills top. He fixed the wings on his hands.

'Ready...one...two....three....'Tinku flapped his wings.

He tried to fly up. No use...! He tried again. He flapped his wings again and jumped up. Tinku was now in the air.

'What's happening? Oh... no.... I'm not flying..... I'm falling... falling down.....Help, help me.... I don't want to fly....'

Tinku, the poor cat cried aloud!



## UNIT 6

## I Know

I liked the story. I know the events of the story. I can read the sentences given.

Put a '✓' for true and a '✗' for false statements.

- ☐ Rouly is the mother owl.
- ☐ Rouly cannot fly.
- ☐ She flies out in daylight.
- ☐ The flowers and hills are not beautiful.
- ☐ The mouse becomes Rouly's friend.
- ☐ Rouly does not like to play with the mouse.
- ☐ The mouse gives her some food.
- ☐ Rouly does not feel tired in daylight.
- ☐ The mouse gives Rouly a hat and a sunglass.
- ☐ Rouly is a special owlet .

I can edit the false statements and rewrite them.

.....

.....

.....

.....



## UNIT 6

## My learner can

identify words like 'light,' 'bright,' 'sight,' 'night,' 'cloud,' 'mouse,' 'special' etc.	
understand simple questions like 'Who are you?,' 'What are you doing?,' 'Where is ...?' etc.	
engage in language games, solving puzzles, etc.	
enjoy riddles and identify the things/beings.	
follow simple instructions and make objects using papercrafts.	
use words like 'a,' 'some' and 'many' in meaningful contexts.	
express ability and inability using 'can' and 'can't'.	
interact using simple dialogues.	
sing a song rhythmically and enact it.	
read and enjoy simple picture stories.	

