

KERALA READER ENGLISH

STANDARD III 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,

Kerala Reader English

Standard III Part 2

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Typesetting by: SCERT Computer Lab.

First Edition : 2014, Reprint : 2015

Printed at:

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Government of Kerala

Department of Education

2015

Dear children

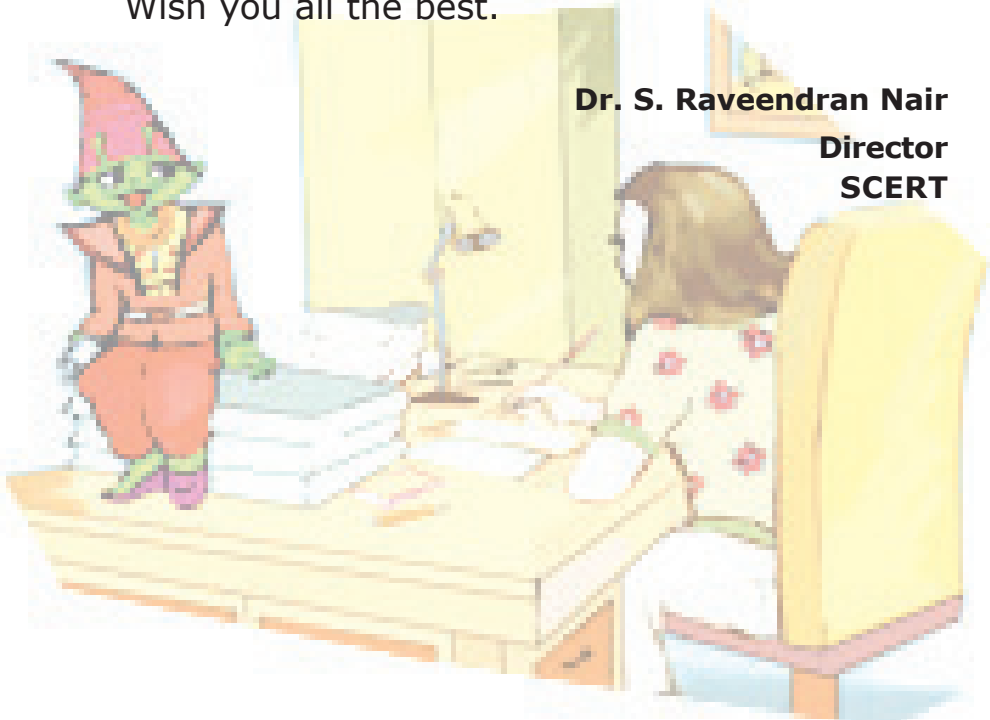
The English textbook Part 2 for Standard III is a collection of stories, poems, pictures and activities. There are stories of a little girl and her friend, a house made of love and a bird. Your teacher will take you to their world.

I hope you will like the stories, poems and pictures in this book. There are also a few interesting and challenging activities along with each unit of the textbook. Enjoy doing the activities on your own. You can approach your teacher whenever you need help.

I am sure you will love reading this book.

Wish you all the best.

Dr. S. Raveendran Nair
Director
SCERT



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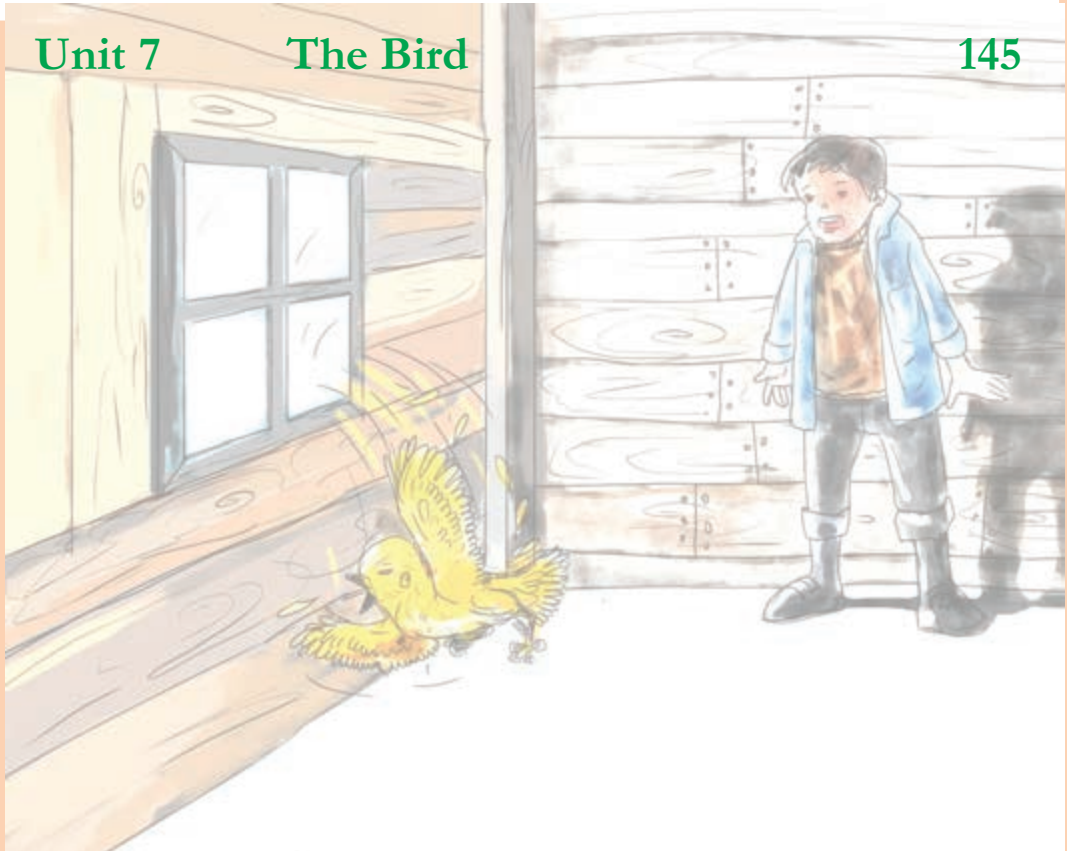
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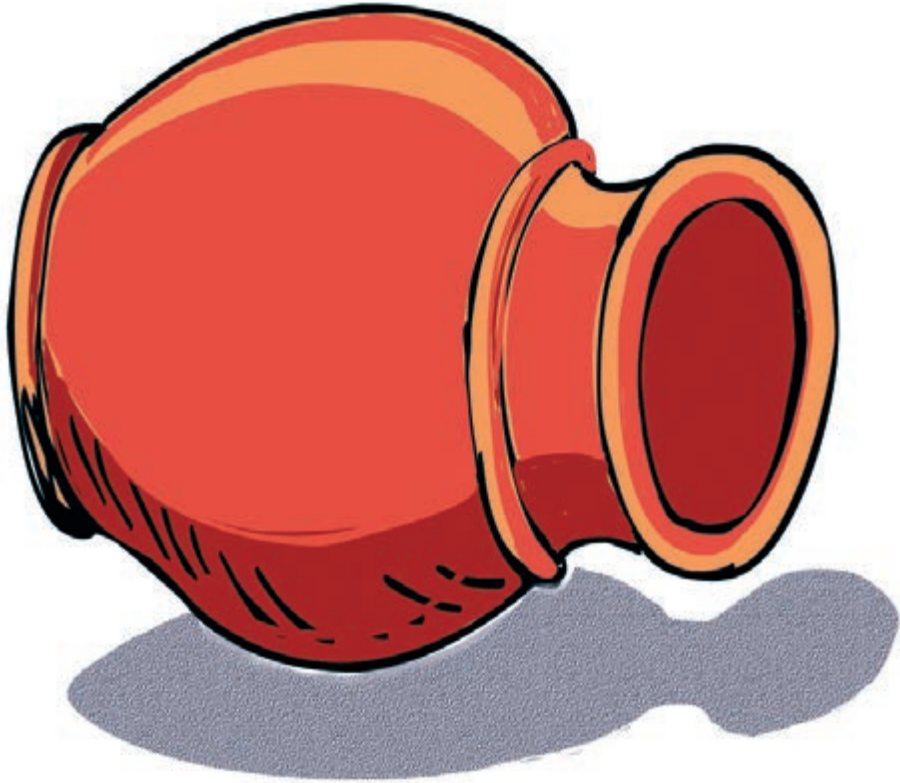
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UNIT 5

THE LITTLE CLAY HUT

Look at the picture given below.



What do you see in the picture?
What is it made of?

THE JOURNEY

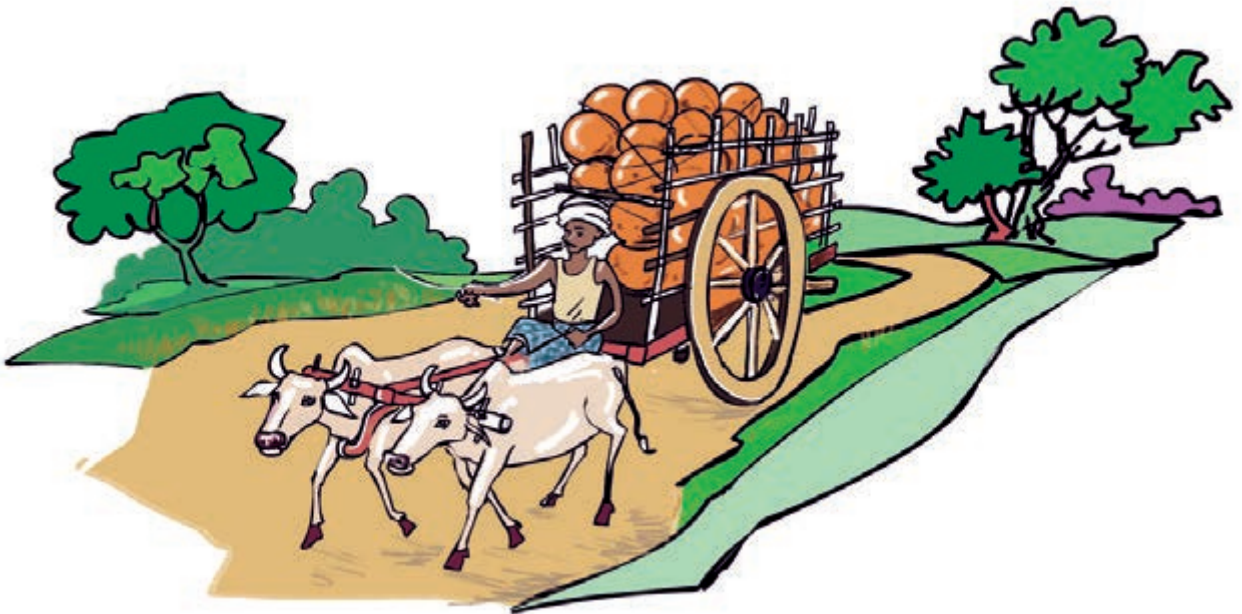
Kduck.... Kduck.... Kduck....

Down the village road, a bullock cart moved on.
The cart, full of clay pots, went swinging and
swaying along.

Humming a tune, the cart man drove alone.

A little clay pot peeped out and cried.

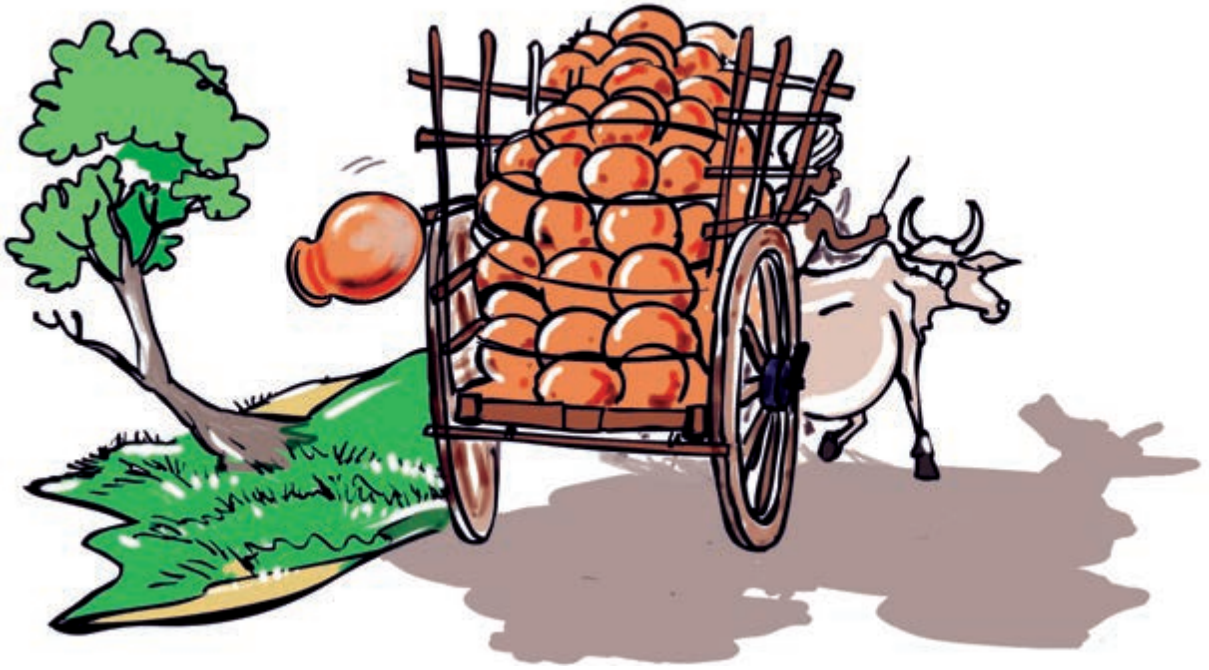
‘Wow! What a beautiful place?’



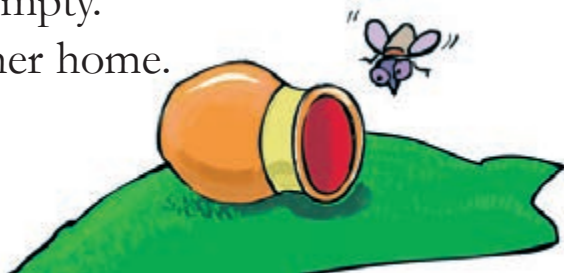
Do you use clay pots at home?
What is special about them?
Have you ever seen a bullock cart?

BUZZ-FUZZ, THE FLY

Plak! Down jumped the pot, onto the grass bed.
The pot rolled over and hid in the thick green meadows.

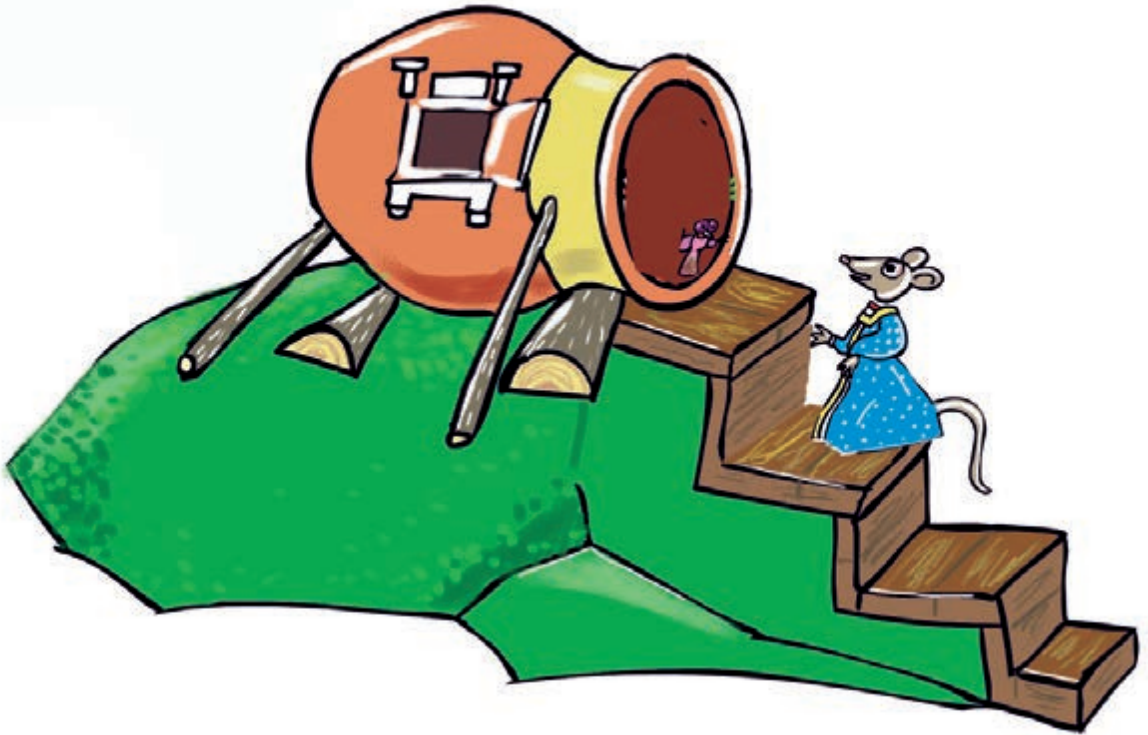


By and by, a fly came flying and saw the pot.
It was Buzz-Fuzz, the fly.
‘Oh! A little clay hut. I wonder who lives here.
Yoo-Hoo! Anyone inside?’
She looked inside the pot. It was empty.
The fly flew in and made the pot her home.



Where were the clay pots taken to?
Why didn't the clay pot break when it jumped down?
Why did the fly decide to make the clay pot her home?

CRUNCH-MUNCH, THE MOUSE



By and by a mouse came to the pot.
'Oh! A little clay hut with a window.
I wonder who lives here. Yoo-hoo! Anyone inside?'
the mouse asked.
'I'm Buzz-Fuzz, the fly here. Who are you?'
'Crunch-Munch, the mouse.'
'Well, why don't you move in with me?'
So the mouse scurried in and both of them made the pot
their home.

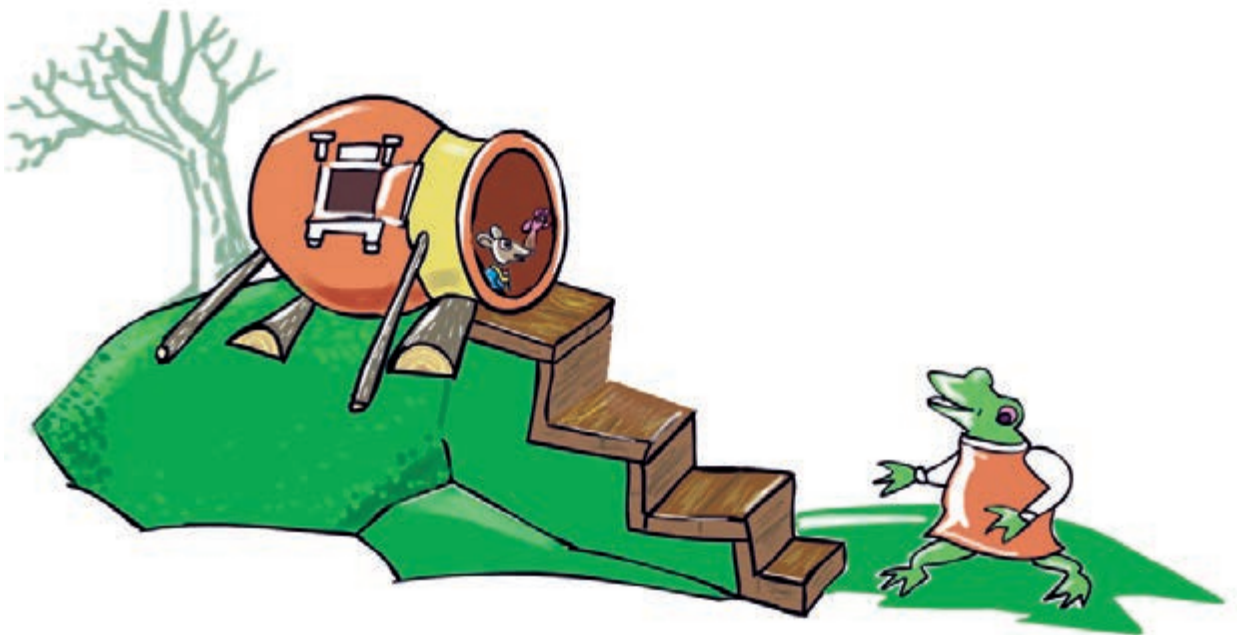
Who made the window?

Do you think the fly can live happily with the mouse in the pot?

Why?

HOP-STOP, THE FROG

By and by, a frog came hopping by and it saw the pot.
'Oh! A little clay hut with a window. I wonder who lives here. Yoo-hoo! Anyone inside?'
'Yes, Buzz-Fuzz, the fly and Crunch-Munch, the mouse. And who are you?'
'Hop-Stop, the frog.'
'Well, why don't you move in with us?'
So the frog hopped in, and the three made the pot their home.



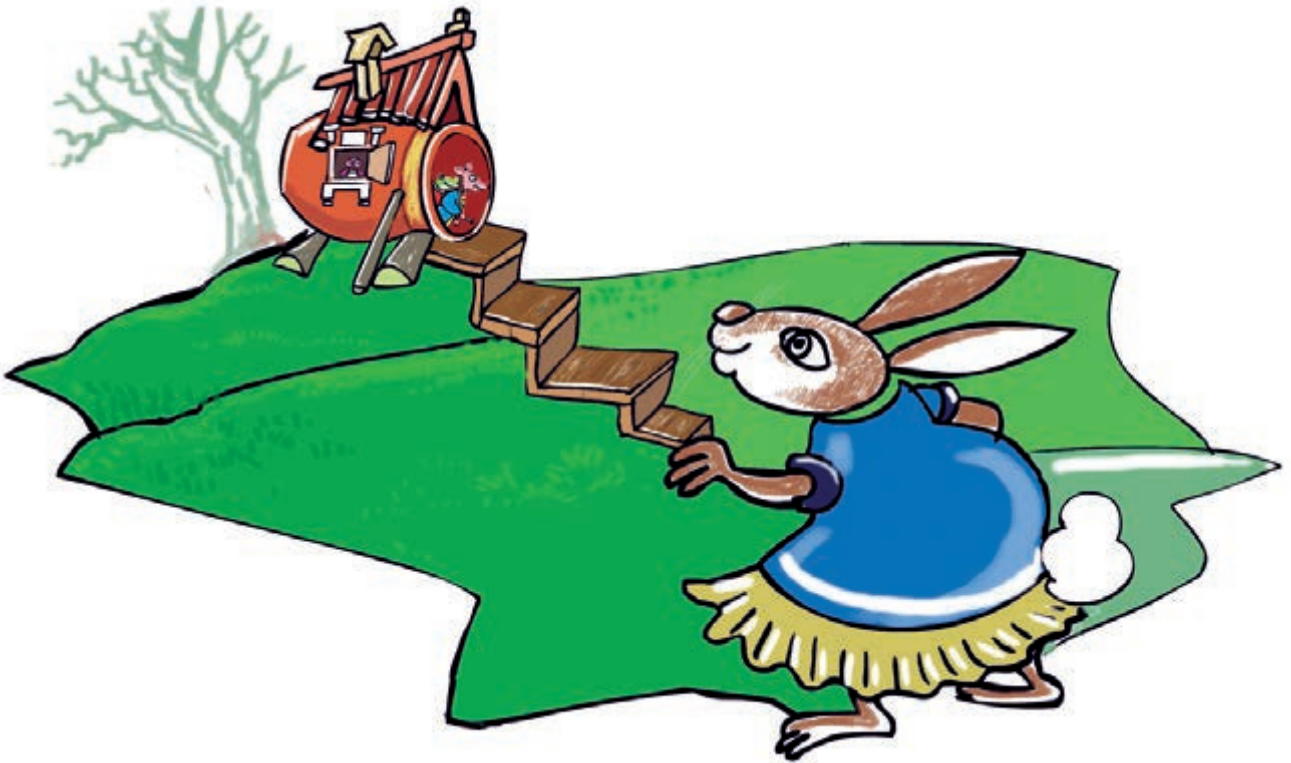
There are three friends in the pot already.
Can the pot hold more friends? Why?

FLEET-FEET, THE RABBIT

By and by, a rabbit came by and saw the pot.

‘Oh! A little clay hut with a window. I wonder who lives here. Yoo-hoo! Anyone inside?’

‘Here we are. Buzz-Fuzz, the fly, Crunch-Munch, the mouse and Hop-Stop, the frog. And who are you?’



‘Fleet-Fleet, the rabbit.’

‘Well, why don’t you move in with us?’

So the rabbit jumped in and the four made the pot their home.

How many friends are there in the pot now? Who are they?

FLUFFY-HUFFY, THE FOX

After a while, a fox came running up and saw the hut. 'Oh! A little clay hut with a window. I wonder who lives here. Yoo-hoo! Anyone inside?'

'Here we are. Buzz-Fuzz, the fly, Crunch-Munch, the mouse, Hop-Stop, the frog and Fleet-Feet, the rabbit. And who are you?'

'Fluffy-Huffy, the fox.'

'Well, why don't you move in with us?'

So the fox trotted in and the five made the pot their home.



Would the clay hut break if the fox moved inside?

HOWLY-PROWLY, THE WOLF

After a while, a wolf came strolling by and saw the hut. 'Oh! A little clay hut with a window. I wonder who lives here. Yoo-hoo! Anyone inside?'

'Here we are. Buzz-Fuzz, the fly, Crunch-Munch, the mouse, Hop-Stop, the frog, Fleet-Feet, the rabbit and Fluffy-Huffy, the fox. And who are you?'

'Howly-Prowly, the wolf.'

'Well, why don't you move in with us?'

So the wolf squeezed in and the six made the pot their home and lived there happily.



What may happen to the clay hut when bigger animals come to live in it?

GUMBLY-GRUMBLY, THE BEAR

One day a bear came running up and saw the pot. He stopped and asked, 'Yoo-hoo! Any one inside?'



'Here we are. Buzz-Fuzz, the fly, Crunch-Munch, the mouse, Hop-Stop, the frog, Fleet-Feet, the rabbit, Fluffy-Huffy, the fox and Howly-Prowly, the wolf. And who are you?'

'I'm Gumbly-Grumbly, the bear.'

You know me! If I hold you fast, you will breathe your last.'

'Ha...ha...ha....' The friends inside the little clay hut laughed.

'Why are you laughing? I'll smash your hut,' the bear said and he sat on the pot. But the pot did not break.

'Hmm....I'll destroy your hut.'

Then the bear tried to kick off the pot. Nothing happened.

Only his legs tingled with pain.

Why couldn't the bear break the clay hut?

Is the bear like the others in the clay hut?

How is he different from the others?

THE HOUSE OF LOVE

The house did not break.

'Dear Gumbly-Grumbly bear, you can't break this house, because it is made of love!' The friends laughed and said. And the bear went back to the forest.



Buzz-Fuzz, the fly, Crunch-Munch, the mouse, Hop-Stop, the frog, Fleet-Fleet, the rabbit, Fluffy-Huffy, the fox and Howly-Prowly, the wolf lived in that clay hut for many many years, dancing and singing, chatting and playing.

Will the bear come back to the clay hut?

Will the bear's attitude change if it comes back?

Let's sing together and enjoy!

THE HOUSE THAT JACK BUILT

This is the house that Jack built!

This is the malt that lay in the house that Jack built.

This is the rat that ate the malt

That lay in the house that Jack built.

This is the cat that killed the rat

That ate the malt that lay in the house that Jack built.



This is the dog that worried the cat

That killed the rat that ate the malt

That lay in the house that Jack built.

This is the cow with the crumpled horn

That tossed the dog that worried the cat

That killed the rat that ate the malt

That lay in the house that Jack built.



This is the maiden all forlorn

That milked the cow with crumpled horn

That tossed the dog that worried the cat

That killed the rat that ate the malt

That lay in the house that Jack built.



Where is the malt kept?

How are the cow and the cat connected in the poem?

Who are the two human beings referred to in the poem?

ACTIVITY 1

The bear started walking to the forest. A wind blew. Rain drops came down like pebbles. The bear was drenched in the rain. He found no place to take shelter from the rain. He was about to run. All the inmates of the clay hut came out and called out to the bear.

‘Come inside.’

The bear ran into the hut.

What would be the possible conversation between the bear and the inmates of the clay hut?

Bear:

.....

.....

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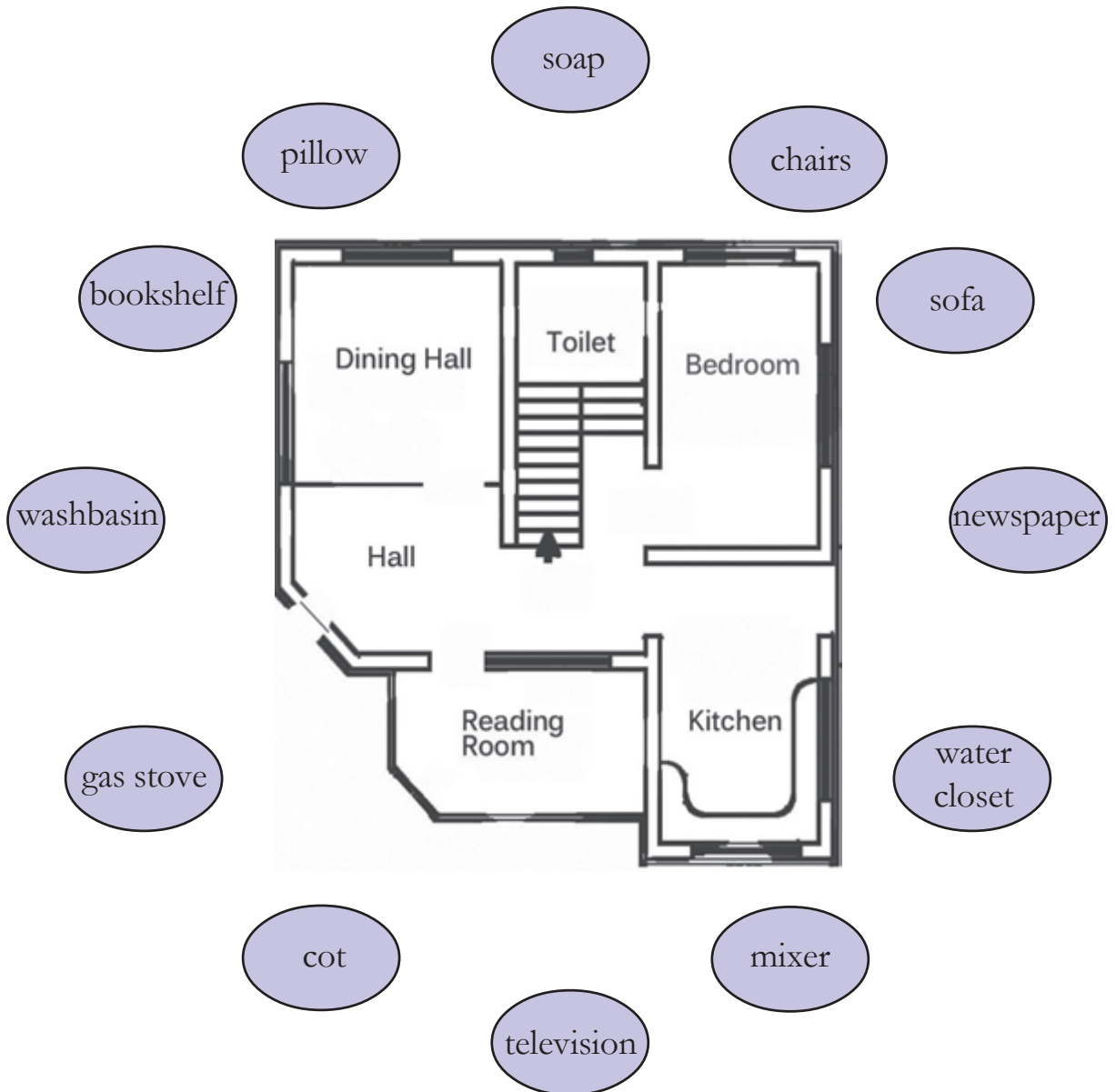
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ACTIVITY 2

The six friends lived in the clay hut happily. We need many things to make our lives comfortable. Here are twelve things which we make use of at home. Draw a line from the things to the appropriate rooms shown in the plan. You can place only two things in a room.



Add two more items which can be placed in these rooms.

- Kitchen
- Dining Hall
- Toilet
- Reading Room
- Hall
- Bedroom

ACTIVITY 3

The bear went back to the forest.
The six friends shut the windows and doors of the clay hut.
They were about to sleep. Tap... tap...
They heard a knock at the door. A new visitor!
'Who is it knocking at the door?' the fox asked loudly.
Imagine the conversation between the fox and the new visitor.
You can give the new visitor a name of your choice.

E.g. Fox : Who are you?

.....

.....

.....

.....

.....

.....

ACTIVITY 4

The inmates of the clay hut are going to prepare a feast. Each inmate should make a dish. Write the name of the dish and its main ingredients in the box provided along with the pictures.

Mouse



-
-
-
-

-
-
-
-

Rabbit



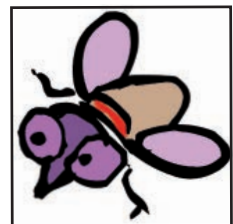
Fox



-
-
-
-

-
-
-
-

Fly



Frog



-
-
-
-

Wolf

-
-
-
-



What would you bring if you were the inmate of the clay hut? How is the dish prepared?

ACTIVITY 5

The six friends who came from different houses are living together in the clay hut now. The former address of the Buzz-Fuzz, the Fly is given in the address tag below.

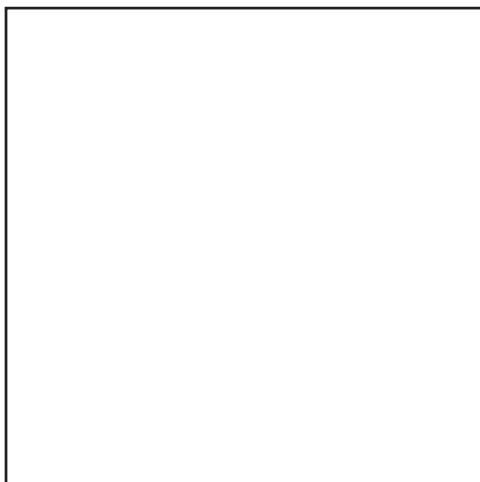
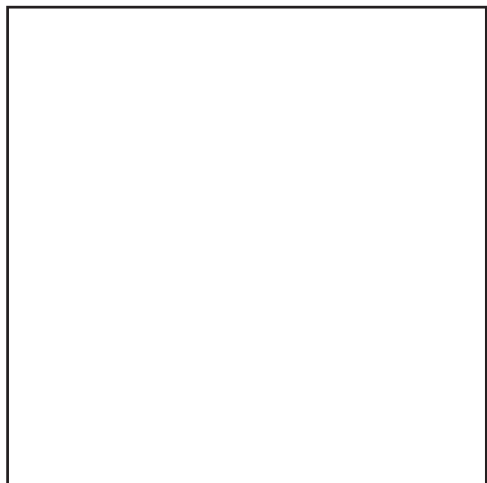
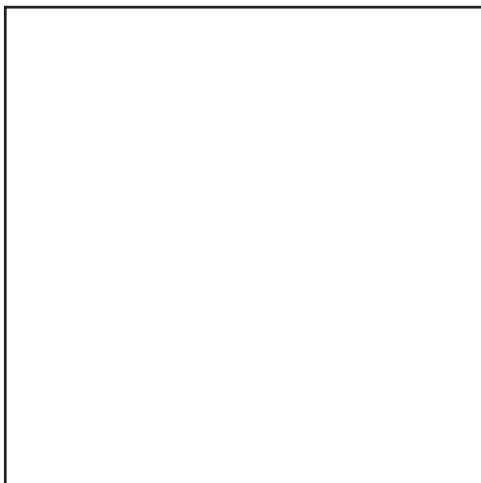
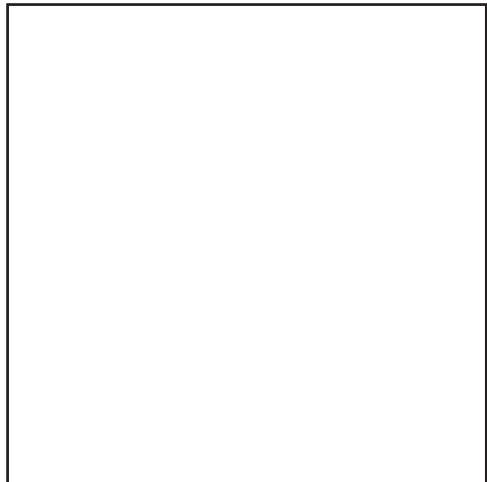
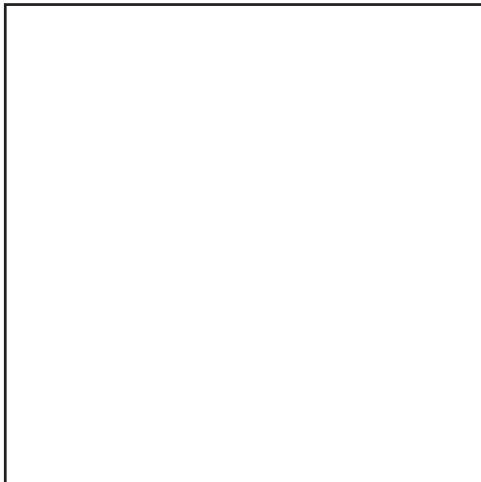
Buzz-Fuzz, the Fly

Fly house

Sweet mango tree P O




Mango groves

Imagine and write the former addresses of the other five friends in the address tags given below.



ACTIVITY 6

Read the forest newspaper and select titles from those given below and place each above the appropriate news report.

 <p>Inmates Wanted</p>	<h1>JUNGLE TIMES</h1> <p>Chief Editor: Fluffy – Huffy, the Fox</p>	<p>Leg pain! Don't worry. Use GRUMBLY OINTMENT</p>
	<p>.....</p> <p>Green Meadow: It is a wonderful sight to see six friends living together in a small clay hut at Green Meadow. One Mr Grumbly Bear tried to break the hut kicking hard at it. But the house of love was unbreakable. The friends said that they loved each other very much and their house could never be broken. The Mayor of Green Meadow, Mr Lion, visited the house and congratulated the inmates.</p>	
<p>.....</p> <p>.....</p> <p>Three year old rabbit missing. Name Fleet–Feet Dress - Blue and red frock Height : 15 cms Weight : 3 kgs Inform the nearest police station</p>		<p>.....</p> <p>.....</p> <p>A red fly found stuck on a jackfruit. Dress : Blue and red frock Height : 2 cms Weight : 1 gm Please contact the Mayor of Green Meadow</p>
<p>.....</p> <p>Jungle City: The clay hut inmates grabbed the Deer Prize for Peace for the year 2014. The winners will be given a good feast in the company of the Mayor along with a cash prize.</p>	<p>.....</p> <p>Download new 'Buzz-Fuzz ring tone'. Use the newly released ring tone free on your mobile phones. The first hundred people who download it will be given attractive prizes.</p>	

Ring tone released

A house made of love

Found

Missing

Deer Peace Prize to Clay Hut friends

ACTIVITY 7

We are friends

'Yoo-hoo! Anyone inside?', the bear asked. Hearing this, the fly came out with his friends and said:

I am Buzz-Fuzz,
the fly.



That is my friend
Crunch-Munch,



I am



This is.....

.....

I am



That is.....

.....



I am



.....

.....

I am



.....

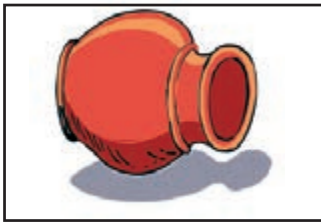
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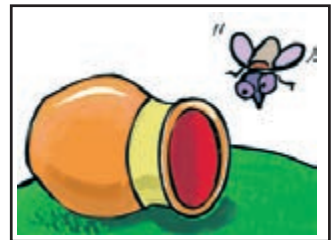
ACTIVITY 8

Clay pot to Clay hut

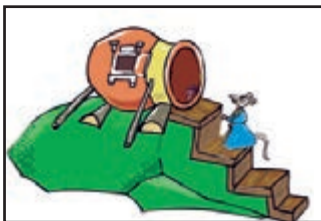
In the story 'The Clay Hut' we have seen how a clay pot turns into a clay hut. The following pictures tell us about the changes that have come over to the clay hut with the arrival of each inmate. Look at the following pictures and write down the changes you notice in the pictures. One has been done for you.



This is a clay pot.



A fly came to live there.



A mouse came then.
Steps appeared before the clay pot.
A window appeared.



After that a frog came.
A tree appeared near it.



Then a rabbit came.

.....



A fox arrived soon.

.....



After that, a wolf came.

.....

PROJECT WORK

The hut in the story is made of clay.

You can see different types of houses around you. What are they made of?

Which type of house is more in number?

Visit your surroundings and find out.

Collect the pictures of different types of houses.

Paste them in your notebook and describe them briefly.

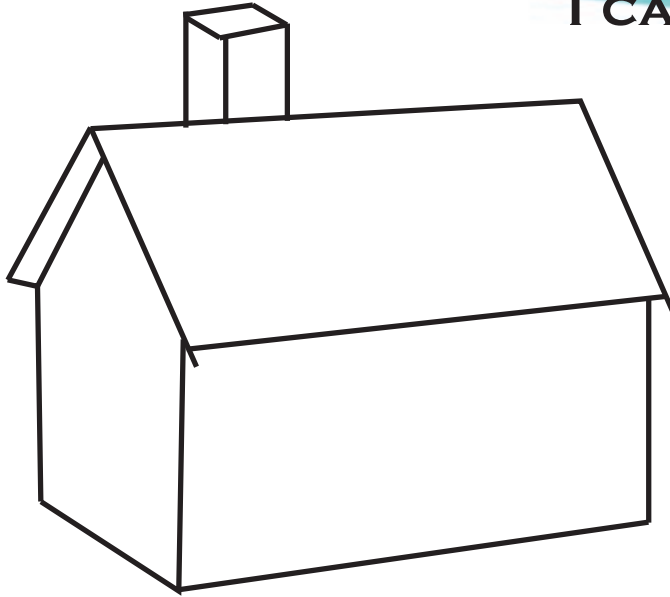
You may write about their size, colour, roof, the number of rooms and other facilities.

MY WORDS

The letters in the following words are jumbled. Rearrange the letters and make meaningful words. One is done for you.

ptmye	empty
dya	
otp	
frgo	
xof	
cyal	
ewmdao	
eeqseuz	
edsrtoy	
dwoenr	

I CAN



I know the reason why the bear couldn't destroy the clay hut.

If you know it correctly draw a door to the house.

I know the friends who came to the clay hut. I can arrange them in the correct order.

If you know six friends, draw six rows of tiles on the roof. If you know five friends draw five rows and so on....

I can fill the following passage with *in, on, to, into* appropriately.

Many animals came the clay hut. The bear couldn't enter the clay hut. He went backthe forest.The six friends were happy. The rat stood the roof and started dancing. There was a balloonhis hand.

If you could fill all the four blanks correctly, draw four windows to the house. If you could fill only three, draw three windows and so on.

I can read the story without my teacher's help.

If you can, colour the walls yellow.

I can sing the poem on my own and in chorus.

If you can, colour the tiles red.



MY LEARNERS

My learner	
can identify words such as 'swing', 'sway', 'empty', 'meadow', 'scurry', 'hop' etc.	
can understand simple questions with 'where', 'why', 'how', 'how many' etc.	
can answer in English during classroom interaction.	
can read and enjoy the given poem.	
can write dialogues in a given context.	
can describe pictures.	
can supply suitable headlines to news items.	
can introduce people using 'this' and 'that'.	
can prepare address tags.	
can undertake simple project work given.	
shows progress in learning.	

UNIT 6

WHO DID ALEENA'S HOMEWORK?

Look at the following.



From the list of words given above, there are some which you like and some which you do not like. Write them in the columns below.

I like	I do not like
•	•
•	•
•	•
•	•
•	•
•	•

Now, discuss why you like some of the above and why you don't like others.

WHO DID ALEENA'S HOMEWORK?

Aleena was lazy to do her homework.

'It's too boring,' she said. She liked skipping, playing cricket and football.

'Aleena, do your homework or you won't learn anything,' teachers told her.

But Aleena hated homework.



Do you like to do your homework?
What is your favourite hobby?

THE SURPRISE

Aleena had a cat, a cute little white cat. One day she saw it playing with a little doll.

‘Save me!’ The doll yelled.

Aleena quickly grabbed the doll from her cat.

She looked at the doll with amazement.

It wasn’t a doll at all. It was a very very small man who was green in colour. She was surprised.

‘I’m an elf,’ it said, ‘If you save me from the cat, I shall do whatever you ask for. I promise.’

Aleena could not believe herself.



Can the elf do whatever Aleena asks?

THE HELP

‘What can you do little one?’ She asked the elf.

‘Anything you wish.’

‘Can you do all my homework till the end of my exams?’ Aleena asked.

Wrinkles appeared on the elf’s face. He kicked the floor and said: ‘Oh! I am damned. But I’ll do it.’

The little elf began to do Aleena’s homework. But the elf did not know what to do and how to do it.

‘Help me, help me,’ the elf would call out every now and then.

‘I don’t know this word. Get me a dictionary. Look up the word and spell it,’ said the elf.

Aleena helped him. When it came to Mathematics, Aleena was in real trouble.

‘Sit down beside me and guide me,’ the little man said.

So Aleena had to work harder than ever. She stayed up late at night, went to the

library, brought more and

more books, and read a lot

to help the elf.



How did the elf do Aleena's homework?

Does anybody help you in doing your homework? How?

THE HAPPIEST DAY

The last day at school arrived. Aleena got 'A' grade in all subjects.

Her friends were amazed.

Her teachers were happy and full of praise. They patted her on her back. They wondered how such a change had happened to Aleena.

'She's a model kid. She cleans her room herself. She is always cheerful and is never rude,' said her teachers.

Aleena reached home quite happy that day. She called the elf. There was no answer.

She searched for the elf everywhere - under the cot, behind the almirah, in the kitchen, in the garden.

He was not to be seen anywhere.



Where would the elf have gone?

THE FAREWELL

Aleena became very sad. She sat on her bed. When she turned the pillow, a scrap of paper fell down. She took it. It read:

Dear Aleena
I think it's time for me to leave.
I'll always remember you. You saved me from
the cat!
You'll get good grades, I'm sure.
You worked a lot. You taught me many
things.
Let me tell you one thing.
You did all your homework yourself!
I don't think you need me anymore.
You can do wonders.
Love you so much.

Your friend
Elf



Let's sing together and enjoy!

PET SHOPPING

While shopping at the pet store
I got my fondest wish.
I bought myself a fish bowl
And then a pair of fish



And since I was already
Out shopping at the store
I thought I ought to purchase
Another smidgen more

And so I got a rabbit
A hamster and a frog,
A gerbil and turtle,
A parrot and a dog.

I purchased an iguana,
A tortoise and a rat,
An eight-foot anaconda,
A monkey and a cat.

A guinea-pig, a gecko
A ferret and a mouse,
And had them all delivered,
Directly to my house.

My sister went berserk!
She's now installing locks
Because I said her bedroom
Would be their litter box!

-Kenn Nesbitt

What did the speaker buy from the pet store?
Why did the speaker's sister lock her bedroom?

Identify the line in the poem in which the names of the following animals appear and write the line number in the space provided.



Ferret



Guinea-pig



Gecko



Hamster



Iguana



Rabbit



Anaconda



Tortoise



Turtle

Look at the pair of words taken from the poem 'Pet Shopping'.

wish-fish

How do the words end?

They end with similar sounds. They are rhyming words.

From the poem, find out more words that rhyme with the words given below.

fox

browse

fog

core

dish

ACTIVITY 1

Aleena was really sad on reading the elf's letter. Many thoughts came to her mind. Help Aleena write down her thoughts.

Oh, my friend elf!

.....

.....

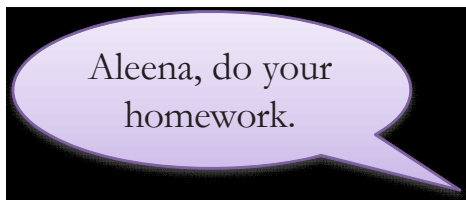
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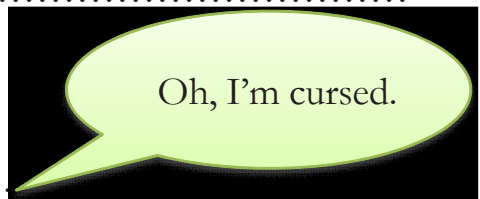
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ACTIVITY 2

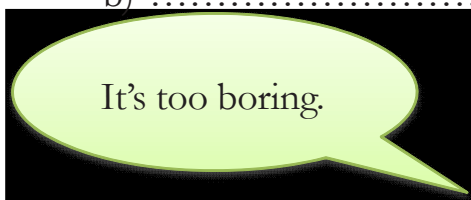
Find out whose words these are:



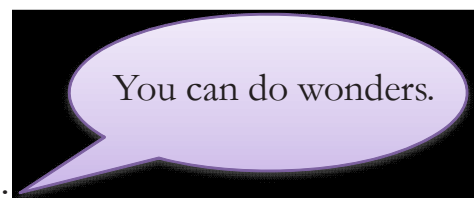
a)



b)



c)



d)

ACTIVITY 3

Aleena played cricket in the ground. She likes football too. Do you know how the game of football is played?

Read a description of the game of football.

Football

Football is an outdoor game. Usually eleven players are there in a team. There is a goal post each at both ends of the ground. The goal keeper stands at the goal post. Only the goal keeper can touch the ball with hands in the court. The team which scores more goals wins the match.

The following questions will help you describe your favourite game.

- Which is your favourite game?
- Is it an indoor or outdoor game?
- How many players are there in the game?
- What are the things needed to play the game?
- What are some of the rules of the game?

My favourite game

.....

.....

.....

.....

.....

.....

ACTIVITY 4

Teachers appreciated the changes in Aleena. What were those changes?

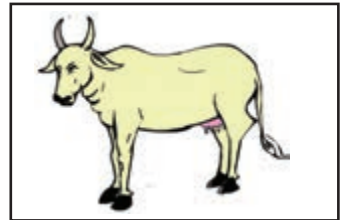
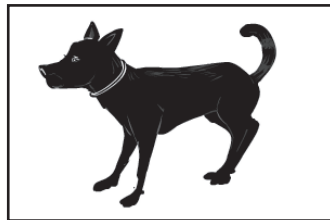
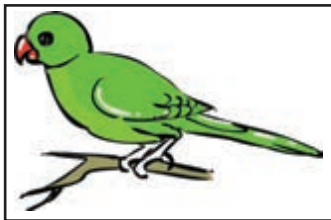
- stayed up late at night
- went to the library
- looked up the meaning of words in a dictionary
- borrowed books and read them
- worked harder than ever

What do you do to study well? Write them in the box below.

-
-
-
-

ACTIVITY 5

Aleena's cat is a cute little white cat.



Now, describe the pets/domestic animals that you see in the pictures above.

ACTIVITY 6

Examine the words given below. There are some familiar words hidden in them. Find out the hidden words. One is done for you.

hated	hat	ate
wrinkled
appeared
whatever
kitchen
down
teacher

ACTIVITY 7

The teachers said that Aleena was a ‘model kid’.
Given below are some of the good qualities they found in her.

- keeps her room clean
- always cheerful
- never rude
- gets good grade in all subjects

Now, write down a few good qualities that you see in your friends.

-
-
-
-

ACTIVITY 8

Look at the picture given below.



This was Aleena's room before she changed. It was in a mess. Write down a few suggestions you would give her to arrange her room. One is done for you.

1. Keep the books on the book rack.
2.
3.
4.
5.
6.
7.
8.
9.
10.

PROJECT WORK

Given in the box below are activities usually done by children. Aleena does many of these herself. But she needs the help of her parents for doing some of them.

Setting the school bag
 Cleaning the room
 Looking after pets
 Making up the face
 Watering the plants
 Doing homework
 Washing the plate and glass
 Washing the dress
 Shopping
 Filling the water bottle
 Sweeping the floor
 Taking bath
 Putting dress on
 Helping grandparents
 Cleaning the chappals
 Making the bed
 Cooking
 Packing lunch box
 Cutting vegetables

How many of these can you do on your own?
 For which ones do you seek the help of others?
 Which of these can't you do at all?
 Complete the table given below.

I do on my own	I do with others' help	I can't do

What are the activities you have written in Column 1?
 Sit with your friends and find out what they have written in the columns.
 What findings have you arrived at? Write them in the box below.

My findings
.....
.....
.....

MY WORDS

Read the sentences given below.

1. I hate cockroaches.
2. The girl yelled in pain.
3. A monkey grabbed the banana from the child.
4. The boy was amazed at the sight.
5. She kissed grandma's wrinkled cheeks.
6. The player kicked the ball to the goal post.
7. The old man patted the boy.
8. She is always cheerful.
9. Don't be rude to anyone.
10. She noted the number on a scrap of paper.

Examine the words underlined in each sentence. The meaning of the words are given below. Write the numbers of the sentences in the boxes provided against the meaning of the respective words.

shouted loudly	<input type="checkbox"/>
hit with foot	<input type="checkbox"/>
touched gently	<input type="checkbox"/>
dislike very much	<input type="checkbox"/>
happy	<input type="checkbox"/>
impolite	<input type="checkbox"/>
with folds on skin	<input type="checkbox"/>
got surprised	<input type="checkbox"/>
small piece	<input type="checkbox"/>
took roughly	<input type="checkbox"/>

Here are some events from the story of Aleena. They are given in a jumbled order. Arrange the events in the order of they occurred in the story and write them in the box below.



I CAN

Aleena went to the library.

They stayed up late night.

Read a lot to help the elf.

She looked up the word and spelled it.

Aleena and Elf became friends.

Aleena referred to the dictionary.

She liked skipping.

Aleena got 'A' grade in all subjects.

Aleena hated homework.

Elf began to do Aleena's homework.

Aleena worked harder than ever.



MY LEARNERS

My learner	
can identify words such as 'grabbed', 'yelled', 'amazement', 'surprise', 'wrinkle' etc.	
can understand simple questions starting with 'what', 'can', 'when' etc.	
can respond to commands and requests.	
can answer in English during classroom interaction.	
can read and enjoy the poem 'Pet Shopping'	
can express his/her likes and dislikes.	
can write down thoughts related to the contexts.	
can read and comprehend the given story.	
can use describing words.	
can identify words related to the classroom.	
can undertake simple projects.	

UNIT 7

THE BIRD

Look at the picture carefully.



What do you see in the picture?
What occasions do you celebrate at home?
Do you give presents on such occasions?

THE GIFT

It was Sero's birthday. He received many presents. But the present his uncle gave him was a different one. He thought it was more interesting than the rest. It was a trap for catching birds! Sero was very happy. He ran into the house to show his mother the trap.



But his mother said, 'It is not a good plaything. What do you want to do with birds? Why do you want to trap them?' 'I am going to keep them in a cage,' Sero said, 'they will sing for me, and I will feed them.'

What was the present Sero got from his uncle?

How was it different?

Why did Sero's mother say that it was not a good plaything?

THE TRAP

Sero collected some seeds. He scattered them on the board of the trap and set it in the backyard. He stood there waiting for the birds. But the birds were scared of him. They would not come near the trap. So Sero left the trap in the backyard and went inside the house.



Don't you think trapping birds is a bad practice?
Will Sero get any bird? What do you think?

HEART BEATS

After dinner he ran eagerly to look at the trap. It was shut. He saw a little bird beating its wings against the bars. Sero took the trap and carried it into the house.

‘Mother, Look, I have caught a bird!’ he cried. ‘I think it is a nightingale. Just see how its heart beats!’

His mother said that it was a wild canary. ‘Be careful! Don't hurt it; you had better let it go.’

‘No, I'm going to give it some food,’ he said.



What food would Sero give the bird?

Will the bird be satisfied with the food Sero gives? Why?

A WARNING

Sero put the bird in a cage. For two days, he gave it seeds and water. On the third day, he forgot all about the bird. He did not even feed the bird.

His mother said, 'See, how you have forgotten your bird! Let it go.'

Then Sero went to the cage and started cleaning it. He put his hand into the cage. The little bird was frightened. It flapped its wings. After the cleaning, Sero went out to get some water. He had forgotten to shut the cage.

'Sero, shut the cage or the bird will fly out and hurt itself,' His mother called out.



On the third day Sero forgot all about the bird. What does this show? What will the bird do when it sees the cage open?

THE FALLEN BIRD

Before Sero's mother could complete her words, the bird came out of the cage. It spread its wings and flew around the room. It hit against the window and fell.

Sero came running in. He picked the bird up. He put it back in the cage. The bird was still alive, but it lay on the floor with its wings spread out. It was breathing heavily. Sero kept looking at it. He started weeping.

'Mother, what shall I do now?' he asked.

'You can do nothing now,' she replied.



What do you think will happen to the bird?

'You can do nothing now.' Why did Sero's mother say so?

THE SLEEPLESS NIGHT

Sero stayed by the cage all day. He did nothing but look at the bird. All the time the bird lay on its breast breathing heavily.

After Sero went to bed, the bird died. Sero could not sleep for a long time. Every time he shut his eyes, he saw the bird gasping and lying still.

In the morning when Sero went to the cage, he saw the bird lying on its back, stiff with legs crossed.

Sero never caught birds after that.



(An adapted story of Leo Tolstoy)

Let's sing and enjoy!

BIRDS

If ever I see,
On bush or tree,
Young birds in a pretty nest,
I must not, in my play,
Steal the birds away,
To grieve their mother's breast.

My mother I know,
Would sorrow so,
Should I be stolen away,
So I'll speak to the birds,
In my softest words,
Nor hurt them in my play.

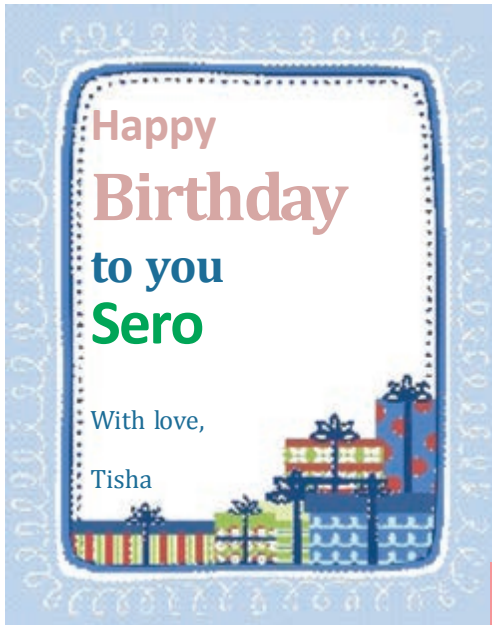
Sarah Josepha Hale



There are two mothers in the poem. Who are they?
Why will the girl not steal birds from their nests?
Why does the girl use the softest words to the birds?

ACTIVITY 1

It was Sero's birthday. He received many presents. His friends sent him birthday cards too. Given below is one of the cards he received. Now, prepare a birthday card to be sent to one of your friends on his/her birthday.

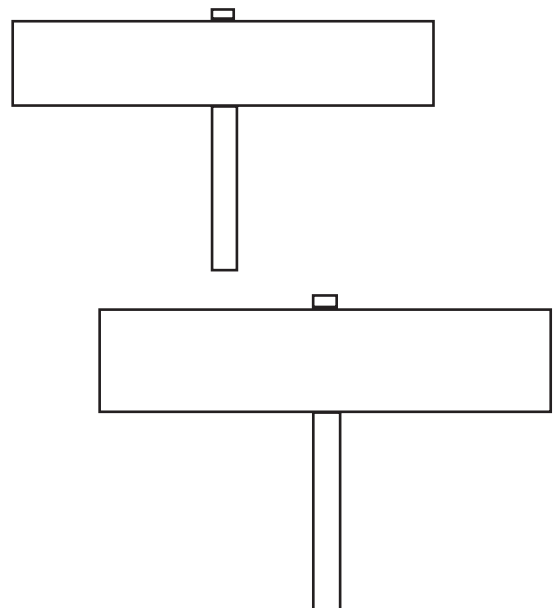
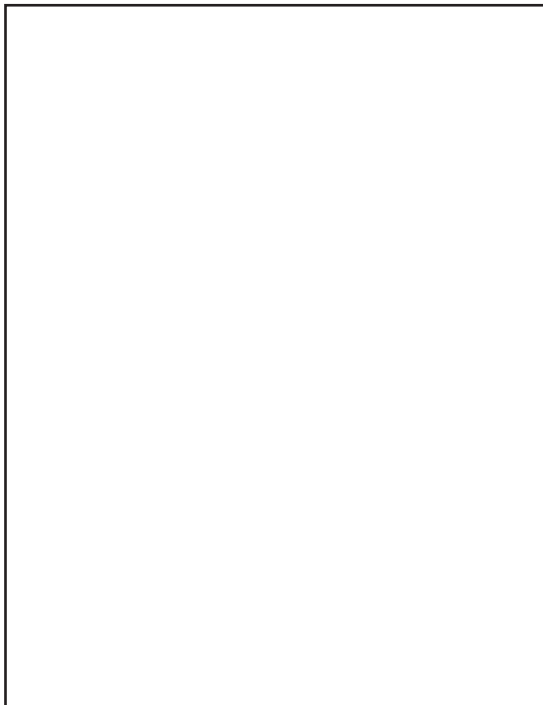


ACTIVITY 2

Look at the pictures.



What do the birds and animals in these pictures do?
Who makes them work like this?
Is it right to use animals for these purposes?
What do you think?
Prepare a poster and two placards against treating animals like this.



ACTIVITY 3

Read the following statements based on the story 'The Bird'. They are given in jumbled order. Arrange them in the order of occurrence in the story.

1. After cleaning the cage, he forgot to close it.
2. He gave the bird some food.
3. He kept the bird in a cage.
4. He set the trap in the backyard and a bird was trapped in it.
5. Mother asked him to let the bird go.
6. Next day the bird was found dead.
7. Sero received a trap as a birthday gift.
8. The bird flew around the room and hit against the window.

ACTIVITY 4


Look at the following sentences from the story 'The Bird'.

Sero stood there waiting for the birds.

But the birds were scared of him.

'But' expresses an idea which is different from/contrasts with what is stated earlier. Look at the pictures and the sentences given along them.

Fill in the blanks as is done in the first box.



The man is tall.
But he is weak.



The T-shirt is beautiful.

.....



The boy likes to ride the bicycle.

.....



The girl wants to pluck flowers.

.....



The boy is trying to lift the sack.

.....

PROJECT WORK

We see a lot of birds around us. Observe them and complete the table given below. Try to describe each bird in three or four sentences using the details you have collected.

Name of the bird	Colour of feathers	Colour of beak	Colour of feet	Place where you see them	Time when you see them

.....

.....

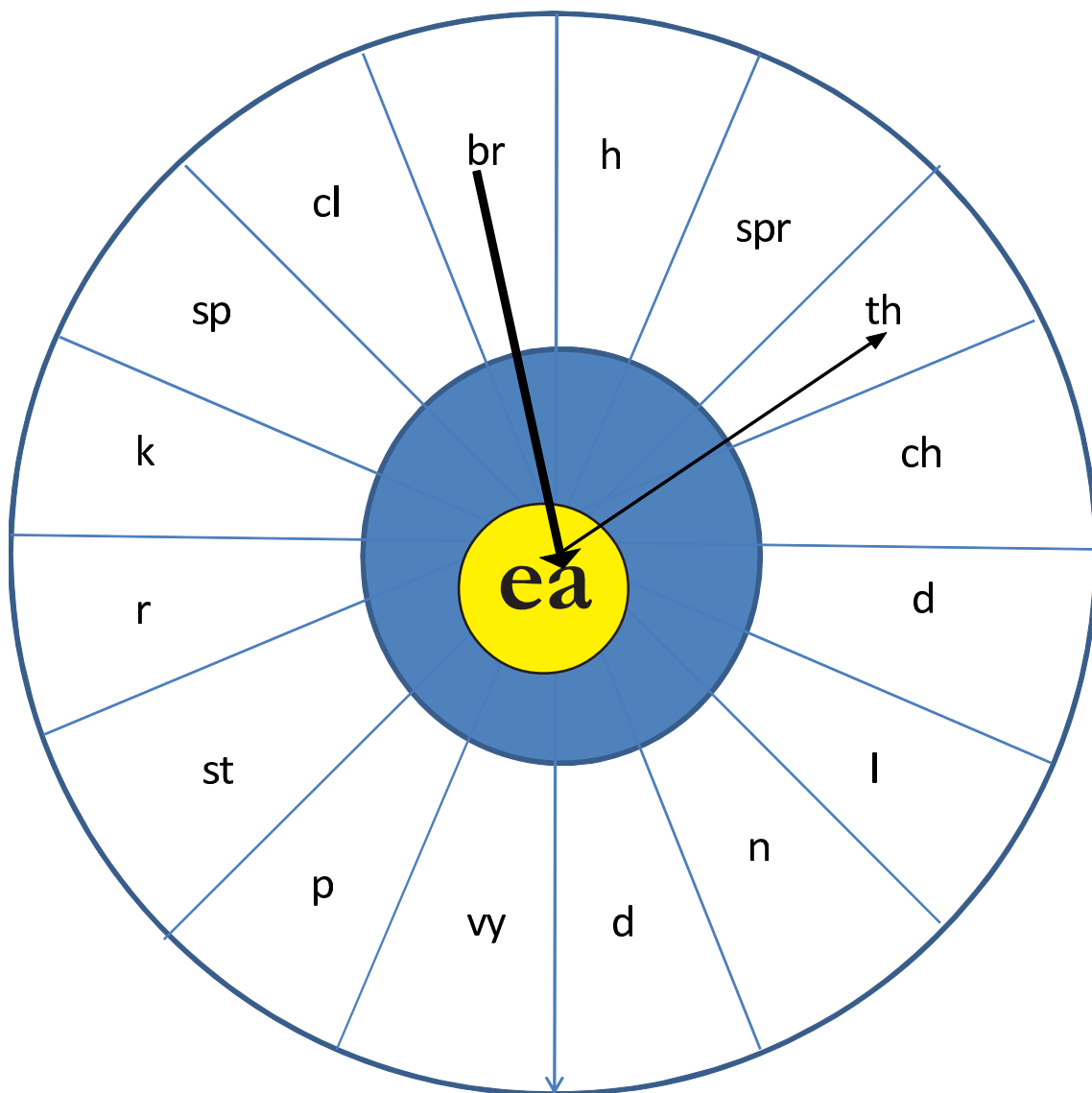
.....

.....

.....

MY WORDS

Make as many words as you can connecting the letters given in the circle. You have to connect them using 'ea'. One is shown for you.



1. breath

.....
.....
.....
.....
.....

.....
.....
.....
.....
.....

I CAN



What did Sero's mother say in the following contexts?
Find out and write them down in appropriate places.
The last one has been done for you.

Contexts	What the mother said
Sero got a trap as a birthday gift.	
Sero caught a bird.	
He forgot all about the bird.	
He had forgotten to shut the cage.	
The bird was breathing heavily.	'You can do nothing now.'

Light the Candle

Here is a birthday cake. If you could identify what the mother said in all the four contexts, light all the four candles. If you get only three, light only three and so on.





MY LEARNERS

My Learner	
can identify words such as 'receive', 'interesting', 'scatter', 'breath' etc.	
can prepare birthday cards.	
can prepare posters against cruelty towards animals.	
can prepare placards on a given theme.	
can sequence the major events of a story.	
can use 'but' in meaningful contexts.	
can make words with 'ea' combinations.	
can read and understand the given stories and poems.	
can answer in English during classroom interaction.	
can undertake simple projects.	