



Warm up

Read the sentences. Tick the ones which are true and put a cross against the sentence that is not true. You can look up the information.

Bees have **2 pairs of wings**.

Bees have **5 eyes**.

Bees have **6 legs**.

Bees live on all **7 continents**.

Bees beat their wings **200 times per second**. This makes a buzzing sound.

☐
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Let's read a story about a bear who heard a very loud buzzing.



Winnie-the-Pooh was out walking in the woods when he saw a large oak tree, and, from the top of the tree, there came a loud buzzing noise.

Winnie-the-Pooh began to think. "The *only* reason for a making a buzzing noise is because you're a bee. The *only* reason for being a bee is making honey. And the *only* reason for making honey is so *I* can eat it." So, he began to climb the tree.

He climbed and climbed and sang a little song.

*It's a very funny thought that, if Bears were Bees,
They'd build their nests at the bottom of trees.
And that being so (if the Bees were Bears),
We shouldn't have to climb up all these stairs.*



What was the complaint in Pooh's song?

He was nearly there now, and if he just stood on that branch ... *Crack!*

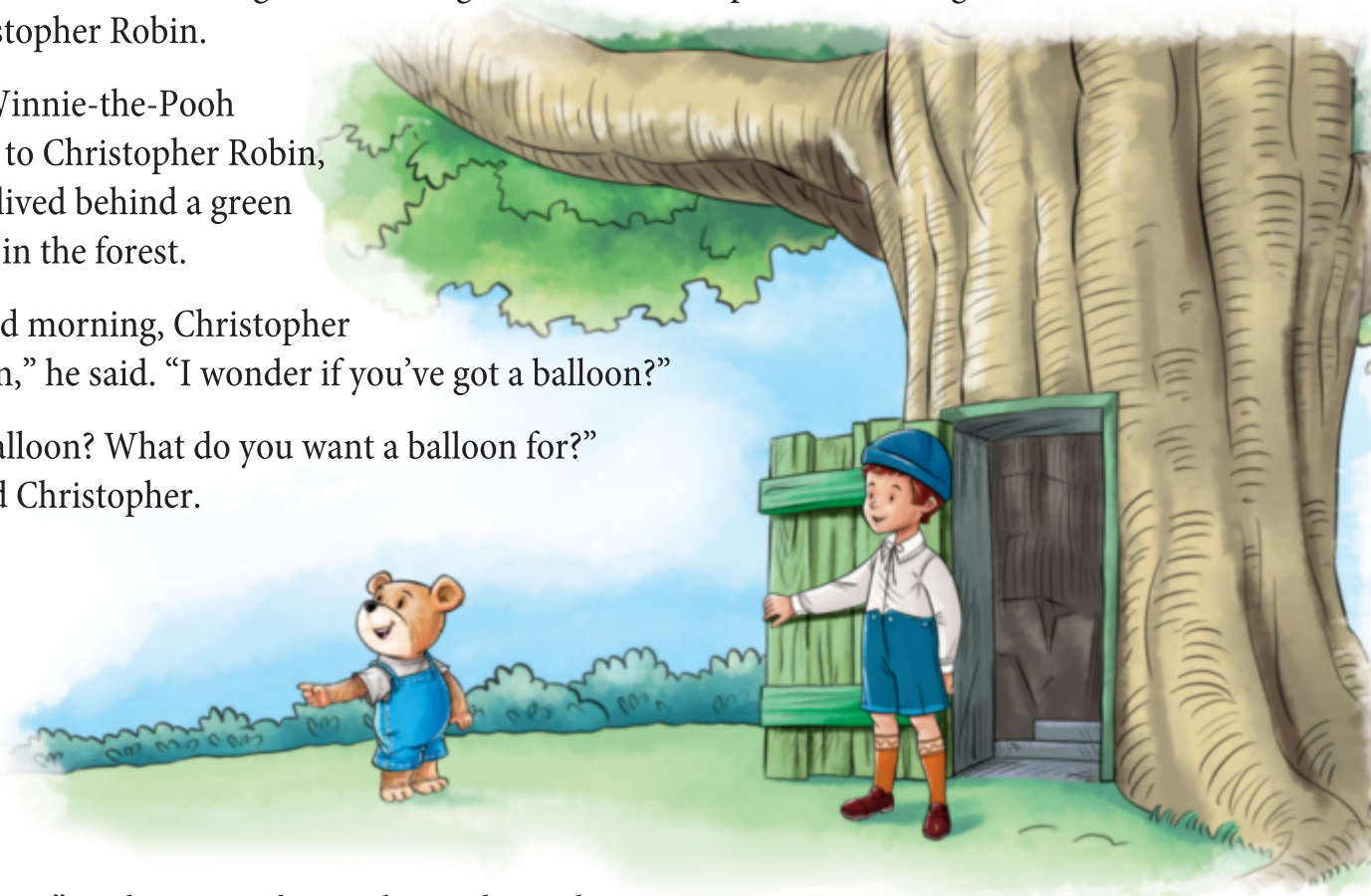
“Oh, help!” said Pooh, as he dropped way, way down into a **gorse-bush**.

He crawled out and began to think again. And the first person he thought of was his friend Christopher Robin.

So, Winnie-the-Pooh went to Christopher Robin, who lived behind a green door in the forest.

“Good morning, Christopher Robin,” he said. “I wonder if you’ve got a balloon?”

“A balloon? What do you want a balloon for?” asked Christopher.



“*Honey!*” said Winnie-the-Pooh in a deep whisper.

“But you don’t get honey with balloons!”

“I do,” said Pooh. “It’s like this,” he said. “The thing is not to let the bees know you’re coming. If you have a blue balloon, they might think you were only part of the sky, and not notice you. Isn’t that just brilliant!”

“Wouldn’t they notice *you* underneath the balloon?” Robin asked.

He thought for a moment and said: “I shall try to look like a small black cloud. That will **deceive** them.”

“Then take this blue balloon,” Christopher said. Winnie-the-Pooh held the blue balloon and went to a muddy place and rolled around till he was black all over.

How, according to Pooh, would the blue balloon be useful?

.....
gorse-bush: a bush with thin, sharp leaves and small yellow flowers
deceive: to make somebody believe something that is not true

When the balloon was blown up, Pooh Bear floated **gracefully** up into the sky, and stayed there—level with the top of the tree and twenty feet away from it.

“Do I look like a small black cloud in a blue sky?” asked Winnie-the-Pooh **anxiously**.

“You look like a bear holding on to a balloon,” Christopher said.

There was no wind to blow him nearer to the tree, so there Pooh stayed. He could see the honey, he could smell the honey, but he couldn’t quite reach the honey.

After a little while, he called, “I think the bees **suspect** something!”

“What sort of thing?” Christopher asked.

“I don’t know. But something tells me that they’re **suspicious**!”

There was another little silence, and then Pooh called again.

What made Pooh think that the bees were suspicious?



“Christopher Robin! You have an umbrella in your house. Do bring it out here, and walk up and down with it, and look up at me every now and then, and say ‘Tut-tut, it looks like rain.’ If you did that, it would help the **deception** which we are practising.”

Why did Winnie want Christopher Robin to bring an umbrella?

Christopher laughed to himself but he went home for his umbrella.

“Oh, there you are!” called Winnie-the-Pooh as soon as Christopher got back. “I was beginning to get anxious. The bees are now definitely suspicious.”

While Christopher walked up and down, Winnie-the-Pooh sang this song:

*How sweet to be a Cloud
Floating in the Blue!
Every little cloud
Always sings aloud.*

Do you think this plan will help Winnie-the-Pooh get the honey?

gracefully: in a smooth and relaxed way **anxiously**: in a worried or nervous manner
suspect: to believe that someone is possibly up to something that is bad **suspicious**: feeling that something is wrong or that someone is behaving wrongly **deception**: the act of making somebody believe something that is not true

The bees were still buzzing suspiciously. One sat down on the nose of the ‘cloud’.

“Christopher—*ow!*—Robin,” called out Pooh.

“Yes?”

“I have just been thinking, and I have come to a very important decision. These are the *wrong* sort of bees, so I think they make the *wrong* sort of honey.”

“Do they?”

“Yes. So, I shall come down.”

A.A. Milne (1882-1956) was an English author, renowned for creating *Winnie-the-Pooh*. He was also a playwright and essayist. Milne was the father of bookseller Christopher Robin Milne, upon whom the character Christopher Robin is based. During a visit to London Zoo, Christopher became fond of a bear called Winnipeg. This incident inspired Milne to write the story of *Winnie-the-Pooh* for his son. Milne's works have captivated readers worldwide, especially the stories of *Winnie-the-Pooh*.



In this section, we will:

- remember details about the story.
- learn how to analyse the structure of a story. (C-2.1, 2.2)

Make connections

Map the story

Answer the following questions based on the story.

- The **setting** describes the place and the environment of a story. It helps us picture a story. Tick the words and phrases that the author has used to help readers picture the setting.

a. middle of a forest	<input type="radio"/>	b. busy city	<input type="radio"/>
c. buzzing sound	<input type="radio"/>	d. coconut palms	<input type="radio"/>
e. tall oak tree	<input type="radio"/>	f. beehive	<input type="radio"/>
g. gorse-bush	<input type="radio"/>	h. sunflowers	<input type="radio"/>
- Characters** are those who play a role (think, feel and act) in a story. The **main character** is the one around whom the story revolves. Who is the main character in this story?

a. Winnie-the-Pooh	<input type="radio"/>
b. Christopher Robin	<input type="radio"/>
c. the bees	<input type="radio"/>

3. The **plot** is the sequence of events in a story. Plots have **conflicts**. Conflicts are problems that the main characters face. Which of these lines describes the problem in the story?
- a. "I wonder if you've got a balloon?" asked Winnie-the-Pooh. ☐
 - b. He could see the honey, he could smell the honey, but he couldn't quite reach the honey. ☐
 - c. "Yes. So, I shall come down." ☐

Deep dive

Answer the following questions with reference to context.

1. *He crawled out and began to think again. And the first person he thought of was his friend Christopher Robin.*

RECALL

- a. Who crawled out and from where?
- b. How did he get in there?

INFER

- c. Why do you think Winnie-the-Pooh thought of Christopher Robin?

ANALYSE

- d. Who is the first person you think of when you are in trouble? What qualities do they have in common with Christopher Robin?

2. *"Yes. So, I shall come down."*

RECALL

- a. What reason did Winnie-the-Pooh give for coming down at the end of the story?

INFER

- b. Do you think the reason he gave was the real reason? Explain your answer.

ANALYSE

- c. Do you think Pooh remained cheerful even though he did not get what he wanted? Give a reason for your answer.

Read, reflect and write

1. Draw up a chart like the one below and write two qualities of a good friend that you see in the character Christopher Robin. Give evidence from the story for each.

Qualities	Evidence from the story
i.	
ii.	

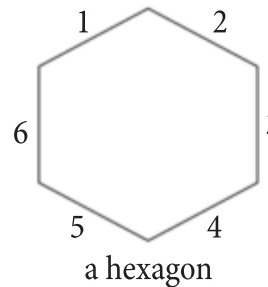
2. A **realistic story** is one that could happen. A **fantasy** is a story that cannot happen in real life. Which type of story is 'Winnie and the Bees'? Give a reason for your answer.

Integrate

Bees build honeycombs out of a wax that they secrete.

Honeycombs are made of six-sided shapes called hexagons.

Can you name and draw some shapes that have three, four and five sides?



In this section, we will:

- identify synonyms of action words.
- make new words with existing letters of another word. (C-4.1, 4.2)

Word wall



Synonyms

In the story, Winnie-the-Pooh **says**, **asks** and **whispers**. We often use similar words to describe the same action, like **jump**, **leap** and **bounce**.

Look at the colour of each of the action words given below. Now, colour the **synonyms** of each word in the table using the same colour.

talk

walk

eat

fly

see

whisper	chew	look	flit	march
gulp	gaze	stroll	mumble	soar
stare	hover	shout	swallow	stride
trek	exclaim	peep	glide	munch
flutter	ramble	wolf (down)	glance	chat

Building words

How many words can you make with the letters in the honeycomb? List them.

(Do not repeat letters in a word.)



brush			

Grammar time



Nouns: Concrete and abstract

Read these sentences.

- Winnie-the-Pooh wanted some honey from the bees.
- Christopher Robin had a balloon.

The words in pink in the sentences given above are **nouns**. Nouns name a person, place, animal or thing.

Read these sentences.






- Winnie-the-Pooh had a thought.
- The bees were not fooled by the deception.

The words *thought* and *deception* are also **nouns**. They name qualities, ideas and feelings.



CONCRETE AND ABSTRACT NOUNS

Nouns can be **concrete** or **abstract**.

OUR FIVE SENSES	Concrete nouns		Abstract nouns	
	are names of people, places, animals and things experienced through one or more of our five senses.		are qualities, ideas and feelings , not experienced through any of our five senses.	
taste 		✓		✗
touch 		✓		✗
see 		✓		✗
hear 		✓		✗
smell 		✓		✗
Examples: school, ant, cup		Examples: hope, freedom, truth, kindness		

1. Read the information given below and fill in the table.

Noun	Type of Noun Concrete or Abstract?
a. bear	Concrete
b. suspicion	Abstract
c. tree	
d. idea	
e. balloon	
f. honesty	
g. honey	
h. disappointment	

2. Choose abstract nouns from the box to fill in the blanks. You may choose the words that you think fit the concrete nouns the best.

memory
loyalty

cunning
gentleness

beauty
wisdom

speed
hard work

- A cheetah is known for its _____.
- A peacock is known for its _____.
- A dog is known for its _____.
- A lamb is known for its _____.
- An owl is known for its _____.
- A bee is known for its _____.
- An elephant is known for its _____.
- A fox is known for its _____.



Which qualities are you known for?

3. Write sentences about yourself choosing any 5 of the given abstract nouns.

courage
truth

kindness
peace

honesty
confidence

imagination
joy

patience
strength

Pronunciation



Syllables

Every word is made up of at least one **syllable**.

A **syllable** is a unit having one vowel sound.

Some words have only one syllable or vowel sound.



town fun fist hat hand jump red tone stop

Some words have two syllables or vowel sounds.



wis/dom sum/mer peo/ple bul/ly ta/ble

Some words have more than two syllables or vowel sounds.



per/mis/sion grand/mo/ther min/is/ter in/tel/li/gence pro/fes/sion

Listen to your teacher read these words aloud and then repeat them.

mo/ther
he/li/cop/ter
in/de/pen/dent

al/so
ro/yal
mun/ching

sis/ter
faith/ful
ad/ven/ture

rus/ty
a/woke
af/ter/noon

co/rrec/ted
cru/el/ty
in/for/ma/tion

Write well

Summary writing

Summary

What is a **summary**?

A **summary** is a short retelling of the main events from the story in your own words.

Rewrite the story 'Winnie and the Bees' in short in your notebook using the cues given in the graphic organizer below.

Somebody	Who is the main character?
Wanted	What did the character want?
But	What was the problem? What stopped the character from getting what they wanted?
So	How did the character try to solve the problem?
Then	How did the story end?



Listen and speak well



In this section, we will:

- listen to a story and test our understanding.
- tell our classmates about an adventurous or exciting thing we have done. (C-1.1, 2.1)

1. Listen to the story and put the sentences in the right order.

- The traveller told everyone about the things he had seen and done.
- The traveller returned home.
- The traveller said that he had won a jumping competition at Rhodes.
- The old man told the traveller to jump.
- The traveller left his village and travelled to many faraway places.
- The traveller began to boast.



2. Take turns to tell your classmates about an adventurous or exciting thing that you have done. Make sure you don't boast!