



ICSE EDITION

NEW *Mulberry*  
ENGLISH COURSE

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UNIVERSITY PRESS  
COURSEBOOK 3

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# New Mulberry English Course

New Mulberry English Course is an easy-to-use integrated language and literature course. With grammar at its core, the course is based on sound language learning principles, literary content, multicultural themes and inclusive learning. This new edition is completely aligned to the ICSE curriculum released in November 2016. The reading passages and the tasks have been carefully chosen to attain the learning outcomes defined in the curriculum, employing the suggested transactional processes and learning resources.



## Features of the ICSE Curriculum

### Theme-based selections

- Selections curated from the ICSE reading list and aligned to the interdisciplinary themes recommended by the ICSE curriculum

### Child-centred approach

- Course designed so as to develop skills required by the learners at each level
- Progresses from immediate to external environment, simple to complex, familiar to unfamiliar

### Spiralling

- Topics are carefully graded to provide a spiral of cumulative learning

### Variety of learning experiences

- Wide range of tasks, such as projects, interviews, presentation, reports, posters etc.

### Integration

- Learning is linked across various subject areas through activities and projects

### Social-constructivist approach

- Projects involve learning by doing
- Research-based tasks

### Inclusivity

- Caters to different learning styles
- Based on Howard Gardner's theory of Multiple Intelligences
- Promotes inclusivity and respect for all

### Life skills

- Integrated life skills such as communication, critical thinking, caring, self-awareness

### Contextualization

- Universal themes, relevant to the learners
- Content provides the flexibility to be adapted to individual's needs

## Course Features

### Coursebooks

Primers A & B

Classes 1–8

- ICSE recommended selections—prose, poetry, drama and graphic stories
- ICSE curriculum suggested vocabulary, grammar, writing, and listening and speaking tasks
- Interdisciplinary integrate section
- Intercurricular projects
- Life skills
- Posters that explore the elements of a story
- Special grammar revision

### Workbooks

Classes 1–8

- ICSE based grammar and writing
- Multiple Intelligence based writing tasks
- Life skills
- Intercurricular projects
- Special grammar revision

### Area— Digital

support  
for students

- Animation
- Audio
- Interactivities
- Slide shows
- Video

### Oxford Educate— Digital support for teachers

- Animation and audio
- Interactivities and slide shows
- Video and worksheets
- Lesson plans
- Answer keys
- Test Generator

### Teacher's Resource Packs

Primers A & B  
Classes 1–8

- Teacher's Resource Books
- Audio CD
- Oxford Educate and Test Generator

### Life Skills

are categorized as communication, logic and emotion to encourage learning beyond the book.



Logic



Emotion



Communication

### Intercurricular

projects and the integrate sections blend language learning with other subjects such as GK, math, science and social science.



GK



Math



Science



Social  
science



Extracurricular  
activities

The course content takes into account Dr Howard Gardner's theory of **Multiple Intelligences** that includes a focus on eight skills.



Intrapersonal



Interpersonal



Visual-spatial



Musical



Linguistic



Math-logical



Kinaesthetic



Naturalistic

# Coursebook Structure

Each coursebook has selections from a variety of genres and are organized into ten prose, six poems, one play and one graphic story, based on the ICSE syllabus. Six of the twelve are new prose units.

Spot the not. Which of the following statements are not true?

- Cocoa is made from the seeds of the *Theobroma Cacao* tree.
- *Theobroma* means food of the gods in Greek.
- The majority of the world's cocoa beans come from Africa.
- Cocoa is used to make white chocolate.
- The Swiss eat the most chocolate.



Warm-up gets learners ready for learning.

In-text questions comprise factual, inferential and vocabulary questions related to the text.

## IN-TEXT QUESTIONS

Which word tells us that Heidi is happy?

**Ruskin Bond** is one of India's most loved children's authors. He lives in Mussoorie. He has written over 500 short stories and essays. Many of his stories are about his life in the hill stations where he grew up. He says book readers are special people and that a great book is like a friend.



About the author gives information about the lives and works of authors.

## Integrate

To print books, we use machines called printing presses. The pi by a man named Johannes Gutenberg. Look around you and w machines that you use in your everyday life. Find out who inven the information with your classmates.

Integrate section suggests intercurricular activities related to the chapter.

## MAKING CONNECTIONS

### Quick answers

1. The people in a story are called characters. Name four ch
2. Write true (T) or false (F) for the sentences given bel

Making connections comprises factual, inferential and extrapolative questions in different formats.

## GRAMMAR TIME

### Going to + action word

Read these sentences.  
➤ Matilda is going to borrow books from the library.

Grammar time introduces grammar topics that are based on the ICSE syllabus.

## PRONUNCIATION

### Words that end in *ic* and *ice*

Words that end in *ic* end with a *k* sound. Words that end in *ice* end with a *s* sound. Practise saying these words aloud with your teacher.

Study skills comprise punctuation, spelling, dictionary and pronunciation practice.

## WORD WALL

### Be a book detective

1. Use the clues given below to complete the 'book' words.  
a. A piece of furniture with shelves to hold books.  
book \_\_\_\_\_

Word wall builds vocabulary through a variety of activities based on the ICSE syllabus.

## APPRECIATION

### Comparisons

Comparing things can be very interesting. In the poem, the poet says that the dinosa 'as big as tennis balls', its stomach was 'bigger than a garage' and its neck was 'as long as Here are a few more examples of comparisons.

Appreciation introduces learners to poetic devices and literary elements.

## WRITE WELL

### Paragraph writing

Think about a time when you went to a fair. Who did you go with? Was it What stalls were there? Which stall did you want to be at? What else did

Write well covers the writing topics recommended by ICSE through guided tasks.

## LISTEN AND SPEAK WELL

The princess in the story was very clever. Now listen to the story of Abu Ali who was not smart at all. Put numbers in the boxes to show the right order of the pictures. Then take turns to narrate the story.

- 1.
- 2.

Listen and speak well has thoughtful oral-aural activities, covering a range of tasks.

## Project 2

### SEED STORY

**Learning Goals**  
Create and tell a graphic (picture) story about how seeds grow  
Observe and learn how plants grow from a seed

Intercurricular projects mapped across subject areas.



Posters capture the elements of a story in an interactive and fun way.

## Grammar at a Glance

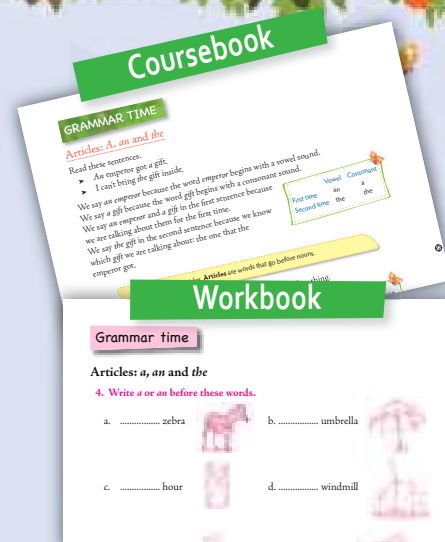
### NAMING WORDS

Naming words are called nouns. Nouns are names of people, places, animals and things. Fishes, New Delhi, cat and table are all nouns.

Grammar at a Glance aids grammar revision through graphic representation.

## Workbook Links

At each level, the Coursebook unit is complemented by a corresponding Workbook unit. In addition to comprehension passages, the Workbooks provide practice for grammar, writing and study skills. The Workbooks also contain Assessment practice and interdisciplinary projects.



## TEACHER'S RESOURCES

The **Teacher's Resource Pack** provides teachers with pedagogical notes, handy lesson plans, listening scripts and answer keys. It comprises a **Teacher's Resource Book** and an **Audio CD** containing listening and poem audio.

### FEATURES OF OXFORD EDUCATE:



- Animation for poems and prose
- Audio for prose, poetry, graphic stories, plays, pronunciation and listening tasks
- Slide shows to explain concepts
- Worksheets for practice in the classroom (printable)
- Interactivities for active learning
- Short animation to explain difficult words
- Video to guide learners towards better writing
- Comprehension passages for practice in the classroom
- Lesson plans (printable)
- Answer keys for each unit (printable)

**Oxford Educate** is an innovative digital resource that provides teachers with an e-book integrated with learning materials and interactive tools. The package also includes an easy-to-use **Test Generator** for generating test papers and worksheets.



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**Oxford AREAL contains**




























- **Animation** for poems, prose and graphic stories
- **Slide shows**
- **Audio and video**
- **Interactivities** for vocabulary and grammar

# Contents

Introduction	3
Detailed Contents	8
Acknowledgements	10
Grammar at a Glance	11
1. Going to the Fair by E.B. White	15
Poem: <i>So Big</i> by Max Fatchen	25
2. The Royal Gift	28
3. Matilda: the Reader of Books by Roald Dahl	42
Poem: <i>At Sea in the House</i> by Stanley Cook	51
4. The Parrot Who Would Not Talk by Ruskin Bond	54
5. The Tale of Peter Rabbit by Beatrix Potter	62
Poem: <i>The Quarrel</i> by Eleanor Farjeon	70
6. Tucket the Bucket by Kuzhali Manickavel	73
7. Heidi Meets her Grandfather	82
Poem: <i>Every Time I Climb a Tree</i> by David McCord	91
8. How Many Crows?	95
9. Play: The Whispering Palms by Deepa Gangwani and Tina Suchanek	103
Poem: <i>Little Talk</i> by Aileen Fisher	111
10. The River Bank by Kenneth Grahame	114
11. Emperors of Ice	123
Poem: <i>The Moon</i> by R.L. Stevenson	131
12. My Special Sister	134
Project 1: Our Great Big Book of Ten Nouns	143
Project 2: The Seed Story	144
Poster: Parts of a Story	

# Detailed Contents

Unit	Theme	Making connections	Word wall/ Appreciation	Grammar time	Study skills	Write well	Listen and speak well
1. Going to the Fair 	Our neighbourhood	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Collective nouns: group names	Gender nouns Material nouns	Punctuation: Comma	Composition on a fair	Listening and ticking the answer Picture talk: drawing and talking about an animal chart (Individual)
<i>So Big</i>	Animals and plants	Factual, inferential, evaluative and extrapolative comprehension.	Simile				
2. The Royal Gift 	Science	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Alphabet riddles Professional tools	Articles— <i>a, an and the</i>	Spelling: Alphabetical order	Thank you letter	Listening and numbering the pictures Storytelling (Individual)
3. Matilda: The Reader of Books 	Art and culture	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Form 'book' words Choosing opposite words from the story	<i>Going to Like to</i>	Spelling: Plurals of words ending with <i>y</i>	Book report	Listening and ticking the answer Identifying safety rules (Individual)
<i>At Sea in the House</i>	Adventure and imagination	Factual, inferential, evaluative and extrapolative comprehension.	Rhyming words				
4. The Parrot Who Would Not Talk 	Animals and plants	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Crossword puzzle about birds Make sentences	Present continuous tense	Spelling: Plurals of words ending with <i>f</i>	Composition on birds	Song: Listening and answering questions Singing (group)
5. The Tale of Peter Rabbit 	Self and family	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Fruits, vegetables and flowers Make sentences	Past continuous tense	Pronunciation: Words ending in <i>ic</i> and <i>ice</i>	Describing what happened	Listening and recognizing feelings Conversation: Talking about feelings (group)
<i>The Quarrel</i>	Self and family	Factual, inferential, evaluative and extrapolative comprehension	Recitation and rhyme				
6. Tucket the Bucket 	Home and friends	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Synonyms Animal sounds	Possessive pronouns Apostrophes	Pronunciation: <i>Tr</i> sound	Paragraph about a special place	Song: Listening and marking/matching the answer Storytelling: Using picture clues to tell a story (group)

Unit	Theme	Making connections	Word wall/ Appreciation	Grammar time	Study skills	Write well	Listen and speak well
7. Heidi   	Self and family	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Different kinds of landforms  Opposites Acrostic poem	Reflexive pronouns	Punctuation: Capital letters	Grandparents' interview	Listening and matching  Conversation: Talking about can/cannot (individual)
Every Time I Climb a Tree	Adventure and imagination	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	People and places Birds	Adjectives of quantity and number	Spelling: Compound words	Short story with the help of clues	Listening and ticking a list  Role-play: asking for things (pair)
8. How Many Crows?   	The world around us	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Jumbled words Fruits	Adverbs of time	Punctuation: Question mark and full stop	Picture composition	Poetry: Listening and answering Recitation: poem  Conversation: Talking about a special day (group)
9. The Whispering Palms   	Community	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Shape poem				
Little Talk	Animals and plants	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Types of boats Anagrams	Prepositions of place and movement	Pronunciation: ie/ei	Paragraph on your hobby	Picture talk: picture dictation  Picture talk: Giving picture dictation (pair)
10. The River Bank   	Home and friends	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	ice words Word clusters	Conjunctions—or and so	Pronunciation: sq/sw	Picture composition using guidelines	Song: Listening and filling the blanks Singing (Group) Conversation: Talking about animals (group)
11. Emperors of Ice   	Animals and plants	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Cinquain poem				
The Moon	Adventure and imagination	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Musicians	Revision of tenses—present, past and future  Subject and predicate	Punctuation: Revision	Draw and write about your favourite person	Listening and correcting sequence  Picture talk: Describing to a person who can't see or hear (Individual)
12. My Special Sister   	Home and friends	Factual, inferential, evaluative and extrapolative comprehension. Integrate 	Project- 1: Our Great Big Book of Ten Nouns				
Project- 2: Seed Story							



# Acknowledgements

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'Little Talk' by Aileen Fisher

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'Emperors of Ice'

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# Grammar at a Glance

## NAMING WORDS

Naming words are called **nouns**. Nouns are names of people, places, animals and things. *Rohan, New Delhi, cat and table* are all nouns.

**Common nouns** name *any* people, places, animals or things.



**Proper nouns** are exact names. They name a specific person, place, animal or thing.



**Countable nouns** are nouns you can count.



**Uncountable nouns** are nouns you cannot count, such as water, sugar, juice and grass.



But we can say: a glass of juice, three slices of bread, two buckets of water, a spoon of sugar.

Countable nouns may be singular or plural. We add *-s* or *-es* to make plural form.



bee



bees



mango



mangoes

When a word ends with *y*, we change *y* to *-ies*.

fly

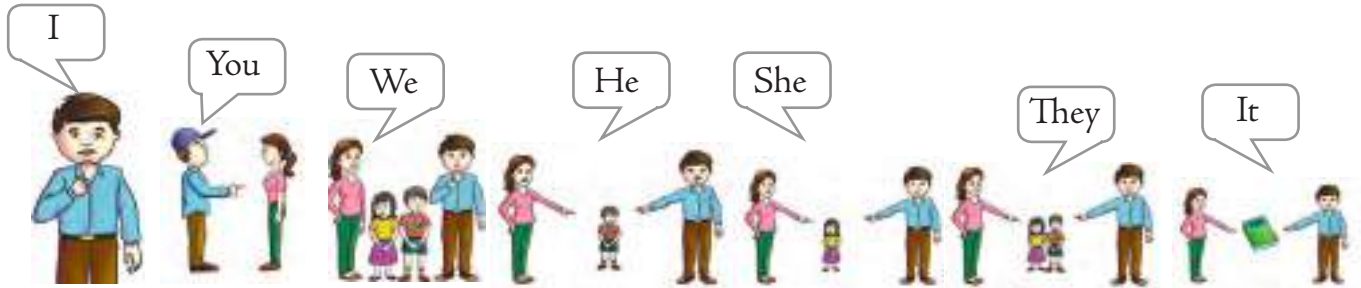
flies

study

studies

# WORDS USED IN PLACE OF NOUNS

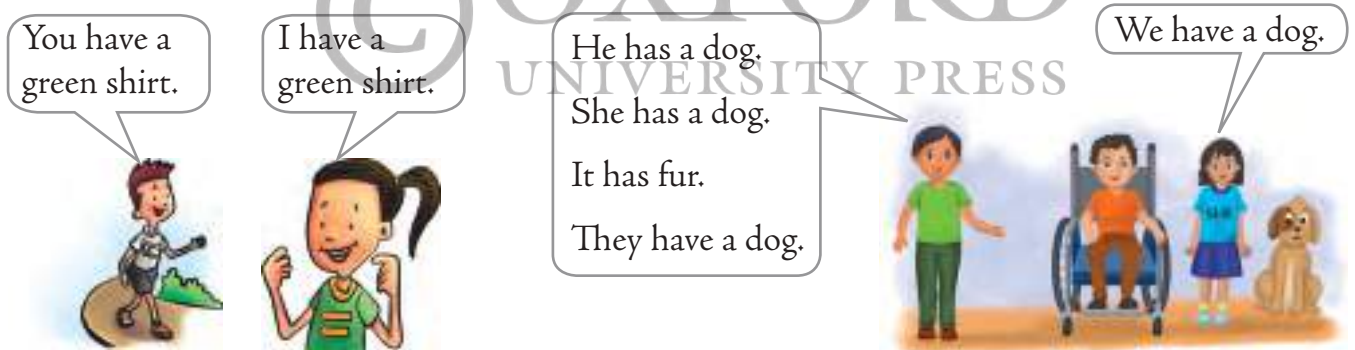
**Pronouns** are the words we use in place of nouns.



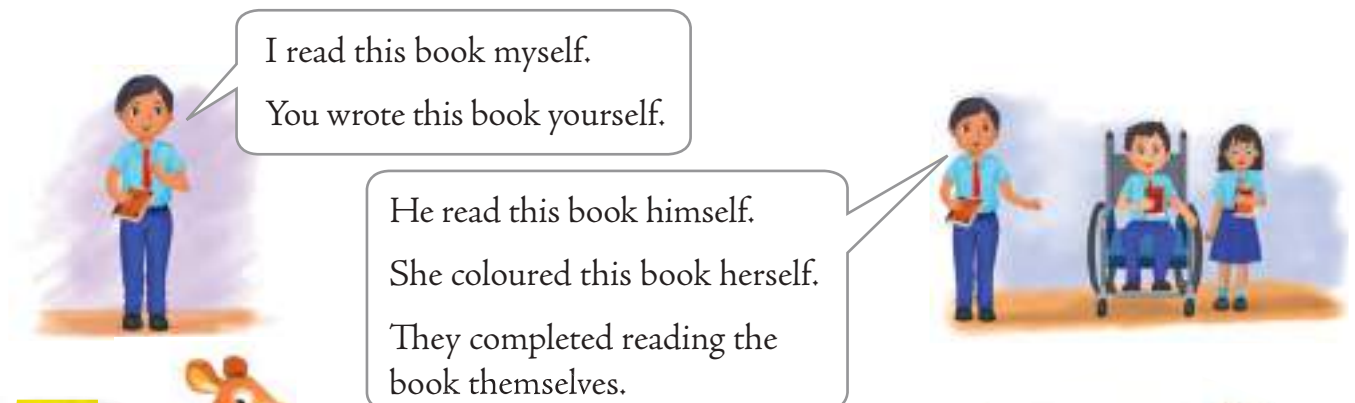
# ACTION WORDS

Action words are also known as **verbs**. They also show what we have.

## Has and have



Pronouns that end in *-self* and *-selves* are called **reflexive pronouns**. *Myself, yourself, himself, herself, itself, ourselves, themselves* are reflexive pronouns.



# THIS—THAT; THESE—THOSE

We use *this* and *these* for things that are close to us.  
We use *that* and *those* for things that are far away.

This is a butterfly.



These are butterflies.



That is a butterfly.



Those are butterflies.



# DESCRIBING WORDS

Describing words are also known as **adjectives**.

sharp, pointed (teeth)

clever and cunning



enormous

rough and scaly

green

# PLACE WORDS

Place words or **prepositions** are words that tell us where a person, place, animal or thing is.

up



down

inside



outside



above



below



between



on



behind



in front of

beside



in



at

under



## JOINING WORDS: AND/OR

Joining words are called **conjunctions**.  
A conjunction joins words, groups of words or sentences.

An apple tree  
and  
a banana tree!

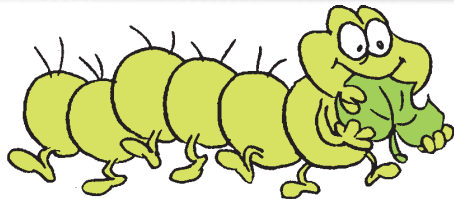
Do you like  
apples or  
bananas?



Water the trees  
or  
they will dry up.

## WORDS THAT SAY MORE ABOUT ACTION WORDS

Words that tell us more about action words or verbs are called **Adverbs**. They tell us how something is done.



I crawl *slowly*.  
I chew *noisily*.  
I smile *happily*.  
I count *quickly*.

## SENTENCES

A **sentence** is a group of words that has a complete meaning.



Sentences that tell are statements.  
*It is a hot day.*  
*It is not a hot day.*



Sentences that ask are questions.  
*Is it a hot day?*



Sentences that show strong feelings are exclamations.  
*Whew! What a hot day!*

# Going to the Fair

1



1. Given below are groups of words. Name one place or event where you would find all that is listed in each group. One has been done for you.



- pots and pans, a stove, a waste bin, a sink

a kitchen



- cakes and pastries, bread, biscuits, ovens



- cows, goats, hens, fields, a well, a fence



- food and craft stalls, a Ferris wheel<sup>1</sup>, music, games, crowds

Fern and her brother, Avery, live on a farm with their parents, Mrs and Mr Arable. Both Fern and Avery are very fond of the animals they raise on the farm. One day, Fern and Avery visit the fair with their parents. Let's read about their day.



The night before the fair, everybody went to bed early. Avery lay dreaming that the Ferris wheel had stopped and that he was in the top car. Fern lay dreaming that she was on the swings.

When they pulled into the fairgrounds<sup>2</sup> the next morning, they could hear the music and see the Ferris wheel turning in the sky.

What did Fern and Avery hear and see as soon as they got to the fair?



<sup>1</sup>**Ferris wheel:** a large wheel ride at a fair, which has seats on its edges for people to ride in. where fairs are held

<sup>2</sup>**fairgrounds:** fields/open areas

They could smell the dust, and they could smell burgers frying. They could see balloons aloft. They could hear flocks of sheep bleating<sup>3</sup> in their pens.

'Can I have some money?' asked Fern.

'Can I, too?' asked Avery.

'I'm going to win a doll by spinning a wheel and it will stop by the right number,' said Fern.

'I'm going to steer a jet plane and bump it into another one,' said Avery.

'Can I buy a balloon?' asked Fern.

'Can I buy frozen custard, a cheeseburger and a balloon?' asked Avery.

'You children be quiet till we get the animals unloaded,' said Mrs Arable.

'Let the children go off by themselves,' suggested Mr Arable. 'The fair only comes once a year.'

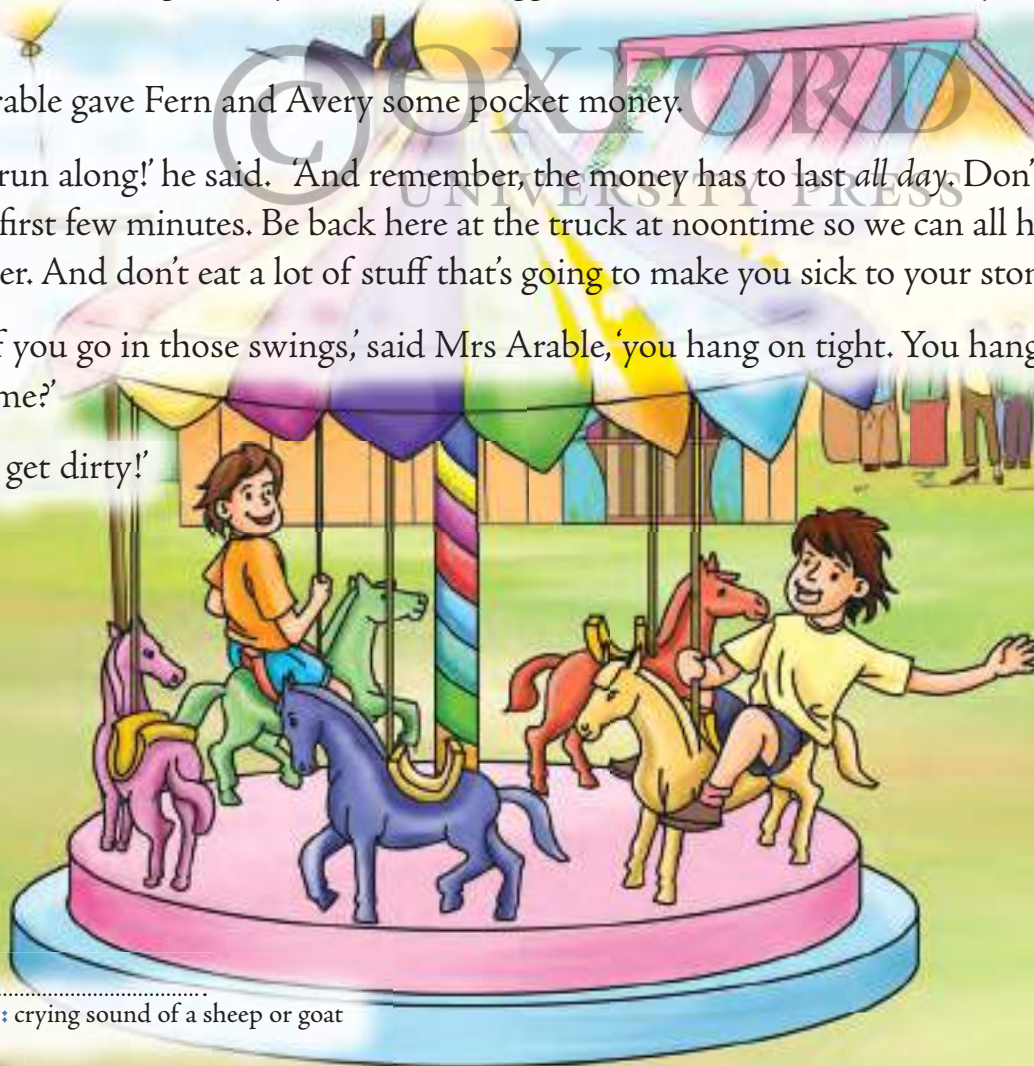
Mr Arable gave Fern and Avery some pocket money.

'Now run along!' he said. 'And remember, the money has to last *all day*. Don't spend it all in the first few minutes. Be back here at the truck at noontime so we can all have lunch together. And don't eat a lot of stuff that's going to make you sick to your stomachs.'

'And if you go in those swings,' said Mrs Arable, 'you hang on tight. You hang on *very* tight. Hear me?'

'Don't get dirty!'

What do Avery's requests tell us about him? Do you think he is younger or older than Fern?



<sup>3</sup>bleating: crying sound of a sheep or goat

'And don't get overheated<sup>4</sup>!' said their mother.

'Watch out for pickpockets<sup>5</sup>,' warned their father.

The children grabbed each other by the hand and danced off in the direction of the merry-go-round, toward the wonderful music and the wonderful adventure and the wonderful excitement.

Mrs Arable stood quietly and watched them go. Then she sighed. Then she blew her nose.

'Do you really think it's all right?' she asked.

'Well, they've got to grow up some time,' said Mr Arable.

'And the fair is a good place to start, I guess.'

Find the word that means:  
took and then let out a  
deep breath that could  
be heard.

*Extract taken from Charlotte's Web*

**E.B. White** (1899–1985) was an American writer. He wrote many famous children's classics, such as *Stuart Little*, *The Trumpet of the Swans* and *Charlotte's Web*. He lived on a farm and hence the birds, animals and insects there made their way into his stories.

<sup>4</sup>**overheated**: too hot    <sup>5</sup>**pickpockets**: people who steal money from others' pockets

## MAKING CONNECTIONS

### Quick answers


- Complete the following sentences.  
On the night before the fair:
  - Avery dreamed \_\_\_\_\_
  - Fern dreamed \_\_\_\_\_
- Now that you have read the story, draw up two lists: one showing how Fern planned to spend her money and the other showing what Avery wanted to do with the money he had.

Fern's list	Avery's list
a. go on the swings	a. ride the Ferris wheel
b. win a _____	b. steer a _____
c. buy a _____	c. eat a _____
	d. buy a _____

### Reference to context

- 'You children be quiet till we get the animals unloaded,' said Mrs Arable.*
  - Who were the children that Mrs Arable was speaking to?
  - Where were the Arables? Why were they there?
  - Why did Mrs Arable ask the children to be quiet?
- 'Watch out for pickpockets,' warned their father.*
  - Why did Mrs and Mr Arable give instructions to the children?
  - List two other warnings that they gave to the children.
  - Which word in the extract means: 'people who steal purses and wallets'.

## Read, reflect and write

5. What were the sounds that Fern and Avery heard when they reached the fair?
6. How did the parents feel about the children going off on their own? How did the children feel about going off on their own?
7. Do you agree with Mr Arable that the fair is a good place to start growing up? Write two reasons for your answer. 

## Integrate



8. People come together at fairs to enjoy themselves, to buy and sell things and also to participate in various events. Fairs can be of many types, such as cattle fairs, science fairs and village fairs. The *Kumbh Mela* is one of the largest fairs in India. Talk to an elder in your family about the fairs he or she used to go to as a child. Then draw a picture of the fair and put it up in your classroom.

## WORD WALL



## Collective nouns: group names

Read this sentence.

- They could hear the *flock* of sheep bleating.

A group of sheep is called a *flock*. Similarly, a group of flying birds is called a *flight*. *Flock* and *flight* are collective nouns.

**Collective nouns** are names that we give to a group or a collection of people, animals or things.

In a sentence, we usually use collective nouns as singular nouns. So we say: *the bunch of bananas is ripe* not *the bunch of bananas are ripe*.

1. Write the correct collective nouns below the given pictures. One has been done for you.

a class of   a flock of   an army of   a crowd of  
a school of   a colony of   a bunch of

a.



an army of ants

b.



c.



d.



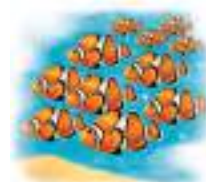
e.



f.



g.



2. In the sentences given below, circle the collective nouns. Put a tick (✓) against the sentences that are correct and a cross (X) against those that are wrong.



a. The herd of sheep is in the field. ☐



b. The bunch of flowers are in the vase. ☐



c. The team of oxen are pulling the cart. ☐



d. The fleet of ships is sailing today. ☐



e. This band of musicians play very well. ☐

f. A swarm of bees make honey. ☐

## GRAMMAR TIME

### Noun gender



Some nouns are used for men or boys.

**Examples:** brother, uncle, grandfather

These words belong to the masculine gender.

Some nouns are used for women or girls.

**Examples:** sister, aunt, grandmother

These words belong to the feminine gender.

Animals have gender too.

A male sheep is called a ram.

A female sheep is called an ewe.

### 1. Match the feminine gender words with the masculine gender words.



Some nouns can be used to refer to both men and women.

**Examples:** author, gardener

These words belong to the common gender.

2. Sort the gender of the words given below and put them on the correct list. You can use your dictionary if you need some help.

policeman   bride   doctor   policewoman   groom  
 friend   watchman   student   wizard   lady  
 child   grandson   queen   teacher   sister

Masculine	Feminine	Common
a.	a.	a.
b.	b.	b.
c.	c.	c.
d.	d.	d.
e.	e.	e.

## Material nouns

Read these sentences.

- Balloons are made from rubber.
- A Ferris wheel is made out of wood and metal.

Material nouns are usually **uncountable nouns**.

**Examples:** glass, wheat, gold, coal



The names of materials that we use to make things are called **material nouns**. Rubber, metal and wood are material nouns.

3. Draw lines to match the objects to the correct material nouns.

cotton

wood

marble

metal

plastic



4. Look around you. Draw up a list of materials that you see. Write three things that can be made with each material.

## PUNCTUATION

### Comma

Read this sentence.

- Avery wanted frozen custard, a cheeseburger and a balloon.

As in the sentence given above, we usually use a comma to separate things on a list.

**Read these sentences and put commas in the right places.**

1. Rohit Nina Sama and Mona study at the same school.
2. In the classroom there are desks chairs and cupboards.
3. Diwali Pongal Dusshera Navroze and Eid are all festivals.
4. Joel went to the market and bought some beans six bananas a book and a pencil.
5. I like reading watching films listening to music and playing football.

## WRITE WELL



### Paragraph writing

**Think about a time when you went to a fair. Who did you go with? Was it crowded? What stalls were there? Which stall did you want to be at? What else did you see? What sounds did you hear? What did you eat? Think of all the interesting details and write a paragraph on the fair. Here are some words that you may use to help you write your paragraph.**

delicious exciting dizzying enormous wonderful colourful  
crowded adventure warned strange mysterious  
mouth-watering amazing

## LISTEN AND SPEAK WELL



1. Farm animals live in a barn. Bats also live in a barn. Do you know what kind of animals bats are? Listen to some information about bats and tick the correct choices.



a. Bats do not eat ...

i. ripe fruits

ii. small fish

iii. frogs

iv. chips


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b. Bats do not have ...

i. feathers

ii. fur

iii. mouths

iv. beaks


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c. Baby bats are called ...

i. cubs

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ii. kittens

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iii. puppies

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iv. chicks

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d. A group of bats is called a ...

i. building

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ii. colony

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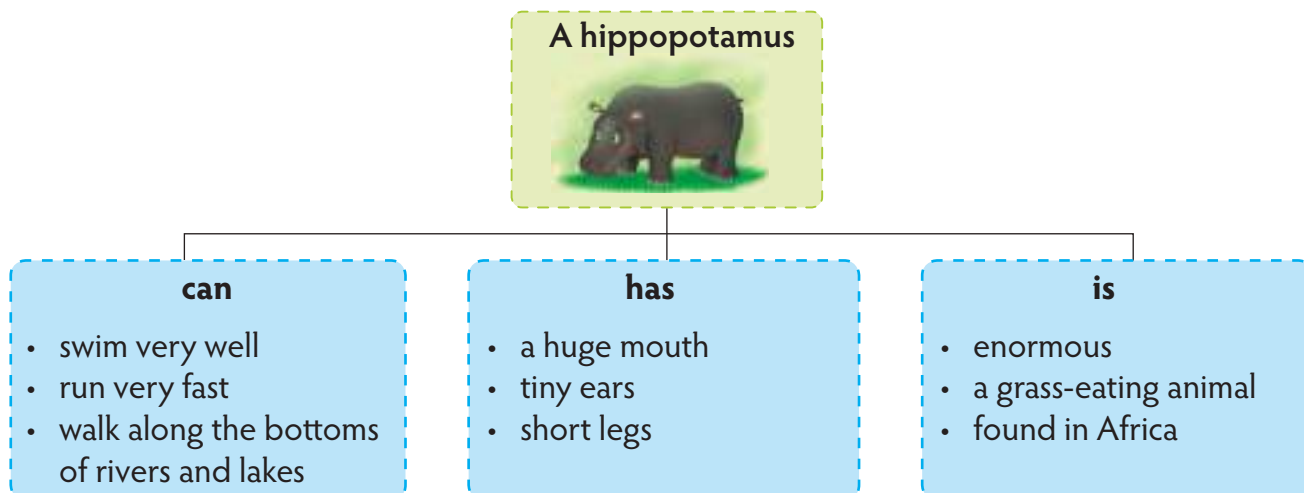
iii. flock

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iv. herd

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2. Choose an animal and then draw up a chart like the one given below. Take turns to speak about the animal.



# So Big

Did you know that the largest animal living on Earth is the blue whale? Its tongue alone weighs more than a hippopotamus! Read a poem about another huge animal that lived a long time ago.



The dinosaur, an ancient<sup>1</sup> beast<sup>2</sup>,  
I'm told, was very large.  
His eyes were as big as tennis balls,  
His stomach was bigger than a garage<sup>3</sup>.  
He had the biggest humping back<sup>4</sup>,  
A neck as long as Friday  
I'm glad he lived so long ago  
And didn't live in my day!



**Max Fatchen** (1920–2012) was an Australian journalist. He wrote several books for children such as *A Paddock of Poems* and *The Country Mail is Coming*. He also received many awards for his works.



<sup>1</sup>**ancient**: long ago, thousands of years ago    <sup>2</sup>**beast**: a large animal    <sup>3</sup>**garage**: a building where you keep your car  
<sup>4</sup>**humping back**: a curved back like that of a camel

## MAKING CONNECTIONS

1. Choose the right answer.
  - a. The poet knows that dinosaurs were very large because
    - i. he has one in his garage.
    - ii. he has been told they were big.
    - iii. he has seen the biggest one.
  - b. The parts of the dinosaur described in the poem are
    - i. eyes, legs, stomach and neck.
    - ii. eyes, stomach and neck.
    - iii. eyes, stomach, back and neck.
  - c. The poet would
    - i. like to see a dinosaur.
    - ii. like to have a dinosaur in his garage.
    - iii. not like to see a dinosaur.

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2. Read these lines and answer the questions that follow.

*The dinosaur, an ancient beast,*

*I'm told, was very large.*

*His eyes were as big as tennis balls,*

*His stomach was bigger than a garage.*

- a. Why is the dinosaur called an 'ancient beast'?
  - b. How big were the dinosaur's eyes?
  - c. What is the dinosaur's stomach compared to?
3. The poet says the dinosaur's neck is 'as long as Friday'. Do you think that Fridays are long?
  4. What is the poet glad about? Why do you think this thought makes him glad?

## APPRECIATION

### Comparisons

Comparing things can be very interesting. In the poem, the poet says that the dinosaur's eyes were 'as big as tennis balls', its stomach was 'bigger than a garage' and its neck was 'as long as Friday'.

Here are a few more examples of comparisons.



as busy as a bee



as white as snow



**1. Match the columns to get interesting comparisons.**

A	B
a. as sticky	i. as a feather
b. as quick	ii. as jam
c. as light	iii. as a giraffe
d. as round	iv. as a knife
e. as tall	v. as the earth
f. as sharp	vi. as lightning

**2. Fill in the blanks with comparisons of your own. Remember to insert *a*, *an* or *the* wherever needed.**



a. as large as \_\_\_\_\_

b. as bright as \_\_\_\_\_

c. as black as \_\_\_\_\_

d. as clever as \_\_\_\_\_

e. as fast as \_\_\_\_\_

f. as small as \_\_\_\_\_

# The Royal Gift

# 2



People in ancient China invented<sup>1</sup> lots of things that we use today. Look at the picture closely and name at least eight things that the Chinese invented.



<sup>1</sup>invented: first made

Let us read a story about a young princess of China.



Long ago in China, a mighty<sup>2</sup> emperor received<sup>3</sup> a gift from the ruler of another land ...



<sup>2</sup>**mighty**: very strong and powerful    <sup>3</sup>**received**: got something that was sent for him

The emperor and his mandarins<sup>4</sup> walked out to see the gift.



The royal court was full of excitement. Word quickly spread<sup>5</sup> throughout the land about the enormous<sup>6</sup> creature. There was one question that everyone was asking: how much does the elephant weigh?

<sup>4</sup>mandarins: clever people who helped the emperor    <sup>5</sup>word quickly spread: everyone came to know    <sup>6</sup>enormous: very large

The emperor was curious<sup>7</sup> too. He and his mandarins discussed it all day long.



<sup>7</sup>curious: wanting to know something    <sup>8</sup>scales: a tool for weighing people or things

The emperor's daughter heard them talking. She walked up to her father and tugged<sup>9</sup> at his royal robe.

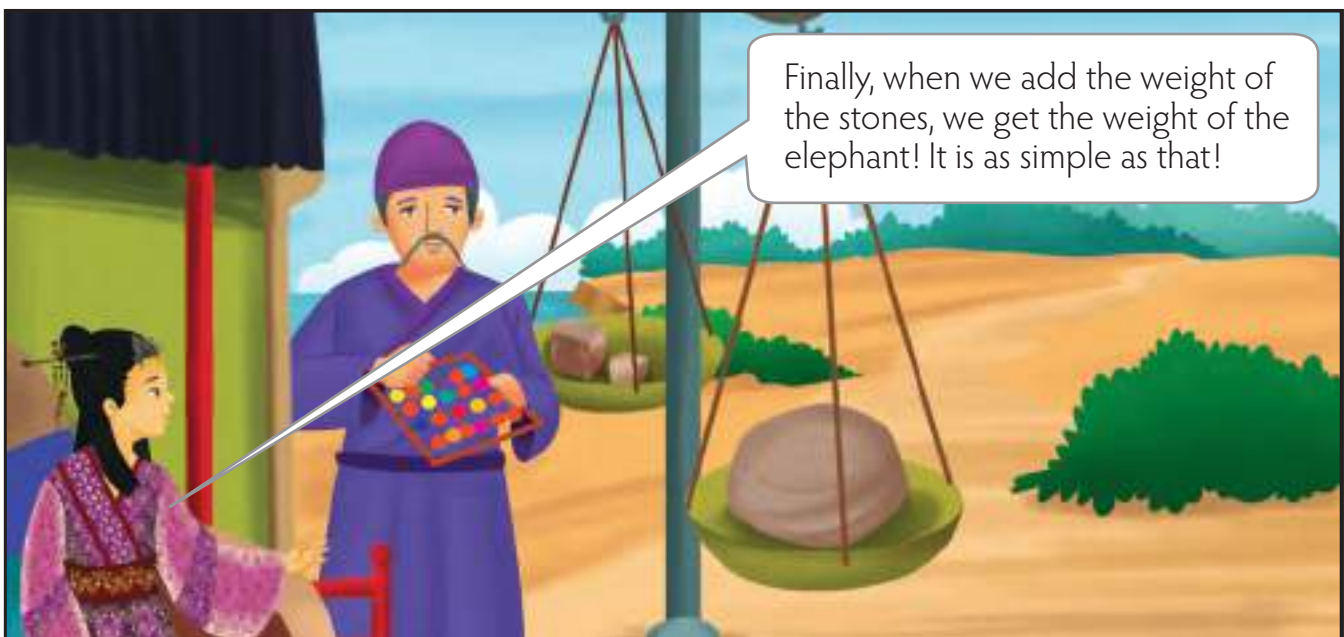


The little princess took her father and the mandarins to the river side. There was a big sturdy<sup>10</sup> boat there.



<sup>9</sup>tugged: pulled something hard    <sup>10</sup>sturdy: (here) something that will not break easily







And the fame<sup>11</sup> of the emperor's daughter travelled far and wide.

## MAKING CONNECTIONS

### Quick answers

1. Choose the right answer.
  - a. The emperor first saw the elephant
    - i. in his court.
    - ii. just outside his court.
    - iii. in a boat on the river.

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<sup>11</sup>fame: to be known by many people

- b. The people were excited because
  - i. the elephant was the favourite animal of the people of China.
  - ii. they had never seen an elephant before.
  - iii. the elephant looked like a hill.
- c. When the young princess first told the emperor that she knew how to weigh the elephant
  - i. the emperor was angry because he thought the princess was lying.
  - ii. the emperor was happy that his daughter knew the answer.
  - iii. the emperor thought that the princess could not know more than the mandarins.
- d. This story tells us
  - i. how much an elephant weighs.
  - ii. that we must make bigger weighing scales.
  - iii. that young people can also solve puzzles that grown-ups might find difficult.

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### Reference to context

2. *What is that? I've never seen anything so big in all my life! It looks like a hill that has come to life and walked here!*
  - a. Who said these lines?
  - b. What was the person talking about?
  - c. What did everyone want to know when they saw it?

### Read, reflect and write

3. Why were the people in the story not able to use the scales to weigh the elephant?
4. How can you tell from the story that the people had never seen an elephant before?
5. Why do you think the boat went deeper into the water when the elephant was in it?
6. Have you ever found the answer to a problem or a puzzle faster than other people have? Draw and write about it.



### Integrate



7. A watermelon usually floats in water but a potato usually sinks. Conduct a sink and float experiment. Gather ten objects that you think will sink and ten objects that you

think will float. Put the objects into a tub of water and check whether you are right. Make a list of the objects that sank and those that floated.

## WORD WALL



### Alphabet riddles

Puzzles are fun to do. There are different types of puzzles like jigsaws, mazes and crosswords. Question puzzles are called riddles.

**1. Answer the following alphabet riddles. One has been done for you.**

- a. Which letter of the alphabet can you drink? T (tea)
- b. Which letter lives in a hive? \_\_\_\_\_
- c. Which letter helps you see? \_\_\_\_\_
- d. Which letter is a body of water? \_\_\_\_\_
- e. Why is u the jolliest letter? \_\_\_\_\_
- f. Which letter is at the end of everything? \_\_\_\_\_

### Tools used by people

We use scales to help us weigh something. A teacher uses a globe to teach us about the world. She also uses a board and a computer.

**2. Here are names of tools that people use. On the next page, write the names of the given tools under the pictures of the people who use them.**

				
ladle	rake	brush	torch	scissors
				
hose	needle	palette	spade	pots and pans

gardener



cook



tailor



artist



firefighter



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## GRAMMAR TIME

### Articles: *A, an and the*

Read these sentences.

- *An* emperor got *a* gift.
- I can't bring *the* gift inside.

We say *an emperor* because the word *emperor* begins with a vowel sound.

We say *a gift* because the word *gift* begins with a consonant sound.

We say *an emperor* and *a gift* in the first sentence because we are talking about them for the first time.

We say *the gift* in the second sentence because we know which *gift* we are talking about: the one that the emperor got.

	Vowel	Consonant
First time	an	a
Second time	the	the

A, an and the are articles. **Articles** are words that go before nouns.

The articles *a* and *an* are used for *any* person, place, animal or thing.

*A* goes before singular nouns that start with consonant sounds.

**Examples:** We climbed *a* tree.  
I have *a* uniform.

Singular means one.  
Plural means more than one.

*An* goes before singular nouns that start with vowel sounds.

**Examples:** *An* ant bit me.  
I will eat *an* apple.

*A* and *an* do not go before uncountable nouns. We use *some*.

**Examples:** I want *some* water.  
Please give me *some* sugar.

### 1. Correct or wrong? Put a tick (✓) or a cross (X).

a bee	an orange	some water	a books	an igloo	a umbrella
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The article *the* is used for a definite person, place, animal or thing.

**Examples:** *The* caterpillars ate *the* apples.  
I read *the* books that you gave me.  
I put *the* bread on *the* table.

We use *the* when we repeat a noun.

**Examples:** I have *a* pen and *a* pencil. *The* pen is new.  
I climbed *a* tree in *the* garden. *The* tree has many flowers.

We also use *the* to show that someone or something is special or one of a kind.

Examples: the sun,  
the headmistress of our school

### Indefinite article (*a, an*)

- I climbed *a* tree in *the* garden.

### Definite article (*the*)

- I climbed *the* tree in *the* garden.

We use *the* before special or definite nouns, so *the* is called the **definite article**.

We use *a* or *an* before any indefinite noun so *a* and *an* are called the **indefinite articles**.

## 2. Fill in the blanks with *a, an, some or the*.

- There is \_\_\_\_\_ vase on the table. \_\_\_\_\_ vase has three red flowers.
- I want \_\_\_\_\_ milk for my tea. Take \_\_\_\_\_ milk that is in the jug.
- I eat \_\_\_\_\_ orange every morning.
- Where are \_\_\_\_\_ oranges you bought from the market?

## SPELLING

### Alphabetical order

If you were to look for these words in a dictionary, which one would come first? Circle the word that comes first. One has been done for you.

- mother   mighty   mandarin
- side   scales   stones
- bring   branch   break
- water   weigh   wise
- far   full   fame
- princess   picture   parrot

## WRITE WELL



### Letter writing

The emperor writes a note to thank the king in India for his gift. Help him write it using the prompts given below.

Thank you for your enormous gift—people were very excited—had not seen an elephant before—place made in the stables—fed it bananas and sugarcane—children took rides

The Royal Palace,

Haidian Qu,

China: 10000

9 April 20XX

Dear .....

Yours sincerely,

## LISTEN AND SPEAK WELL



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The princess in the story was very clever. Now listen to the story of Abu Ali who was not smart at all. Put numbers in the boxes to show the right order of the pictures. Then take turns to narrate the story.

1.



2.



3.



4.



5.



6.



# Matilda: The Reader of Books

# 3



Unscramble the jumbled words to complete the wise words of a wise writer, Dr Seuss.

The more that you adre, the more things you will kwon.

The more that you nearl, the more cespla you'll og.

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Let's read the story of an extraordinary girl who loved to read books.



Mr and Mrs Wormwood had a daughter called Matilda. By the age of one and a half, Matilda's speech was perfect and she knew as many words as most grown-ups.

By the time she was three, Matilda had taught herself to read by studying newspapers and magazines that lay around the house. At the age of four, she naturally began wanting books.

The only book in the house was one called *Easy Cooking*. She read this from cover-to-cover<sup>1</sup> and learnt all the recipes<sup>2</sup> by heart. Then she decided she wanted something more interesting.

<sup>1</sup>cover-to-cover: reading the book from beginning to end    <sup>2</sup>recipes: steps to make food



So, one fine afternoon, she went to the public library<sup>3</sup> in the village. 'Where are the children's books please?' asked Matilda.

'They're over there on those lower shelves,' Mrs Phelps told her. From then on, every afternoon, Matilda would toddle down<sup>4</sup> to the library. She would sit quietly by herself in a cosy<sup>5</sup> corner reading one book after another. When she had read every single children's book in the place, she started wandering<sup>6</sup> round in search of something else.

'Can I help you, Matilda?' asked Mrs Phelps.

'I'm wondering what to read next,' Matilda said. 'I've finished all the children's books.'

Mrs Phelps looked down at Matilda from her great height and Matilda looked right back up at her.

'Exactly how old are you, Matilda?' she asked.

'Four years and three months,' Matilda said. Mrs Phelps was very surprised indeed.

'What sort of a book would you like to read next?' she asked.

Matilda said, 'I would like a really good one that grown-ups read. A famous one.'

Mrs Phelps looked along the shelves. 'Try this,' she said at last. 'It's very famous and very good.'

'*Great Expectations*,' Matilda read, 'by Charles Dickens. I'd love to try it.'

Within a week, Matilda had finished all the four hundred and eleven pages of *Great Expectations*.



<sup>3</sup>public library: a library that is open to everyone    <sup>4</sup>toddle down: walk in a relaxed way    <sup>5</sup>cosy: comfortable; relaxed  
<sup>6</sup>wandering: roaming



'I loved it,' she said to Mrs Phelps. 'Could you choose another for me?'

With Mrs Phelps help, Matilda read lots and lots of famous books.

'Some writers say a lot of things I don't understand,' Matilda said to Mrs Phelps.

'A good writer will always make you feel that,' Mrs Phelps said. 'Don't worry about the bits you can't understand. Sit back and allow the words to wash around you, like music.'

'Did you know,' said Mrs Phelps, 'that libraries allow you to borrow books and take them home?'

'I didn't know that,' said Matilda.

From then on, Matilda would visit the library only once a week in order to take out new books and return the old ones. Her own small bedroom now became her reading-room. Through the stories she read, Matilda travelled all over the world while sitting in her little room in a village.

*Extract taken from Matilda*

**Roald Dahl** (1916–1990) was a British writer and a poet. He was also a pilot in the Air Force. He once said, 'If you have good thoughts they will shine out of your face like sunbeams and you will always look lovely.'



## MAKING CONNECTIONS

### Quick answers

1. The people in a story are called characters. Name four characters we read about in this story.
2. Write true (T) or false (F) for the sentences given below.
  - a. Matilda was a noisy child.
  - b. Matilda was a spoiled child.
  - c. Matilda was polite.
  - d. Matilda understood everything that she read.


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## Reference to context

3. *At the age of four, she naturally began wanting books.*
  - a. Who began wanting books?
  - b. What could she do before the age of four?
  - c. How did she read the only book in the house?
4. *'I'm wondering what to read next,' said Matilda.*
  - a. Where was Matilda?
  - b. Why was she wondering what to read next?
  - c. Who helped her choose another book?



## Read, reflect and write

5. Why do you think the children's books were on the lower shelves of the library?
6. What did Matilda do whenever she visited the library?
7. How did Mrs Phelps help Matilda become a better reader?
8. The story tells us that through the stories she read, Matilda travelled all over the world while sitting in her little room in a village. How can we travel through a story? 

## Integrate



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9. To print books, we use machines called printing presses. The printing press was invented by a man named Johannes Gutenberg. Look around you and write down the names of machines that you use in your everyday life. Find out who invented these machines. Share the information with your classmates.

## WORD WALL



## Be a book detective

1. **Use the clues given below to complete the 'book' words.**
  - a. A piece of furniture with shelves to hold books.  
book \_\_\_\_\_
  - b. A piece of thick paper that we put between the pages of a book to help us go to that page again quickly.  
book \_\_\_\_\_



c. A person who reads a lot.

book \_\_\_\_\_

d. A book of blank pages in which we draw.

\_\_\_\_\_ book

e. A book of lined pages in which we write.

\_\_\_\_\_ book

f. A book used for the study of a subject.

\_\_\_\_\_ book

g. A book of recipes.

\_\_\_\_\_ book

h. A book of blank pages for sticking cuttings, drawings, or pictures in.

\_\_\_\_\_ book



**2. From the story, find words opposite in meaning to the words given below.**

a. with faults    b. cold and uncomfortable    c. started    d. dull    e. disliked

**GRAMMAR TIME**



**Going to + action word**

Read these sentences.

- Matilda is *going to* borrow books from the library.
- Mrs Phelps is *going to* give Matilda a new book.

We use *going to* + action word to talk or write about the future. We use *going to* when we plan to do something.

Given below is a table that shows us how to use *going to*. Read it aloud.

I	am		
Grandfather			
Grandmother			
He	is		
She			
Grandmother and I		going to plant	a tree.
We		going to paint	the house.
Grandmother and		going to make	a salad.
Grandfather	are	going to buy	a book.
They			

1. Complete these sentences using *going to* + action word.



- a. I am \_\_\_\_\_ my homework.      b. We are \_\_\_\_\_ the plants.



- c. Father is \_\_\_\_\_ a button.      d. He is \_\_\_\_\_ on the board.



- e. Mahi is \_\_\_\_\_ a picture.      f. We are \_\_\_\_\_ hopscotch.

## Like to + action word

We use *like to* + action word to talk or write about things we enjoy doing.

do + not = don't  
does + not = doesn't

We use *don't like to* + action word for things we do not enjoy doing.

I You We They	like	to exercise every day. to read books. to plant trees.	I You We They	don't	like	to eat junk food. to tell lies. to sleep late.
He She	likes		He She	doesn't		

### 2. Complete the following sentences using your own ideas.

- I like to \_\_\_\_\_
- I don't like to \_\_\_\_\_
- My friends like to \_\_\_\_\_
- My friends don't like to \_\_\_\_\_
- My teacher likes to \_\_\_\_\_
- My teacher doesn't like to \_\_\_\_\_
- My grandmother likes to \_\_\_\_\_
- My grandmother doesn't like to \_\_\_\_\_

## PRONUNCIATION



### Words that end in *ic* and *ice*

Words that end in *ic* end with a *k* sound. Words that end in *ice* end with an *s* sound.

Practise saying these words aloud with your teacher.

attic Alice arithmetic tonic twice traffic  
comic choice magic mice picnic police

# WRITE WELL

## Book report

A book report is a summary of the book that you read. Fill in the blanks below to complete the report of your favourite storybook.

### My Book Report

The title of my favourite book is \_\_\_\_\_  
The author's name is \_\_\_\_\_

Characters	Setting
My favourite character is _____	Place/places where the story happened _____
Three words to describe the character: 1. _____ 2. _____ 3. _____	Three words to describe the setting: 1. _____ 2. _____ 3. _____

### The Story

Beginning

\_\_\_\_\_

\_\_\_\_\_

Middle

\_\_\_\_\_

\_\_\_\_\_

End

\_\_\_\_\_

\_\_\_\_\_

My favourite event is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This book is ...

Awesome ☐

Pretty good ☐

Ok ☐

## LISTEN AND SPEAK WELL



1. Matilda went to the library every day. While going anywhere, we must obey safety rules.

Listen to the list of school bus safety rules. Discuss them with your friends. Then put a tick (✓) against the things you should do. Put a cross (X) against the things you should not do.

<b>Walking to the bus stop and waiting for the bus.</b>	Walk on the pavement. <input type="checkbox"/>	Run and play around. <input type="checkbox"/>	Wait in a safe place. <input type="checkbox"/>
<b>Getting onto the bus.</b>	Get on the bus only after it stops. <input type="checkbox"/>	After it stops, rush and push others. <input type="checkbox"/>	Follow the queue. <input type="checkbox"/>
<b>Riding the bus.</b>	Do not get up. <input type="checkbox"/>	Face forward. <input type="checkbox"/>	Shout and make loud noises. <input type="checkbox"/>
<b>Getting off the bus.</b>	Stand ten steps away from the bus after getting off. <input type="checkbox"/>	Do not stand close to the wheel of the bus after you get off. <input type="checkbox"/>	Tell the driver if you drop something near the bus before picking it up. <input type="checkbox"/>

2. We need to follow some safety rules in the classroom and on the playground too. Think about a few such safety rules. Take turns in calling out a safety rule for the classroom or the playground.



# At Sea in the House

Have you ever imagined<sup>1</sup> certain things in your house to be something else?

Let us read the poem to see what tables, chairs and a carpet can turn into if we pretend.



When I pretend<sup>2</sup> them to be

The tables and chairs are land

Where you can safely stand

And the carpet between is sea.

The dining table makes a boat  
And I climb on there

By way of the rocking chair

And out to sea we float<sup>3</sup>.

The pattern<sup>4</sup> in the carpet

Swims like fish on the floor

And anyone opening the door

Is sure to get very wet.


Stanley Cook



<sup>1</sup>**imagined:** formed a picture in your mind of what something might be like true as a part of a game    <sup>2</sup>**pretend:** (here) to imagine that something is    <sup>3</sup>**float:** (here) to move slowly on the surface of water    <sup>4</sup>**pattern:** design

## MAKING CONNECTIONS

1. In the space provided below, draw and write what each of these objects turns into in the poet's imagination.

	<p>land where you can safely stand</p> 
<p>pattern in the carpet</p>	<p>chairs and tables</p>

**In the world of imagination ...**

carpet      dining table

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2. Read these lines and answer the questions that follow.  
*The dining table makes a boat*  
*And I climb on there*  
*By way of the rocking chair.*
  - a. Onto what does the speaker climb?
  - b. Why do you think the speaker uses a rocking chair?
  - c. Where does the speaker imagine the boat will go?
3. The speaker says anyone will get wet if they enter the room. Why?
4. Do you think the person imagining the things mentioned in the poem is a child or a grown-up? Why do you think so?

## APPRECIATION

### Rhyming words

1. Find words from the poem to make up rhyming pairs.

- |          |            |          |       |
|----------|------------|----------|-------|
| a. be    | <u>sea</u> | b. land  | _____ |
| c. there | _____      | d. float | _____ |
| e. wet   | _____      | f. floor | _____ |

2. Here is a poem with a few missing words. Choose words from the help box to fill in the blanks and complete the poem with rhyming pairs of lines.

done sleigh wait nose

Over the river and through the wood  
To Grandfather's house we go.

The horse knows the way

To carry the \_\_\_\_\_

Through white and drifted snow<sup>5</sup>.

Over the river and through the wood

Oh, how the wind does blow!

It stings the toes

And bites the \_\_\_\_\_,

As over the ground we go.

Over the river and through the wood,

And straight through the barnyard gate.

We seem to go

Extremely slow

It is so hard to \_\_\_\_\_!

Over the river and through the wood

Now Grandmother's cap I spy!

Hurrah for fun!

Is the pudding \_\_\_\_\_?

Hurray for the pumpkin pie!

<sup>5</sup>**drifted snow**: snow shaped by the wind into a mound or a heap