



ICSE EDITION

NEW *Mulberry*

ENGLISH COURSE

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COURSEBOOK 2

ANAHITA LEE

OXFORD UNIVERSITY PRESS



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Published in India by
Oxford University Press
Ground Floor, 2/11, Ansari Road, Daryaganj, New Delhi 110002, India

© Oxford University Press 2011, 2015, 2018

The moral rights of the author/s have been asserted.

First Edition published in 2011
Second Edition published in 2015
Third Edition published in 2018

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ISBN-13: 978-0-19-948126-2
ISBN-10: 0-19-948126-1

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Typeset in Adobe Jenson Pro Light
by Q2A Media Services Pvt. Ltd., Delhi
Printed in India by Multivista Global Pvt. Ltd., Chennai 600042

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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

Inclusivity

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

Social-constructivist approach

- Projects involve learning by doing
- Research-based tasks

Contextualization

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

Life skills

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

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

Areal— Digital support for students

- Animation
- Audio
- Interactivities
- Slide shows
- Video

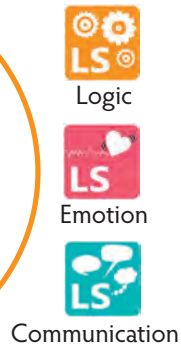
Oxford Educate— Digital support for teachers

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

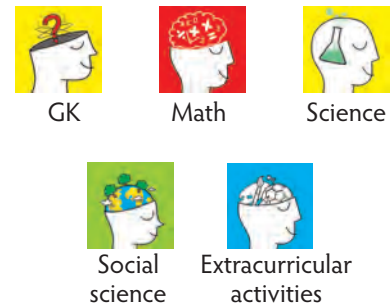
Teacher's Resource Packs Primers A & B Classes 1–8

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

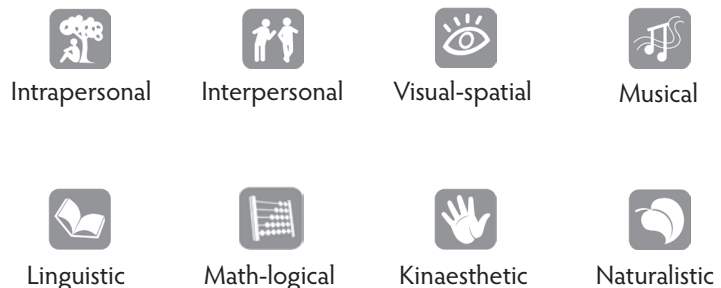
Life Skills are categorized as communication, logic and emotion to encourage learning beyond the book.



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



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



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?

MAKING CONNECTIONS

Quick answers

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

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

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. _____

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

WRITE WELL

Paragraph writing

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

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

LISTEN AND SPEAK WELL

1. 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.

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.

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 first was invented by a man named Johannes Gutenberg. Look around you and find out who uses machines that you use in your everyday life. Find out who invents the information with your classmates.

Integrate section suggests intercurricular activities related to the chapter.

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.

APPRECIATION

Comparisons

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

Appreciation introduces learners to poetic devices and literary elements.

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.

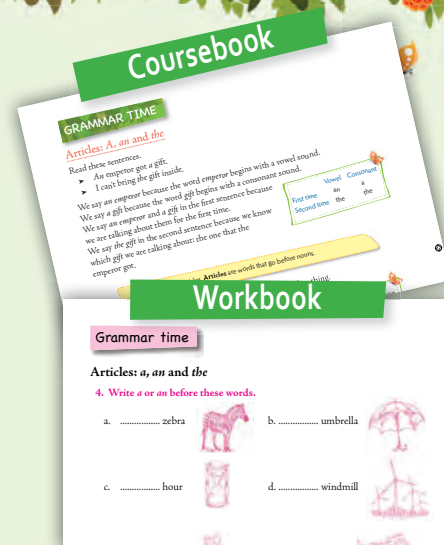
Intercurricular projects mapped across subject areas.



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

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.

Oxford
Areal

Oxford **Areal** is a magical app that makes your textbook come alive! The digital content can be accessed through the icon marked on the relevant pages.







Setting up and using the free Oxford Areal app is easy. Simply follow the steps given below.

- 1 Search and install the free Oxford Areal app from the App Store (iOS)/Play Store (Android).
- 2 Run the app and locate your book using the SEARCH box.
- 3 Tap the book cover to select it.
- 4 Tap GET THIS BOOK.
- 5 Tap SCAN and scan any page that has the icon. Tap DOWNLOAD to save the Oxford Areal content for that page.
- 6 Once you have scanned and downloaded a page, you will be able to view the digital content linked to it offline. To do so, simply tap the cover of the book and then the scanned page. To scan a new page, tap SCAN.













Oxford **AREAL** contains
















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

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Detailed Contents

Unit	Theme	Making connections	Word wall/ Appreciation	Grammar time	Study skills	Write well	Listen and speak well
1. The Magic Porridge Pot 	Adventure and imagination	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Match the columns to make sentences	Plurals (<i>ies</i>); Common and proper nouns; Countable and uncountable nouns	Spelling—adding an 's' or 'es'	Writing about the things you would do with a magic pencil	Listening to a shopping list and ticking correct items Role-play: Reading out the shopping list to your partner (pair)
<i>The Little Plant</i>	Animals and plants	Factual, inferential, evaluative and extrapolative comprehension	Rhyming pairs				
2. The Merchant's Purse 	Honesty	Factual, inferential, evaluative and extrapolative comprehension Integrate 	What people do	Articles—a, an, the	Punctuation—possessive 's	Completing sentences about the colour yellow	Listening to a story Answering questions based on the story (individual)
3. The Rainbow Fish 	Animals and plants	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Groups; Opposites	Past tense of regular verbs—simple past	Pronunciation—breaking up words	Writing five sentences about something that makes you happy	Listening to a song Singing the song (whole class)
<i>Dogs</i>	Animals and plants	Factual, inferential, evaluative and extrapolative comprehension	Words that rhyme				
4. I Was Walking Down the Road 	Animals and plants	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Word jumbles	Irregular verbs; Did not	Pronunciation—clap for syllables	Picture composition	Story sequence Storytelling (individual)
5. Little Red Hen 	Self and family	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Counting nouns	Future time—will	Punctuation—full stop and capital letters	Filling in speech bubbles	Multiple choice questions Talking about what you want to be when you grow up (individual)
<i>The Wind</i>	The world around us	Factual, inferential, evaluative and extrapolative comprehension	Writing 'hearing' and 'sight' related words about the rain Opposites; Making new words				
6. The Mice and the Elephants 	Peace and harmony	Factual, inferential, evaluative and extrapolative comprehension Integrate 		Have/has (as main verbs); Subject-verb agreement	Spelling—alphabetical order	Filling a table and completing a paragraph on elephants	True and false questions Picture talk: Choosing an animal and talking about it (individual)

Unit	Theme	Making connections	Word wall/ Appreciation	Grammar time	Study skills	Write well	Listen and speak well
7. The Goblin Story 	Adventure and imagination	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Word pairs; Words with similar meanings—synonyms	Pronouns—personal and reflexive	Pronunciation—tongue twisters	Filling in a list of things that you have fun doing and things that are scary; writing sentences	Listening to a story and filling in gaps Conversation: Talking about your wishes in class (individual)
Flutter By	Animals and plants	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Acrostic poem				
8. The Changing Tree 	Animals and plants	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Words that sound the same—homophones	Adjectives	Punctuation—comma	Filling in the chart and writing a paragraph on your favourite season	Choosing the correct answer Conversation: Talking about a family member (individual)
9. The Adventures of Pinocchio 	Adventure and imagination	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Jumbled letters; Opposites	Adverbs of manner	Spelling—correct spellings	Recording a process	Listening to the instructions and making a puppet Making your puppet speak to the class (individual)
Some One	The world around us	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Word play based on sounds that objects and animals make				
10. The Ugly Duckling 	Self and family	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Animals and their young ones	Prepositions of position	Punctuation—question mark	Writing about differences and similarities	Listening to the instructions and completing a picture Discussing ways of being kind to each other in class (individual)
11. Saving the Limi 	Animals and plants	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Parts of a tree	Conjunctions—but	Pronunciation—silent letters	Paragraph writing	Listening to a story Answering questions based on the story (individual)
The Swing	The world around us	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Making a word rainbow				
12. Fix-it Fareeda 	Our neighbourhood	Factual, inferential, evaluative and extrapolative comprehension Integrate 	Word groups and animal sounds	Types of sentences—statements, questions, exclamations; Revision of tenses	Spelling—their/there	Completing sentences based on a picture story	Choosing the correct answers for some riddles Word game: Asking each other riddles (group)

Project 1: All About Me 

Project 2: Our Learning Tower





Acknowledgements

The publishers would like to acknowledge the following for granting the permission to use the pieces listed below:

'I Was Walking Down the Road': used by permission of Sarah E. Barchas, copyright owner; HarperCollins for 'The Goblin Story'; The Literary Trustees of Walter de la Mare and The Society of Authors as their representative for 'Some One'; Anita Pinto for 'Fix-it Fareeda'.

The publishers have applied to the following for permission:

North-South Books, Inc. for 'The Rainbow Fish'.

The publishers would appreciate information about the pieces listed below which they have not been able to trace. Appropriate acknowledgements will be made in the future editions of the book:

'The Little Plant' by Kate Louise Brown; 'Five Little Fishies'; 'Dogs' by John Kitching; 'Flutter By' by Seamus Redmond; 'Saving the Limi' by Kath White.

Photographs

NordSüd Verlag (p. 38); Teguh Mujiono / Shutterstock (p. 39); DEA PICTURE LIBRARY/De Agostini/Getty Images (p. 102); Anita Pinto (p.128).



Grammar at a Glance

NAMING WORDS

Naming words are the names of people, places, animals and things.
Jane, London, tiger and chair are all naming words.

A **common name** is the name of any person, place, animal or thing.

girl park dog apple



An **exact name** is the name of a specific person, place, animal or thing.

Aliya Nangia Park Sparky



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Some common names can be one or many.



One	Many
book	books
bus	buses
glass	glasses



A AND AN

An is used before the naming words that begin with vowel sounds. There are five vowels: *a, e, i, o, u*. *A* is used before the naming words that do not begin with vowel sounds.





an ice-cream cone



an owl

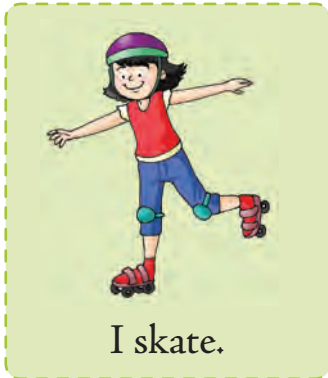


a ball

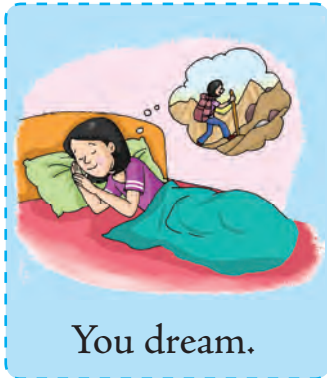


a strawberry

ACTION WORDS FOR PRESENT TIME



I skate.



You dream.



He swims.

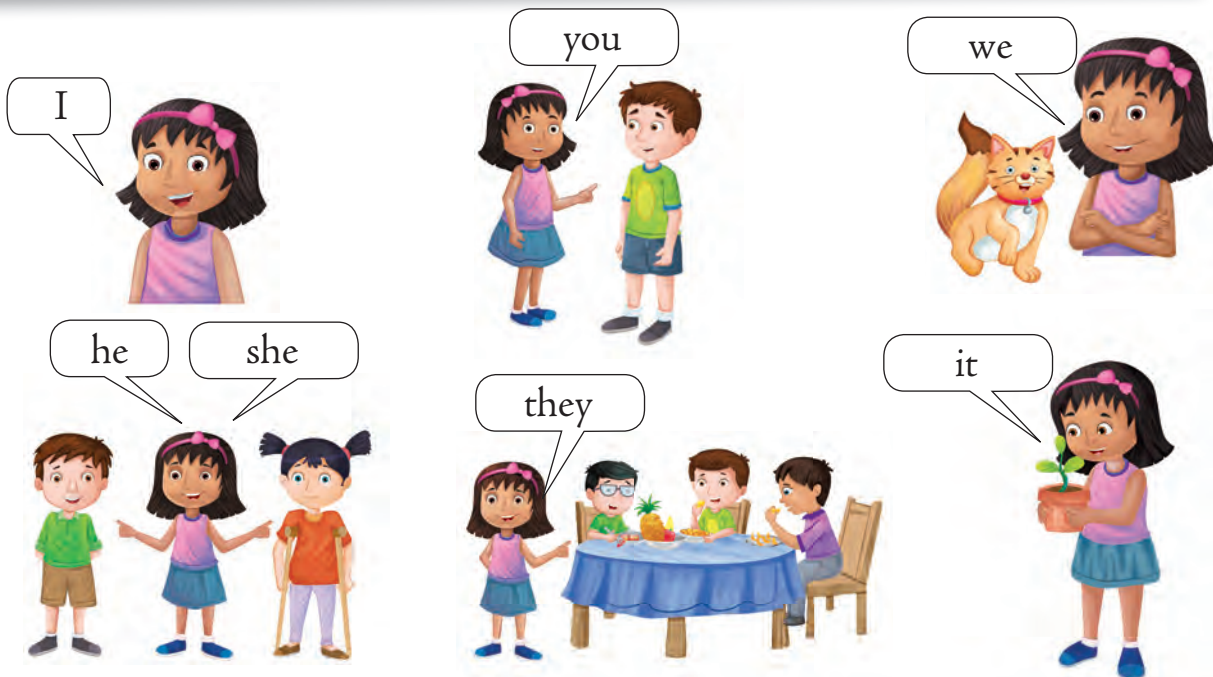


She drives.

IS, AM, ARE © OXFORD UNIVERSITY PRESS



WORDS USED IN PLACE OF NAMING WORDS



DESCRIBING WORDS

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These words are used to describe naming words.



dirty shoes



a tall tree



a juicy apple



happy children



PLACE WORDS

Place words tell us where a person, place, animal or thing is.



JOINING WORDS—AND

Joining words are used to join two words or sentences. *And* is a joining word.

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The dog is white.
The dog is black.
The dog is
white *and* black.



Tom played.
Jane played.
Tom *and* Jane played.



I like reading.
I like drawing.
I like reading
and drawing.

The Magic Porridge Pot

1



Sort out the jumbled words to complete the rhyme.

Peas porridge TOH, peas porridge DOLC
Peas porridge in the pot INNE days DOL!
Some ELIK it hot, some like it cold,
Some like it in the TOP nine SADY old!



Let us read a story about Poppy and her porridge pot. 



Once upon a time there was a girl called Poppy. She lived with her mother in a cottage¹ at the edge of the woods². One sunny morning she was walking in the woods when she met an old lady. The old lady was carrying four heavy bags home from the market.

‘Let me help you with those heavy bags,’ said Poppy.

‘How kind you are!’ said the old lady.

Poppy helped the old lady carry the bags home. The old lady gave her a little porridge³ pot. She told Poppy that it was a special pot and showed her how it worked.

Where did Poppy live?



‘Say the words “Cook, little pot, cook” and the pot will give you delicious⁴, hot, creamy porridge.’



¹cottage: a small house ²woods: a small forest ³porridge: a type of soft, thick white food ⁴delicious: tasty

Once you have eaten enough, say “Stop, little pot, stop” or it will carry on cooking.’ Poppy thanked the old lady.

Clutching⁵ the pot, she ran home as fast as her legs would carry her⁶. She excitedly showed her mother what the pot could do.

Why did Poppy run home?



Why did Poppy go to the other side of the woods?



A few days later, Poppy was visiting her grandma on the other side of the woods. She was not home when her mother began to feel hungry. She took the little porridge pot down from the shelf and put it on the table.

Why did Poppy's mother put the porridge pot on the table?



‘Cook, little pot, cook!’ she said. Soon the pot was full of delicious, hot, creamy porridge. Poppy’s mother ate a large bowlful⁷ and then she fell asleep in her rocking chair. She had forgotten to tell the pot to stop cooking! So the pot cooked and cooked and cooked until there was porridge everywhere!

Where did Poppy's mother fall asleep?



The porridge poured⁸—
out of the pot
onto the floor
through the rooms down the stairs
out of the door
into the lanes⁹
and all over the town!

When Poppy came back she shouted,
‘Stop, little pot, stop!’

At last the little pot stopped. There was so much porridge that everyone had to eat it for breakfast, lunch, tea and dinner!

A Ladybird tale

⁵clutching: holding something tightly



⁶as fast as her legs would carry her: as fast as she could run

⁷large bowlful: (here) a big bowl full of porridge

⁸poured: flowed quickly, without stopping


⁹lanes: narrow roads





MAKING CONNECTIONS

Quick answers

1. Number the pictures to match the order of events in the story. 







Reference to context

2. *One sunny morning she was walking in the woods when she met an old lady. The old lady was carrying four heavy bags home from the market.*
 - a. Who was walking in the woods?
 - b. What time of the day was it?
 - c. How did the girl help the old lady?
3. *She excitedly showed her mother what the pot could do.*
 - a. What could the pot do?
 - b. Who gave Poppy the pot?
 - c. Which word shows us how Poppy was feeling?



Read, reflect and write

4. How did the town get full of porridge?
5. How do you think Poppy's mother felt when she woke up?
6. What did everyone do to see that the porridge was not wasted?
7. Why is it wrong to waste food?
8. Poppy helped the old lady. What are some things we can do to help older people?



Integrate



9. Porridge is a healthy food. It gives us energy and makes us feel bright and active. On a paper plate, draw and name five healthy foods that you like. Take your plate to school, and display it in the class for your friends to see. See what they have drawn on their plates.



WORD WALL



Which word?

1. Match the columns to complete the sentences. One has been done for you.

The old lady's bags were	delicious.
Poppy was	little.
The porridge was	heavy.
The porridge pot was	sunny.
The weather on the day Poppy met the old lady was	kind.



GRAMMAR TIME

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One and many

As we know, naming words can be one or many.

If a naming word ends in *y*, we change it from one to many by replacing *y* with *ies*. For example, *lady* becomes *ladies*.

The names of people, places, animals and things are **naming words**. Naming words are called **nouns**.



1. Change the following words from one to many. One has been done for you.

One	Many
cherry	cherries
puppy	
story	
country	
city	

Special or Exact names



Read this sentence.

- Once upon a time there was a girl called *Poppy*.
Poppy is the special name of a girl.

Special names are called **proper nouns**.



1. Write a special name for each thing on the list given below. Remember to use a capital letter.

Your first name: _____

Your last name: _____

The name of your school: _____

The name of the village, town or city you live in: _____

The name of your country: _____

Proper nouns always begin with a capital letter.

2. Draw lines to pair the common names and the special names.

cartoon	Taj Mahal
city	Mickey Mouse
textbook	Jumbo
building	Mulberry
elephant	New Delhi

Things we can count and things we cannot count

Read these sentences.



- The old lady was carrying four *bags*.
- The pot was full of *porridge*.



In the sentences given on the previous page, *bags* and *porridge* are naming words or nouns. We can count bags, but we cannot count porridge.

Things that we can count are called **countable nouns**.

Countable nouns may be one or many: book—books, cat—cats.

Things that we cannot count are called **uncountable nouns**.

Nouns such as sugar, milk, water and grass are uncountable nouns.

1. Look at the pictures of Ryan and Zara on a sunny day and a rainy day. Circle the things we can count in these pictures and complete the table given below.



Things that we can count	Things that we cannot count
kite	sunshine

A noun is countable if you can

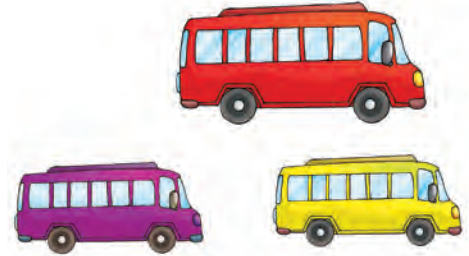
- put *a/an* before it: a cottage
- put a number before it: four bags
- make it plural or more than one: bags

SPELLING

Adding an -s or -es

Things that we can count can be one or many. We can change the things we can count from one to many.

Examples: bus—buses
dog—dogs



We add an -s to most words to change them from one to many.

Examples: book—books
key—keys
tree—trees

We cannot change the things that we cannot count from one to many.

We usually add -es to words that end in *s*, *sh*, *x*, or *ch* to change them from one to many.

Examples: box—boxes
bush—bushes
dress—dresses
peach—peaches



1. Circle the words we cannot count. Add an -s or -es to change the words we can count from one to many. Then write them in your notebook.



- | | | |
|-----------|----------|----------|
| a. water | b. glass | c. cake |
| d. dish | e. air | f. rice |
| g. table | h. sugar | i. bench |
| j. rabbit | k. food | l. shoe |
| m. flower | n. milk | o. salt |



2. Use the picture clues to complete the words.

a.



b _ _ _ _

b.



f _ _ _ _

c.



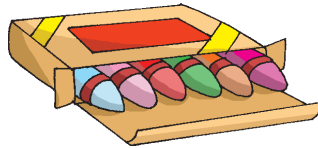
h _ _ _ _

d.



b _ _ _ _ _

e.



c _ _ _ _ _

f.



t _ _ _ _ _

WRITE WELL


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Imaginative writing

1. Imagine that you met someone who gave you a magic pencil. Write three things that you would do with your magic pencil.



LISTEN AND SPEAK WELL

1. Poppy and her mother are going to the market. Here are pictures of things on their shopping list. Listen to Poppy read out the list. Put a tick (✓) against the things that are on her list, and put a cross (X) against the things that are not on her list. 

a.



b.



c.



d.



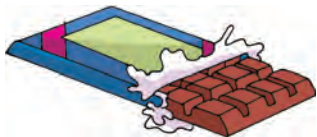
e.



f.



g.



h.



2. In pairs, take turns to pretend that you are Poppy and your partner is the grocer. Now, with the help of the above pictures, pretend to buy the items on the shopping list correctly.

The Little Plant

Have you ever planted a seed and watched it grow? What did you do to help the seed grow? Let's read a poem about a little seed that grows into a plant.



In the heart of a seed,
Buried¹ deep so deep,
A tiny plant
Lay fast asleep².

'Wake,' said the sunshine,
'And creep³ to the light.'
'Wake,' said the voice
Of the raindrops bright.
The little plant heard
And it rose to see,
What the wonderful,
Outside world might be.

Kate Louise Brown



MAKING CONNECTIONS

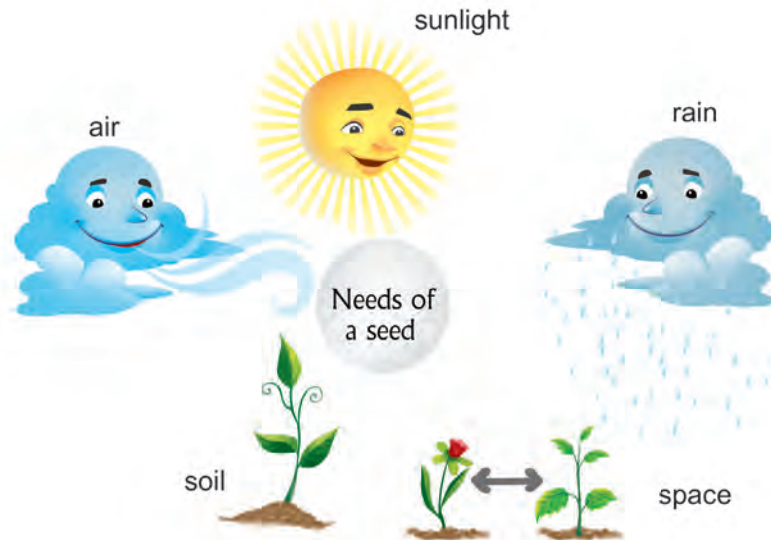
- Put a tick (✓) against the sentences that are true and put a cross (✗) against those that are false.
 - The seed was buried in the ground.
 - There was a tiny plant in the seed.

¹buried: hid in the ground ²fast asleep: sleeping deeply ³creep: (here) move slowly

c. The tiny plant was awake at the beginning of the poem.

d. The tiny plant fell asleep at the end of the poem.

2. The picture shows the needs of a plant. Circle the needs that you read about in the poem.



3. Number the pictures to match the order in the poem.



4. Read the lines and answer the questions given below them.

The little plant heard

And it rose to see,

What the wonderful,

Outside world might be.

a. Whose voices did the little plant hear?

b. What did the little plant do?

c. Which word rhymes with 'see'?

5. What do you think the little plant saw in the wonderful, outside world?

APPRECIATION

Rhyming pairs

1. Plants need rain and so do we. Let's read aloud a poem about rain.

Rain

The rain is raining all around,
It falls on field and tree,
It rains on the umbrellas here,
And on the ships at sea.

R.L. Stevenson



Did you enjoy reading it?

2. Match the pictures to the words to make rhyming pairs. One has been done for you.

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loud



car



white



house



tree



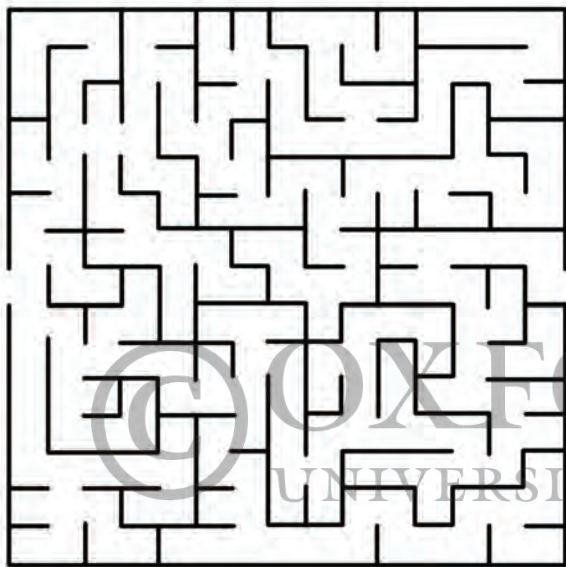
soon

The Merchant's Purse

2



Help the old woman get to the marketplace.



Let us read a story about an old woman who found a purse at the marketplace.



A rich merchant¹ once lost his purse² at the marketplace.

A poor old woman found the purse. She opened it and saw that it had a hundred gold coins.

Just as she was wondering³ whose purse it was, she heard the merchant shout, 'A reward! I will give a reward to anyone who finds my purse.'

What do you think the word *reward* means?



¹merchant: a man who sells things

²purse:



³wondering: thinking

The old woman gave the purse to the merchant. 'Here is your purse,' she said. 'Will you give me my reward?'

'Reward?' said the merchant, greedily⁴ counting his gold coins. 'My purse had two hundred pieces of gold. You have already stolen⁵ more than the reward. Go away!'

Did the old woman get her reward?



Why did the Queen listen to the old woman and the merchant?

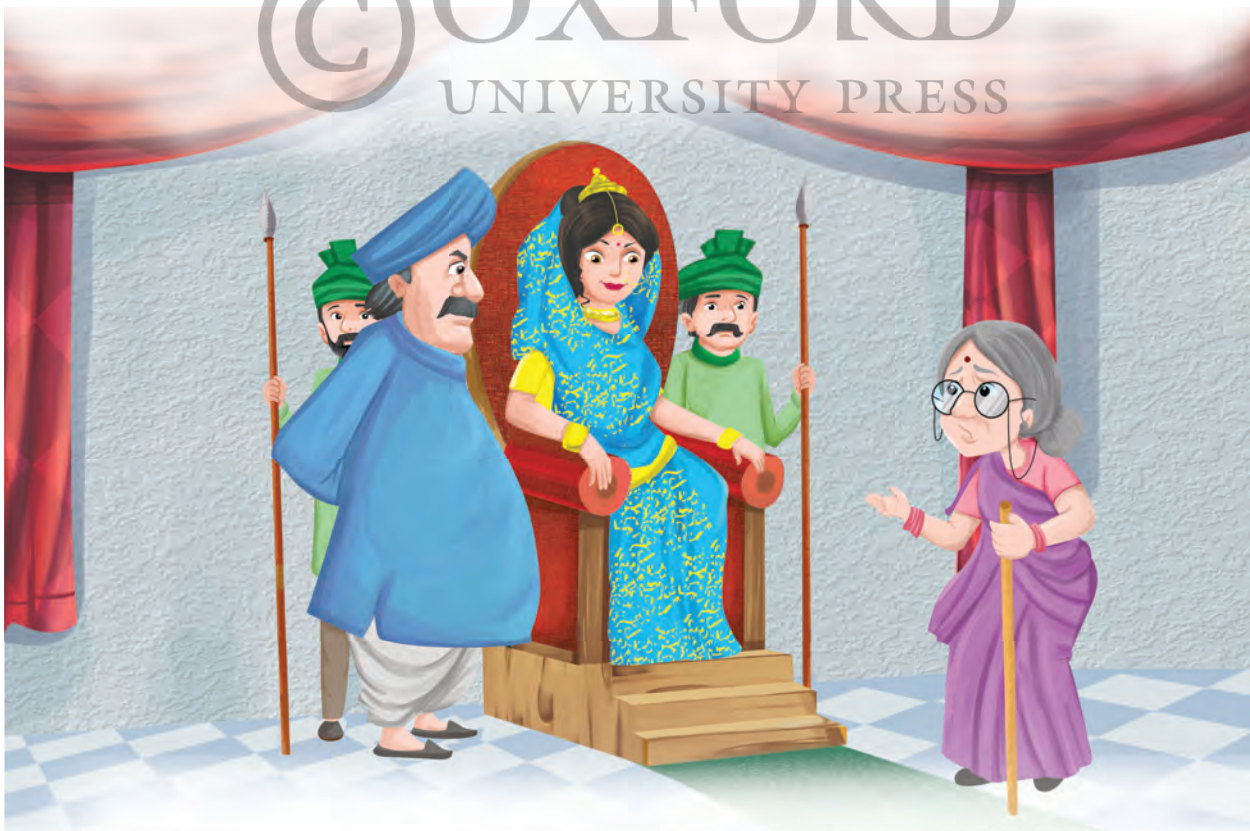


'I am poor but I am honest⁶,' said the old woman. 'I will go to the Queen's palace⁷ and ask for her help.'

The Queen called the merchant and listened to both sides of the story. Then she said, 'I believe you both. The merchant's purse had two hundred pieces of gold. This purse that the woman found has only a hundred pieces. So this cannot be the merchant's purse.'

Then the Queen gave the purse with a hundred gold coins to the honest woman. The merchant had nothing to say. He knew that this was his punishment for being dishonest⁸ and greedy.

A Jewish folktale (adapted)



⁴**greedily**: in a way that shows someone wants more and more of something ⁵**stolen**: taken away (something that is not yours) ⁶**honest**: a person who tells the truth ⁷**palace**: a very large house where a king or queen lives ⁸**dishonest**: a person who says things that are not true

MAKING CONNECTIONS

Quick answers

1. Fill in the blanks.
 - a. The merchant lost his purse at the _____ .
 - b. The poor old woman found a _____ . It had a _____ gold coins.
 - c. The merchant said he would give a _____ to anyone who found his purse.
 - d. The old woman decided to go to the _____ palace and ask for her help.

Reference to context

2. *'Here is your purse,' she said. 'Will you give me my reward?' 'Reward?' said the merchant, greedily counting his gold coins.*
 - a. Why did the old woman give the purse to the merchant?
 - b. What did the old woman want from the merchant?
 - c. What kind of a man was the merchant?

Read, reflect and write

3. How did the merchant try to cheat the old woman?
4. What happened to the merchant at the end of the story?
5. The Queen listened to both—the merchant and the old woman. What does this tell you about the Queen?
6. If you find something in school and it does not belong to you, what will you do?



Integrate



7. In olden days people used gold coins for money. They even used cowrie shells⁹, beads and peppercorns¹⁰! Make a list of the coins and notes that we use in our country today. In how many ways can you make 100 rupees with the notes and coins? (For example: We can use two 50-rupee notes to get 100 rupees.)

WORD WALL

What people do

After reading the story, we know that

- a *merchant* is a man who sells things.
- a *queen* looks after the people in a country.



1. Match the two columns to show what people do.

A	B
a doctor	puts out fire
a cobbler	treats us when we are unwell
a baker	sells fruits and vegetables
a greengrocer	takes care of our teeth
a dentist	makes and mends our shoes
a fireman	makes bread and cakes

2. In pairs, ask each other questions about people and the work they do, and say the right answers. 

Example: What does a doctor do?

A doctor treats us when we are unwell.

⁹cowrie shells: shiny shells of a small sea animal ¹⁰peppercorns: dried berries that are crushed to make pepper

GRAMMAR TIME

A, an, the

Read these sentences.

- ▶ A merchant lost *a* purse.
- ▶ A woman found *the* purse.
- ▶ *The* woman gave *the* purse to *the* merchant.

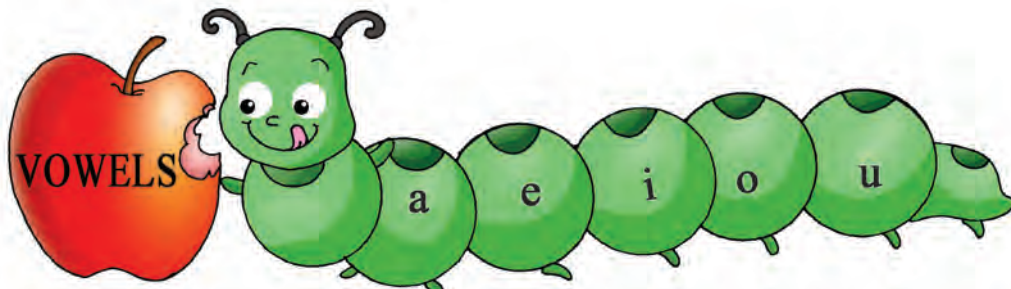
We use *a*, *an* and *the* before naming words or nouns.



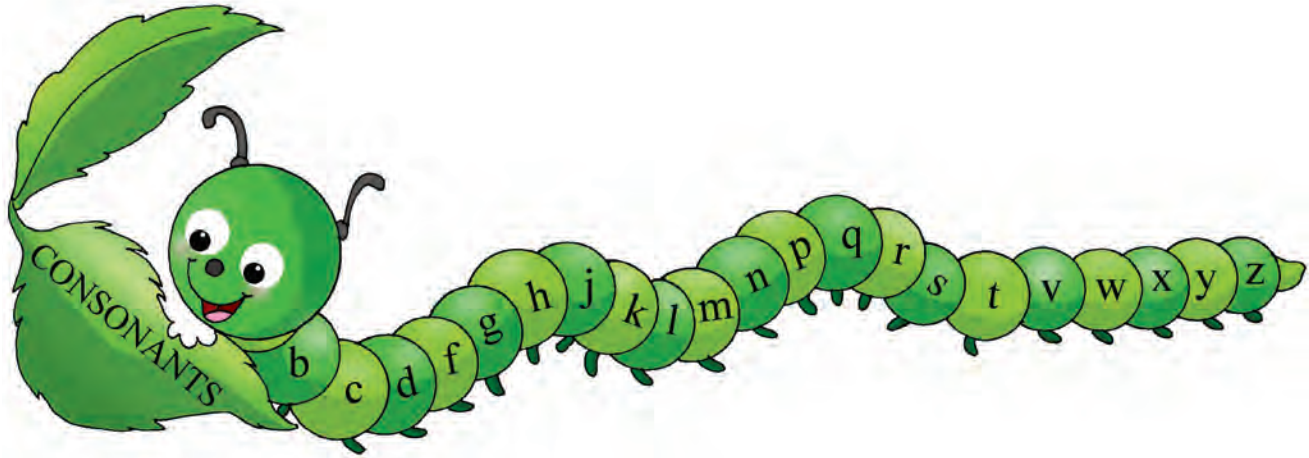
A, *an* and *the* are called **articles**.



- We use *a* and *an* before naming words that we can count. *A* and *an* show us one person, place, animal or thing: *a* student, *a* house, *an* ant, *an* eraser.
- We use *an* before a word that begins with a vowel sound.



- We use *a* before a word that begins with a consonant sound.



1. Write *a* or *an*.

- a. _____ tiger b. _____ book c. _____ ostrich
 d. _____ ant e. _____ panther f. _____ egg

2. Fill in the blanks using *a* or *an*.

- a. Ritu has _____ orange tree in her garden.
 b. Omar eats _____ banana every day.
 c. We saw _____ camel and _____ elephant at the fair.
 d. Are you carrying _____ umbrella today?
- We usually use *a* or *an* when we talk or write about a naming word for the first time. We usually use *the* when we talk or write about the naming word after that.



3. Fill in *a*, *an* or *the* to complete the paragraph.



My teacher gave me _____ eraser and _____ pencil. _____ pencil was blunt. My teacher gave me _____ sharpener. I drew _____ picture of _____ cat and _____ mouse. I coloured _____ cat brown. I coloured _____ mouse grey. I gave _____ picture to my grandmother.

PUNCTUATION

Using 's to show that something belongs to someone

Read these sentences.

- Here is a story about a merchant's purse.
- I will go to the Queen's palace.

's is also called possessive s.

We use 's to show that something belongs to someone.

Examples: This cycle belongs to my grandfather.
This is my grandfather's cycle.
This book belongs to the boy.
This is the boy's book.



1. Look at the pictures. Fill in the blanks with the help of these pictures.

- This cap belongs to Mira.
This is _____ cap.
- This chair belongs to Grandmother.
This is _____ chair.
- This puppy belongs to Ben.
This is _____ puppy.
- These crayons belong to my sister.
These are my _____ crayons.
- The tail of the peacock is beautiful.
The _____ tail is beautiful.



WRITE WELL

Completing sentences

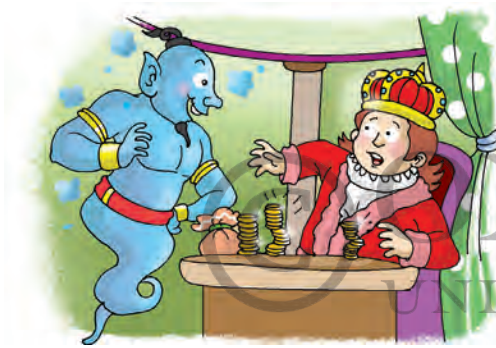
- A gold coin is bright yellow. Think of some other things which are yellow, and write about them in the given space.

- Three yellow things that I can see around me are _____
_____.
- Some yellow things that I can eat are _____.
- The name of a yellow flower is _____.
- One of my favourite things, which is yellow, is _____.

LISTEN AND SPEAK WELL



- In the story, we read about a greedy merchant. Now let us listen to a story about a king named Midas, who loved gold. After you listen to the story, answer the questions given below.



- What happened when King Midas sat down to eat his breakfast?
- Who granted King Midas a wish?
- What did King Midas wish for?
- Why did King Midas' daughter run to him?
- Was King Midas happy with his wish?
- What did King Midas do after the genie took back the wish?

The Rainbow Fish

3



Here is a picture of the Rainbow Fish. Colour his scales¹ in the colours of the rainbow: violet, indigo, blue, green, yellow, orange and red.



Let us read a story about the Rainbow Fish and his beautiful scales.



The Rainbow Fish was the most beautiful fish in the sea. His scales shimmered² with all the colours of the rainbow. 'Come, play with us,' said the other fish. But the Rainbow Fish did not play with them. 'I'm too beautiful,' he thought.

What did the other fish say to the Rainbow Fish?



Once, a little blue fish asked for one of his shiny scales, but the Rainbow Fish just laughed, 'Never!' he said. He did not give the blue fish any of his shiny scales.

¹scales: flat, hard things that cover the body of fish




²shimmered: shone prettily

After that, the other fish swam away from him.

The Rainbow Fish was all alone. He went to the starfish³ for help. 'Why doesn't anybody like me?' he asked. 'Go ask the octopus⁴,' said the starfish. 'She is very wise.'

What did the Rainbow Fish want to know?




The Rainbow Fish swam to the octopus. 'Give away your shiny scales,' the octopus said. 'After that, you may not be as beautiful to look at, but you will have friends.'

'I can't do that!' cried the Rainbow Fish. 'I want all my shiny scales.'



Which word tells us that the little blue fish felt happy when the Rainbow Fish gave him a shiny scale?



Suddenly, the little blue fish was back. 'Please,' he said, 'could I have just one scale?'

'Well,' the Rainbow Fish thought, 'maybe just one tiny little scale.' So he gave the little blue fish one of his shiny scales. The little blue fish was so pleased. It made the Rainbow Fish feel happy.

Soon all the other fish came, and the Rainbow Fish gave away his scales, one by one. Finally he had only one shiny scale left. But now, as he swam off to play with his friends, he was the happiest fish in the sea.

³starfish: a sea animal with a flat body in the shape of a star with five or more arms
⁴octopus: a sea animal with eight arms



Marcus Pfister (b. 30 July 1960) is a Swiss author and illustrator of children's books. His books have very interesting main characters, such as an owl, the sun, the moon and even a yellow cab. He visits schools quite often and tells students about the ways in which he creates books.



MAKING CONNECTIONS

Quick answers

- Put a tick (✓) against the sentences that are true and put a cross (✗) against those that are false.
 - The blue fish was more beautiful than the Rainbow Fish.
 - At first, the Rainbow Fish was proud and selfish.
 - The starfish told the Rainbow Fish to give away his scales.
 - The octopus knew that giving makes us happy.
 - The Rainbow Fish was sad that he had only one shiny scale left.



Reference to context

- 'Come, play with us,' said the other fish. But the Rainbow Fish did not play with them.
 - How was the Rainbow Fish different from the other fish?
 - Why did the Rainbow Fish not play with the other fish?
 - How did the Rainbow Fish feel when the other fish went away?
- The Rainbow Fish swam to the octopus.
 - Who told the Rainbow Fish to go to the octopus?
 - Why did the Rainbow Fish go to the octopus?
 - What did the octopus tell the Rainbow Fish to do?



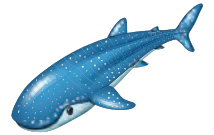
Read, reflect and write

4. A film has film stars. The stars of a story are called characters. List the sea creatures that are the stars of this story.
5. Why did the Rainbow Fish not give a scale to the blue fish at first?
6. How did the Rainbow Fish feel when he gave away his scales? Why do you think he felt this way?

Integrate



7. Did you know the largest fish is the whale shark? It is about forty-two feet long, which is longer than a bus! Most fish have fins, tails, scales and gills, which help them live in the water. Draw a picture of a fish and label its parts.



WORD WALL



Groups

Read these sentences.

- ▶ A group of fish is called a school.
- ▶ A group of puppies is called a litter.

1. Match the group names in column A to the correct options in column B.

A	B
a bunch of	elephants
a crowd of	lions
a pride of	people
a flock of	flowers
a herd of	birds



Opposites

2. Find the opposites of the following words from the text.

a. dull: _____

b. always: _____

c. foolish: _____
e. saddest: _____

d. took: _____
f. go: _____

GRAMMAR TIME

Actions that happened in the past

Read these sentences.


- ▶ The Rainbow Fish *lived* in the sea.
- ▶ No one *played* with the Rainbow Fish.
- ▶ The blue fish *asked* for one of his scales.



In the sentences given above, *lived*, *played* and *asked* are action words.

They tell us about actions that happened in the past.

We usually add *-ed* to an action word to show actions that happened in the past. If an action word ends with an *e*, we usually add *-d*.

Action words are called **verbs**. 

Examples:



smile: *smiled*



joke: *joked*



plant: *planted*



help: *helped*

1. Here are pictures showing what Ira did yesterday. Add *-d* or *-ed* to the words.



dance
Ira _____ .



jump
Ira _____ .













shout
Ira _____ .



play
Ira _____ .

2. Grandmother and Grandfather had a busy day yesterday. Use the picture-word list to help you write sentences to show what they did.

 clean	 bathe	 water	 cook	 bake
 house	 dog	 plants	 vegetables	 bread



a. Grandfather watered the plants.

b. _____



c. _____



d. _____



e. _____



The sentences on the previous page tell us about actions that happened in the past. These sentences are in simple past tense.



Tense means the time of action.

The **simple past tense** tells us about actions that happened in the past.

PRONUNCIATION

Breaking up words

1. Say these long words like two little words.



kit/ten	star/fish	rab/bit
rain/bow	car/pet	cac/tus
bas/ket	lone/ly	gar/den



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WRITE WELL

Writing sentences

1. The Rainbow Fish felt happy when he shared his beautiful scales. Write five sentences about what makes you feel happy.

- a. I feel happy when _____.
- b. _____.
- c. _____.
- d. _____.
- e. _____.

LISTEN AND SPEAK WELL



1. Listen to this song about five little 'fishies'. Do the actions (given after each line) as you listen to the song. Then sing the song on your own.

Five little fishies, swimming in a pool.

(wiggle five fingers)

The first one said, 'The pool is cool.'

(show one finger, then wrap arms around body)

The second one said, 'The pool is deep.'

(show two fingers, then hands measure 'deep')



The third one said, 'I want to sleep.'

(show three fingers, then rest head on hands)

The fourth one said, 'Let's take a dip.'

(show four fingers, then hands 'dive' into water)

The fifth one said, 'I spy a ship.'

(show five fingers, then form telescope with hands to peer through)

Fisher boat comes,

(form 'V' with fingers, then move hands away from body)

Line goes kersplash¹,

(pretend to throw fishing line)

Away the five little fishies dash.

(wiggle five fingers away)

¹**kersplash**: the noise made when something hits water

Dogs

Name some of the pets we have in our homes. Which one do you like the best?
Would you like to have a pet dog? Let us read a poem about all sorts of dogs.



Dogs big, dogs small



Dogs short, dogs tall

Dogs fat, dogs thin

Dogs that make a dreadful din¹.

Dogs smooth, dogs hairy

Dogs friendly, dogs scary

Dogs brown, dogs white

Dogs that bark all through the night.

Dogs that run, dogs that walk

Dogs that make you think they'll talk,

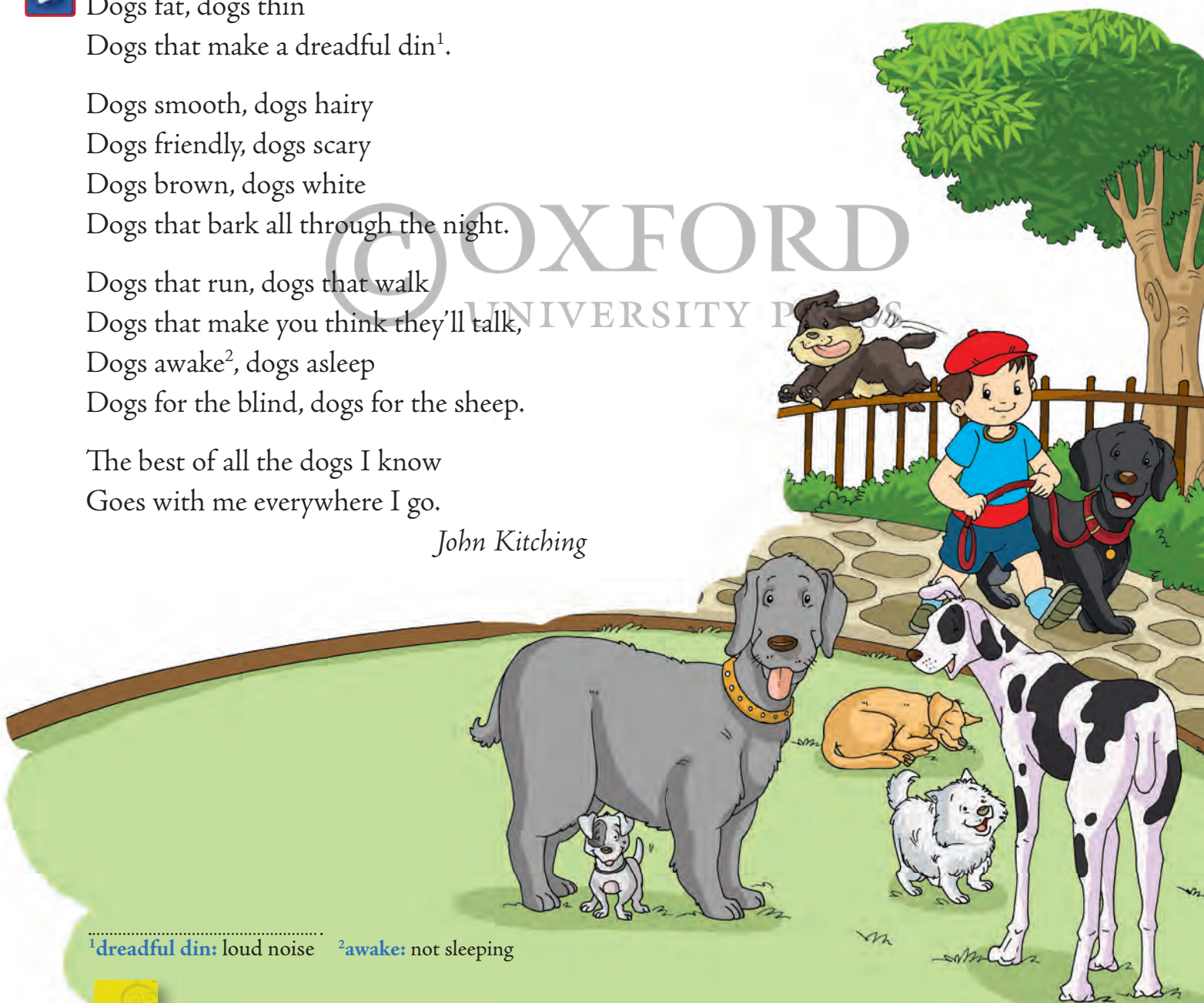
Dogs awake², dogs asleep

Dogs for the blind, dogs for the sheep.

The best of all the dogs I know

Goes with me everywhere I go.

John Kitching



¹dreadful din: loud noise ²awake: not sleeping

MAKING CONNECTIONS

- Find the following from the poem.
 - a word that is the opposite of 'awake': _____
 - a word that means 'covered with hair': _____
 - a word that rhymes with 'go': _____

- Read these lines and answer the questions that follow.

Dogs big, dogs small

Dogs short, dogs tall

Dogs fat, dogs thin

Dogs that make a dreadful din.

- These lines tell us that
 - dogs are big and fat.
 - all dogs are the same.
 - there are different kinds of dogs.
- From these lines, pick out two words that rhyme with each other.
- What does 'dreadful din' mean? What is the din that dogs make?



- According to the poet, which dog is the best of all dogs?

APPRECIATION

Words that rhyme

Read the poem again and read aloud all the words that rhyme at the end of the lines. Do you notice that they rhyme in pairs?

- Here is another verse about dogs. Fill in the blanks so that the lines rhyme in pairs. Choose from the box below.

tug tail mail hug

It blinks its eyes and wags its _____
Fetches me my bottle, fetches me my _____
It barks at me, and I feel a sharp _____
But when I bend down, it gives me a _____

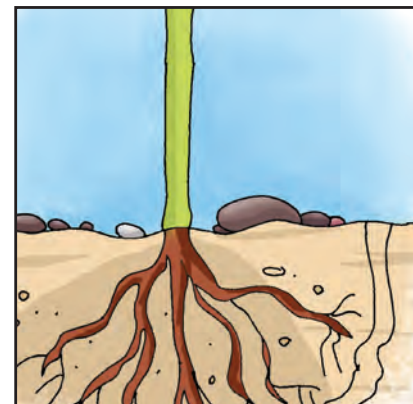
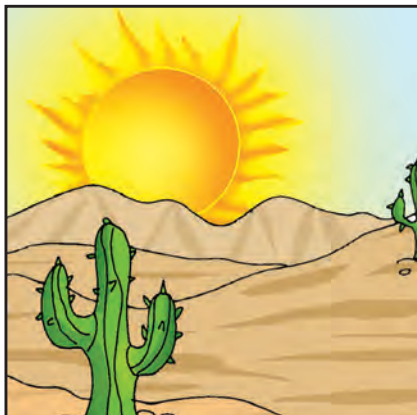
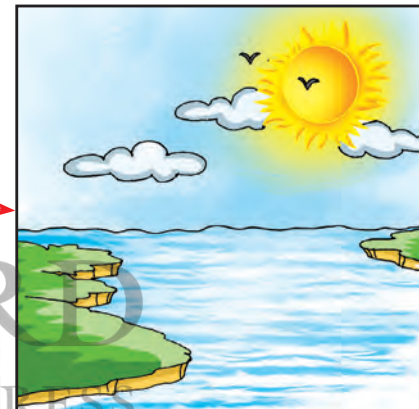
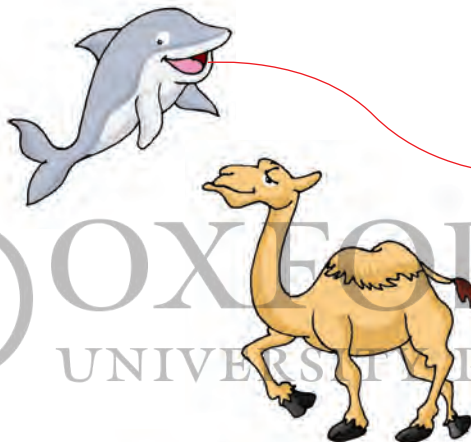
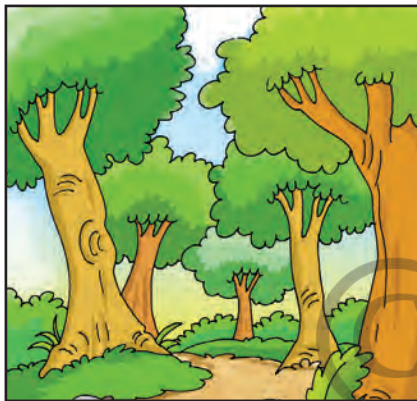


I Was Walking Down the Road

4

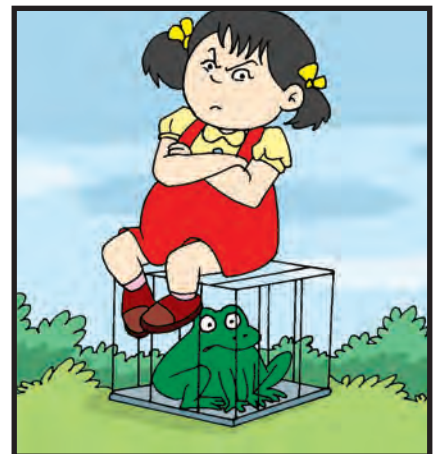
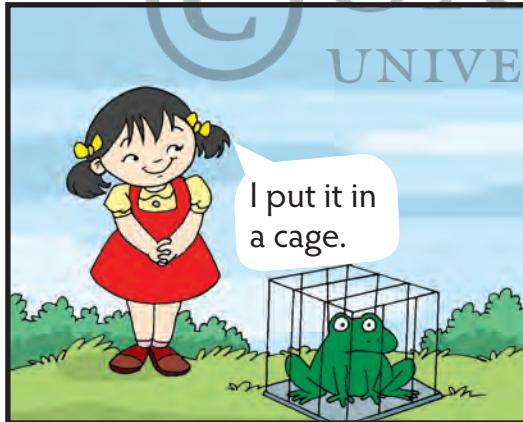
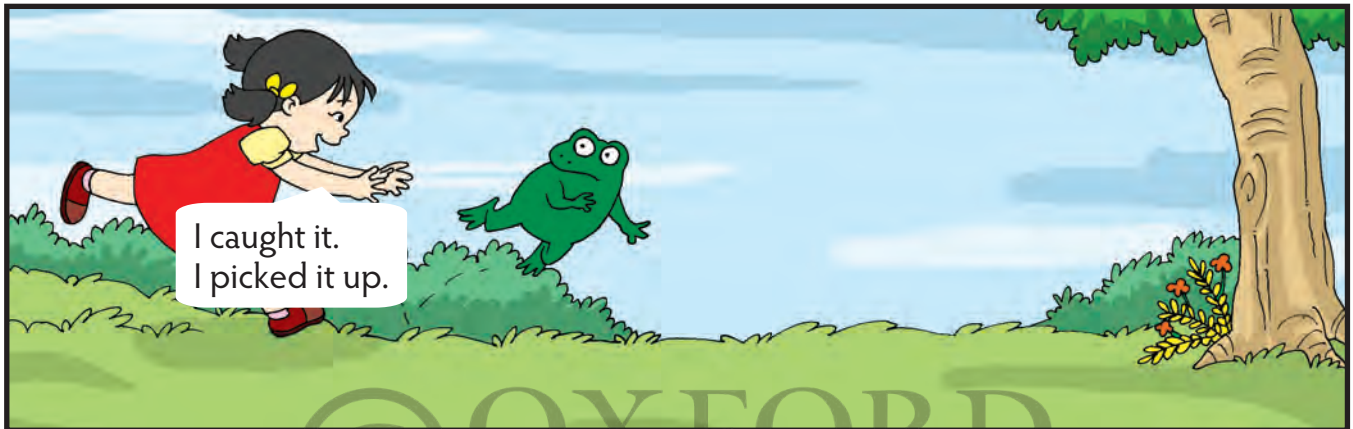
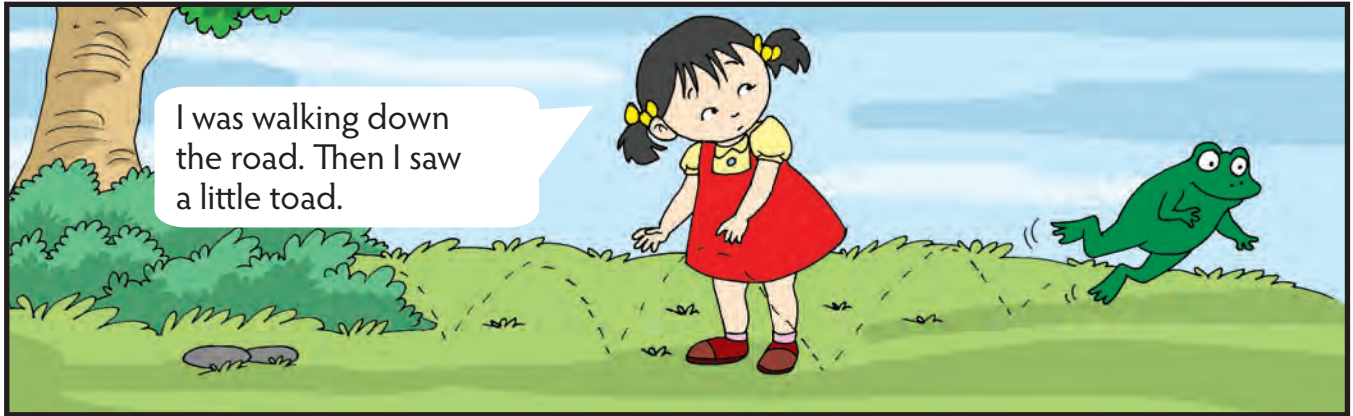


Animals live in many different places. The place that an animal lives in is called its habitat. There are many different types of habitats where different types of animals live. Match these animals to their habitats.

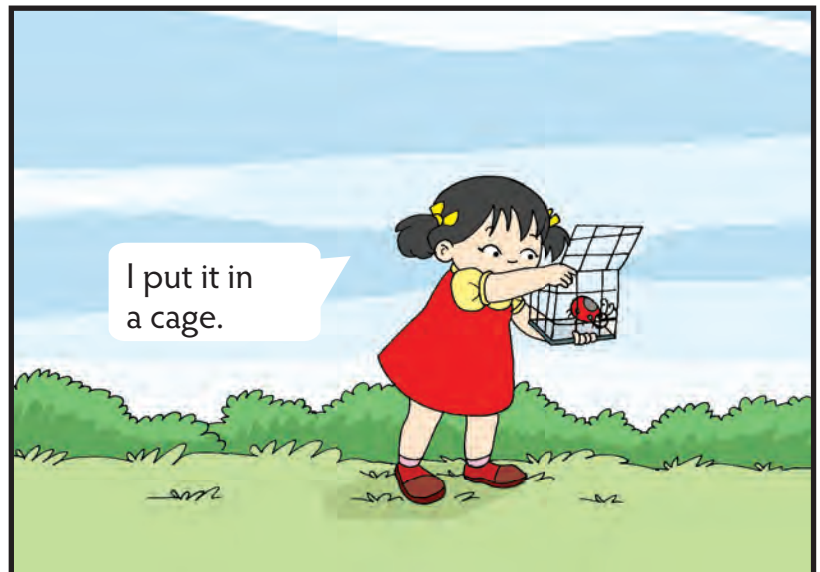
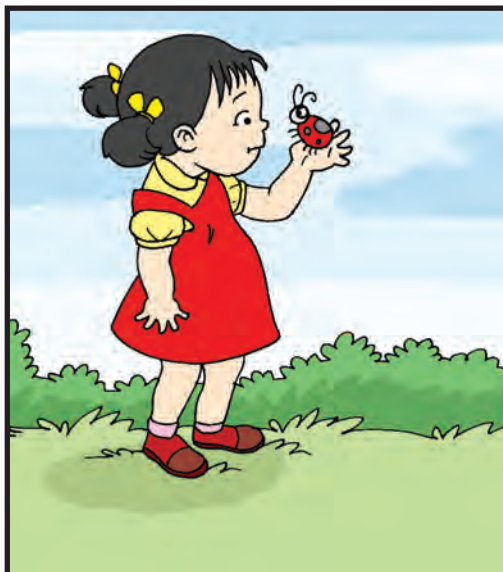
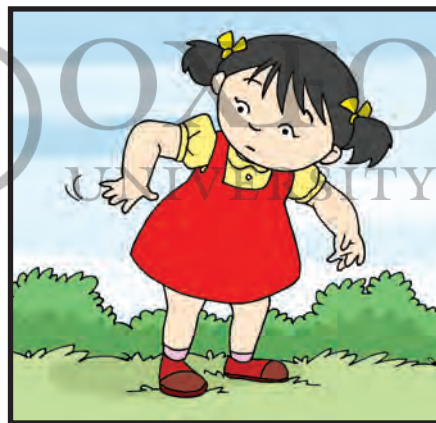
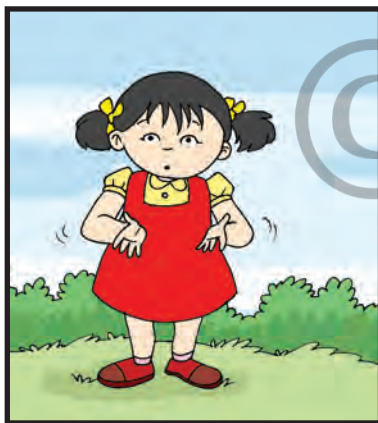
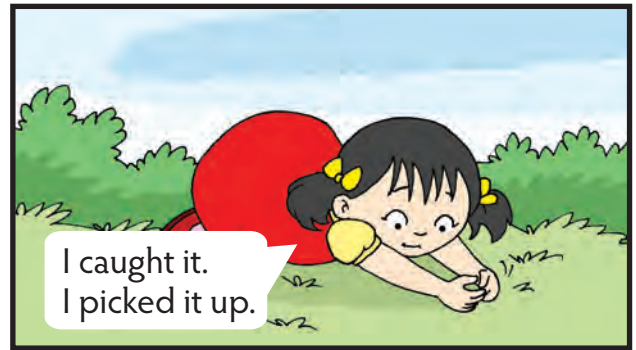


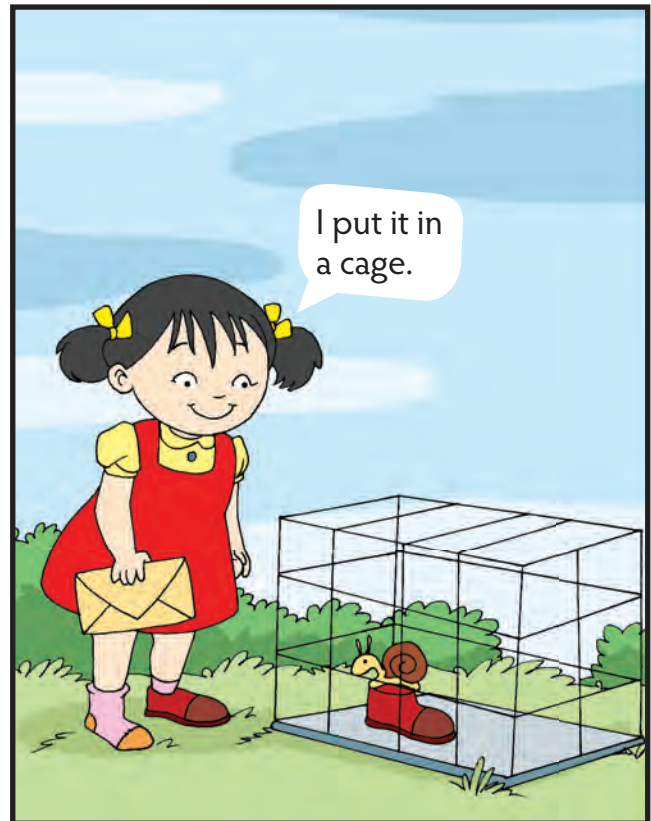
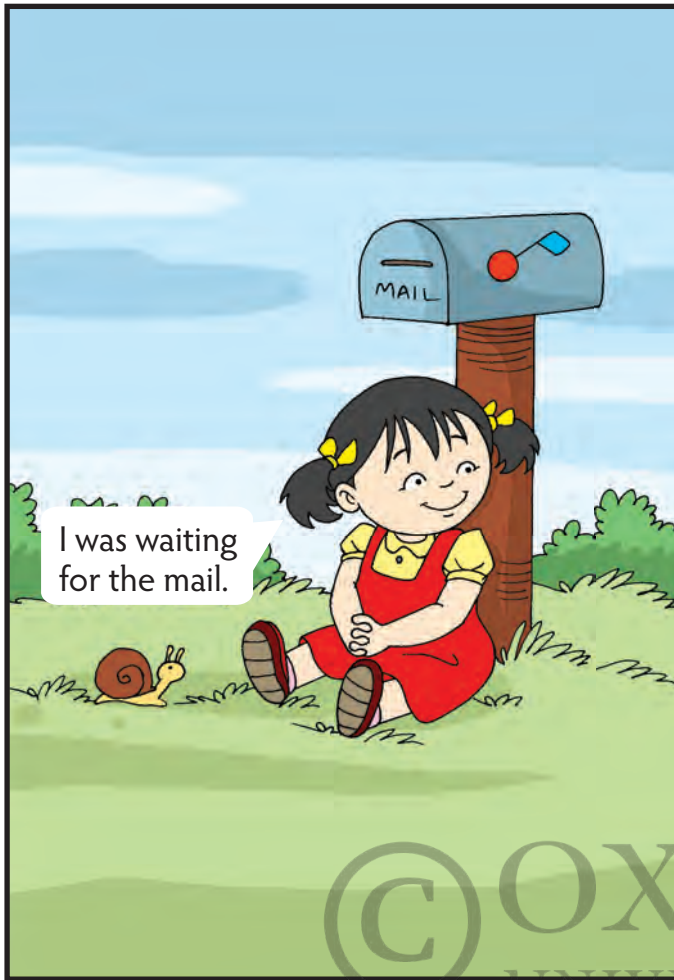
How do you think animals feel when they are caught and taken out of their habitats? Let us read a story about a girl who saw some animals as she was walking down the road.





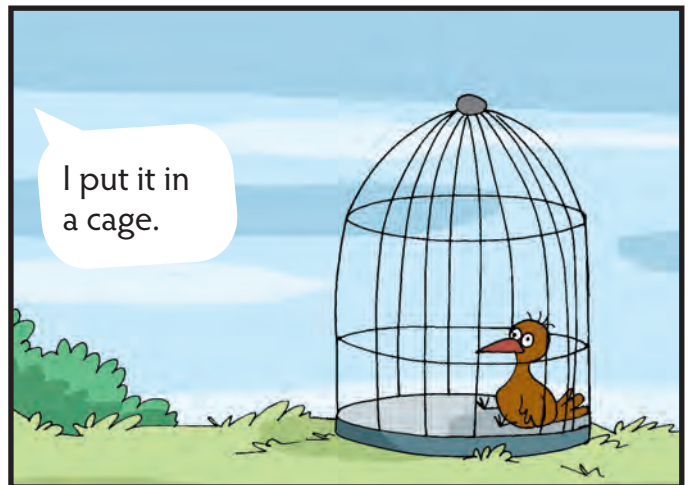
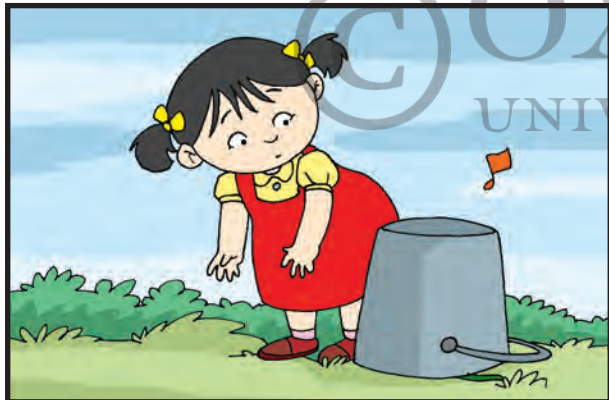
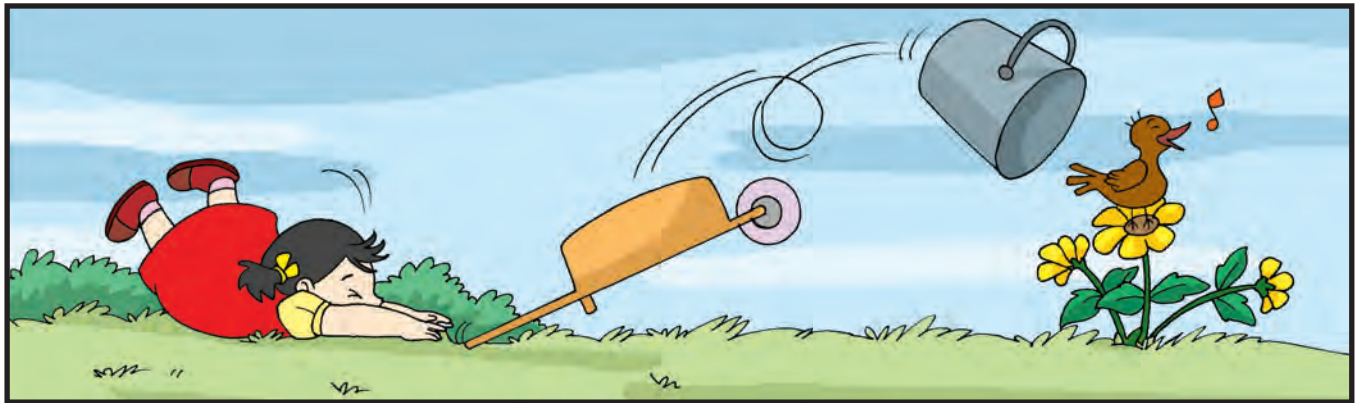
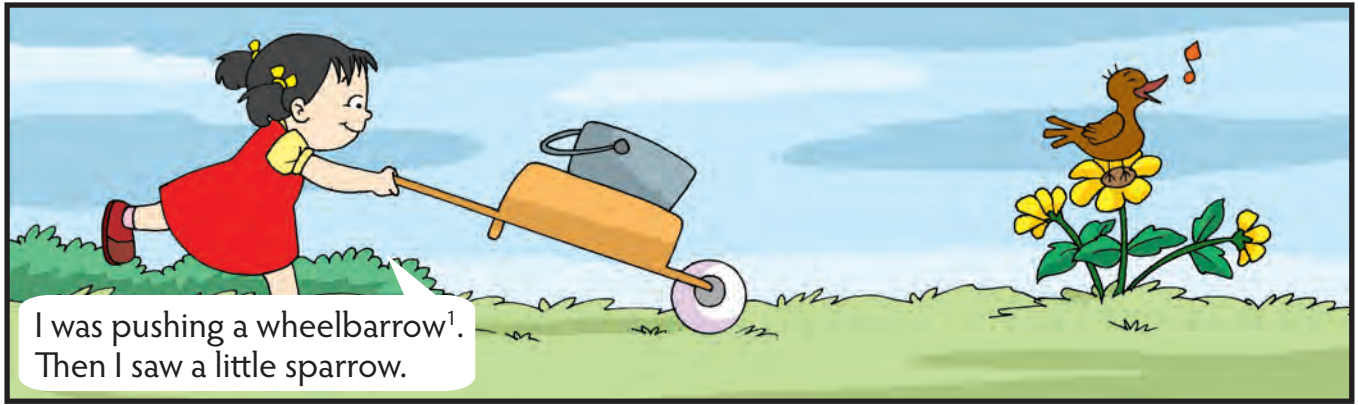










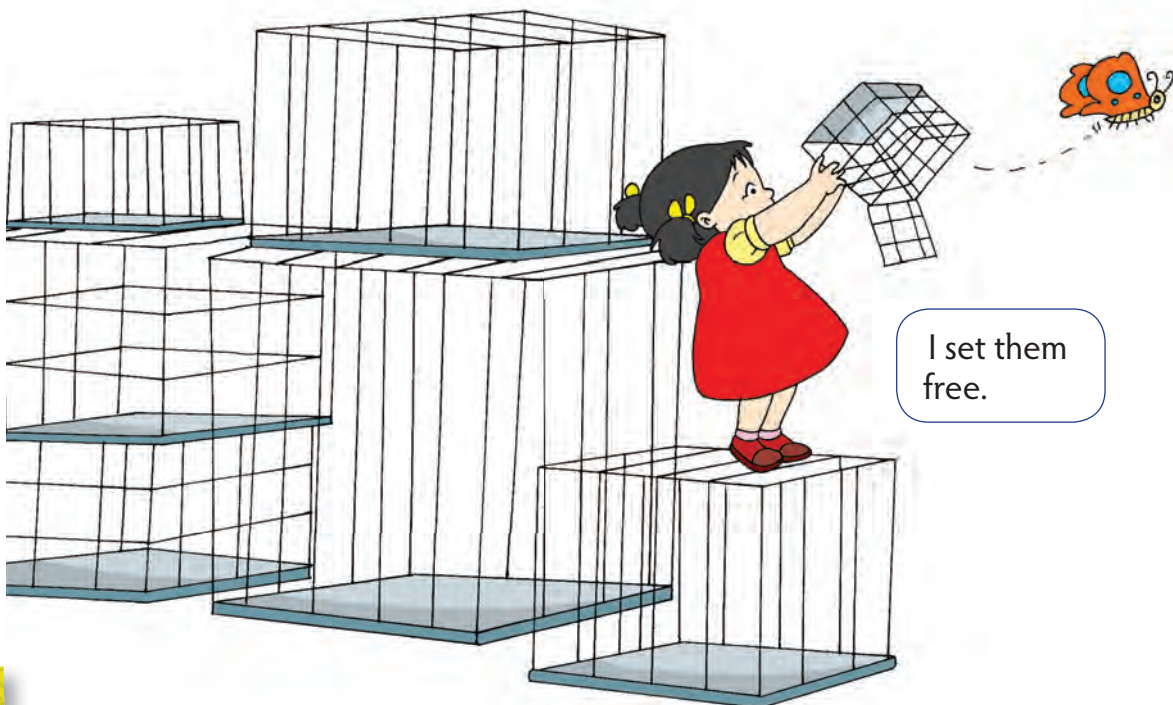


¹wheelbarrow: a large open container with a wheel and two handles to carry things





I was looking at my pets.
Then I saw them look at me.
I sat a while. I thought
a while. And then . . .



I set them
free.

MAKING CONNECTIONS

Quick answers

1. Here are pictures of some of the animals that the girl caught. Match the animals to the places where the girl found them.



on the road



on her shoe



on a flower



in a room

2. What did the girl use to catch these animals?

a. the butterfly _____



b. the bunny _____

c. the sparrow _____



Reference to context

3. *I was looking at the sky.*

Then I saw a butterfly.

- When did the girl see the butterfly?
- Where did she put the butterfly?
- The words 'sky' and 'butterfly' rhyme. Write two more rhyming pairs from the text.

4. *I was looking at my pets.*

Then I saw them look at me.

- How many pets did the girl have?
- Do you think the pets looked happy?
- How did the girl feel when she looked at her pets?



Read, reflect and write



5. Why do you think the girl put all the animals in cages?
6. Look at the last picture of the girl. What is she doing in this picture?
7. In your notebook, draw a picture to show how the girl felt at the end of the story.



Integrate



8. Cages are made out of metal. Cages are not nice things to make, but lots of useful things are made out of metal. Gold, silver and iron are metals. Steel is also made from metals. Metals are usually shiny. Look around you. How many things can you see that are made out of metals? Can you think of any more? Draw up a list.

WORD WALL

Word jumbles

1. Here are the names of some things you saw and read about in the text. The names are jumbled. Read the clues and unscramble the words.

a. OADR: we walk on it

b. KYS: wide and blue

c. ERLETT XOB: the postman puts mail in it

d. ROBOM: we use it to sweep a room

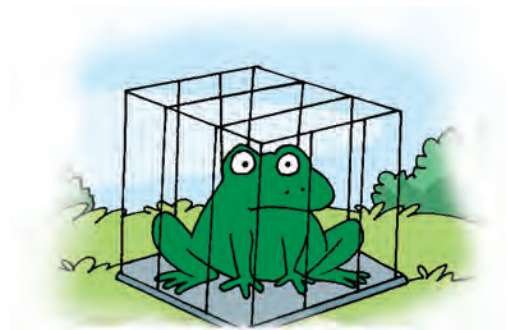
GRAMMAR TIME

More action words in the past

Read these sentences.

- I *saw* a little toad.
- I *caught* it.
- I *sat*.

In the sentences given above, *saw*, *caught* and *sat* are action words. They tell us about actions that happened in the past.



The past tense shows us actions that happened in the past. We usually add *-d* or *-ed* to an action word to indicate the past tense.

Examples:



chase: chased



dance: danced



laugh: laughed



colour: coloured

Some action words change differently.



give: gave



come: came



go: went



drink: drank

1. In each group, circle the correct action word.

break	bite	take	fall	throw	run
broke	bited	tooked	falled	threw	ran
broked	bit	took	fell	throwed	raned

2. What did Peter do yesterday? Use the picture clues to write the actions.



Peter drew.



Peter _____.



Peter _____.



Peter _____.



Peter _____.

Did + not

Read these sentences.

I *picked* it up.

I *did not pick* it up.

I saw a mouse.

I *did not see* a mouse.

I *caught* it.

I *did not catch* it.



We use the simple form of action words with *did + not*.

I *did not wake* up early. ✓

I *did not woke* up early. ✗

Simple form of action words:

walk see
eat drink

did + not = didn't

3. Complete the sentences using *did + not*.

A	B	C
a. play	We played yesterday.	We _____ yesterday.
b. bark	The dog barked.	The dog _____ .
c. go	We went to the fair.	We _____ to the fair.
d. see	Mia saw a clown at the circus.	Mia _____ a clown at the circus.
e. eat	The baby ate the porridge.	The baby _____ the porridge.



PRONUNCIATION

Syllables



1. Clap as you say these words. One clap stands for each sound in a word. You may take the help of your teacher.

Examples: bug = one clap kit/ten = two claps but/ter/fly = three claps

- | | | |
|--------|------------|-----------------|
| a. fox | b. don/key | c. kan/ga/roo |
| d. cat | e. mon/key | f. buf/fa/lo |
| g. dog | h. par/rot | i. el/e/phat |
| j. pig | k. spi/der | l. king/fish/er |



WRITE WELL

Picture composition

1. Look at the comic strip given below. Write about what you see in each picture. Here are some words you can use:

many colourful higher and higher fun tiny sharp
burst Pop! Pop! Pop! Down, down, down!

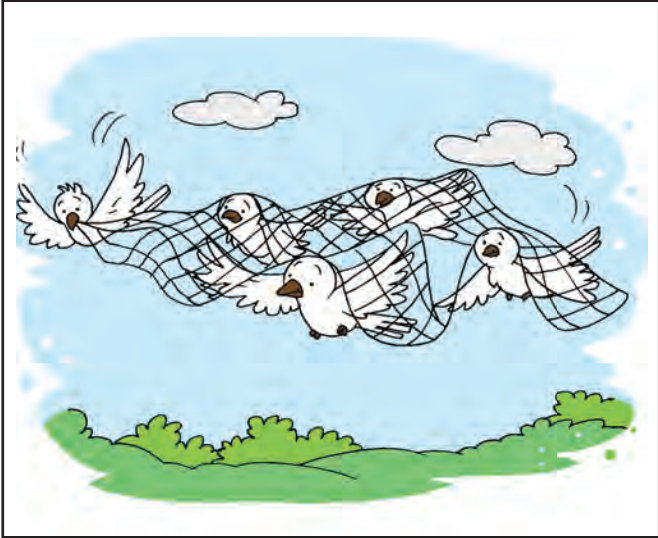
Give your writing a heading.



LISTEN AND SPEAK WELL



1. Listen to the story and number the pictures in the right order. Then tell the story on your own. What does this story teach us?



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