

3.5 The Duck and the Kangaroo



Said the Duck to the Kangaroo,
“Good gracious! how you hop!
Over the fields and the water too.
As if you never would stop!



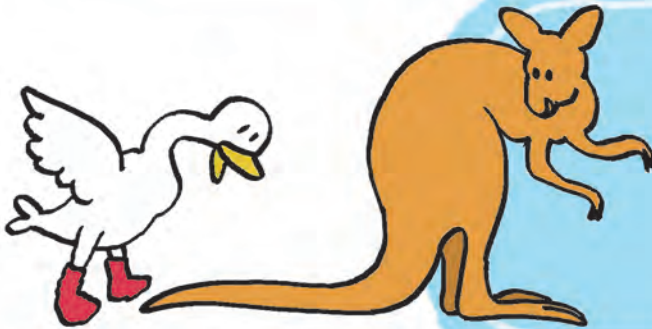
“My life is a bore in this nasty pond,
And I long to go out in the world beyond!
I wish I could hop like you!”
Said the Duck to the Kangaroo.

Said the Kangaroo to the Duck,
“This requires some little reflection:
Perhaps on the whole it might bring me luck.
And there seems but one objection.



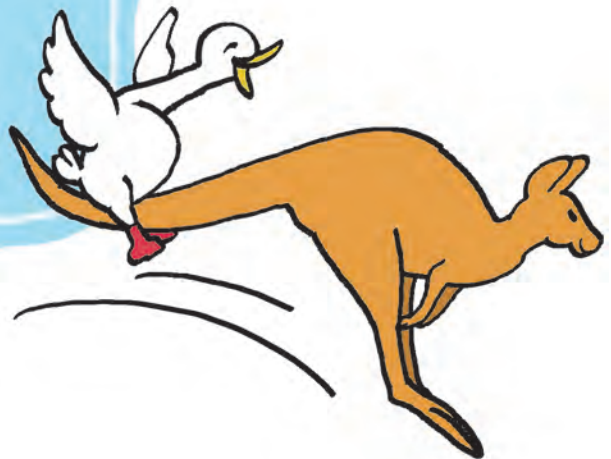
“Which is : if you’ll let me speak so bold,
Your feet are unpleasantly wet and cold.
And would probably give me the roo -
Matiz !” said the Kangaroo.

Said the Duck, “As I sat on the rocks
I have thought over that completely.
And I bought four pairs of worsted socks
Which fit my web-feet neatly.”



Said the Kangaroo, “I’m ready!
All in the moonlight pale;
But to balance me well
dear Duck, sit steady!
And quite at the end of my tail!”

So away they went with a hop and a bound.
And they hopped the whole
world three times round :
And who so happy, O Who,
As the Duck and the Kangaroo?



- **‘Good gracious!’** : an exclamation, words used to show surprise or other strong feelings
- **bore (noun)** : something that is dull, not interesting
- **long (verb)** : wish for something, want something very much
- **reflection** : thinking
- **objection** : reason for not doing something
- **roo- matiz** : The poet’s funny way of saying rheumatism which is a disease.
- **worsted** : special woollen fabric
- **bound (noun)** : big jump

1. Form groups of three. Play the roles of the narrator the Duck and the Kangaroo and read the poem aloud with proper pauses and intonation.

2. Read aloud the following words. Note the difference in the long and the short vowel sounds.

- | | | | |
|-------------|---------------|-------------|-------------|
| * fit-feet | * bit-beat | * hit-heat | * sit-seat |
| * pick-peak | * chick-cheek | * tick-teak | * lick-leak |

Find other pairs of words with long and short vowel sounds.

Example : pen-pain,

3. Put the following events in the order in which they took place.

- The Duck told the Kangaroo about his wish.
- The Duck was bored.
- The Duck lived in a pond.
- The Kangaroo agreed to take the Duck with him.
- The Kangaroo thought about it.
- The Duck decided to talk to the Kangaroo.
- The Duck and the Kangaroo travelled round the world three times.
- The Duck bought four pairs of socks.

4. Use other words in place of the highlighted words to make meaningful sentences.

- How you **hop** !
- As if you would never **stop** !
- I long to go **out in the world**.
- I wish I could **hop** like **you** !
- Who so **happy**, O Who, as the Duck and the Kangaroo ?



5. Tourists and Citizens :

Prepare the following placards. Let different children stand in different places to create a make-believe town in the classroom. Other children play the roles of (a) citizens and (b) tourists.

The tourists enquire about the route to different places in the town and the citizens guide them.

They may also exchange more information about the places.

- | | | | |
|------------|-----------|--------------------|--------------|
| * garden | * bank | * school | * old palace |
| * hospital | * museum | * zoo | * college |
| * factory | * library | * art gallery | * laboratory |
| * stadium | * theatre | * old market place | |

You may use your imagination to give names to the above places.

LEARNING about LANGUAGE

ADVERBS

Read aloud the following sentences :

- * I have thought over that completely.
- * The socks fit my feet neatly.
- * Balance me well.
- * Sit steady.
- * So they went away.

The underlined words are known as **adverbs**.

An adverb is a word that tells us something more about a verb, for example, * Sprinkle them gently. * Stir it nicely.

An adverb may give us more information about :

- an adjective : 'You are too kind'.
- another adverb : 'They ran very fast.'

Many adverbs end with '-ly'.