

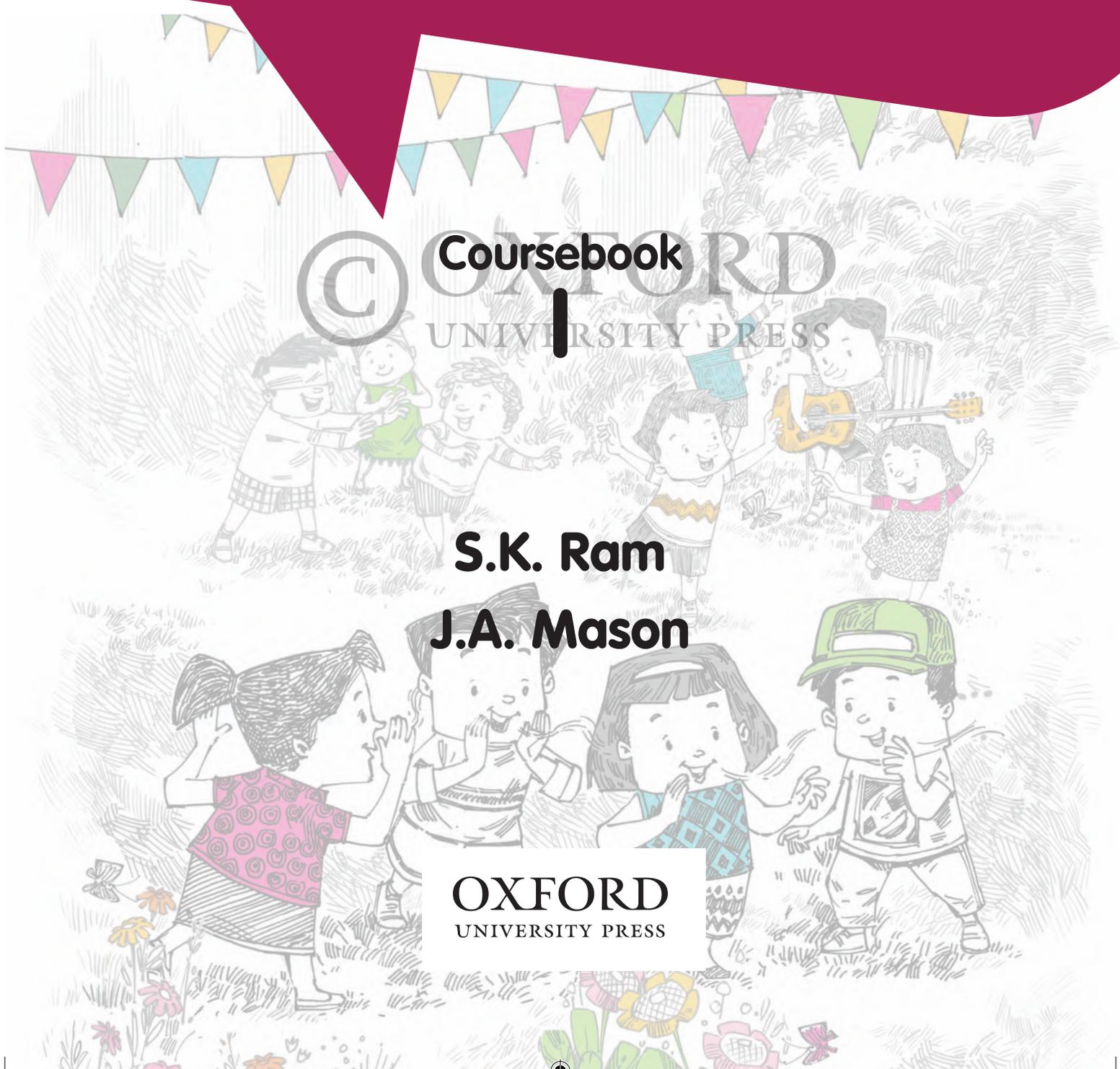
New! Learning to Communicate

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S.K. Ram

J.A. Mason

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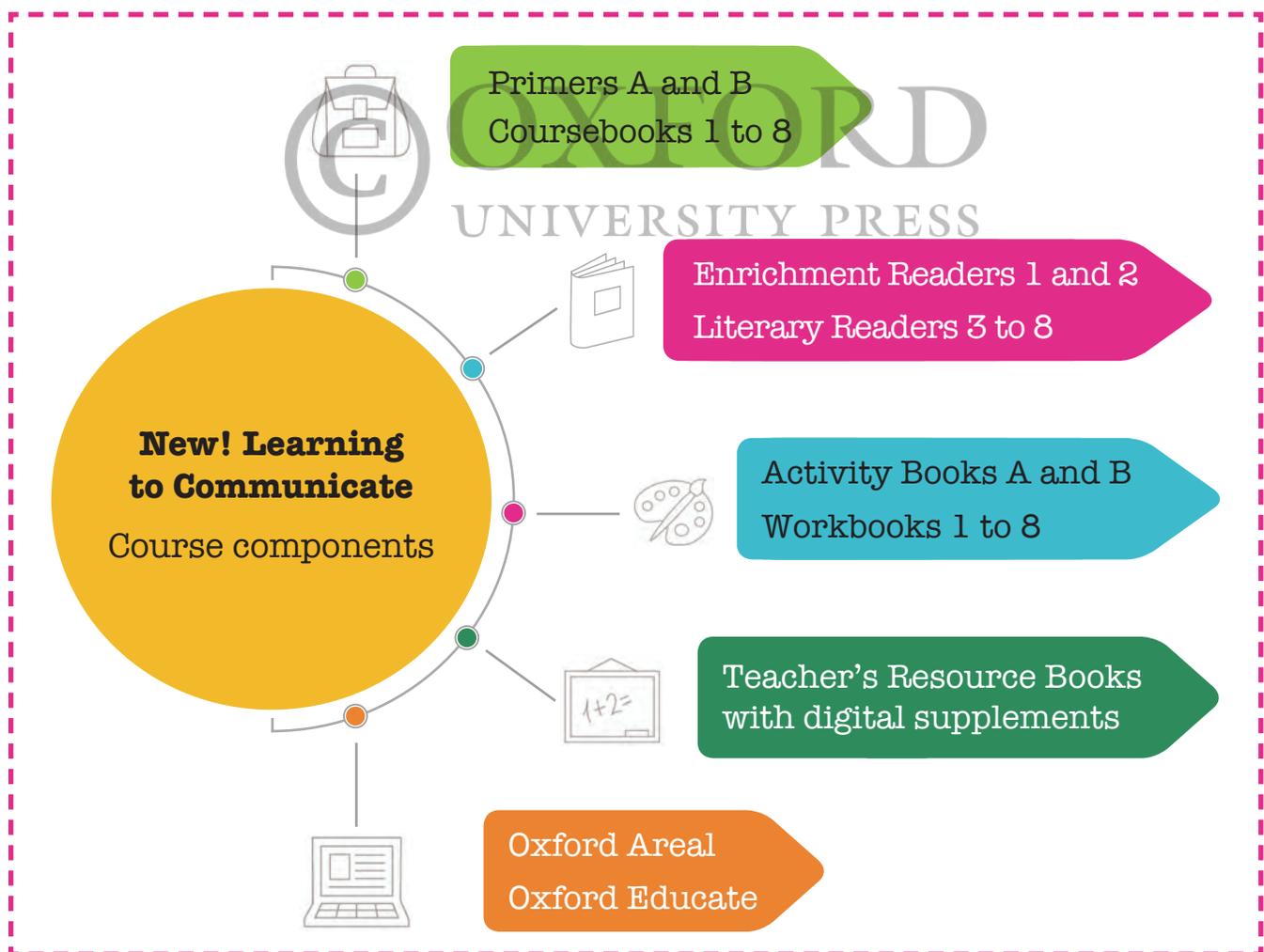
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Introduction

New! Learning to Communicate is one of the most popular multi-skill courses in English in the country. Need-based and learner-centred, it develops essential communication skills and integrates the four language skills of reading, writing, listening and speaking. The diverse content conveys positive attitudes such as humour, personal courage, concern for others and care for the environment.

This new edition has further developed the use of grammar in speech and writing, as well as adopted an innovative approach to the Life Skills section, encouraging young readers to deliberate on matters touching their lives. New prose and poem selections have been introduced in all the Coursebooks and Readers.





Features of this edition



Course content

Reading material: A wide selection of reading material appeals to the children's interest and acquaints them with different types of writing. The Coursebooks introduce learners to good samples of contemporary English in their selection of stories, articles, plays and poems. Texts have been chosen to suit age competence at each stage.

The text of the lesson is followed by seven distinct types of exercises:

Comprehension: Questions following the passage guide the comprehension of students at an explicit and implicit level. Value-based questions have been marked with the **VB** icon.

Listening: Short exercises relating to verbal memory, word sounds, following instructions and recalling information encourage learners to listen critically.

Speaking: A variety of enjoyable exercises gives practice in pronunciation and communicative experiences.

Grammar: Grammar and structure, as needed for effective communication, is practised through exercises and activities, to develop confident and correct language habits.

Vocabulary: Exercises in word building, collocation, spelling, synonyms, antonyms, and so on, aim at enriching the child's powers of expression.

Study skills: With emphasis on the use of a dictionary, these exercises encourage self-reliant learning.

Writing: Skills in writing are developed, using a variety of strategies, and relevant themes.



Strategies for using the Coursebook

The Warm-up and Poem Activities sections aim to rouse the learners' curiosity and motivate them to read the text.

Plays, dialogues, conversational pieces and poems should be read aloud; the other reading texts, by and large, should be read silently.

The reading text should be divided into manageable units and a detailed study of each unit should be done with an intelligent interplay of questions and answers.

After the reading text has been studied, it should either be summarized or dramatized.

Questions on reading comprehension, grammar and word power should first be done orally; a few of them, depending on the needs of the students and the thematic and linguistic density of the passage, should be written out.

Speaking and listening activities may be done in pairs or groups—one student should be made the leader of each group and (s)he should record the answers/the main points of the discussion and then report it to the class.

Sufficient time and proper attention should be given in conducting the speaking and listening activities as they are linguistic as well as personality-building exercises.

Teacher's resources

The Teacher's Resource Pack comprises a Teacher's Resource Book with digital supplements, and Oxford Educate with Test Generator.

The Teacher's Resource Book provides teachers with pedagogic notes, handy lesson plans, listening scripts, worksheets and answer keys.

The digital supplements include the audio for listening exercises and poems.

Digital support



Features of Oxford Educate:

- **Animations** of poems and selected prose
- **Audio** for prose, poems, glossary, listening exercises and pronunciation
- **Interactive** grammar and vocabulary exercises
- **Lesson plans** (printable)
- **Answer keys** (printable)
- **Slide shows** explaining grammar topics
- **Worksheets** for extra practice
- **Reference videos** and **sheets** containing additional information

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 effective evaluation.



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 of poems and selected prose
- Audio for poems and prose
- Interactive exercises
- Videos explaining grammar topics

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Detailed Contents

Lesson	Reading	Communication skills		Speech practice	Grammar	Vocabulary	Study skills	Writing	Enjoyment and appreciation
		Listening	Speaking						
Poem: O Giraffe, Giraffe									<ul style="list-style-type: none"> • Expression and rhyme • Ideas
1. Two Stories	<ul style="list-style-type: none"> • Factual • Inferential 	Filling missing words in a rhyme	Asking and answering questions	Phonic practice	<ul style="list-style-type: none"> • Naming words • Use of <i>this</i> and <i>that</i> • Be verbs: <i>am, is</i> and <i>are</i> 	<ul style="list-style-type: none"> • Domestic articles • Transport 	Capital letters	Completing questions and statements	
2. Inside and Outside	<ul style="list-style-type: none"> • Factual • Inferential 	Conversion: singular and plural	Word game	Phonic practice	<ul style="list-style-type: none"> • Singular and plural • Use of <i>is</i> and <i>are</i> • Use of <i>I am</i> and <i>You are</i> 	<ul style="list-style-type: none"> • Picking the odd one out • Things used every day 		Framing questions	
Story: Nutkhat and the Washerwoman		<ul style="list-style-type: none"> • Expression • Vocabulary 							<ul style="list-style-type: none"> • Comprehension • Imagination
3. My Breakfast	<ul style="list-style-type: none"> • Factual • Inferential 	Recalling information	Asking and answering questions	Phonic practice	Using <i>has/have</i> (to eat/drink)	Food	Spelling	Completing sentences using words given	
4. About People	<ul style="list-style-type: none"> • Factual • Inferential 	Answering questions	Role-play: professions	<ul style="list-style-type: none"> • Phonic practice • Using contractions for <i>is</i> 	<ul style="list-style-type: none"> • Framing questions using <i>who</i> and <i>what</i> • Use of <i>he</i> and <i>she</i> 	Analogies	Spelling	Gap-filling using pictures	
Poem: Splash									<ul style="list-style-type: none"> • Actions and rhythm • Ideas
Project—1: Role-play									<ul style="list-style-type: none"> • Empathy for others • Occupations
5. We Are Toys	<ul style="list-style-type: none"> • Factual • Inferential 	Following instructions	Asking and answering questions	Phonic practice	<ul style="list-style-type: none"> • Using <i>can</i> (ability) • Singular and plural, and using the article <i>a</i> • <i>is, am</i> and <i>are</i> 	Animals and the sounds they make	Capital letters	Writing sentences	
Life Skills—1: Concern for others									<ul style="list-style-type: none"> • Narration of a story • Taking responsibility

6. What's This?	<ul style="list-style-type: none"> Factual Inferential 	Asking and answering questions	Asking and answering questions	<ul style="list-style-type: none"> Phonic practice Days of the week 	<ul style="list-style-type: none"> Contractions: <i>what's</i> and <i>it's</i> Framing questions 	<ul style="list-style-type: none"> Choosing the right words to complete sentences Jumbled letters 	Spelling	<ul style="list-style-type: none"> Dialogue completion Using short forms to answer questions 	<ul style="list-style-type: none"> Dialogue Group participation
Poem: Oh, You Silly Pussycat		Participating in a dialogue	Participating in a dialogue						
7. What Colour Is It?	<ul style="list-style-type: none"> Factual Inferential 	Rhyming words with colour	Role-play: colours	Phonic practice	<ul style="list-style-type: none"> Special names Use of capital letters 	<ul style="list-style-type: none"> Crossword: colours Completing phrases Telling the time 	Writing riddles		
Story: Tiger's Day Out		Following the narrative							<ul style="list-style-type: none"> Humour Imagination
8. Hot and Cold	<ul style="list-style-type: none"> Factual Inferential 	Responding to given information	<ul style="list-style-type: none"> Requests Description 	<ul style="list-style-type: none"> Possessives Phonic practice 	Describing words	Opposites	Using describing words in sentences	Crossword: a word tree	
Song: When You're Happy									Music and rhythm
9. Nancy Has a Yellow Kite	<ul style="list-style-type: none"> Factual Inferential 	Doing the actions described	Role-play: in a toy shop	Phonic practice	<ul style="list-style-type: none"> Articles: <i>a</i> and <i>an</i> Present continuous tense Using <i>has/have</i> 	<ul style="list-style-type: none"> Crossword Spelling 	Descriptive writing		
Life Skills—2: Use a dustbin									
Poem: Q Is a Funny Letter									<ul style="list-style-type: none"> Humour Rhyme
10. The House Is Shaking	<ul style="list-style-type: none"> Factual Inferential 	Following instructions	<ul style="list-style-type: none"> Role-play Using <i>can</i> (ability) 	<ul style="list-style-type: none"> Phonic practice Collocation 	<ul style="list-style-type: none"> Using <i>the</i> Present continuous tense Special names 	<ul style="list-style-type: none"> Positive and negative sentences Picking the odd word out 	Capital letters	Completing sentences in a story	
Project—2: Animal masks									<ul style="list-style-type: none"> Finding facts Creative activities
11. I Am the Ship of the Desert	<ul style="list-style-type: none"> Factual Inferential 	Doing the actions described	<ul style="list-style-type: none"> Asking and answering questions Using <i>has</i> and <i>have</i> 	Phonic practice	Prepositions: <i>in, on, under</i> and <i>behind</i>	<ul style="list-style-type: none"> Opposites: describing words Word game 	<ul style="list-style-type: none"> Full stops Question marks 	Descriptive writing	

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Warm-up Activities

1. Two Stories

Show the children a paper or plastic flower. Ask: 'Shall we put it in water?' Help them realize it's not real. Ask: 'Are you surprised?'

Show them a tiffin box. Ask: 'What's inside?'

The children suggest different types of food. Ask a child to open the box. Inside is a familiar object—a whistle or a key. Say, 'You thought there was food! Are you surprised? Now, let's read two stories which have surprises.'

2. Inside and Outside

Ask the children to name things inside the classroom. Ask them to name things inside their homes. Then ask the children to name things outside the classroom, in the school field or garden.

Say: 'Now, let's read about other things one finds inside and outside.'

3. My Breakfast

Ask: 'What time do you have breakfast? Who makes your breakfast? What do you eat for breakfast? Do pets have breakfast? Let's read this story to find out.'

4. About People

Ask: 'What's my name? What work do I do? What's the name of the Headmistress? What's the name of the man at the gate? What work does he do?'

Talk about the people who children know in the school and the work they do.

Say: 'Now let's read about other people and the work they do.'

5. We Are Toys

Ask: Which of you have toy animals at home? What animals are these toys like? Talk about their size, colour and the material they are made of. What can the toys do? Now let's read about some toys and find out what they can do!

6. What's This?

'Let's play a game. What this?' 'It's a hanky.'

'Is it in my pocket?' 'No, it's in your hand.' 'What's this?' 'It's a bag.' 'Is there a cat in the bag?' 'No, there isn't. There are books in the bag.'

'Now you ask and I'll answer. (After a few more examples) Now, let's read about what two children find.'

7. What Colour Is It?

'Let's play a game with colours.'

'What colour is a crow?' 'Black.' 'Yes, it is.'

'What's the colour of grass?' 'Green.' 'Yes. Any other colour?' 'Brown?' 'Yes, if it's dry.'

'What colour is your shirt?' (Answer)
'What's the colour of the school gate?' (Answer)

'Let's read about the colours of different things.'

8. Hot and Cold

‘Let’s have a quiz.

Think of something that is *small*. Now, think of something that is *big*.

When do your hands get *dirty*? How do you make your hands *clean*?

What animal is *fat*? What animal is *thin*?

Who is *tall*? Whose hair is *short*?

Name one thing that is *hot*. Name one thing that is *cold*.

Now, let’s read a story that describes people, animals and things.’

9. Nancy Has a Yellow Kite

Ask: ‘Which day, every week, is a holiday? How is a holiday different from a working day?’

This is what I did on Sunday. (Relate)
What did you do on Sunday?

Now let’s read about how some children enjoy their holiday.’

10. The House Is Shaking

Ask: ‘Have you ever been in a house that was shaking?’

How did you feel?

Did anything fall?

What made the house shake?

In this story, a house near the forest begins to shake at night.

What makes it shake?

How does it stop?

Let’s find out.’

11. I Am the Ship of the Desert

‘Let’s pretend we are different animals.

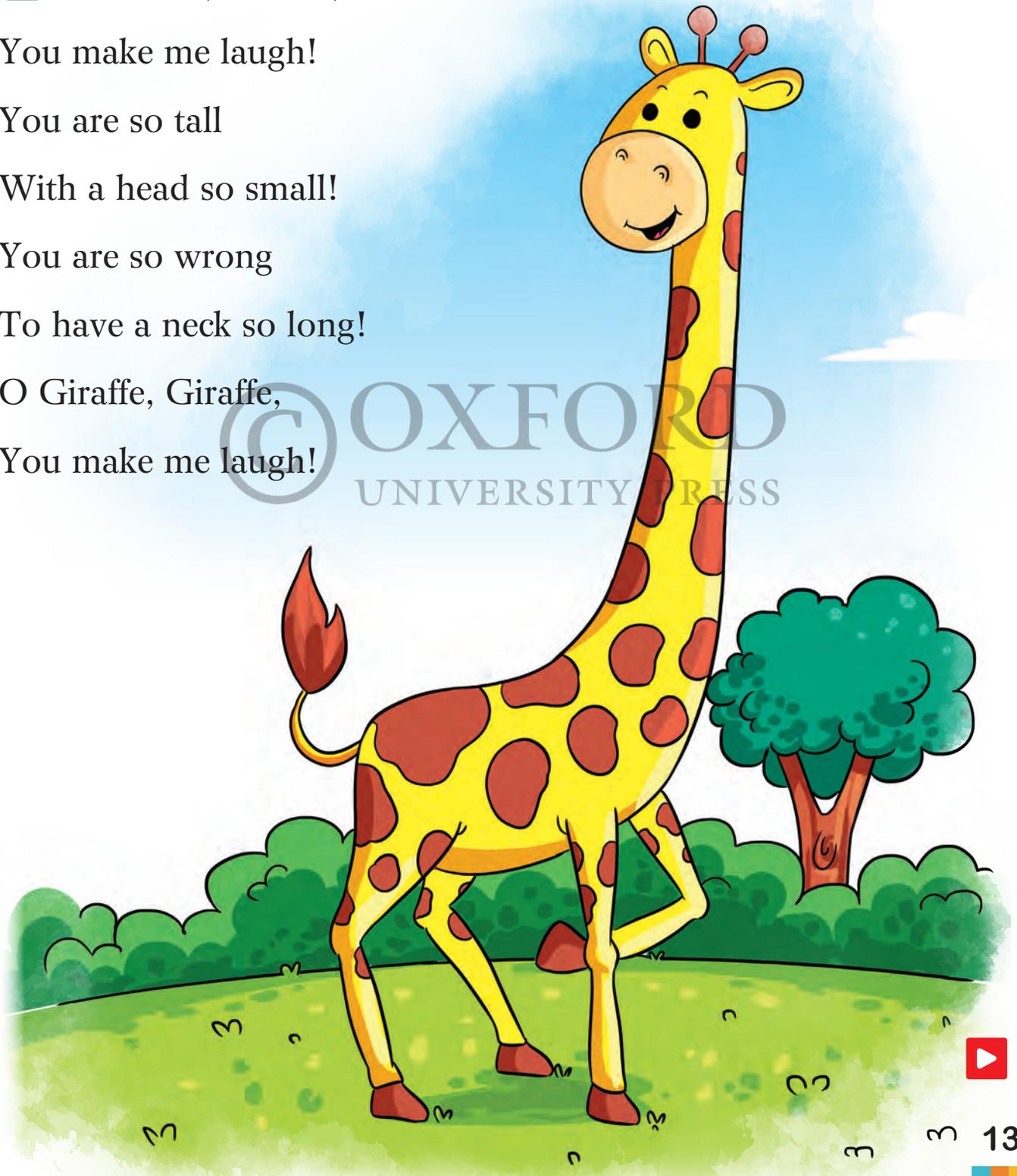
I am an elephant. I have a long trunk. It’s my nose. It’s also my hand. I can pick you up and put you on my back with my trunk. I pluck leaves with my trunk and put them in my mouth.’

Children can talk about the kangaroo’s pouch, the tortoise’s shell, the peacock’s tail, etc.

‘Now, let’s read how another animal uses parts of its body.’

O Giraffe, Giraffe

 O Giraffe, Giraffe,
You make me laugh!
You are so tall
With a head so small!
You are so wrong
To have a neck so long!
O Giraffe, Giraffe,
You make me laugh!



1

Two Stories

1. Can Amit eat this apple?  



AMIT What is this?

NEHA It is an apple.



AMIT Let's eat it.

NEHA No! It is made
of mud!

2. What is in the box?



RAJ What is this?

RENU It is a frog.



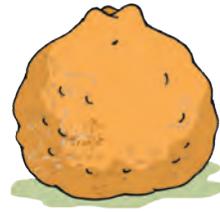
RAJ Let's see.

Oh!

Let's read and find facts

Choose the right words. Then, read each sentence.

1. This is an apple/orange.
2. Neha is a girl/boy.
3. The frog is in a box/bottle.



Let's read between the lines

1. Does Amit like apples? How do you know?
2. Why can't Amit eat this apple?
3. Why does Raj say 'Oh!'? Is it because he

a. is afraid of frogs?

b. likes frogs?

c. is surprised?

(Tick the right option.)



4. What do you think happens after the frog jumps out of the box?



Let's listen



Listen to each verse and say the missing words which rhyme.

Let's speak



Fun with sounds

Say these words aloud.

aɪ

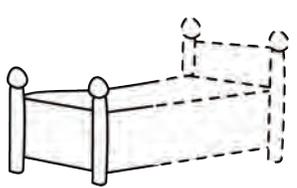
car	far
jar	hard
dark	bark
mark	park
cart	farm



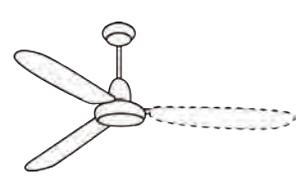
Let's enrich our word-store

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A. Spell backwards! Complete the pictures. Say the words.



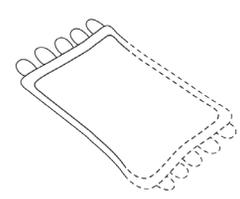
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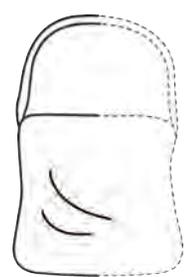
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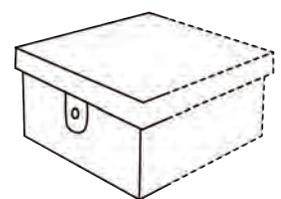
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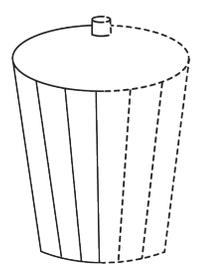
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gab



xob



nib

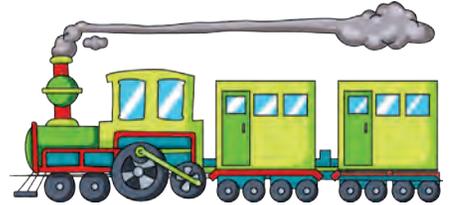


esav



Transport

B. Say the words.



Let's talk

Pair work

Look around your class. Point to something and ask: 'What is this?'
Your partner says: 'This is a'

Let's punctuate

Use capital letters at the beginning of these sentences.

...he cat is hungry.

...e won't eat rice.

...e wants milk.



Let's learn grammar

Naming words

A. Say the words.

persons



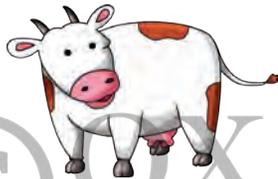
a boy



animals



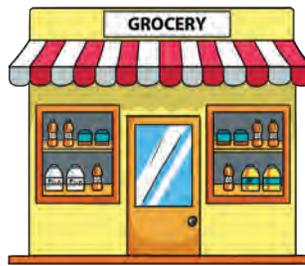
a camel



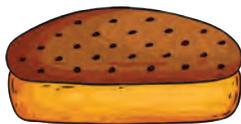
places



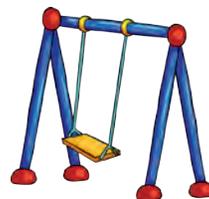
a school



things



a bun



'This' and 'That'

Read these sentences.



This is my house.



That is my house.



This is my mother.



That is my mother.



Remember: We use **this** for persons and things which are near.

We use **that** for persons and things which are not near.

B. Circle the correct word in these sentences.



1. This/That is my watch.



2. This/That is a big clock.



3. This/That is a crow.



4. This/That is my pet.



5. I'll have this/that cake.



6. I like this/that ice cream.



Let's use grammar



First day of school

Use **I am**, **You are**, **He is** or **She is** in the blanks.

Hello!
..... Raj.

.....
Lata.



RAJ LATA

This is Tini.
..... my sister.



TINI BOB

This is Babu.
..... my brother.



SEEMA BABU



..... Swami.



PESI



SWAMI

Yes, and
..... Pesi.

Remember: We always use **am** with **I**.
We use **are** with **You**.
We use **is** with **He** or **She**.



Let's write

Write what the boy and girl are saying.



What ? It
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Let's



2

Inside and Outside

 What do Mia and her mother see in the house?

MIA What are these?

MOTHER They are ants.
They are looking for food.



What do Karan and his father see in the garden?

KARAN What are these?

FATHER They are bees.
They are making
honey.



Let's read and find facts

1. Circle the right words. Then read the sentences.
 - a. Mia and her mother are in the house/garden.
 - b. Karan and his father are inside/outside the house.
2. Work in pairs. The teacher will ask the questions.
Tick the right answer.
 - a. Mia's mother says the ants are in the house because
 - i. it is raining outside.
 - ii. they are looking for food.
 - b. Karan's father says the bees are
 - i. making honey.
 - ii. making a noise.



Let's read between the lines

1. Does Karan like bees? How do you know?
2. Bees make honey. Is honey sweet or salty?

Let's talk

I went to the market



some sweets



a toy



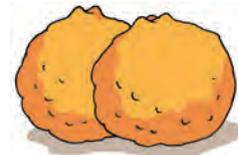
a ball



three bananas



books



oranges

Look at the words and pictures, then play this game:

KRISH I went to the market and bought some sweets.

AVA I went to the market and bought some sweets and a toy.

MANZAR I went to the market and bought some sweets, a toy and a

Carry on, adding other words.

Let's speak



Fun with sounds

You will hear some words, one at a time. If the word ends with a 's' sound (books, jets), clap once. If the word ends with a 'z' sound (chairs, stars), clap twice.



cats	sweets	frogs	ears
dogs	cakes	bikes	shoes



Let's enrich our word-store

**A. Look at each group of words. Which one is different?
Say why it is different.**

1.



table



car



bed



chair

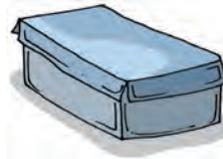
2.



bun



bag



box



bottle

3.



goat



cow



tree



horse

B. Write the names of these things below the pictures.

plate

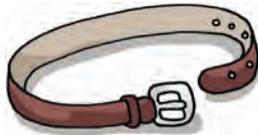
glass

belt

comb

soap

broom



.....



.....



.....



.....



.....



.....

Let's learn grammar

One and more than one

Look at each picture and read the words.

	One	More than one	
	a cat	three cats	
	a jet	two jets	
	a girl	four girls	

Remember: We add **-s** to make some words mean more than one.

A. Fill in the blanks as shown.

1.		a boy		<i>boys</i>
2.		a cake	
3.		a kite	
4.			bells
5.			birds



Read these sentences.

The gate **is** open.

The cows **are** in the garden.



Remember: We use **is** for one (gate).

We use **are** for more than one (cows).

B. Fill in the blanks with **is or **are**.**



1. This park near my home.
2. A boy on the swing.
3. Two girls on the see-saw.
4. Some monkeys in a tree.
5. A baby monkey eating a banana.

Let's listen



Listen carefully to these words. Change from one to many.



Let's use grammar

Use **I am** or **You are** in the blanks.

1. A: *I* *am* round.
I have numbers on my face.
What am I?



B: *You* *are* a clock.

2. A: like a horse.
I have many stripes.
What am I?



B: a zebra.

3. A: made of wood.
I play with a ball.
What am I?



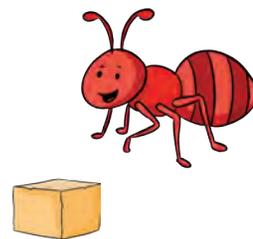
B: a bat.

4. A: made of cloth.
I sit on your head.
What am I?



B: a cap.

5. A: small.
I live in every home.
What am I?



B: an ant.



Let's write

Look at the pictures. Then read the replies. Write a question for each answer using 'What is this?' or 'What are these?'

1.?

It is a present for you.

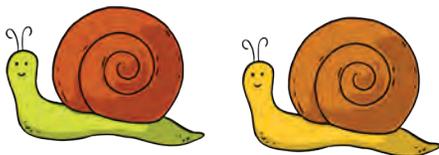
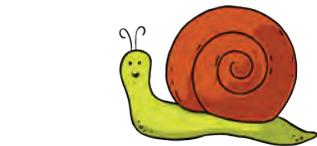


2.?

They are puppets.

3.?

It is a bulbul.



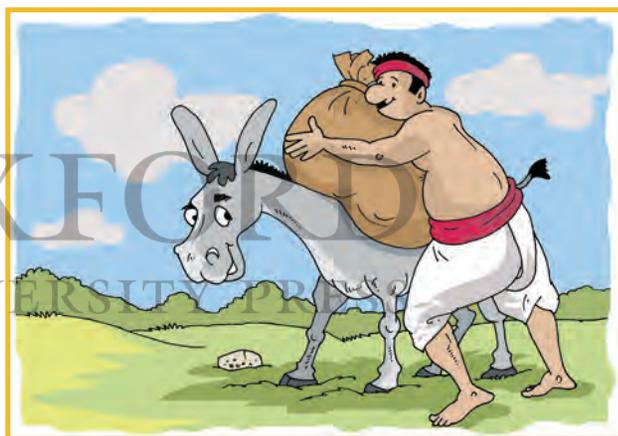
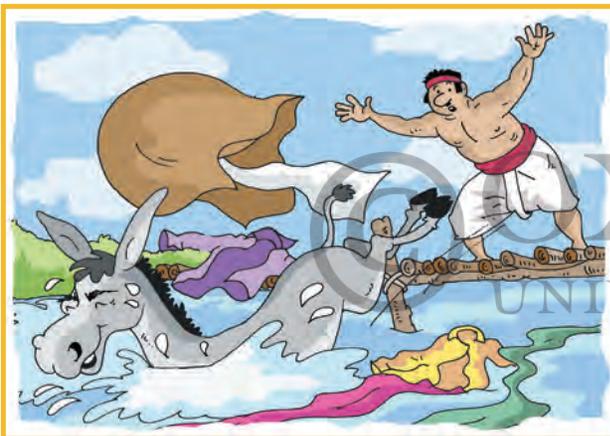
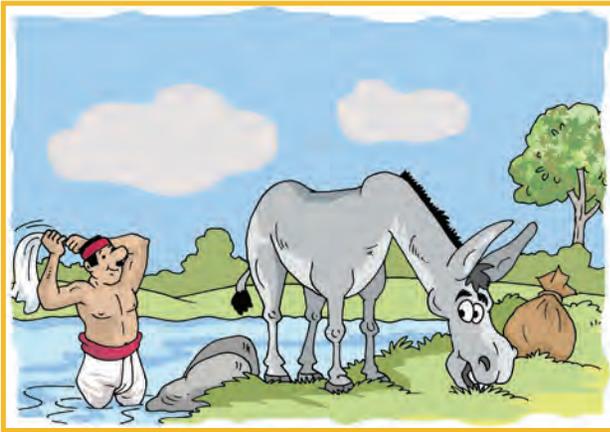
4.?

These are snails.



Story Time

Nutkhat and the Washerman



FOR THE TEACHER

The teacher tells this story (refer to the Teacher's Book). During the story, please pause at each picture to repeat and point out details related earlier, as well as respond to observations made by the children.

*Nutkhat means 'naughty' in Hindi.

3

My Breakfast

Softy and Bingo are dogs. Is their breakfast different from ours?



*I have milk for breakfast.
I like it.*

SOFTY

*Softy has milk for breakfast!
I have rice and meat.
I love it.*



BINGO



*I have toast with butter and jam.
I like it.*



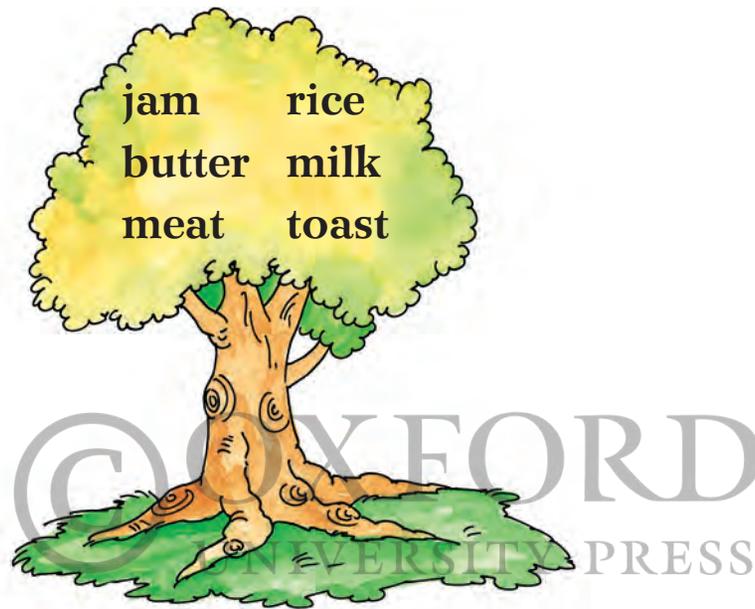
PUJA



Let's read and find facts

Select the correct words from the tree and use them in the blanks.

1. Puja likes with and
2. Bingo has and for breakfast.
3. Softy has in the morning.



Let's read between the lines

1. Do you think Bingo likes milk? Pick out a sentence in support of your answer.
2. Puja has toast with butter and jam because
 - a. she is in a hurry.
 - b. she doesn't eat much.
 - c. she enjoys it.
 - d. she can make it herself.

(Tick the right answer.)

Let's talk

Pair work

Look at the table and ask your partner a question as shown below. (S)he should answer your question.



What does a rabbit eat?



It eats carrots.

a cow		leaves
a giraffe		grass
a rabbit		insects
a lizard		carrots
Ravi		toast and eggs

You may also like to say what you would like for breakfast.



What would you like for breakfast?



I would like bread and butter.

Let's listen 

Pretend you are a waiter. Repeat an order for breakfast.

Let's speak 

Fun with sounds

Say these words aloud.

i:

see	sleep	keep	tree
eat	pea	read	clean



Read:

See me eat a pea.

Let's learn grammar 

Has, have 

Form six different sentences from this table and write them down. Notice the words in column A with which **have** and **has** are used.

A	B	C	D
Raj	has	tea	in the morning.
Asha's father		coffee	
Ravi's mother		milk	
I	have	fruits	
We		cereals	
My friends		buttermilk	

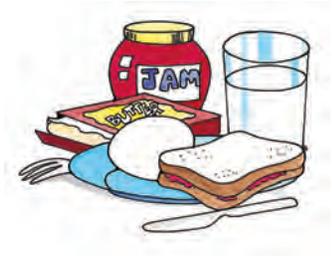


Let's use grammar

Complete the sentences by using the correct words.

breakfast dinner lunch

1. We have in the morning.
2. We have in the afternoon.
3. We have at night.



Let's enrich our word-store

Write out these words.

1. Have an a le.



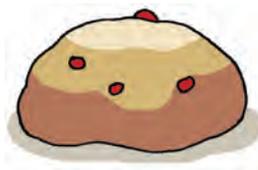
2. Have an ic ... c ... ea



3. Have a b ... n ... n



4. Have a b ... n.



Let's spell

Use the letter **e** and complete these words.

1. tig...r
2. blu...
3. br...akfast
4. ric...
5. butt...r



Let's write

A. Use these words in the sentences below.

rice and curry vegetables eggs fruit sweets

Rani eats and at dinner time.

She doesn't eat or at night.

B. Use the words from the box to fill in the blanks.

milk water tea coffee
orange juice buttermilk

1. I drink in the morning.
2. I don't drink in the morning.
3. I drink in the evening.
4. I don't drink in the evening.



4

About People

There is a man sitting in the jet. Who is he?

Who is he?

He's Mr Pal.

He is a pilot.

See his jet go up in the sky.



Who is she?

She is Mrs Puri.

She is a police officer.

She is at the school gate.

Boys and girls like her.

Who is he?

He is Mr Ali.

He is a tailor.

'Please make a cap for me, Mr Ali.'



Who is she?

She is Ms Joy.

She is a baker.

She has a big shop.

She makes cakes and biscuits.

I like her chocolate cake.

Let's buy one.



Let's read and find facts

1. What is Mr Pal?
2. Who likes the police officer?
3. Who will make a cap for the little boy?
4. Who has a big shop?

Let's read between the lines

1. 'Boys and girls like her.' Are these boys and girls students?

Which words help you answer the question?

2. What will the tailor make the cap from?
3. Does a baker make

a. curry?

d. biscuits?

b. loaves of bread?

e. rotis?

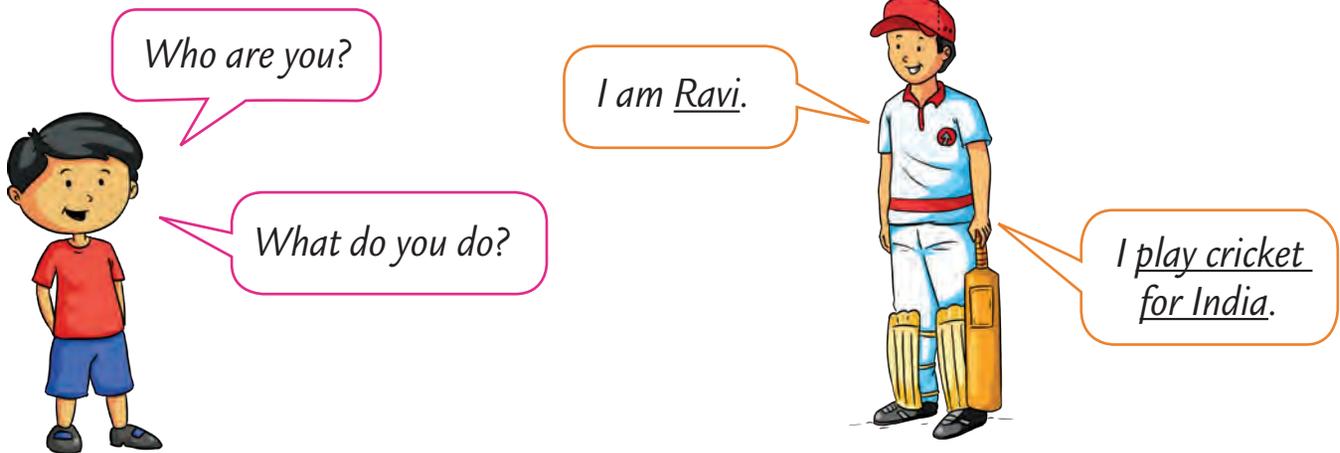
c. cakes?

f. dal?

(Tick the right answers.)

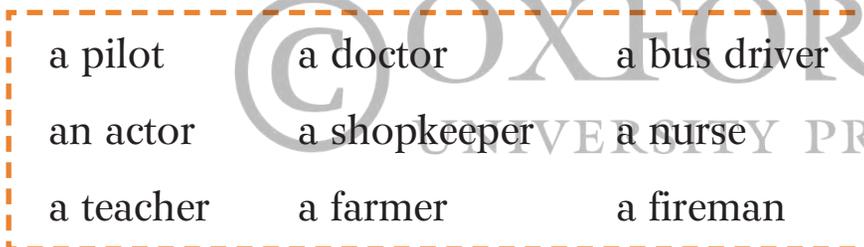
Let's talk

Role-play

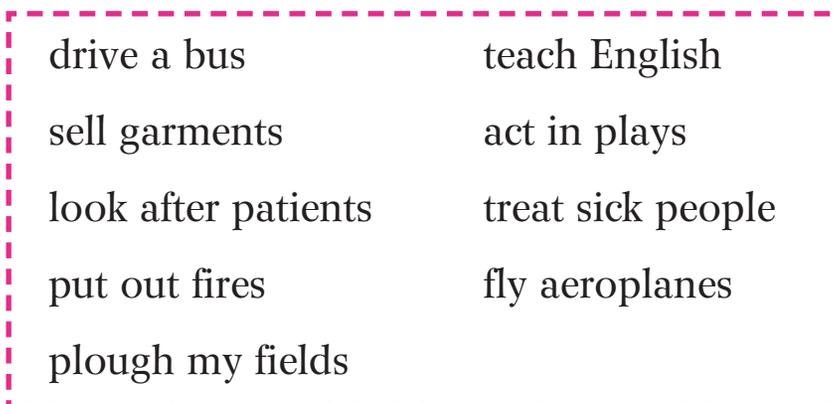


Ask and answer the above questions changing the underlined words.

1. In place of 'Ravi' use the words given below.



2. In place of 'play cricket for India' use suitable words from those given below.



Let's listen 

Pretend these people are in your school. Answer the questions.

Let's speak 

Fun with sounds

A. Say these words aloud.

əʊ

old	nose
home	hole
boat	goat
road	soap



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Read:
The old goat ate the soap.

B. Repeat these sentences after your teacher. Use the short forms that are underlined.

1. That's Renu.
2. She's a nurse.
3. What's that?
4. It's a top.
5. There's a hole in my sock.



Let's learn grammar

Who, what

Read these sentences:

1. Who is she?

The answers can be:

She is Neera.

or

She is my friend/sister.



2. What is this/that?

The answer is:

It is a snail.



Remember: We ask: **Who ... ?** for a person.

We ask: **What ... ?** for an animal or thing.

Make questions from these answers. Remember to put a question mark (?) after each question.

1. It is a jeep. (what)

What is that?

2. That is a tortoise.

.....

3. This is an old coin.

.....

4. She is my friend.

.....

5. That is my uncle.

.....



Let's use grammar

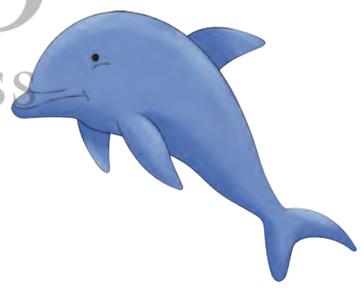
A. Write **Who is he?** or **Who is she?** for the following answers.

- 1.
Lata's mother.
- 2.
Lata's father.
- 3.
Lata's sister.
- 4.
Lata's brother.



B. Use **What** or **Who** to make questions for these answers.

- 1.?
It's a dolphin.



- 2.?
She is Mrs Burman.

- 3.?
He is Mr Das.





4.?

It is a leaf.

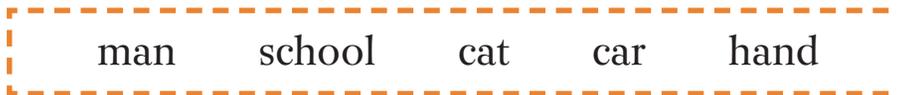
5.?

She is my aunt.



Let's enrich our word-store

Fill in the blanks.



- Pilot** is to **aeroplane** as **driver** is to
- Boy** is to **girl** as is to **woman**.
- Toe** is to **foot** as **finger** is to
- Teacher** is to as **doctor** is to **hospital**.
- Kitten** is to as **puppy** is to **dog**.

Let's spell

A. Use **i** in the following words and write them out.

1. p...lot

2. eng....ne

3. d...nner

4. s....ster

5. g...rl

6. biscu...ts

7. b...rd



B. Use o or e in these words.

1. teach....r

2. driv....r

3. offic....r

4. doct....r

5. farm....r

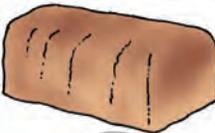
6. tail....r



Let's write

Use words in place of pictures and read the story.

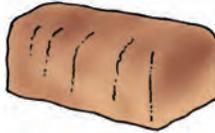
A  sat on a .

It had a piece of  in its beak.

A  came to the .

It told the , 'You have a lovely voice.

Please sing for me.' The foolish  started

singing. The piece of  fell on the ground.

The  ate it up. It said, 'Thank you,' and walked away.



Splash!

 'Splash,' said a raindrop

As it fell upon my hat;

'Splash,' said another

As it trickled down my back.

'You are very rude,' I said

As I looked up to the sky;

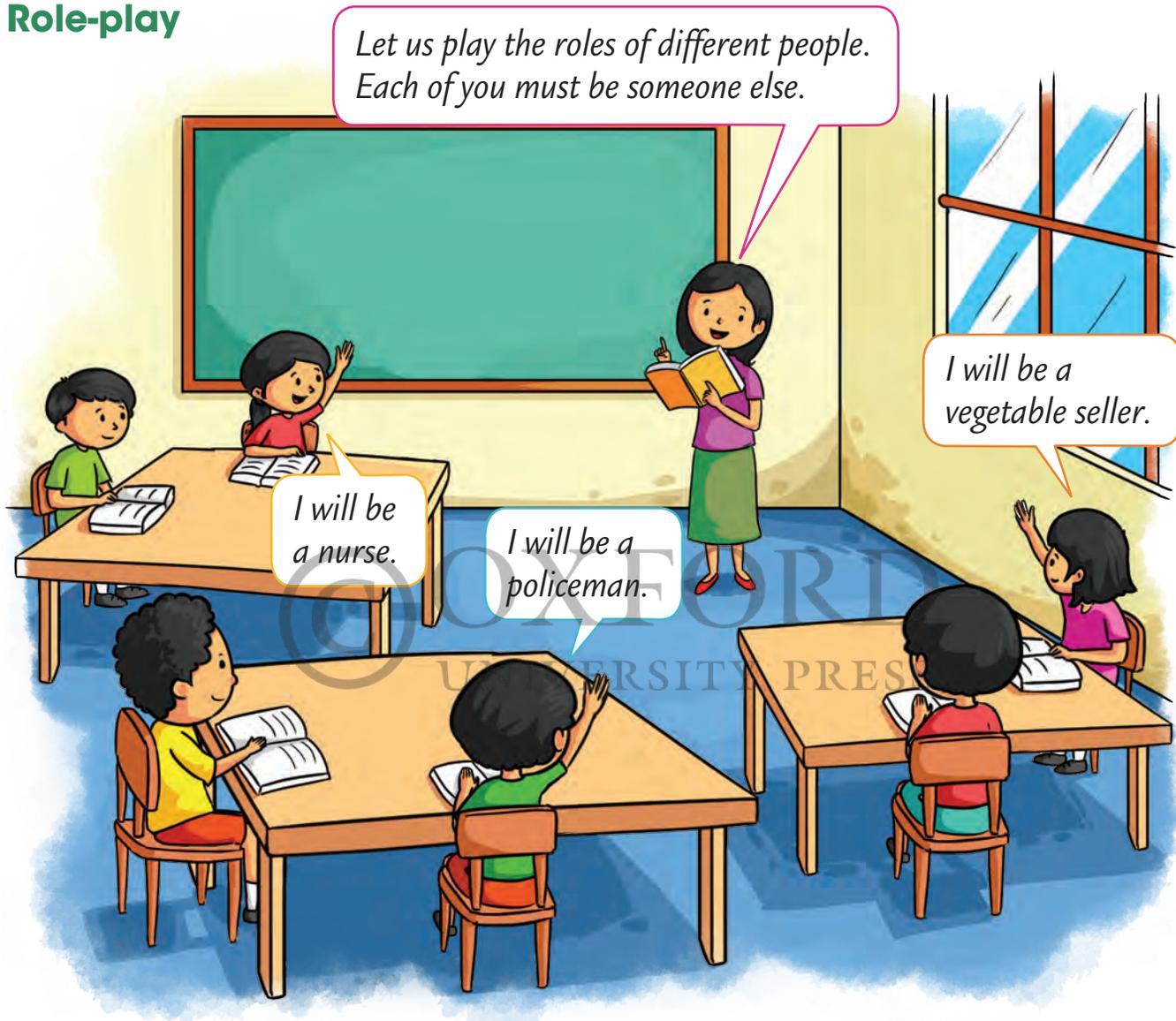
Then another raindrop splashed

Right into my eye!



Project—1

Role-play



Here is a list of some jobs people do. You can discuss the roles these people play.

- | | | | |
|-------------|-----------|-----------|-----------------|
| 1. Teacher | 4. Doctor | 7. Chef | 10. Singer |
| 2. Lawyer | 5. Judge | 8. Pilot | 11. Hairdresser |
| 3. Mechanic | 6. Artist | 9. Tailor | 12. Farmer |

Every child will have a chance to be someone else. They can also act the part of the person with others in the class.

First let us find out what work each person does.



We will tell the class how we spent the day.

Then we will dress like each person. Please help us make the costume.



What can a dog or a cat do which we can't?

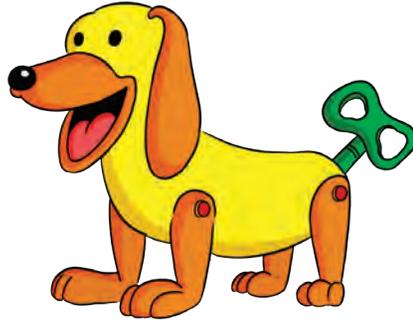
 Hello!

I am Noisy.

I can bark.

I can bark loudly.

Can you bark?



Hello!

I am Beauty.

I can purr.

I can purr sweetly.

Can you purr?

My name is Naughty.

I can run.

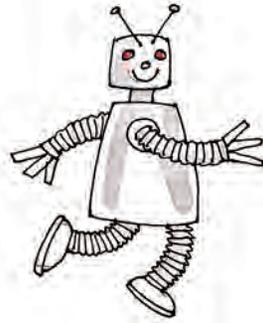
I can jump.

I can also make faces.

Can you make faces?



My name is Clever.
I can run. I can jump.
I can also do sums.
Can you do sums?



Let's read and find facts

Circle the correct word in these sentences.

1. Noisy is a dog/cat.
2. Beauty/Naughty is a monkey.
3. Noisy/Beauty is a cat.
4. The robot's name is Beauty/Clever.

Let's read between the lines

1. What is the dog's name? Does it match the dog? Why?
2. Why do you think the monkey is called Naughty?
3. Is the robot really clever? How do you know?

Let's speak



Fun with sounds

A. Say these words aloud.

ai

bike	bite	five	ice
sky	cry	fly	try

Read: I like to ride on my bike.



B. Name five things in this picture that begin with the letter **c**.



Let's talk

Ask and answer questions as shown below.

*I can write 'robot'.
Can you?*



Yes, I can.



Use the words given below in place of the underlined words given above.

make faces	climb trees
hop on one foot	fly kites
play on the flute	dance
ride a bicycle	draw a peacock

Let's listen



Follow the instructions.

Let's learn grammar

Can

Read these sentences.

I **can** play hockey.

I **can** speak English.

Can in the above sentences means **able to**.



Select suitable words from the ones given in the house and complete the sentences.



1. I can
2. My mother can
3. My friend can
4. My sister can
5. My cousin can

Let's use grammar

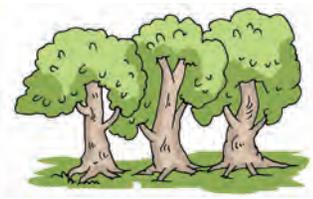
A. Circle the correct words from those in brackets and complete the sentences. You can select more than one.

1. I can speak (French, English, Bengali).
2. I can play (golf, tennis, football).
3. I can write my name in (Chinese, Japanese, Hindi).
4. I can (skate, skip, swim).



One and many

B. Add **a** for one; add **s** for more than one.



.... tree....



.... flower....



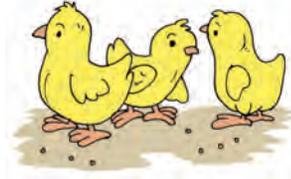
.... cat....



.... house....



.... car....



.... chick....



.... swing....



.... ball....



.... bat....

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C. Write **am**, **is** or **are** in the blanks.

1. The bus waiting.
2. Three girls in the bus.
3. Two boys getting on.
4. Now the bus going.
5. 'Wait for me!' A small boy running to the bus.
6. 'You late,' say the girls.
7. 'I sorry,' says the small boy.



Let's enrich our word-store

Join the following words. One has been done for you. 

dogs	roar
cats	bleat
horses	purr
sheep	bark
lions	neigh

Note: A red arrow points from 'cats' to 'bark'.



Let's punctuate

Write the capital letters of the letters in the brackets.

- (a) donkey can bray.
- (b) ananas are yellow.
- (r) aj is in the playground.
- (t) he children are in their classroom.

Let's write

Can you:

tell a joke?

skip ten times?

do anything else?

do a magic trick?

whistle a tune?



Show the class what you can do. Then write:

I can

Raju can Kitty can

Life Skills—1

Listen to this story.

 Bina has a puppy called Tuppy. It is very playful. Sometimes it is naughty. One day when Bina is at school, Tuppy runs into the garden of the neighbour, Mrs Roy. The neighbour has just put some small plants in flower beds in her garden. Tuppy jumps into the flower beds and digs up all the plants. Mrs Roy is very angry. ‘Look what your puppy has done,’ she says when Bina comes home. Bina looks sadly at the mess. ‘I am sorry,’ she says. ‘We will stop Tuppy from running into your garden.’



‘But look at my plants,’ says Mrs Roy, still angry. ‘They are lying everywhere. Who will put them back in the flower beds?’

‘I will help you,’ says Bina, softly. She sits next to Mrs Roy and, for the next half hour, they put the plants back in the flower beds.

‘Thank you, dear,’ says Mrs Roy. ‘You are kind.’



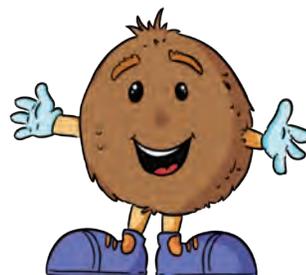
Let's talk

1. Is Tuppy naughty or playful?
2. Why is Mrs Roy angry?
3. How can Bina stop Tuppy from coming into Mrs Roy's garden?
4. How does Bina help Mrs Roy?
5. Why does Mrs Roy call Bina 'kind'?

Let's Have Fun

A. Solve this riddle.

As I was walking along the road,
I saw a brown house. Inside that
brown house was a white house.
Inside that white house was milk.
What was it?



.....

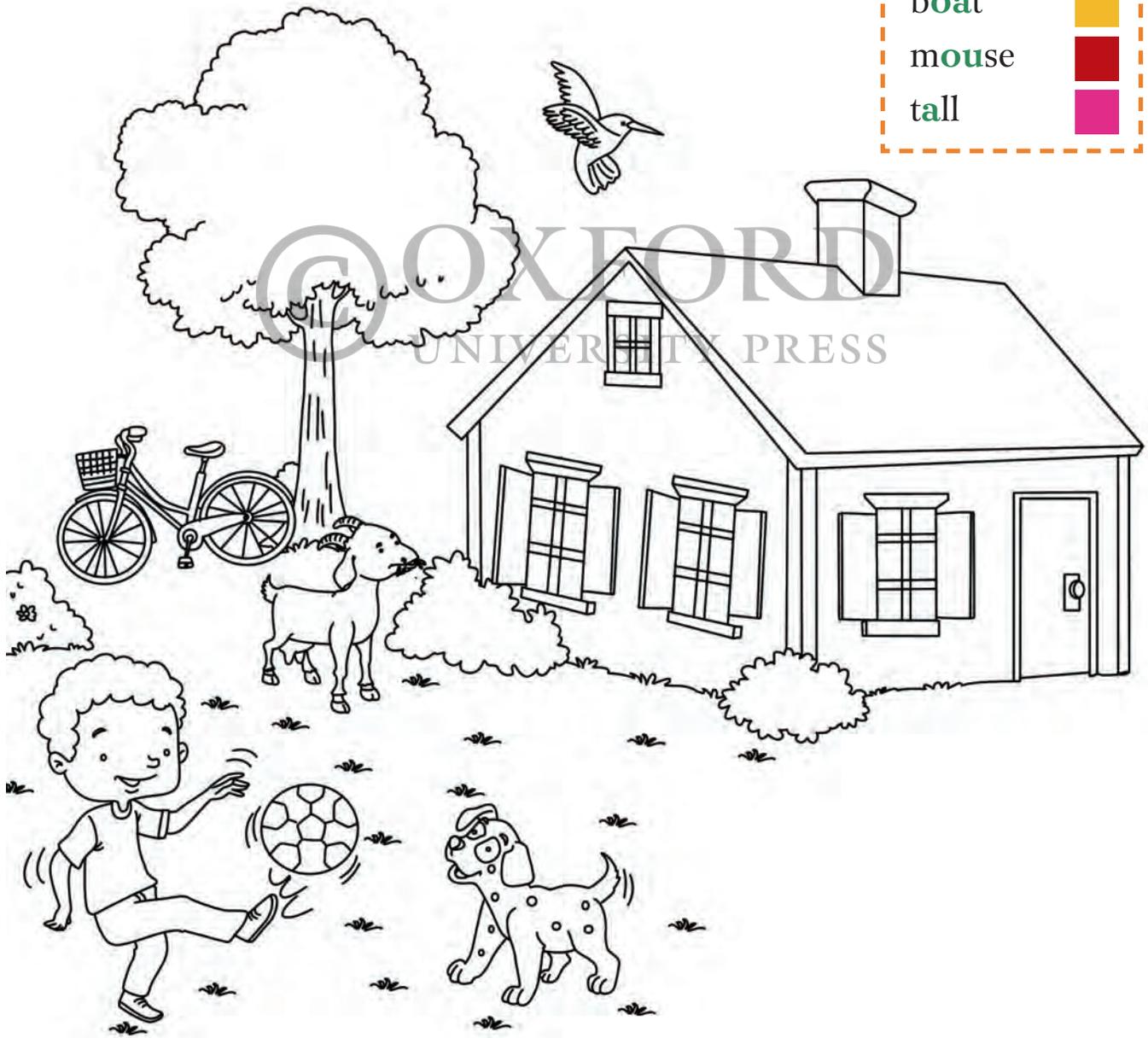
B. Match these tails to the right animal.



Sound Check

A. Look at the colour key given. Colour the objects in the picture which have the same sound as the given words.

free	
word	
like	
boat	
mouse	
tall	



B. From each row, put a cross (x) for the word with a different sound.



moon



book



foot



car



cat



park



tooth



mother



thumb



dogs



cups



shoes

Poem Activities

O Giraffe, Giraffe

Listening, reading and reciting

The teacher reads the poem to the class.
The class listens to the audio of the poem.
The teacher and the children plan how to say each line and what actions to make.
The children get into four groups and each group recites two lines.
Then the whole class reads the whole poem aloud.

Recording

The teacher makes a recording of the group recitation and the class reading.
The children listen to the recording.

What's it like?

Look at the picture of an elephant and complete these sentences.
Its ears are like
Its trunk is like
Its legs are like
Its tail is like
Its eyes are like

Splash

Listening, reading and reciting

Listen as the teacher reads out the poem or plays the audio.
Form pairs. Read or recite alternate lines through the poem.

Example:

- Asha: 'Splash,' said a raindrop
- Palak: As it fell upon my hat
- Recite with actions, singly or in groups

Fun with sounds

What makes a splash? Tick (✓) the right one.

When you:

- Bounce a ball
- Fly a kite
- Jump into a swimming pool

A cracker goes: 'bang!'

What goes: 'squeak'? What goes: 'crack'?

Let's talk

What is happening in this poem?
Show how you feel when water trickles down your back.
Show what you do if a raindrop falls in your eye.

Drawing

Draw and colour one of the things that happens in the poem.

Oh, You Silly Pussycat

Listening, planning, reading and reciting

The teacher reads the poem to the class.
The class listens to the audio of the poem.
The teacher and the children plan how the poem will be said, with actions. Decide if it is better for the cat to be seen or not.
The children can present the poem as shown in the book or read in groups, with actions.

Drawing

Children draw and colour the cat.

Discussion

Children talk about their pet cats and say what the cats like to eat.

Song: When You're Happy

Listening and singing

The class listens to the audio of the song. The teacher sings to the children, breaking each verse into segments (three lines at a time) and the children repeat, singing with actions.

The children then sing the whole song with actions.

They then form three groups, each singing a verse with actions.

Discussion

The teacher says, 'This is a happy song.' She asks the children to talk about times when they are happy.

Listening Text

1. Two Stories

Find the rhyming words in the blanks.

There was a little mouse
And he lived in my house.
He would say, 'Please,
May I have some cheese?'
My cat Sam—
He likes jam.
Likes it red,
Spread on bread.

2. Inside and Outside

Change from one to many.

A hat.	(Many hats)
One egg.	(Many eggs)
A spider.	(Many spiders)
One goat.	(Many goats)
One hand.	(Many hands)
One snake.	(Many snakes)

3. My Breakfast

Repeat the order.

Two cups of tea	One omelette
One plate of toast	Butter and jam

4. About People

Pretend these people are in your school.

Mr Sen is the Principal.
Mr Singh is the carpenter.
Mrs Mohan is the nurse.
Mr Gurung is the guard.
Mrs Simon is your teacher.

Answer these questions:

Who is the Principal? (Mr Sen)
Who is the carpenter? (Mr Singh)
Who is the nurse? (Mrs Mohan)
Who is the guard? (Mr Gurung)
Who is your teacher? (Mrs Simon)

5. We Are Toys

Follow these instructions:

1. Touch your shoulders. 3. Put out your elbows.
2. Touch your knees. 4. Give a big sneeze.
5. Now take a bow, if you please!

6. What's This?

Ask 'What's This?'

Point to your ankle (Your ankle)

Raise a thumb	(Your thumb)
Put your hands around your neck	(Your neck)
Point to your fingernail	(Your fingernail)
Touch your chin	(Your chin)

7. What Colour Is This?

Say a word which rhymes with each colour.

Colour	Some rhyming words
red	bed, said, head
green	queen, clean, bean
blue	who, two, zoo
white	night, light, write
pink	think, wink, sink
brown	down, clown, town

8. Hot and Cold

Listen to this verse. Then answer the questions.

Mrs. Molly's rather jolly.
Baby Paul is very small.
Annie Kitty's very pretty.
Her brother John is rather tall.
Sister Daisy's awfully lazy,
And she doesn't work at all.

Who is jolly? Who is pretty? Who is lazy?
Who is small? Who is tall?

9. Nancy Has a Yellow Kite

Act out these directions.

Eat a banana.	Wash your hands.
Comb your hair.	Bounce a ball.
Blow your nose.	

10. The House Is Shaking

Follow these instructions.

Look at the ceiling.
Look at the floor.
Look out of the window.
Look at the door.
Stand, away from your tables.
Now, sit down once more.

11. I Am the Ship of the Desert

Act out these instructions.

Walk up steps.
Pour water from a jug into a glass.
Pick up some paper and put it in the dustbin.
Take a book from the shelf and turn the pages.
Brush your shoes.