

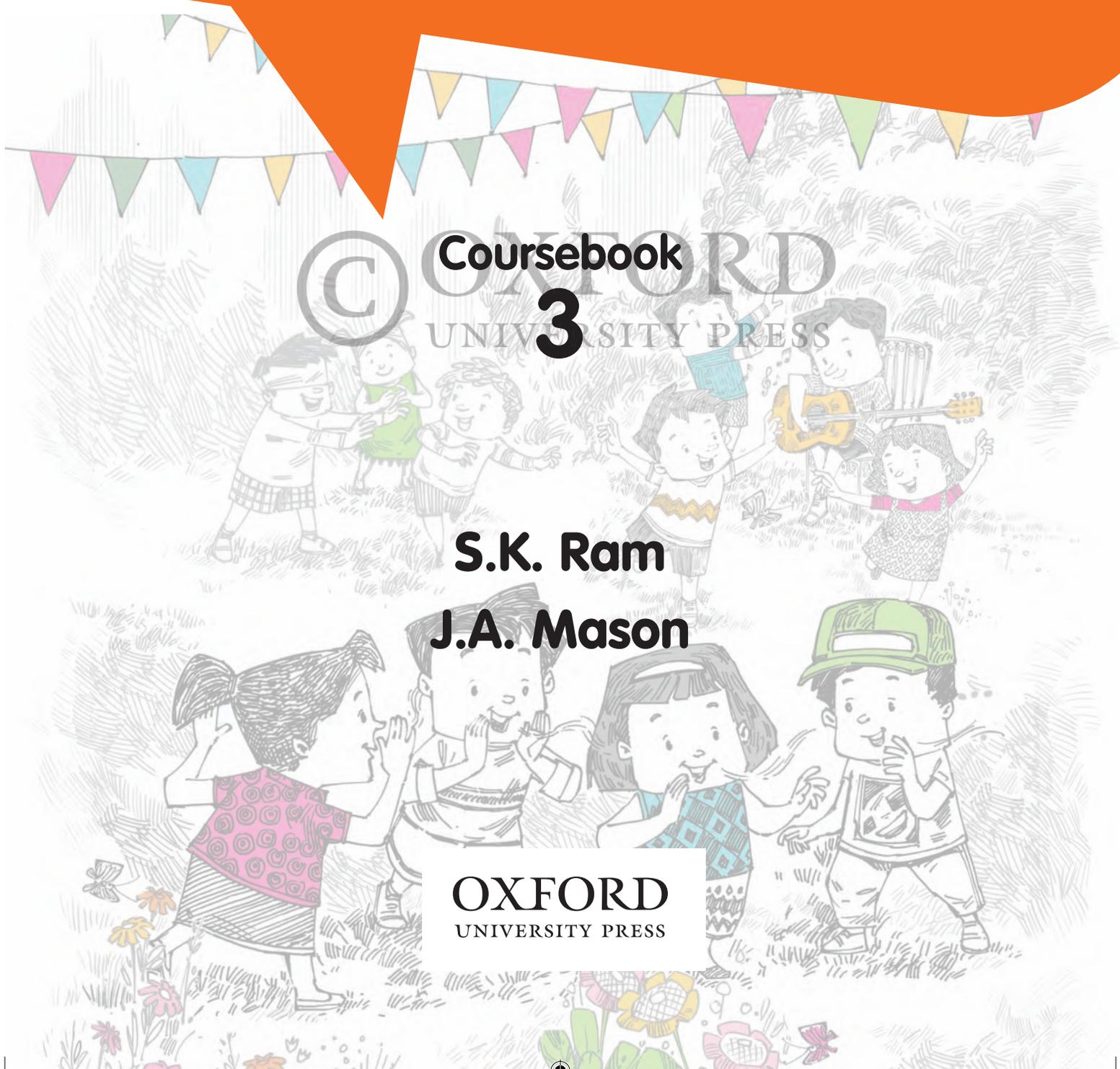
# New! Learning to Communicate

**OXFORD**  
UNIVERSITY PRESS

**S.K. Ram**

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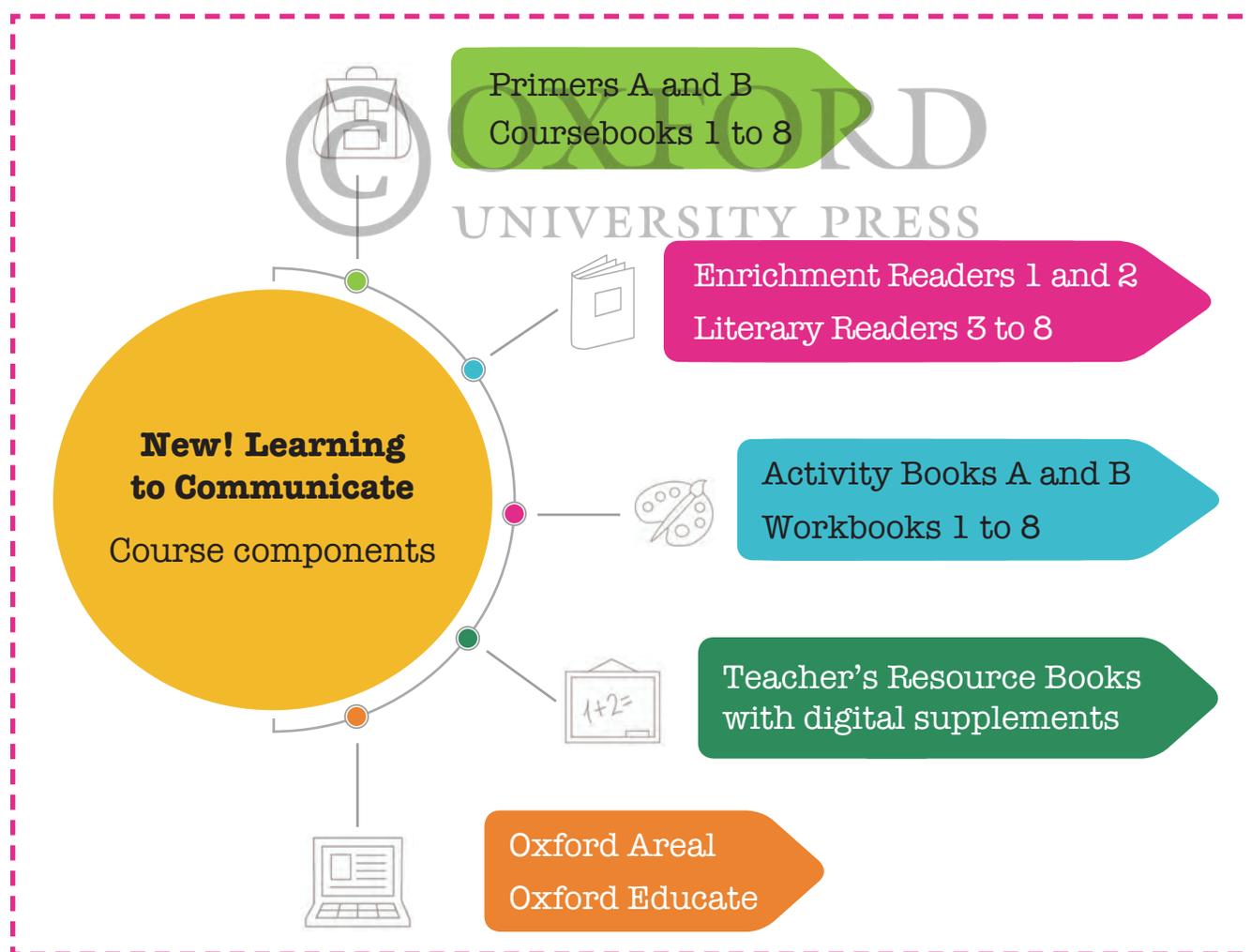
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# Introduction

**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

**Exposition:** A page for reading is preceded by material that is structured for discussion, to draw on the children's experience of the subject.

**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 introduction (Let's share our ideas/experiences) aims 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	Appreciation
		Listening	Speaking						
1. Puppy in the Well	<ul style="list-style-type: none"> <li>Factual</li> <li>Inferential</li> </ul>	Listening and answering questions	Things I can do	<ul style="list-style-type: none"> <li>Can, cannot</li> <li>Using articles</li> </ul>	<ul style="list-style-type: none"> <li>Associated words</li> <li>Joining two words to make a new one</li> </ul>	Punctuation: full stops and question marks	Rearranging sentences to make a story		
2. There Is Ice Cream in My Eyes	<ul style="list-style-type: none"> <li>Factual</li> <li>Inferential</li> </ul>	Listening and answering questions	Asking and answering questions	Role-play	Verbs: <i>am, is, are</i>	Dictionary: homonyms	Rearranging sentences to make a story		
Poem: The Hungry Hen								Poem appreciation	
3. Bitter Medicine	<ul style="list-style-type: none"> <li>Factual</li> <li>Inferential</li> </ul>	Listening and answering questions	Answering questions based on pictures	Subject-verb agreement	<ul style="list-style-type: none"> <li>Opposites</li> <li>Phrases</li> </ul>	Punctuation: capital letters	Answering questions about own experiences		
Life Skills—1: The Black Patch									
4. A Dog Loves Cakes	<ul style="list-style-type: none"> <li>Factual</li> <li>Inferential</li> </ul>	Following instructions	Role-play	Singular, plural	<ul style="list-style-type: none"> <li>Phrasal verbs</li> <li>Collective nouns</li> <li>Verbs: past tense</li> </ul>	Dictionary: words related to professions	Writing a story from pictures given		
Poem: What Became of Them?								Poem appreciation	
5. Fire in a Hotel	<ul style="list-style-type: none"> <li>Factual</li> <li>Inferential</li> </ul>	Listening and identifying sounds	Making suggestions	Prepositions	<ul style="list-style-type: none"> <li>Odd one out</li> <li>Making new words from one word</li> </ul>	Spelling: using <i>e</i>	Picture composition		

6. Bear Hug	<ul style="list-style-type: none"> <li>Factual</li> <li>Inferential</li> <li>Evaluative</li> </ul>	Listening and identifying the actions	Role-play	Phonetics: difference in the sound of <i>the</i>	<i>Don't, doesn't</i>	Homophones		Narrative writing	
Project—1: A Visit to a Biscuit Factory									
Poem: On the Bridge									Poem appreciation
7. A Shooting Test	<ul style="list-style-type: none"> <li>Factual</li> <li>Inferential</li> </ul>	Listening and picking out rhyming words	Asking for things and replying		Question words	<ul style="list-style-type: none"> <li>Homophones</li> <li>Synonyms</li> </ul>	Spelling	Completing a story using cues	
Poem: First and Last									Poem appreciation
8. The Bell of Atri	<ul style="list-style-type: none"> <li>Factual</li> <li>Inferential</li> </ul>	Listening and picking out words with the same sound	Guessing game	Reading aloud phrases and sentences	Prepositions: <i>for, of</i>	<ul style="list-style-type: none"> <li>Collective nouns</li> <li>Compound words</li> </ul>		Describing an old animal	
Life Skills—2: Irene Pempa Had a Temper									
9. The Toy Violin—1	<ul style="list-style-type: none"> <li>Factual</li> <li>Inferential</li> </ul>	Listening and repeating	Asking and answering questions		Simple past tense	<ul style="list-style-type: none"> <li>Crossword puzzle</li> <li>Collocations</li> <li>Prefixes: <i>un-</i></li> <li>Compound words</li> <li>Word game</li> </ul>		Spotting the differences in two pictures	
10. The Toy Violin—2	<ul style="list-style-type: none"> <li>Factual</li> <li>Inferential</li> </ul>	Discriminative listening	Role-play		<ul style="list-style-type: none"> <li><i>Did not</i></li> <li>Future time: <i>going to</i></li> </ul>	<ul style="list-style-type: none"> <li>Suffixes: <i>-ice, -ic</i></li> <li>Phrases</li> <li>Places</li> </ul>	Dictionary: homophones	Completing a story	
Poem: My Dog									Poem appreciation
Project—2: A Play with Puppets									

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‘First and Last’ by June Crebbin, ‘My Dog’ by Emily Lewis, ‘What Became of Them’

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Biscuit factory, p. 73: © Alex Marakhovets/Shutterstock; Kalpana Chawla, p. 101: © TONY RANZE/AFP/Getty Images; Shah Rukh Khan, p. 101: © Miikka Skaffari/Getty Images; Anoushka Shankar, p. 101: © Aurore Belot/NurPhoto/Getty Images; A. R. Rahman, p. 101: © Angela Weiss/WireImage/Getty Images; Saina Nehwal, p. 101: © SAEED KHAN/AFP/Getty Images; M. S. Dhoni, p. 101: © Ian Walton-IDI/IDI/Getty Images; Butterfly, p. 109: © Oxford University Press; Silk worms, p. 109: © Sofiaworld/Shutterstock



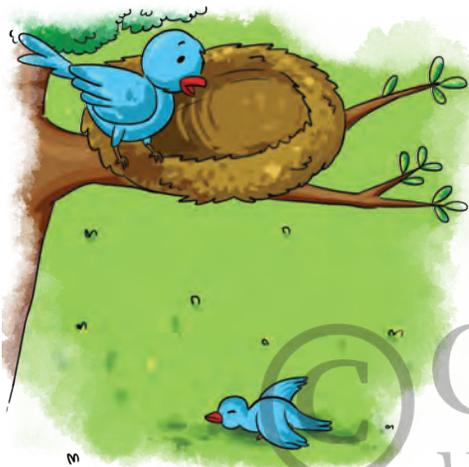
# 1

# Puppy in the Well

## Let's share our ideas

What would you do to help a small animal or bird in trouble?

For example:



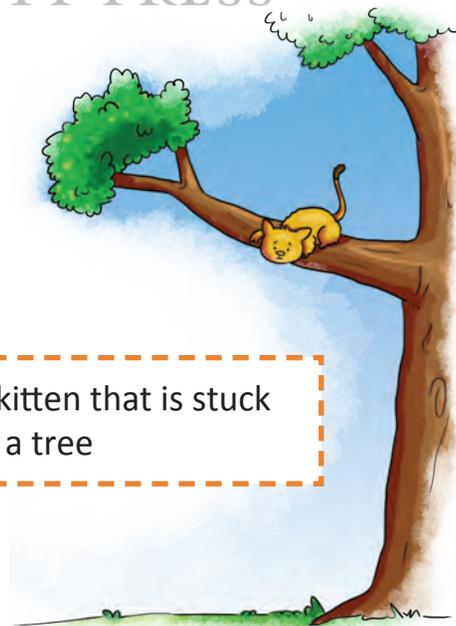
a baby bird that has fallen out of its nest



a grown bird that has hurt its wings



an animal that has had an accident



a kitten that is stuck in a tree

What care do you take of yourself when you get hurt?



**Now read a story of how a group of children help a puppy in a well.**

 ‘Six!’ yelled Satish. The ball flew off his bat. It went high in the air. Then it fell into an old well, nearby.

‘Oh, no,’ moaned Rajni, who was the bowler. ‘Why did you hit it there?’

‘Listen!’ said Dilip. From the well came the sound of barking.

The children rushed to the well and looked in. At the bottom there was only wet mud and some plants. In the middle, lay a puppy. She was looking up at the children and barking.

‘Poor thing,’ said Rajni. ‘How can we help her?’

‘We need a ladder to go down,’ said Dilip.

Satish saw an old bucket and a rope lying by the well.

‘I have an idea,’ he said. ‘Let’s bring the puppy up in that bucket.’

‘Good,’ said Dilip. ‘But who will put the puppy in the bucket?’

The children thought for a while.



‘I have some biscuits,’ said Rajni, taking them out of her pocket. ‘Let’s put them in the bucket. The puppy may go for them.’

Satish hugged his sister. ‘That’s clever,’ he said. ‘Let’s see if the plan works.’

Dilip picked up the old bucket. He shook out the rubbish from it. Satish pulled at the old rope. ‘It’s still strong,’ he said. Rajni put the biscuits in the bucket.

The children lowered the bucket to the bottom of the well. Then Satish shook the rope and the bucket fell on its side. The puppy barked at the bucket on the mud floor. But she smelt the biscuits and became interested. First she put her nose into the bucket. Then her front paws. Then her head. ‘Now!’ shouted Satish. The three children pulled the rope and a very surprised puppy tipped into the bucket!

In less than a minute the puppy was up among the children. She was cold and shaking. Rajni held her. ‘You’ll be fine,’ she said.

‘Not bad,’ said Satish. ‘We lost a ball and found a puppy!’



## Let's read and find facts

1. What were the three children doing, at the start of the story?
2. What happened to their ball?
3. What was at the bottom of the well?
4. Whose idea was it to bring the puppy up in the bucket?
5. What was Rajni's idea in this plan?
6. What did the puppy do when the bucket lay at the bottom of the well?
7. Why did Satish shout, 'Now!'? What happened after that?
8. Was the puppy well?

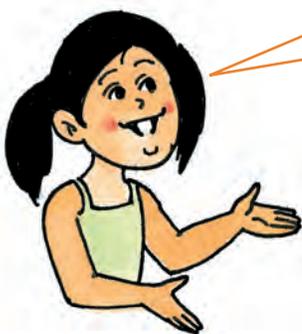
## Let's read between the lines

1. Why did the children rush to the well?
2. How do you think the puppy fell into the well?
3. Why do you think a bucket and a rope were lying near the old well?
4. Was Satish disappointed that they had lost their ball?
5. Do you think the children kept the puppy? Say why.

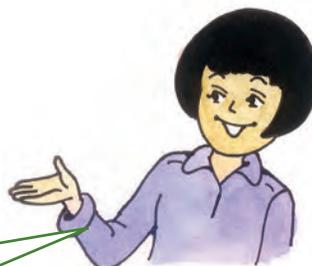
VB

## Let's talk

### Things I can do



Shalini, can you do a somersault like Amit?



Perhaps not, but I can swim under water.



I can do a somersault but I can't fly a kite.

Work in pairs. Tell your partner which of the things, listed below, you can do and which you cannot do. You can add to the list.



fly a kite



blow a trumpet



do a somersault

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climb a tree



balance books on your head



## Let's listen



Listen to the sentences and then answer the questions.

## Let's learn grammar

### Can, cannot

Read these sentences:

1. Amit is young. He **can** climb high mountains.
2. His grandfather is old. He **cannot** climb high mountains.

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

Use **can** or **cannot** in these sentences.

1. Jean is from France. He ..... teach us French but he ..... teach us Tamil.
2. Ali's cook ..... make delicious tandoori dishes but he ..... fly an aeroplane.
3. Ravi ..... play the piano well.  
His mother's fingers have become stiff.  
She ..... play the piano.
4. Mira ..... run fast but she ..... draw.



## Let's use grammar

### Can, can't

We use **can** to say we are able to do something and **cannot** to say we are not able to do something.

We use **cannot** when we write and **can't** when we speak.

A. Read this dialogue and fill in the blanks with **can** or **can't**. Then read the dialogue aloud.

ALKA ..... you come to my house on Sunday, Mala?

MALA I'm sorry, I ..... . My cousin, Bela, from America, is visiting us.

ALKA ..... she come to my house too?

MALA No, she ..... . Mother wants Bela to stay at home. But you ..... come to our house, if you like.

ALKA Thank you. I ..... bake a cake for Bela and bring it with me.

B. Read this story aloud, filling in the blanks with **a**, **an** or **the**. 

..... farmer sat under ..... tree to rest. He put ..... basket of fruits next to him and closed his eyes. Seeing this, ..... monkey slipped out of ..... tree.

..... monkey stole  
..... banana,  
..... apple and  
..... orange from  
..... basket.

Just then, .....  
farmer opened .....  
eye. He saw .....  
monkey taking .....  
fruits up to ..... tree.

'Give me back my fruits,' roared ..... farmer.



**Let's enrich our word-store**

**A. Write two words that belong with these.**

- 1. a school ..... *desks* ..... .....
- 2. a park ..... *swings* ..... .....
- 3. a street ..... *cars* ..... .....

**B. Join and make new words.**



fire  
sea  
water  
straw

side  
melon  
berries  
fighter



**C. Match the words that go together.**

urgent  
green  
juicy  
clean  
fried

vegetables  
beds  
potatoes  
messages  
mangoes



## Let's punctuate

Put full stops (.) or question marks (?) at the end of these sentences.

1. Did you see a white tiger at the zoo.....
2. We gave nuts to the monkeys.....
3. They shelled the peanuts and then ate them.....
4. Do you know monkeys in the zoo are given vitamins.....

## Let's write

Satish tells his parents how the children got the puppy out of the well.

Put the sentences in the proper order. Then read them aloud.

We pulled the puppy up!

Then we lowered the bucket into the well.

We found a rope and bucket near the well.

The puppy went for the biscuits.

Rajni put some biscuits in the bucket.



.....

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# 2

## There Is Ice Cream in My Eyes

### Let's share our ideas

- What work does a detective do?
- Do you think being a detective is fun? Do you think you could be a good detective?



**Find the clues in this robbery. Discuss what the clues tell us about the robbers.**



Now, enjoy this story in which two bank robbers are caught in a special way.

 Captain Smart is a detective. She is a clever detective. Sniffer is her dog. He is a bundle of soft, white fur.

Yesterday, Varun and Veena were standing in front of a tea stall. They saw a white dog. He ran past them. His leash was trailing behind him. Varun stepped on the leash and caught the dog.

**CAPTAIN SMART** Thank you very much. This is my dog, Sniffer. I'm Captain Smart. I'm a detective.

**VARUN** Wow! You're the famous Captain Smart! We're Varun and Veena. We are twins.



**CAPTAIN SMART** Nice to meet you. Here's my telephone number.  
Call me if you need me.

Next morning, Varun was reading the newspaper.

'Veena! Veena!' he cried out. 'Look at this!'

They ring up Captain Smart. 'Captain,' Veena said, 'Mr X is in town. You're going to catch him, aren't you? Can we help you?'

'Come to Delhi Bank at 11 o'clock tomorrow morning,' she said.  
'Mr X will be there.'

Mr X is at Delhi Bank. He has a big bag. There are tools in the bag. The tools are for breaking open the safe. Miss Z, his assistant, is with him. They are in the bank.

Captain Smart spills thick oil near the gate. Then she fires a pistol in the air.

**MR X** *(looks around)* That's Captain Smart. Let's run.

Mr X and Miss Z are running out of the bank. They don't see the oil near the gate and they slip and fall flat on the road.

**CAPTAIN SMART** Varun, Veena, this is your chance!

Varun and Veena come running.

They come very close to Mr X and Miss Z. Varun throws a big brick of ice cream at Mr X's face. Veena throws another brick of ice cream at Miss Z's face.

**MR X** Run, let's run.

**MISS Z** How can I run? I can't see. There's ice cream in my eyes.

**MR X** There's ice cream in my eyes, too.



**CAPTAIN SMART** Sniffer, charge!

**MR X** Oh! Oh! A dog is holding my leg.

Two policemen appear. They put handcuffs on Mr X and Miss Z. They take them away in the police van.

**CAPTAIN SMART** Well done, children!

**VARUN AND VEENA** And well done, Sniffer!

### Let's read and find facts

1. Who was Captain Smart? Pick out the word used to describe her.
2. How did Varun catch Sniffer?
3. Whose picture was in the papers?
4. Where did Captain Smart ask the children to come at 11 o'clock?
5. What did the detective pour near the gate? What did she do then?
6. What happened to Mr X and Miss Z near the gate?
7. What did Varun and Veena do then? Why could Mr X and Miss Z not see?
8. What did Sniffer do?

## Let's read between the lines

1. Varun caught a dog. Was it a pet dog or a stray dog? How do you know?
2. Why did Captain Smart fire a pistol in the air? Why did she spill oil near the gate of the bank?
3. Did the twins throw ice cream at Mr X and Miss Z
  - a. because the burglars were hungry?
  - b. because they did not like ice cream?
  - c. because they did not want the burglars to see where they were going?

*(Tick the correct answer.)*
4. When do you think Captain Smart called the police?
5. Discuss:
  - a. Is the job of a detective dangerous or exciting?
  - b. There are not many women detectives in India. Why do you think this is so?
  - c. How do the police use dogs to catch thieves?



VB

## Let's talk

### A quiz



Which is the longest river in the world?

Which continent is it in?

The Nile

Africa



Do this activity in pairs. One student asks a question, his/her partner gives the answer. The answers can be selected from the bear below.

PUPIL A Which is the highest mountain in the world above sea level?

PUPIL B Which continent is it in?

PUPIL A Which is the largest desert in the world?

PUPIL B Which continent is it in?

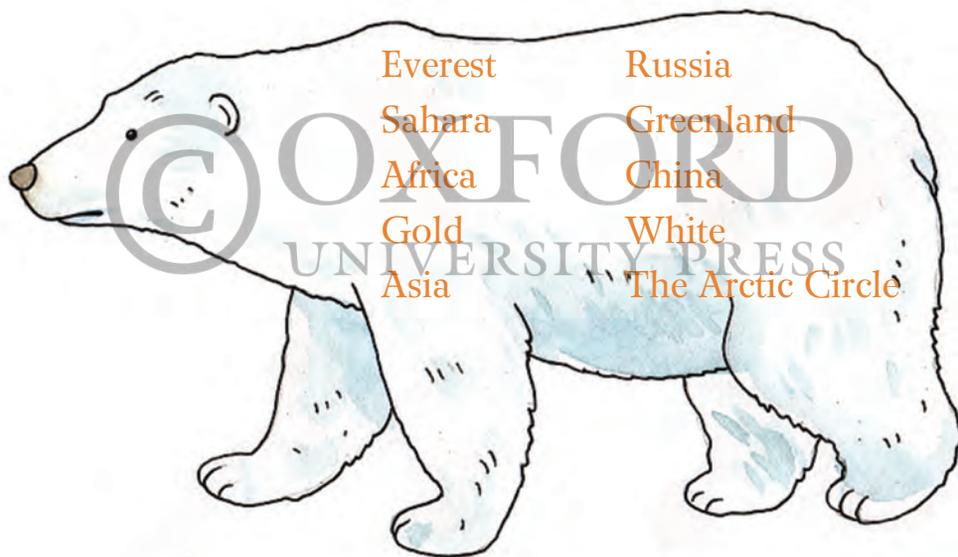
PUPIL A Which is the largest island in the world?

PUPIL B Which metal is more precious than silver?

PUPIL A In which countries is it found?

PUPIL B What is the colour of the polar bear?

PUPIL A Where is it found?



### Let's act

This story can be read as a play. Take turns in the class to play these parts.

1. Storyteller (for all descriptions and directions)
2. Varun
3. Veena
4. Mr X
5. Miss Z
6. Sniffer
7. Two policemen

## Let's listen



Listen to some words and then answer the questions.

## Let's learn grammar

### Am, is, are

Read these sentences.

1. I am 12 years old.
2. John is 11 years old.
3. She is 13 years old.
4. You are also 12 years old.



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Make one sentence from **Section A** and three sentences each from **Sections B** and **C**.

<b>Section A</b>	I	am	
<b>Section B</b>	Raj That girl He She	is	tall. happy. clever. strong.
<b>Section C</b>	You We Jack and Jill They	are	hungry. thirsty.



**Remember:** We use **am** only with **I**.

We use **is** with things and people when they are in the singular (only one).

We use **are** with **you** and things and people in the plural (more than one).

**Let's use grammar**

**A. Use is, are or am in the blanks below.**

1. There ..... two policemen waiting outside the bank.
2. Mr X ..... a well-known burglar.
3. Mr X and Miss Z ..... waiting to rob the bank.
4. I ..... glad they were caught.
5. Sniffer ..... glad too.

**B. Here is one part of a telephone conversation. Frame the question that is being asked before each answer.**

1. ....  
Yes, this is the police station.
2. ....  
No, Captain Smart is not here now.
3. ....  
Yes, Captain Smart is a woman.
4. ....  
Yes, Captain Smart and Sniffer are together.
5. ....  
Yes, they are coming back soon.



**Let's enrich our word-store**

Read these words aloud.

two	to
there	their
eye	I
read (past tense)	red



You must have noticed that the words in each pair sound the same, but they are two different words with different spellings.

**A. Fill in the blanks with suitable words taken from the list in the box above.**

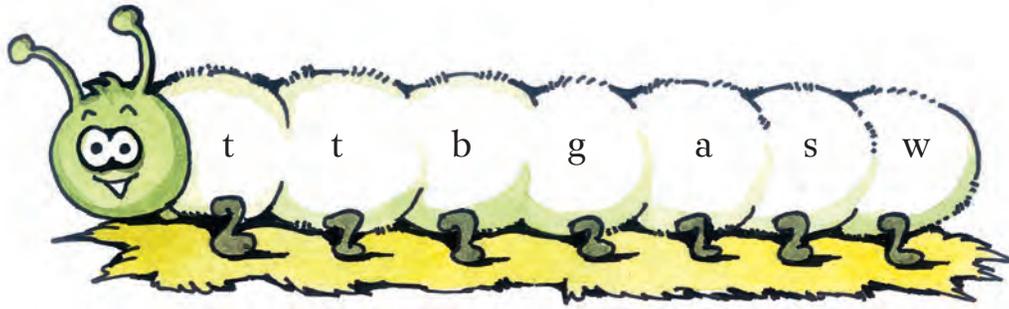
- ..... are many children playing in the park.
- ..... schools are closed for three weeks.
- VEENA:** ..... threw ice cream in Miss Z's .....S.
- The children took ..... bottles of jam ..... the dining room.
- Last week, John gave my ..... storybook to Mary. She ..... it on Sunday and returned it to him on Monday.

**B. Complete the phrases and match them with the pictures.**

- a bundle of s .....
- a bundle of c .....
- a bag of t .....
- a bag of m .....
- a jar of h .....
- a jar of p .....



C. Make new words by adding these letters.



1. ....way
2. ....here
3. ....rip
4. ....ate
5. ....ring
6. ....pill
7. ....own

### Let's use the dictionary

One word can have different meanings.

#### Example:

1. There is a **fly** in the room.
2. Can a peacock **fly**?

In the first sentence, **fly** is **an insect**.

In the second sentence, **fly** means **to move through air**.



Look at your dictionary and write the meaning of the words in green below, as they are used in the sentences.

1. a. I love plum **jam**.  
b. There was a traffic **jam** outside my school.
2. a. My cricket **bat** is very heavy.  
b. A **bat** likes fruits.
3. a. Switch off the **light** and go to sleep.  
b. A child can carry this bag. It is so **light**.
4. a. My friend can **bow** fast.  
b. Pour some water into the **bowl**.



5. a. I play the drums in the school **band**.  
b. Tara wore a red **band** in her hair.



**Let's write**

The main points of the story are given below. Put them in the correct order and write out the story. The first one has been done for you.

- Sniffer caught hold of Mr X's leg.
- Mr X and Miss Z went to rob a bank.
- Mr X and Miss Z ran out of the bank but they slipped on the oil.
- Varun and Veena threw ice cream at Mr X and Miss Z.
- Captain Smart saw the two burglars.
- The police came and took them away.
- She spilt oil near the gate and then fired a pistol in the air.

*Mr X and Miss Z went to rob a bank.*

.....

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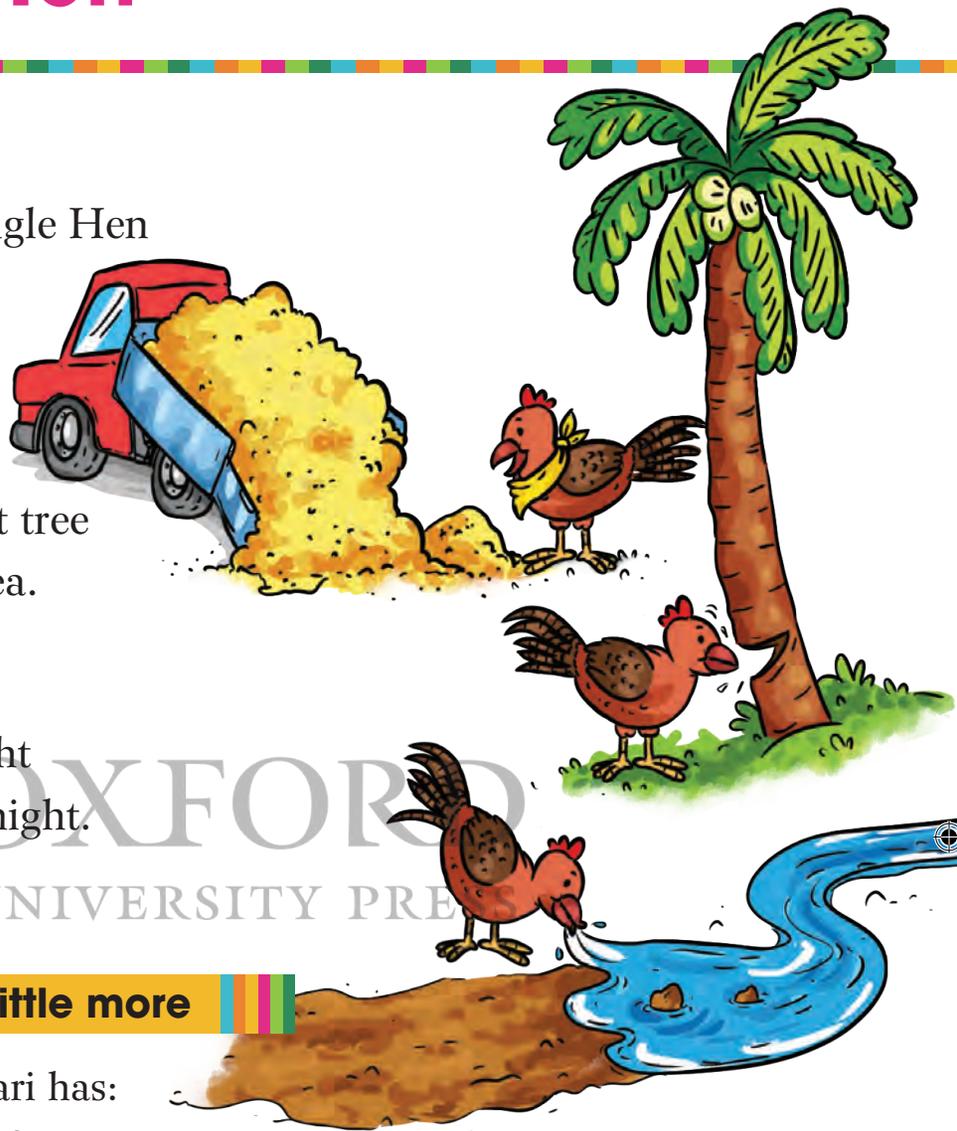
# The Hungry Hen

 Shyam Sundari, the Jungle Hen

Eats more for breakfast  
Than ten big men!

For lunch she has a coconut tree  
And drinks a river for her tea.

But her dinner is always light  
She eats mosquitoes every night.



## Let's enjoy the poem a little more

1. In the meals Shyam Sundari has:
  - a. What is hard to believe?
  - b. What can be believed?
2. Imagine what Shyam Sundari has for breakfast.
3. What do you find funny in this poem?
4. What are the rhyming words for the following words?
  - a. hen .....
  - b. tree .....
  - c. light .....



# 3

## Bitter Medicine

### Let's share our experiences

Think of a time you were ill.  
You had to stay in bed.  
You had to take medicine.  
Perhaps you even had to take painful injections.



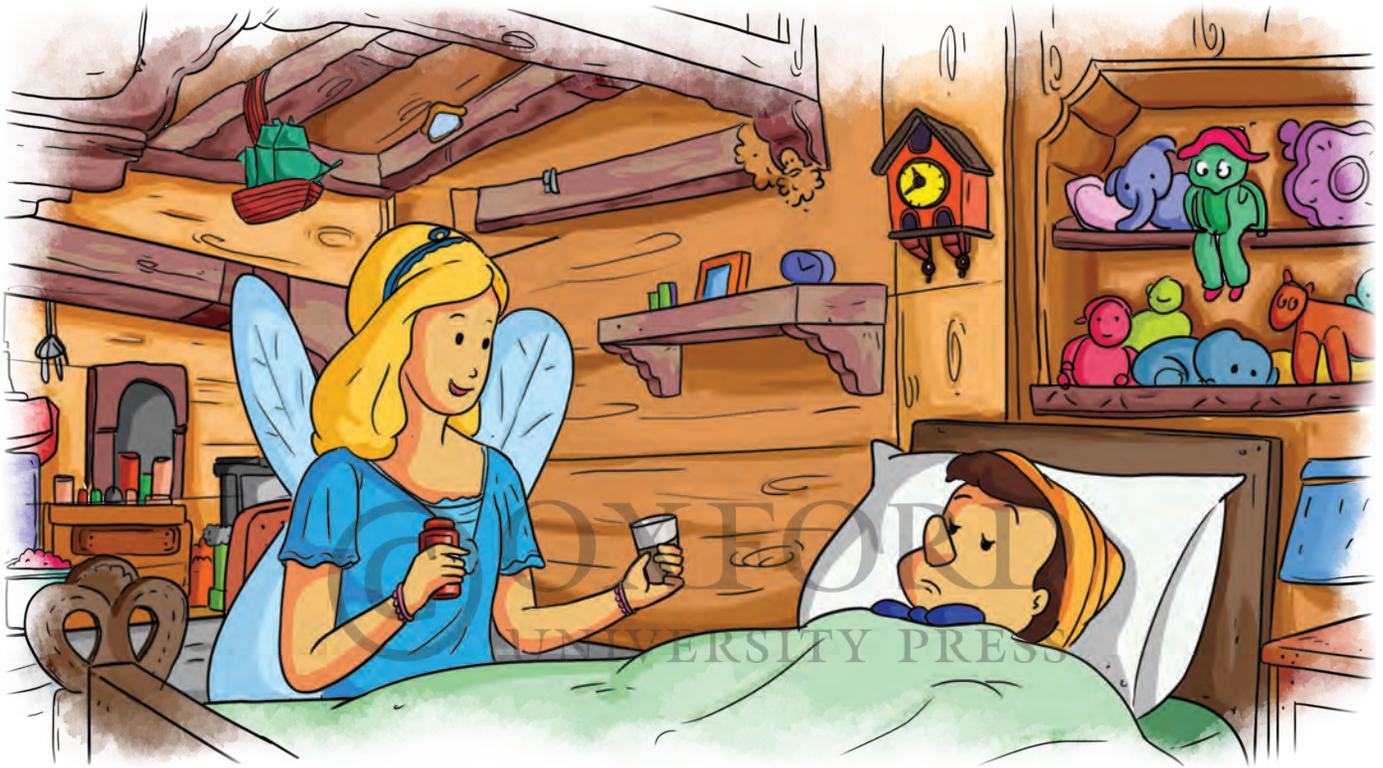
### Remember:

Who looked after you?  
Did that person make you feel better? In what ways?  
How were you coaxed to have your medicine?



Now read how Pinocchio, the puppet, behaved when he had to take some bitter medicine.

 **STORYTELLER** Pinocchio is a wooden puppet. He has many adventures. In this story, he is very ill. The Blue Fairy is trying to make him well.



**FAIRY** You have a high fever. *(She gives him a half-glass of medicine.)* Drink this and you will be well.

**PINOCCHIO** *(makes a face)* Is it sweet or bitter?

**FAIRY** It is bitter but it will do you good.

**PINOCCHIO** If it is bitter I will not have it.

**FAIRY** Drink it and I will give you a lump of sugar to take away the taste.

**PINOCCHIO** Give me the lump of sugar first, and then I will drink that nasty bitter medicine.



**FAIRY** Do you promise me?

**PINOCCHIO** Yes.

*(Fairy gives Pinocchio the sugar. He puts it in his mouth and crunches it.)*

**PINOCCHIO** *(licking his lips)* It would be a fine thing if sugar were medicine. I would take it every day.

**FAIRY** Now keep your promise and drink your medicine. You will get better.

**PINOCCHIO** *(smells it)* It is too bitter! I can't drink it. *(gives the glass to the fairy)*

**FAIRY** How do you know when you have not even tasted it?

**PINOCCHIO** I can imagine it! I know it from the smell. I want another lump of sugar first and then I will drink it.



(The fairy puts another lump of sugar in Pinocchio's mouth. She then gives him the glass again.)

**PINOCCHIO** I can't drink it like this.

**FAIRY** Why?

**PINOCCHIO** Because that pillow near my feet bothers me.

**FAIRY** I'll remove it then. (*removes pillow*)

**PINOCCHIO** I still can't drink it.

**FAIRY** What is the matter now?

**PINOCCHIO** The door is half-open. It bothers me.

**FAIRY** I'll close it then. (*closes the door*)

**PINOCCHIO** (*bursting into tears*) I will not drink that bitter medicine—No, No, No!

**FAIRY** Then listen now to what you will be without your medicine.

**FIRST STORYTELLER** *Poor Pinocchio  
Thin as a pin.  
Can't go out  
Just stays in.*

**SECOND STORYTELLER** *Poor Pinocchio  
Always in bed.  
Only on soup  
And porridge fed.*

**FIRST AND SECOND STORYTELLERS** *Poor Pinocchio  
We knew him well. (begin sobbing)*



**PINOCCHIO** Is this real? Will this happen?

**FAIRY** I'm afraid so, yes.

**PINOCCHIO** Give me that medicine. (*He takes the glass in both hands. He empties it in one gulp.*)

**adapted and dramatized from**  
***Pinocchio* by Carlo Collodi**

### Let's read and find facts

1. What does the Blue Fairy give Pinocchio to make him well?
2. What is the taste of the medicine?
3. What does the Blue Fairy offer to take away the taste of the medicine?
4. What does Pinocchio promise the Blue Fairy? Does he keep his promise?
5. What two other reasons does Pinocchio give for not taking the medicine?
6. What does the first storyteller say will happen to Pinocchio?
7. What does the second storyteller say will happen to Pinocchio?

### Let's read between the lines

1. Which one of these words describes the Blue Fairy?

strict      understanding      cruel

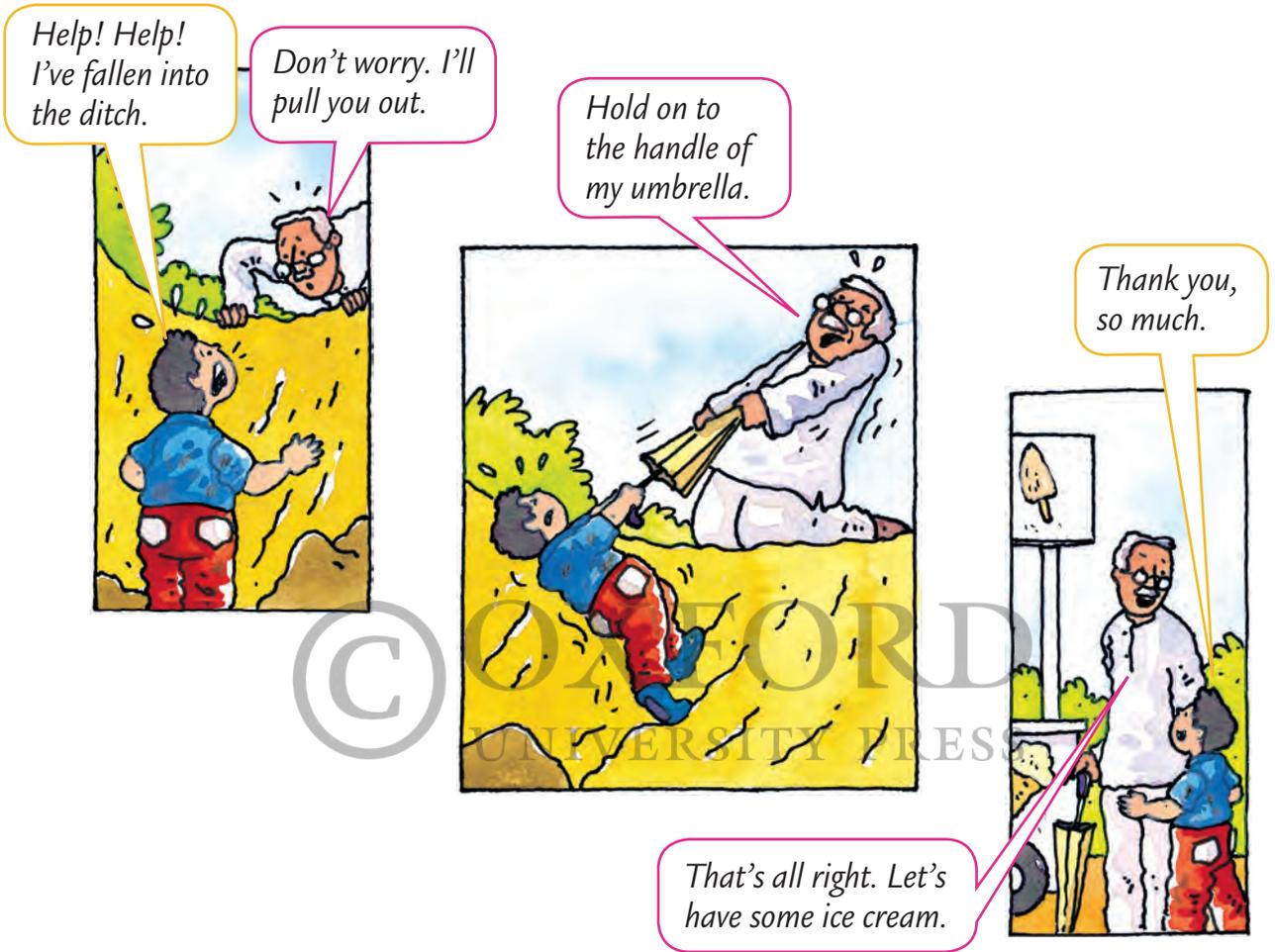
Give a reason for your choice.

2. What do you think about the way Pinocchio behaved in taking the medicine?
3. Why did Pinocchio burst into tears?
4. Why did Pinocchio decide to take the medicine?

**VB**

**Let's talk**

Work in groups or pairs. Look at the pictures and describe them using the hints given below.



**Example:** Picture 1

**PUPIL A** Where is Raj?

**PUPIL B** He's in a ditch. .... has fallen .....

**PUPIL A** What ..... doing?

**PUPIL B** He's calling out .....

**Let's listen**

Listen to the sentences. Ask questions and then answer them.

## Let's learn grammar



Make sentences from each section.

	Subject	Verb	Object
<b>Section A</b>	Neha My friend He She	plays likes knows eats watches	volleyball. sweets. Bengali. sweet mangoes. cricket matches.
<b>Section B</b>	Vijay and Ravi We You I All students	play like know eat watch	

### Remember:

1. when the subject is in the singular such as **she**, the verb takes an **s** ending. (e.g. plays)
2. but when the subject is in the plural or when we use **I**, **we** or **you** as subjects, the verb will not take **s** at the end. (e.g. play)

## Let's use grammar

Circle the correct forms of the verbs given in the brackets.

1. My best friend (sit/sits) in front of me.
2. We all (like/likes) our new teacher.
3. Rupa (draws/draw) very well.
4. I (has/have) a box of paints.
5. A caterpillar (eat/eats) green leaves.
6. Lata (plays/play) with her friends.



## Let's enrich our word-store

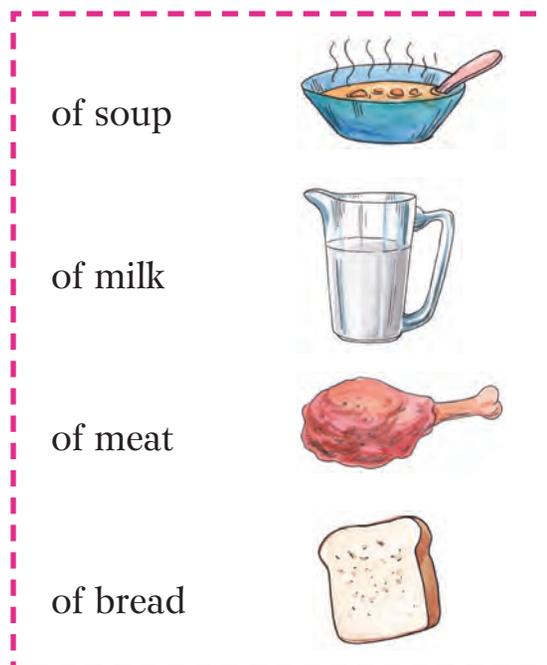
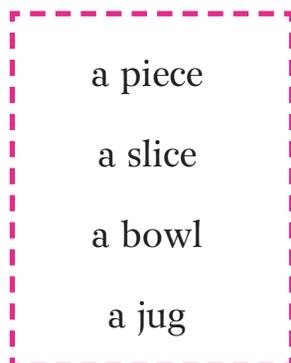
### A. Match the words with opposite meanings.



### B. Now use them in the sentences that follow.

1. Cats ..... dogs. They ..... to eat fish.
2. Atul and Chetan were ..... . But after their quarrel, they are now .....
3. Do not ..... all the time. Go to the garden and .....
4. Raza is ..... His grandfather is .....

### C. Join and make phrases.



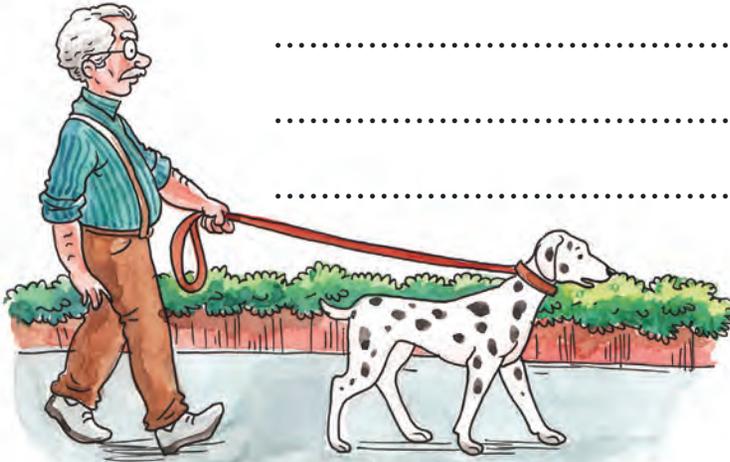
## Let's punctuate

Rewrite these sentences using capital letters where necessary.

dr lal is my next-door neighbour.

spotty is his dog.

he takes him out for a walk every morning.



.....

.....

.....

.....

.....

.....

## Let's write



### When I was ill

Answer these questions.

- Who looked after you?

.....

- What did you eat?

.....

- Who visited you?

.....

- What did you miss when you were ill?

.....

Read out your writing.



# Life Skills—1

## The Black Patch

Listen to this story. Then answer the questions.

Mr Saaf was on his way to work. It was a cool and bright morning. Birds were singing in the trees. Flowers were smiling in the bushes. And on the side of the road a wall had just been painted white. The shining white wall made Mr Saaf very happy. So he did a little jump and began to whistle.



But Mr Saaf's happiness did not last. As he walked, he saw a black patch on the wall. Mr Saaf acted at once. He put his right hand out and wiped the patch. It came off the wall, completely. The wall was white again!



But Mr Saaf got a surprise. The black patch was now on his right hand! So he rubbed both hands together. And the black patch came on to his left hand.

What should he do?

Now, Mr Saaf rubbed his left hand on the leg of his trousers. The same black patch appeared there! When he cleaned it with his right hand the patch came there!



Mr Saaf looked at his watch. He would be late for office.

So, Mr Saaf put the black patch back on the wall!

**Answer these questions:**

1. Why was Mr Saaf in a good mood?
2. What spoilt his good mood?
3. What did Mr Saaf do at once?
4. What happened after that?
5. Did Mr Saaf try to remove the patch?
6. What was strange about the patch?
7. What did Mr Saaf do in the end?
8. Why did he do this?
9. What would you have done?

**Read this funny story.**

Mrs Lal was in bed. She had a bad cold. Her husband went to make some tea. He was there for quite some time, then he called out to his wife, 'I can't find the tea leaves.'

'Why can't you use your eyes?' said his wife. 'They are in the cupboard in a tin marked SUGAR.'



Let's enjoy this limerick.

A silly old man from Doon  
Drank his soup with a fork, not a spoon.  
When they said, 'Is this wise?'  
He exclaimed in surprise,  
'Well, I don't want to finish too soon!'

### Tongue twisters

Read this first slowly and then as quickly as you can.

A big black bug bit a big black dog on his big black nose.



Read these verses quickly and clearly.

### The Metal Wouldn't Settle

I put a little metal  
Into a cooking pot  
To make the little metal  
Turn into quite a lot.

But the metal wouldn't settle  
Even when the pot got hot.

So I took the little metal  
From the bottom of the pot  
And then I couldn't settle  
As I forgot the pot was hot!





# 4

## A Dog Loves Cakes

### Let's share our ideas

**Do you have a pet? If you don't, do you know anyone who does?**

Give the name of the pet and say what kind of pet it is.

.....

What do you like about the way pets behave in the house? What do you not like about their behaviour?

Draw or paste pictures in the space provided, of the animals you would like to keep as pets. You can be as imaginative as possible!

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**Now let's read this story about how a pet dog behaves and what his master does.**

 Mr Jones is an old man. He lives alone in his cottage. His best friend is Toffee, his dog.

Every day, Mr Jones follows the same routine. He gets up late in the mornings. He has a wash and then he goes out for a walk. He takes Toffee with him. He first goes to the coffee shop at the corner. He drinks a cup of coffee and eats a slice of fruit cake. The cake is for two rupees. Toffee sits under his chair. He gives him a little cake.



Then Mr Jones crosses the road and buys a newspaper. He gives the paper to Toffee. Toffee holds it gently between his teeth and carries it home. He feels proud doing so.

Last month, Mr Jones fell ill. He could not leave his bed. The doctor told him, 'You have got the flu.' Now Mr Jones could not go out to get his daily newspaper. He thought of a plan. He gave a two-rupee coin to Toffee. Like a rocket, the dog shot off and came back with the newspaper in his mouth.

After a week, Mr Jones went out. The newspaper seller told him, 'You owe me fourteen rupees. Your dog took seven newspapers and didn't bring any money.'



Mr Jones was surprised. 'I'll find out what Toffee has been up to,' he said to himself.

Next morning, he gave Toffee a two-rupee coin. The dog dashed out. Mr Jones followed him. He saw the dog go to the coffee shop. Toffee put the coin on the counter and got a piece of fruit cake and gobbled it up.

'Naughty dog,' said Mr Jones.



Toffee heard his master's voice. He came to Mr Jones and hung his head in shame.

Mr Jones patted Toffee and said, 'Don't do this again.'

Now Toffee does not even look at the coffee shop. When his master goes there, he sits outside and wags his tail. Once, Mr Jones gave him a big slice of cake but Toffee did not eat it.

Often Mr Jones tells him, 'You are the best dog in the world.' Then he seems to glow with pride and joy.

### Let's read and find facts

1. Who is Mr Jones' best friend?
2. Who goes out for a walk with Mr Jones?
3. Where does Mr Jones have his breakfast? What does he have for breakfast?
4. Where does Toffee sit while Mr Jones is having his breakfast?
5. Who brings Mr Jones' newspaper home? How does he bring it?
6. What did the doctor tell Mr Jones?
7. Why did Mr Jones give a two-rupee coin to Toffee? Did he do as he was told?
8. What did the newspaper seller tell Mr Jones?
9. What did Toffee do with the two-rupee coin?
10. What did Mr Jones call Toffee?
11. How did Toffee show that he was sorry?
12. What did Mr Jones do then?
13. Mr Jones went to the coffee shop. Did Toffee go inside? Did he eat any cake?
14. What does Mr Jones now tell Toffee?

### Let's read between the lines

1. Mr Jones didn't live with family. How do you know that?
2. Why did Toffee hold the newspaper gently between his teeth?
3. Why did the newspaper seller give newspapers to Toffee?
4. Why did Mr Jones not punish Toffee?
5. Why do you think Toffee stopped eating cake?

VB

## Let's talk

### Role-play

Work in pairs. One pupil should pose a problem (the ones given in column A). The second pupil should make a suggestion using **You'd better** or **He'd/She'd better** and the clues given in column B.



#### Column A

have a terrible toothache  
windowpanes are dirty  
fingernails are very long  
bus is late  
very hot in the room  
shoes are worn out  
got the sum wrong

#### Column B

take a taxi  
open a window  
clean them  
get a new pair  
do it again  
see a dentist  
cut them

## Let's listen



Follow the instructions you hear carefully.  
What have you drawn?

## Let's learn grammar

### One (singular) and many (plural)

A. Match the singular and plural nouns given below.

Singular	Plural
man	children
child	teeth
foot	women
tooth	men
mouse	feet
woman	mice



B. Tick the correct word from the brackets for each sentence.

1. Many  were playing in the park. (child/children)

2. Some  walked past us. (woman/women)

3. They had bells on their . (foot/feet)

4. Two  were sitting on a bench. (man/men)

5. One man had two gold . (tooth/teeth)

6. Three  were near the dustbin. (mouse/mice)

**Let's use grammar**

Complete these sentences using the plural forms of the words in brackets.

1. Don't throw ..... at the ..... . (stone, monkey)
2. Put the ..... in the ..... . (tomato, box)
3. The ..... were buying ..... . (girl, glass)

**Let's enrich our word-store**

A. Fill in the blanks with suitable words from those given below. 

go for    looked at    set off    came back    find out

1. A gold watch is missing. The police will ..... who has it.
2. Last night the doctor ..... from the hospital at ten o'clock.
3. My parents ..... a walk at seven o'clock every morning.
4. The children stood for a while and ..... the tigers in the nature park.
5. At five o'clock in the morning, he ..... for his village.



B. Match and make phrases.

a row of  
a bunch of  
a cluster of  
a flock of  
a herd of

sheep  
cows  
houses  
keys  
stars



C. Fill in the blanks.

1. **Hide** is to ..... as **bite** is to **bit**.
2. **Throw** is to **threw** as ..... is to **slept**.
3. .... is to **went** as **give** is to **gave**.

Let's use the dictionary

Who are they?

Look up the words in green in your dictionary to find their meanings.

**Example:** We took our sick dog to the **vet**.

vet = *a person who treats animals that are sick or injured*

1. Many **tourists** visit the Taj Mahal.
2. The **astronaut** walked on the moon.
3. We saw an **acrobat** walking on a tightrope.
4. My brother is a sports **reporter** for a newspaper.
5. The **sculptor** made a statue from wood.



Let's write

Look at the pictures and write a story with the words given.



Ramu ... in an umbrella shop



... goes home with an umbrella



Holes in Ramu's new umbrella ... raining ... wet



Ramu upset ... returns ... shop ... gets a new umbrella

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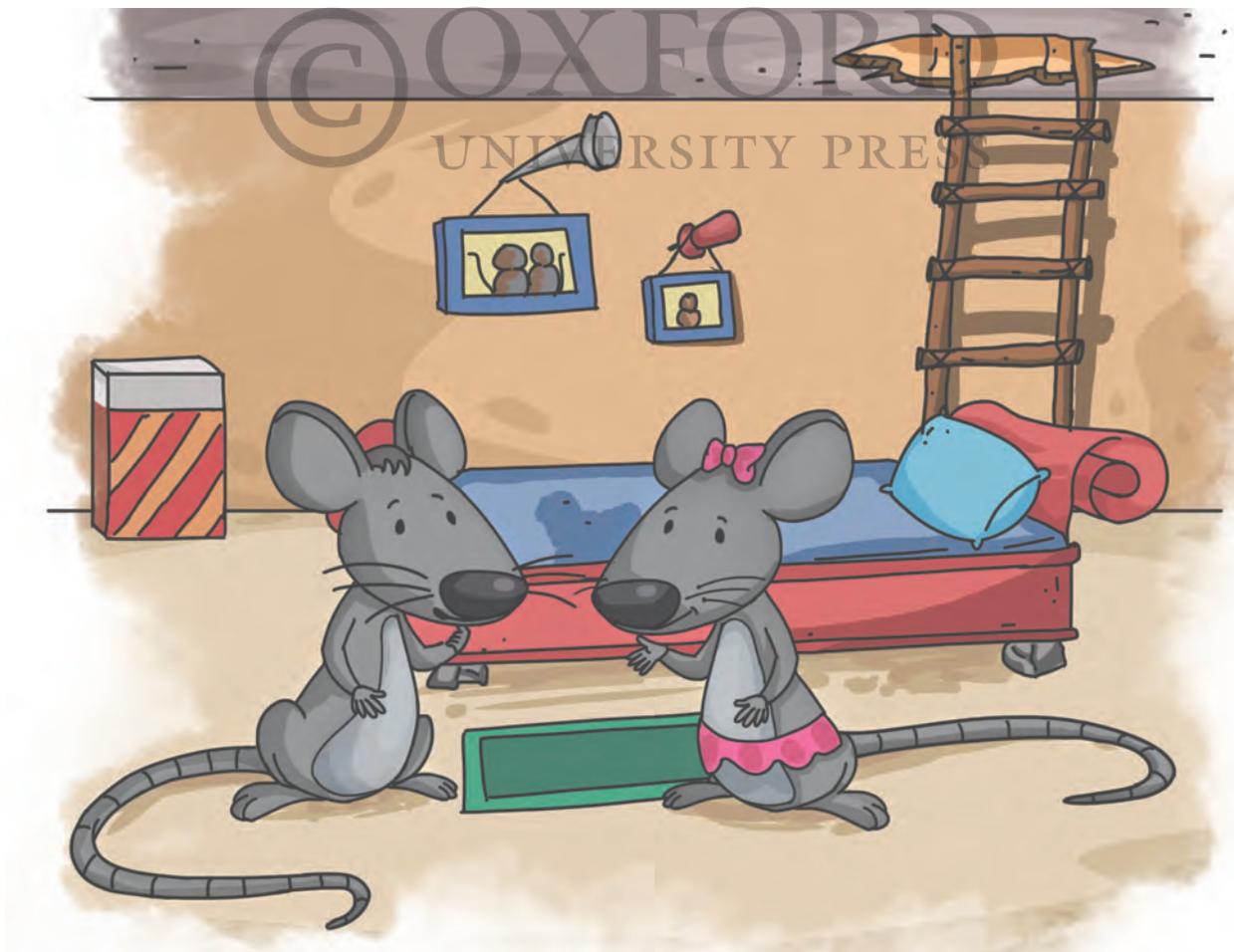
# What Became of Them?<sup>1</sup>

 He was a rat, and she was a rat,  
And down in a hole they did dwell<sup>2</sup>,  
And both were as black as a witch's cat,  
And they loved one another well.

He had a tail, and she had a tail,  
Both long and curling and fine;  
And each said, 'Yours is the finest tail  
In the world, excepting mine.'



<sup>1</sup>**What Became of Them:** what happened to them  
<sup>2</sup>**did dwell:** lived



He smelt the cheese, and she smelt the cheese,  
And they both agreed it was good;  
And both remarked it would greatly add  
To the charms of their daily food.

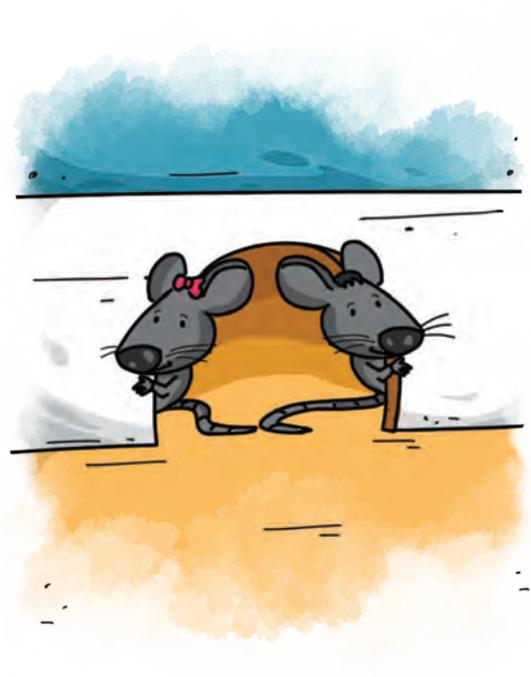
So he ventured out<sup>3</sup>, and she ventured out,  
And I saw them go with pain;  
But what happened to them I never can tell,  
For they never came back again.

Anonymous<sup>4</sup>

<sup>3</sup>ventured out: went on a dangerous journey  
<sup>4</sup>Anonymous: an unknown person

### Let's enjoy the poem a little more

1. Look at the first line of each stanza—  
In what way are the lines the same?
2. In what two ways do the rats look like each other?
3. Were the rats proud of their tails? How do you know?
4. Did they eat the cheese?  
Why did they want it?
5. Was the poet sad when the rats went? How do you know?



# 5

## Fire in a Hotel

### Let's share our ideas

Have you seen people who can't see, walking with a dog? Why do you think many people who live alone like to keep dogs? Why do you think dogs are so good at sensing danger? Below are some pictures of dogs that save lives.

Can you match the pictures with the kind of job the dog does?



- Guide Dog
- Police Dog
- Rescue Dog
- Guard Dog



**In this story, a dog saves his master's life by warning him of terrible danger. Find out how the master also saves his dog's life.**

 John F. Brown's troubles began as soon as he walked into the Garden Hotel with his friend, Chum. Together they went to the reception desk. John said, 'Good evening. My name's John Brown. I've booked a room here. Can I have my keys, please?'

The clerk said, 'You are welcome to stay, sir, but we don't allow pets in this hotel.'

'Pet!' exclaimed John. 'Chum isn't a pet. I'm blind and he's my eyes. He takes me everywhere. Don't you, Chum?'

Chum barked. It sounded like 'Yes'.

'I'm sorry, sir,' the clerk repeated, 'but the hotel rules say ...'



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John interrupted, 'Please call the manager.'

The manager came. He agreed at once that John and Chum could both be guests. He led them personally to their room. He described the room to John and left.

The next day, there was a lot of excitement at the hotel. A reporter from a local newspaper came to interview John Brown. This is what John told him.

'I was tired and went to sleep. Chum woke me up. I smelt smoke! A fire! Just then the fire alarm went off. I felt the door of my room. It was hot so I couldn't open it. The fire must be outside, I thought. I wet some towels and put them along the bottom of the door. I felt my way to the window and opened it. But because I can't see, I could not climb out.

'I tried the phone. It was dead. A little smoke was getting past the towels. I started coughing. I lay on the floor with Chum beside me and waited. The minutes seemed like hours. Then I heard the sound of fire engines. It was music to my ears. I rushed back to the window, waved and shouted, Chum barked. Moments later, I heard a voice.

'The fireman didn't want to take Chum. "It's against the rules," he said. But I explained about Chum. Seconds later, we were both safe on the ground.'



‘So you saved Chum’s life!’ the reporter said.

‘Yes, and he saved mine,’ said John. ‘Didn’t you, Chum?’

Chum barked. It sounded like ‘Yes’.

### Let’s read and find facts

1. Match the names of the speakers with the statements they made.

John Brown      the clerk      the fireman      the reporter

- a. ‘We don’t allow pets in this hotel.’
  - b. ‘It’s against the rules.’
  - c. ‘So you saved Chum’s life!’
  - d. ‘Can I have my keys, please?’
2. How does John describe Chum? Why does he do so?
  3. Why did Chum wake John? What did John do?
  4. Why did the fireman at first refuse to take Chum?
  5. What did John explain to the fireman?

### Let’s read between the lines

1. Mention two ways in which Chum helps John in this story.
2. How can Chum help John in his daily life?
3. Why do you think pets are not allowed in hotels?
4. Was the manager considerate or did he follow the rules strictly?  
Give a reason for your answer.
5. Why did John put towels along the bottom of the door?
6. Why did John and Chum lie on the floor?
7. ‘The minutes seemed like hours.’ Why?

VB

## Let's talk

Work in pairs. Match the sentences of the first speaker with those of the second speaker. Follow the model given below.



First speaker	Second speaker
It's hot and sticky.	Do you want a glass of orange juice?
I've walked four kilometres and I'm tired.	Would you like to go for a swim?
I'm thirsty.	Do you want to have lunch or some snacks?
I'm hungry.	Do you want me to switch on the lights?
It's raining. I'm bored.	Do you want to sit down?
I've read a ghost story and I'm frightened.	Do you want to read a book or play an indoor game?

## Let's listen



Listen to some words. Which words have the **sh** sound? Repeat those.

## Let's speak

Imagine you are Mr John Brown. Tell a reporter from the local newspaper what happened when a fire broke out in your hotel, the night before. (You can read about Mr Brown's story in the last three paragraphs on pages 57–58).

## Let's learn grammar



### Prepositions

Read the following sentences.

1. There are many people **in** the bank.
2. Two cashiers are sitting **behind** the counter.

The words in **green** are prepositions. They describe where a person or thing is.

**Examples:** 1. Where were the people?

They were **in** the bank.

2. Where were the cashiers sitting?

**behind** the counter

**A. Read this story and fill in the blanks using the prepositions correctly.**

in      on      between

A huge lion sat ..... his den. He was in a bad mood.

A small puppy was put ..... the same den.

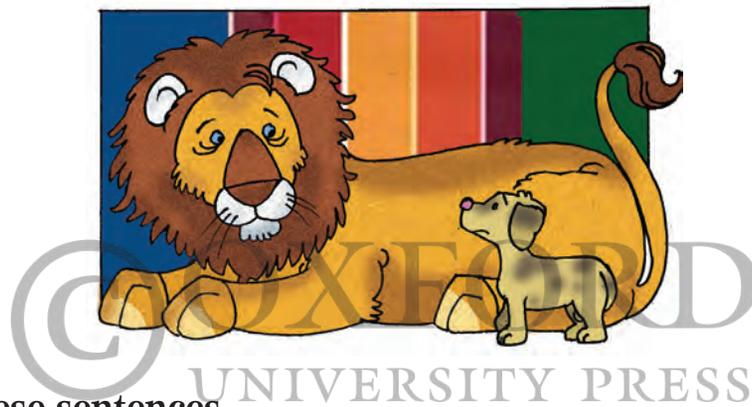
The puppy was afraid and put his tail ..... his legs.

The lion did not roar so the puppy decided to make friends with him.

He lay ..... his back with his paws .....  
the air and wriggled his body.

The lion let the puppy stay and did not harm him. After some time,  
big pieces of meat were put ..... the lion's den.

The lion left a small piece for the puppy. The puppy ate it up and  
was happy. He now looked upon the lion as his friend. At night  
he slept ..... the lion's front paws. The lion looked at  
the puppy and seemed to smile.



**B. Complete these sentences.**

1. My friends have gone into a .....  
They are going to buy storybooks.
2. They will put the books into their .....
3. They will come home on a .....
4. A new building has been built in front of our .....
5. A handsome young man in a black ..... gave away  
the prizes.

**Let's use grammar**

Circle the correct words from those given in the brackets and read  
the sentences.

1. The cat jumped (in/over/at) the wall and ran away.

2. The bus stopped (under/over/in front of) us and we got on.
3. Little Rina is hiding (behind/by/in front of) her mother.
4. Wait (in/on/at) the school gate till your mother comes.
5. Nitin is so small he can crawl (under/in/over) my chair.

### Let's enrich our word-store

#### A. Circle the odd word in each group.

river	boat	sea	lake
thief	robber	smuggler	policeman
man	short	tall	heavy
leaves	flowers	fruit	soil

#### B. Make at least three new words from the letters of the given words.

1. telephone
  - a. What comes before two? .....
  - b. .... us call the police.
  - c. Is there any milk for my ..... cat?
2. shoulder
  - a. He ..... his new bicycle yesterday.
  - b. The ..... flower smells sweet.
  - c. The opposite of **bought** is .....

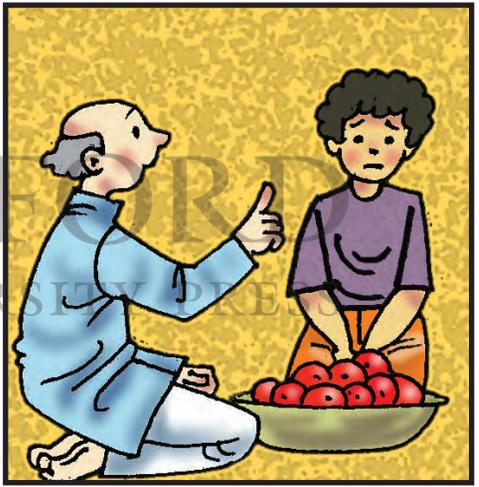
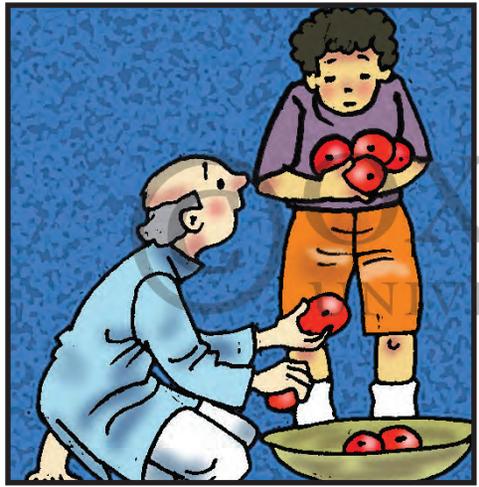
### Let's spell

Use **e** where necessary.

1. plac.....
2. giv.....
3. short.....
4. other.....

Let's write

Look at the pictures and write out a story.



.....

.....

.....

.....

.....

.....

.....

.....



# Project—2

## A Play with Puppets



# A Skill-Assessment Plan

(for Teacher's use)

## Levels of ability

Show the child's level of ability against each skill, as follows:

**A** well-developed      **B** developing      **C** needs to be developed

### 1. Oral reading (reading aloud) skills

- Fluency: reads fluently with pauses for punctuation and emphasis
- Word recognition: reads sight words spontaneously
- Uses phonic knowledge to read unfamiliar words
- Pronunciation: expresses accurately the sounds of words, within his/her range of experience
- Understanding: conveys understanding of the passage through changes in tone of voice
- Clarity: reads clearly and audibly

### 2. Silent reading skills

- Reads silently: reads without lip movement or tracing the words with his/her finger
- Finds facts: responds correctly to questions on content expressed in the passage
- Reads between the lines: responds correctly to questions relating to content implied in the passage
- Predicts outcomes: can guess what will happen next from an understanding of the passage

### 3. Listening skills

Assessments on listening skills are based on the child's ability to immediately recall spoken information.

- Recall: recalls words, phrases or short sentences
- Understanding: recounts details in a short narrative
- Response to instructions: carries out commands or instructions correctly
- Word association: can repeat/suggest rhyming words in a piece of verse
- Active listening: participates in a discussion or a story

### 4. Speaking skills

- Fluency: speaks fluently, with appropriate pauses
- Clarity: speaks clearly and audibly
- Inflexion: drops voice at the end of a statement and raises it the end of a question
- Vocabulary: uses vocabulary appropriate to the subject of discussion
- Abbreviation: uses abbreviations: can't, isn't, etc. and short replies: 'What's your name?' 'Gopal'. (Not, 'My name is Gopal.')
- Grammar: observes rules of grammar practised so far

### 5. Writing skills

- Handwriting: joins letters in words accurately
- Punctuation: uses capital letters, full stops and question marks correctly
- Spelling: spells familiar words correctly
- Vocabulary: uses words appropriate to his/her experiences
- Grammar: observes rules of grammar practised so far
- Carries out the assigned exercise as directed

Some sample exercises for assessment follow.

## Oral reading skills

### A. Read this text aloud.

Once upon a time there was an old farmer named John. He had read about many farmers finding treasure in their fields. He really wished he would also find a pot of gold!

One morning he woke up and said to his wife, 'Mary, I know where I can find a treasure.'

'Oh, how do you know?' asked the wife.

'I was told about it in a dream,' said he. 'After breakfast I will go out and bring it in.'

'Where is it?' she asked.

'Under a tree in our orchard,' said John.

'Oh, John, let us hurry and get it.'

## Silent reading skills

### B. Read this story and answer the questions that follow.

A mosquito was buzzing around a lion's head.

'Fly away, you tiny creature. Don't you know that I am the King of the Jungle?' said the lion. 'Do not bother me. I could swat you.'

'Do you think I am afraid of you because others call you king?' asked the mosquito. It flew at the lion and bit its nose.

The lion roared with rage and tried to strike at the mosquito but he hit his own nose instead.

His claws cut his nose. He howled in pain.

The mosquito bit the lion several times. The lion tried to swat it but it could not succeed. At last the lion gave up and admitted defeat.

The mosquito flew away to tell the whole world that he had defeated the King of the Jungle.



an Aesop's fable

1. What is the main idea of this story? Choose the best answer.

- a. Every animal is powerful in its own way.
- b. A mosquito is stronger than a lion.
- c. The lion is the King of the Jungle.

2. Number the sentences in the right order.

- ..... The mosquito bit the lion.
- ..... The mosquito was not afraid of the lion.
- ..... A mosquito was flying around a lion.
- ..... The mosquito had defeated the King of the Jungle.
- ..... The lion told the mosquito to fly away.
- ..... The lion tried to swat the mosquito but hurt himself.

3. Who do you think is stronger: the lion or the mosquito?

.....  
.....

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**Listening skills**

C. Listen to the poem and pick out a pair of rhyming words.

*Teacher: use the poem given under The Toy Violin—1 on page 136.*

**Speaking skills**

D. Give a suitable reply for each of these situations.



Excuse me, could you tell me where the playground is?

.....





Hello! May I speak to Mr Nair?

.....



Could I borrow your pen?

.....



With a partner, role-play these situations for your class.

### Writing skills

E. Rewrite these sentences using capital letters, full stops and question marks where necessary.

1. my name is mina

.....

2. which is your favourite colour

.....

3. italy is in europe

.....

4. next monday is a holiday

.....

F. Write a few sentences about people who care for you. Some questions are given to help you.

Who takes care of you at home?

Who washes your clothes and cooks food for you?

What else does this person or these people do for you?

.....  
.....  
.....

# Exploring Language

## Rhyming words

**Rhyming words** are words that have the same sound as each other.

**Examples:** light—night, hen—men, rat—cat, fine—mine

Sometimes, we use rhyming words as the last words in lines of poems.

### Example:

**Twinkle, Twinkle, Little Star**

Twinkle, twinkle, little **star**,  
How I wonder what you **are!**  
Up above the world so **high**,  
Like a diamond in the **sky**.

**Jane Taylor**

**star** rhymes with **are**  
**high** rhymes with **sky**



Can you think of words that rhyme with the words given below?

hill, car, say, tree, ball, wish

## Sound words

Some words are pronounced like the sound or action they are trying to describe. We use such words to describe what we hear.

**Examples:** buzz, tweet, splat, click, thud, clap



**Examples:** I **clicked** on the mouse.

The rock fell down with a **thud!**

A little bird **tweeted** on a tree.

What makes these sounds: bang, chug chug, squeak, swish?

# Poem Activities

## The Hungry Hen

### Listening, reading and reciting

Listen as the teacher reads out the poem or plays the audio.

Read aloud or recite the poem with actions.

### Discussion

Look up the word 'exaggerate' in the dictionary.

Do you think Shyam Sundari's eating habits have been exaggerated?

Have fun exaggerating some of your experiences. Consider these:

I was so thirsty that ...

I was so hungry that ...

I was so tired that ...

I grew so tall that ...

I became so heavy that ...

### Drawing and colouring

Draw and colour a picture of Shyam Sundari doing any of these:

- eating breakfast
- eating a coconut tree
- drinking a river
- eating mosquitoes

## What Became of Them?

### Listening, reading and reciting

Listen as the teacher reads out the poem or plays the audio.

Form groups of five. After practice, each group reads a stanza aloud.

### Storytelling

Form small groups. Write the poem as a story. You may begin:

Once upon a time there were two rats ...

Read/Tell the story to the class.

## On the Bridge

### Listening, reading and reciting

Listen as the teacher reads out the poem or plays the audio.

Form pairs. Read/Recite two lines at a time with each child of the pair reading one line.

### Discussion

Talk about your experiences on a river or a lake.

Describe the birds, fish, insects, and flowers you saw.

What was it like in a boat, floating in water?

### **Drawing and colouring**

Draw and colour anything you remember from your experience on/in water.

### **First and Last**

#### **Listening, reading and reciting**

Listen as the teacher reads out the poem or plays the audio.

#### **Discussion**

Do you like your school playground? What games do you play in your playground?

#### **Drawing and colouring**

Draw and colour a picture of the fun you have, playing in the playground with your friends.

#### **Group recitation**

Record group recitations of the poem and then listen to yourselves!

### **My Dog**

#### **Listening, reading and reciting**

Listen as the teacher reads out the poem or plays the audio.

#### **Discussion**

Do you like dogs? Who is your favourite dog character in a story or a cartoon? Describe him/her. What do dogs love eating?

#### **Group recitation**

Record group recitations of the poem and then listen to yourselves!

#### **Craft**

Make dog masks with the help of your friends and your teacher. Give yourself a name and explain why you chose that name.

# Listening Text

## Puppy in the Well

Did I say **in** or **on**?

1. The patient was relaxing in a chair.
2. The owl was sitting on the oak tree.
3. The ball got lost in the bushes.
4. There are two cars on the bridge.
5. Everest is the highest mountain in the world.

Did I say **for** or **from**?

1. I will buy a computer from a good shop.
2. Are all these flowers for me?
3. She comes home from work at 7 o'clock.
4. This picture book is for children.
5. I have received a letter from the President!

## There Is Ice Cream in My Eyes

1. twelve, thirteen, fifteen, sixteen, seventeen  
Which number did I leave out?
2. tea shop, teacup, tea bag, tea cosy, teaspoon  
Did I say tea party?
3. police station, pistol, police van, handcuffs, policeman  
Did I say police van?

4. handbag, handball, handbill, hand cream, handcuffs  
Did I say handbell?
5. fire alarm, fire brigade, fireworks, fire door, fireplace  
Did I say fireman?

## Bitter Medicine

**Example:** The dog bit the cat's tail.

Question: What did the dog do?

Answer: bit the cat's tail

1. The teacher bought a computer last evening.
2. The mountaineer climbed a high peak.
3. The headmaster signed the letter.
4. My mother gave us sweets.
5. The puppy chewed up my new shoes.
6. The monkey ate up all our bananas.

## A Dog Loves Cakes

Draw a semicircle with the flat side, 3 cm on the top. On the flat side, draw a triangle, 2 cm tall. On top of the triangle, draw a small circle.

### Fire in a Hotel

seat sheet shell sell soap shop  
see she short sort sheep seep  
ship sip shore sore

### Bear Hug

1. The farmer bought a goose.
2. His wife liked the goose.
3. The farmer's son gave it grain to eat.
4. The goose liked the farmer and his family.
5. Every day she laid lots of eggs.
6. The farmer sold the eggs and bought a cow.

### A Shooting Test

There was an old man with a beard,  
Who said, 'It is just as I feared!  
Two owls and a hen  
Four larks and a wren  
Have all built their nest in my beard.'  
—Edward Lear

Four ducks in a pond,  
A grass bank beyond,  
White clouds on the wing  
What a little thing  
To remember for years  
To remember with tears.  
—William Allingham

### The Bell of Atri

**Example:** My big brother has sold his calculator.

Answer: big brother

1. The lazy lion slept in his den.
2. The beautiful bird sang at dawn.
3. The kind caterpillar talked to the flower.
4. The tame tiger had sad eyes.
5. The prince was proud of his new horse.
6. The vet looked after the wounded wolf.
7. The friends were frightened by a lion in the park.

### The Toy Violin—1

I know a funny little man,  
As quiet as a mouse,  
Who does the mischief that is done  
In everybody's house!  
There's no one ever sees his face,  
And yet we all agree  
That every plate we break was cracked  
By Mr Nobody.

### The Toy Violin—2

**Example:** hats shoes

Answer: shoes

kites cars bikes girls caps  
shirts bees trees huts mugs