ENGLISH
STANDARD ONE
TERM 1

Textbook Team

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Dear Teacher,

The initiatives taken in the book will help children of Class 1
♦ To express themselves
♦ To enable and foster communication
♦ To work out activities with readiness to become independent readers
♦ To keep the content as close as feasible to local conditions and culture
♦ To keep the lesson child-friendly and allow the child to enjoy learning
♦ To enable the use of English in real life situations so that the language introduced is meaningful

In each lesson lively listening/reading texts are followed by activities to enhance language learning. Clear headings mark the activities to show the competencies operating and also specify the modes - whole group work, small group work and individual work. Functional grammar is incorporated in all the units. (for e.g I am ...., I have .... - auxiliary verbs.) The activities move from oral to written skills. The interactive and interesting activities include games, action songs, circle time, role-plays, paper and pencil/crayon tasks, drawing and colouring. Circle time is an activity that can be done inside or outside the classroom.

The activities are followed by a section 'Read for Fun' to create an interest in reading and extend language development. This section can be used for enrichment and greater language learning. Story is an important tool for language development. Hence pictures are given for the teacher to narrate the story, children to listen to the story, think and express creatively. For example- sequencing, predicting, expressing different possibilities in the story situations, word building, word puzzles etc. All the units support and foster an awareness of the environment and social values.

The activities in each lesson help language development by developing
♦ The four skills of listening, speaking, reading and writing through frequent repetition, picture support and meaningful activities
♦ Vocabulary
♦ Awareness of language structures
♦ 'I can' activity is included as a form of self assessment-oral and written.

Beyond the textbook:

It is suggested that each classroom has a small library of suitable storybooks accessible to children so that they are encouraged to read, discuss and talk in English.
Be Good To Elders

I listen, I sing

Respect your parents
Respect your life
Respect other people
Respect elders
Respect loved ones
I colour
Colour the flower.

Circle Time
Left, Right

For the teacher:
The class stands in a circle. Turn to the right and clap 3 times. Repeat on the left. Explain and ask the class to do it with you while you give the instructions:
Right - clap, clap, clap.
Left - clap, clap, clap.
Do this a few times and then ask students to sit down.
Now ask the student to raise their left hand and then their right.
Next get them to raise their hands to your instructions of 'right' or 'left'.
Tick the correct shadow.

I read
Circle the picture which is in the opposite direction.
I write

Pattern writing
Look at Me

Listen to the poem

See my eyes.
See my nose.

See my fingers.
See my toes.

See my mouth.
See my teeth.

See my head.
See my feet.

Now, you see me.
We listen, We read

head

mouth

nose

teeth

eyes

feet

Circle Time

What is your name?

Hey, what is your name?
You have got a name.
So you can play this game.
Malar, Malar stand up, please.

For the teacher:
Teacher ensures that all children sit in a circle. The whole class chants the rhyme by clapping their hands. The naming goes around the circle. Children stand as their names are called out.
I listen, I speak

Is this my nose?

Is this your ear?

For the teacher:
Teacher asks questions.

Is this my nose? (pointing to nose)  Answer - Yes
(pointing to leg)  Answer - No

Is this your ear? (Pointing to a child’s ear)  Answer - Yes
(Pointing to a child’s mouth)  Answer - No

If you are a boy or a girl circle the correct one?

Are you a boy or a girl?
Tick the correct sentence. Colour the picture under it.

I am a girl.  □  I am a boy.  □
Hello, I am Ravi. I like books.

For the teacher:
Encourage children to talk about their family using structures:  'I am ---------'.
'I have------'.
(e.g) I have a brother / father / mother / grandfather / grandmother.
Hello, I am Rani. I like kites.
I listen, I read

For the teacher:
Introduce the letters using flash cards and letter chips.

I read
Circle the letter 'a'. One is done for you.

apple    ant    am    an

   cat    cap    bat
I write

```
  a b c d
  a b c d
```

I read
Say 'a' as in apple

<table>
<thead>
<tr>
<th>cab</th>
<th>dad</th>
<th>an</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad</td>
<td>and</td>
<td>am</td>
</tr>
</tbody>
</table>
I listen, I do

Touch your feet.
Touch your nose.

For the teacher:
Encourage children to respond to instructions like the above.

I read
Circle the correct word for each picture.

bat / dog  cat / ball  bag / apple  door / car

I write
Choose the letter and write

nt  oy  ag  at  og  oll
I read for fun
Read the story with the help of your teacher.

The Egg

The egg rolls.

The egg cracks.

The egg breaks.

Happy birthday to you!
This is Ponni’s house.
It has a roof.
It has walls.
This is a door.
That is a window.
The cow is in the shed.
The goat is in the field.
The bee is in the hive.
The bird is in the nest.
That is the end. Now I will say
Good day and goodbye.
We listen, We read

- a house
- a roof
- a cow
- a nest
- a goat
- a bee

Read and Match

Take them to their homes. The first one is done for you.

Circle Time

In/Out

For the teacher:

Draw an outer circle and an inner circle. Children stand on the outer circle and the teacher stands in the middle. When the teacher says ‘In’, the children jump into the inner circle. When the teacher says ‘Out’, the children should jump to the outer circle. Conduct the same game to introduce opposites. (e.g. start/stop, come/go, up/down, sit/stand)
I read, I colour

Colour the picture that is similar.

I listen, I read

e  egg  elephant
f  fish  fan
g  gate  goat
h  horse  hen

For the teacher:
Introduce the letters using flash cards and letter chips.

I read

This - That

This is a bag.
That is a tree.

For the teacher:
Ask children to point out different objects using the structure
‘This is ...........’, ‘That is ...........’. Prepare flash cards with words using
‘this’, ‘that’ and ask children to arrange in sentences.
I listen, I sing

Action Song
Walk in the garden,
clap, clap, clap.
 Knock at the door,
tap, tap, tap.

Point to the roof,
Point to the floor,
Point to the window,
Point to the door.

I read

Circle the pictures that begin with the letter in the box.

e
f
g
h
Balu and Somu play with a ball and a bat.
Mumtaj skips.
Kala plays on the swing.
John flies his kite.
Latha spins a top.
Arun and Vani play hide and seek.

For the teacher:
Ask the children to name the actions in the picture.

Circle Time

For the teacher:
Form 2 groups A and B. One from group A shows an action.
Group B guesses the action.
I write

e f g h

e f g h

I read

Say 'e' as in egg

bed   hen   then
fed   den   let
I can

I read
Name the pictures and write

![Cow](image1) ![House](image2)

![Egg Nest](image3) ![Goat](image4)

I write
Choose the missing letter from the box and write.

| e | f | g | h |

___lephant   ___an

___en        ___irl
I read for fun
Read the story with the help of your teacher.

Where is my House?

Somu is lost in the forest.
We are Friends

Coo coo...

Oh! you can sing.
I can sing too.
Just like you.

Hear me. Hear my song.
Croak, croak, grong, grong!

Stop, stop! that's wrong
That's not a song.

All right, all right
You can fly in the sky
I can fly too.
Just like you.

Look, look! See, see!
I will fly from this tree.
Oh no! That tree is tall. You will fall. You will fall!

Spl..a..sh! J U M P!

Hey! You can jump high. You can croak, high and low, fast and slow.

We are different. We are not the same. But we are friends. We can play with each other. We can be together.
**We listen, We read**

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<th>pond</th>
<th>cuckoo</th>
<th>frog</th>
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</thead>
<tbody>
<tr>
<td>sing</td>
<td>fly</td>
<td>high</td>
</tr>
<tr>
<td>happy</td>
<td>jump</td>
<td>croak</td>
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**I read**

Read the words and colour the boxes. One is done for you.

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Circle Time
I talk, I act

I am a monkey. I can jump.
I am a fish. I can swim.
I am a peacock. I can dance.
I am a parrot. I can speak.
I am a cuckoo. I can sing.
I am a lion. I can roar.

For the teacher:
Encourage the children to speak similar sentences using the structure 'I can...'

I listen, I read

i
ice cream
ink-pot

j
jam
jug

k
key
kite

l
leaf
lorry

For the teacher:
Introduce the letters using flash cards and letter chips.
I read, I colour

Colour the pictures that start with the letters i, j, k, l.
I write

i j k l

i j k l

I read
Say ‘i’ as in ink

in big is him
it fish this lid
We read

Read the following sentences.

I can draw.
I can sing.
I can dance.
I can skip.

I read

Circle the correct word.

cap / fan
fan / leaf
kite / bag
girl / boy
doll / dog
I listen, I sing

Action Song

I can skip
I can hop
I can spin
like a top.

I can dance
or sing a song
I can take some clay
and make some shapes.

I can fly
in the sky.
I can swim
in the sea.

I can roam
in the forest
There are so many things
I can do.
I can

I speak

For the teacher:
Ask children to frame sentences using ‘I can...’

I read, I write

a. Tick the correct word for each picture.

lion  □  kite  □
jug  □  mat  □
ink-pot  □  leaf  □
fish  □  bat  □

b. Circle the beginning letter of each picture.

j  □  e  □
   i  □

k  □  f  □
   i  □

c. Write the letters in order.

j  k  i  l

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I read for fun
Read the story with the help of your teacher.

I play with my Friends

I slide down.

I climb up.

I swing.

I hide.

I play with my friends.