



ENGLISH STANDARD ONE

Term - II



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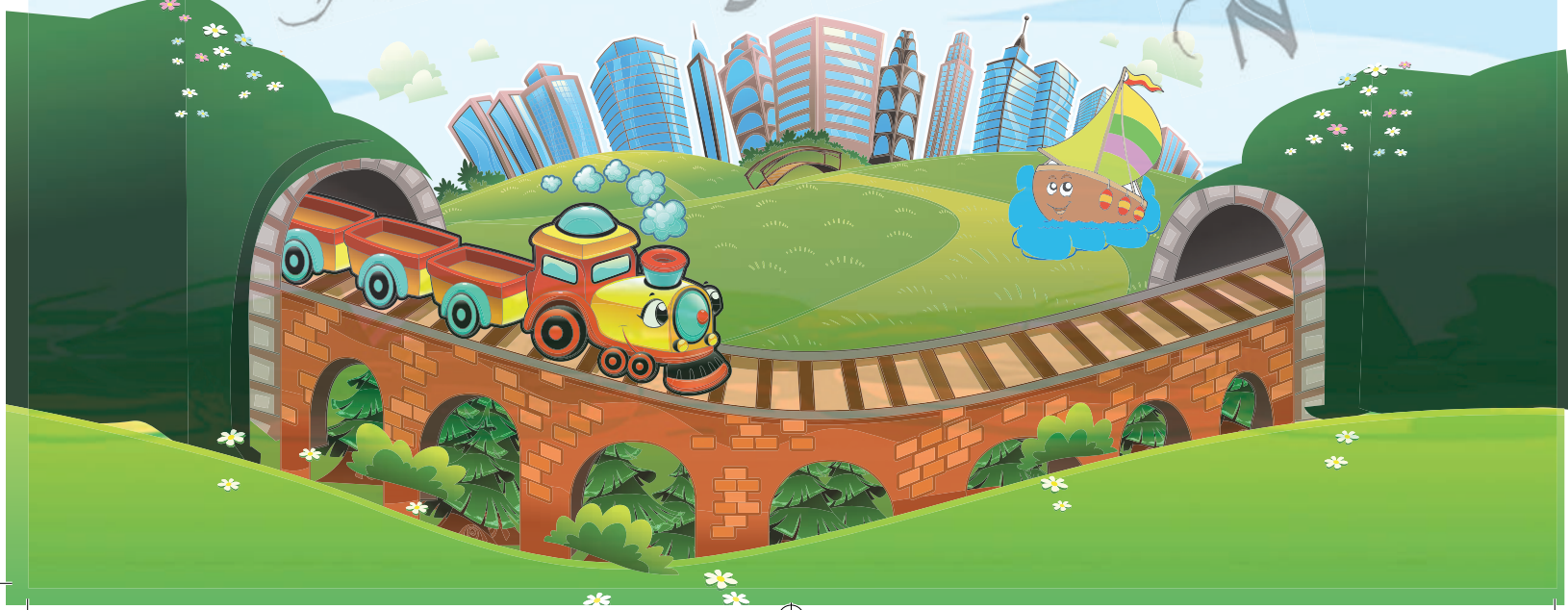
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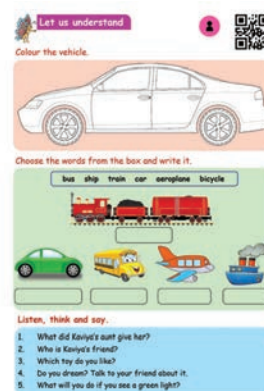


This English Language textbook has been designed to enable a fun-filled and engaging experience in learning the language. The approach allows for plenty of practice in the four language skills. It focuses on structure practice and vocabulary enrichment through a variety of language learning activities. These activities evoke interest and provide avenues to practise in the language and thus lead to retention.

As per NCF 2005, language is learnt effectively when it is taught with exposure in meaningful context rather than as a subject. In accordance with this, the textbook has been drafted with themes related and familiar to children. The units provide space for effective individual and pair work and thus allow the teachers to focus on time management in multi-level classrooms.

How to use this book

- ◆ The second term English book for Standard I begins with **revision of Term I**.
- ◆ The book has **two units**.
- ◆ Each unit is planned for **a month**.
- ◆ The characters, **Valli and her pet Chittu**, introduce each unit.
- ◆ Each unit is designed around themes such as **fruits, vegetables and transport**.
- ◆ Each unit starts with a colourful and pictorial **warm up page**.
- ◆ The **Look and Say** pages can be used to develop vocabulary and speaking skill.
- ◆ The sounds of the letters are taught through **phonics**.
- ◆ **Word wall** can be used to learn sight words, CVC words and key words of each lesson.
- ◆ **Circle time** provides opportunity for the teachers to teach the language structures through games and activities.
- ◆ **Circle Time** develops listening and speaking skills.
- ◆ The activities in **Think Zone** can be used for promoting higher order thinking.
- ◆ **Let us understand** is designed with exercises graded from simple to challenging tasks for comprehension of the content.
- ◆ **I can do** can be used for assessment of the content and to develop reading skill.



Let us revise:

- ◆ Revision plays a vital role in bringing children into the learning atmosphere.
- ◆ The series of exercises is a tool to recall the contents and language elements of all the three units of term I.
- ◆ Before starting the unit, the teacher needs to ensure the attainment of learning outcomes through the exercises by conducting a simple assessment.



Unit 1 - Healthy food

- ◆ Fruits and vegetables are an integral part of a child's meal.
- ◆ The comic strip helps children explore and talk about various fruits and vegetables they see and eat in their daily meal.
- ◆ The teacher needs to encourage children to follow a healthy diet and avoid junk food.
- ◆ The significance of agriculture and farmers is to be emphasized through Appu's picture story.



Unit 2 - My Journey



- ◆ Children love to travel. In this unit, children will enjoy the dream trip made by Kaviya with her aeroplane.
- ◆ The comic strip helps children to talk about various modes of transport, traffic signals and zebra crossing.
- ◆ The teacher could practise the comic strip as a skit in the class.
- ◆ The importance of road safety rules is illustrated through a picture story. Teachers need to insist that children follow these rules.

Learning Outcomes

Self assessment

- ◆ It is a moment of joy for children to colour each apple in the tree.
- ◆ This acts as a checklist for students to measure progress and boosts their self-confidence.
- ◆ It is also a diagnostic page for the teachers to ensure that each student has attained the expected learning outcomes in each unit.



QR GUIDE

How to use QR Code in the textbooks

- ◆ Download the QR code scanner from Google Play store/Apple App Store into your smart phone.
- ◆ Open the QR code scanner application.
- ◆ Once the scanner button in the application is clicked, the camera opens.
- ◆ Bring it closer to the QR code in the textbook.
- ◆ Once the camera detects the QR code, a URL appears on the screen. Click the URL and it will take you to the relevant page.





Ebook



Assessment



Digi Links

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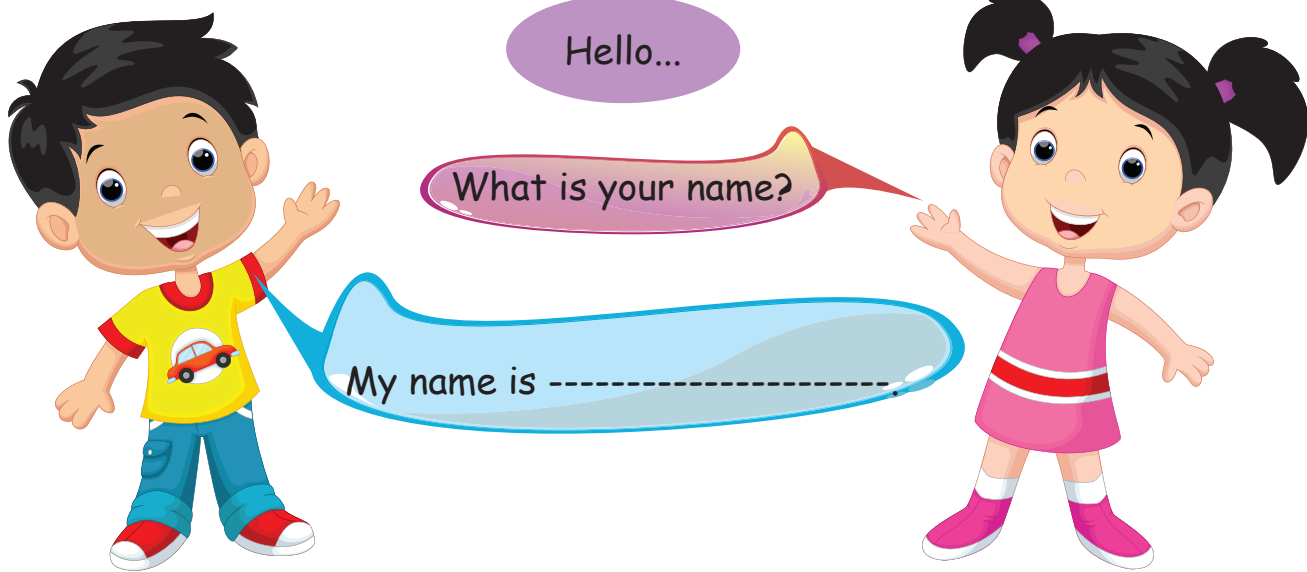
1. Healthy Food....67

2. My Journey.....85





Let us revise



a. Match the greetings to the picture.



Good morning.

Good afternoon.

Good evening.

Good night.

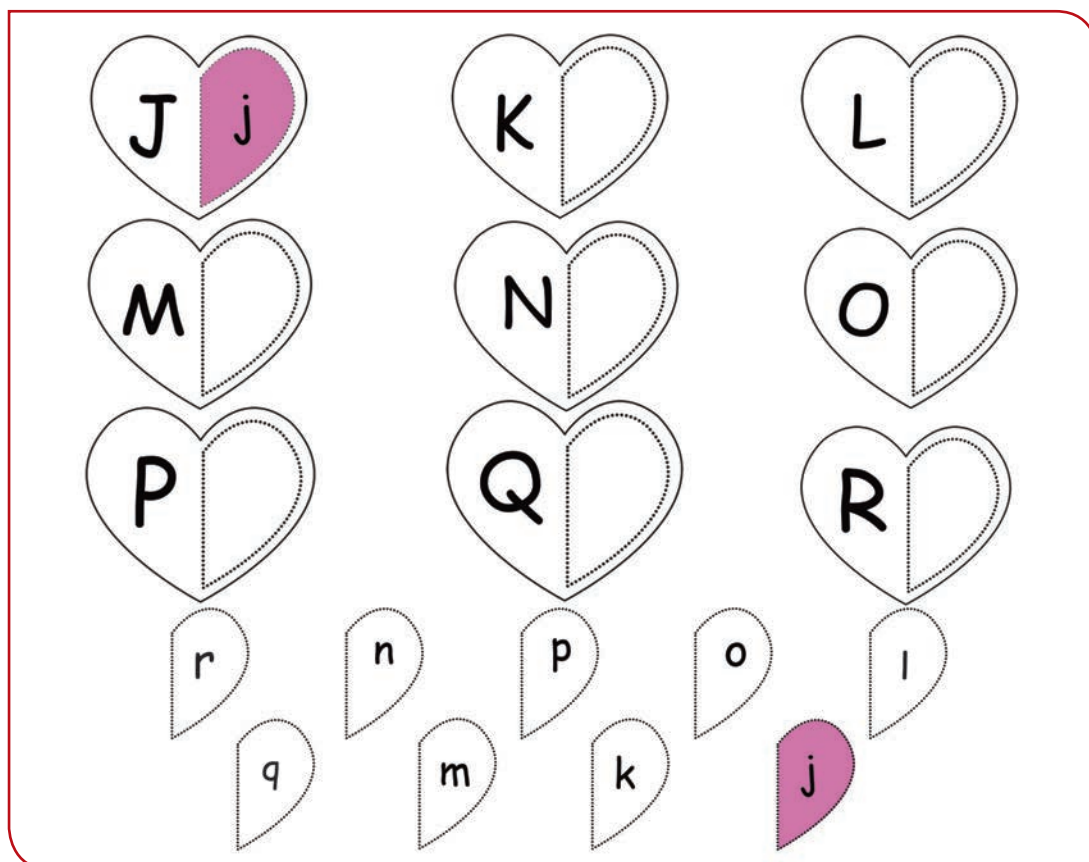




b. Circle the matching small letter in each row.

A	c	a	e	h
B	v	n	b	i
C	a	w	e	c
D	d	i	t	u
E	b	m	e	a
F	e	o	f	z
G	h	g	b	o
H	v	a	o	h
I	m	r	i	n

c. Colour and write the correct small letter.





d. Use the small letters for the words given below.

eg. STAR

TREE

UMBRELLA

VAN



star



YAK

ZEBRA

WATCH

XYLOPHONE



e. Match the number with the picture.

1



2



3



4



5





f. Choose the correct word and write in the blank.

yellow orange green blue red

Monkey has a .

It is

Rat has a .

It is

Frog has a .

It is

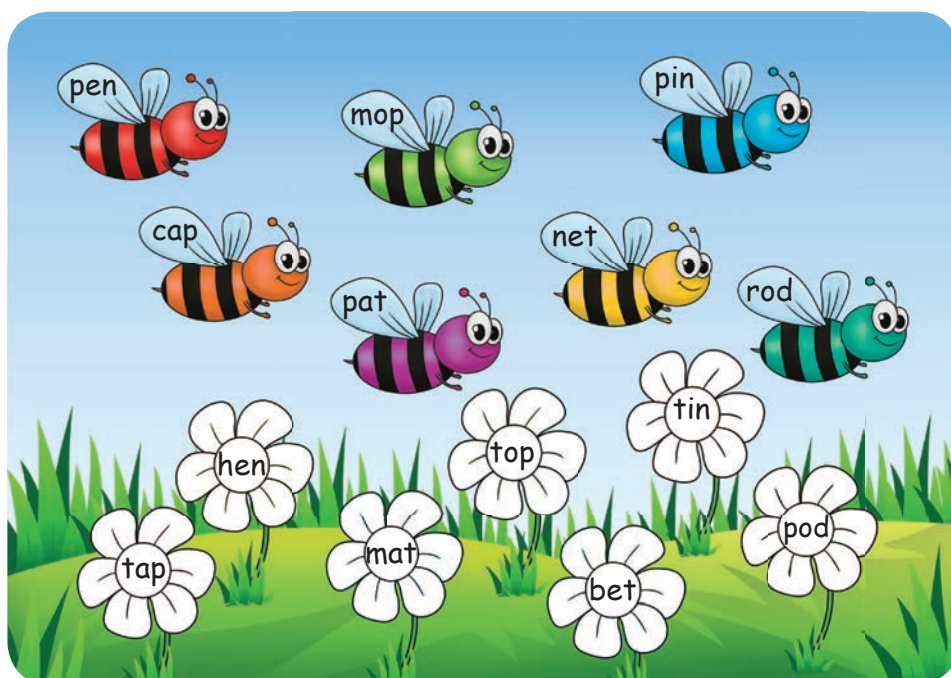
Rabbit has a .

It is

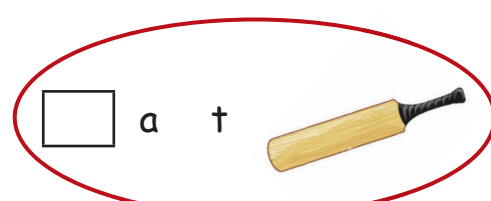
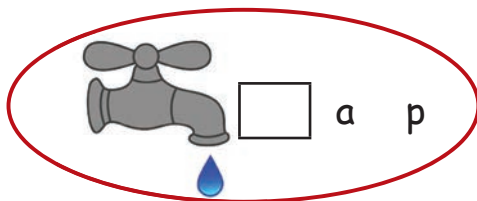
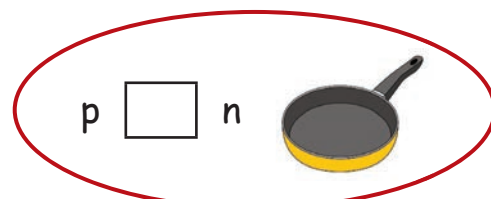
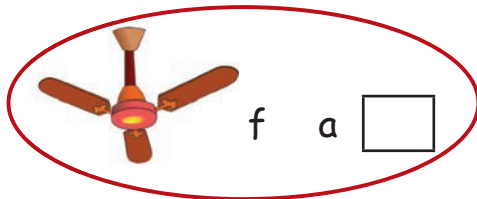
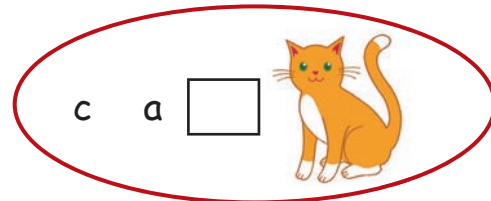
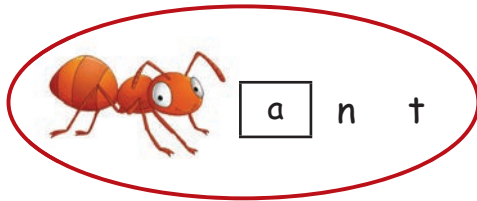
Dog has a .

It is

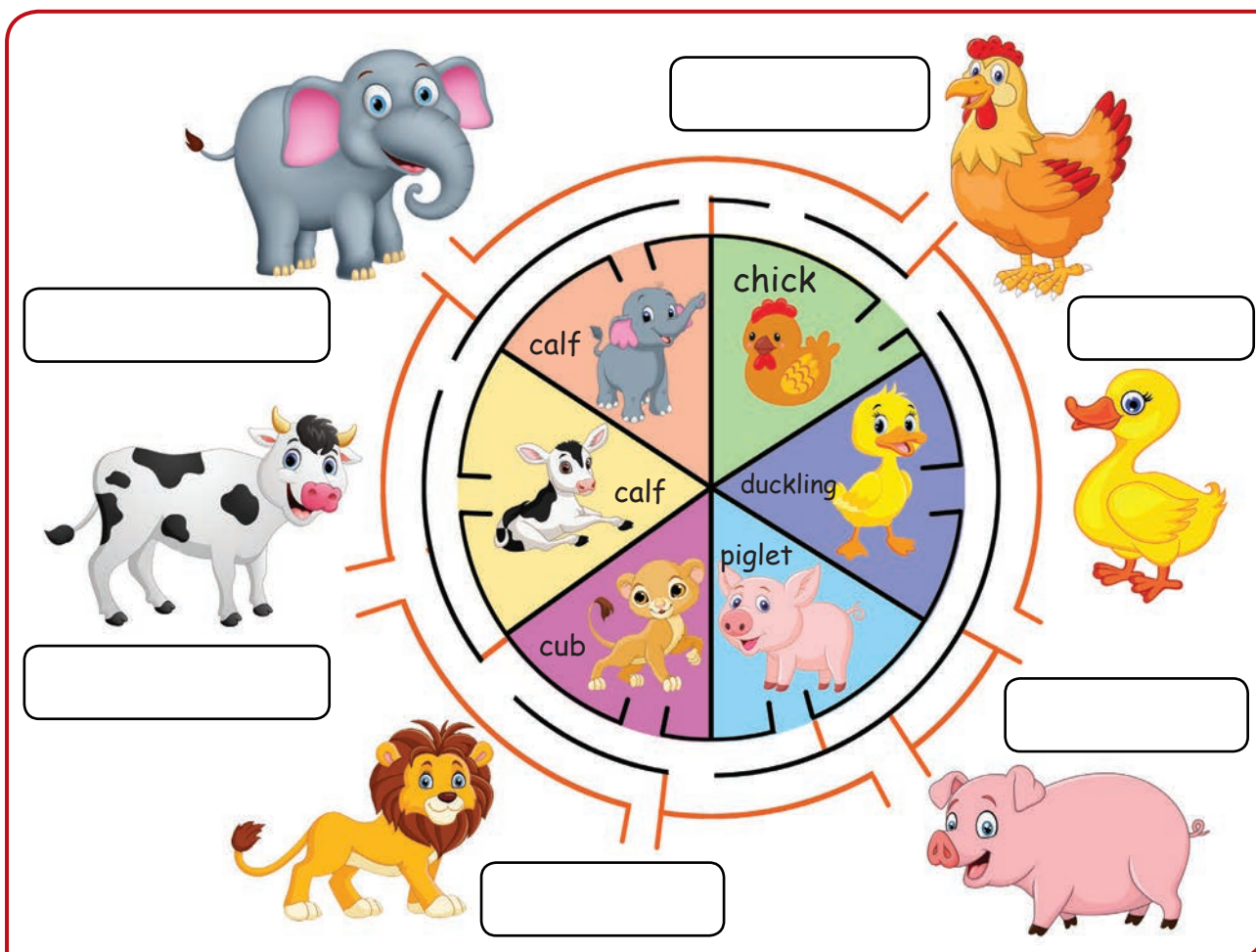
g. Colour and find the flowers that rhyme with each bee.



h. Write the missing letter for each word.



i. Find the young ones and write the mother's name.





j. Recite the rhyme for the given pictures.



k. Read aloud

Where is your house?

These are my pets.

You are my friend.

This is her bag.

This is his book.

I want more sugar.

There is a tree.

Why are you crying?

The sun is yellow.

Rabbit has a ball.





Healthy Food

I like fruits.
I like vegetables.
Do you like them?





Look and say



tomato



cauliflower



chilli

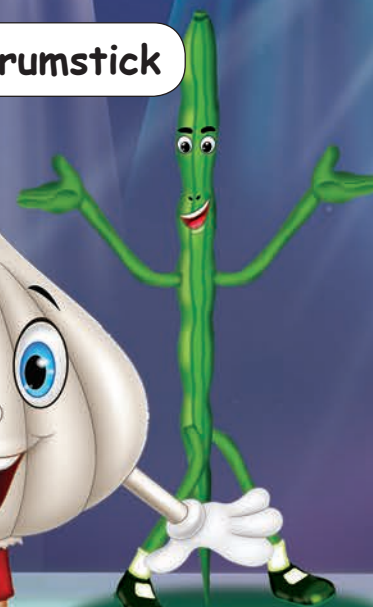


banana

brinjal



drumstick



garlic



radish



lemon



beetroot



carrot





orange

grapes

cabbage

watermelon

yam

jack fruit

papaya

mango

potato

onion

apple

pineapple

Note to the teacher: Practise vocabulary using the picture. Ask students to name the fruits and vegetables in the picture.

Let us sing

To the market

We are going... We are going
To the market... To the market
Come along with big bags
Come along with big bags
Time to go... Time to go

What will you buy there?
What will you buy there?
A red apple and a green apple.

What will you do then?
What will you do then?
Cut and eat them!
Cut and eat them!
That's what we will do!

Note to the teacher: Sing the song with actions. Encourage children to listen and do the actions first, then follow the song with the teacher.



Let us learn

A feast in the jungle





I have lemons
to make juice.

I have brinjals
to make sambar.



I have tomatoes
to make rasam.

I have mangoes
to make payasam.





I have green leaves
to make soup.

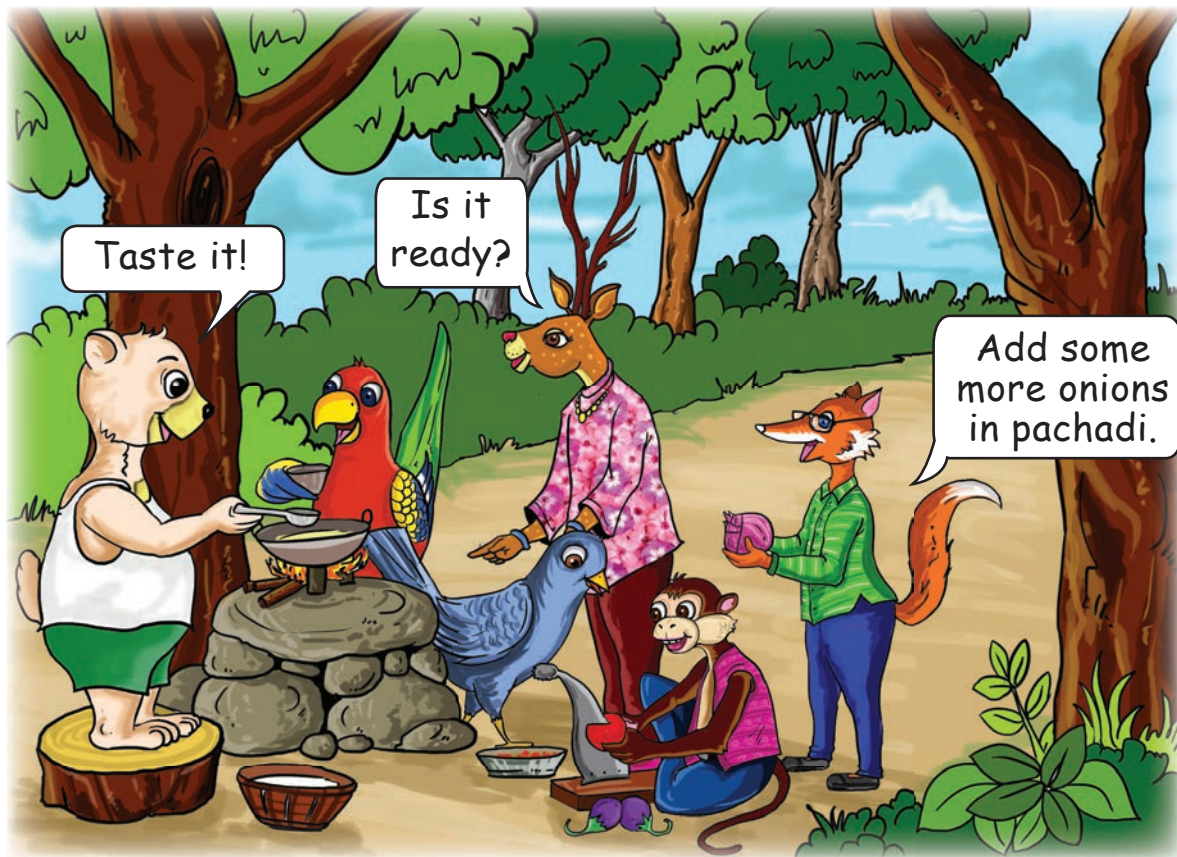


I have onions
to make pachadi.



We have fruits
to make salad.





Note to the teacher: Focus on the names of various fruits, vegetables and the structure 'I have...'

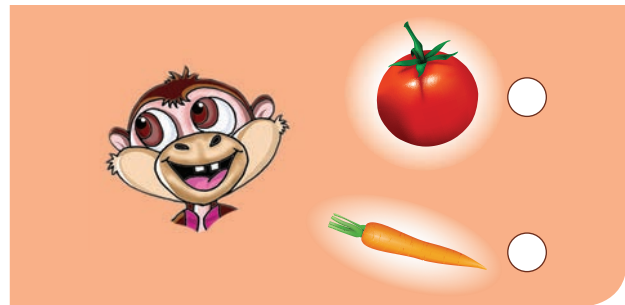
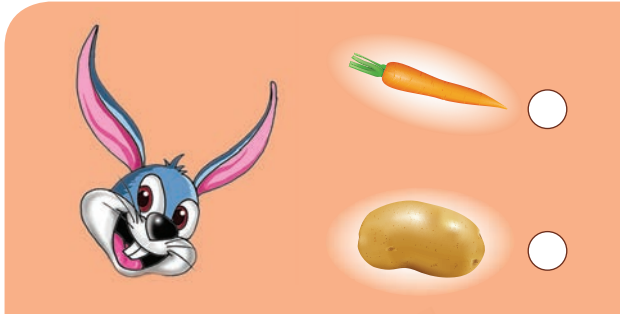




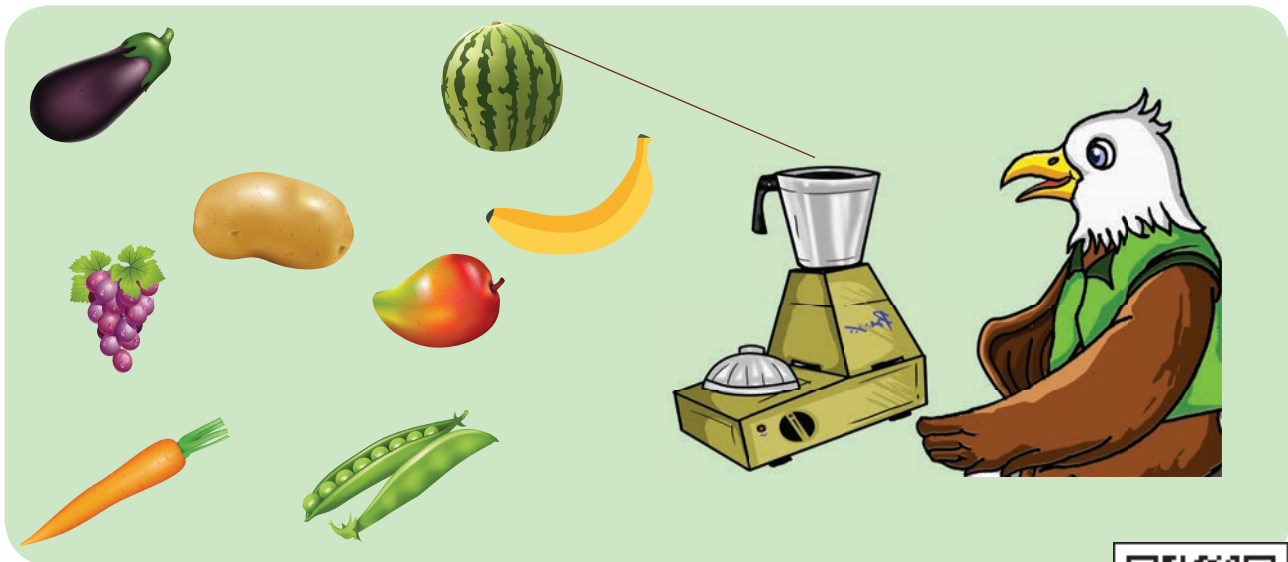
Let us understand



What did the animals bring? Tick the correct vegetable.



Help the eagle to make juice. Draw lines and drop the fruits into the mixer.



Listen, think and write

1. I am a fruit.

I am small and round.

I am yellow and sour.

Who am I ? _____

2. I am a vegetable.

I am green.

I am spicy.

Who am I ? _____





Circle Time - Let us talk



Divide children into two groups and make them stand at a distance. Model the structure "This is" and "That is" with objects near and far. Let one group hold an object (e.g. pen). Encourage them to say "This is a pen." Get the other group to say "That is a pen." Try this with other objects.



Let us practise



This is a papaya.



That is a papaya.



This is a brinjal.



That is a brinjal.



This is a tomato.



That is a tomato.

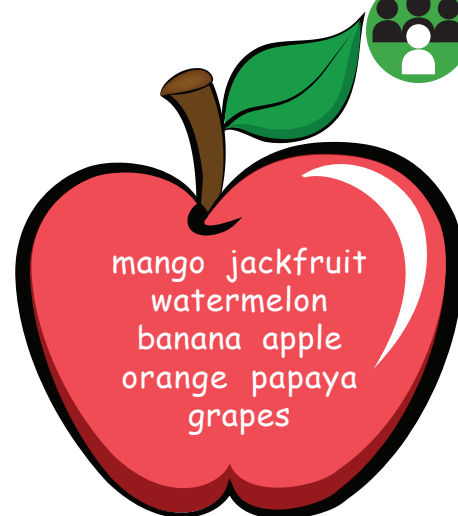


Let us do



Word wall

Let children sit in a circle. Invite a child to throw the ring on the flashcards displayed and say the name of the vegetable / fruit. Practise with all the children.

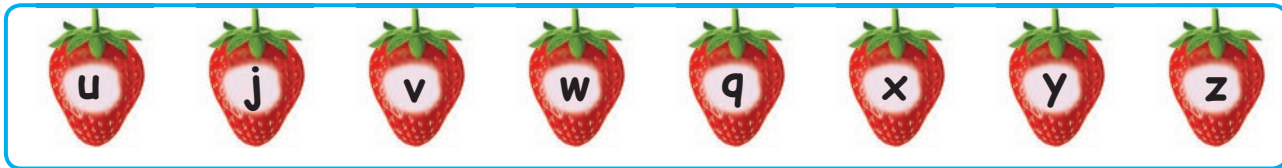




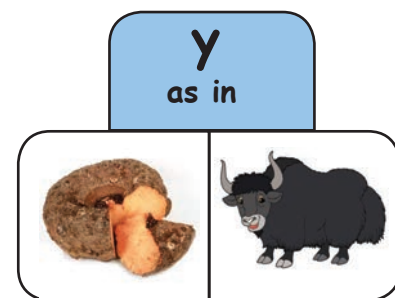
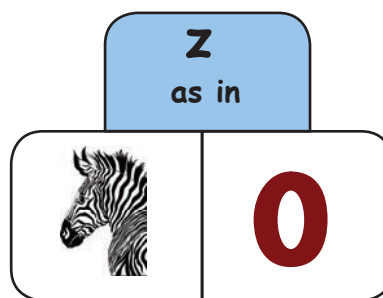
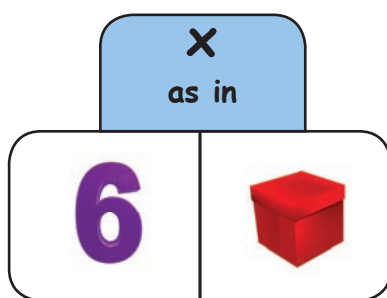
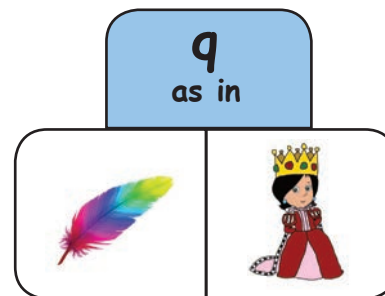
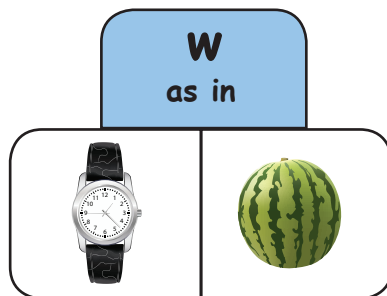
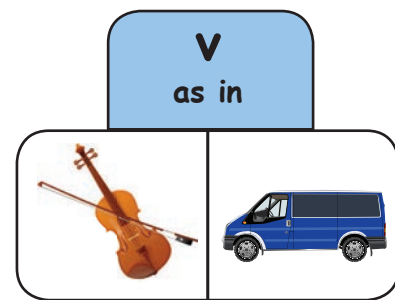
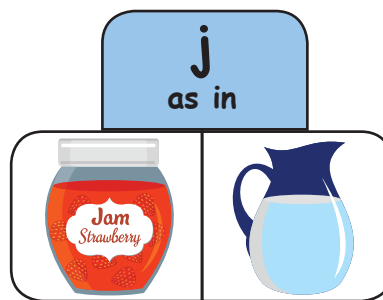
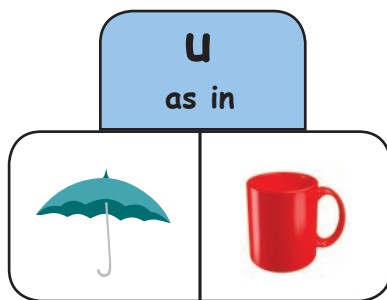
Let us say



Listen to the sound and repeat.



Listen and say.



Blend and say

c	u	b	cub	p	u	p	pup	b	u	n	bun
t	u	b	tub	c	u	p	cup	r	u	n	run
b	u	g	bug	m	u	d	mud	m	u	m	mum
j	u	g	jug	b	u	d	bud	g	u	m	gum

Note to the teacher: Show the flashcards of the letters. Say the sound of each letter aloud and make children repeat it. Say the sounds as follows: u/ʌ/ j/dʒ/ v/v/ w/w/ q/kju:/ x/ks/ y/j/ z/z/





Let us do

Word wall

Let children stand in a circle and the teacher in the centre.

Let the students move clockwise when you say words with 'u' sound like cup, mug, jug, etc. (use the words in the pumpkin)

Students will stop moving when you say words without 'u' sound like, sit, bat, pet, etc.



Let us practise



pup
cup
a pup in the cup



cub
tub
a cub in the tub



bud
mud
a bud in the mud



bug
jug
a bug in the jug



Read aloud.

ball on the wall
yam in the jam
fox in the box

zebra in the zoo
vulture on the van
doll with the bell



Think zone



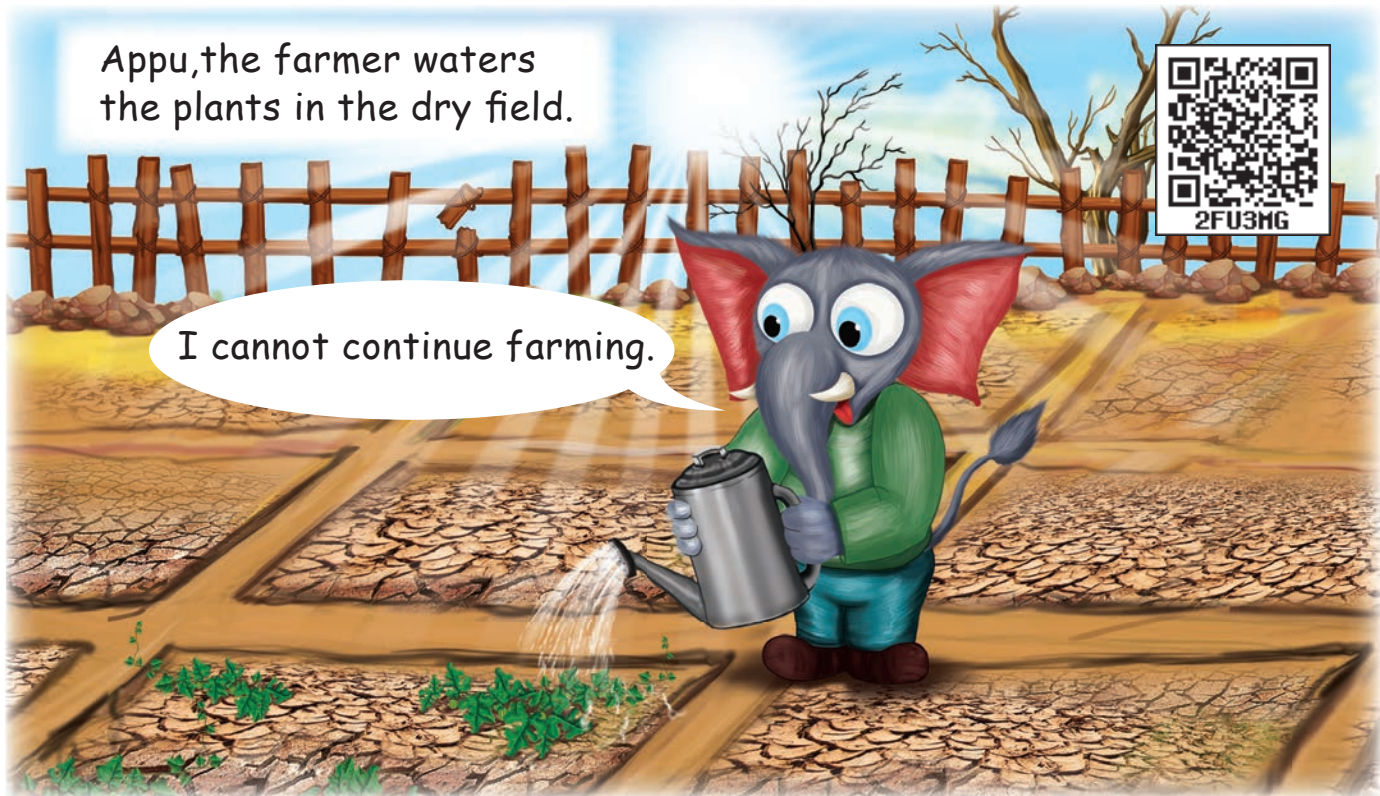
What comes next?

but	bat	cut	cat	hut	
fan	fin	pan	pin	tan	



Let us learn

Appu's delightful day



Appu, the farmer waters the plants in the dry field.

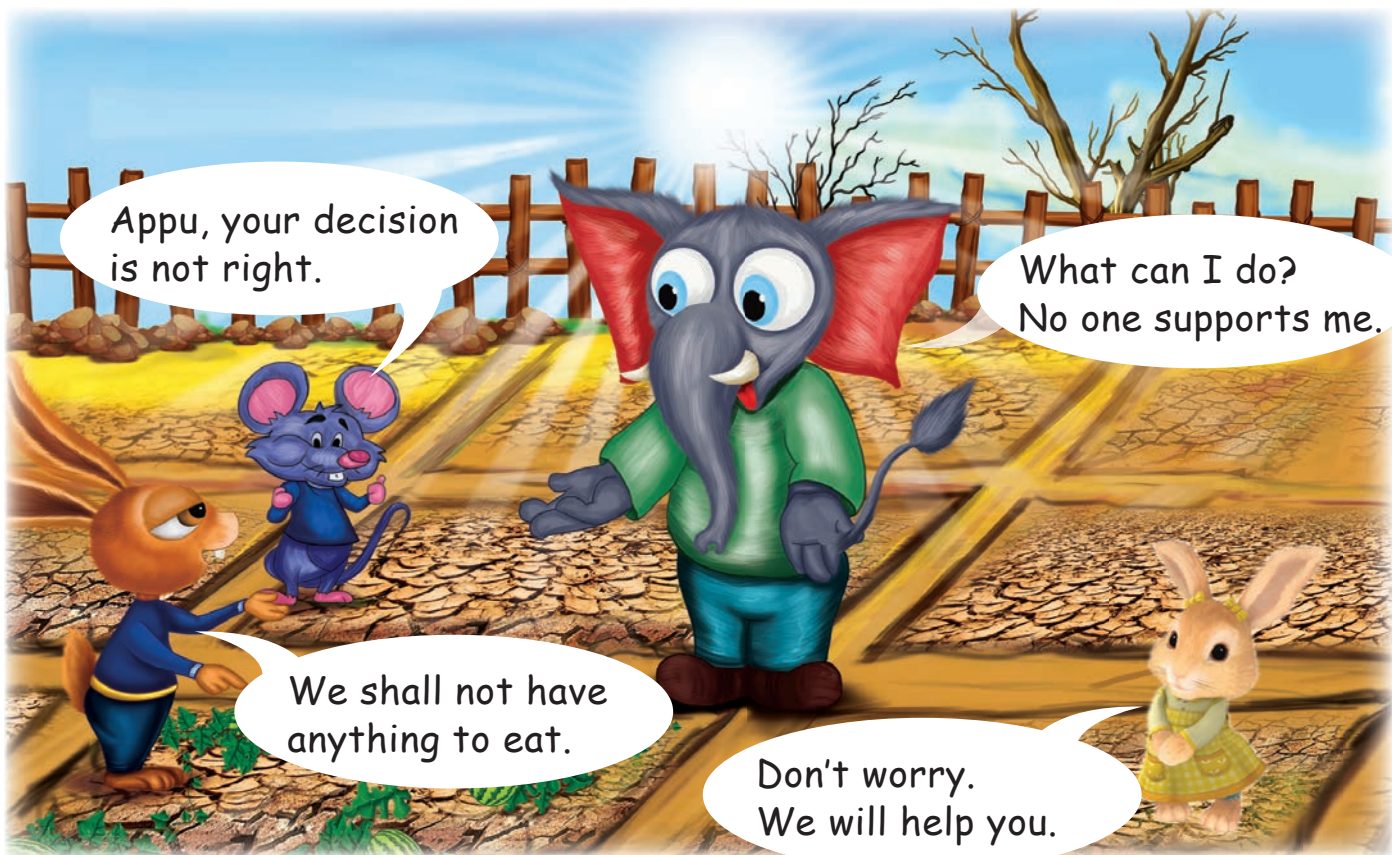
I cannot continue farming.



Appu decides to sell the land.

LAND for
SALE







All the animals work together in the field.



Note to the teacher: Emphasize the importance of agriculture and farmers. Encourage children to work together.





Let us follow



Circle the healthy food and cross the junk food.



Do you eat healthy food?

Yes ☐ No ☐

Does your friend eat junk food?

Yes ☐ No ☐

Discuss with your friend about junk food.

Note to the teacher: Encourage children to eat healthy foods. Explain the dangers of junk food.



Let us do

Say a word and clap your hands.
Let children repeat it.

Say the word again and stamp
your feet. Let children repeat it.

Practise the actions for all the
words.

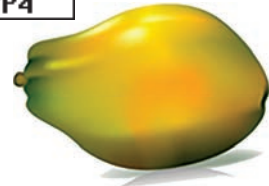
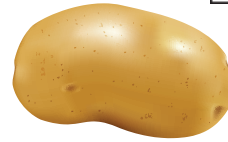
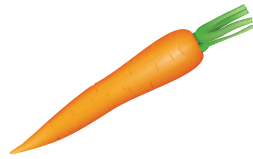
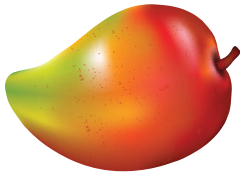
Word wall





I can do

I. Write the names.



II. Read aloud

pup cup cub tub mud bug mug jug hut cut nut bud

III. Circle the correct one.



This/ That is a papaya.



This/ That is a mango.

IV. Draw a fruit and a vegetable you like.

This is a _____	This is a _____
-----------------	-----------------

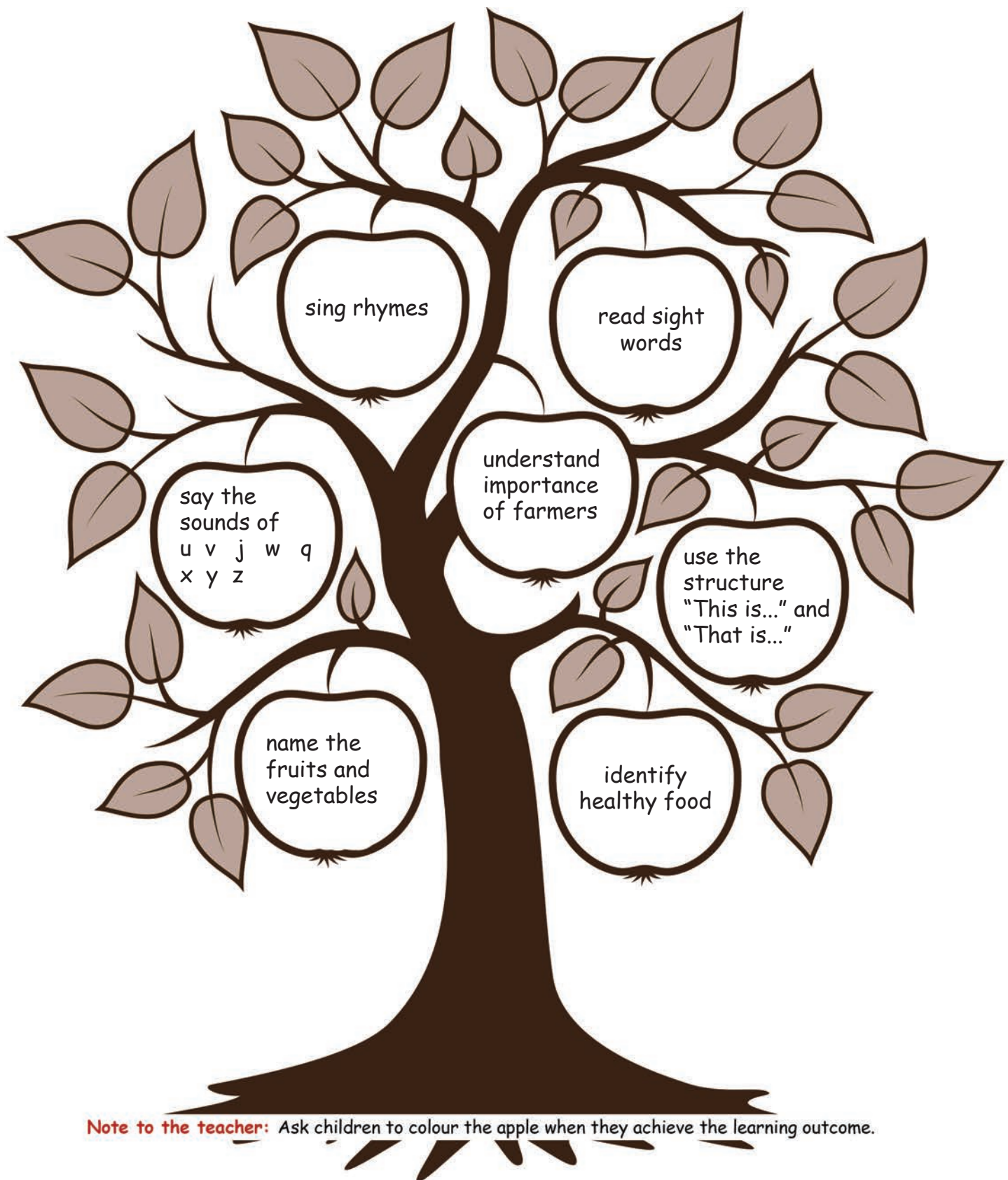
V. Recite the poem 'To the market'.





Learning outcomes

Now I can...





My Journey

I like to travel.

Do you like to?





Look and say



helicopter



train



bullock cart

traffic signal



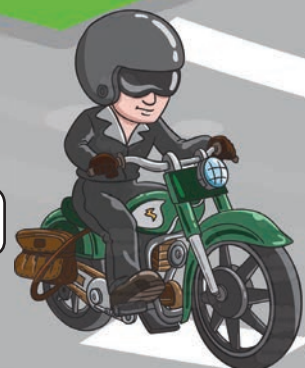
lorry



bus

road

bike







Let us sing



Row row row your boat



Note to the teacher: Sing the song with actions. Encourage children to listen and do the actions first, then follow the song with the teacher.





Row row row your boat
Gently down the stream.
Merrily, merrily, merrily, merrily
Life is but a dream.

Ride ride ride your bike
Slowly down the street.
Safely, safely, safely, safely,
Pedal with your feet.

Fly fly fly your plane
Straight into the sky.
Merrily, merrily, merrily, merrily
Zooming up so high.





Let us learn

A joyful trip



Kaviya's aunt gave her an aeroplane.

Kaviya loved to play with it.



It was with her all the time.

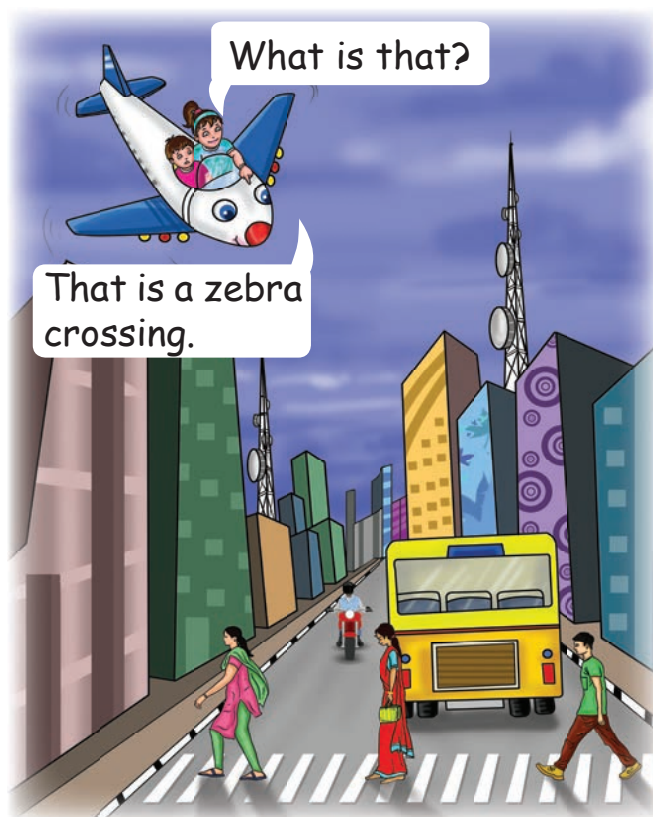
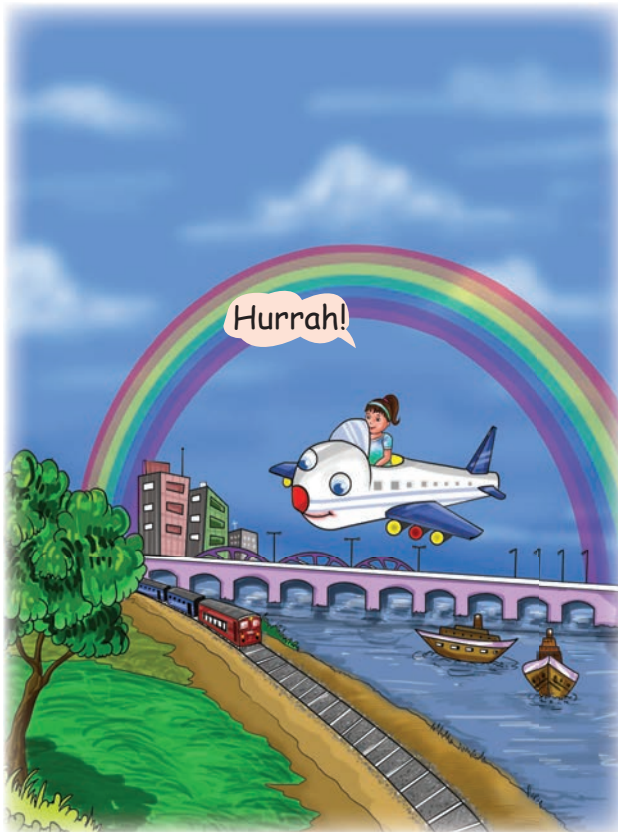


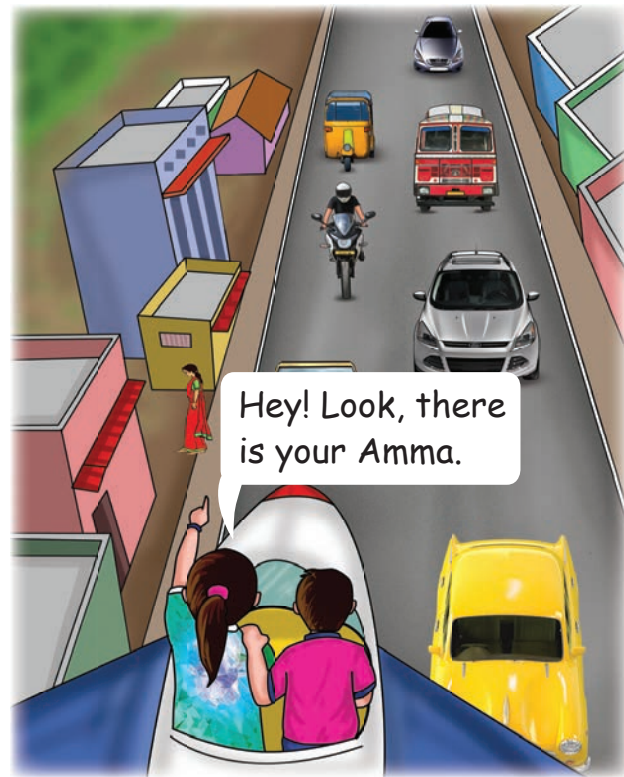
One night, it spoke to her.





The aeroplane flew over
trains and boats.





Note to the teacher: Focus on different modes of transport. Encourage children to use the structure 'Let us...'

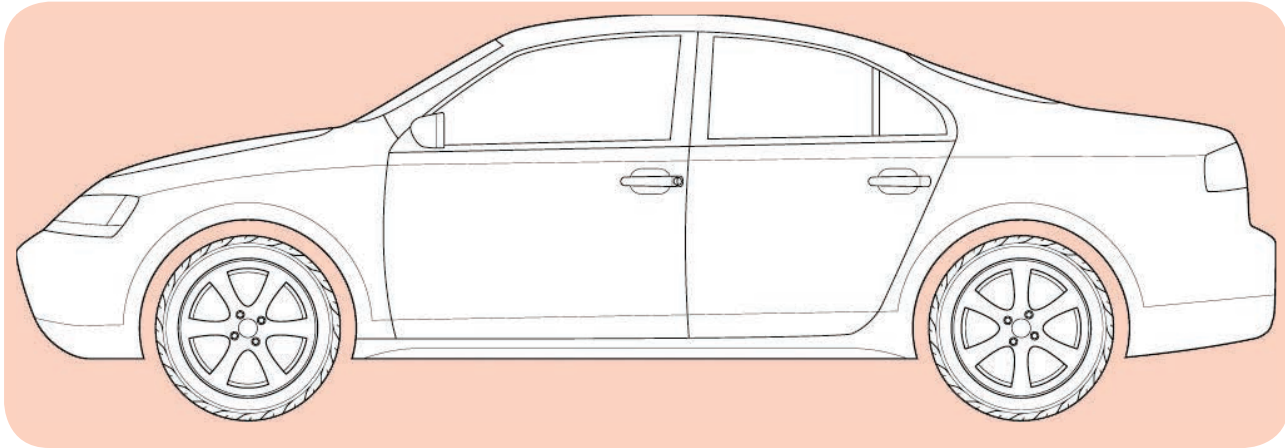




Let us understand

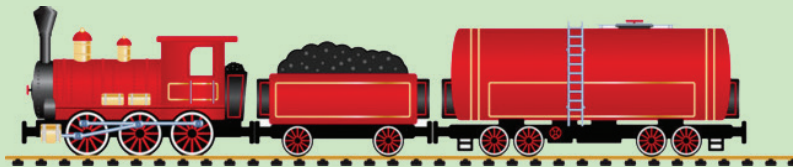


Colour the vehicle.



Choose the words from the box and write it.

bus ship train car aeroplane bicycle



Listen, think and say.

1. What did Kaviya's aunt give her?
2. Who is Kaviya's friend?
3. Which toy do you like?
4. Do you dream? Talk to your friend about it.
5. If you see a green light in traffic signal, What will you do?





Circle Time - Let us talk



Invite two children to the front of the class. Distribute picture cards of different vehicles to them. Let one child stand near the children and the other at a distance. Practise saying "These are _____" and "Those are _____" alternatively as both display the cards to the class.

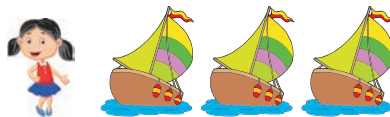


Let us practise



Read aloud.

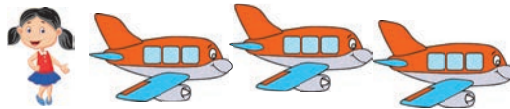
These are boats.



Those are cars.



These are aeroplanes.



Those are buses.



These are lorries.



Those are bicycles.



Let us do

Word wall



Let a child sit in the chair kept in front of the class.

Teacher will distribute cards with sight words to other children in class. Teacher will ask a child to show the sight word.

If the child in the chair is not able to read the word, the chance moves to the next child.

Practise it with all children.



Let us say



Listen to the sound and repeat.

ch sh wh

Listen and say.

ch

as in



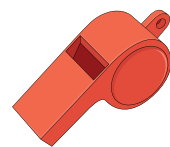
sh

as in



wh

as in



Blend and say.

ch - ick chick

sh - op shop

wh - ite white

ch - erry cherry

sh - ip ship

wh - ale whale

ch - eese cheese

sh - eep sheep

wh - ip whip





Let us practise



Read aloud.

Ships sail

Trains whistle

Whales swim

Cars rush

Children walk

Children cheer

Circle the correct word for the picture. One has been done for you.

1.  chick doll ball

4.  top torch pot

2.  shoes book mat

5.  fish apple cherry

3.  whistle lorry train

6.  fig car wheat



Let us do

Word wall

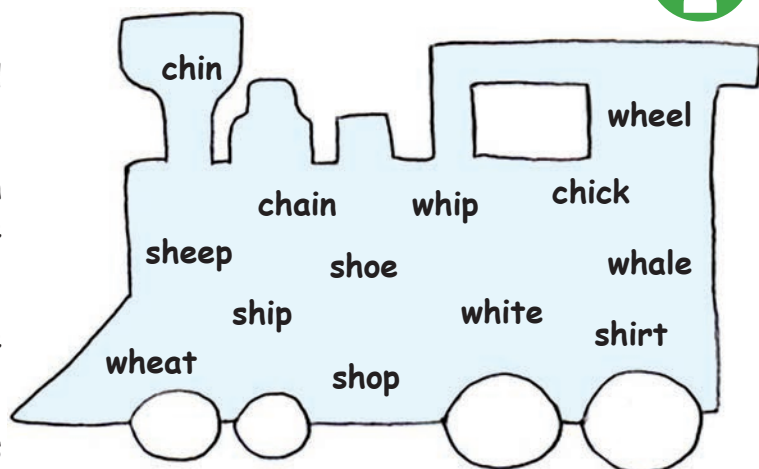
Write the words in two columns on the board.

Divide children into two teams and let them stand in two queues.

When signalled, the first child in each queue reads a word in the column.

If he/she reads it correctly, the child could erase that word.

The team that erases all the words first, wins the game.





Let us learn

We are safe



We don't play on the road.



We walk on the platform.



We hold hands while crossing roads.





We wait for the train to pass.



We stand in a line to board the bus.

We look right and left before crossing the road.



Note to the teacher: Focus on various rules of road safety and encourage children to follow them.





Let us follow



Put a tick next to the correct picture.

☐☐☐☐

Tick yes or no.

I will walk on the platform.

Yes

☐

No

☐

I will wait for my turn.

Yes

☐

No

☐

I will board a moving train.

Yes

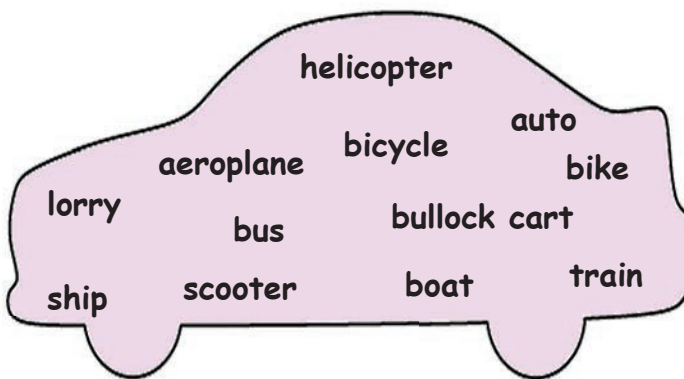
☐

No

☐

Let us do

Word wall



Put the word chits in a box.

Let children sit in a circle and take a chit each.

If they read the word, reward them with a star on their hand.

If not, teacher would help the student to read the word.

The child with more number of stars is the winner.



Think Zone

I have wings. I can fly.
I am not a bird.
Who am I?

I carry lot of people.
You find me in seas.
Who am I?





I can do

I. Complete the puzzle.

Down

Across

1 

2 

3 

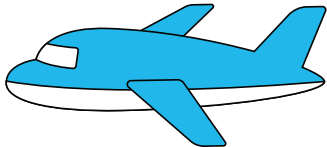
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6 

7 

8 

9 

10 

QR Code: 2HN9YZ

100

II. Tick the correct answer.

These/Those are cars. 

These/Those are ships. 

These/Those are bicycles. 



III. Match the following.

	sail
	fly
	ride
	drive

IV. Read aloud.

A ship

A chick

A whip

A shore

A chair

A whistle

A ship on the shore

A chick on the chair

A whip on the whistle

V. Recite the poem 'Row row row your boat'.

VI. Find the vehicles hidden in the picture and circle their names.

bus

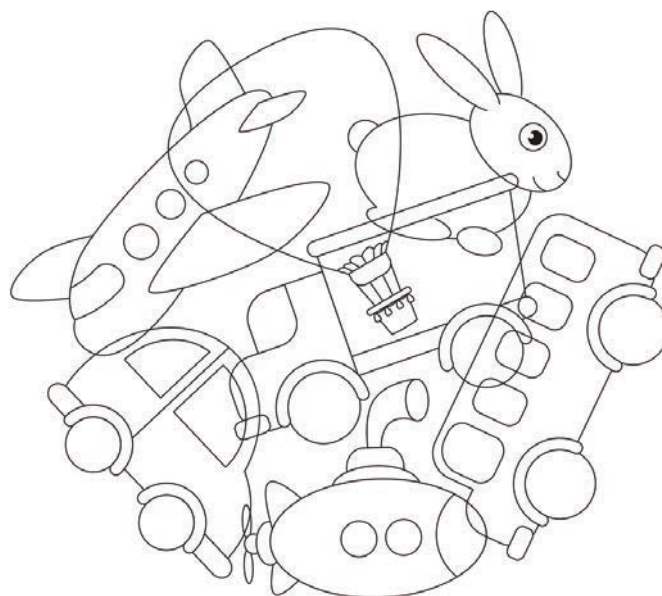
bike

car

van

rabbit

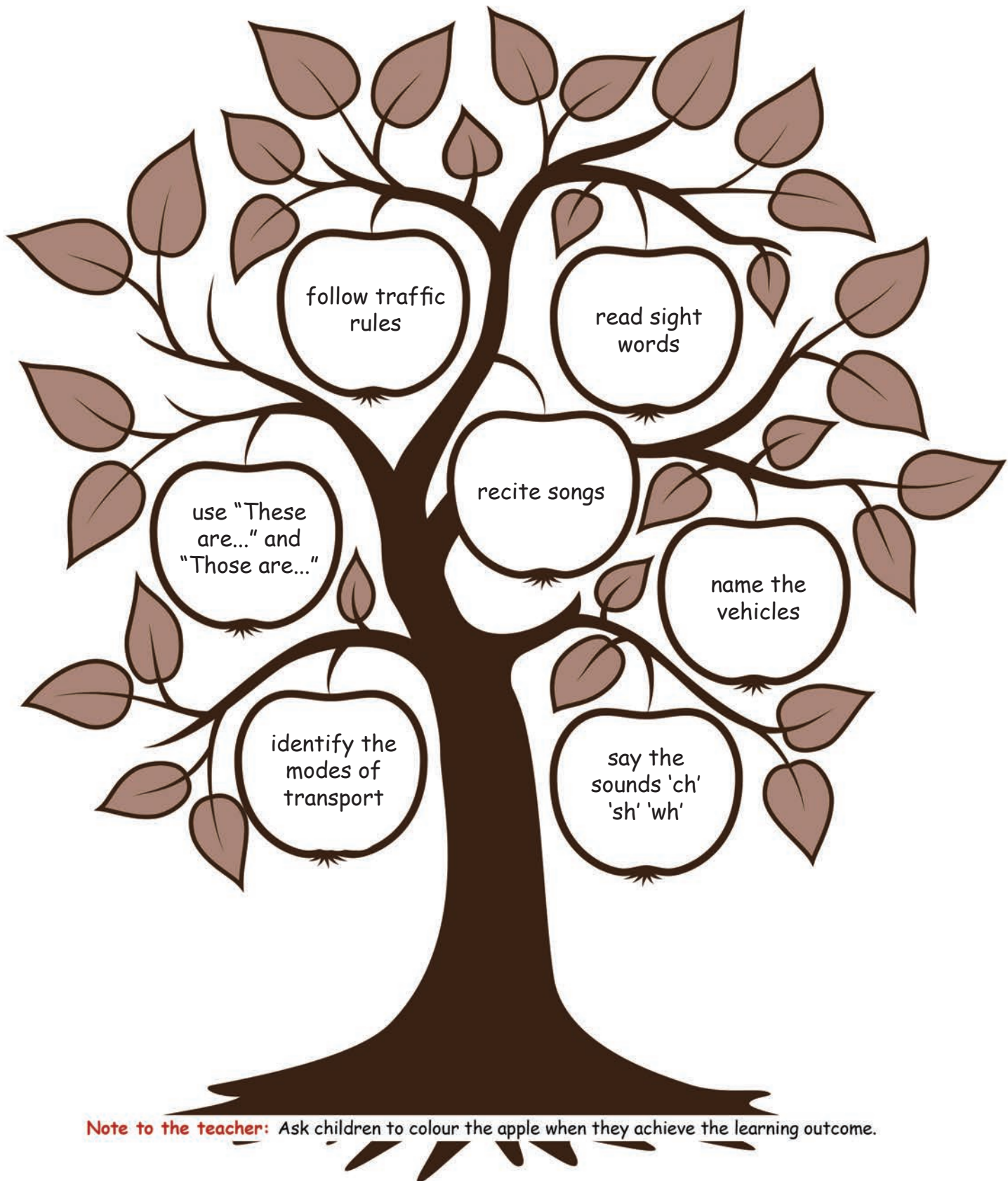
aeroplane





Learning outcomes

Now I can...





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This book has been printed on 80 G.S.M.
Elegant Maplitho paper.

Printed by offset at:





NOTES

