

ENGLISH

STANDARD ONE

TERM III

ENGLISH

பொருளடக்கம்

தமிழ்

(1 - 46)

பாடம்	தலைப்பு	பக்கம்
1.	ஏலேலோ ஐலசா	5
2.	வெளவாலே வெளவாலே!	20
3.	நத்தையம்மா	31

ENGLISH

(47 - 88)

Unit	Topic	Page No.
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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.

CROSSING THE ROAD

Mother is walking with Vicky and Vani to school.

They see that the road is very busy.

Buses, cars, scooters, autos are speeding by.



What does mother do?

Mother takes them to a place with broad
white stripes marked on the road.

It is called a zebra crossing.



She tells them, "Cross the road only
at the zebra crossing.

The traffic lights will tell you
when it is safe to cross the road."

When all traffic stops,
look at the lights near the zebra crossing.

Red means 'STOP'

Yellow tells you to 'WAIT' and

Green says 'GO'.

Mother, Vicky and Vani

wait on the footpath,

till the lights at the zebra crossing

turn green.

Then they cross the road.

The traffic policeman is a friend.

You can also ask him for help to cross the road.



I listen, I read



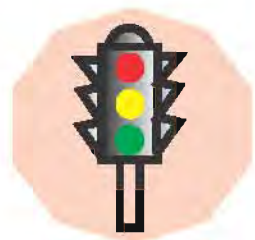
scooter



auto



bus



traffic light



bicycle



traffic police



car

I listen, I write



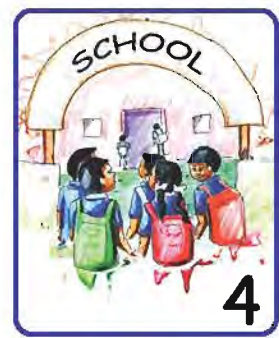
1



2



3



4

They wait near the zebra crossing.

☐

Vicky and Vani walk on the footpath.

☐

They go to school.

☐

They cross the road at the zebra crossing.

☐

For the teacher :

Talk about the sequence of actions in the picture.

Read out the sentences. Let the children number/match the sentences to the pictures as they listen.

I read, I colour

Read and colour.

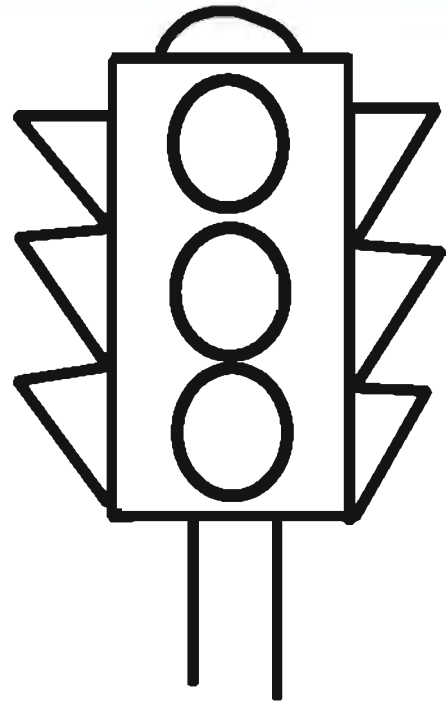
Stop



Wait



Go

**I read, I speak**

Look at the picture and answer the questions.



1. What is between the house and the tree ?
2. What is in front of the jeep ?
3. What is under the tree ?
4. What is on the jeep ?

For the teacher :

Encourage the children to answer the questions beginning with 'what' and 'where'.

e.g : Where is the luggage ?

I listen, I speak

Riddle Time

I am big.
I carry many people.
Who am I?

I have two wheels.
I use petrol.
Who am I?

I stand in the middle of
the road. I tell the vehicles
when to go. Who am I?

I don't need petrol.
I have two pedals.
Who am I?



I speak

What is this?
This is a big bus.
What colour is it?
It is green.
It carries many people from place to place.



For the teacher :
Help the children to speak a few sentences about the pictures.
Use familiar objects in different colours to focus on adjectives (colour).

I listen, I speak



Who is standing near the shelf?

Who is standing on the mat?

What is in the shelf?

How many people are standing?

For the teacher :

Encourage the children to answer the questions orally.

(Clues: headmaster, teacher, tray, two)

I read

Choose the correct word for each picture and circle it.



bird

bun

chair



eat

pencil

water



mother

table

wall



chalk

bell

tiger

I write

a. Write the rhyming words in the rhyme train.

ball, lip, cut, hut, wall, hip, zip, tall, nut



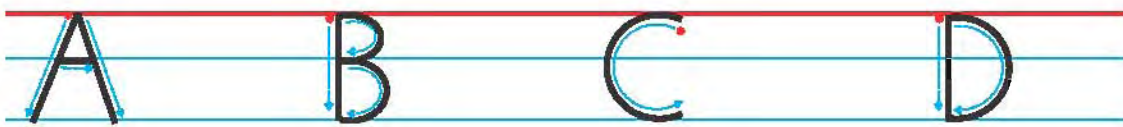
b. That is my ball.

LITTLE RED

Little Red was the noisiest car in the street.
When she went "honk-honk bleep-bleep."
Cats ran up the trees,
Babies cried and children ran inside.
Little Red troubled everyone
With her noisy "honk-honk bleep-bleep."
When Little Red was driving
down the street one day,
A fire she saw on her way.
"Honk-honk, bleep-bleep"
She made the loudest noise ever.
Out came the people, running into the street
And soon put the fire out with great speed
Little Red became a hero
Now, no one bothered but smiled.
When they heard Little Red
"honk-honk, bleep-bleep."



I write



Handwriting practice lines for the letters A, B, C, and D. The page contains multiple sets of three horizontal lines (top red, middle blue, bottom red) for independent practice. The first set of lines is immediately below the tracing guide, and there are several more sets of lines further down the page.

ENGLISH

I can

I read, I write

Pick out the rhyming words from the box and write.

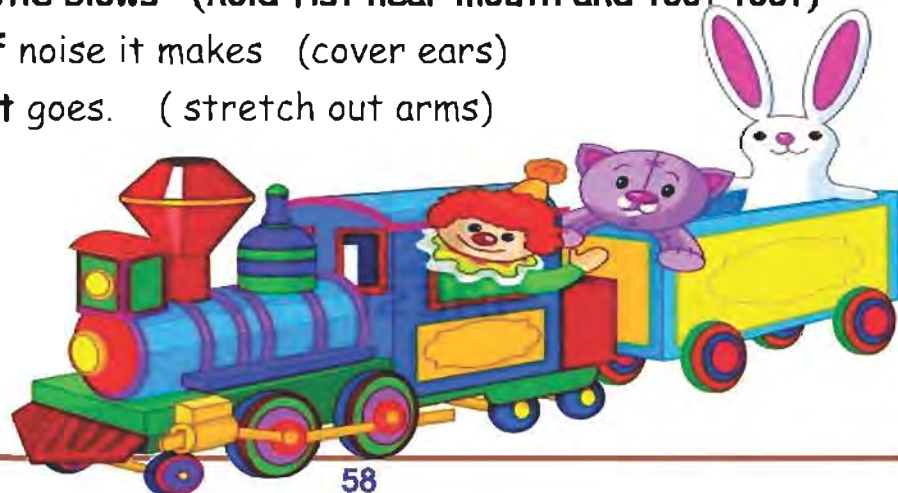
tin, cat, hop, fig, rat, top, dig, pin,
pig, pop, bin, wig, win, bat, mat, mop

tin			
cat			
top			
fig			

Action song

Choo Choo Train

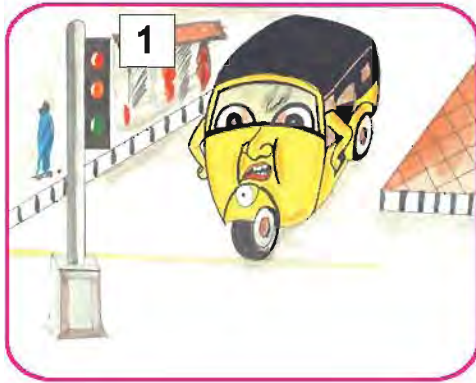
This is a choo choo train (bend elbows)
Puffing down the track, chug, chug, chug (rotate arms in rhythm)
Now it's going forward (push forward, continue rotating motion)
Now it's going back (pull arms back, continue rotating motion)
Now the bell is ringing (pretend to pull the cord-ding ding)
Now the whistle blows (hold fist near mouth and toot toot)
What a lot of noise it makes (cover ears)
Everywhere it goes. (stretch out arms)



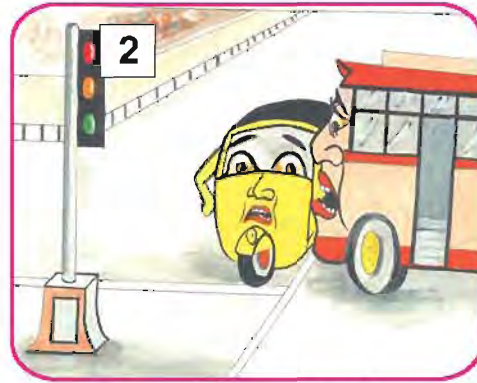
I read for fun

Read the story with the help of your teacher.

Traffic jam



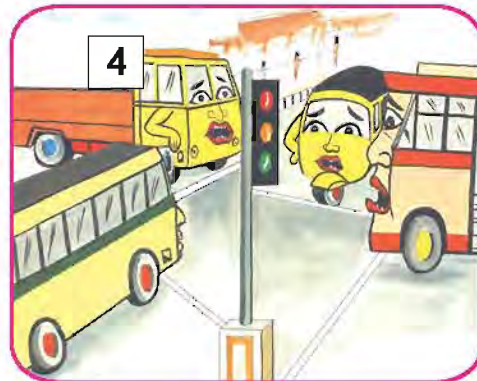
an auto



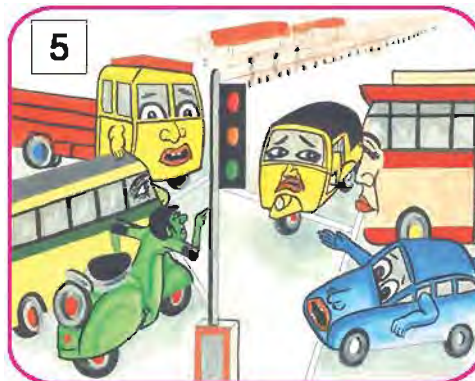
an auto and a bus



an auto, a bus and
a lorry



an auto, a bus, a lorry
and a van



an auto, a bus, a lorry, a van, a car
and a scooter

LESSON

2

People who help us



Tell me, tell me.
What does a driver do?
A driver drives a bus for you and me.



Tell me, tell me.
What does a tailor do?
A tailor stitches clothes for you and me.



Tell me, tell me.
What does a doctor do?
A doctor gives a tablet for you and me.



Tell me, tell me.
What does a postman do?
A postman brings a letters for you and me.



For the teacher :
Talk about different professions.

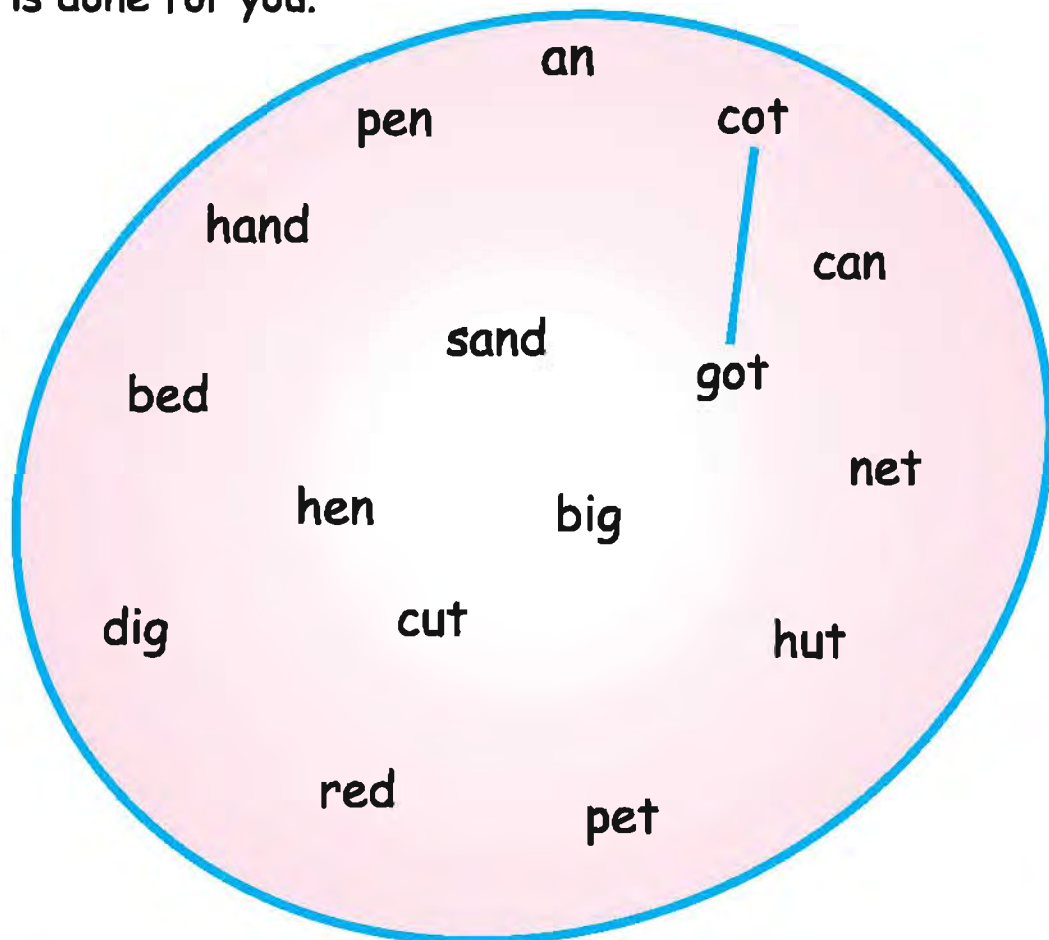


I listen, I read

the	an	he	me
and	a	she	my

I read

Draw lines and match the rhyming words.
One is done for you.



Circle Time

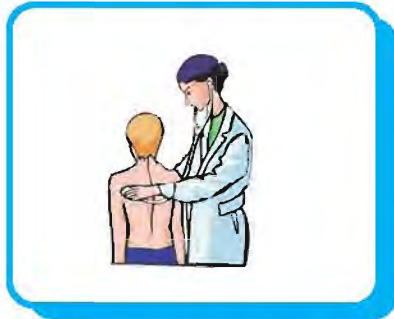


For the teacher:

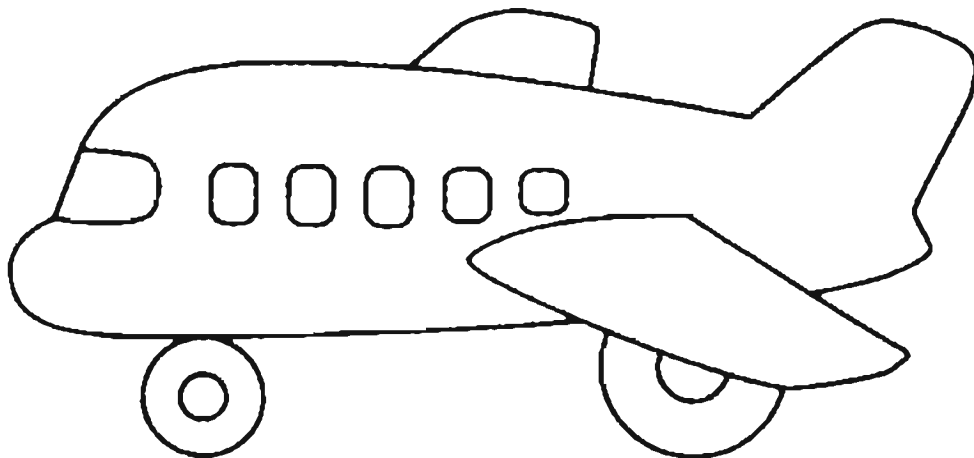
The class is divided into two groups. A student from group A comes to the front and mimes the action related to a certain profession. The members of the other group guess the profession.

I read

Match the pictures.



I colour



I write

Look at the pictures and write. The words given below will help you.



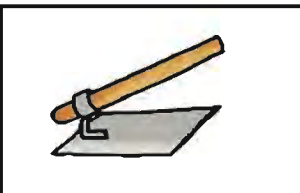
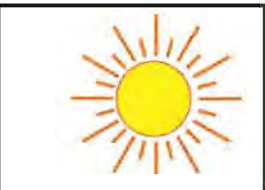
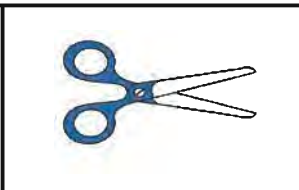
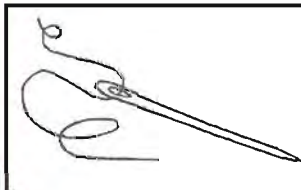




[tailor, baker, doctor]

I read

Tick the odd one out.



We listen

At the Fair

Amutha and her friends are happy.
They are going to the fair.



It is a big fair. It is colourful.
There are many shops and games.
There are many things to eat.

For the teacher :

Talk about the picture. Encourage children to say what they see, eat and do at fairs or festivals.

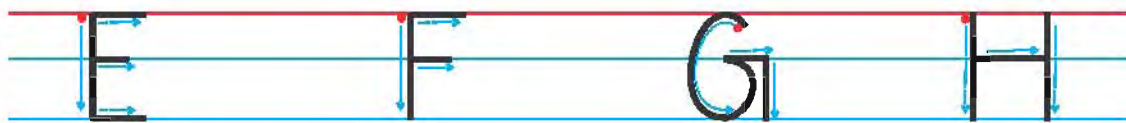
We write

Find out the hidden words and write.
One is done for you.

Caterpillar

car

I write



ENGLISH

I write

My name is

My mother's name

is

My father's name

is

I read, I write

Look at the picture and write.

1. What is in the box?

.....



2. Where is the dog?

.....



3. What is the rabbit eating?

.....

**I read, I write**

Rearrange the words and rewrite the sentences with the help of your teacher .

mango I eat a

.....

barks The dog

.....

has book a The boy

.....

I speak**I can**

Who stitches your clothes?

Who brings you letters?

I read, I write

Fill in the blanks to form the correct word.



b _ _



b _ _



p _ _



j _ _



r _ _

I read

Look at the picture and tick the related phrase.


☐

the hot sun

☐

the hot cup

a big well

☐

a big bell

☐

☐

a fat cat

☐

a red cap

I read for fun

Look at the picture and tell the story.

Geeta's Kite



For the teacher :
Help children to tell stories based on the pictures.

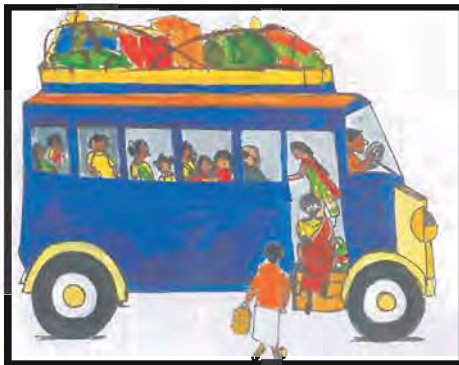
At the Beach

LESSON 3



Hi, I'm Arul. This is my family.
We are all going to the beach.
So many of us!
Let us get into the bus.

Arul and Velu run.
Oh, what fun!
Kala and Usha play in the sand.
'This shell is as big as my hand.'



Now it's time to go.
Now all of us must
get into the bus.

Make sure,
everybody is in.
Nobody is out.



Goodbye beach,
Goodbye sea,
Thank you sun.
We had fun.

I listen, I read

moon star sky day night sea
shell ship boat rain fish crab

I read, I write

Look at the picture.



Now, fill in the blanks using the correct words.

clouds boats shells crabs sun

1. The _____ is shining.
2. There are two _____ on the sea.
3. Look at the _____ in the sky.
4. I see some _____.
5. There are many white _____.

I read

Circle the correct word for each picture.



car sun rain



sea day stars



moon ball kite



water rainbow shell

I listen, I speak

Look at the picture and answer.



Where are the stars?



What do you see on the sea?



Where is the girl playing?



Where are the boats?

For the teacher :
Help children to give correct responses.

I speak**Riddle Time**

I have fins.
I can swim in the water.
Who am I?

.....

I am white.
I give light at night.
Who am I?

.....

I am yellow.
I give light during day.
Who am I?

.....

I have seven colours.
I come after the rain.
Who am I?

.....

I read, I write

Write the jumbled words in correct order.

a pen This is _____.

have I a top _____.

love I ice-cream _____.

Circle Time

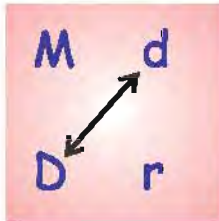
Clap to the sounds.

For the teacher:

The teacher says the following words and splits them into syllables and claps as many times. The children will follow. rain - bow (2 claps) book (1), butterfly (3), father (2), potato (3), shopkeeper (3), caterpillar (4), aeroplane (3), moon (1).

I read

Match the capital letter to the small letter. One is done for you.

**I read, I write**

Read, match and write the meaningful sentences.

The boy	is hot.
My dog	is on the mat.
The sun	chews a bone
Mala's cap	rides a bicycle.

I read

Look at the picture. Circle only the words that you find in it.

ship
dog
boy
plants
clouds
rain



umbrella
paper boat
house
sun
tree

Circle Time

Make a paper boat with the help of your teacher .

I write**Fill in**

My name is _____.

My father's name is _____.

My mother's name is _____.

My teacher's name is _____.

I am _____ years old.

I write

Look at the pictures. Write the words. One is done for you.







Twinkles in the sky.



Drops of water falling from the sky.



Gives us light at night.

				
	c	r	a	b
				
				

I listen, I sing**Action Song**

Pitter, patter, pitter, patter, can you hear the rain?

Pitter, patter, pitter, patter on the window-pane.

Rain drops falling on my face and nose.

Rain drops splashing on my fingers and toes.

Pitter, patter, pitter, patter let's go out to play,

I love to jump into puddles, on a rainy day.

I write



ENGLISH

I write



I speak**I can**

Do you like rain ?

Have you seen a rainbow ?

When do you see it ?

I speak

Choose a picture. Talk about it. The words in the box will help you.



I am

I give you

**I read**

Tick the sentence related to the picture.

1.


☐

It rains.

☐

The cat looks for a rat.

☐

The cat drinks milk.

☐

I have a toy car.

2.


☐

This is a leaf.

☐

It is green in colour.

I read for fun

Read the story.

A boat ride on the river

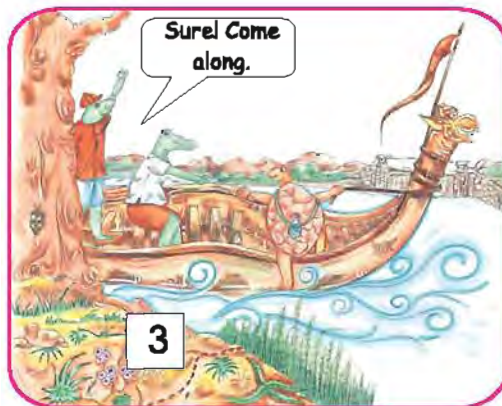
The frog gets into the boat.



The crocodile joins him.



The turtle sees them.
and climbs in.



The crab wants to go too. The dolphin also joins them.



Oh No!
To many!



The boat turns
upside down.

Luckily they all can swim.

I write



ENGLISH

I write

U

V

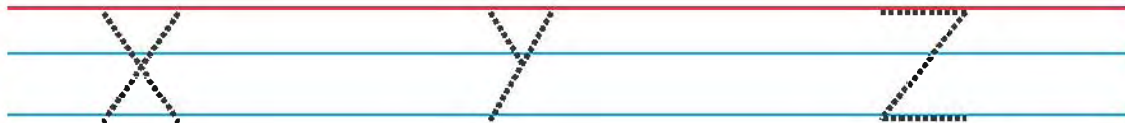
W

U

V

W

I write



Below the tracing guide, there are ten sets of handwriting lines (top red, middle blue, baseline blue, bottom red) for independent practice of the letters X, Y, and Z.

ENGLISH

Picture Dictionary

Aa



Apple

Bb



Ball

Cc



Cap

Dd



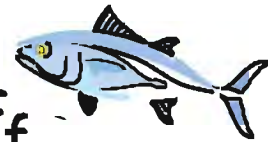
Duck

Ee



Egg

Ff



Fish

Gg



Goat

Hh



Hen

Ii



Ink-pot

Jj



Jam

Kk

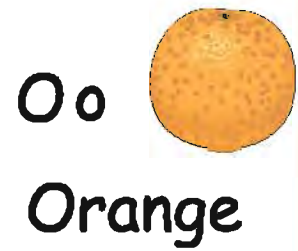


Key

Ll



Lion



Vv



Van

Ww



Watch

Xx



X ray

Yy



Yolk

Zz



Zebra

Subject:

[illegible]

