

FREE

MY ENGLISH WORLD

CLASS I



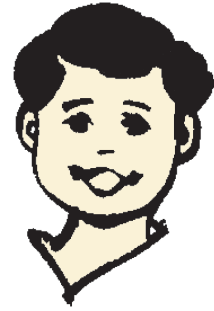
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Department of School Education



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Telangana

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About me...

1. My Name
 2. My Mother's Name
 3. My Father's Name
 4. My School
 5. My friends are
-



enfold
CREATING SAFE SPACES
BEING SAFE
PERSONAL BODY SAFETY RULES
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DO NOT TOUCH
SAY NO! GO AWAY!! TELL!!!

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When the children are denied school and compelled to work.

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MY ENGLISH WORLD

CLASS I

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Preface

The State Council of Educational Research and Training has developed the State Curriculum Framework - 2011 and Position Papers in tune with the National Curriculum Framework - 2005 and the Right to Education Act - 2009. Accordingly a new set of textbooks has been designed to be introduced in a phased manner. In the year 2012-13, the first of this series of textbooks has been developed for classes I, II, III, VI, and VII. Practising teachers have been involved in the production of the books along with the state level and national level experts.

Hitherto, English was introduced in Non-English Medium Schools in class III. The State Government has introduced English for the first time in class I in 2011-12 in all non-English Medium Schools. This year, i.e., 2012-13, English is being introduced in class II in all non-English Medium Schools. With this, all the classes from I to X will have English as one of the subjects, irrespective of the medium of instruction. Therefore, in order to have parity among students of English and non-English medium a common English Textbook is introduced in all media from June - 2012. Moreover, since IT enabled learning, multilingualism, and language across the curriculum would greatly enhance the child's learning, it would not be a problem for the non-English medium child to learn English as effectively as in English medium does. This single textbook norm is already in practice in many states including Tamilnadu, Bihar, and Kerala.

The primary Textbooks titled 'MY ENGLISH WORLD' are prepared basing on holistic approach of language learning. The language skills namely listening, speaking, reading, and writing are integrated in the larger context of the themes suggested in NCF - 2005. The activities are designed as per children's knowledge and experiences which ensure active participation of the learners in Teaching Learning Process.

The main aim of teaching English is to help learners evolve themselves as independent users of English. I hope this textbook will help teachers and students achieve this by making the teaching-learning process effective.

Inclusion of Gender Sensitivity and Child Sexual Abuse in School Text Books published by School Education Department with support of UNICEF is taken up to ensure protection of children through various interventions like personal safety rules, gender sensitivity, child sexual abuse, self esteem and life skills. In these areas safety mechanisms and laws related to child protection are taken care of. Hence, the teachers must know about these things and bring awareness among all the stakeholders.

I thank all the institutions and experts at the state and national level, the members of the textbook production committee, the staff members of the SCERT and all others who have contributed directly or indirectly for the successful production of this textbook.

Any suggestions for the improvement of this book are welcome.

29-02-2012
Hyderabad.

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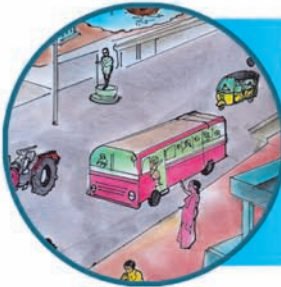
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About the Textbook

124-126

OUR NATIONAL ANTHEM

- *Rabindranath Tagore*

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga.
Tava shubha name jage,
Tava shubha aasisha mage,
Gahe tava jaya gatha,
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

PLEDGE

- *Pydimarri Venkata Subba Rao*

“India is my country. All Indians are my brothers and sisters.
I love my country, and I am proud of its rich and varied heritage.
I shall always strive to be worthy of it.
I shall give my parents, teachers and all elders respect,
and treat everyone with courtesy. I shall be kind to animals.
To my country and my people, I pledge my devotion.
In their well-being and prosperity alone lies my happiness.”



1
One



UNIT - 1

AMMU AND HER FAMILY

Colour the picture.



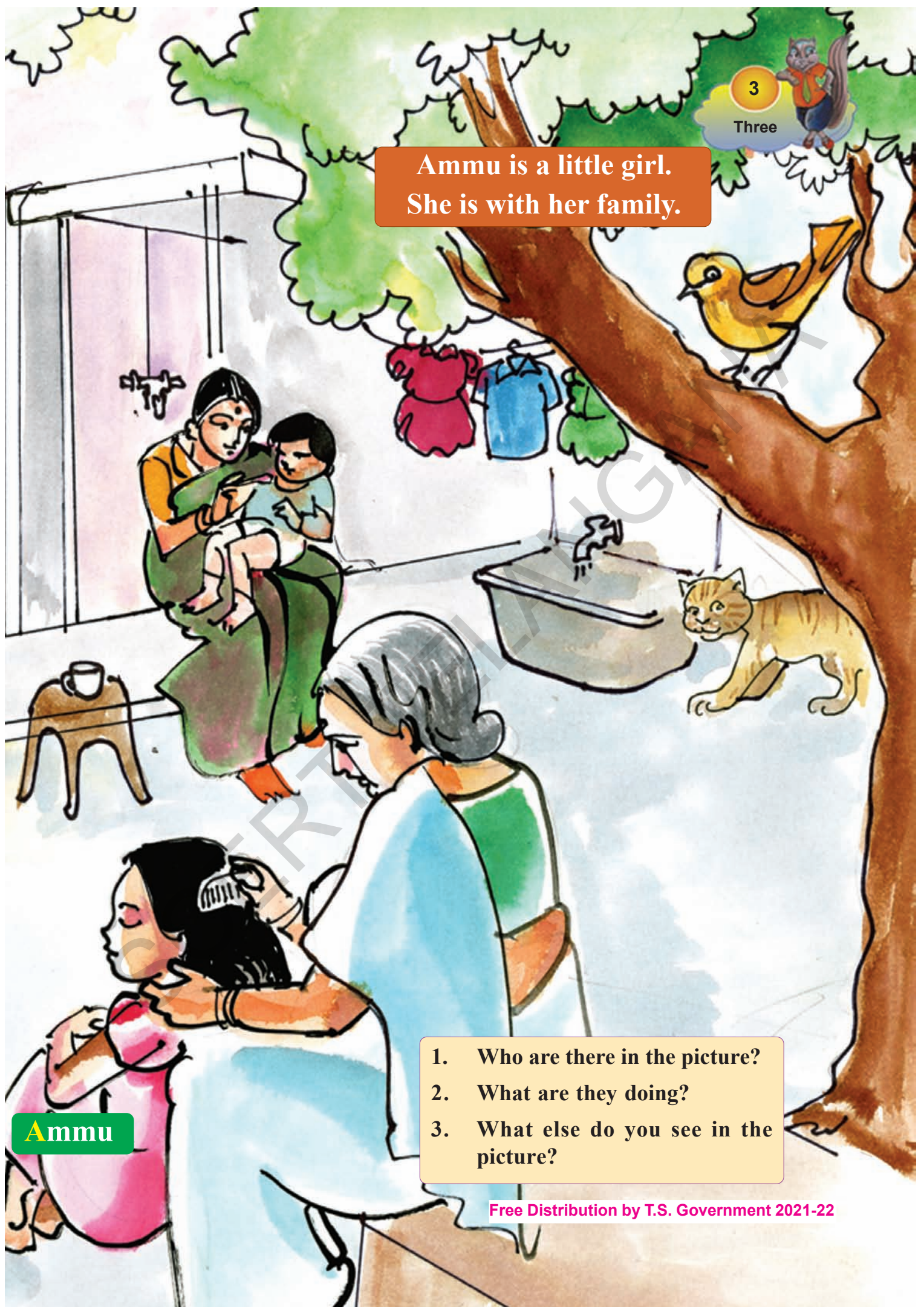
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Ammu, a little girl



Ammu is a little girl.
She is with her family.



Ammu

1. Who are there in the picture?
2. What are they doing?
3. What else do you see in the picture?



Ammu and the squirrel

Ammu is with her grandfather.
Doggy, the puppy is running
after the squirrel.



Doggy...
stop!

Bow-wow...

Doggy

1. Will Doggy catch the squirrel?
2. What would Ammu do?



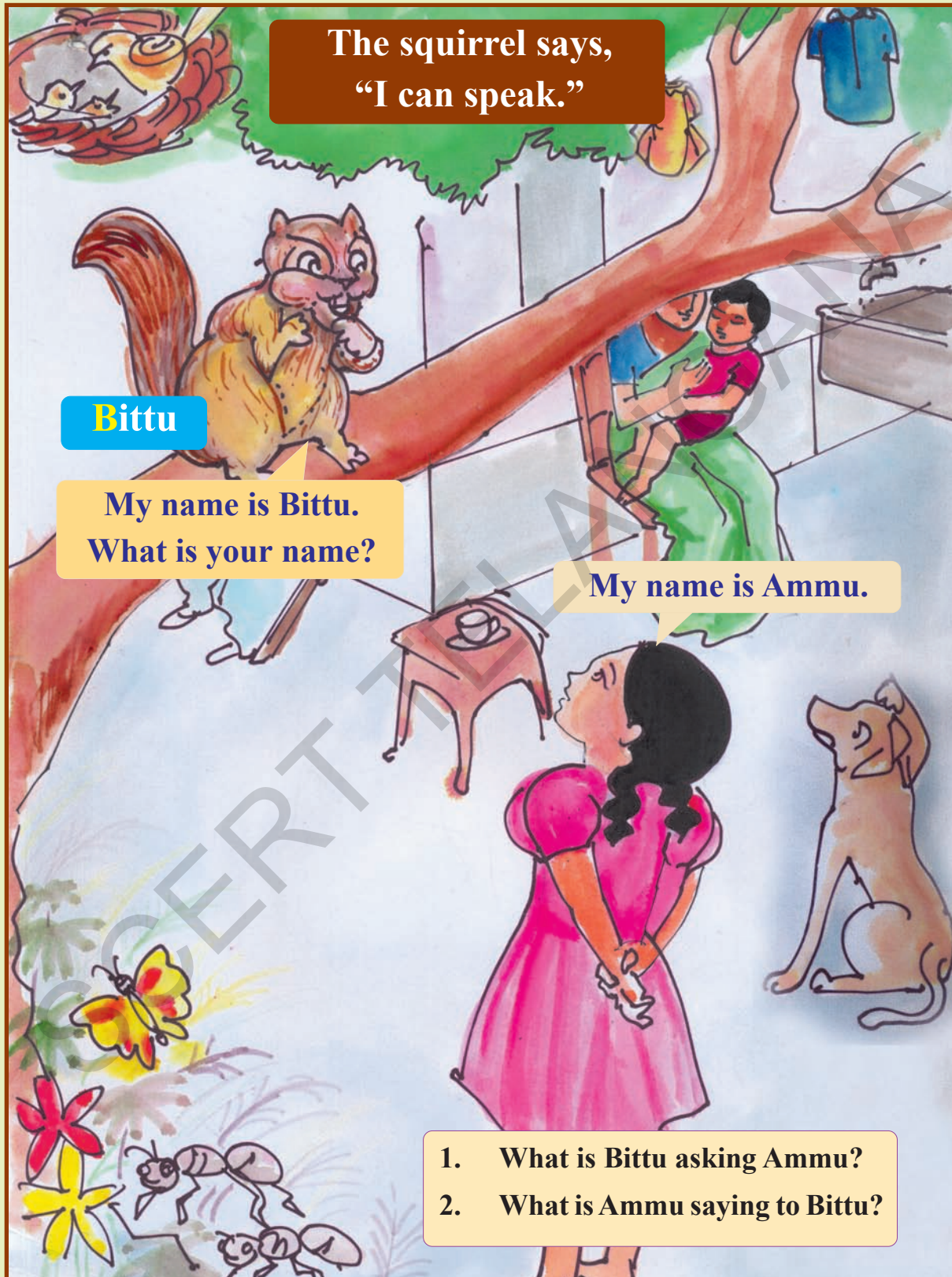


5

Five



The squirrel speaks



The squirrel says,
“I can speak.”

Bittu

My name is Bittu.
What is your name?

My name is Ammu.

1. What is Bittu asking Ammu?
2. What is Ammu saying to Bittu?

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Bittu stays with Ammu

Ammu asks Bittu, "Will you stay with me in our house?" Bittu says, "Yes, who are there in your house?"



Will you stay with me?

Yes, who are there in your family?

1. What would Ammu say now?
2. What would Bittu say to Ammu?

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Sing the song

Ammu sings about her family members.

**This is my grandmother
Sitting in a chair.
This is my grandfather
Sitting on a stool.**



**This is my dear mother
Playing with my brother.
This is my little brother
Sitting in her lap.**



1. Who are these people?
2. What is Ammu singing about her grandmother and mother?





Names in Ammu's family

What are the names of your family members?

Bittu is asking Ammu about the names of the members of her family.



This is my grandfather.
His name is Dharmaiah.



This is my grandmother.
Her name is Leelamma.





**This is my father.
His name is Gangadhar.**



**This is my mother.
Her name is Hemalatha.**



**This is my brother.
His name is Chintu.**

1. What is Bittu asking Ammu?
2. What is Ammu singing about?

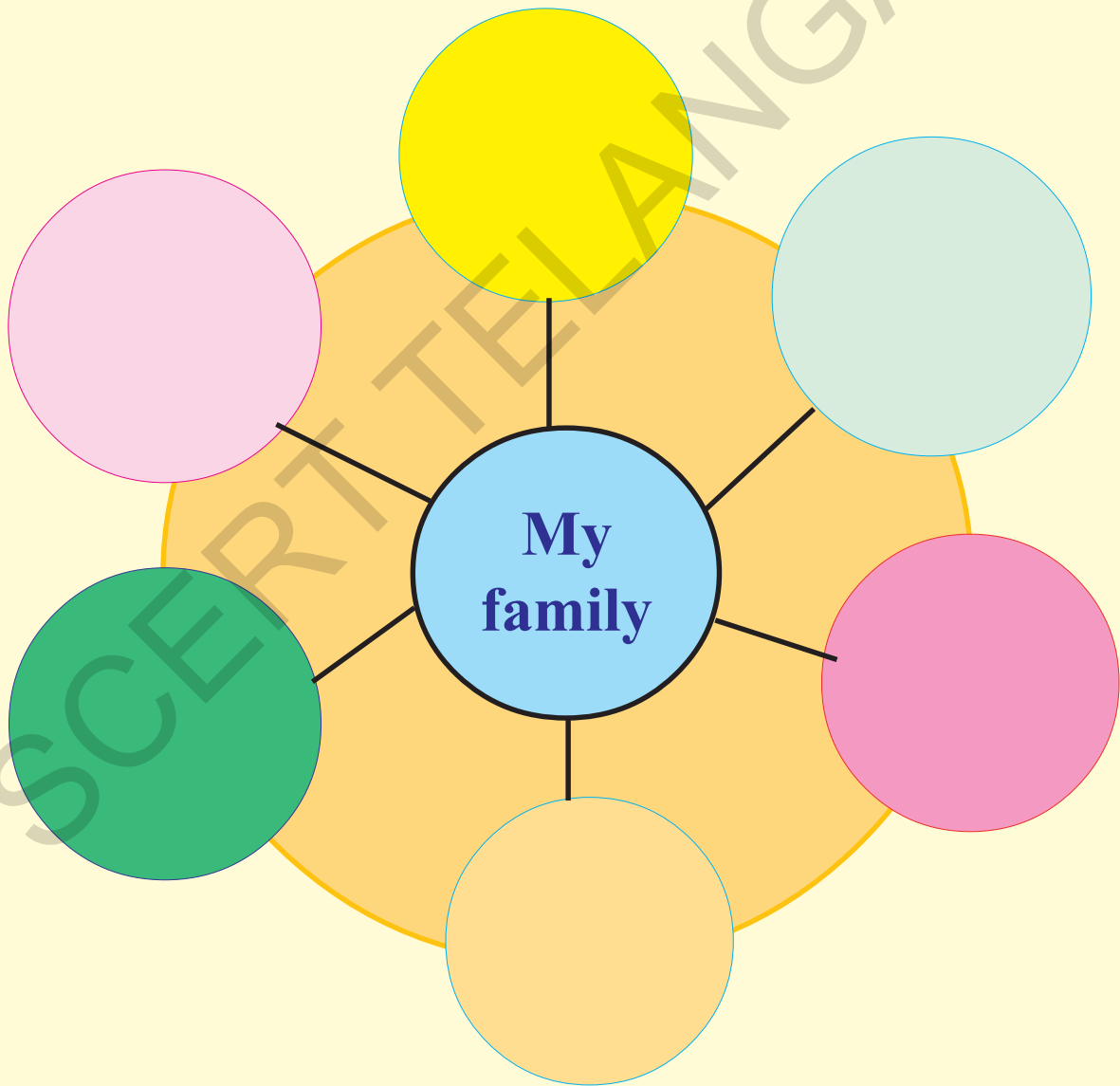




My family

**Who are there in your family?
Choose from the list and write who are there in
your family.**

mother	father	brother	sister
grandfather		grandmother	



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My family

Tick (✓) against the people who live
in your home.

My family

grandfather

grandmother

father

mother

brother

sister

uncle

aunt

How many members are there
in your family?

one

six

two

seven

three

eight

four

nine

five

ten





My home

Draw the picture of your house and colour it.



This is my





My School

Draw the picture of your school and colour it.



This is my





Reading my name



My name is **A**mmu.



My name is **B**ittu.



My name is **C**hintu.



My name is **D**oggy.





15

Fifteen



Draw or paste your picture and write your name here.



My name is

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Sing and dance

Amma, Amma,
Where is 'A'?
'A' is there in
Ant and apple.



Papa, Papa,
Where is 'B'?
'B' is there in
Bat and ball.

Mama, Mama,
Where is 'C'?
'C' is there in
Cat and car.


Dada, Dada,
Where is 'D'?
'D' is there in
Doll and dog.






Read and copy

A
a


Apple


ant





B
b


Ball



bat


C
c


Cat


car

D
d


Dog


doll





Let's sing ABCD.....

Come, little children, come to me
I'll teach you abc.



a b c d

e f g,

h i j k

l m n o p,

l m n o p q

r s t,

u v w

x y z.



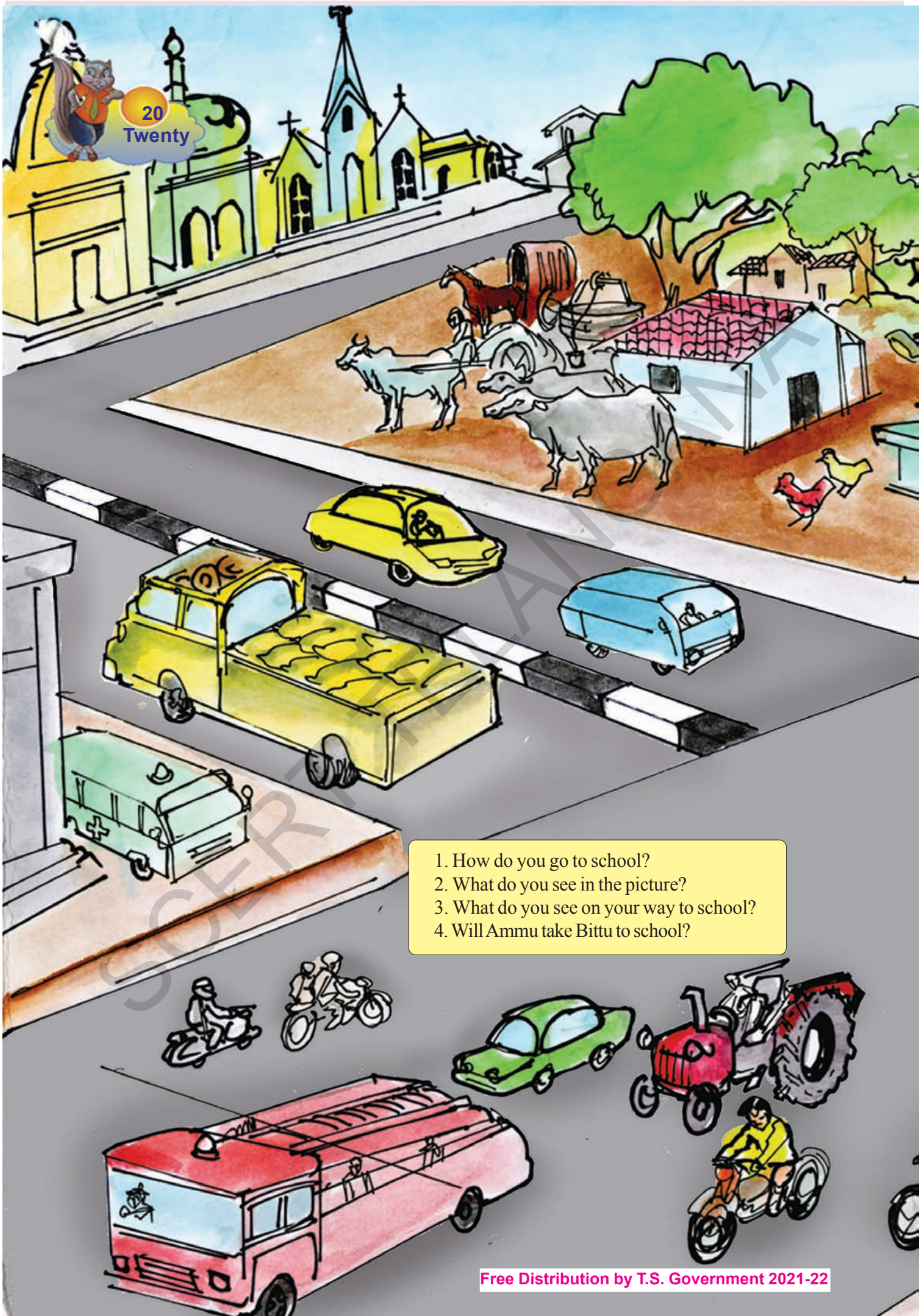


UNIT - 2

GOING TO SCHOOL

Colour the picture.





1. How do you go to school?
2. What do you see in the picture?
3. What do you see on your way to school?
4. Will Ammu take Bittu to school?

Ammu is going to school

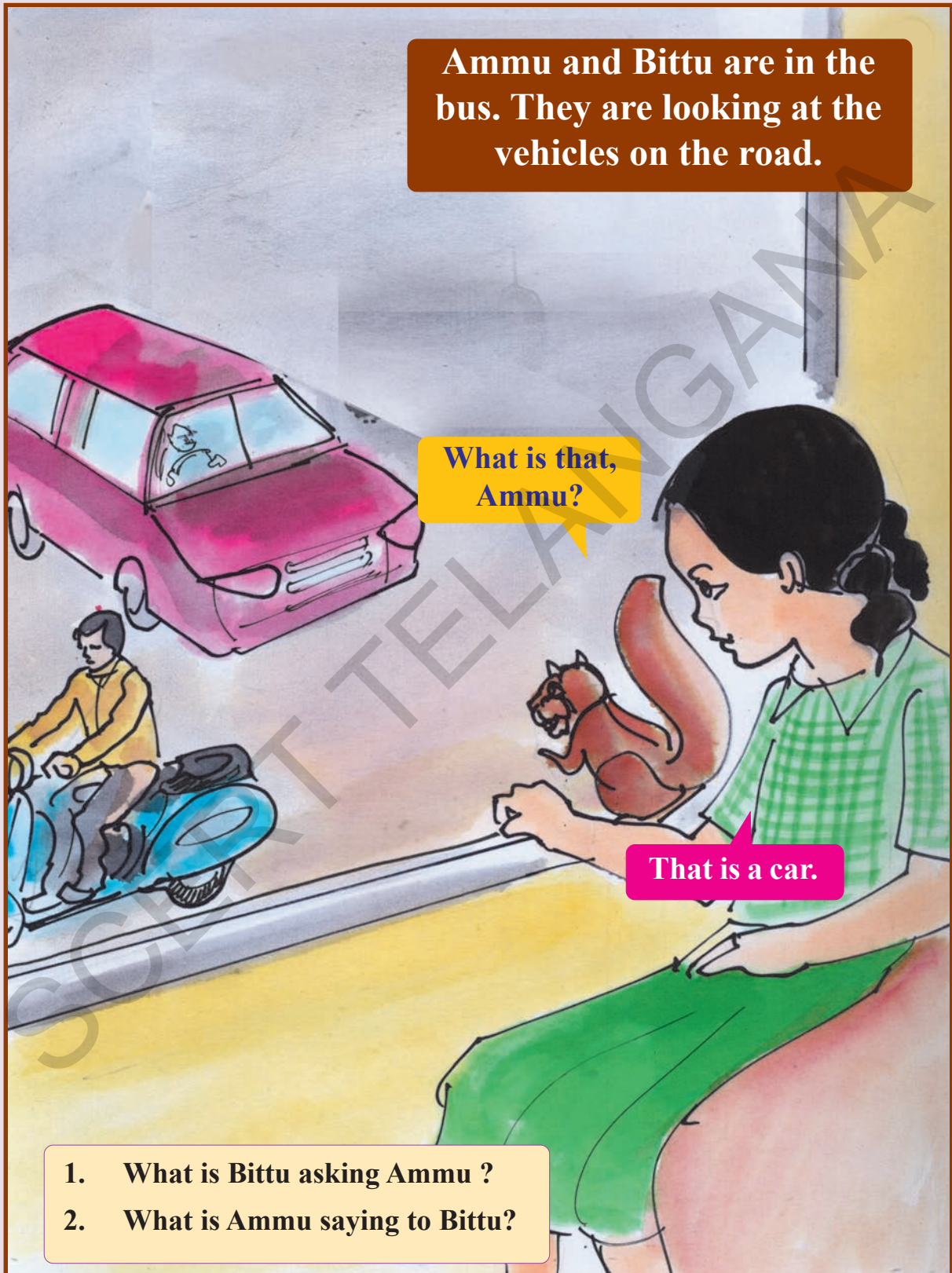
Ammu is going to school. She looks for Bittu. Bittu wants to go to school with Ammu.





Ammu and Bittu are in the bus

Ammu and Bittu are in the bus. They are looking at the vehicles on the road.



1. What is Bittu asking Ammu ?
2. What is Ammu saying to Bittu?

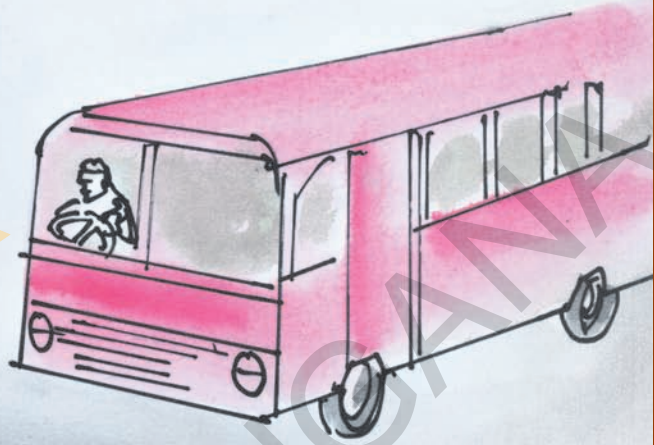




Sing the song

Ammu's bus goes pom...pom...pom...

Here is the bus.
It goes on the road.
Here goes the bus.
Pom... pom... pom



Here is the car.
It goes on the road.
Here goes the car.
Beep... Beep... Beep





My vehicle

**Draw the picture of a vehicle you like.
Name it, colour it and say about it.**



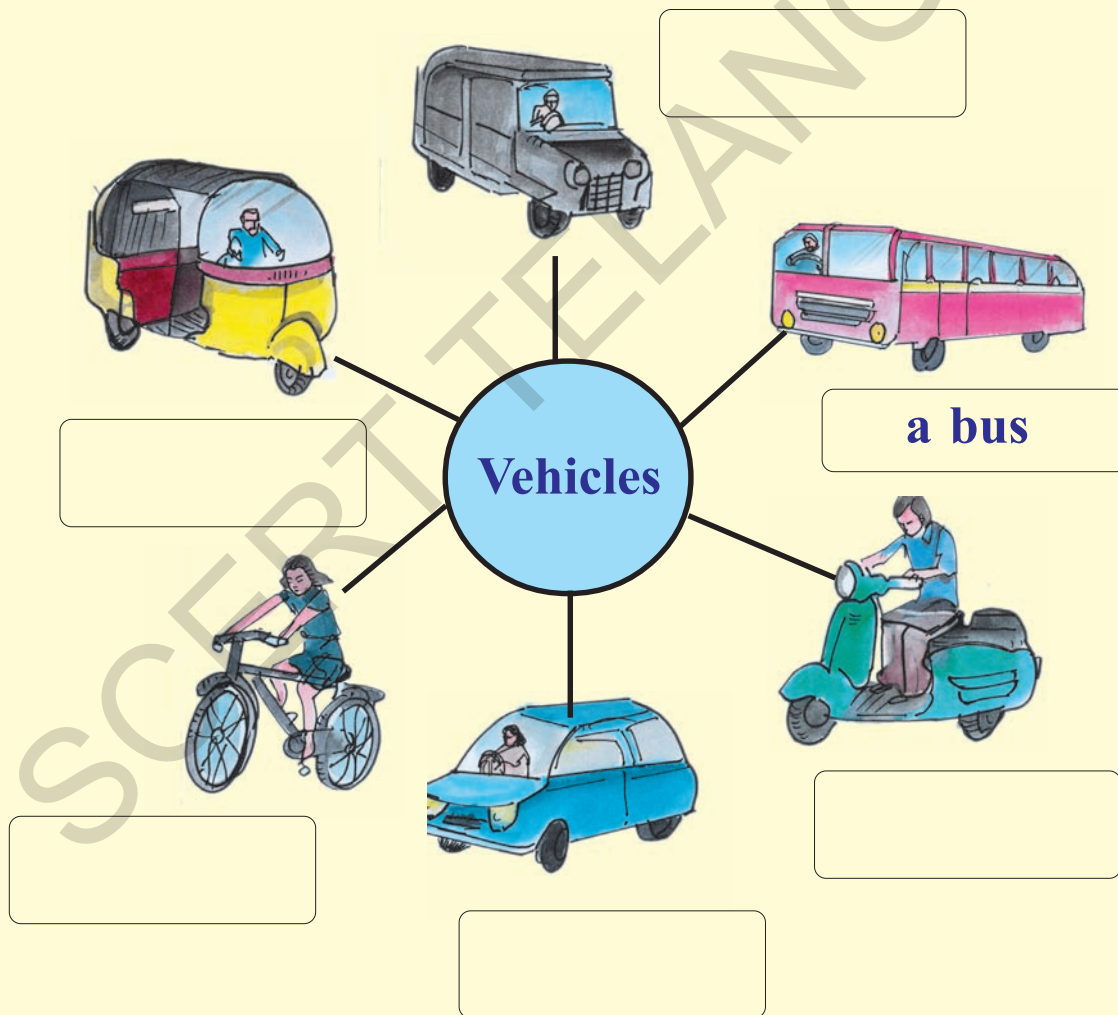


Vehicles

Bittu is asking Ammu
about vehicles

Say and write the names of the vehicles.

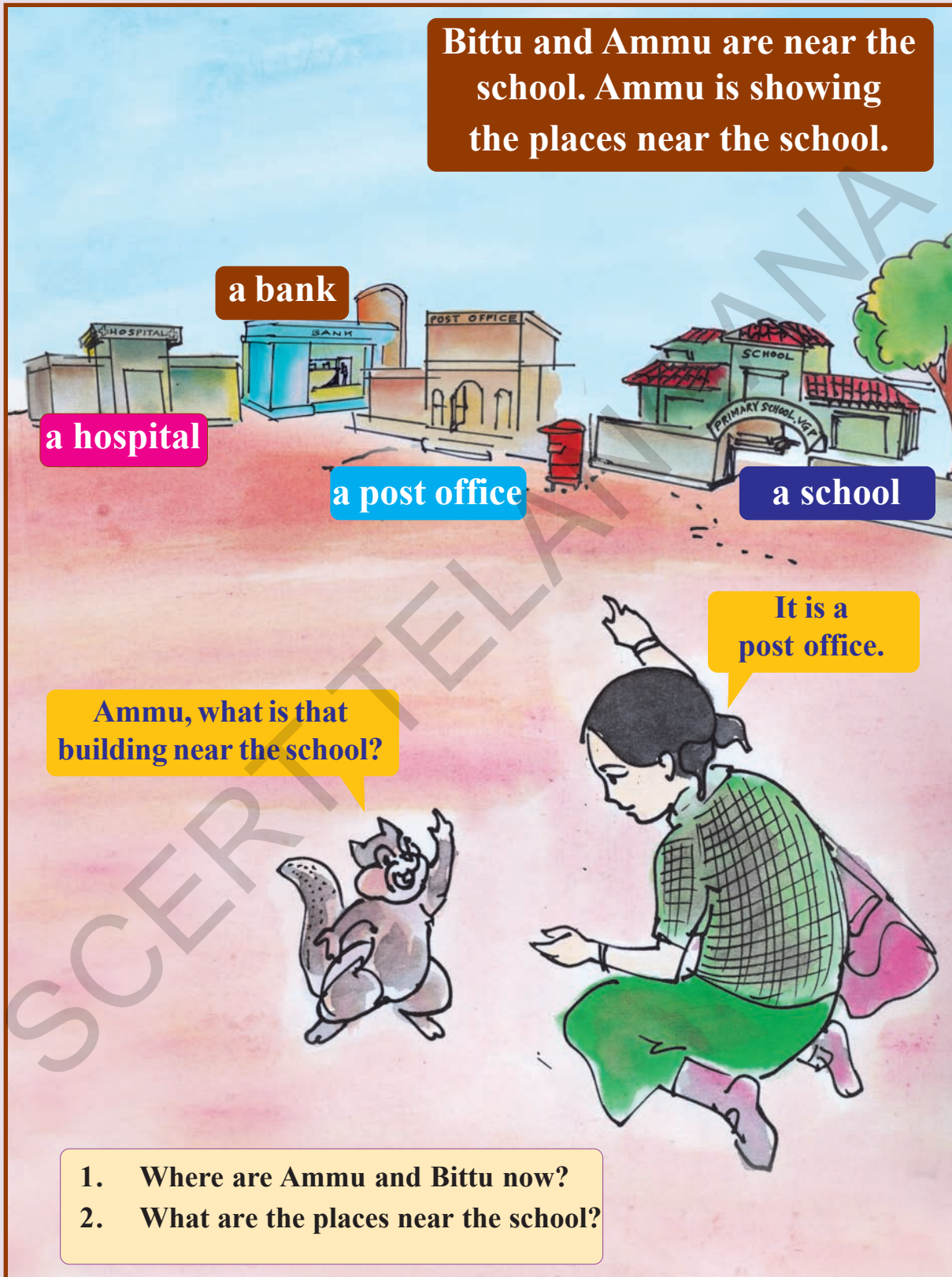
a scooter a jeep a cycle a car an auto a bus





Places near Ammu's school

Bittu and Ammu are near the school. Ammu is showing the places near the school.



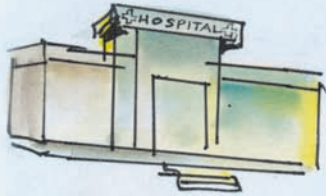
1. Where are Ammu and Bittu now?
2. What are the places near the school?





Places

Say the names of the places.



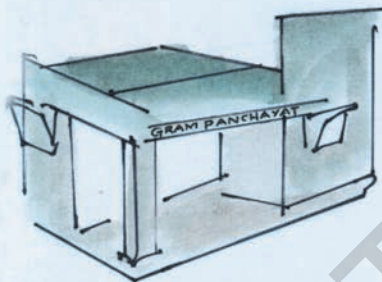
a hospital



a bank



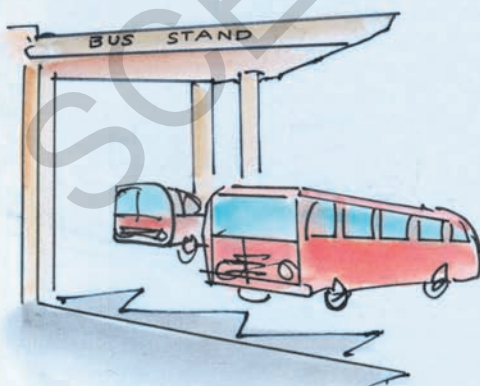
a school



a gram panchayat



a post office



a bus stand

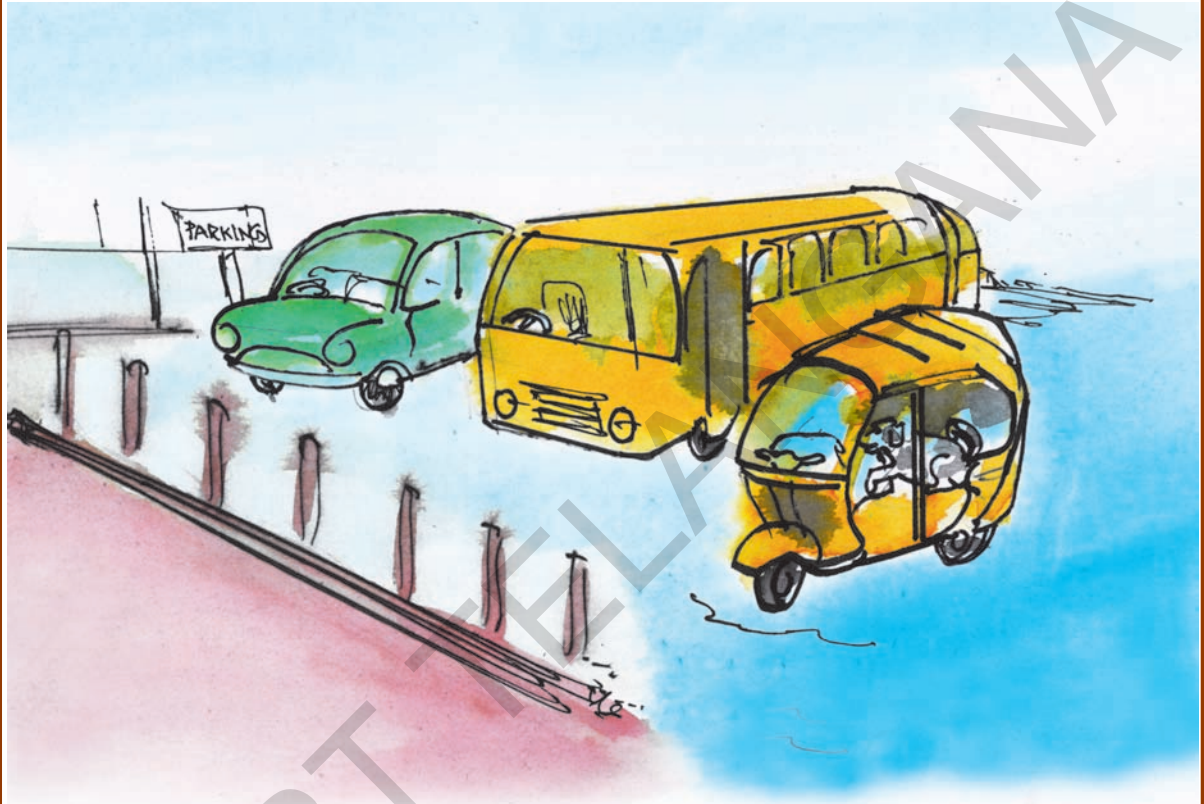


a kirana shop





Look at the picture and
talk about it.



Where is the auto?
Where is the dog?
Where is the car?





Pictures of vehicles

Collect the pictures of any two vehicles and paste them here. Write their names and talk about them in the group.

1.

2.





30

Thirty



Sing and dance

Will you show me
Where 'E' is?
'E' is there in
Egg and eagle.



Will you show me
Where 'F' is?
'F' is there in
Fan and fish.

Will you show me
Where 'G' is?
'G' is there in
Goat and girl.


Will you show me
Where 'H' is?
'H' is there in
Hat and house.







Read and copy


E
e

 Egg

 eagle

F
f

 Fish


 fan


G
g

 Goat

 girl

H
h

 Hat

 house





Colour the cubes that have the same letter as in the circle.



Activity area containing several groups of letter cubes and circles. The circles are colored and contain a letter. The cubes are white with a letter on top.

- Group 1: Circle with 'E' (dark blue). Cubes: E, C, D, A, B, E.
- Group 2: Circle with 'F' (red). Cubes: A, E, H, F, F, F, G.
- Group 3: Circle with 'G' (purple). Cubes: D, H, G, D, A, G.
- Group 4: Circle with 'H' (blue). Cubes: B, H, G, C, H, F.





UNIT - 3

AMMU'S SCHOOL

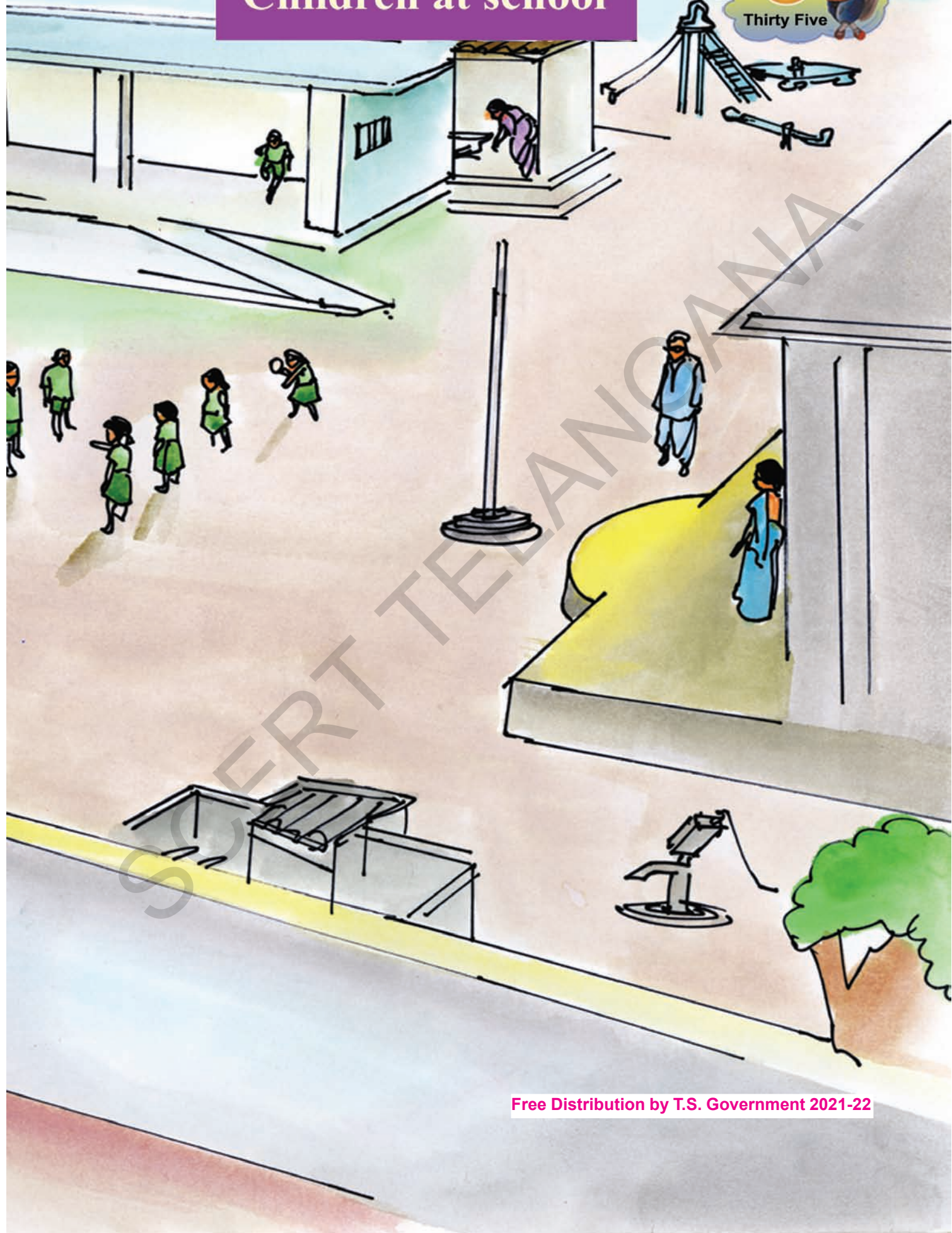
Colour the picture.



**Ammu and Bittu
have reached school.**

GOVT. PRIMARY SCHOOL

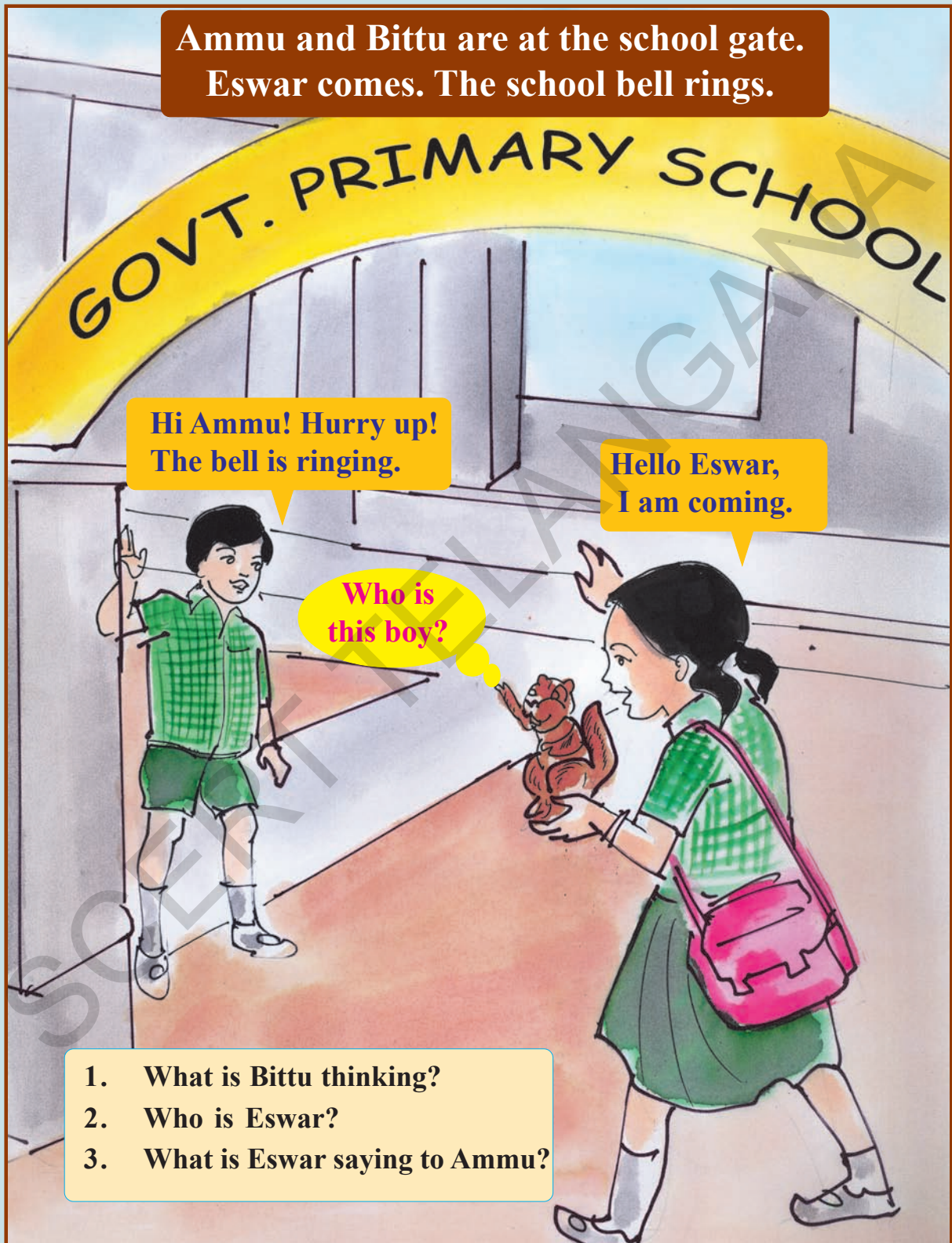
Children at school





Ammu meets Eswar

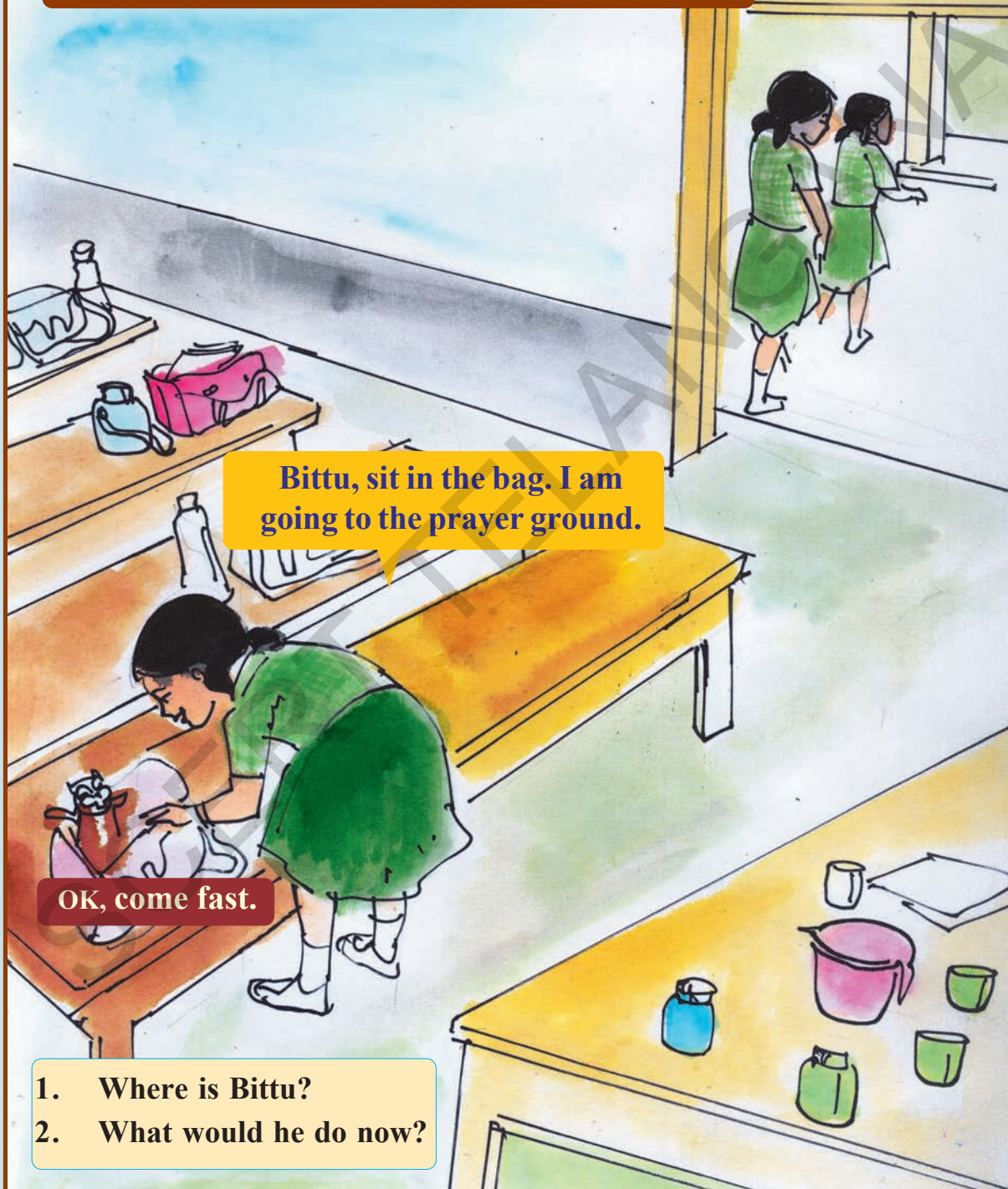
Ammu and Bittu are at the school gate.
Eswar comes. The school bell rings.





Bittu in the class

Ammu puts Bittu in her bag. She goes for prayer. Bittu is alone in the class.



Bittu, sit in the bag. I am going to the prayer ground.

OK, come fast.

1. Where is Bittu?
2. What would he do now?





Ammu's classroom

Bittu comes out from the bag.
He looks at the things around.

Oh! This is
Ammu's
classroom.



1. What did Bittu see in the class room?
2. What things do you have in your classroom?





Let's catch the squirrel

Children rushed into the classroom. They saw Bittu.

Look, a squirrel in the class!

Let's catch it.

This is Ammu's squirrel.

Ganga

Hari

Eswar

Fatima

Hema

colours

1. What are the children doing?
2. What are they saying?
3. What would Bittu do now?



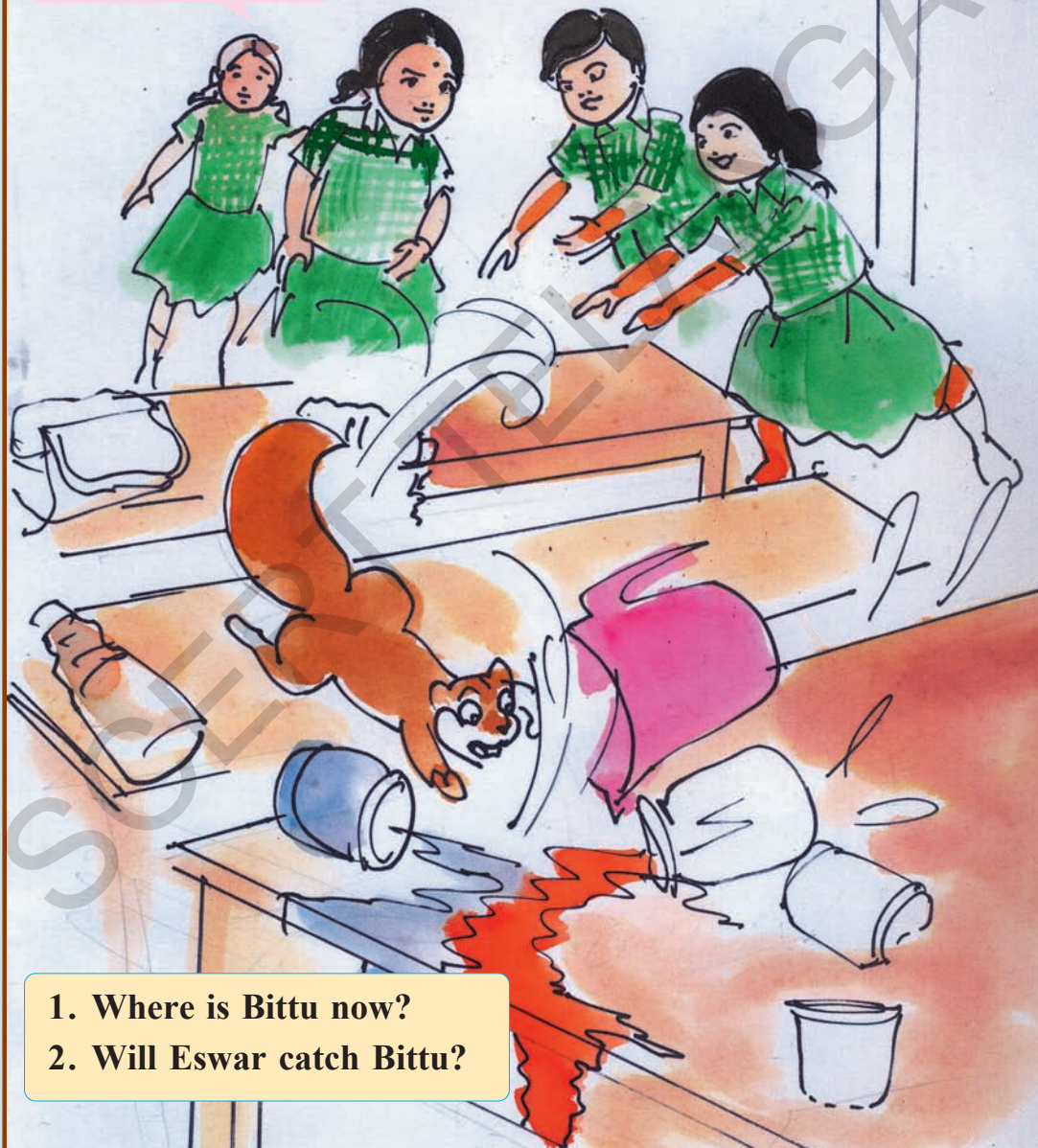


The squirrel in colours

Eswar and Fatima are trying to catch the squirrel.
The squirrel jumps on colours.

Eswar, catch the squirrel.

OK.
I will try.



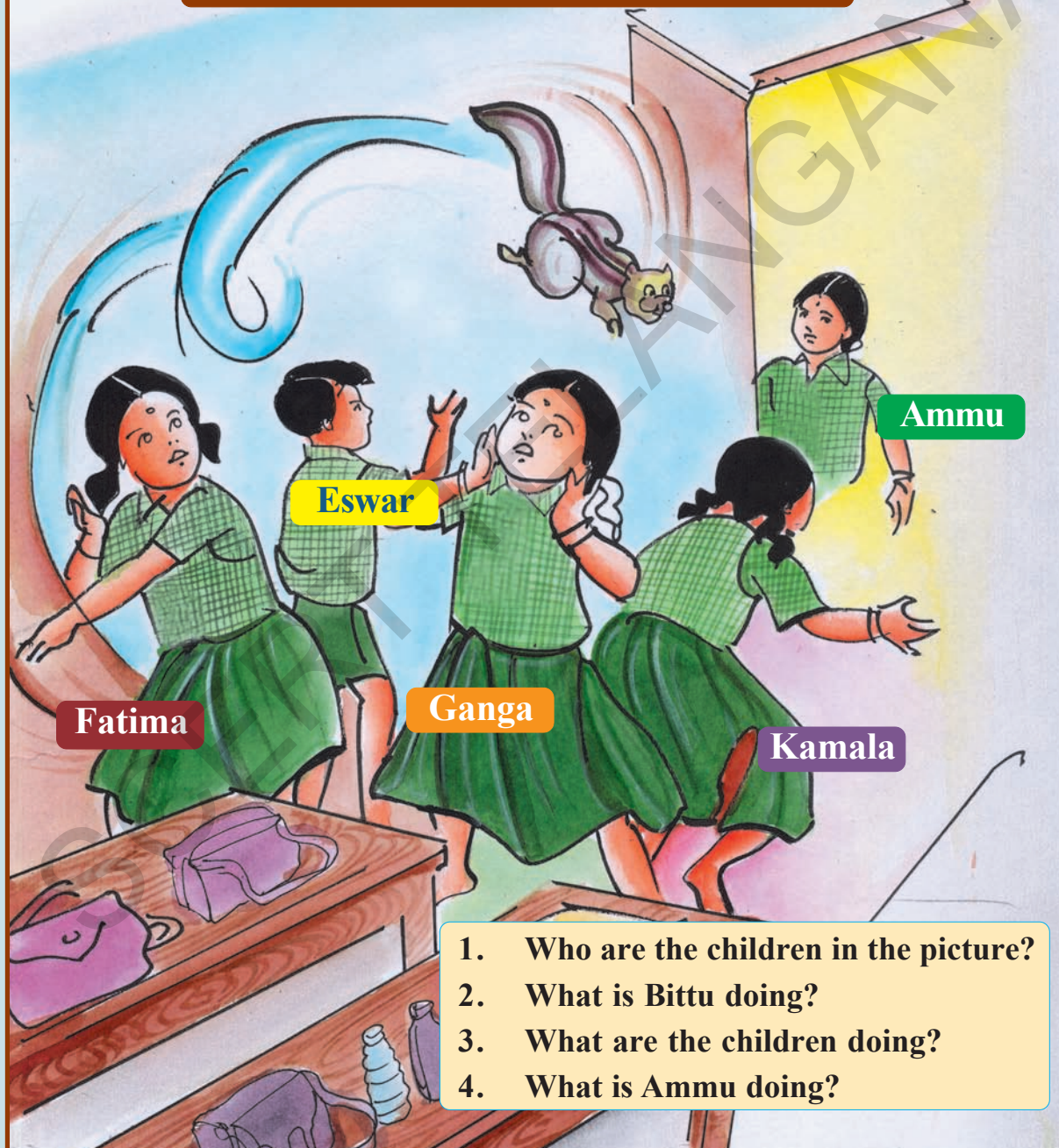
1. Where is Bittu now?
2. Will Eswar catch Bittu?





Bittu and the children

Eswar tries to catch Bittu. Bittu jumps here and there in the class. Children are screaming and running here and there.



1. Who are the children in the picture?
2. What is Bittu doing?
3. What are the children doing?
4. What is Ammu doing?





Bittu, the painter

Sing the song

Here is a squirrel
sitting on my head.
Now my head is
brown in colour.



Hari



Ganga

Here is a squirrel
jumping on my knee.
Now my knee is
blue in colour.

1. Where is Bittu in the first picture?
2. What is Hari saying?
3. Where is Bittu in the second picture?
4. What is Ganga saying?





Sing your song

What is Bittu doing?

Here is a squirrel
sitting on my nose
Now my nose is

.....

.....

.....

.....

.....

.....

.....

.....

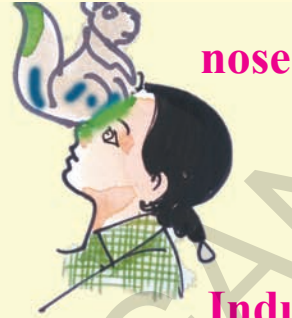
.....

.....

.....

.....

.....



nose

Indu



shoulder

Jhansi



back

Kathy



foot

Lalitha





Where is Bittu?

Ammu comes to the class. She is looking for Bittu.



Bittu is on Ganga's knee.

Hey Bittu! What are you doing?



He is on Hari's head.



He is on Indu's nose.



He is on Jhansi's shoulder.



He is on Kathy's back.



1. What is Ammu saying to Bittu?
2. Will Bittu go back into Ammu's bag?

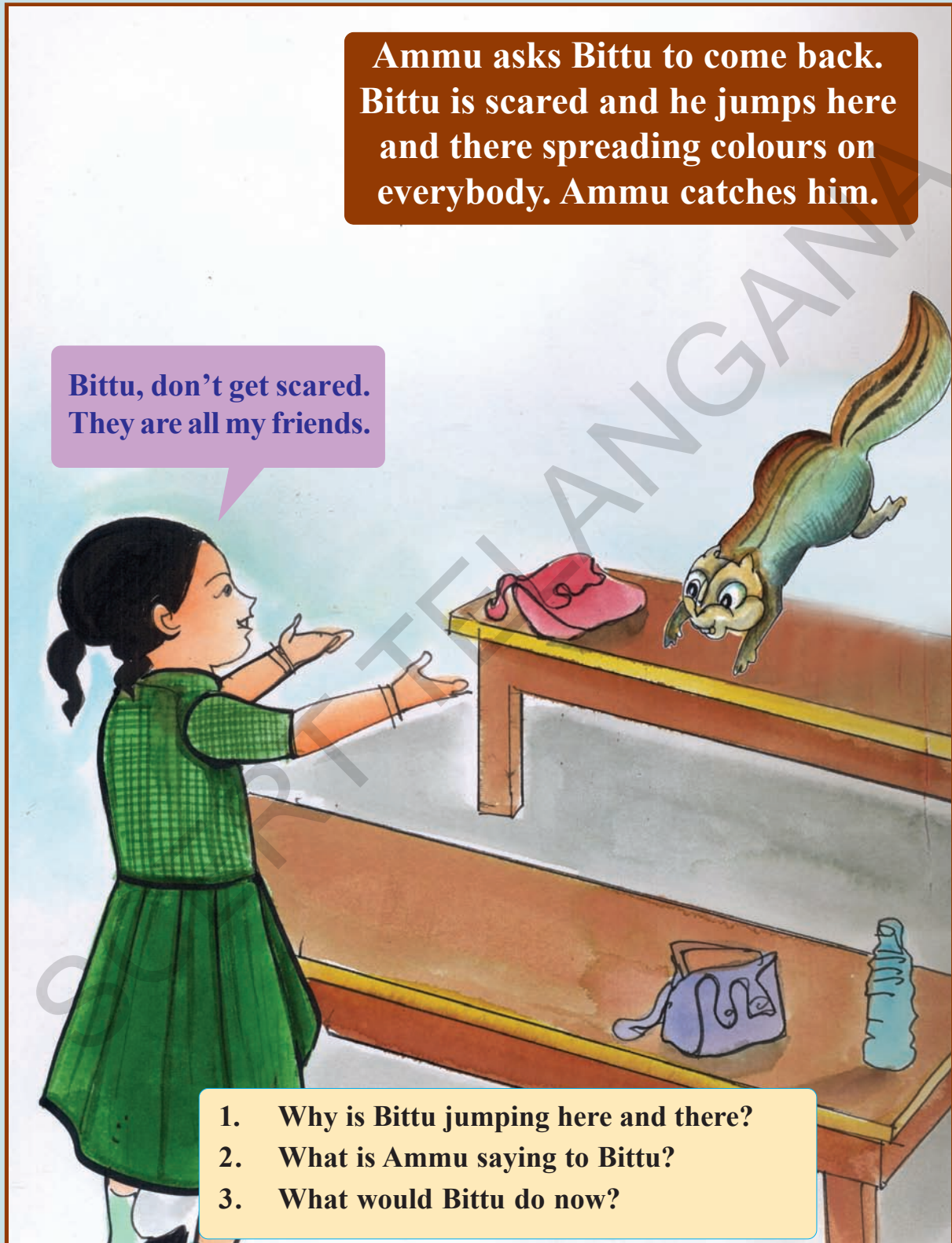




Ammu catches Bittu

Ammu asks Bittu to come back. Bittu is scared and he jumps here and there spreading colours on everybody. Ammu catches him.

Bittu, don't get scared. They are all my friends.



1. Why is Bittu jumping here and there?
2. What is Ammu saying to Bittu?
3. What would Bittu do now?

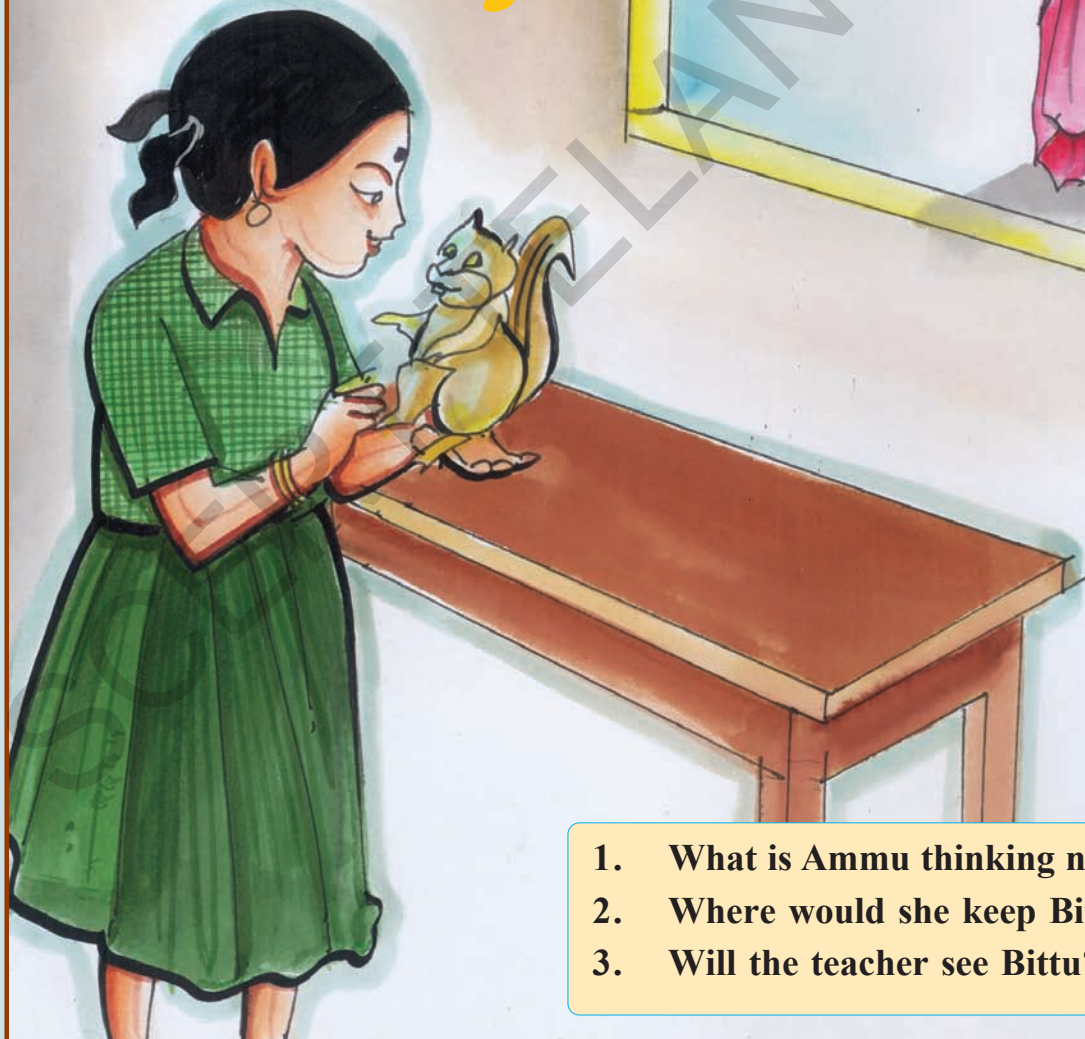




Bittu is happy

Bittu comes running to Ammu. She pats him. He is happy now. Ammu sees the teacher coming to the class.

Where should I keep Bittu now?



1. What is Ammu thinking now?
2. Where would she keep Bittu?
3. Will the teacher see Bittu?





Ammu's friends

Copy the names of Ammu's friends.

1. Eswar _____
2. Fatima _____
3. Ganga _____
4. Hari _____
5. Indu _____
6. Jhansi _____
7. Kathy _____

Write the names of your friends.

My friends are:





Sing and dance

Tell me, tell me
Where 'I' is?
'I' is there in
Ice and ink.



Tell me, tell me
Where 'K' is?
'K' is there in
King and kite.


Tell me, tell me
Where 'J' is ?
'J' is there in
Jar and jug.


Tell me, tell me
Where 'L' is?
'L' is there in
Lamp and ladder.








Read and copy


I i  Ice cream


 idli


J j  Jug



 jar

K k  King

 kite

L l  Lamp

 ladder





Match the small letters
with their capital letters and
colour them.



small
letters

capital
letters

k

j

h

i

l

g

G

H

I

J

K

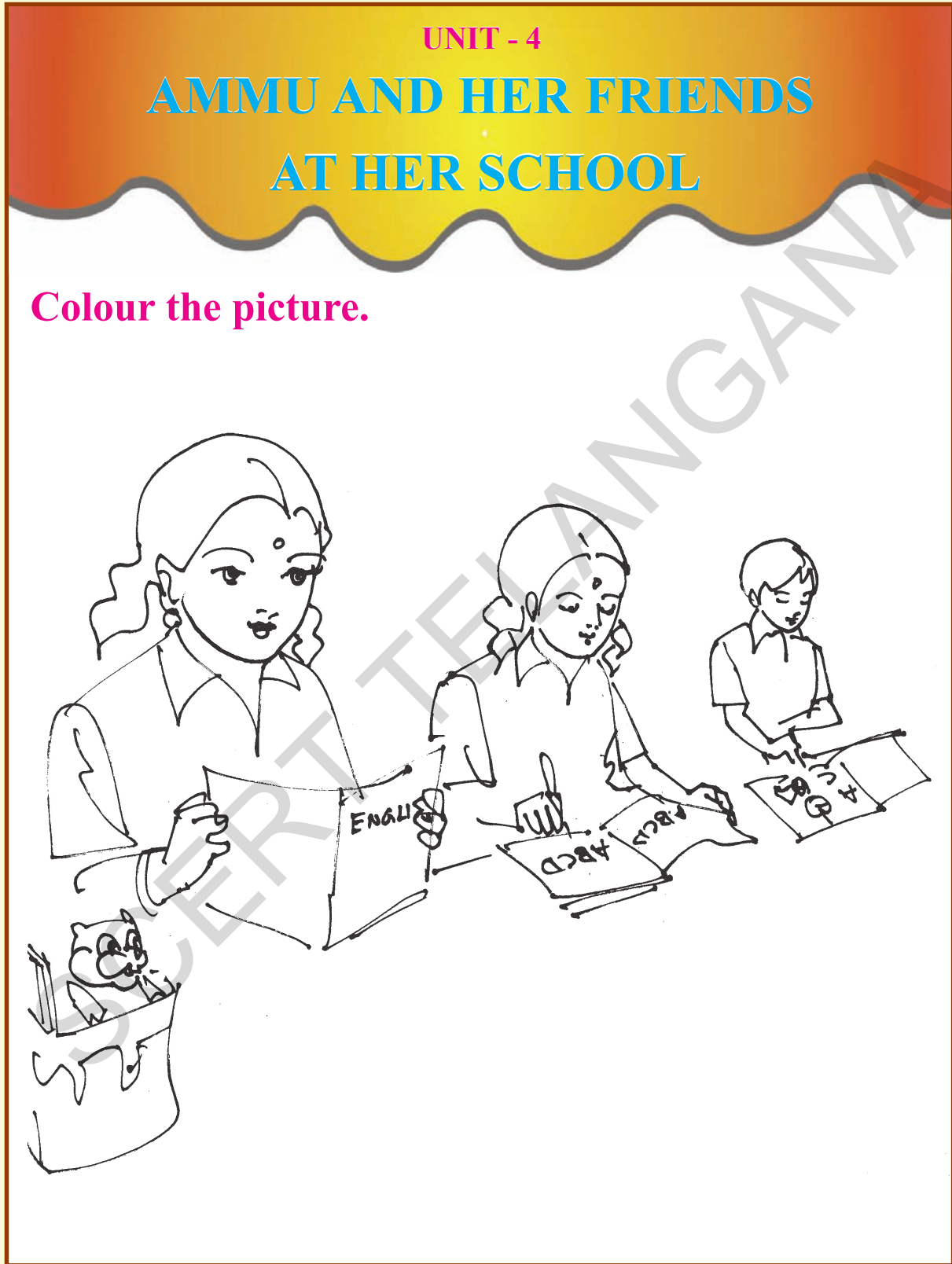
L



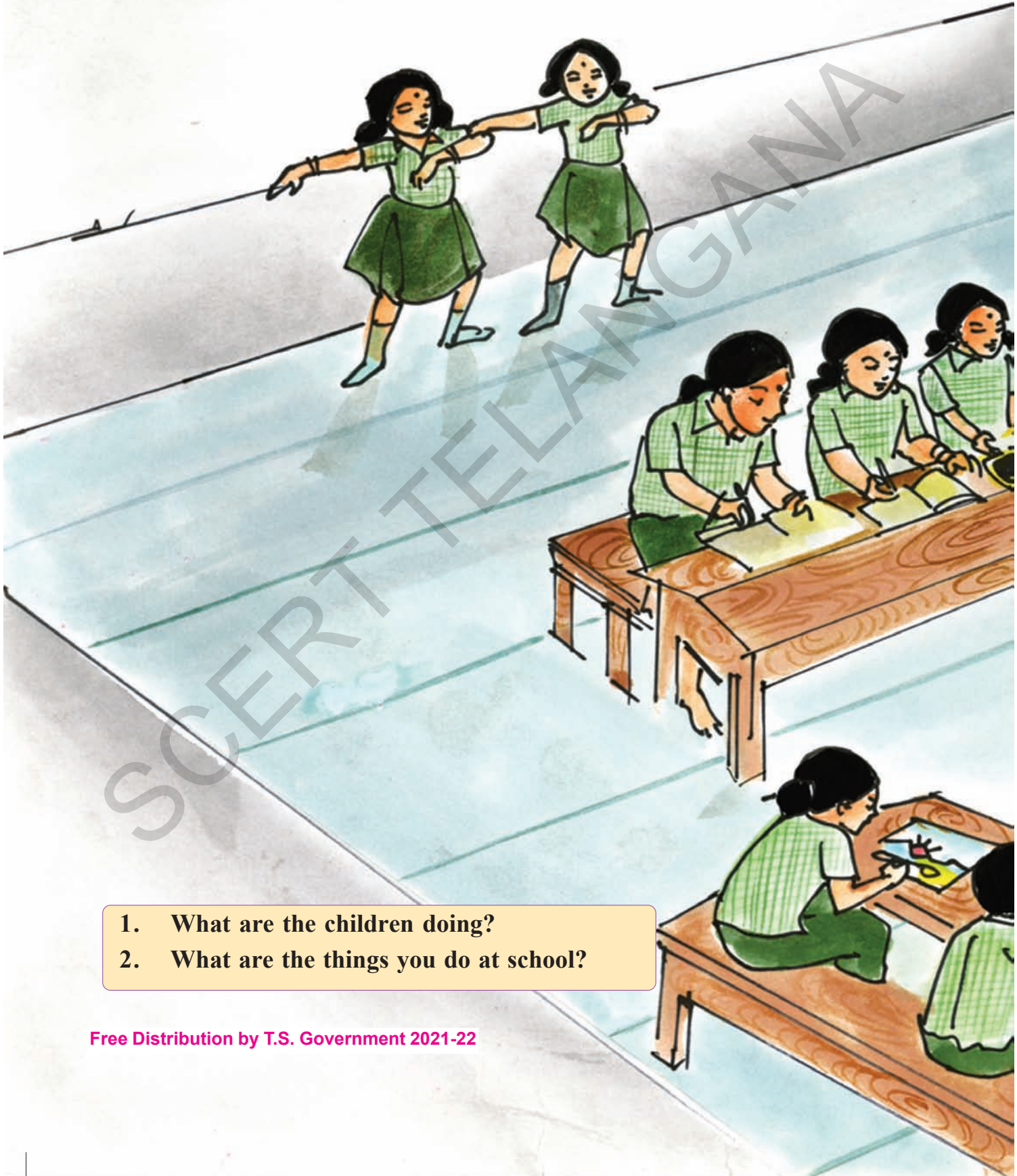


UNIT - 4
AMMU AND HER FRIENDS
AT HER SCHOOL

Colour the picture.



We are learning



1. What are the children doing?
2. What are the things you do at school?

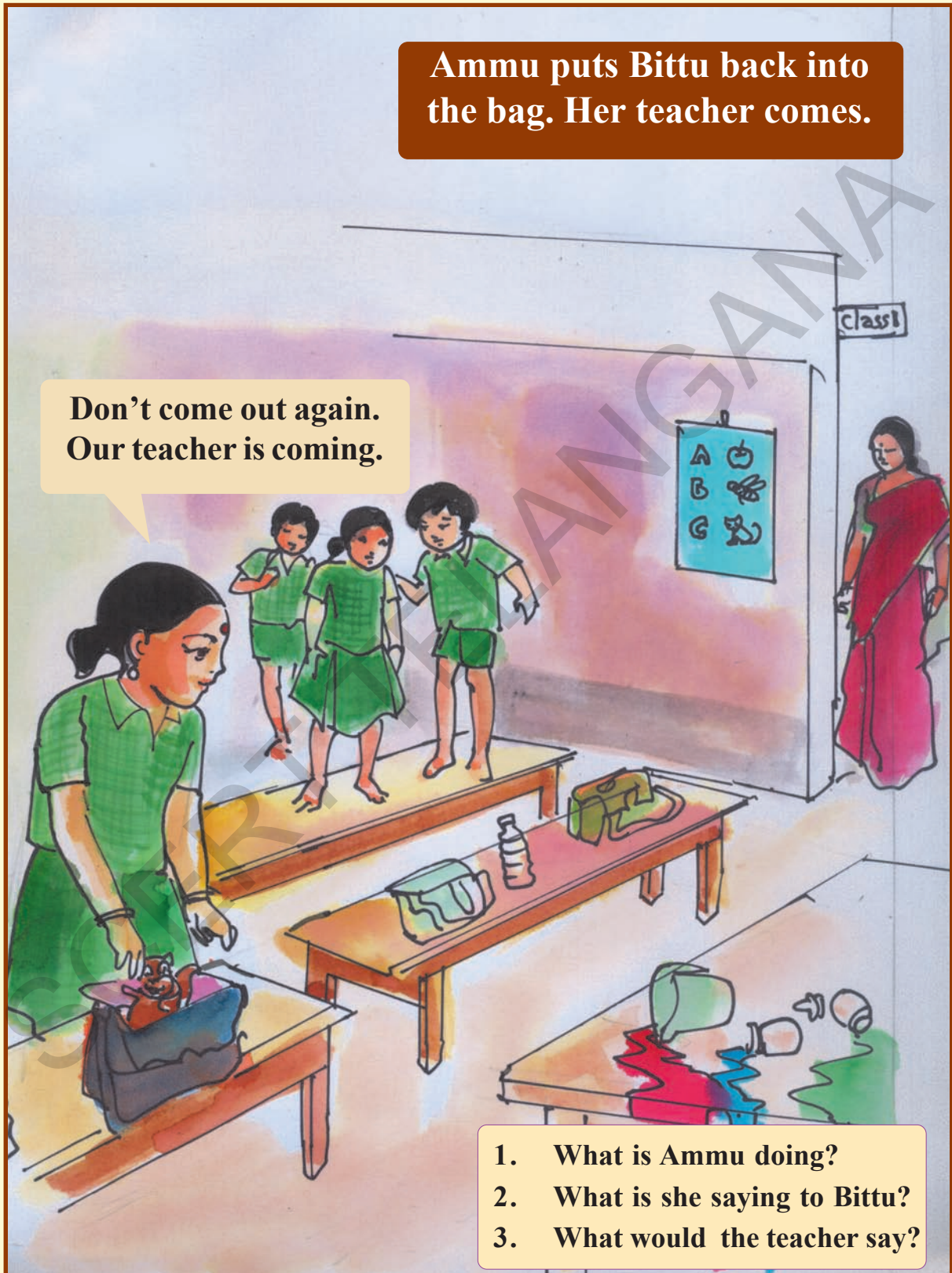




Here comes our teacher!

Ammu puts Bittu back into the bag. Her teacher comes.

Don't come out again.
Our teacher is coming.



1. What is Ammu doing?
2. What is she saying to Bittu?
3. What would the teacher say?

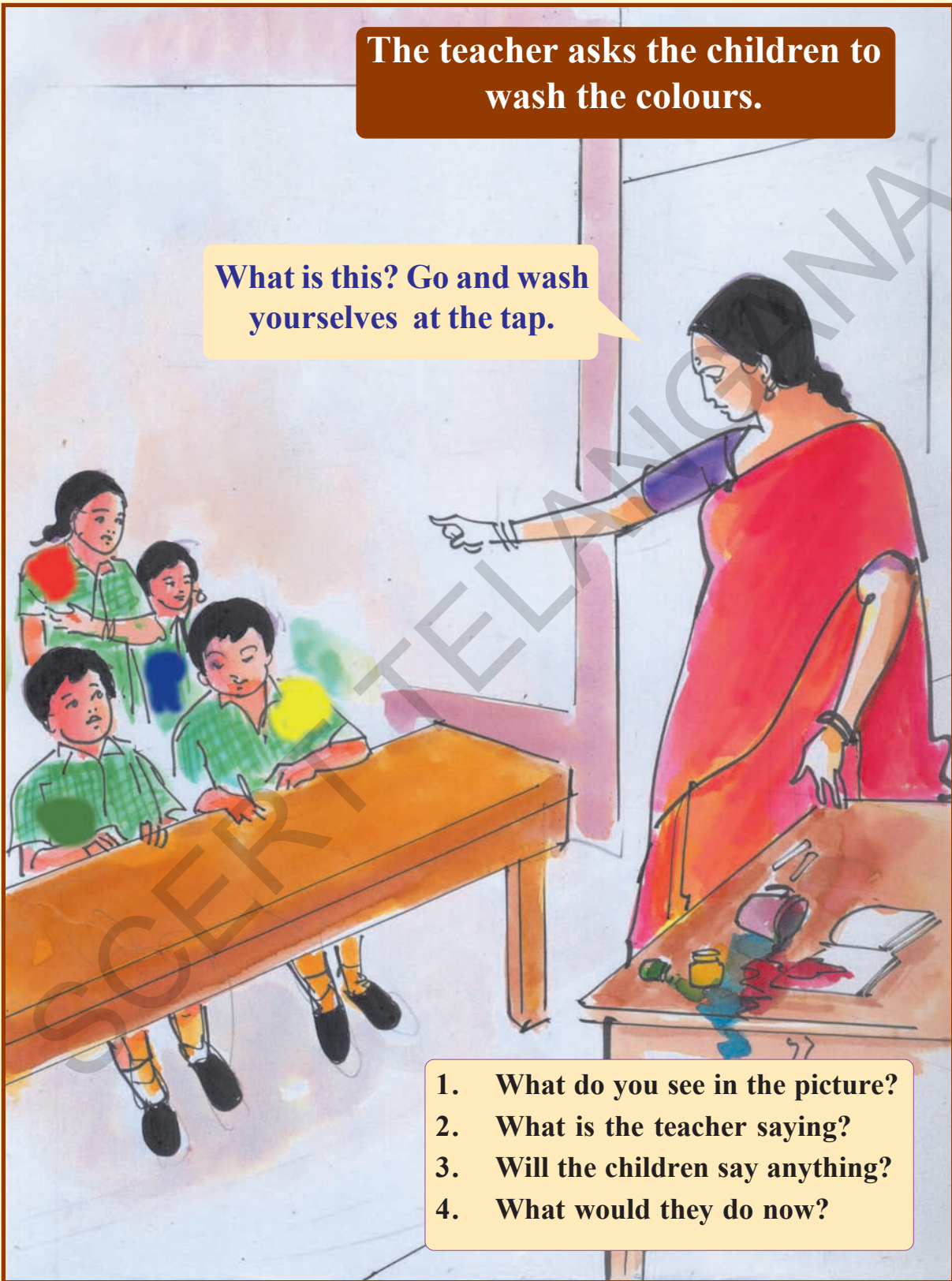




Teacher in the class

The teacher asks the children to wash the colours.

What is this? Go and wash yourselves at the tap.



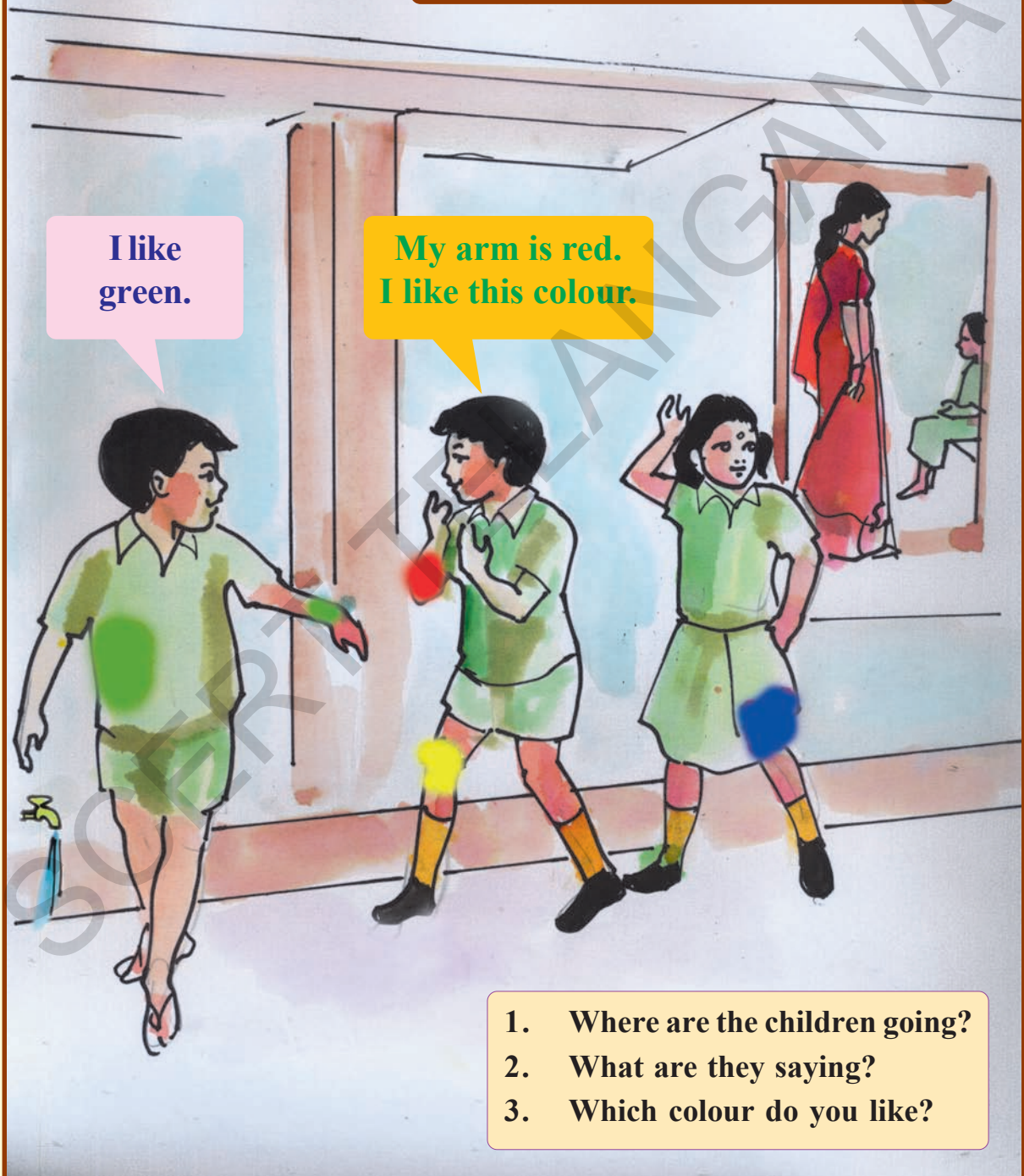
1. What do you see in the picture?
2. What is the teacher saying?
3. Will the children say anything?
4. What would they do now?





The colour I like

The children are going to the water tap. They are talking about the colours they like.



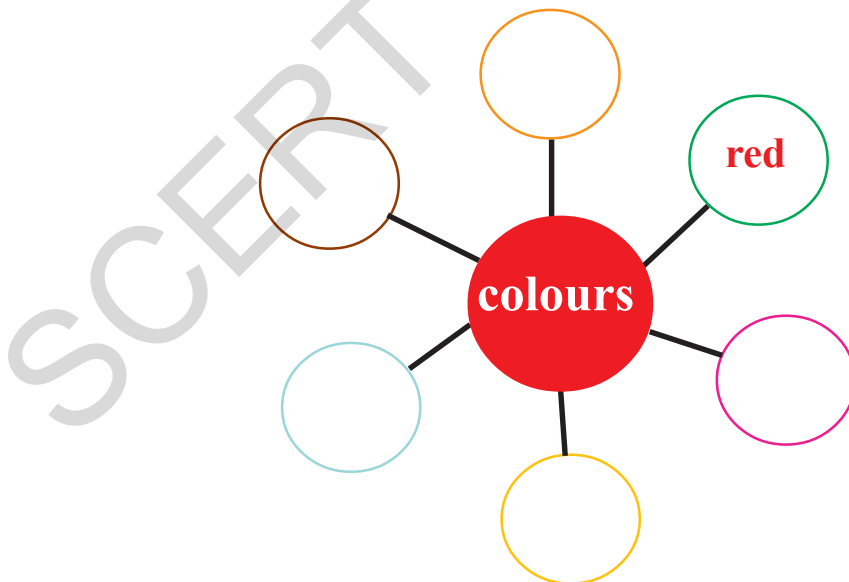


Colours

What are these? Name them. Colour the pictures and name the colours.



What colours can you name?

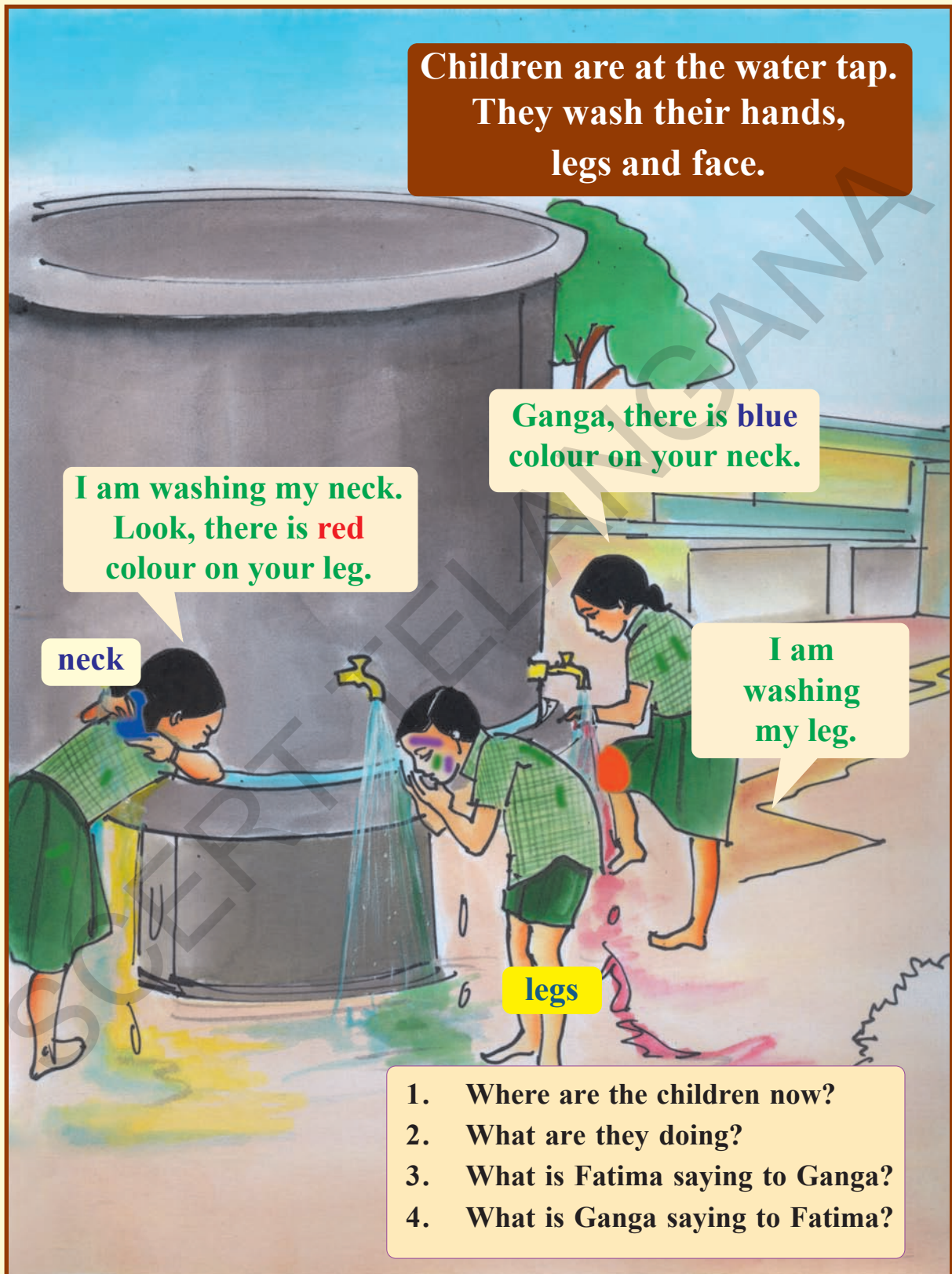


I like





Children at the water tap





Song at the water tap

Sing the song with actions

Wash, Wash,
Wash your hands.
This is the way
I wash my hands,
Wash my hands.



Eswar

Wash, Wash,
Wash your face.
This is the way
I wash my face,
Wash my face.



Fatima

- 1) Who is washing the hands?
- 2) Who is washing the face?





Sing the song

Add lines to the song and sing

What is Hari singing?

Wash.....

.....

This is the way

.....ear

.....



What is Ganga singing?

.....

.....

.....

.....

.....





Parts of the body

Write the names of the body parts .

nose mouth hand leg eye
neck head fingers knee shoulder

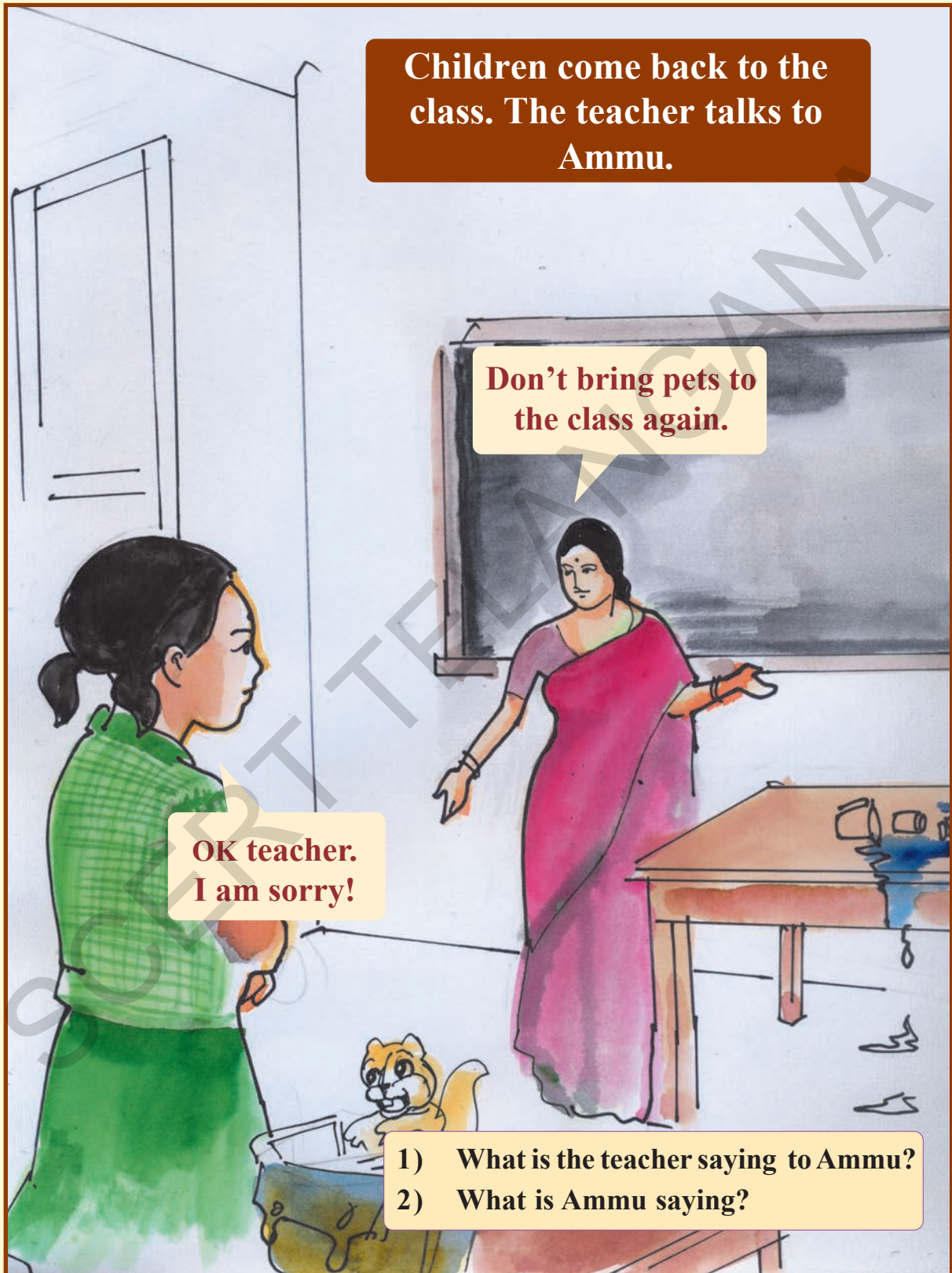


We respect our body by keeping it clean and by covering it with clothes





I am sorry





Draw your pet and talk about it.

SCERT TELANGANA





We are at school

The bell rings. Children
come out of the class.

We are at school,
We read and write.
We come to school,
To read and write.



reading

writing

We are at school,
We talk and play.
We come to school,
To talk and play.



talking



playing





Sing the song

Add lines and sing the song



drinking

We are at school,

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



eating



singing

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



dancing



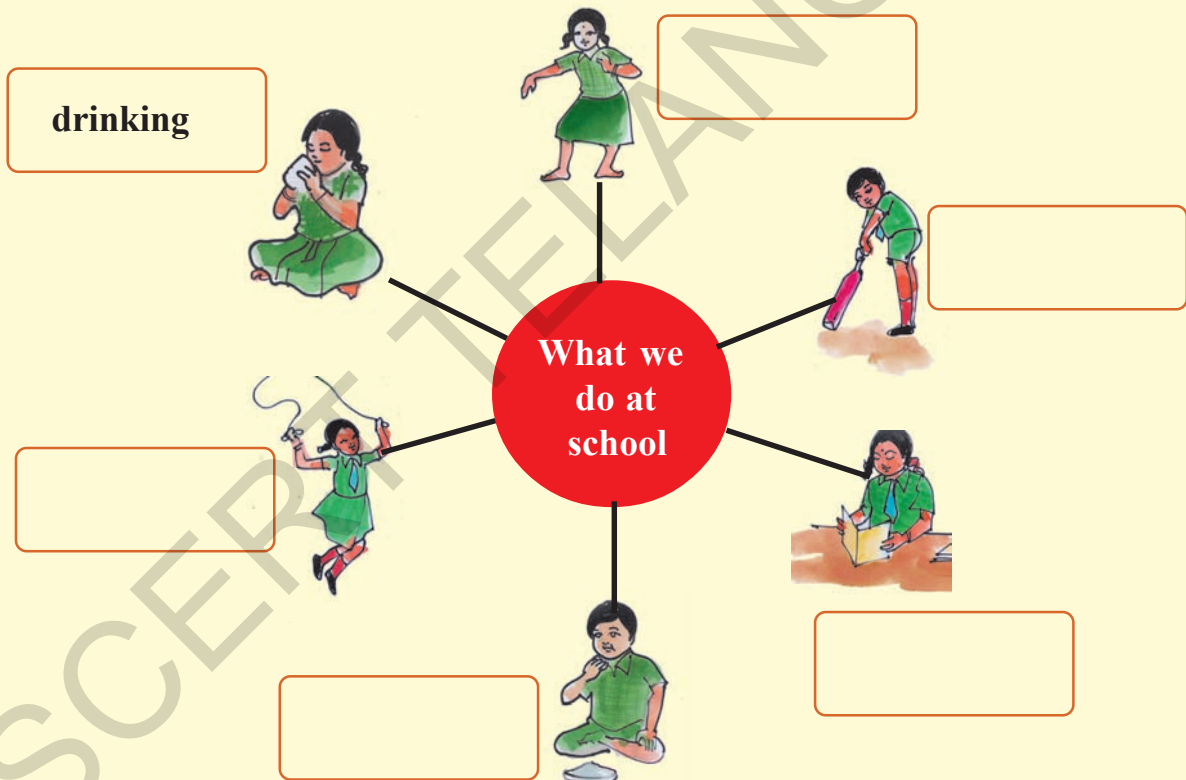


Things we do at school

What are these children doing?

Choose from the list and write in the boxes.

eating drinking reading skipping playing dancing





Sing and dance

Grandpa, grandpa,
Where 'M' is ?
'M' is here in
'Mat' and 'monkey'!



Grandma,
grandma
Where 'N' is ?
'N' is here in
'Net' and 'nest'!

Sister, sister
Where 'O' is ?
'O' is here in
'Ox' and 'owl'!


Brother, brother
Where 'P' is ?
'P' is here in
'Pen' and 'pencil'!






Read and copy

M m



Mango



monkey



N n



Net



nest

O o




ox




owl

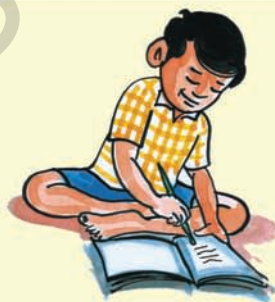
P p



Pen



pencil





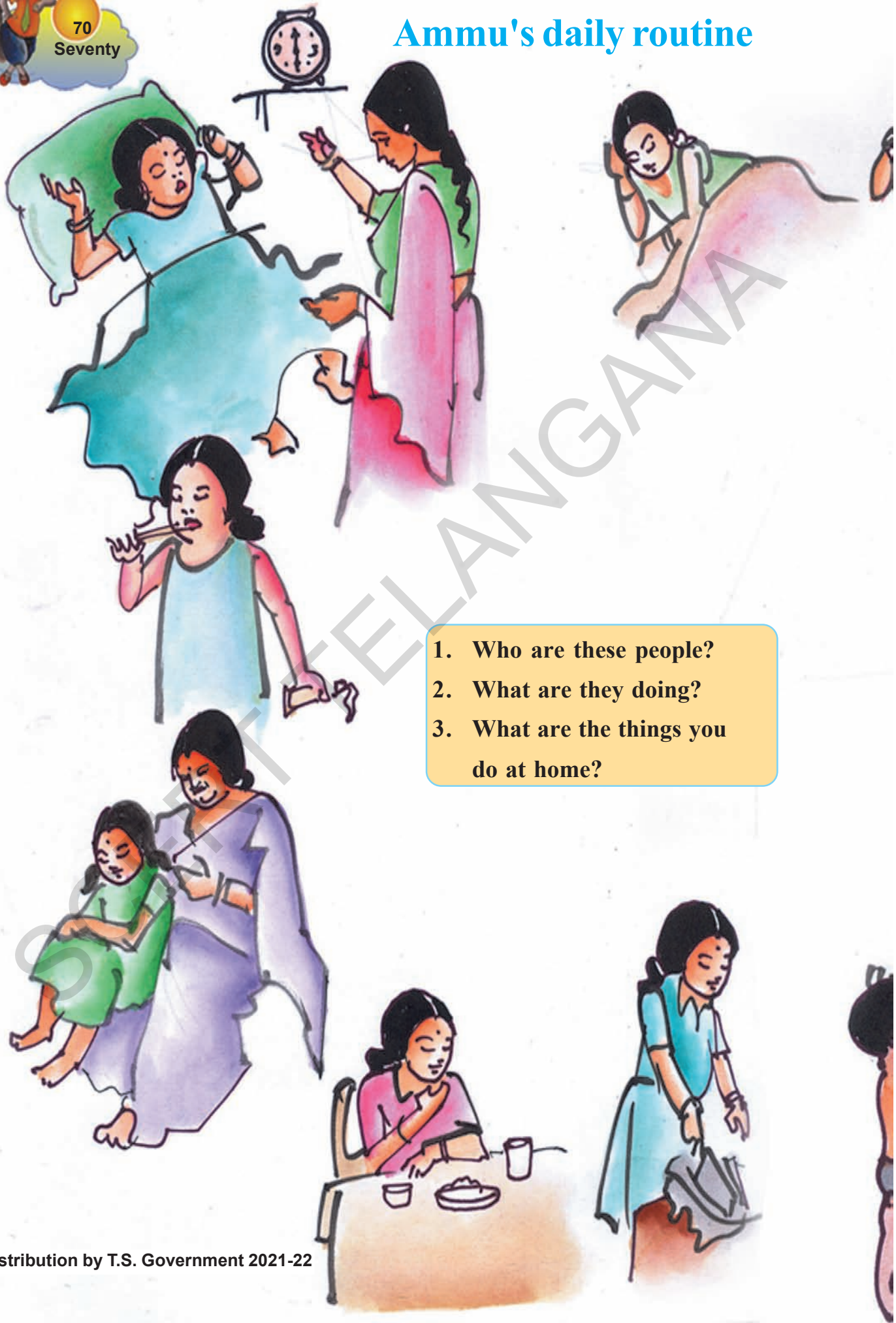
UNIT - 5

THINGS I DO

Colour the pictures.



Ammu's daily routine

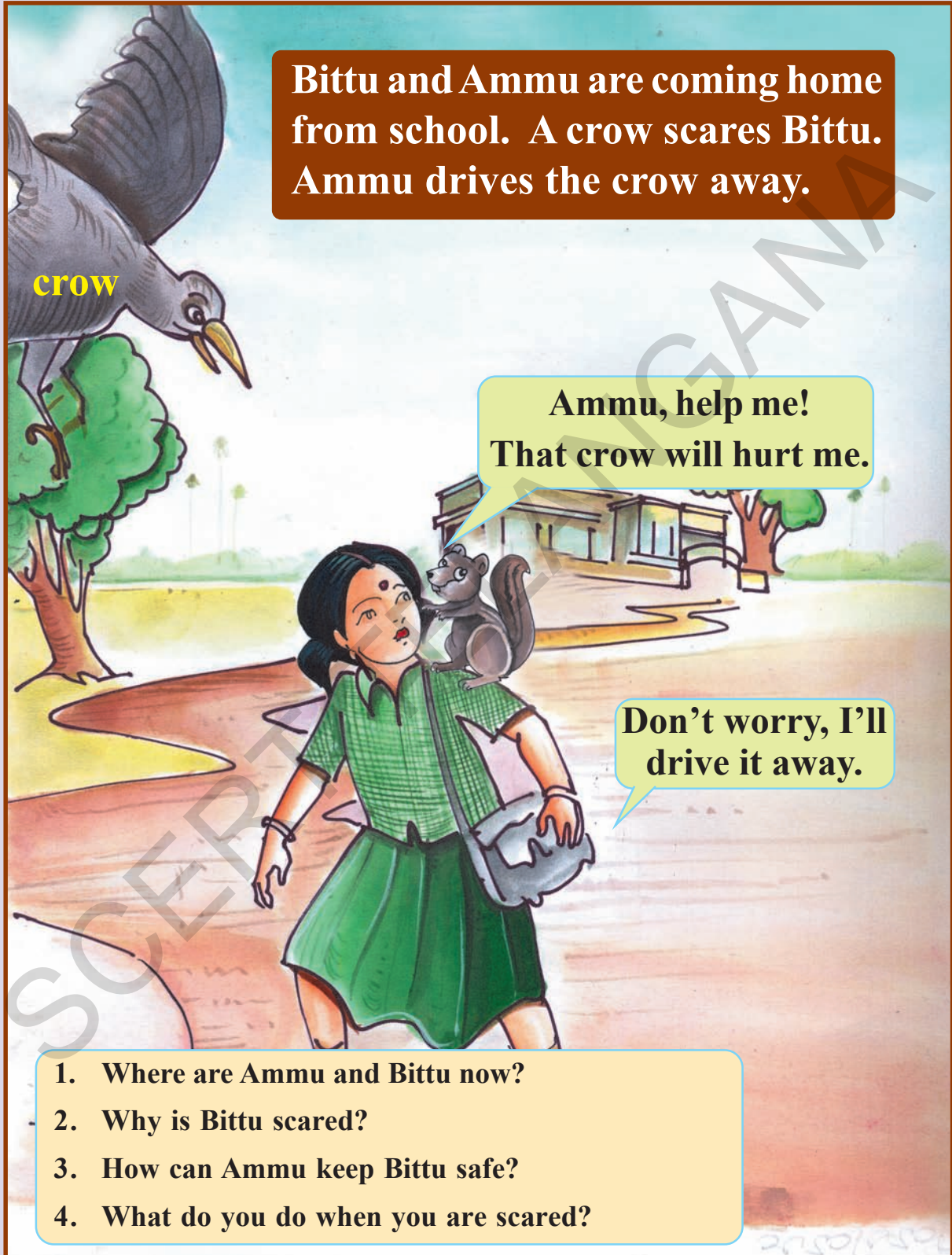


1. Who are these people?
2. What are they doing?
3. What are the things you do at home?





Ammu is coming home

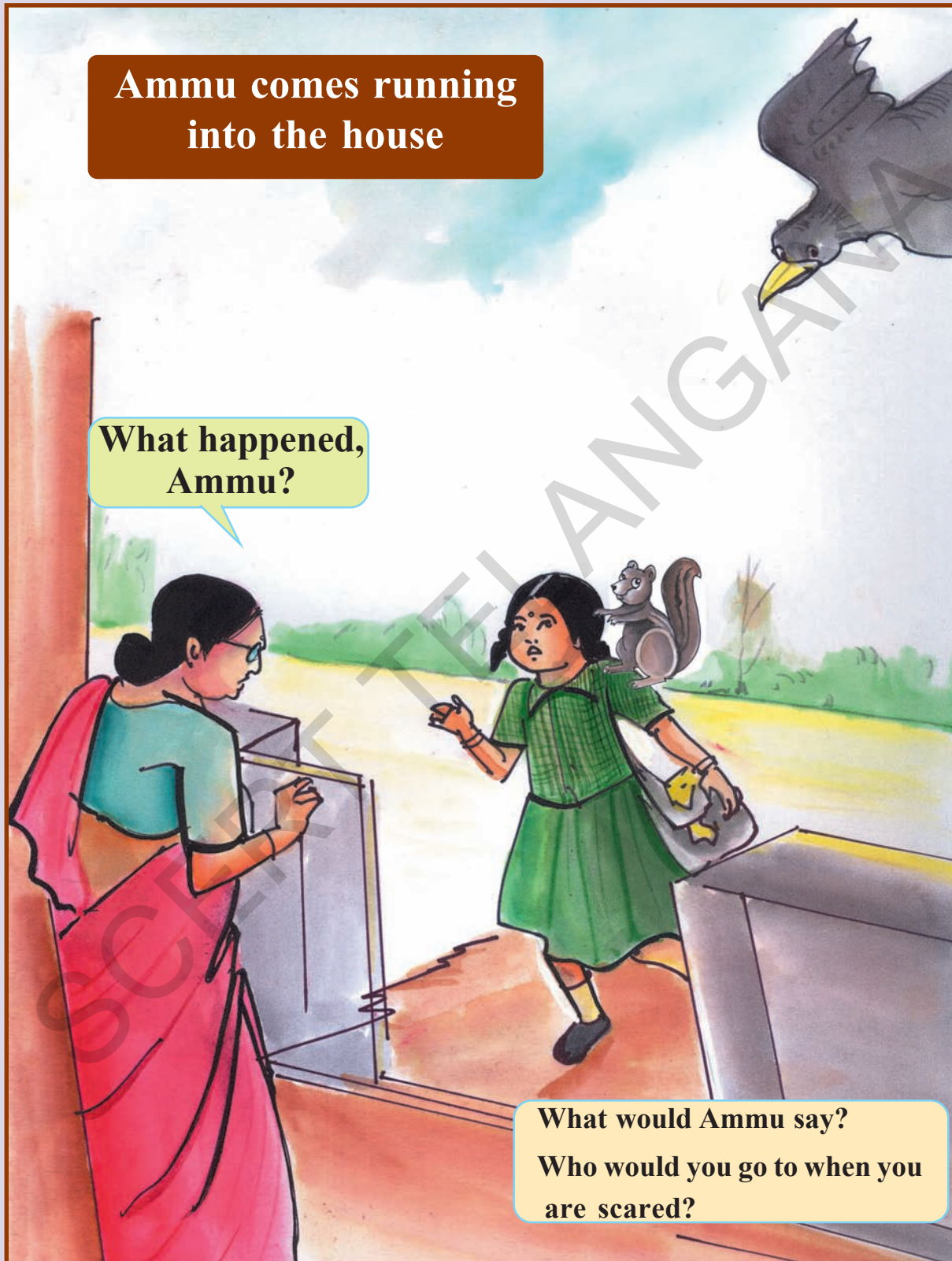




Ammu is back

**Ammu comes running
into the house**

**What happened,
Ammu?**



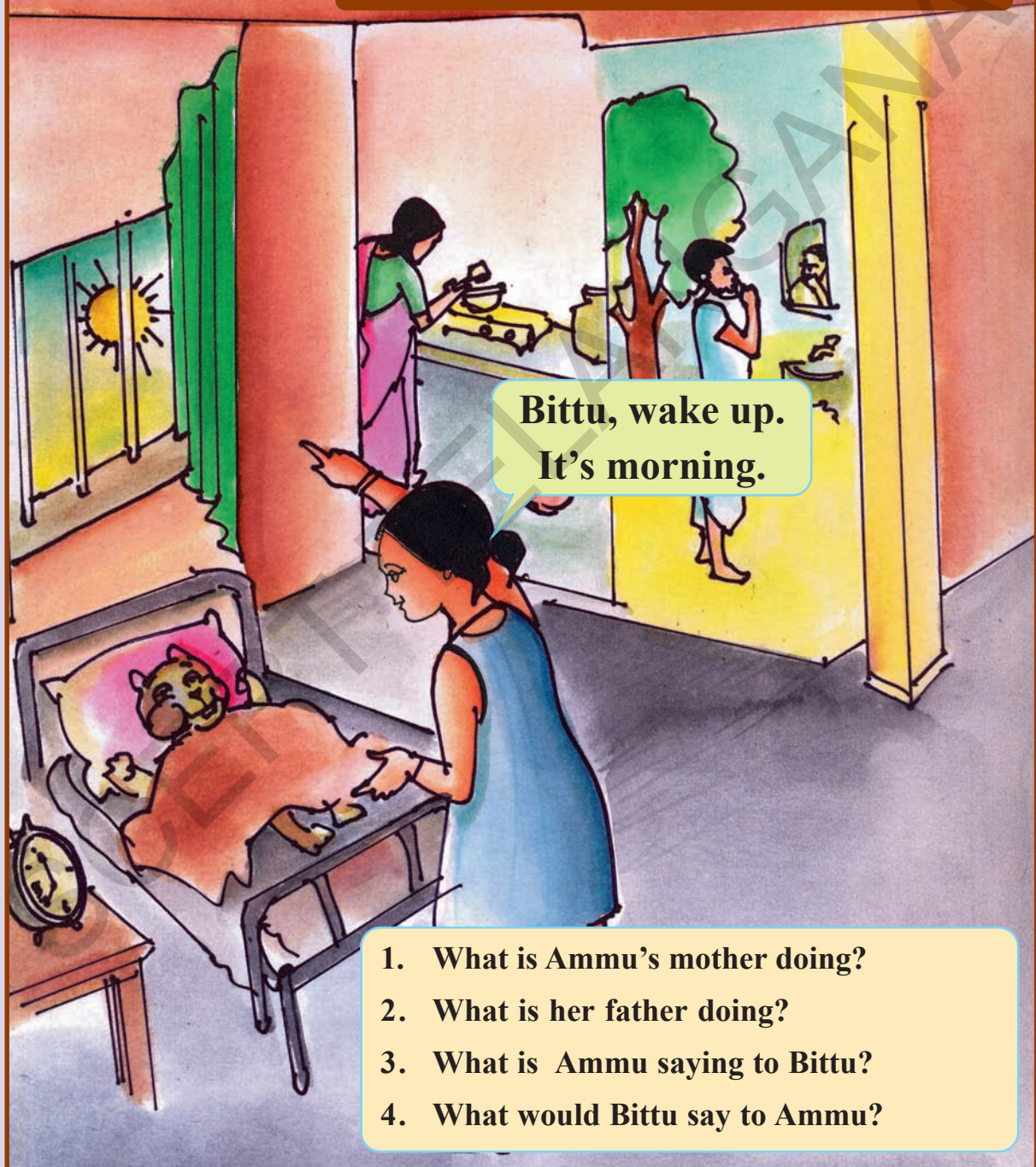
**What would Ammu say?
Who would you go to when you
are scared?**





Ammu wakes up

Ammu wakes up early in the morning. Bittu is lazy. He is still sleeping.



1. What is Ammu's mother doing?
2. What is her father doing?
3. What is Ammu saying to Bittu?
4. What would Bittu say to Ammu?





Ammu teaches Bittu good habits

Bittu wakes up. Ammu is teaching Bittu, how to brush teeth, take bath and eat food at a table.



**Brush your teeth
Brush your teeth
Make your teeth white
and strong.**



**Take your bath
Take your bath
Keep your body clean
and healthy.**

**Eat your food
Eat your food
Keep your body strong.**



**Play your game
Play your game
Keep your body fit.**



1. What does Ammu ask Bittu to do?
2. What do you see in this picture?
3. How do you take care of your body?





Add lines to the song and sing.



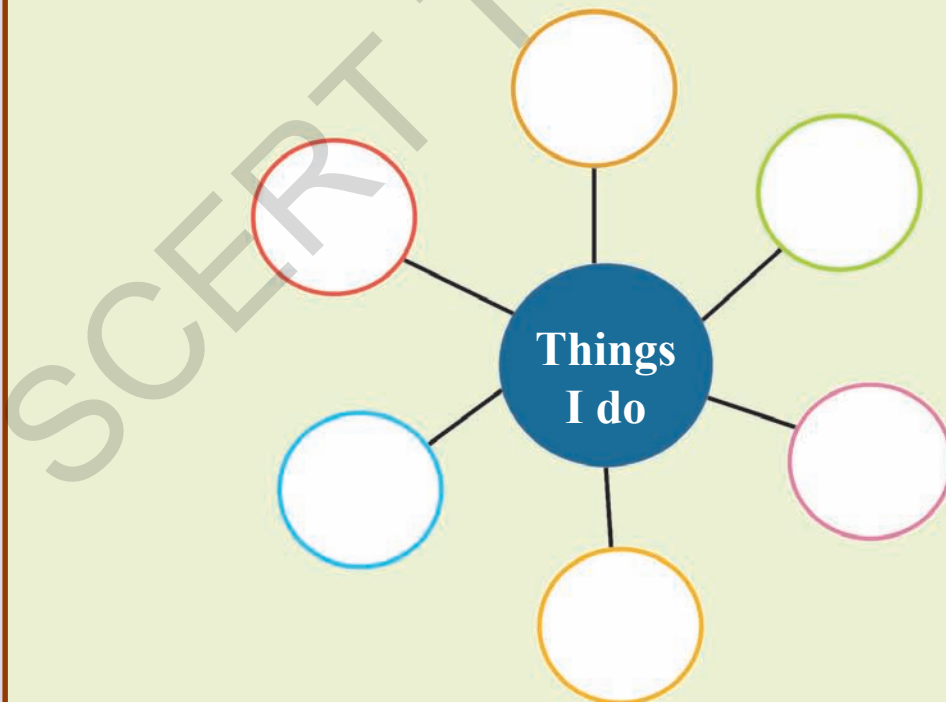
comb your hair

.....

..... neat

combing hair

Talk about the things you do.





Ammu has a bag

**Ammu has a bag.
She puts her things in it.**

**Ammu has a bag. What is Ammu going to do?
Talk about the picture.**

**I have a bag.
I keep my things
in the bag.**



**I too want a bag.
Give me one.**

1. What is Ammu saying to Bittu?
2. What does Bittu want?
3. What would Bittu keep in his bag?





What you do every day



**Ammu wakes up early
in the morning.**



She brushes her teeth.



She drinks milk.



**She goes to
school every day.**



**She plays with
her friends.**



**She goes to bed
early in the night.**

1. What do you see in these pictures?
2. What do you do every day?





Things I have

**Ammu has many things.
What things do you have?**



a mug



a comb



a napkin

a powder



a pencil



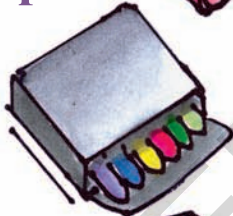
an eraser

a story book



a sharpener

**a part of
glasses**



colours

a water bottle



a brush



a toy



a diary



a ball



a doll



bangles



a ribbon



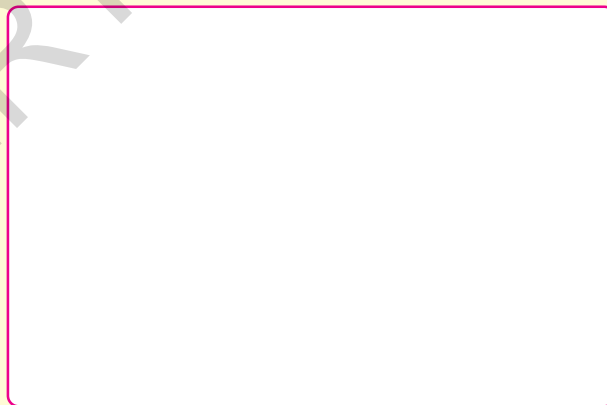


Things I use

Draw the pictures of any two things you use.
Colour them and write their names.



This is



This is





Bittu's song





Sing the song

Add lines to the song and sing

Bittu sings about the other things he has.

Little Bittu has a

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



Story Book

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



tie

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



shoes

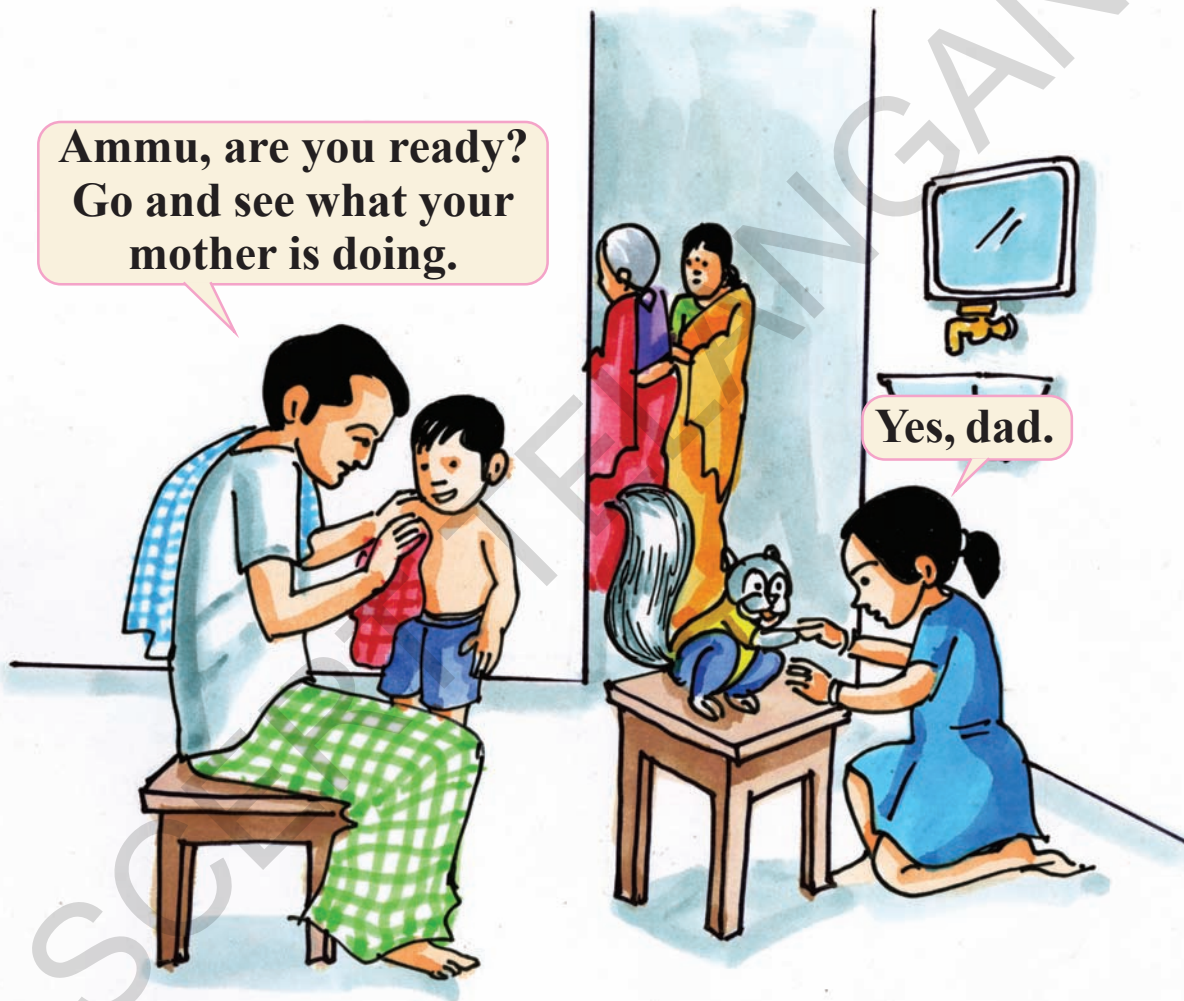




Going to the zoo

Ammu's family is planning to visit the zoo. All of them are getting ready.

Ammu, are you ready?
Go and see what your mother is doing.



Yes, dad.

1. Who are these people?
2. What are they doing?
3. What is father saying to Ammu?



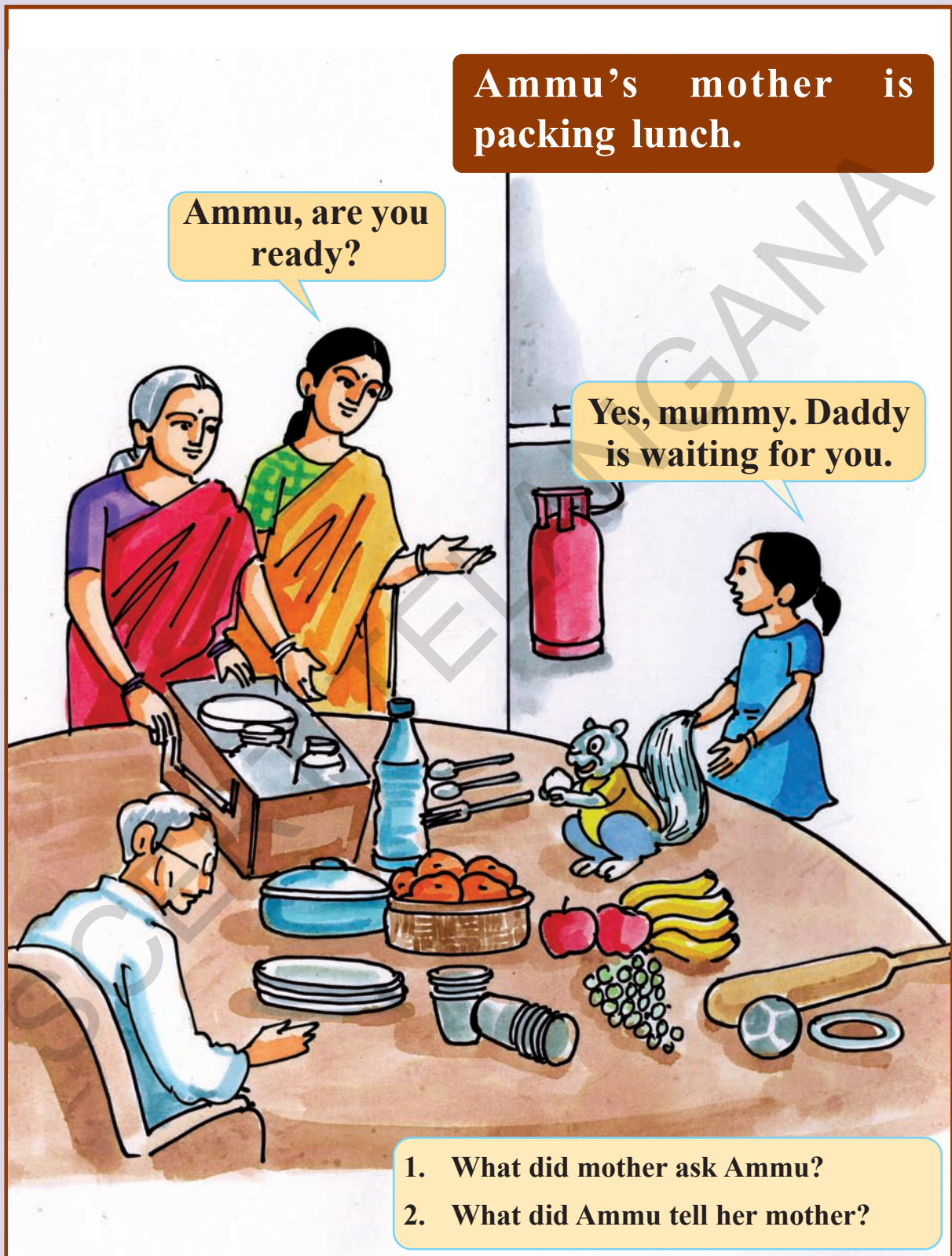


Getting ready

Ammu's mother is packing lunch.

Ammu, are you ready?

Yes, mummy. Daddy is waiting for you.



1. What did mother ask Ammu?
2. What did Ammu tell her mother?





Where are we going?





On the road

Ammu's family waits outside their house. An auto comes.

Father : Will you come to the zoo?

Driver : Yes, sir.

Father : Can you get us another auto?

Driver : Yes, my friend's auto is just behind me.

Father : Okay. Let's go.



1. Why did father ask for another auto?
2. Why is it important to follow safety rules?





Sing and dance

Will you show me
Where 'Q' is?
'Q' is there in
Queen and quill.



Will you show me
Where 'R' is?
'R' is there in
Rat and ring.

Will you show me
Where 'S' is?
'S' is there in
Snake and snail.



Will you show me
Where 'T' is?
'T' is there in
Tap and top.







Read and copy



Q q


Queen

quill



R r




Rat

ring

S s


Snake

snail

T t


Tap

top

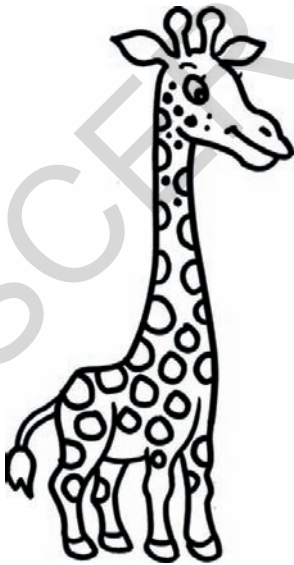
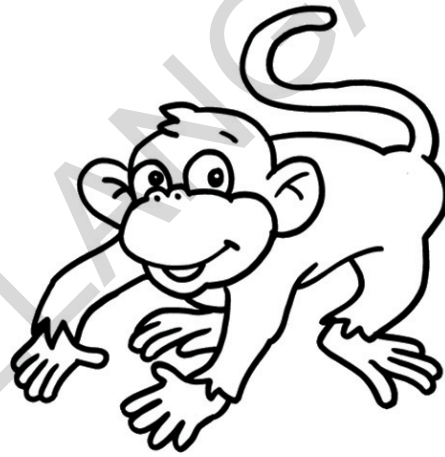
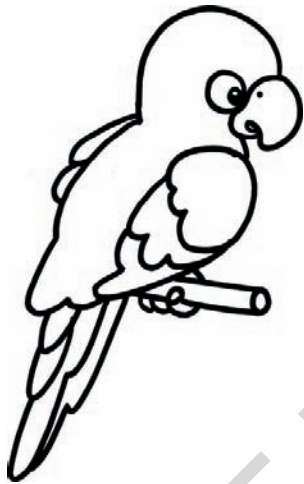




UNIT - 6

AT THE ZOO

Colour the pictures.



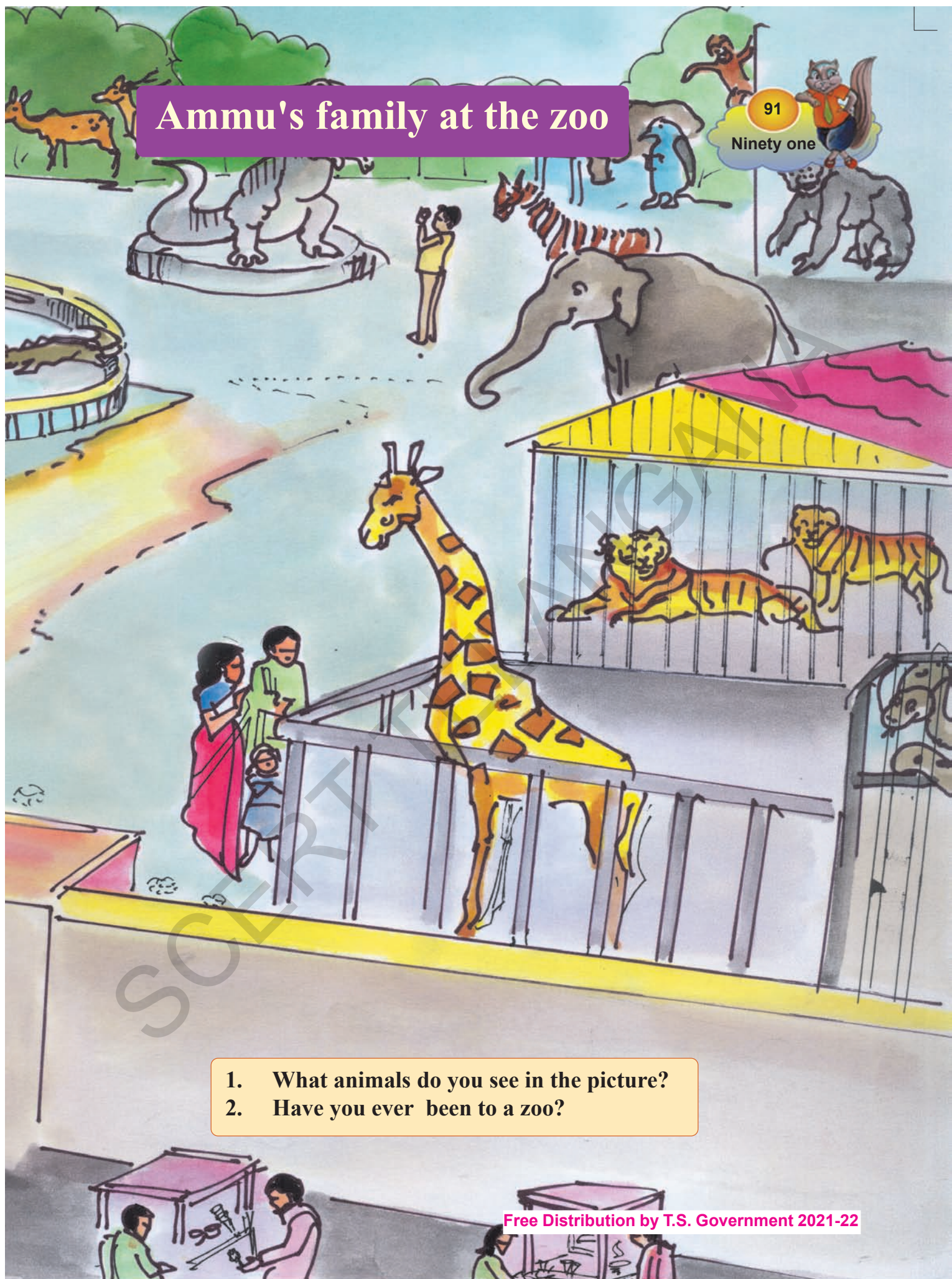
Ammu's family reached the zoo. Her father bought tickets from the counter. They all walked into the zoo in a queue.

Five tickets please!

Ammu's family at the zoo

91

Ninety one



1. What animals do you see in the picture?
2. Have you ever been to a zoo?



What a long neck!

Ammu and her father are near the giraffe.
Ammu is asking about the giraffe.

Look at those
animals, Ammu!

What is that tall
animal, daddy?

Look at the long
neck. It's a giraffe.

1. What is Bittu saying?
2. What are Ammu and her father talking about?





Bittu and Ammu with animals

Bittu shows Ammu all the animals.

Do you know this animal, Bittu?

Yes, it's a zebra. See the lines on its body.

1. What did Ammu ask Bittu?
2. What did Bittu tell Ammu about the zebra?
3. Have you ever seen a zebra?

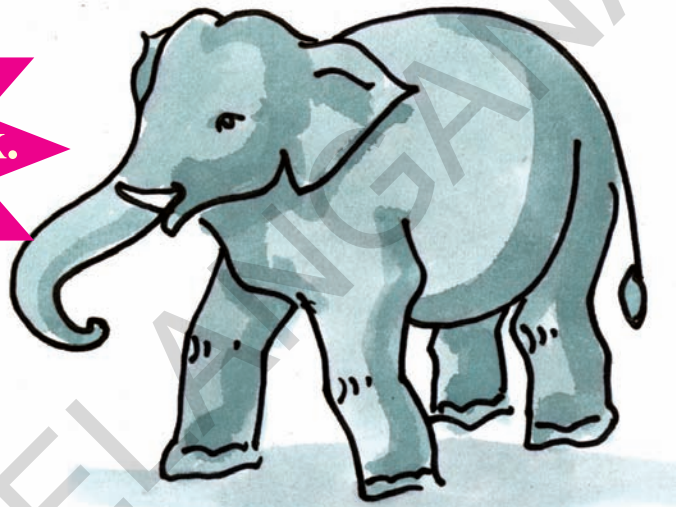




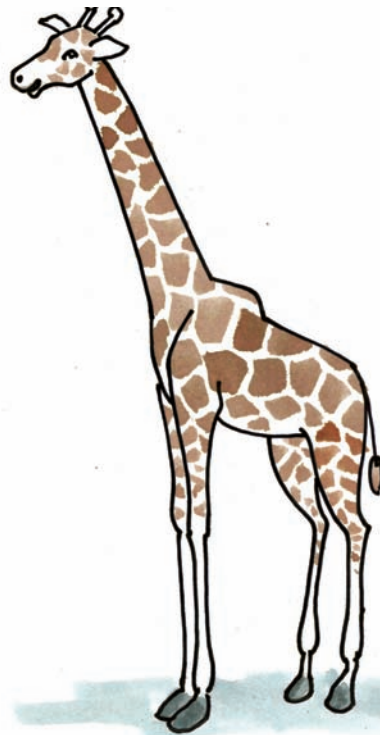
Which animal is it?

Ammu shows Bittu some animals and asks about them.

It is big.
It has a long trunk.
What is it?



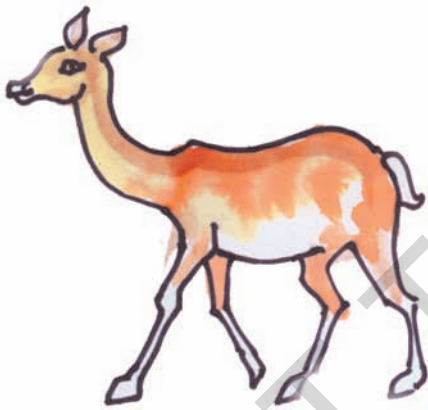
It is tall.
It has a long neck.
What is it?





Animals

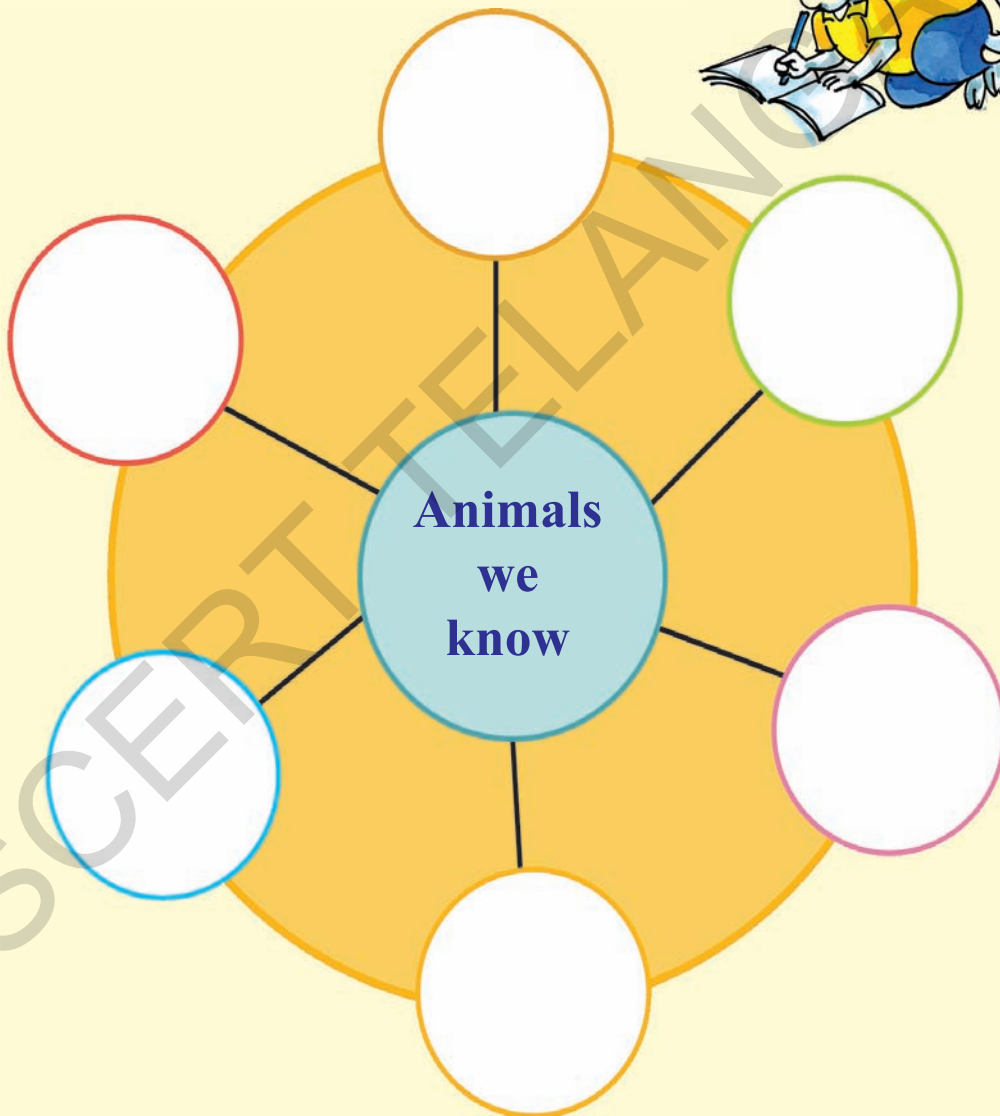
Look at the pictures of animals and talk about them.






Animals we know

Write the names
of the animals you know.






Which bird is it?



Ammu asks about the parrot and the peacock.

It has green feathers.
It has a red beak.
Which bird is it?

This is a



It has a blue neck.
It has colourful feathers.
Which bird is it?

This is a

1. What do you call these birds?
2. What is Ammu saying about these birds?





Birds

Look at the birds and talk about them.



black feathers
sharp beak
crow



grey feathers
small beak
sparrow

birds



white feathers
long legs
crane



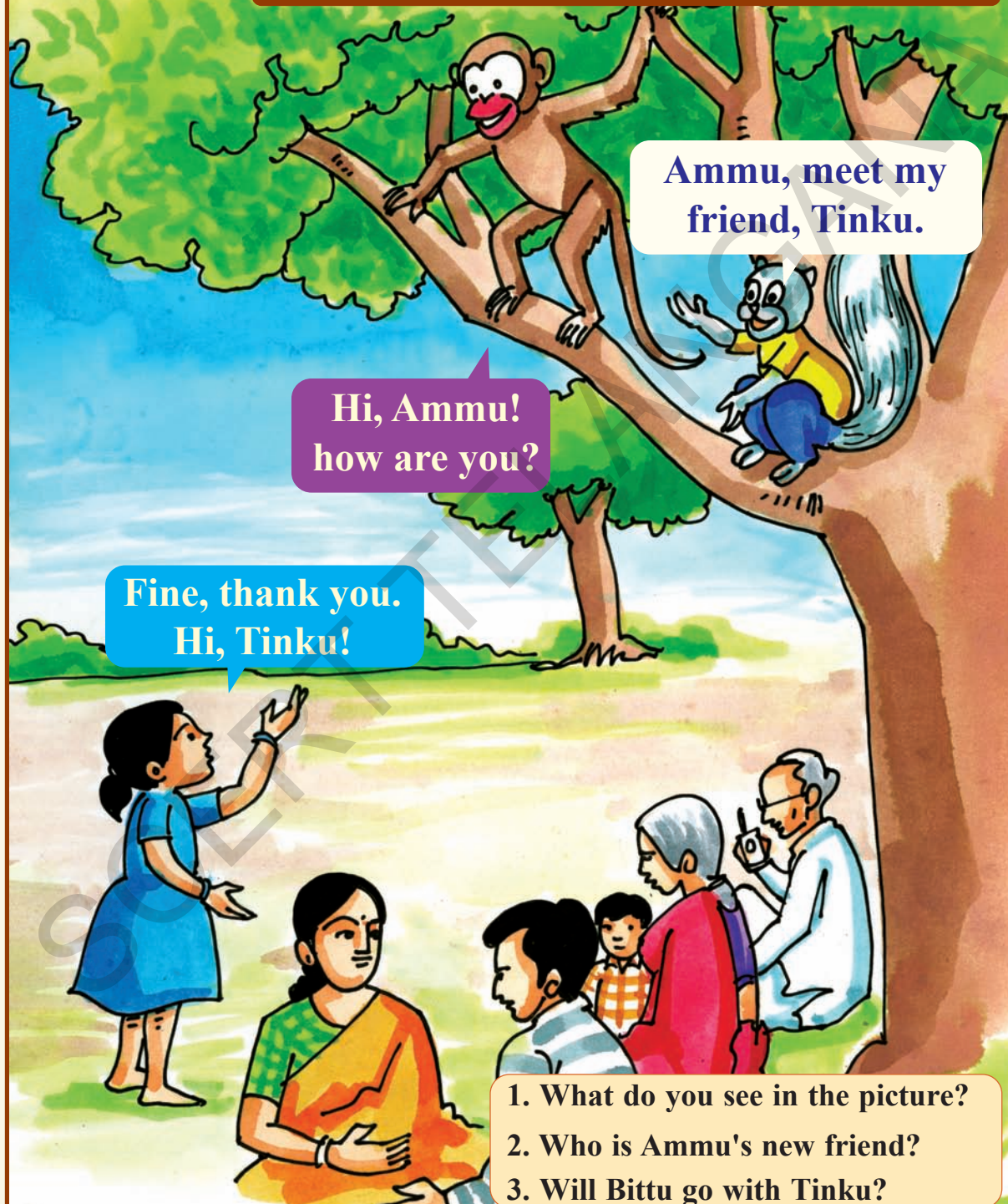
white feathers
flat beak
duck





Ammu's new friend

Bittu meets his friend, Tinku, the monkey. He introduces him to Ammu.





Sharing food

It is lunch time. Ammu and her family start eating. Tinku gives Ammu a fruit.

Ammu, take this fruit.

Bittu, what does your friend like to eat?

1. What food do they eat?
2. What food does Tinku like to eat?
3. What food do you like?

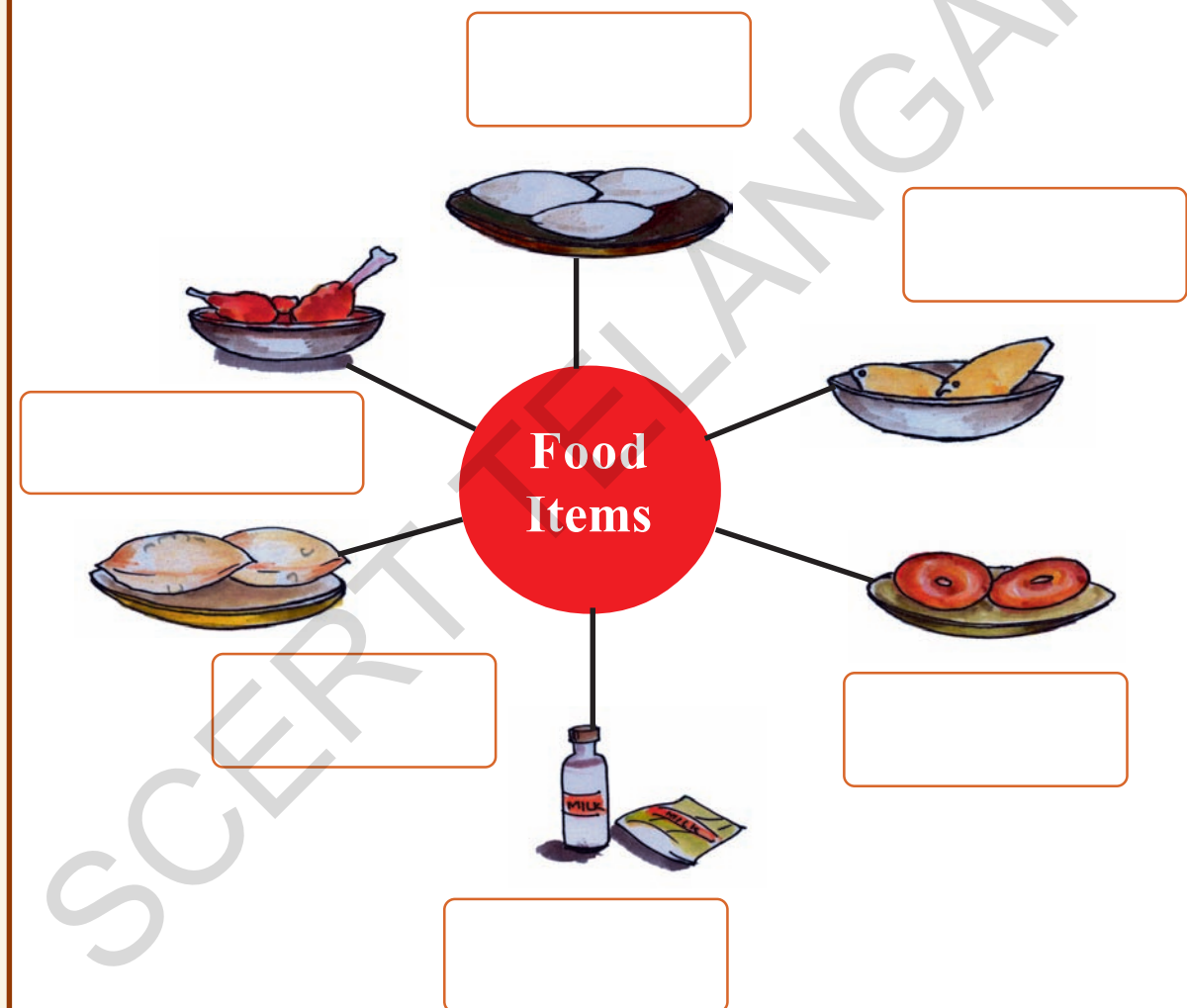




Food items

Write names of the food items in the blanks.

chicken idli fish vada milk poori





What do you see?

Look at the picture.
What do you see?
Talk about it to your friends.





Goodbye!

Ammu and her family are leaving the zoo park. Bittu says good bye to Tinku.

Bye, come again.

We'll miss you, Tinku.


Goodbye, Tinku.

1. Where is Ammu's family now?
2. What are Bittu and Ammu saying to Tinku?
3. What's Tinku saying to Bittu and Ammu?






Sing and dance



U V W, u v w
Do you know
Where they are?
'u' is there in umbrella,
'v' is there in van,
'w' is there in watch,
My friend.




X Y Z, x y z
They are hiding
In these words!
'X' is in X-mas, my friend.
'y' is in yak and yellow.
'z' is in zoo and zebra.
Let me end here,
My dear friend.






Read and copy



U u




Umbrella




uniform





V v




Van




vase





W w




Watch




well





X x




X mas tree




x - ray





Y y




Yak




yellow





Z z



Zebra

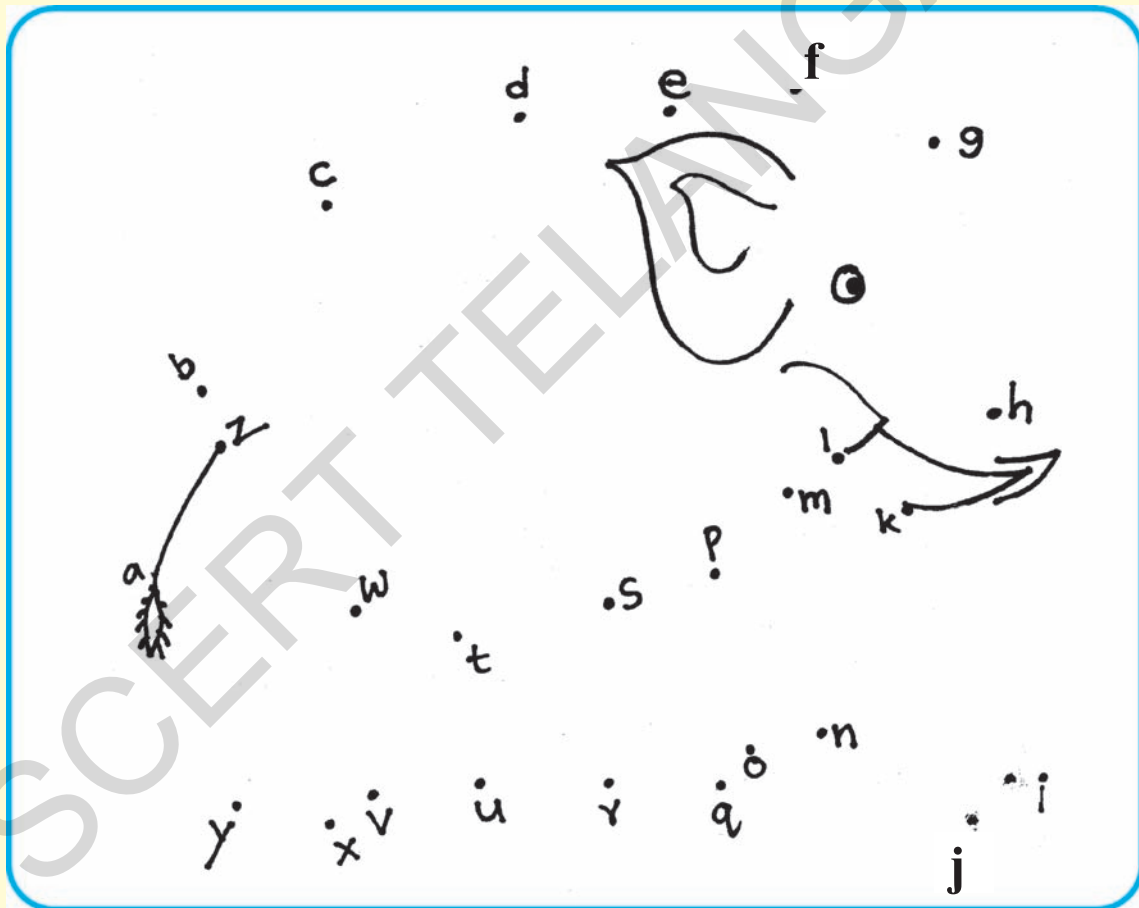


zip





Join the dots from 'a' to 'z' to get an animal and colour it.
Write its name in the given box.



.....





UNIT - 7

FRUITS AND VEGETABLES

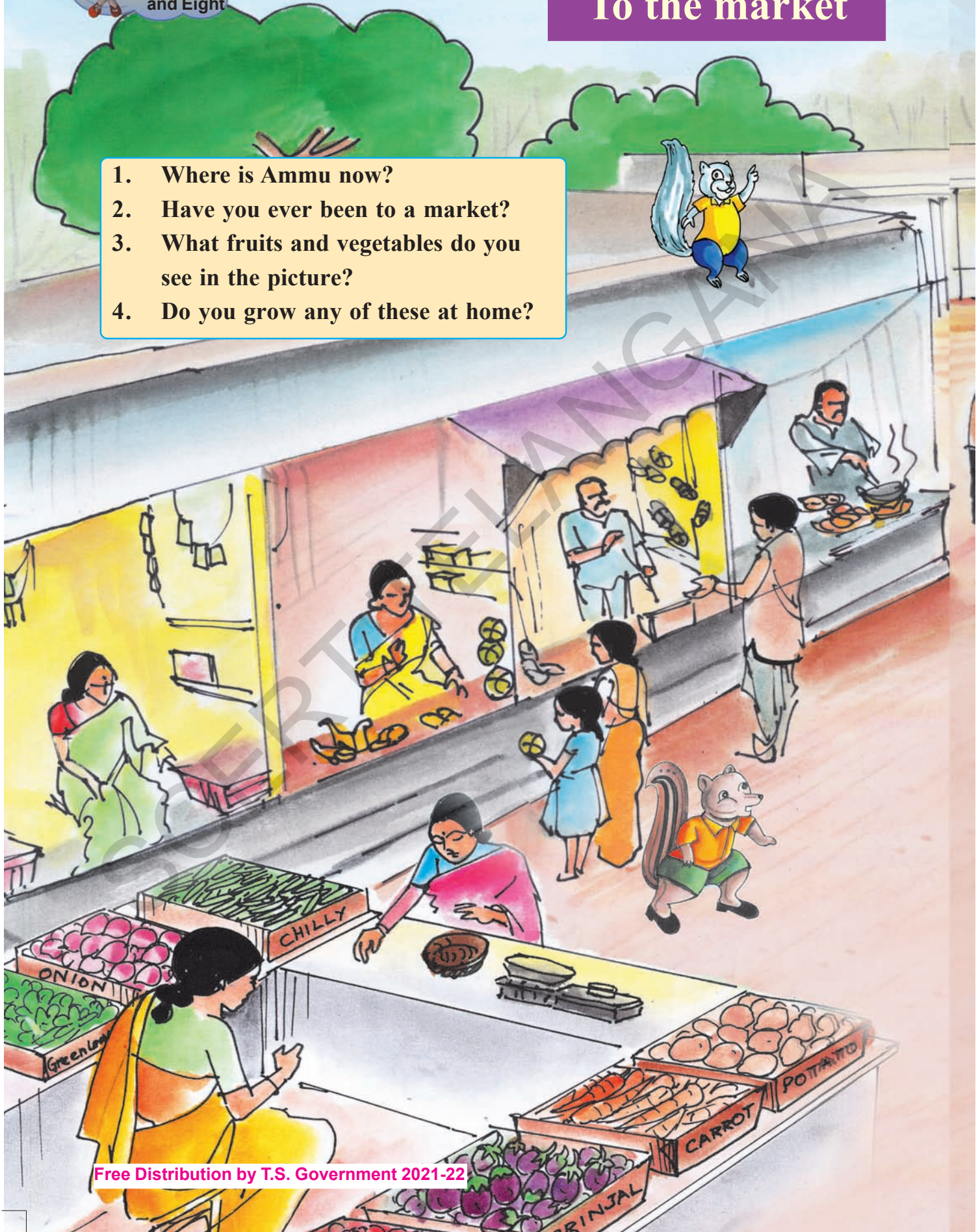
Colour the pictures.





To the market

1. Where is Ammu now?
2. Have you ever been to a market?
3. What fruits and vegetables do you see in the picture?
4. Do you grow any of these at home?







I don't like it

Ammu's mother prepared bitter gourd curry.
Ammu didn't like it. She didn't eat anything.

What happened Ammu?
Why are you not eating?



1. Why isn't Ammu eating anything?
2. What is grandmother asking Ammu?
3. Is it right for Ammu to leave the table?





Grandmother tells Ammu that fruits and vegetables are good for health. We must eat all.



Grandmother : Ammu, we must eat all the fruits and vegetables.

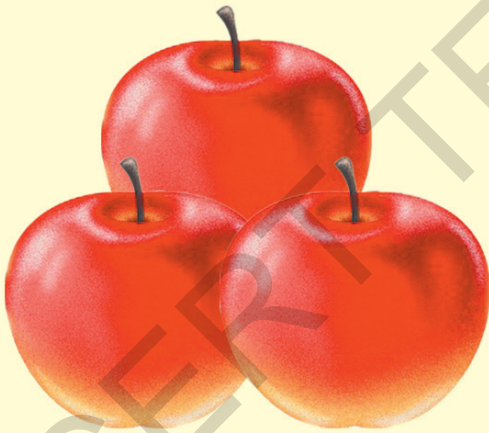
Ammu : But I don't like some of them. They are not tasty.

1. What is grandmother doing?
2. What did she tell Ammu?
3. Why is it good to eat all fruits and vegetables?





Bittu's song about fruits



There are apples
Big and round.
I like apples
Red and sweet.

Here are grapes
Round and small.
I like grapes
Green and sour.





Fruits and vegetables

Read the words and look at the pictures. Write the names of the fruits and the vegetables under its heading in the table.

pomegranate	cabbage	brinjal	custard apple
watermelon	carrot	apple	potato
tomato	grapes	mango	pumpkin
bitter gourd	banana	lady's fingers	



Names of the fruits	Names of the vegetables





Ammu asks for a story

Ammu tells grandmother she will eat all fruits and vegetables. She asks her to tell a story.

I will eat. Tell me a story please.

Sure, I'll tell you a story about 'Princess Tomato'.



1. What does Ammu ask her grandmother?
2. What kind of stories do you like?



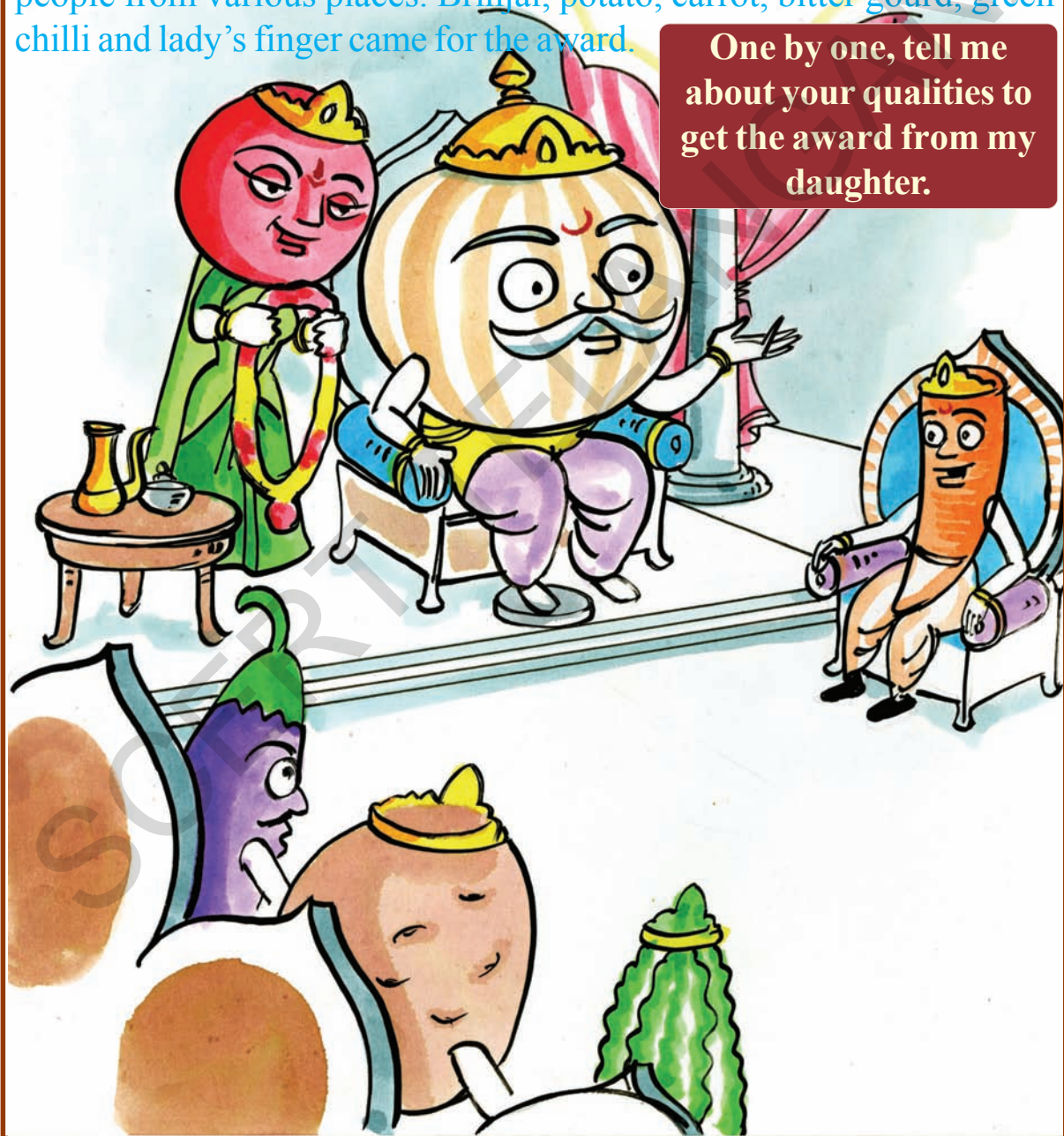


Story Time

Princess Tomato's Award

Mr. Pumpkin is the king of vegetables. Princess Tomato is his daughter. She is red, soft, sweet and kind. The king wanted the princess to give an award to the most well-behaved person in his kingdom. He invited all people from various places. Brinjal, potato, carrot, bitter gourd, green chilli and lady's finger came for the award.

**One by one, tell me
about your qualities to
get the award from my
daughter.**



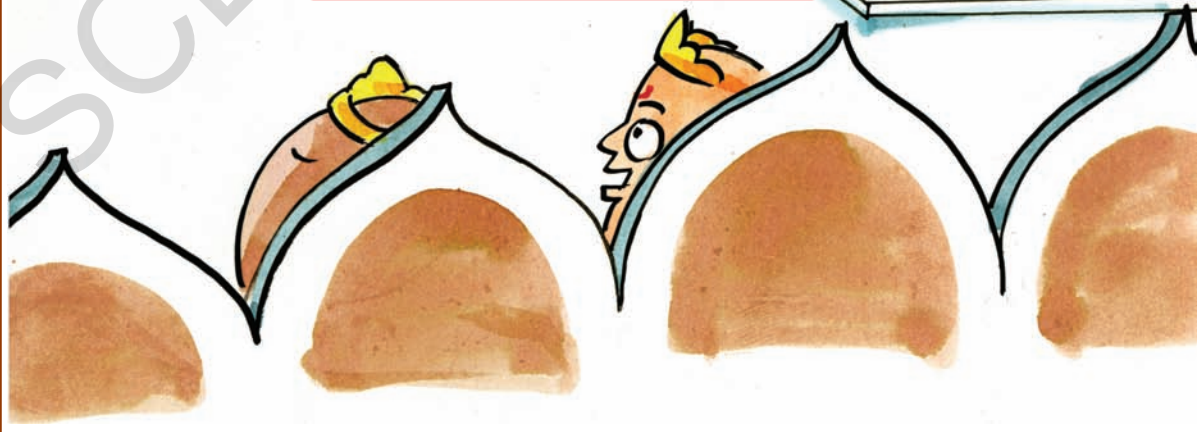


Bitter gourd comes forward...

I am good for health.
I want the award.



Yes, you are good for
health. But, you are greedy.





Lady's finger comes forward...





Red chilli comes forward...



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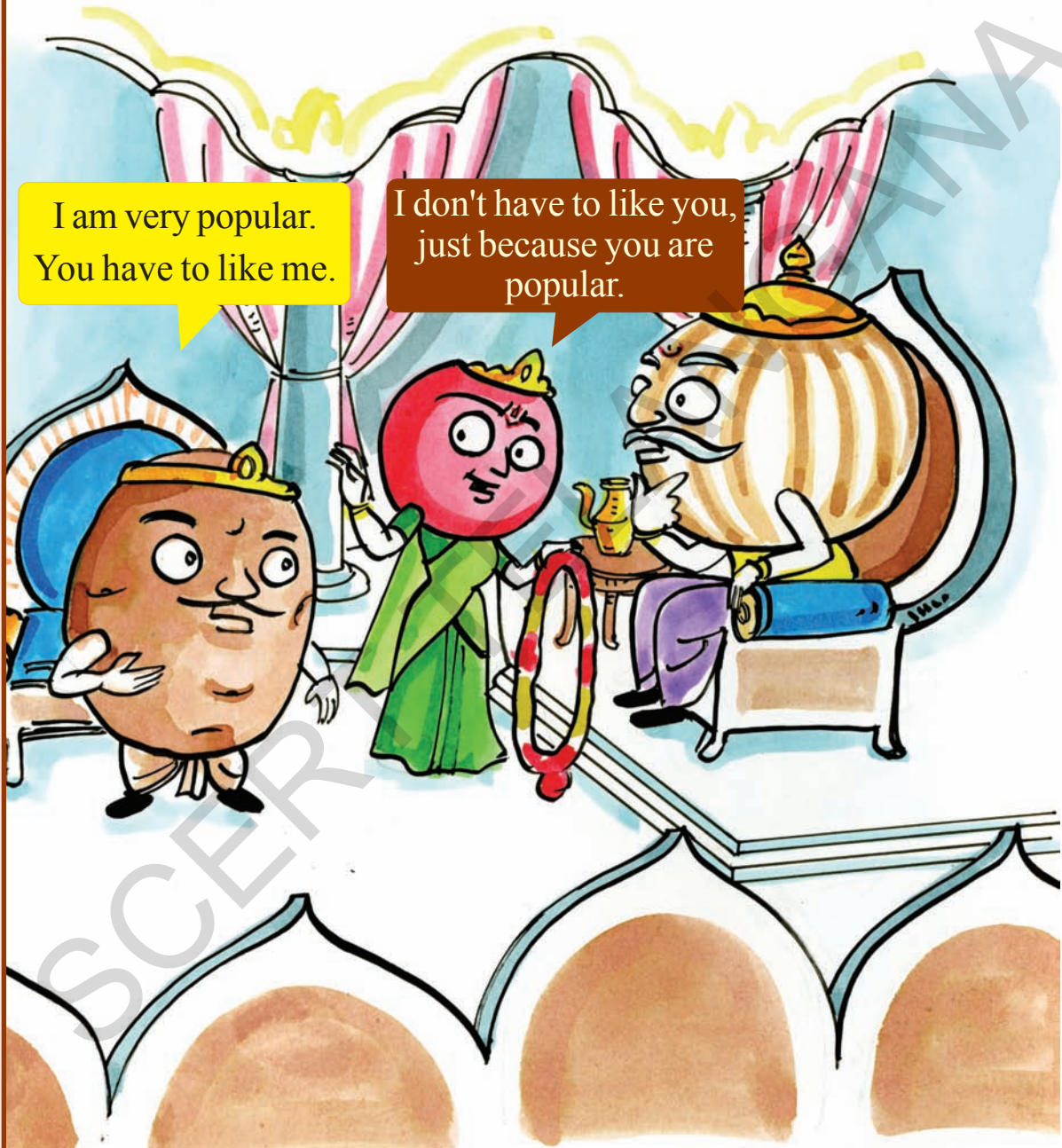




Potato comes forward...

I am very popular.
You have to like me.

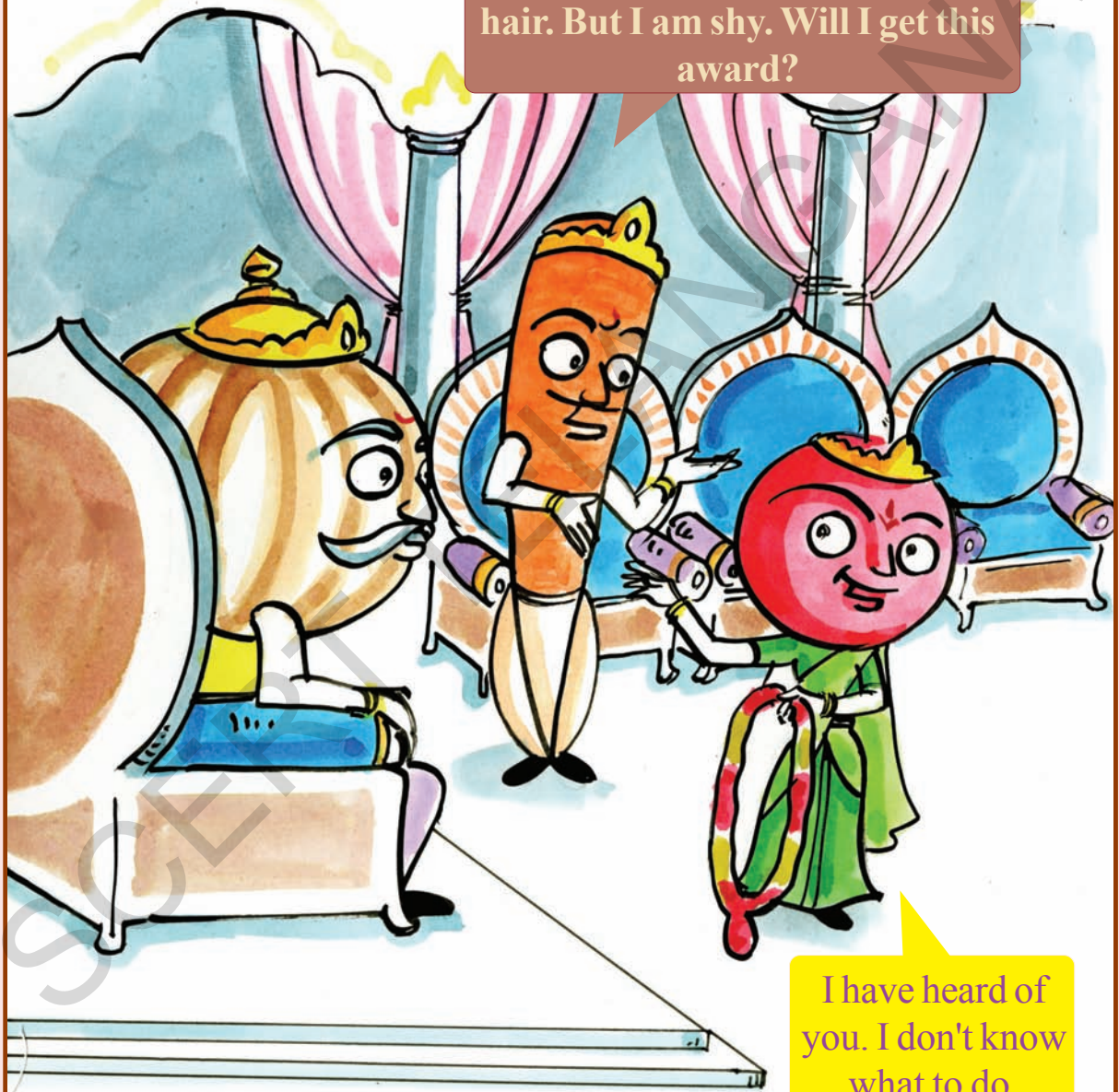
I don't have to like you,
just because you are
popular.





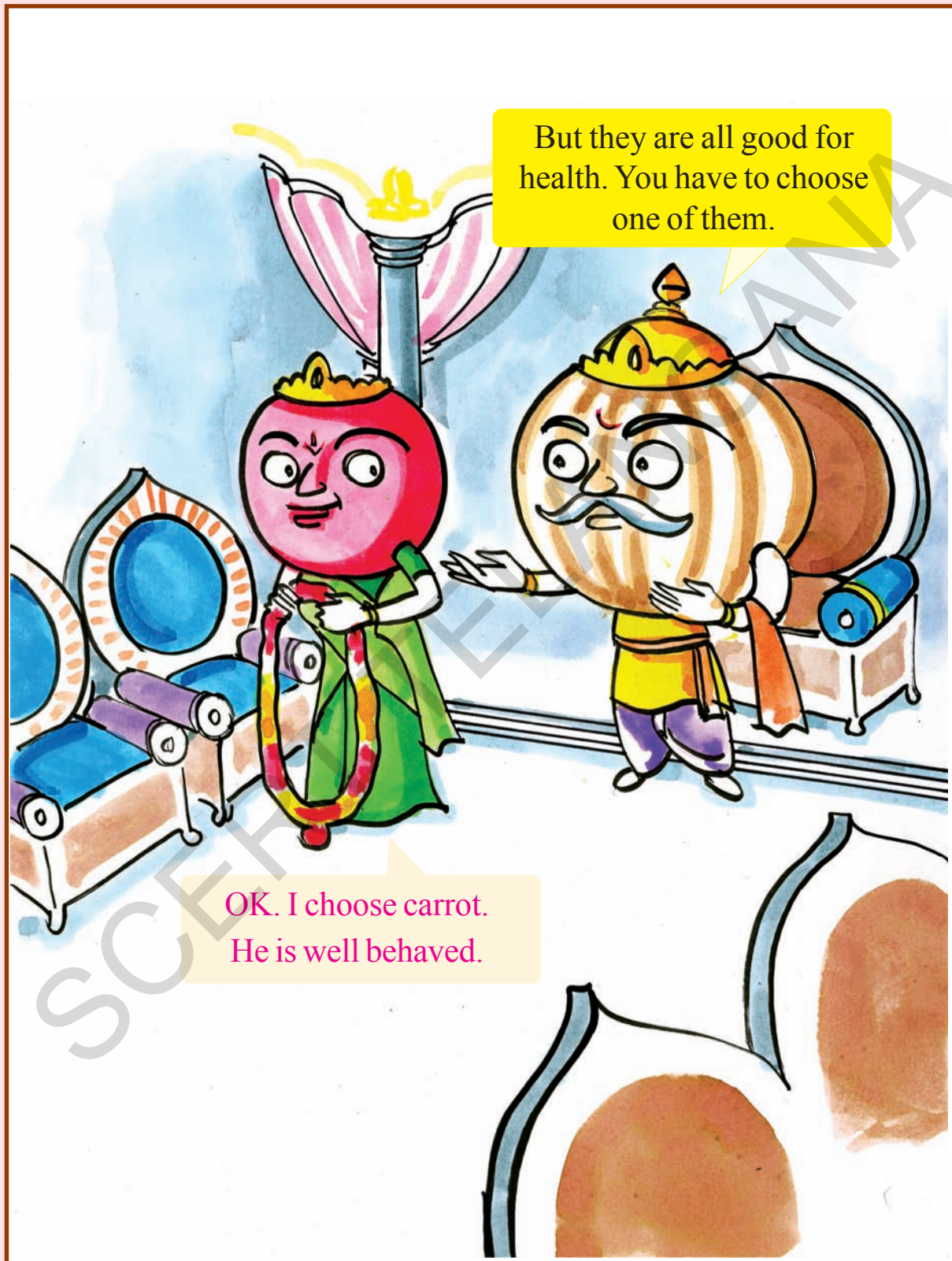
Carrot comes forward...

I am good for eyes, skin and hair. But I am shy. Will I get this award?



I have heard of you. I don't know what to do.





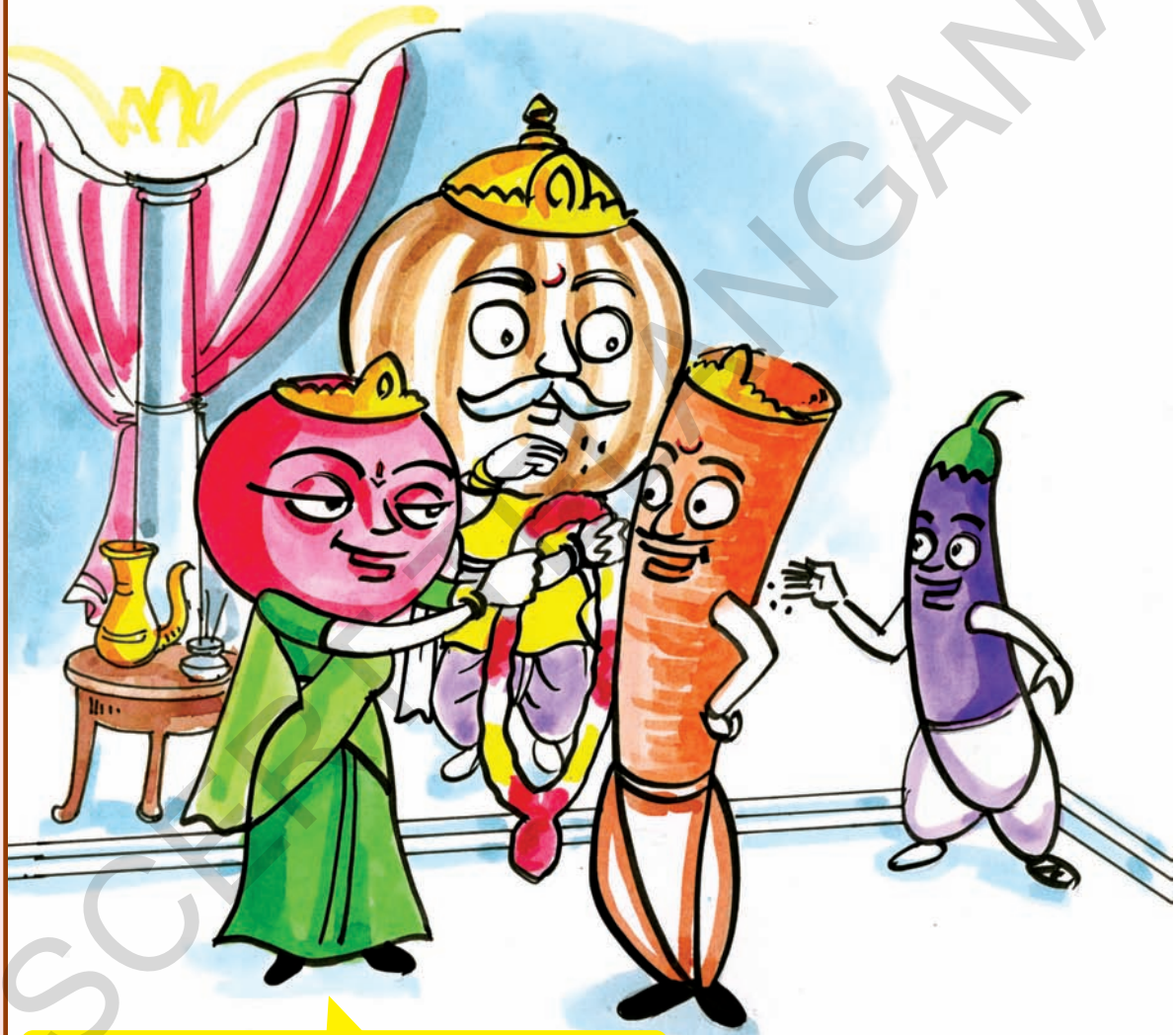
OK. I choose carrot.
He is well behaved.

But they are all good for health.
You have to choose
one of them.





Finally the carrot gets the award



I feel you are the most well-behaved.
You deserve this award.





Story Time

Two friends



a squirrel











a mango













a tree



a monkey

One day a  saw a  in a . The  ran up the  to eat the . A  was sitting in the .

The  said to the , "The  is mine. You cannot have it!" The  said, "Brother ! I am very hungry. Please let me eat half of the !" The  agreed. Together they ate the . Thus the  and the  became friends.



About the Textbook

The textbook for class 1 has been developed keeping the following as the learning outcomes expected from the learners at the end of the academic year.

Academic Standards

At the end of the academic year the children are expected to achieve certain academic standards. The everyday classroom transaction should ensure the achievement of the academic standards among children. The following are the six broad categories of the Academic Standards.

1. Listening and Responding
2. Reading Comprehension
3. Vocabulary
4. Conventions of Writing
5. Creative Expression (Oral and Written Discourses)

The learners in class 1 are expected to listen, to narratives, descriptions, songs and dialogues, read them graphically and construct the following discourses both orally and in the written form (possibly by virtue of graphic writing).

1. Descriptions (objects, persons and places)
2. Conversations with at least two exchanges related to their likes, dislikes, needs, etc.
3. Story containing at least one event and a dialogue
4. Rhymes / Songs by substituting words or phrases

Salient Features of the new Textbook in class I

1. The book contains 7 units each unit dealing with a specific theme but all the units together making a story. Each unit begins with a warm up activity involving children in reading a picture and talking about it after which they will be colouring it.
2. This is followed by a big picture which spreads on two pages. This makes an entry point to the story narrated in the unit. It also contains a number of objects. The gist of the story to be narrated by teacher is given in a box at the top of the page. There are also a few questions for interaction.

3. The narrative that is presented to the learners runs through the pages that follow the big picture. Each page deals with a major episode in the story and has its own sub title. The gist of the narrative related to each page is given at the top of the page. The full narrative is given in the teachers' manual. Most of the questions given on the pages are meant for eliciting the perception and divergent thinking of the learners. Certain letters on each page have been highlighted using different colours so that they will leave visual imprints in the minds of the learners.
4. Some of the pages contain rhymes / songs which make an integral part of the story. These rhymes and songs have a lot of potential for generating more lines with the involvement of the children.
5. Each unit also contains a few activities meant for the learning of vocabulary and spelling. The vocabulary activity ends up with evolving a concept map on themes such as family, vehicles, places, animals, birds, things I like, etc.
6. Towards the end of the unit there is a section for revisiting the letters of the alphabet linked with objects that children are already familiar with (either through their previous experience or by virtue of the learning experience they have undergone in the class).
7. Efforts have been taken to ensure that the learners get holistic input of language rather than fragmentary one in terms of language elements, vocabulary items, etc. The language elements are presented in a spiral mode.

Assessment

Language learning is a continuous process and its assessment is not a distinct activity from learning. Since learning is facilitated through group discussions, peer discussions and individually, assessment also operates at the individual level, in peers and in groups. This will help the learners to compare their strengths and weakness and make modifications in their learning. We propose Continuous and Comprehensive Assessment at all levels of language learning.

There are two types of assessment. One is formative and the other is summative.

Guidelines for Formative Assessment

Formative assessment is done based on four tools that cover all the language competencies (academic standards). These are:

1. Observation
2. Notebooks
3. Slip test
4. Project work

Formative assessment is conducted for 50 marks out of which sliptest, notebooks and project work are allotted 10 marks each and 20 marks for observation.

Children performance is assessed during each term. This is not a single day activity; it is a cumulative account of what has happened in a day- to-day class room transaction.

Criteria for awarding marks under each tool:

Observation: The oral performance of children related to classroom activities which cover the academic standards i.e., listening and speaking, reading comprehension and their indicators should be considered while awarding marks.

Notebooks: The written performance of children related to conventions of writing, vocabulary and the indicators should be considered while awarding marks.

Slip Test: This test should be conducted without giving any prior notice to children. This test should cover the targeted academic standards and should be based on day to day classroom transaction.

The following are the evidences for awarding marks:

- Teacher's unit cum period plan that reflect children's performance.
- Big books or other products evolved in groups through collaboration
- Scripts of Slip Test

Summative Assessment

There will be a two Summative Assessments in an academic year. The test is for 50 marks. Out of these, 30 marks are allotted to oral test and 20 marks are allotted for written test.



Learning Outcomes

ENGLISH CLASS I

Child learns all these

Listens in English and responds in home language to simple classroom instructions.

Uses formulaic expressions (greetings, requesting, sorry, thank you etc.

Listens and responds to simple conversations, descriptions and simple narrative.

Names the familiar objects in his/her immediate surroundings.

Writes legibly his/her name, school name objects around him/ her.

Writes simple words like a pen, bat, rat, bus etc.

Talks about self / situations/ pictures/images in English / home language.

Draws pictures and writes the letters of alphabet and few words graphically.

Recognizes the alphabet and reads a few words/ short sentences with help of pictures and reads them graphically.

Uses the words related to his/her daily routine and action words of daily life.

Recites simple poems/rhymes with actions.



పాఠశాల విద్యా శాఖ,
తెలంగాణ ప్రభుత్వం



एन सी ई आर टी
NCERT

List of Some Common Words**Relations**

mother

father

brother

sister

grandmother

grandfather

uncle

aunt

cousin

Colours

red

blue

pink

black

white

green

orange

purple

brown

Flowers

lily

jasmine

lotus

daisy

rose

marigold

sunflower

hibiscus

Vegetables	Fruits	Vehicles
brinjal	banana	bus
tomato	grapes	car
potato	apple	van
bittergourd	orange	auto
cucumber	guava	train
beans	watermelon	helicopter
lemon	strawberry	aeroplane
pumpkin	sweet lime	ship
peas	papaya	boat
lady's finger	pomegranate	motor cycle
cabbage	custard apple	lorry
cauliflower	peach	bullock cart
onion	plum	truck
carrot	cherry	jeep
beetroot	coconut	scooter
radish	pineapple	cycle

Food Items

bread
milk
jam
curd
rice
curry
ice-cream
chocolate
biscuit
chapati
egg
soup
cake
butter
idli
dosa

Animals

dog
cow
cat
goat
monkey
elephant
squirrel
rabbit
horse
pig
donkey
sheep
giraffe
lion
tiger
camel

Birds

hen
parrot
eagle
peacock
duck
sparrow
crow
swan
cuckoo
pigeon
owl
crane
wood pecker
humming bird
rooster
goose