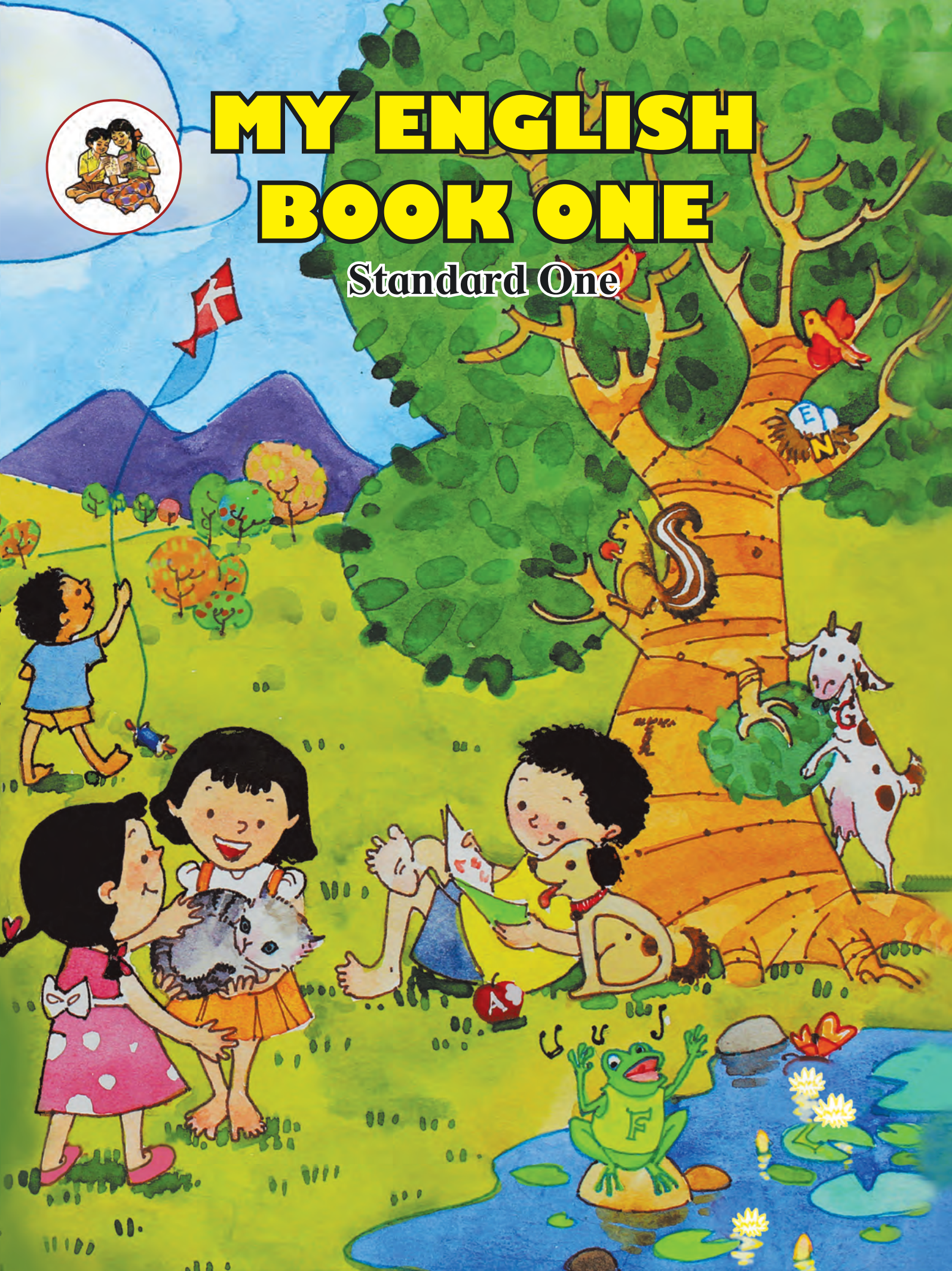




# MY ENGLISH BOOK ONE

Standard One





The Coordination Committee formed by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4  
Dated 25.4.2016 has given approval to prescribe this textbook in its meeting held  
on 8.5.2018 from the Academic Year 2018-19.

# MY ENGLISH BOOK ONE

## STANDARD ONE



**Maharashtra State Bureau of Textbook Production and  
Curriculum Research, Pune.**



L1UYP

The digital textbook can be obtained through DIKSHA App on a smartphone by using the Q. R. Code given on title page of the textbook and useful audio-visual teaching-learning material of the relevant lesson will be available through the Q. R. Code given in each lesson of this textbook.

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## The Constitution of India

### Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens :

JUSTICE, social, economic and political ;

LIBERTY of thought, expression, belief, faith and worship ;

EQUALITY of status and of opportunity ;  
and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation ;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.



## NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē  
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā  
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā  
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,  
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē  
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,  
Jaya jaya jaya, jaya hē.

## PLEDGE

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.

To my country and my people,  
I pledge my devotion. In their  
well-being and prosperity alone lies  
my happiness.

## Preface

Dear Children,

Now you are in Standard One. A most hearty welcome! We are happy to place this textbook **My English Book One** for Standard One in your hands.

Standard One is the beginning and foundation of education. To establish this foundation you should be able to speak, read and write in English properly. Until now you have heard English outside the home. Now you have to learn to read and write it. This textbook is full of songs, rhymes, poems, stories and activities. It will make your learning interesting and easy.

There are various types of rhymes and poems. You will be very happy to sing them and dance to them all together. You will enjoy stories also, to listen and tell. It would be great fun to make stories from the given pictures. Everyone will be very happy to listen to your experiences while chatting about pictures in your textbook.

There are many colourful pictures, letters and words you would love to learn. At the beginning, you will surely enjoy the fun of learning words and letters from pictures. Learn to read, to look and to say, to write by tracing again and again; everything is fun. There are also some language games. Learning the language in a playful manner will help to read the words, sentences and stories and to use them easily. From all of these you will have the pleasure of learning on your own, Q. R. Codes have been given to songs, stories, letter groups, picture reading and other activities too. You will definitely like everything.

At the end of the Standard One, I hope you will be able to speak, read and write beautifully. Friends, grow up while studying with joy. Wish you all the best for your studies!



(Dr Sunil Magar)  
Director

**Pune**

**Date :** 16 May 2018

Indian Solar Year :

26 Vaishakh, 1940

Maharashtra State Bureau of Textbook  
Production and Curriculum Research, Pune.



## For the Teachers

- (1) We are introducing English language in Standard One through simple language and variety of activities by which we focus on to develop the interest and confidence of English language among the children.
- (2) Practise the rhymes and songs with rhythm and actions with proper pronunciations, throughout the year.
- (3) Practise the greetings, requests, commands and simple instructions for conversation according to situations in pair or group work.
- (4) Prepare various types of teaching aids and models to enrich the vocabulary of the children and give visual exposure to the children as well.
- (5) Encourage the children to use simple words, phrases, expressions in English, regularly inside and outside the classroom.
- (6) Help the children to develop their reading and writing skills through preparatory activities.
- (7) Conduct various types of activities and language games throughout the year for the reinforcement of learning with fun / joy.
- (8) Revise all the activities at the end of each unit.
- (9) For reinforcement, fun time activities have been included at the end of every unit.
- (10) Use e-learning material to develop language skills.
- (11) Use simple and easy, maximum English language in and around the classroom. Mother tongue of the children can be used if necessary.
- (12) Use simple instructions while teaching.
- (13) It is not expected that the children always give responses in complete sentences. Accept verbal and non-verbal responses too.

The emojis/icons given below are used in this book for specific purposes.

Listening



Speaking



Reading



Writing



Conversation



The activities given for listening, speaking and conversation should not be used for reading and writing.

## My English Book One - Standard One - Learning Outcomes

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learner may be provided opportunities in pairs/groups/ individually and encouraged to–</b></p> <ul style="list-style-type: none"> <li>• name common objects such as– man, dog etc. when pictures are shown</li> <li>• use familiar and simple words (‘bat’, ‘pen’, ‘cat’) as examples to reproduce the starting sound and letter (/b/, /p/, /k/ etc)</li> <li>• develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts</li> <li>• sing or recite collectively songs or poems or rhymes with actions</li> <li>• listen to stories, and humorous incidents and interact in English or mother tongue (home language)</li> <li>• ask simple questions like names of characters from the story, incidents that he/she likes in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.)</li> <li>• draw or scribble pictures and images from the story as preliminary to writing</li> <li>• respond in mother tongue (home language) or English or sign language or non-verbal expressions what he/she has understood in the story or poem</li> <li>• listen to instructions and draws a picture</li> <li>• Use greetings like “Good morning”, “Thank you” and have polite conversations in English such as “What is your name?”, “How are you?” etc.</li> <li>• Say 2-3 sentences describing familiar objects and places such as family photographs, shops, parks etc.</li> </ul>	<p><b>The learner–</b></p> <p>01.17.01 Learns and names English words for familiar objects and pictures.</p> <p>01.17.02 Recognizes / Identifies letters of the alphabet and their sounds correctly.</p> <p>01.17.03 Differentiates between small and capital letters in print.</p> <p>01.17.04 Sings / Recites poems / rhymes with proper rhythm and actions.</p> <p>01.17.05 Listens and gives appropriate verbal/ non-verbal responses.</p> <p>01.17.06 Understands the sequence of events and stories in simple narration.</p> <p>01.17.07 Carries out simple instructions, commands and acts accordingly.</p> <p>01.17.08 Listens to English words, greetings, polite forms of expression, simple sentences and responds in English or mother tongue.</p> <p>01.17.09 Speaks about self / situations / pictures in English.</p> <p>01.17.10 Uses nouns such as ‘boy’, ‘sun’ and prepositions like ‘in’, ‘on’, ‘under’ etc.</p> <p>01.17.11 Writes simple words like ‘fan’, ‘hen’, ‘rat’, etc.</p> <p>01.17.12 Listens and enjoys fables and short stories.</p> <p>01.17.13 Identifies different shapes.</p> <p>01.17.14 Counts numbers up to 10.</p> <p>01.17.15 Enjoys rhymes, songs and poems.</p> <p>01.17.16 Responds appropriately to commands given by teachers etc.</p> <p>01.17.17 Uses stock expressions in face to face interactions.</p> <p>01.17.18 Narrates / Enacts a familiar story or event.</p> <p>01.17.19 Associates words with pictures.</p>



# Inside the Book . . .

## Unit One

- **Welcome Song**
- Greetings
- English Words We Know
- **Rolly Polly**
- Rhyming Words
- Words (b, c, p, t)
- My Name
- Fun Time

## Unit Two

- **Humpty Dumpty**
- Action Time
- Let's Talk
- Daily Words
- **Rain, Rain**
- Words (d, f, m, n)
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## Unit Three

- **This is my head**
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- Let's Talk
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- Have Fun with Animals
- Let's Know New Words

## Unit Four

- **Clap your hands**
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- **Row, row, row your boat**
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- Two Silly Goats
- Two Wise Goats
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## Unit Six

- **Days of the Week**
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- We love vegetables
- A Vegetable Basket
- My Vegetables
- **Rainbow and the Colours**
- How Are You?
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## Unit Seven

- **Twinkle, Twinkle, Little Star**
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- Brush your Teeth
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## Unit Eight

- **Who are you dear?**
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- **Traffic Signals**
- Dressing Dolly
- Get Ready for the School
- Fun Time
- We Like Cooking
- The Fox and the Crane
- English Letters
- School is over



### 1. Rhymes, songs and poems

Teacher asks the children to see the picture and he/she sings the rhyme with actions. Children repeat and sing after the teacher with actions. Teacher gives practice to the children to repeat and sing after him, with actions. Teacher gives practice to the children individually and in groups, for proper pronunciation of the words, actions and gestures.

For the rhyme 5.3 teacher may use other animals and their sounds given on the same page.

For the rhyme 6.1 teacher can use flash cards/ word cards of the days of the week and for 6.7 he/she may use flash cards of colours.

For the rhyme 7.4 teacher demonstrates the way of brushing teeth and asks the children to follow the actions.

Teachers are not expected to translate the lines of the rhymes. Children can understand the meanings of the words through associated pictures, actions and gestures.

### 2. Stories / Skits

Narrating a story or enacting a skit is a very important and natural activity for the development of vocabulary, idiomatic expressions and fluency and stock expressions. While dealing with the stories in the textbook, the teacher should follow the following steps.

Teacher reads the story aloud. Children repeat after him/her. Teacher demonstrates the story with the help of pictures. Teacher performs the story with the help of children in upper classes or other teachers.

Teacher reads the stories / dialogues aloud and reads the narration. Children listen carefully and repeat after him/her. Teacher assigns the roles and children perform the stories/skits with proper actions and expressions.



Teacher gives opportunity to each and every child in the class to enact the stories.

Teacher can initiate discussions in children's mother tongue about the stories and may ask them to narrate the story in their mother tongue.

### 3. Conversations/Dialogues

A variety of conversations/dialogues included in the textbook, will give maximum exposure and practice for spoken English.

A variety of activities employed in the textbook for conversations/dialogues include using greetings at appropriate occasions, giving introduction, seeking information, using polite requests, expressing likes and dislikes, talking about themselves, imbibing good habits, making statements, describing daily reactions/pictures/objects, giving appropriate responses in situational conversation etc.

Teacher explains the situations in the conversation with the help of the pictures.

Teacher demonstrates the conversation with the help of one or two children in the class. Teacher reads the conversation aloud and asks the children to repeat after him/her.

Teacher gives practice of the conversation in pairs/groups.

Teacher takes care that each and every child participates in the conversation and encourages them for their performance.

Teacher should see that the children always use expressions like 'Excuse me', 'Please' 'Sorry', Thank you, 'Welcome', 'It's ok', 'See you.Bye!' etc. in appropriate everyday situations.

### 4. Vocabulary Enrichment

'My English Book One' focuses on enrichment of vocabulary through picture reading, picture-word association activities. The textbook advocates the principle of word as a whole image approach. These words are from children's immediate surroundings, some

content and structural words, naming words, action words, some word registers. (vegetables, colours, fruits, numbers etc.)

While handling/dealing with different types of vocabulary enrichment activities, the teacher should use :

- maximum flash cards with pictures
- word stripe charts
- introduction of phonic approach and visuals

Teacher focuses the children's attention on the sounds of the letter in the words. (Initial, middle and final sounds, cluster sounds)

Teacher introduces different words with the help of the pictures, actions, things/objects.

Reads the words aloud and children repeat after him/her.

Teacher prepares sets of flash cards to introduce, to give practice, revise and evaluate the new words.

The teachers should use the words as a whole image and they should not give practice of individual letter in the word as spellings. The teacher should give the practice until each and every word is learnt as a whole image.

### **Activity of vocabulary development**

For the practice of new words, following types of activities are incorporated in the textbook.

- Listen and repeat.
- Listen and say.
- Look and ask.
- Listen and find.
- Say faster and faster etc.

## **5. Language Games**

Maximum exposure to the language can be given through innovative types of 'Language games' at initial stage/years of language learning. Language games help children learn a new language through play-way approach and fun. In this book some interesting language games are given.



## **Throw the Ball**

The teacher asks the children to stand in a circle. He/She throws the ball to a child and asks the child to tell it's name. The child who catches the ball, tells its name. Then throws the ball to another child asking the same question. The game will continue until all the children get a chance to answer.

The teacher may use this type of game for other questions. This game can be conducted on the playground, also.

## **The Game of Addition**

This game is given for simple sentence learning and revision of learnt words. This activity is to be employed in a group of children. The first child tells about his likes, the second repeats the first sentence and adds his/her own liking. At each stage the next child goes on increasing/adding his/her likes in some categories of word. (Fruits, vegetables, colours, games etc.) Teacher may use this game frequently for the revision of newly learnt words in a particular category.

## **Be quick**

Teacher asks the children to listen to the words from a particular category (vegetables) and add other names of vegetables to the list. Use the game to prepare the lists of other categories also such as fruits, colours, animals etc.







## 1.1 Welcome Song

• Listen and repeat.



Sing a welcome song

Ring a joyful bell

Ding dong ding everybody sing

For a new day begins.

Come together one and all

Ding dong ding dong ding dong ding

Happy song of joy we bring

Ding dong ding dong ding dong ding.



## 1.2 Greetings



• Listen, repeat and use.



Good morning,  
Children. *Namaste.*

Good morning,  
Teacher. *Namaste.*



Good morning!



Good afternoon!



Good evening!



Good night!







## 1.3 English Words We Know

• Look at the pictures and tell.







## 1. Listen, sing and act.



Rolly polly roly polly, up, up, up

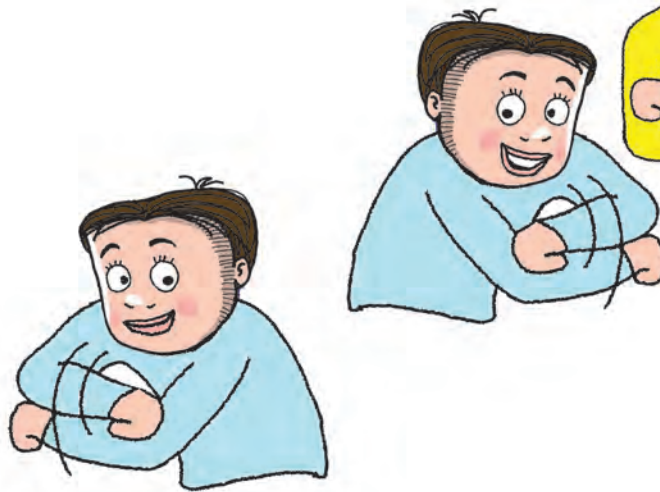
Rolly polly roly polly, down, down, down

Rolly polly roly polly, in, in, in

Rolly polly roly polly out, out, out

Rolly polly roly polly do your left side!

Rolly polly roly polly do your right side!



## 2. Say faster and faster.



(a) up, up, up

(b) down, down, down

(c) in, in, in

(d) out, out, out

(e) left, left, left

(f) right, right, right

3. Look, listen and say.



Up



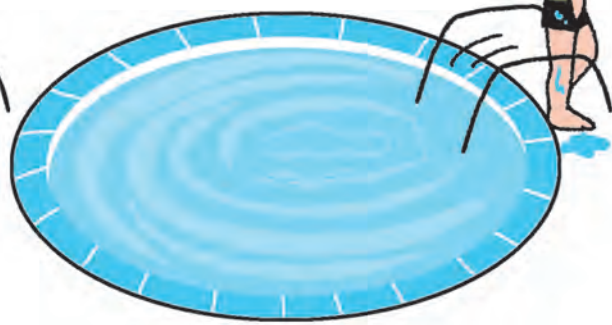
Down



In



Out



4. Listen and repeat.



cap - tap

sing - ring

toy - boy

song - dong

cot - pot

cat - bat

Left



Right



5. Trace the dots.



# 1.5 Rhyming Words



1. Look at the picture and tell.



bat - cat



bag - tag



clap - tap



table - cable



ball - doll



dog - frog

2. Match the rhyming words.

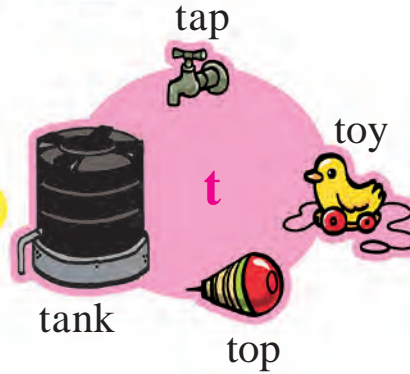
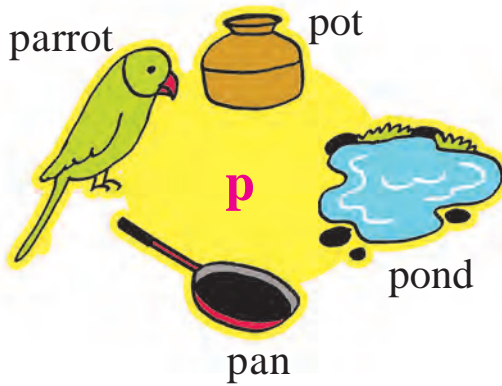
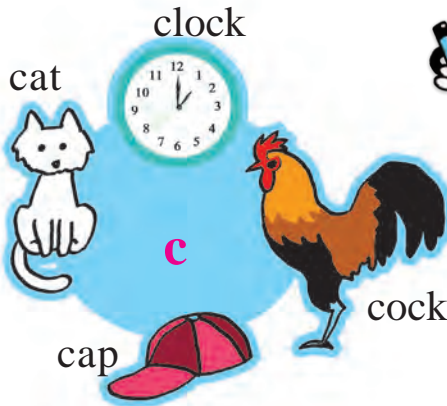
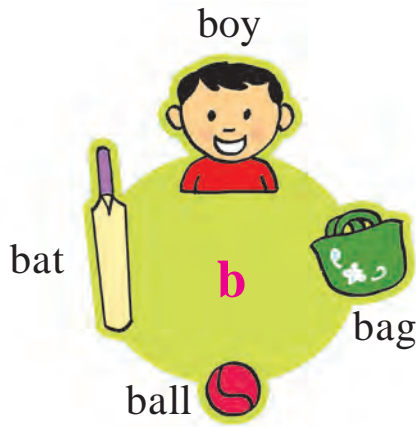






# 1.6 Look, listen and say

1. Look at the picture and tell.



3. Trace the dots.



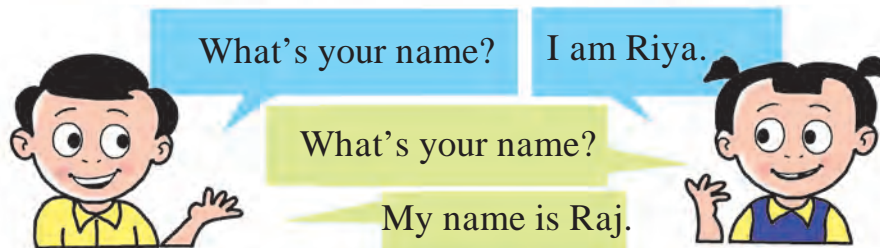
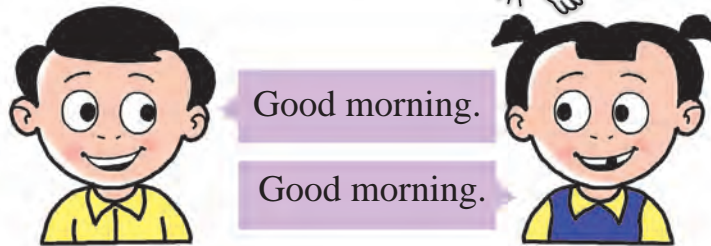
2. Match the same objects.



## 1.7 My Name



1. Listen to me carefully and answer.



2. Look at the board, find and touch your name.



3. Let's talk.



**Raj :** What's your father's name?

**Riya :** My father's name is Rajan.

**Teacher :** Tell me the name of your school.

**Riya :** Zilla Parishad Primary school.







# 1.8 Fun Time

## 1. Throw the ball.

What's your name?

- (1) Stand in a circle.
- (2) Take the ball, tell your name.
- (3) Throw the ball to your friend.
- (4) Ask him / her "What's your name?"
- (5) Catch the ball and tell your name. Continue the game until everyone gets a chance.

My name is Sonal.

What's your name?

I am Riya.

## 2. Look at the picture. Find a good name for each.

For example : Tommy



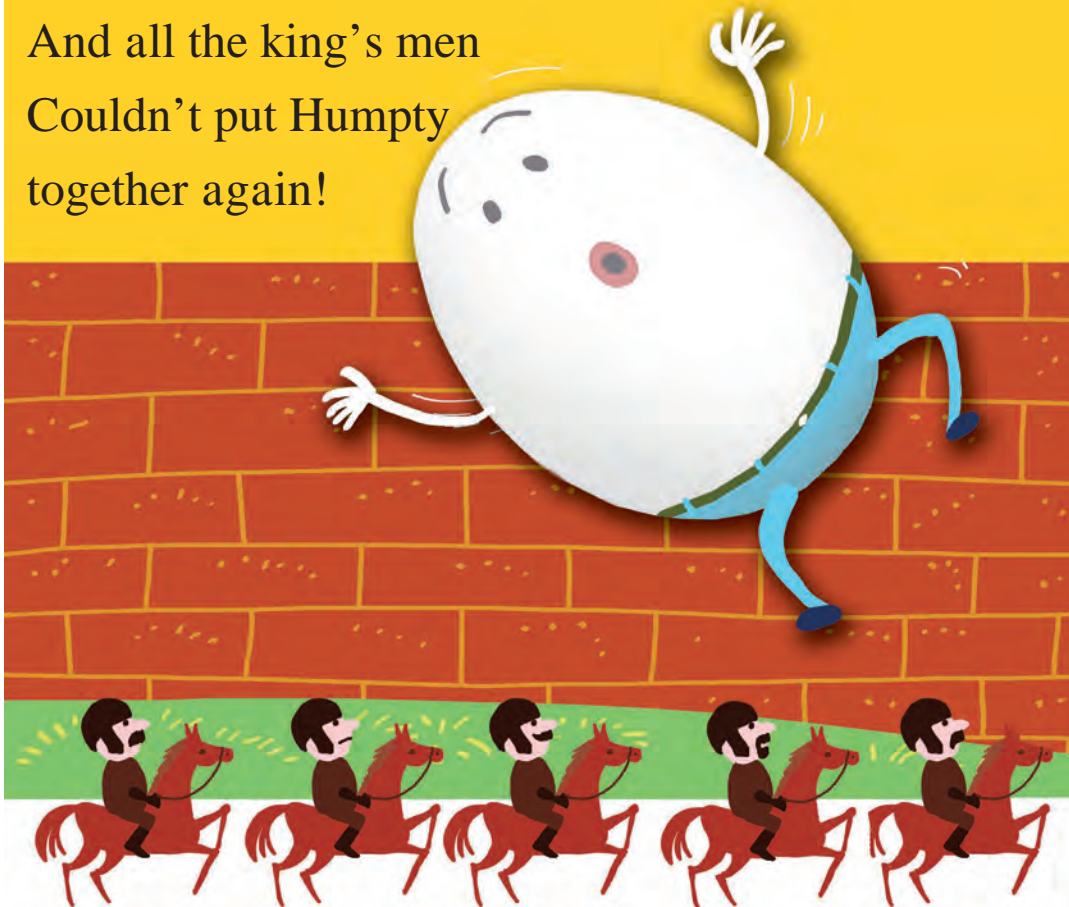




### 1. Listen, sing and act.



Humpty dumpty sat on a wall.  
 Humpty dumpty had a great fall ;  
 All the king's horses  
 And all the king's men  
 Couldn't put Humpty  
 together again!



### 2. Listen carefully and repeat. Clap if the words rhyme.



up - cup

all - tall

fall - fast

clap - tap

pin - tin

pot - pan

humpty - dumpty

toy - boy

wall - fall





## 2.2 Action Time



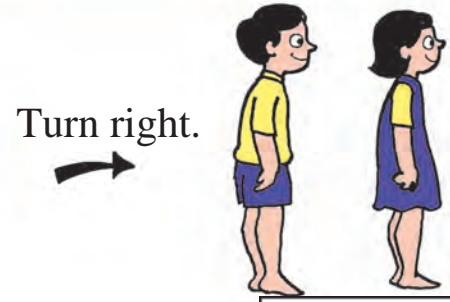
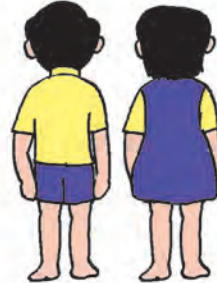
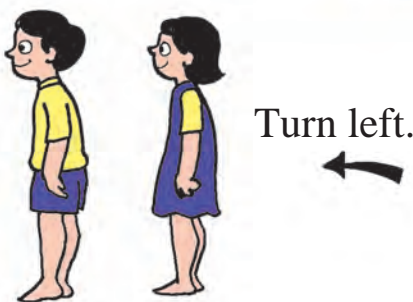
### 1. Listen and act.



Stand up.



Sit down.



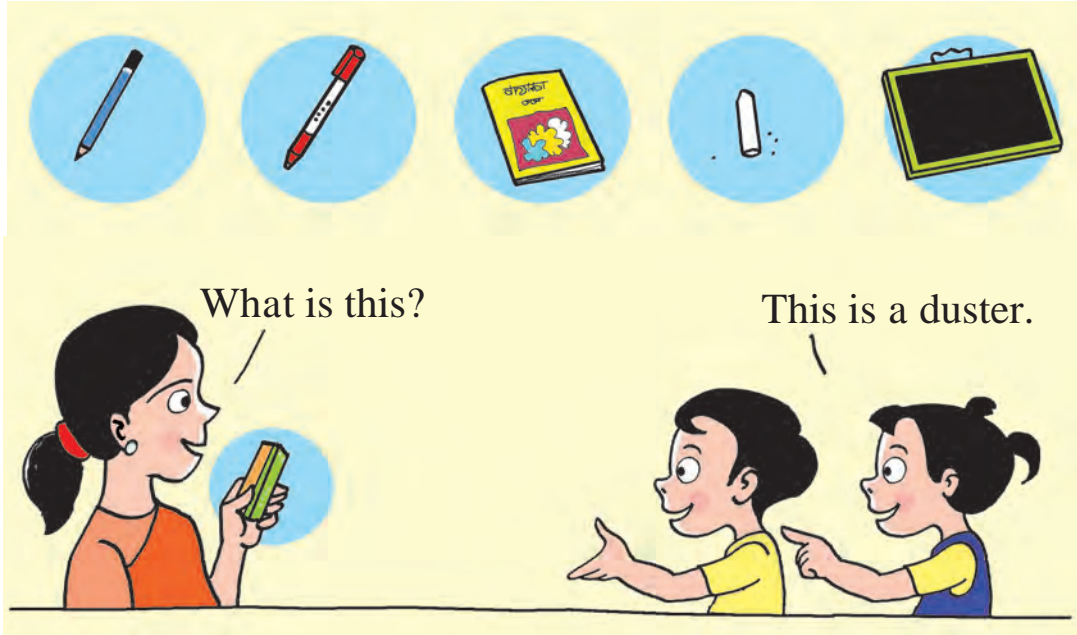
### 2. Trace the dots.



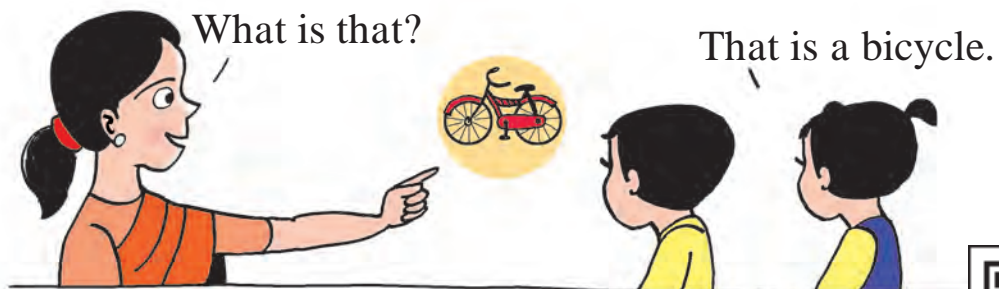
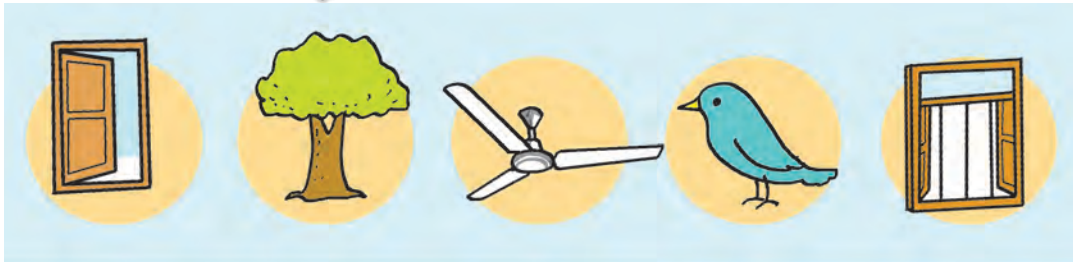




1. Listen and repeat.



2. Look and say.





## 2.4 Daily Words



• Look and say.





## 2.5 Rain, Rain



### 1. Listen, sing and act.



Rain, rain  
Come again  
We' ll play  
Another game.

Rain, rain  
Do not fail  
Paper boats  
We' ll sail.



### 2. Listen and repeat.



come

game

sail

fail

paper

boat



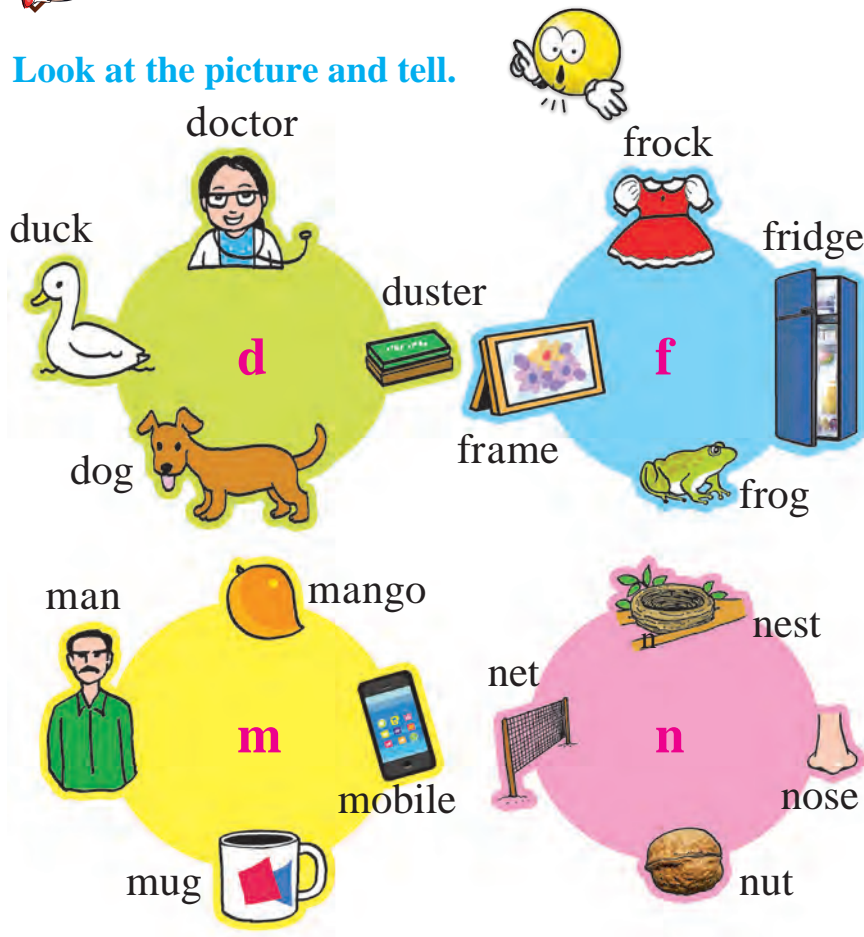
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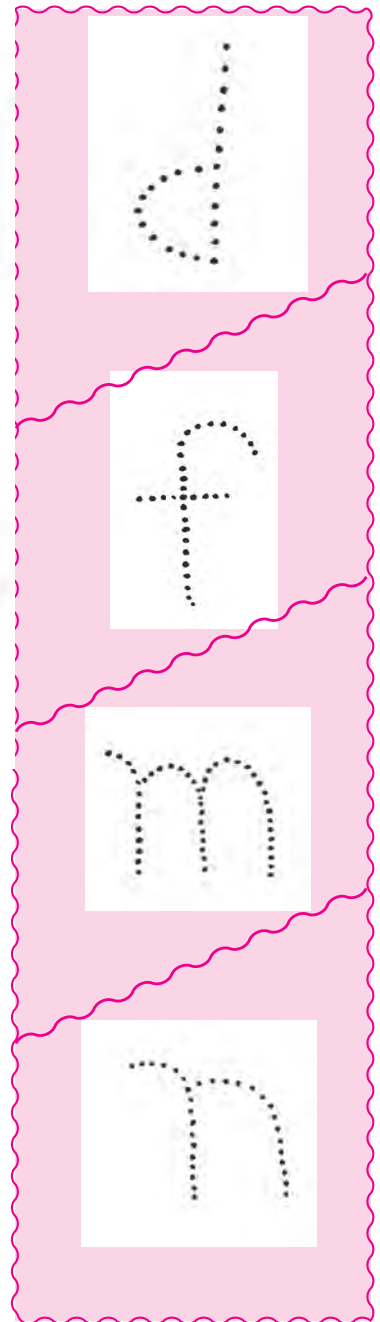
## 2.6 Look, listen and say.



### 1. Look at the picture and tell.



### 4. Trace the dots.



### 2. Listen and repeat.



dog - frog

nose - rose

man - pan - fan

net - pet

bag - tag

clap - tap

ball - tall - call

frame - name

### 3. Listen and match.



boat — cake  
 man — goat  
 nest — fan  
 bake — best

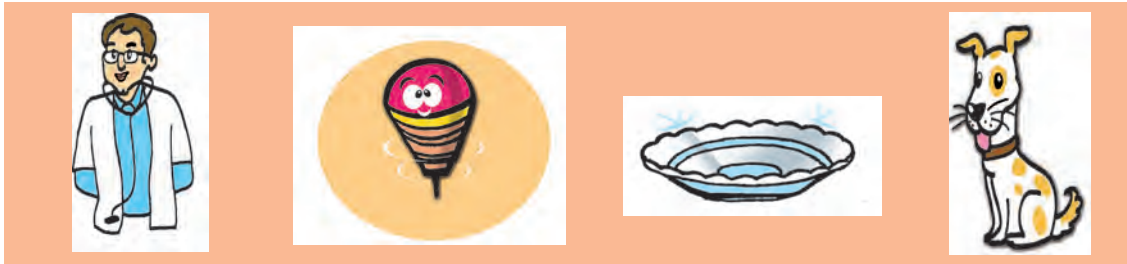




## 2.7 Let's Find



1. Listen, repeat and circle the odd man out.



doctor

top

dish

dog



frog

fan

net

frock



bat

parrot

ball

balloon

2. Listen and repeat.

doctor

dish

dog

frog

fan

frock

bat

ball

balloon





### 3.1 This is my head

**1. Listen, sing and act.**



These are my fingers  
and these are my toes.  
This is my head  
and this is my nose.



These are my ears,  
on my head at the side.  
These are my eyes,  
I can open them wide.

This is my mouth  
and here are my teeth.  
These are my knees  
and my feet are beneath.



I can wave my arms  
and wiggle my nose.  
I can stretch my arms  
and touch my eyes.

I can hold my hands together,  
and then.....



It's time to start  
all over again !



**2. Listen and act.**

Show me your head.  
Show me your nose.  
Show me your knees.





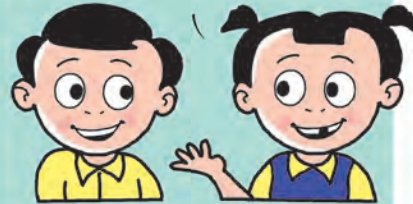
## 3.2 Requests



### 1. Let's speak.



Please  
give me  
a pencil /  
an eraser /  
a ruler...



### 2. Listen and repeat.

**Anuja** : Excuse me.

**Arnav** : Yes?

**Anuja** : Please give me your book.

**Arnav** : Here it is.

**Anuja** : Thank you.

**Arnav** : Welcome. / It's my pleasure.



LHFCQL



### 3.3 Let's Talk



#### 1. Listen and repeat.



**Teacher** : Do you have a bat?

**Raj** : Yes. / Yes. I do. / Yes. I have.

**Teacher** : Do you have a cap?

**Riya** : No. / No. I don't have.

**Teacher** : Do you have a bag?

**Abha** : Yes. / Yes. I do. / Yes. I have.

#### 2. Practise the same question using the following things.

Do .....?







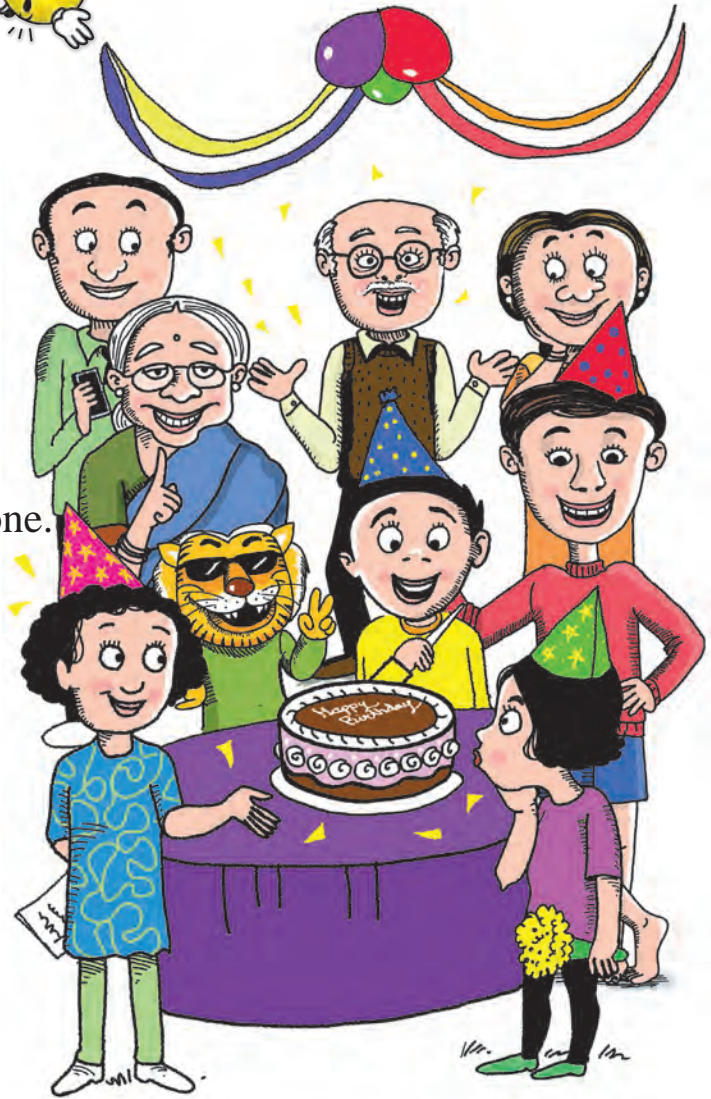
#### 1. Listen, sing and act.



Happy birthday to you,  
Happy birthday to you,  
Happy birthday dear little one,  
Happy birthday to you.

May God bless you,  
May God bless you,  
May God bless dear little one.  
May God bless you.

Happy long life to you,  
Happy long life to you,  
Happy long life dear little one,  
Happy long life to you.



#### 2. Colour the words.

# Happy Birthday!

3. Look, listen and say.



cake



toys



laddoos



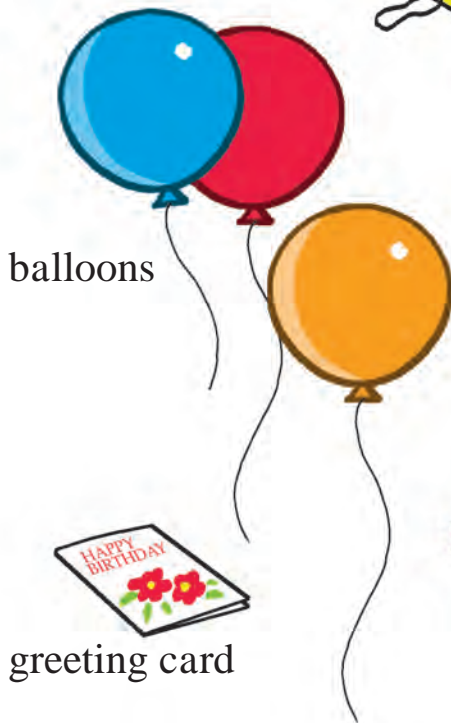
candles



birthday cap



masks



balloons



toffees

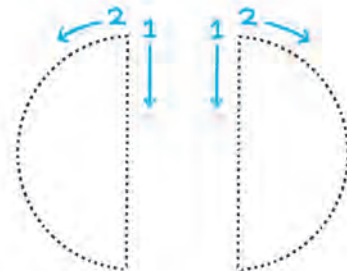
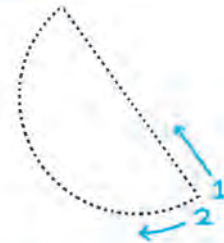
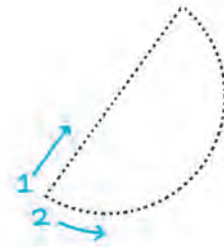


greeting card



gift

4. Trace the dots.

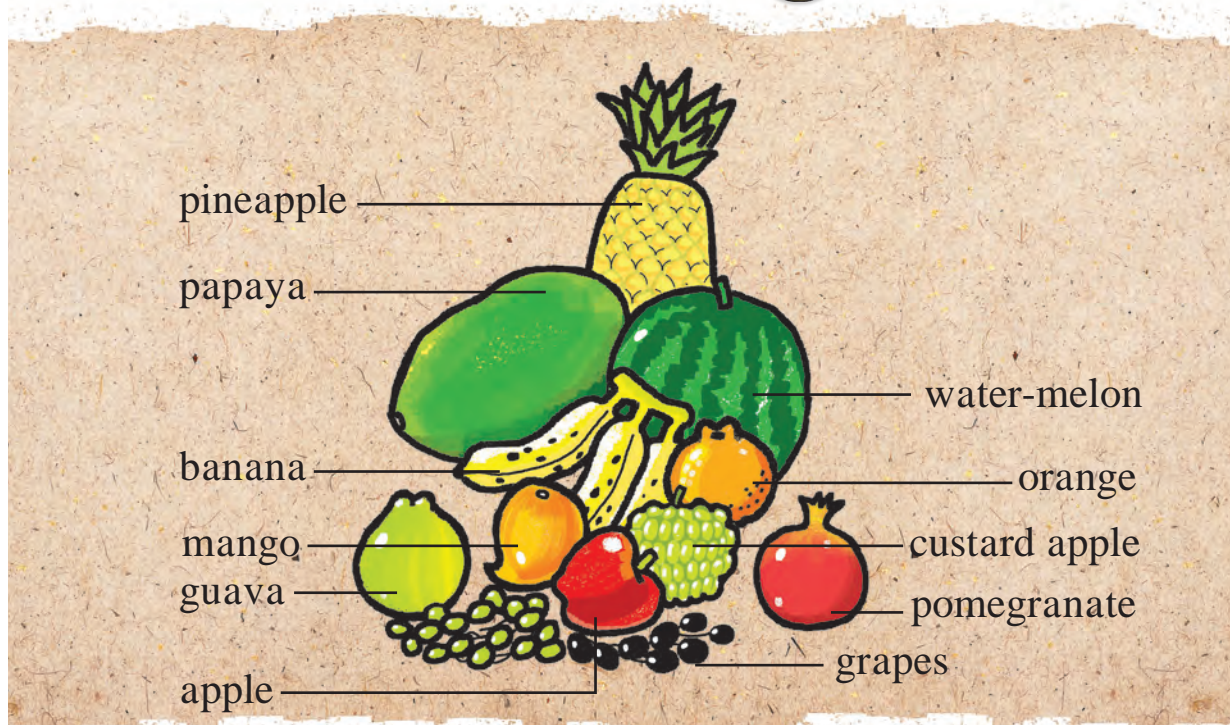




## 3.5 My Fruit Basket



1. Look at the picture. Listen and learn.



2. Listen, repeat and talk to your friends.

(a) : Do you like  apples ?

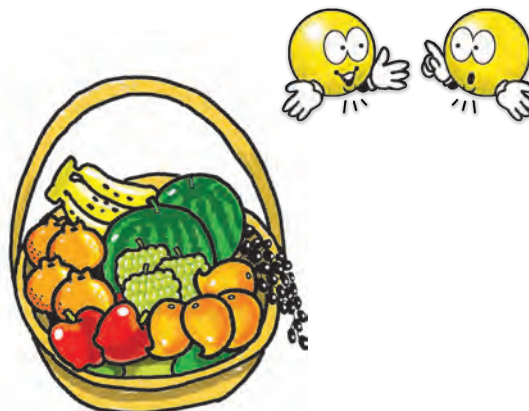
: Yes.

Yes, I do.

(b) : Do you like  apples ?

: No.

No, I don't.



3. Look at the pictures and tell.

Pranav has a pineapple.  
He has many mangoes.

Shreya has a water-melon.  
She has many oranges.

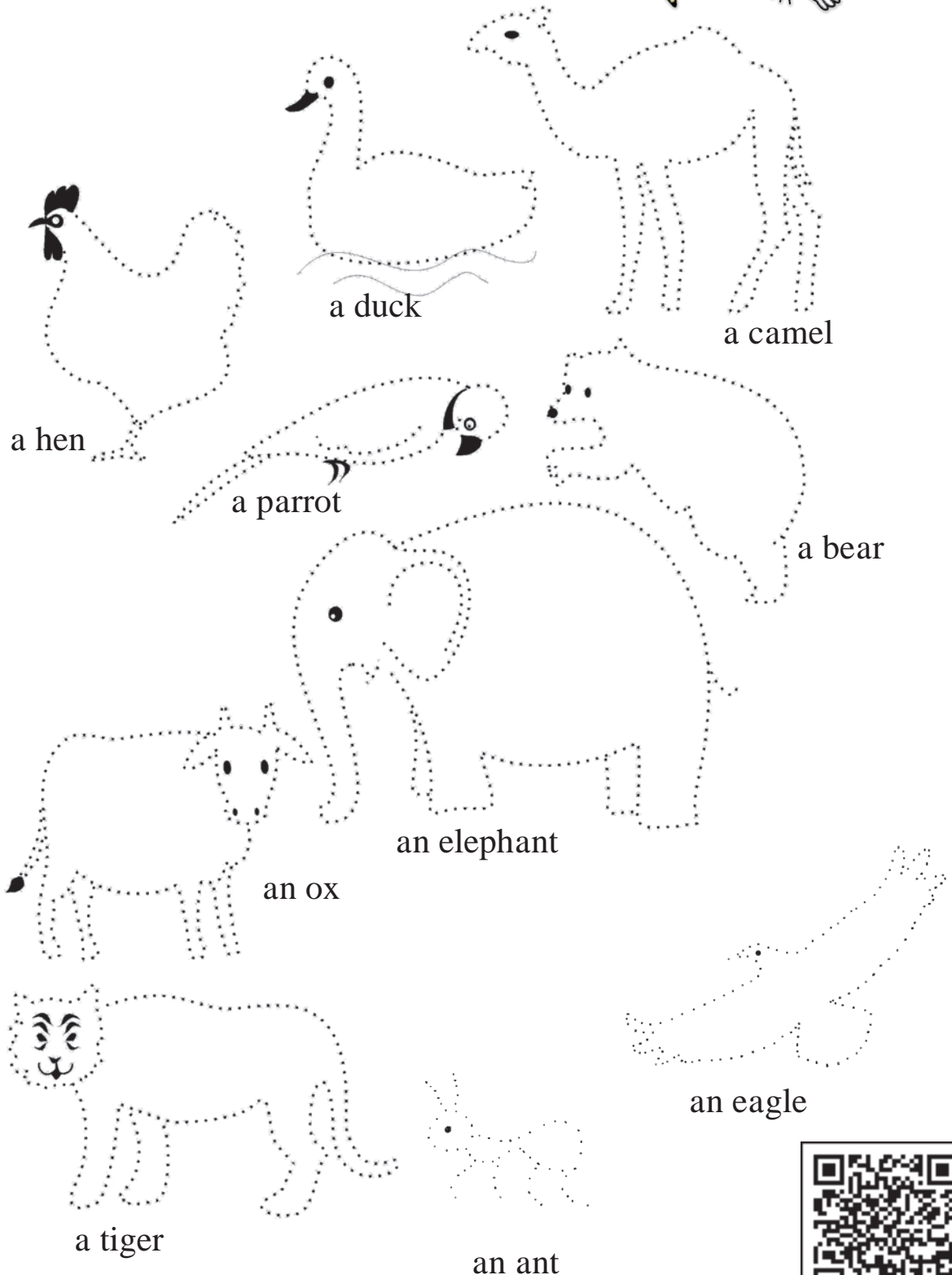




### 3.6 Have Fun with Animals



• Join the dots, colour the picture and tell what is it.





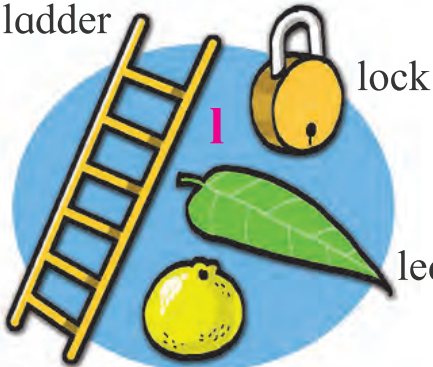
# 3.7 Let's Know New Words



## 1. Look, listen and learn.



ladder



lock

leaf

lemon



hat

horse



hen

hut



rose

rabbit

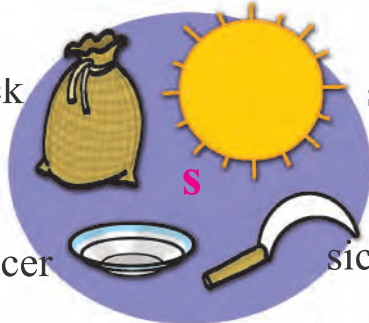
rocket

ribbon



sack

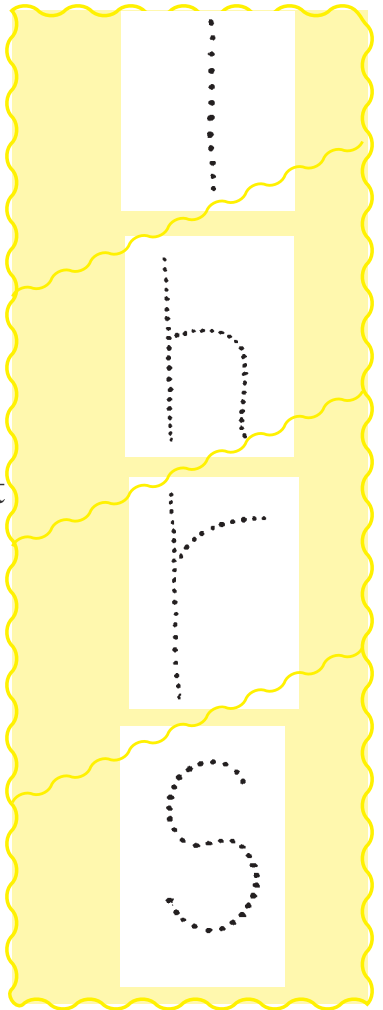
sun



saucer

sickle

## 3. Trace the dots.



## 2. Listen and find the correct picture.



Leela has a lemon and a leaf.  
 Hemant has a hen and a hat.  
 Rashid has a ribbon and a rose.  
 Sonabai has a sack and a sickle.



3. Look, listen and say.



scissors



scooter



sky



slide



snail



snake



spade



spoon



stall



star



stick



swing

4. Look, listen carefully, repeat and enact.



sit



stand



sleep



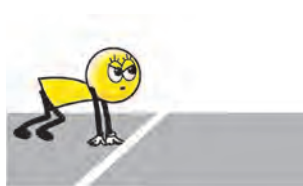
smile



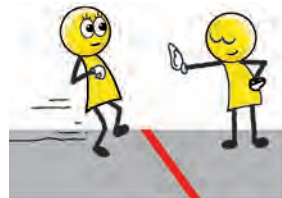
speak



swim



start



stop



# UNIT FOUR

## 4.1 Clap your hands



### 1. Listen, sing and act.



Clap your hands, Clap your hands  
Listen to the music and  
Clap your hands.



Stamp your feet, Stamp your feet  
Listen to the music and  
Stamp your feet.



Turn around, Turn around  
Listen to the music and  
Turn around.



Jump up high, Jump up high,  
Listen to the music and  
Jump up high.

### 2. Listen and act.

**Leader :** I am the leader. Do as I say.

Clap your hands.

Bend down.

Jump in.

Jump out.

Stand up.

Sit down.

Close your eyes.

Open your eyes.

Touch . . . .

your head.

your eyes.

your ears.

your nose.

your knees.

your shoulders.

Tap your feet.







## 4.2 The Game of Addition



1. Look at the picture. Listen carefully and repeat, then talk to your friends.

**Tai** : What do you like Priya?  
**Priya** : I like apples.  
**Tai** : Ok, please take one.  
**Priya** : Thank you, Tai! Let's share.  
**Tai** : Oh yes, sharing is fun!



2. Look, listen and speak.



I like apples.



I like apples and ice-cream.



I like apples, ice-cream and mangoes.



I like apples, ice-cream, mangoes and chocolate.



I like apples, ice-cream, mangoes and oranges.

You forgot chocolate.



Let's start again.



## 4.3 Row, row, row your boat



### 1. Listen, sing and act.



Row, row, row your boat

Gently down the stream

Merily, merily, merily, merily

Life is but a dream.



Row, row, row your boat

Gently down the stream

If you see a crocodile,

Don't forget to scream!

Row, row, row your boat

Gently to the shore

If you see a lion

Don't forget to roar!



### 2. Listen and repeat the words.

row

stream

dream

life

crocodile

scream

shore

lion

roar





## 4.4 Let's Speak

- Listen and say.



Can you draw a ball?

Yes, I can.



Can you swim?

No, I can't.



Can you sing?

Yes, I can.



Can you draw a table?

No, I can't.



Can you clap?

Yes, I can.



Can you jump?

Yes, I can.







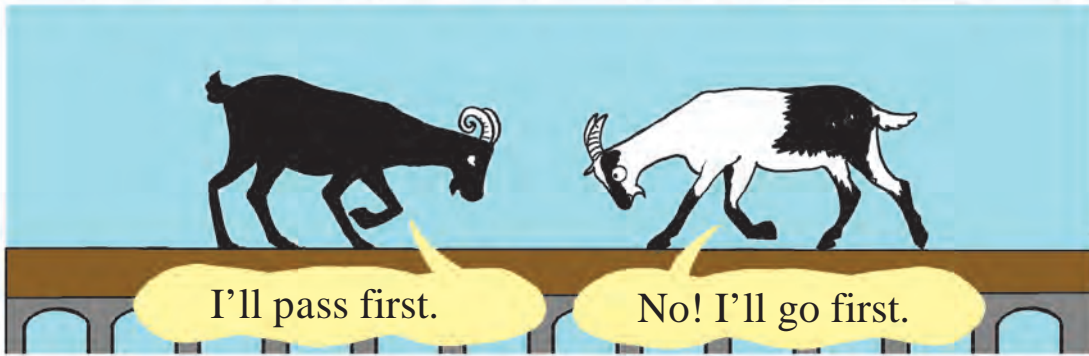
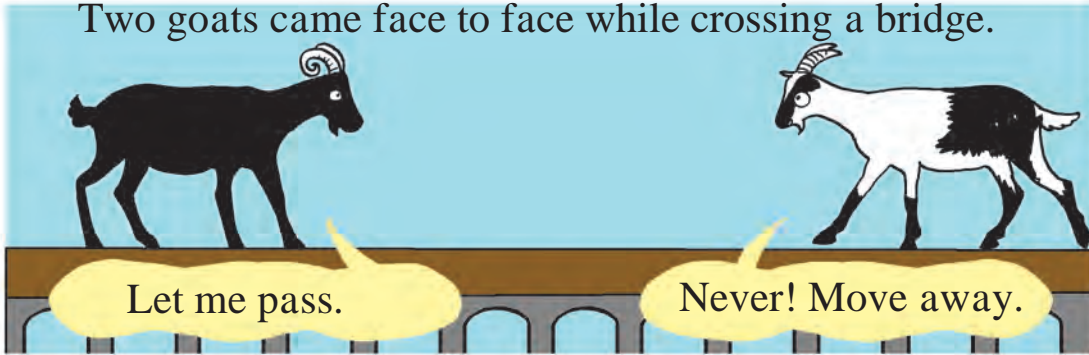
1. Listen carefully and enact.



### Two Silly Goats

There were two goats. They were crossing a narrow bridge.

Two goats came face to face while crossing a bridge.



They started fighting and lost their balance.

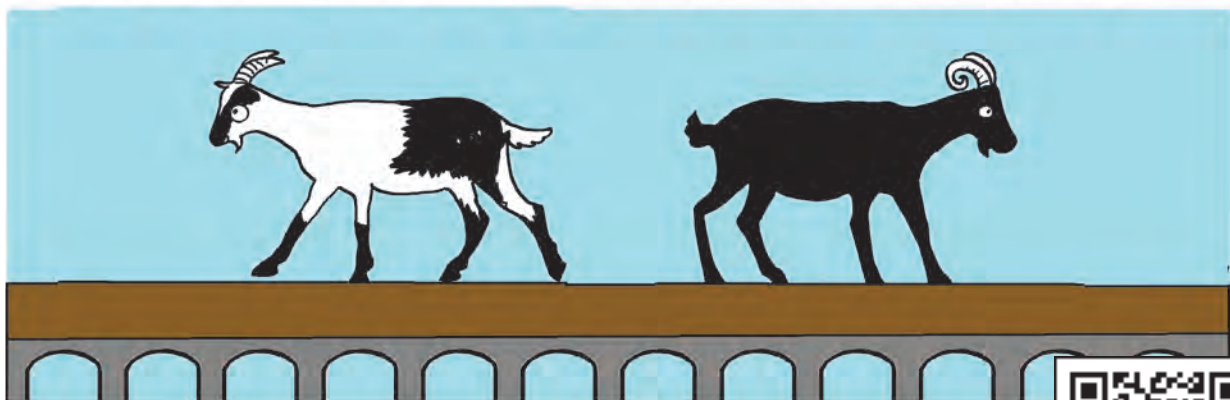
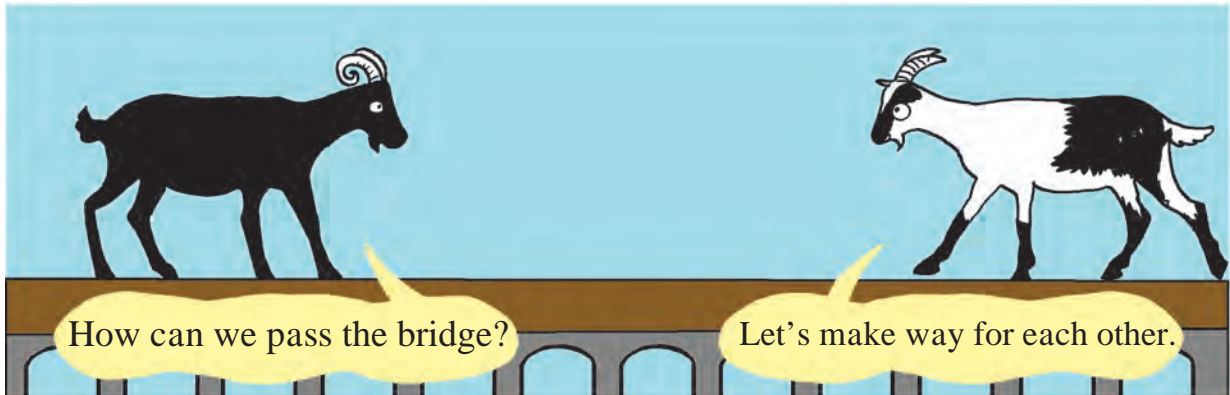




2. Listen carefully and enact.

Two Wise Goats

There were two goats. They were crossing the same narrow bridge.



Thus the two wise goats crossed the bridge.

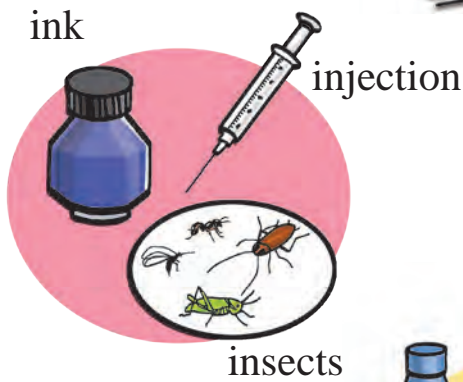
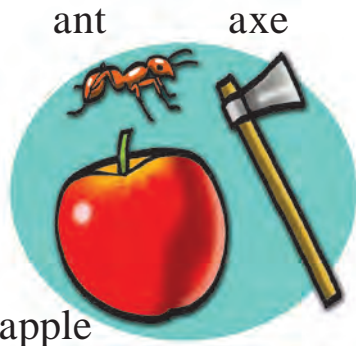




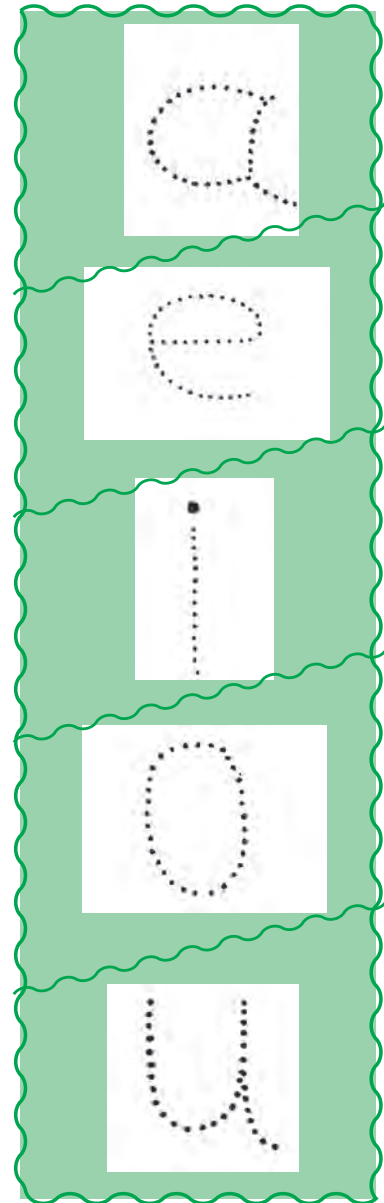
# 4.6 Let's Know New Words



## 1. Look, listen and learn.



## 2. Trace the dots.







## 4.7 Odd Man Out

- Look, listen and find the odd man out.



apple

ant

axe

bat

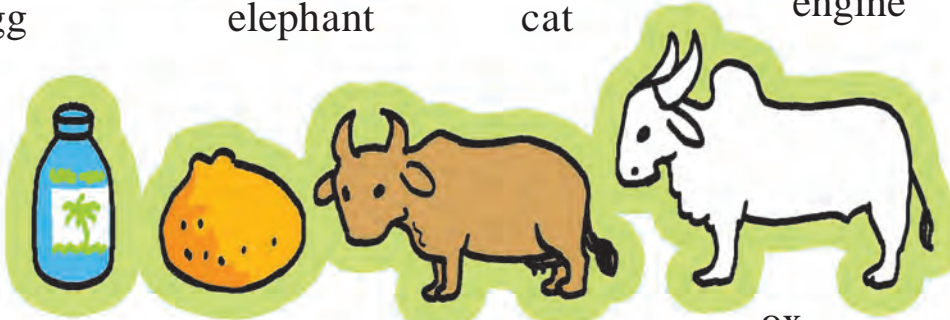


egg

elephant

cat

engine

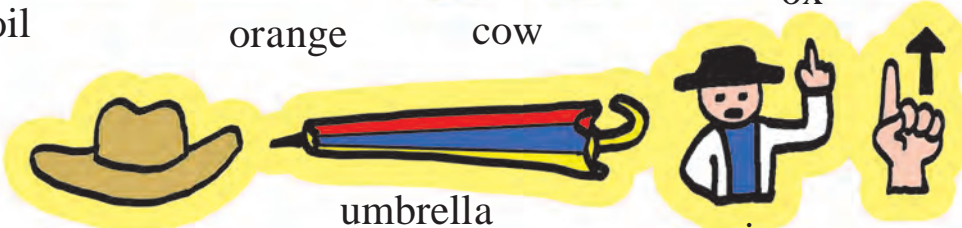


oil

orange

cow

ox

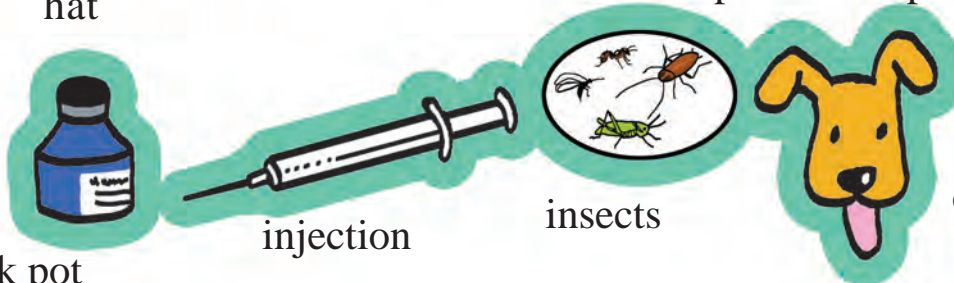


hat

umbrella

umpire

up



ink pot

injection

insects

dog

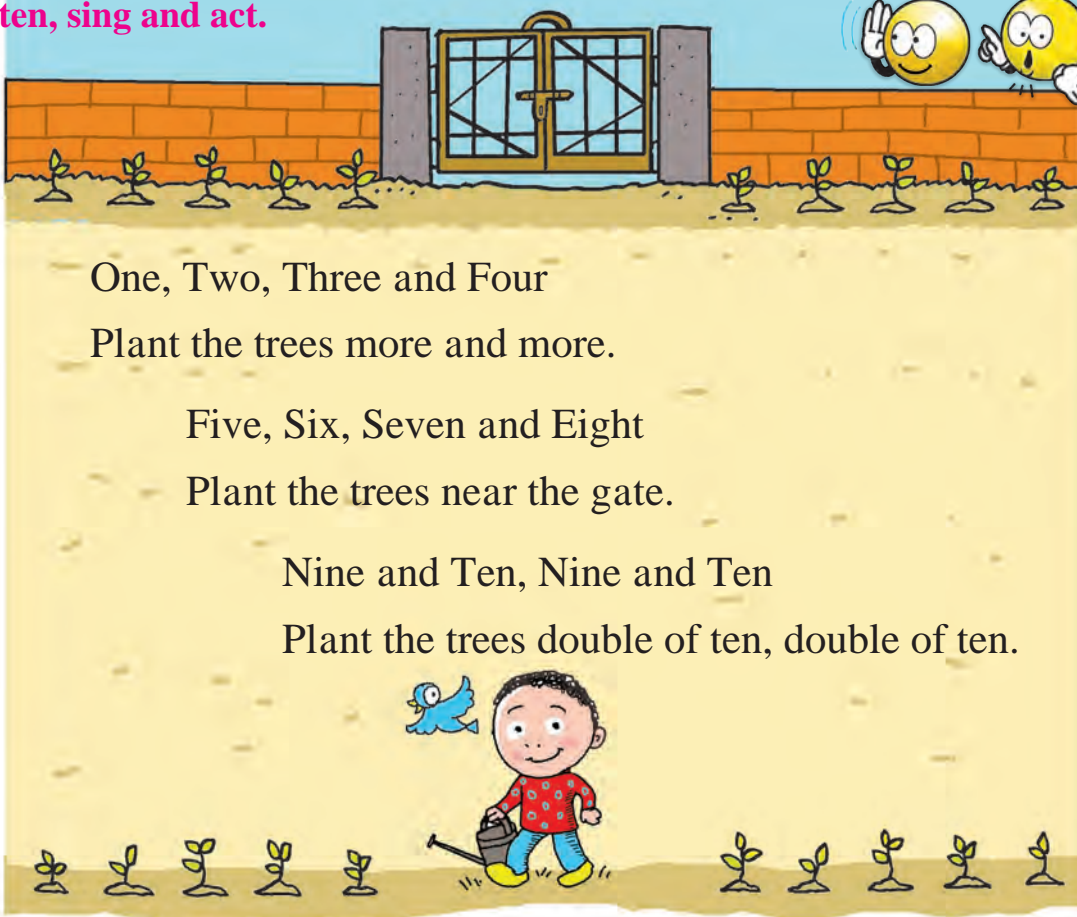


# UNIT FIVE

## 5.1 Number Song



### 1. Listen, sing and act.



One, Two, Three and Four

Plant the trees more and more.

Five, Six, Seven and Eight

Plant the trees near the gate.

Nine and Ten, Nine and Ten

Plant the trees double of ten, double of ten.

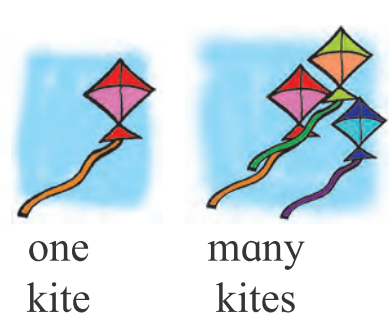
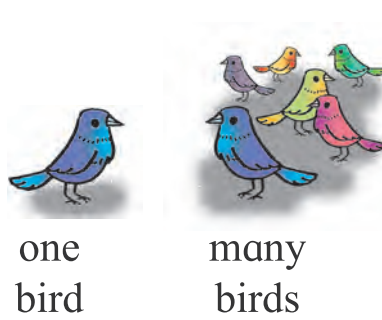
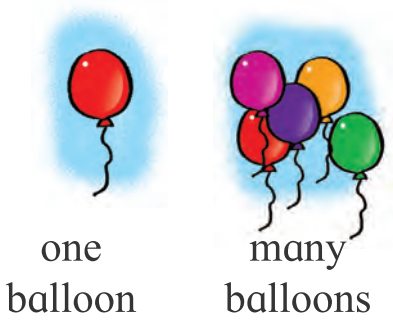
### 2. Look, repeat. Learn to count in English.





## 5.2 One and Many

1. Look at the picture and repeat after me.



2. Look at the picture. Say with me.

<p>a train</p>	<p>How many trains ?</p>	 <input type="text"/>
<p>a boat</p>	<p>How many boats ?</p>	<input type="text"/>
<p>a car</p>	<p>How many cars ?</p>	<input type="text"/>
<p>a bicycle</p>	<p>How many bicycles ?</p>	<input type="text"/>

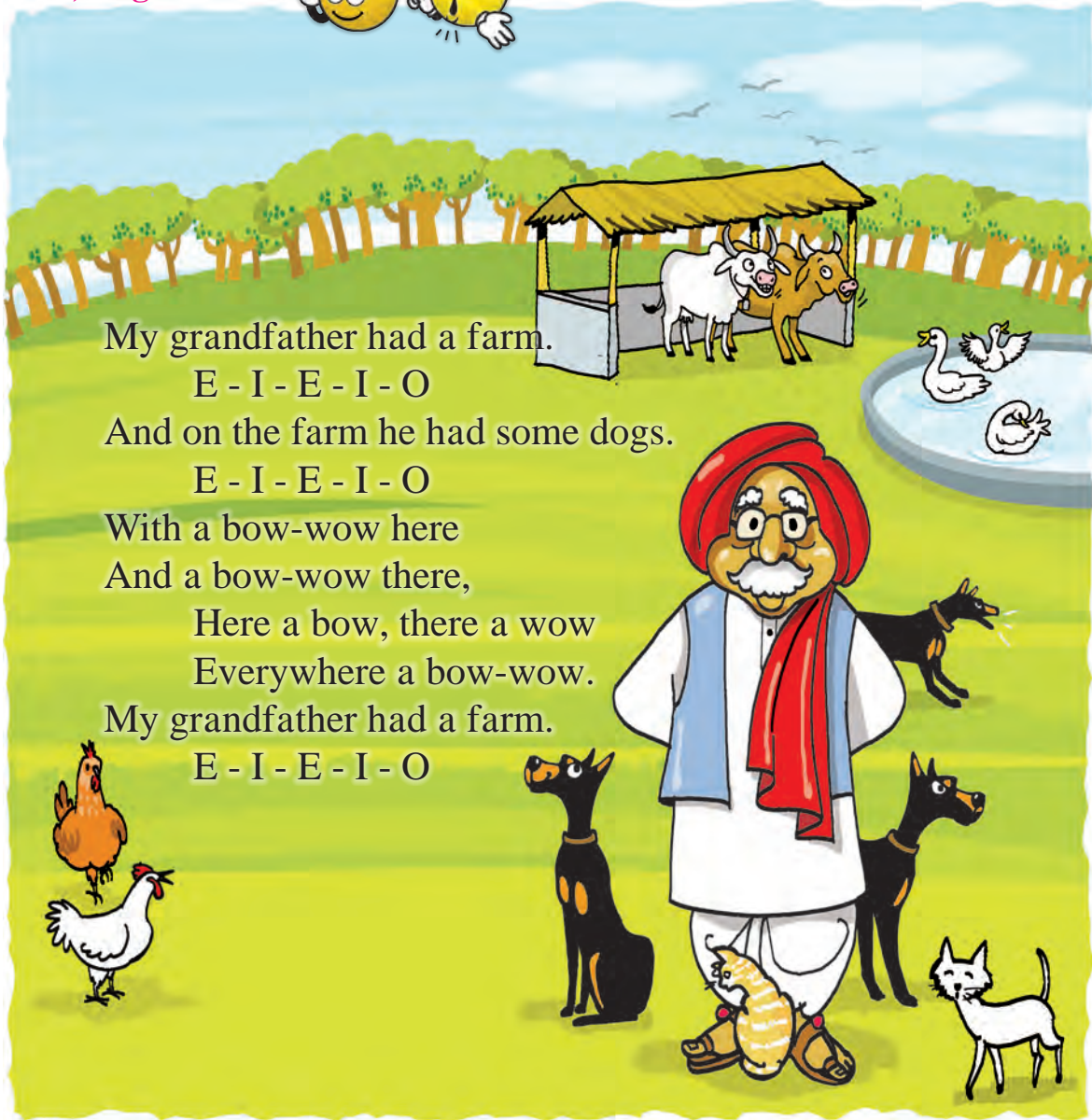




# 5.3 My Grandfather had a Farm



• Listen, sing and act.



My grandfather had a farm.

E - I - E - I - O

And on the farm he had some dogs.

E - I - E - I - O

With a bow-wow here

And a bow-wow there,

Here a bow, there a wow

Everywhere a bow-wow.

My grandfather had a farm.

E - I - E - I - O



dogs : bow-wow



cows : moo-moo



hens : cluck-cluck



ducks :  
quack-quack



cats :  
meow-meow





## 5.4 Look, listen and say

### 1. Look, listen, repeat and learn.



garden



gate



girl



gold



jeep



joker



jar



jacket



kangaroo



key



kite



kitten



king



queen

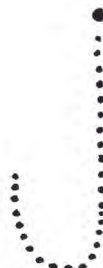


queue



question

### 2. Trace the dots.





## 5.5 Magic Words



### 1. Look at the picture and say.



### 2. Listen, repeat and circle the letter.

Listen, say the name of each object aloud and circle the sound of the first letter of the word.



p c r



g t i



b h r



b r d



3. Look at the pictures. Listen, repeat and use.



Excuse me.



Excuse me, please.



Excuse me.



Excuse me.



## 5.6 Odd Man Out



1. Look at the pictures. Tell the English words. Find the odd man out.



The word which begins with a different sound.



2. Look at the pictures. Tell the English words. Find the odd man out.



The word which ends with a different sound.





# 5.7 Let's Know New Words

## 1. Look, listen and repeat.



van



vegetables



violin



vulture



woman



watch



wall



well



axe



ox



mixture



yoke



zebra



zero



zip

## 2. Look, listen, repeat and enact.



wipe



whistle



yell



yawn

## 3. Trace the dots.





## 5.8 In the Street



- Spot the English words in your surroundings.





## 5.9 Myself



### 1. Let's speak in English.

**Teacher** : Riya, tell me something about yourself.

**Riya** : My name is .

I am  years old.

I live in .

I go to  school.

I am in Standard .

I like .

### 2. Now tell me about yourself.

My name is .

I am  years old.

I live in .

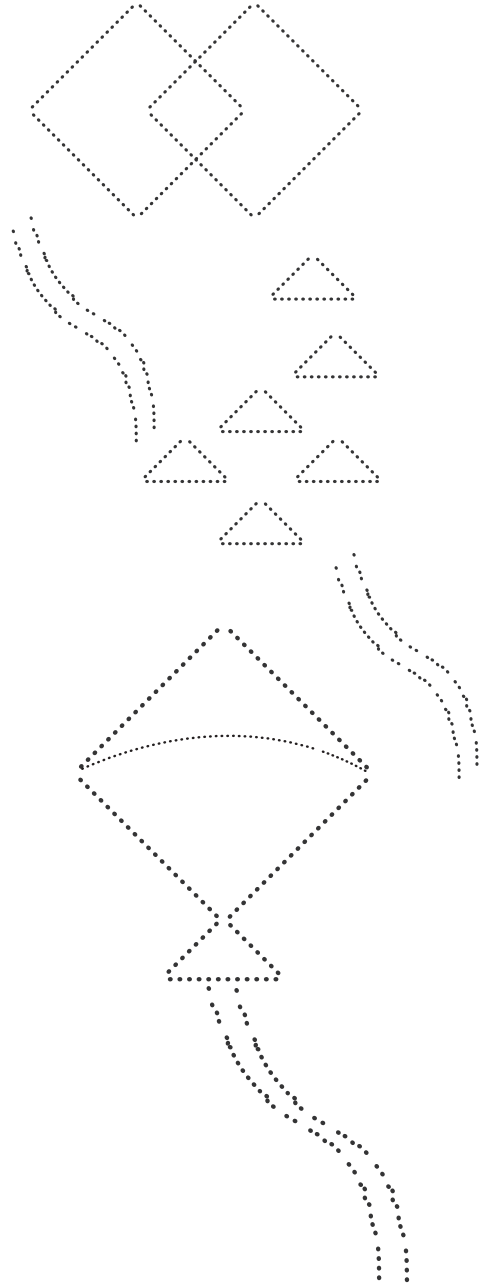
I go to  school.

I am in Standard .

I like .




### 3. Trace the dots.








- Join the dots and complete the pictures.





a a 

e e 

b b 

f f 

c c 

g g 

d d 

h h 







6.1 Days of the Week

1. Listen, sing and act.



Sunday, Monday, Tuesday too.  
Wednesday, Thursday just for you.

Friday, Saturday that's the end.  
Now let's say those days again!



2. Listen and repeat.



January

July

February

August

March

September

April

October

May

November

June

December

3. Find the names of the days.

JANUARY							2018
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

4. Look, listen and answer.

- (a) How many Sundays are there in January?
- (b) Look at the calendar and put the days of the week in the proper order.

Sunday

Tuesday

Thursday

Monday 2

Saturday

Wednesday

Friday





# 6.2 Action Time



• Listen and act.



Make a line.

Stand straight.



Open/Close your book.

Put your books in your bag.

Jump on the spot.



Turn around.

Give/Take a pencil/ruler.



Turn left.

Turn right .

Wipe out the board.



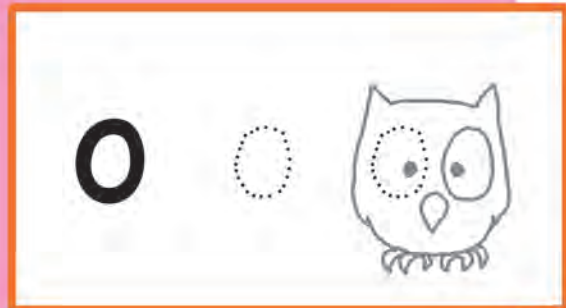
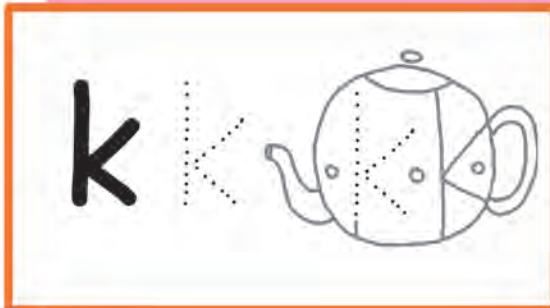
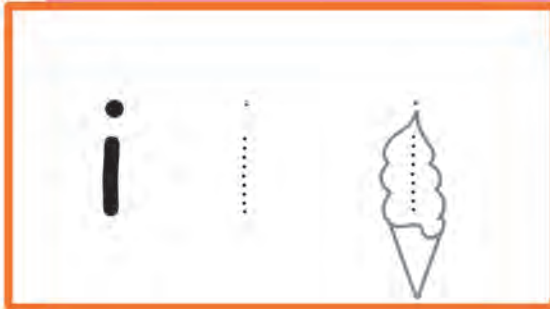




## 6.3 Fun Time



- Join the dots and complete the pictures and colour them.





## 6.4 We love vegetables



- Look, listen and learn.



cabbage



cauliflower



carrot



tomato



potato



onion



peas



beans



cucumber



chillies



garlic



ginger



radish



brinjal



pumpkin



## 6.5 A Vegetable Basket



- Listen and say. Listen to the names of the vegetables and add other names to it.



Speak! Speak!!

What speak?

Vegetables name, be quick!

Tomato, be quick !

Potato, be quick !

Radish, be quick !

Onion, be quick !

Cauliflower, be quick !

Lady's finger, be quick !

Carrot, be quick !

Peas, be quick !

Ohh ! I didn't get it !







## 6.6 My Vegetables



I am a **pumpkin**.  
I am so fat.

Hello my friends, I am  
a little **cook**. Who are  
you?

I am a **cabbage**. I have  
lots of clothes  
on my body.

I am a **potato**.  
I am your  
favourite one.

I am a **cucumber**.  
I am slim  
and tall.

I am a  
**chilly**. I am  
hot  
and spicy.

I am a **tomato**.  
I am red and  
juicy.

I am a **spinach**.  
I am green and  
leafy.

I am an **onion**.  
You will cry if  
you cut me.



## 6.7 Rainbow and the Colours



### 1. Listen, sing and act.

Red, orange, yellow,  
Green, blue, indigo  
And violet makes a rainbow.  
Let's sing again  
Red, orange, yellow,  
Green, blue, indigo  
And violet makes a rainbow.



### 2. Join the colours with the things.



### 3. Match the following.



yellow    blue    red    orange    green    violet    grey

### 4. Look, listen carefully and repeat.

**Meena** : What colour is the parrot?

**Raju** : The parrot is green.





## 6.8 How Are You?

### 1. Look, listen, repeat and enact.

How are you, Priya?



I am fine.



Priya breaks a cup.

Priya climbs a hill.

Priya gets a bicycle.



I am sad.



I am tired.



I am happy.

Priya's friend pushes her.

Priya has to go out in the dark.

Priya watches TV at night.



I am angry.



I am scared.



I am sleepy.

### 2. Look and tell.



- : How's Priya feeling?
- : She is feeling sad. / She is sad.



- : How's Sumit?
- : He is happy.





## 6.9 Let's Play



### 1. Look at the pictures. Listen and answer.



(1) Teacher : What are they playing?

Soham : They are playing **tipcat**.



tipcat



hide-and-seek



marbles



hopscotch



skipping rope



cricket

### 2. Listen and answer.

Teacher : What do you play ?

Priya : I play **cricket**. / We play **marbles**.



cricket



hockey



football



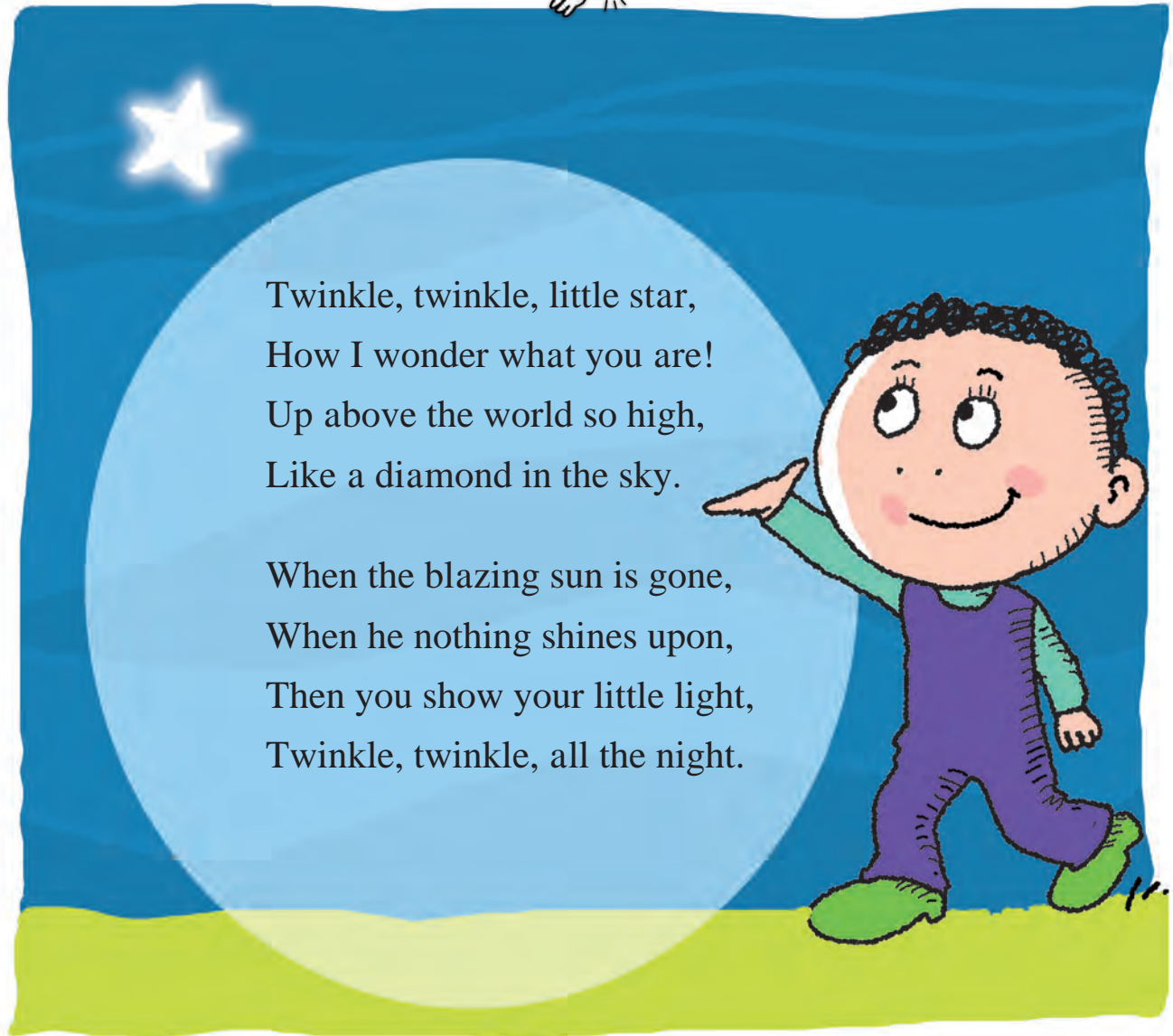
tennis





7.1 Twinkle, Twinkle, Little Star

1. Listen, sing and act.



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

When the blazing sun is gone,  
When he nothing shines upon,  
Then you show your little light,  
Twinkle, twinkle, all the night.

2. Listen and repeat.

little

star

world

high

like

sky

sun

show

light

night





## 7.2 Farm House



### 1. Look and find the things from the picture.



### 2. Look at the picture and answer.

- (a) Who is riding a bicycle? (b) Where are the fishes?  
(c) What is the boy doing? (d) Where is the rabbit?







## 7.3 Let's Talk

- Look and say.



Riya is drawing a picture.



Max is playing football.



Raj is reading a book.



Ruhi is sleeping in the bed.



John is singing a song.



Ali is swimming in the pool.



Priya and Prasad are going to school.



## 7.4 Brush your Teeth



• Listen, sing and act.



Brush, brush, brush, brush your teeth

In the morning, in the night

Take the brush and add some paste,

Brush your teeth without any haste,

Brush the teeth from left to right,

Till the cleaning, feels so right

Brush it up, brush it down,

Move the brush round and round.





## 7.5 Good Habits

• Listen and speak.

I wake up in the morning.



I brush my teeth.

I do exercise.



I take a bath.



I comb my hair.



I wash my hands.



I go to school.



I take breakfast.



I read a book.



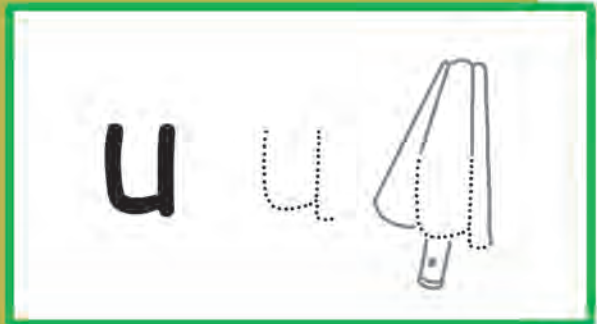
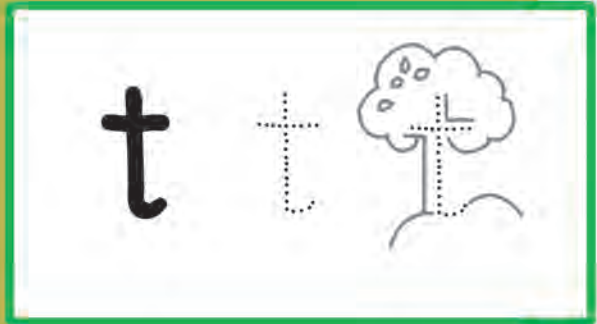




## 7.6 Fun Time



- Join the dots, complete the picture and colour it.



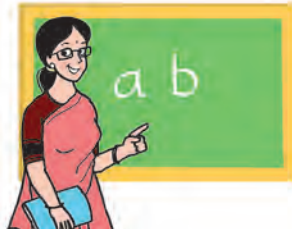


## 8.1 Who are you dear?

### 1. Listen, sing and act.



I see you in the school,  
Who are you dear?  
I teach the student,  
I am a Teacher!



I see you in the hospital,  
Who are you dear?  
I treat the patients,  
I am a Doctor.



I see you in the bus,  
Who are you dear?  
I drive the bus,  
I am a Driver.



I see you on the farm,  
Who are you dear?  
I work on the farm,  
I am a Farmer.



I see you on the border,  
Who are you dear?  
I fight for the nation,  
I am a Soldier.



### 2. Who is this?





## 8.2 Word Bag



Pick out one card from each bag and match the picture with word. If the picture card is not matched with the word card ask the child to pick out another picture card. Play the game until you get the picture card matching with the word card.

Word Bag



Picture Bag



mouse

sun

bat

nose

frog

box





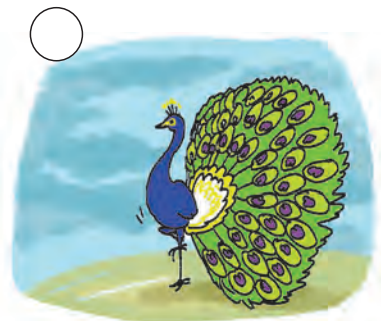
## 8.3 Bingo

- Listen carefully and number the correct picture.



Teacher :

1. The tiger is sleeping.
2. The deer is running.
3. The crow is flying.
4. The peacock is dancing.
5. Aaji is cutting vegetables.
6. Sonal is going to school.
7. Raju is knocking on the door.
8. Sneha is going on a scooter.
9. Kapil is driving a bus.



## 8.4 Traffic Signals



### 1. Listen and sing.



Red light, Red light,  
What do you say?  
I say, 'Stop! Stop! right away.'

Yellow light, Yellow light,  
What do you mean?  
I mean, 'Wait! Wait! till the light is green.'

Green light, Green light,  
What do you say?  
I say, 'Go! Go! right away.'

### 2. Watch carefully and act accordingly.



**STOP AND WAIT**

**GET READY**

**GO**

### 3. Draw the traffic signals and tell what they are saying.





# 8.5 Dressing Dolly

• Look at the pictures and tell.



: What shall Dolly wear today ?

: A green shirt, black shorts and sandals.



a shirt



shorts



a skirt



a sweater



a dress



shoes



sandals



socks



a frock



a coat



a blouse



a belt



buttons



a scarf



a cap



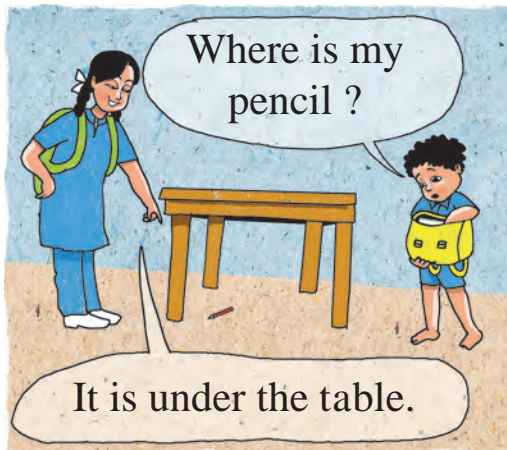




## 8.6 Get Ready for the School.



- Look at the pictures. Listen, repeat and enact.

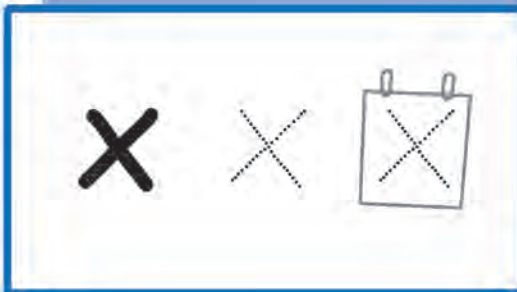
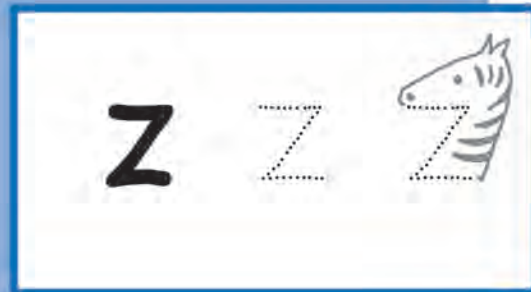




## 8.7 Fun Time



- Join the dots, complete the picture and colour it.



## 8.8 We Like Cooking



1. Look, listen, repeat and speak.



Ajoba is shelling peas.



Anil is washing vegetables.

Anita is cutting carrots.



Aaji is grating cucumber.



Father is frying *puris*. Mother is making *kheer*.



2. Listen, repeat and answer.

- : What's Anil doing ?
- : He is washing vegetables.
- : What's Anita doing ?
- : She is cutting carrots.

### What We Use In Our Kitchen



pots



a pan



a sieve



a knife



a spoon



a glass



a dish



a bowl



a tray



a pressure cooker



a mixer



a grater







## 8.9 The Fox and the Crane

- Look, listen and enact.



Once, a fox met a crane.

“Hello, Crane.  
How are you?”

“I am fine. Thank you.  
How are you?”

“I am fine.  
Crane, do you like *kheer*?”

“Oh, yes. I love *kheer*.”

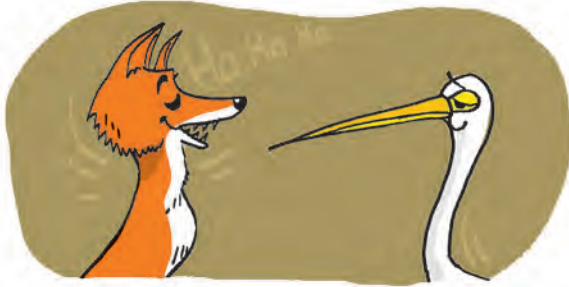
“ Then come to my house.  
We’ll have *kheer*.”

Crane went to Fox’s house.  
Fox served *kheer* in two dishes.



“Eat up your *kheer* quickly. Then, I will give you some more.”

Poor Crane !  
He could not eat quickly from the dish.



Fox ate up all the *kheer*.  
He began to laugh, ‘Ha, ha, ha!’

Crane said,  
“Fox, come to my house tomorrow.  
We will have some more *kheer*.”

Fox went to Crane’s house.  
Crane served *kheer* in two tall pitchers.

“Eat up your *kheer* quickly.  
Then, I will give you some more.”

Poor Fox !  
He could not eat quickly  
from the pitcher.  
So Crane ate up all the *kheer*.



Fox learnt his lesson.





## 8.10 English Letters

- Look at the English letters.





## 8.11 School is over.



- Listen, repeat and sing.



School is over.

Oh, what fun!

Lessons finished.

Play begun.

Who'll run fastest

you or I

Who'll laugh loudest

Let us try.



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