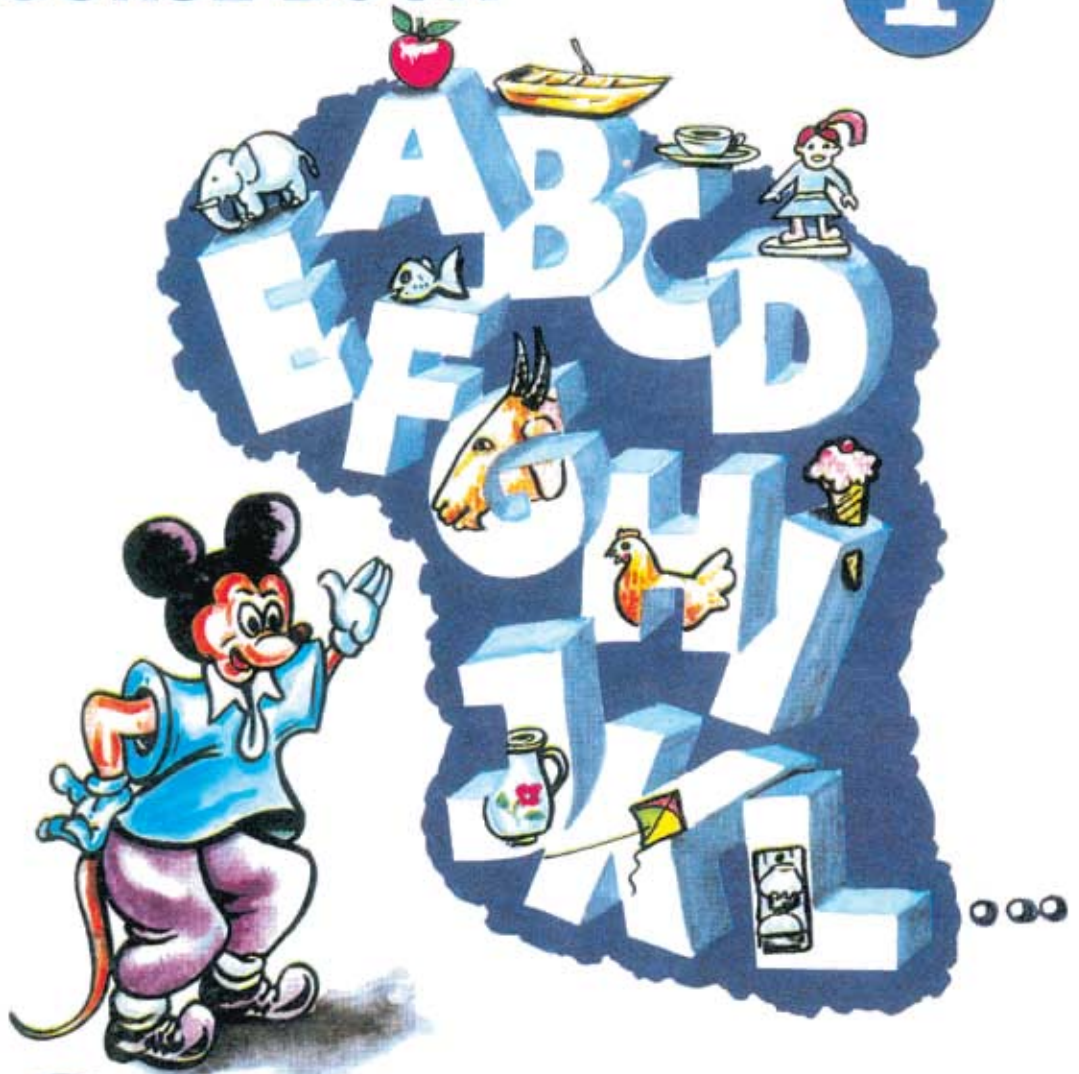


# ENGLISH

COURSE BOOK

1



TAMILNADU  
TEXTBOOK CORPORATION

# ENJOY YOUR ENGLISH

## STANDARD I

**A Publication Under  
Government of Tamilnadu  
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**Untouchability is a sin  
Untouchability is a crime  
Untouchability is inhuman**



**TAMILNADU  
TEXTBOOK CORPORATION**  
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## THE NATIONAL ANTHEM

### FULL VERSION

Jana-gana-mana-adhinayaka jaya he  
Bharata-bhagya-vidhata.  
Punjaba-Sindhu-Gujaratha-Maratha-  
Dravida-Utkala-Banga  
Vindhya-Himachala-Yamuna-Ganga  
Uchchhala-jaladhi-taranga  
Tava-subha-name jage,  
Tava subha asisa 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.

### SHORT VERSION

Jana-gana-mana-adhinayaka jaya he  
Bharata-bhagya-vidhata.  
Jaya he, jaya he, jaya he  
Jaya jaya jaya jaya he.

## AUTHENTIC ENGLISH TRANSLATION OF THE NATIONAL ANTHEM

Thou art the ruler of the minds of all people,  
Thou dispenser of India's destiny.  
Thy name rouses the hearts of the Punjab, Sind,  
Gujarat and Maratha, of Dravid, Orissa and Bengal.  
It echoes in the hills of the Vindhyas and Himalayas,  
mingles in the music of the Yamuna and Ganges  
and is chanted by the waves of the Indian Sea.  
They pray for Thy blessings and sing Thy praise.  
The saving of all people waits in Thy hand,  
Thou dispenser of India's destiny,  
Victory, Victory, Victory to Thee.

## **THE NATIONAL INTEGRATION PLEDGE**

"I solemnly pledge to work with dedication to preserve and strengthen the freedom and integrity of the nation."

"I further affirm that I shall never resort to violence and that all differences and disputes relating to religion, language, region or other political or economic grievances should be settled by peaceful and constitutional means."

## **INVOCATION TO GODDESS TAMIL**

Bharat is like the face beautiful of Earth clad in wavy seas;  
Deccan is her brow crescent-like on which the fragrant 'Tilak' is the  
blessed Dravidian land.  
Like the fragrance of that 'Tilak' plunging the world in joy supreme reigns  
Goddess Tamil with renown spread far and wide.  
Praise unto You, Goddess Tamil, whose majestic youthfulness, inspires  
awe and ecstasy.

## **A STUDENT'S VOW BEFORE MOTHER INDIA**

Name :

Class :

School :

I shall overcome the obstacles raised by caste and communal prejudices and work for the greatness of my Motherland putting to the fullest use the benefits that I derive through education

Vande Mataram!

Signature

## PREFACE

This book, offered with warmth and kindness to our children, is yet another feather in the Government's cap. By introducing English in Std I for children studying in all State Board Schools, Tamilnadu has again proved that it is the pioneer and trend-setter in implementing schemes for the welfare of people, especially children.

The book has been designed in such a way that learning English is made a pleasure and not a burden. The vast majority of children who will use this book are from villages, who have no exposure whatsoever to English. This factor was borne in mind when the book was prepared.

The book will be a launching-pad to the first standard children, and when they come to standards II & III, they will develop confidence in meeting the challenges of the language.

## முன்னுரை

தமிழக அரசின் மகுடத்தில் இன்னும் ஒரு வைரக்கல். தமிழ்நாடு மாநில அரசுப் பாடத்திட்டத்தை பின்பற்றும் பள்ளிகள். மாநகராட்சி, நகராட்சி, பேரூராட்சிப் பள்ளிகளில் முதல் வகுப்பிலேயே ஆங்கில மொழிப்பாடத்தை அறிமுகப்படுத்தியதன் மூலம் இந்தியத் திருநாட்டிற்கே தமிழ்நாடு வழிசாட்டியாகத் திகழ்கிறது! இது மக்கள் நலன் பேணும் - குறிப்பாகக் குழந்தைகள் மற்றும் பெண்களின் நலன் காக்கும் அரசு என்பதனை மீண்டும் உறுதி செய்துள்ளது.

ஆங்கிலம் கற்பது சுமையல்ல அது ஒரு சுகமான அனுபவமாக இருத்தல் வேண்டும் என்பதனை மனதில் கொண்டு இப்புத்தகம் வடிவமைக்கப்பட்டுள்ளது. மேலும் ஆங்கிலம் மொழியினுடைய பாதிப்போ, சாயலோ சிறிதும் இல்லாத கிராமங்களில்தான் பெரும்பான்மையான குழந்தைகள் வாழ்கின்றனர். இதையும் கருத்தில் கொண்டு இந்த ஆங்கிலப்புத்தகம் தயாரிக்கப்பட்டுள்ளது.

குழந்தைகள் இரண்டாம் மற்றும் மூன்றாம் வகுப்பிற்குச் செல்லும்பொழுது ஆங்கில மொழியைத் தன்னம்பிக்கையுடன் முழுவீச்சில் எதிர்கொள்வதற்கான ஏவுதளமாக இப்புத்தகம் அமையும் என்ற மிகுந்த நம்பிக்கையுடன் இப்புத்தகத்தை வழங்குகிறோம்.

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## DISTRIBUTION OF COMPETENCIES IN UNITS

### UNIT - I GOOD MORNING CHILDREN

Listening	: Listening to jingles and repeating Listening to Greetings and responding
Speaking	: Responding to common questions
Vocabulary	: Giving words denoting relationship
Functions	: Greeting Teachers / Elders

### UNIT - II TOP TO TOE

Listening	: Listening to jingles / rhymes and repeating
Speaking	: Responding to common questions Expressing gratitude
Vocabulary	: Giving the names of the external parts of the body
Functions	: Expressing gratitude

### UNIT - III MAY I COME AND PLAY WITH YOU?

Listening	: Listening to rhymes and repeating Listening to the correct pronunciation of the letters of the English alphabet and repeating
Speaking	: Responding to common questions Making polite requests
Reading	: Recognising the letters of the English alphabet
Vocabulary	: Giving words related to the household
Functions	: Asking for permission

### UNIT - IV FUN WITH BUBBLES

Listening	: Listening to rhymes and repeating Listening to words beginning with each letter of the alphabet and repeating
Speaking	: Responding to common questions
Reading	: Looking at the pictures and reading the words
Vocabulary	: Giving the words related to the school
Functions	: Asking for permission



## UNIT - V ANIMAL PLANET

- Listening** : Listening to rhymes and repeating  
**Speaking** : Responding to common questions  
Feeling sorry and expressing regret
- Reading** : Looking at pictures and reading the words  
**Writing** : Drawing basic shapes / patterns of the  
English orthography
- Vocabulary** : Giving the words related to the immediate  
environment - names of birds, animals,  
colours
- Functions** : Expressing regret

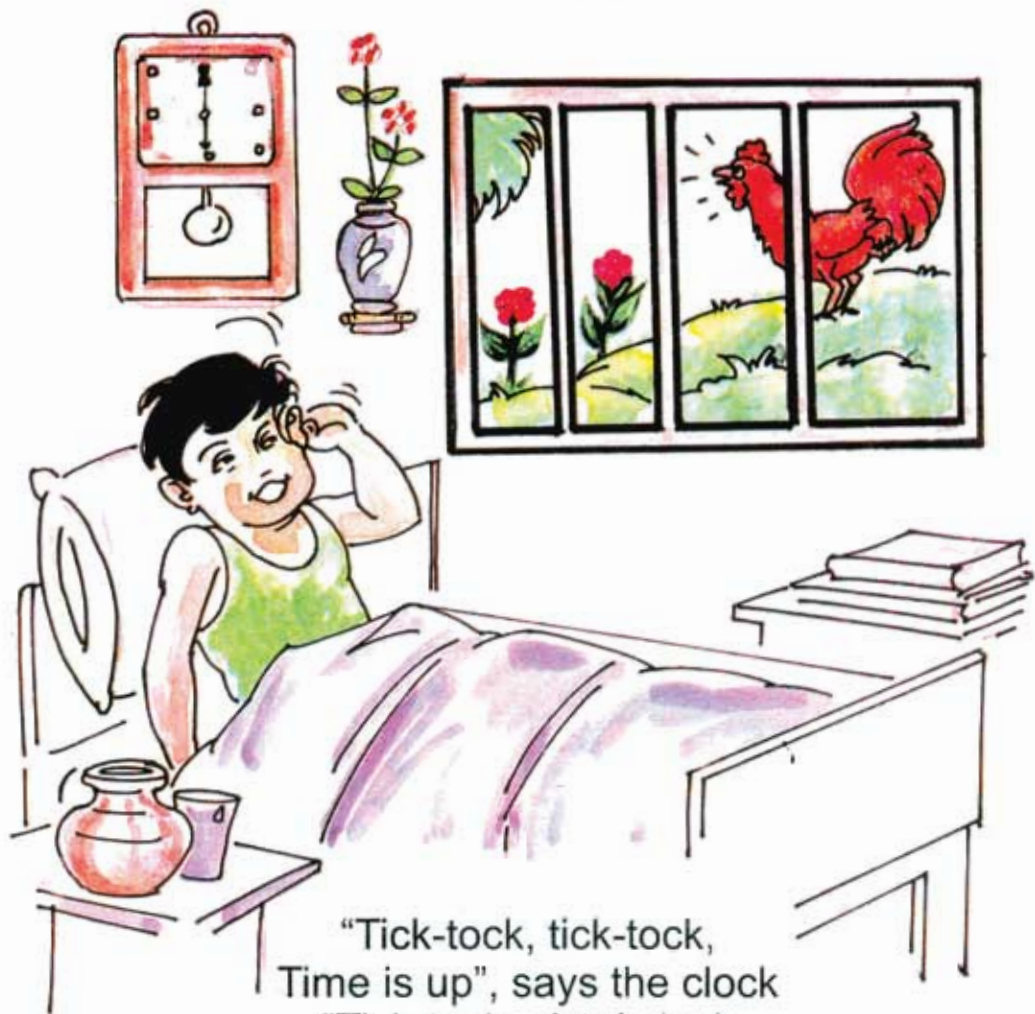
## UNIT - VI ONE, TWO

- Listening** : Listening to rhymes and repeating  
Listening to and carrying out commands  
and instructions
- Speaking** : Responding to common questions  
**Reading** : Looking at pictures and reading the words.  
**Writing** : Writing the letters of the English alphabet -  
Capitals
- Vocabulary** : Giving the words related to the immediate  
environment - names of vegetables, fruits,  
flowers  
Giving the numbers (One to ten).
- Functions** : Expressing one's needs

## UNIT - VII HELP ME PLEASE

- Listening** : Listening to rhymes and repeating.  
Listening to and carrying out commands and  
instructions
- Speaking** : Responding to common questions  
**Reading** : Looking at pictures and reading the words.  
**Writing** : Writing the letters of the English alphabet -  
Capitals
- Vocabulary** : Giving the words related to the immediate  
environment - vehicles, playthings  
Giving the numbers (Eleven - Twenty)  
Giving action words

# 1. Good morning, children!

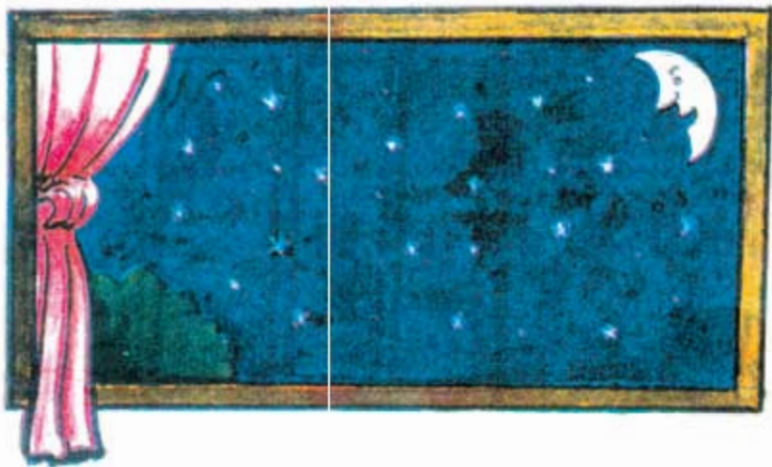


“Tick-tock, tick-tock,  
Time is up”, says the clock  
“Tick-tock, six o’ clock  
Good Morning!” says the cock.

**Competency:** Listens to and repeats jingles to enjoy the sounds of English.

**Note to the teacher:** Say the jingle and ask the children to repeat.

The clock showed eight at night,  
I went to bed saying, "Good Night"!



Early to bed, early to rise,  
Is the way to be happy and wise!



**Competency:** Listens to and repeats jingles to enjoy the sounds of English.

**Note to the teacher:** Say the jingle and ask the children to repeat.

My sister likes to see the moon,  
But she tries to see it in the noon!



Oh, my dear! What's your name?  
Shall we go and play a game?



**Competency:** Listens to and repeats jingles to enjoy the sounds of English.

**Note to the teacher:** Say the jingle and ask the children to repeat.

## Rani's friends



Good morning,  
dear!



Good afternoon,  
dear!



Good evening!  
dear!



Good night,  
dear!



**Competency:** Listens to greetings and responds appropriately.  
**Note to the teacher:** Greet the children in a natural way.



I like to have baby corn,  
For my breakfast in the morn.



North, South, East, West  
Father and Mother are the best!



**Competency:** Listens to and repeats jingles to enjoy the sounds of English.

**Note to the teacher:** Say the jingle and ask the children to repeat.

## Cheer up! My little one!



Good morning,  
little rabbit!  
Would you like  
to have it?



Good afternoon,  
my little one!  
Would you like  
to have this bun?



"Good evening,"  
says the parrot.  
Would you like  
to have a carrot?



Good night!  
I am waiting for my  
friend in the moon,  
who will come  
and take me soon!

**Competency:** Listens to greetings and responds appropriately.

**Note to the teacher:** Greet the children in a natural way.

# Happy family!



Brother

Father

Mother

Sister



What is your name?

My name is Ravi.



What is your father's name?

My father's name is Raja.







What is your  
mother's name?

My mother's name is Vani.



What is your  
brother's name?

My brother's name is Hari.





What is your sister's name?

My sister's name  
is Susi.



Thank you very much.



**Competency:** 1. Responds to common questions.  
2. Gives the words denoting relationship in the immediate family.

**Note to the teacher:** Ask interactive questions in a warm, friendly manner.

## 2. Top to Toe



The hat is on my head  
The rat is on my bed.



Look at my eyes,  
Big, round and nice.

This is my nose,  
I'm happy and it shows.





Tongue and teeth  
in my mouth,  
We speak Tamil  
in the south.

Come shake my hand,  
Together we must stand.



**Competency:** Listens to and repeats jingles to enjoy the sounds of English.

**Note to the teacher:** Say the jingles aloud and ask the children to repeat. Do suitable gesture to make the class interesting.

## Chubby Cheeks

Chubby cheeks, dimple chin  
Rosy lips, teeth within  
Curly hair, very fair  
Eyes so blue, lovely too;  
Mother's pet, is that you?



**Competency:** Listens to and repeats rhymes to enjoy the sounds of English.

**Note to the teacher:** Say the rhyme aloud with suitable gesture and ask the children to repeat.

## Hands on Head

Hands on head, hands on knees,  
Snap your fingers, if you please.  
Touch your ears, now your nose,  
Now your stomach, then your toes.

Hands up high, as before,  
Clap your hands – one, two, three, four.

head



**Competency:** 1. Listens to and repeats rhymes to enjoy the sounds and rhythm of English.

2. Gives the names of the external parts of the body.

**Note to the teacher:** Say the rhyme aloud with rhythm and gesture. Ask the children to repeat.

## Say, "Thank You"



When grandpa gives you something,  
Say "thank you".

When grandma gives you something,  
Say "thank you".

When mother gives you something  
Say "thank you".

When father gives you something  
Say "thank you".

Yes, good boys and girls  
Why don't you say "thank you?"

**Competency:** Learns to express gratitude politely.

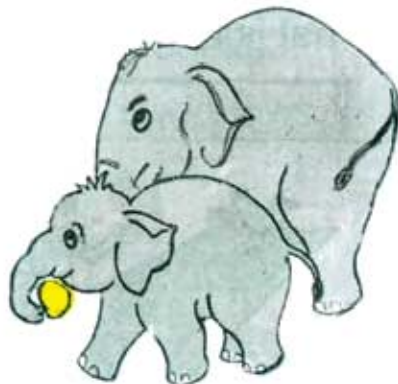
**Note to the teacher:** Ask the children to help with simple tasks such as picking up pieces of chalk, collecting the books, etc. Respond with a "Thank you" each time and encourage the children to follow your example.

## Pattu and Chittu



Pattu the elephant had a little baby. The baby's name was Chittu. One day, Pattu and Chittu went to market.

They saw a fruit shop. Chittu asked, "Mother, will you please buy me a mango?" Pattu bought some mangoes for Chittu. Chittu said, "Thank you mother."



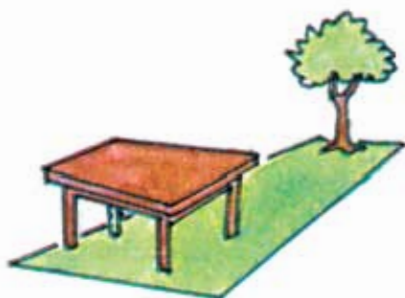
(Like Chittu, the elephant, we should also learn to say 'thank you'.)

**Competency:** Learns to express gratitude politely.

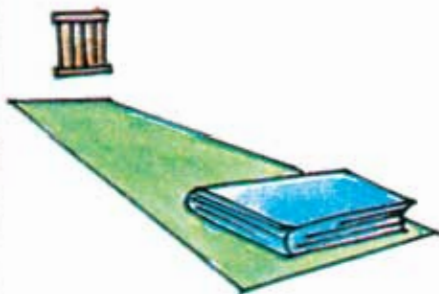
**Note to the teacher:** Read the story aloud. Ask the children to help with simple tasks inside the classroom. Respond with a "Thank you" each time and encourage the children to follow your example.



## This and That



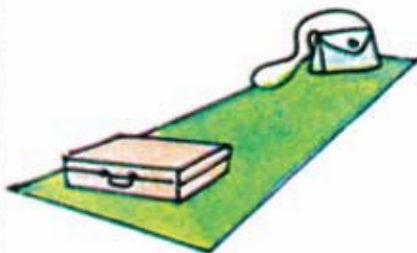
This is a table.  
That is a tree.



This is a book.  
That is a window.



This is a girl.  
That is a bird.

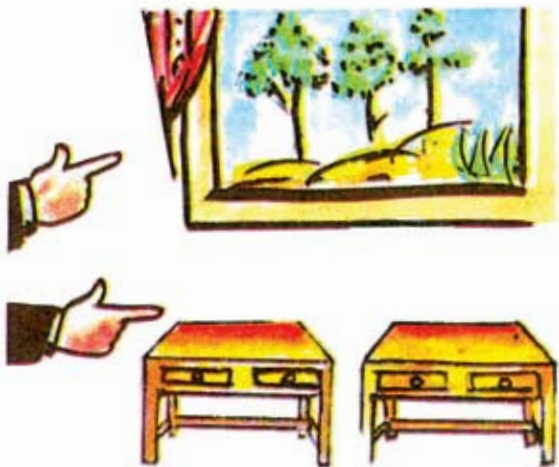


This is a box.  
That is a bag.

**Competency:** Understands the difference between 'this' and 'that'.

**Note to the teacher:** Use your immediate classroom environment to teach this lesson. Show things nearer for 'this' statements and things at a distance for 'that' statements. Encourage children to say similar sentences.

## These and Those



These are tables.

Those are trees.



These are books.

Those are windows.



These are girls.

Those are birds.



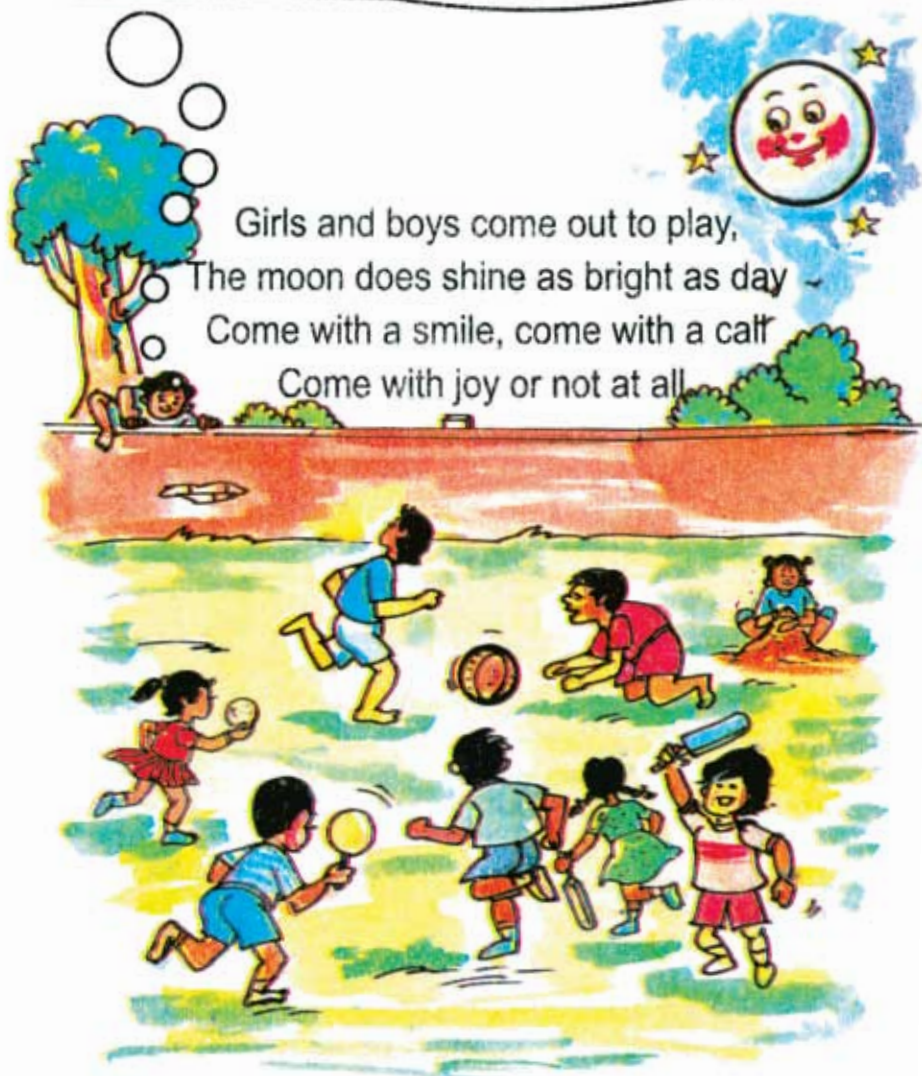
These are boxes.

Those are bags.

**Competency:** Understands the difference between 'these' and 'those'.

**Note to the teacher:** Use the immediate classroom environment to point out to objects. Show things nearer for 'these' statements and things at a distance for 'those' statements. Encourage children to say similar sentences.

### 3. May I Come and Play with you?



Girls and boys come out to play,  
The moon does shine as bright as day -  
Come with a smile, come with a call  
Come with joy or not at all.

**Competency:** Listens to and repeats rhymes to enjoy the sounds and rhythm of English.

**Note to the teacher:** Say the rhyme with rhythm and ask the children to repeat.

## Say 'Please'



Please  
shut the door.



Please and Thank You  
Please and Thank You

Sound so nice.  
Sound so nice.

Be good boys  
Be good girls

It's so nice  
It's so nice.



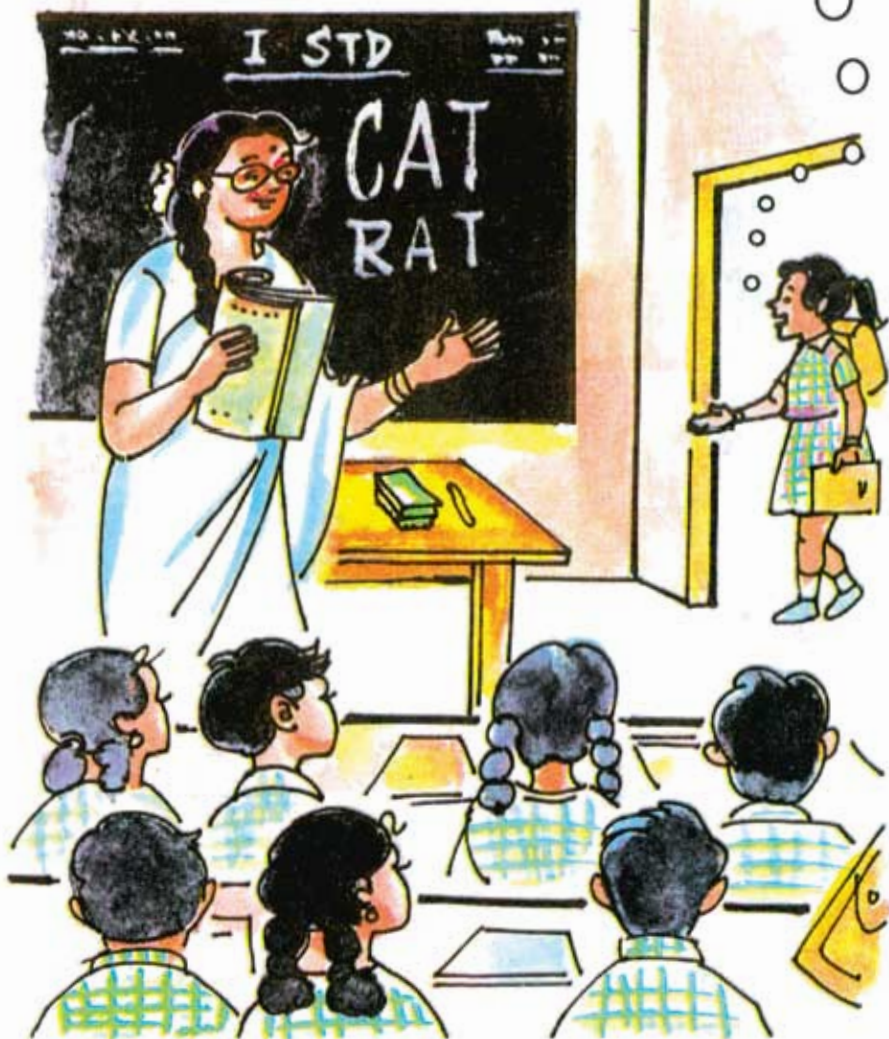
**Competency:** The children learn to make polite requests using 'please'.  
**Note to the teacher:** Use 'please' in regular classroom situations and encourage children to do the same.



**Competency :** Asks pe~mission using "May I?".

**Note to the teacher:** Use "May I?" in regular classroom situations and encourage children to use the same.

Teacher, may I come in?



**Competency:** Asks permission using "May I?".

**Note to the teacher:** Use "May I?" in regular classroom situations and encourage children to use the same.

## In My house



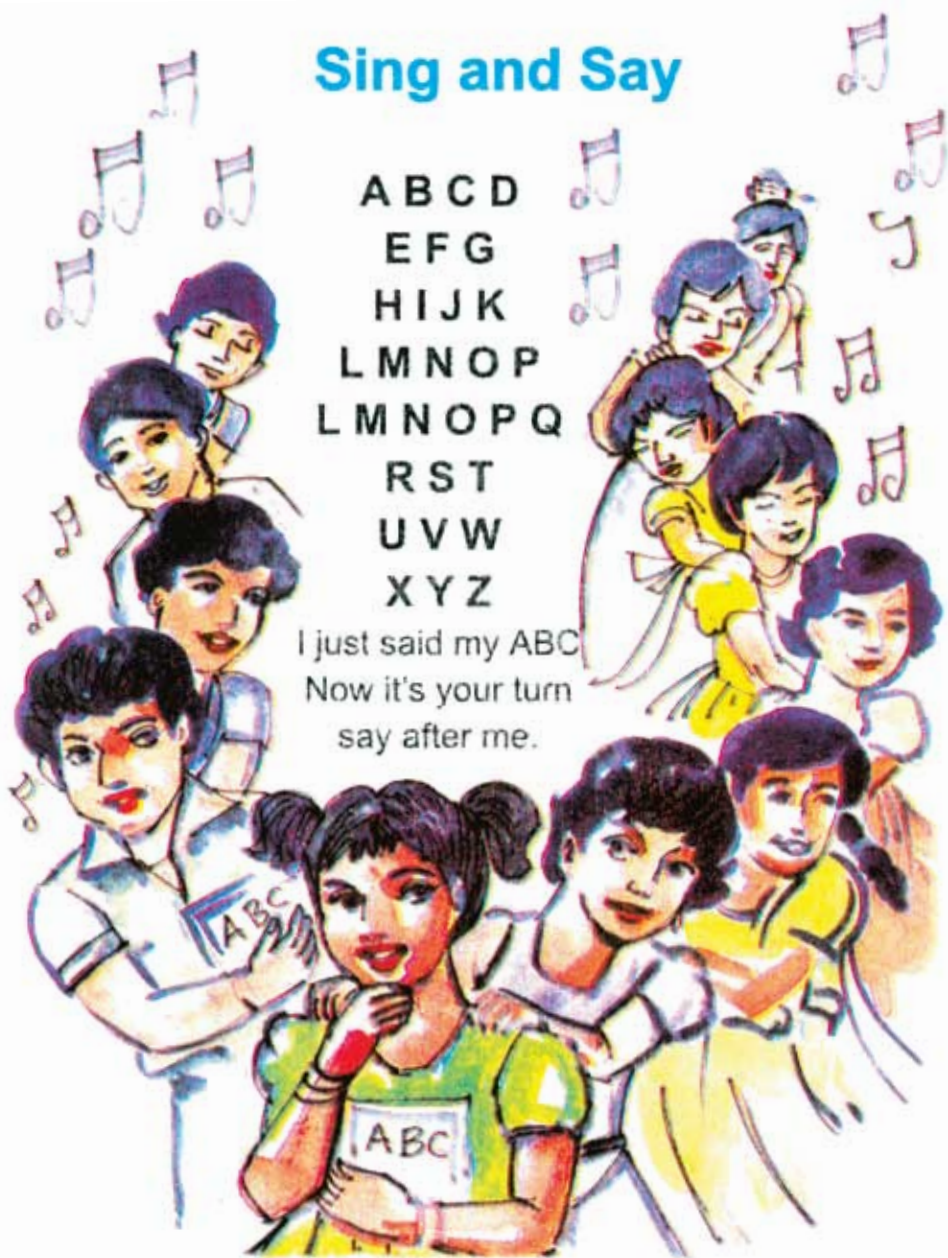
**Competency:** Gives the names of objects in his/her household.

**Note to the teacher:** Point to each object and read the word aloud. Ask the children to say the words aloud as they point to each object in the picture.

## Sing and Say

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

I just said my ABC  
Now it's your turn  
say after me.



**Competency:** Listens to and repeats the rhyme to know the letters of the English alphabet

**Note to the teacher:** Say the rhyme with correct rhythm. Ask children to repeat.



## The English Alphabet

**Aa Bb Cc Dd Ee**  
**Ff Gg Hh Ii Jj**  
**Kk Ll Mm Nn**  
**Oo Pp Qq Rr Ss**  
**Tt Uu Vv Ww Xx**  
**Yy Zz**

**Competency:** Recognises, listens to and repeats the letters of the English Alphabet.

**Note to the teacher:** Write each letter on the black board, read it aloud for the class to repeat. Do capitals first and then small letters.

As they finish each letter, ask them to colour that letter alone in the next page – that would encourage them.

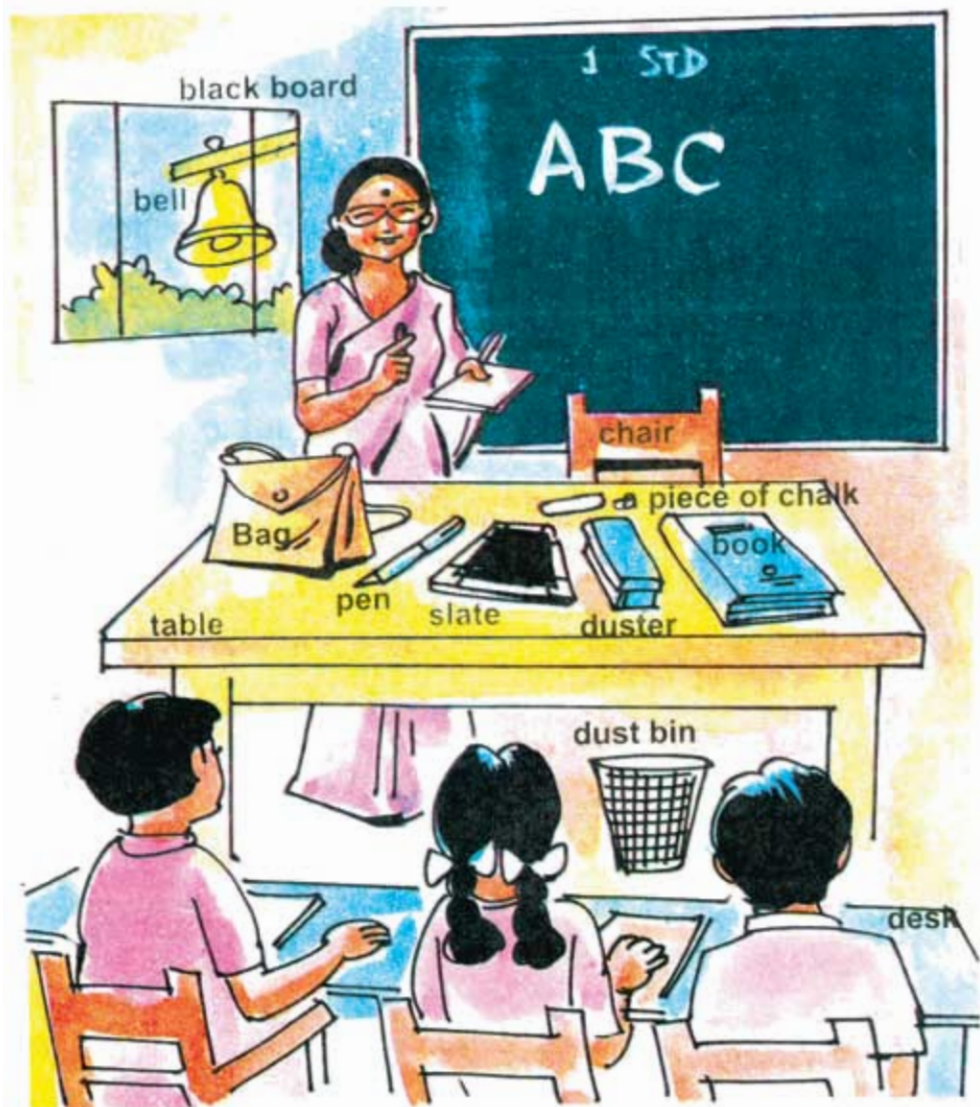
Later, when the students are familiar with all the letters, encourage them to read aloud from this page.

## The Alphabet Puzzle

Identify the letter and colour it



# In My Classroom



**Competency:** Gives the words relating to the school / classroom.

**Note to the teacher:** Point to the picture and say the word. Ask children to repeat.

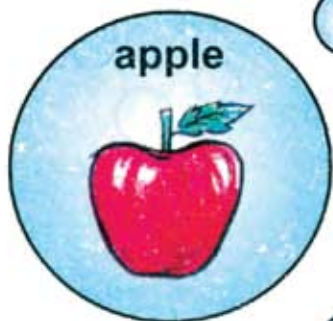
## 4. Fun with Bubbles

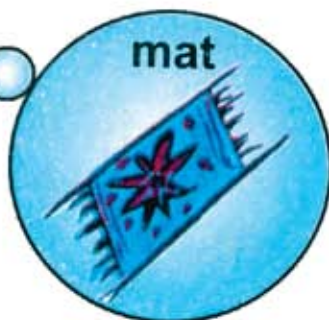


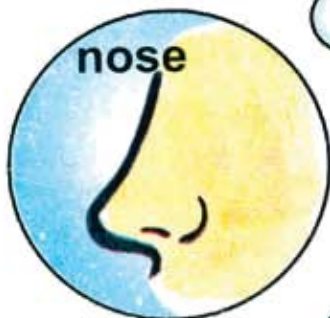
Bubbles, bubbles, here and there;  
Blow up, blow up, in the air!  
Blowing bubbles is such fun!  
Then reading them, one by one!

**Competency:** Listens to and repeats rhymes to know the sounds and rhythm of English.

**Note to the teacher:** Say the rhyme with correct rhythm and gesture. Ask children to repeat.







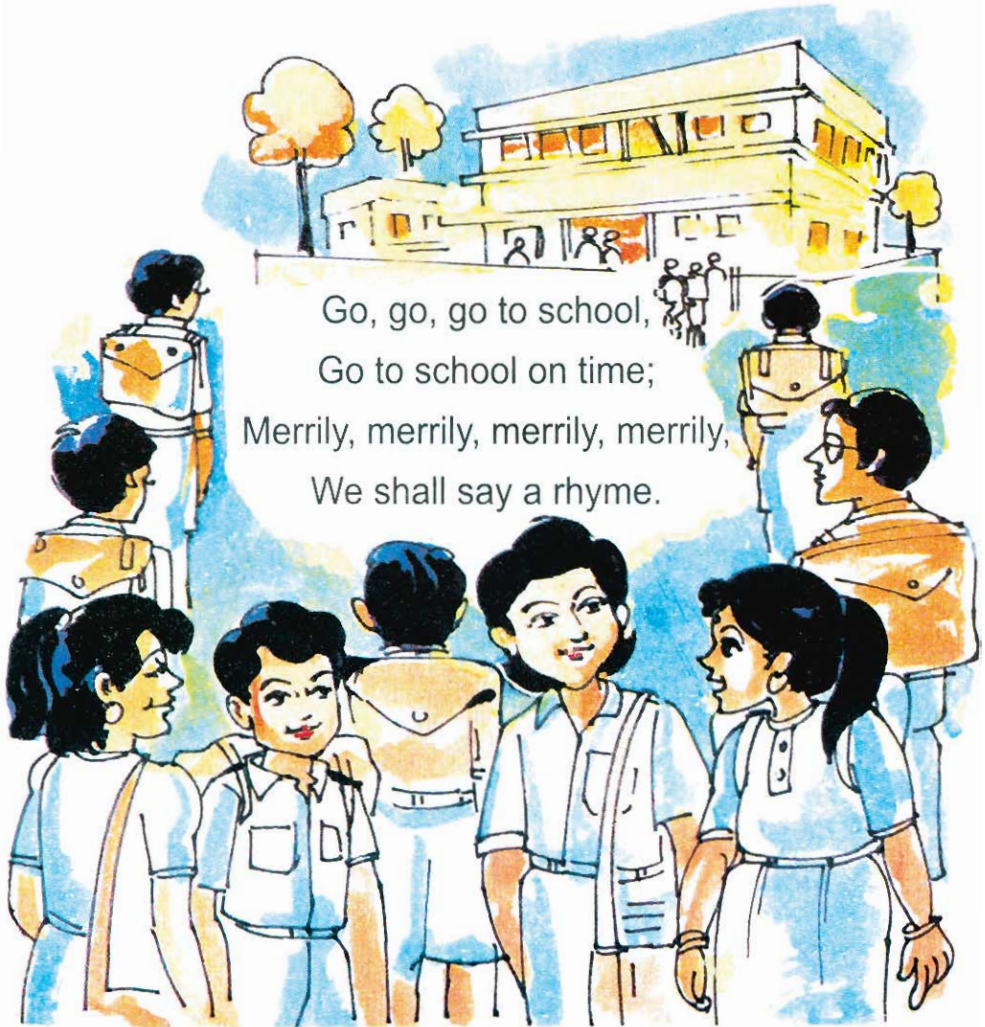


**Competency :** Listens to and repeats the words beginning with each letter of the alphabet

**Note to the teacher :** Teacher says the words and children repeat.



# A Merry Rhyme



Go, go, go to school,  
Go to school on time;  
Merrily, merrily, merrily, merrily,  
We shall say a rhyme.

**Competency:** Listens to and repeats rhymes to know the sounds and rhythm of English.

**Note to the teacher:** Teacher says the rhyme and children repeat.

May I go out?



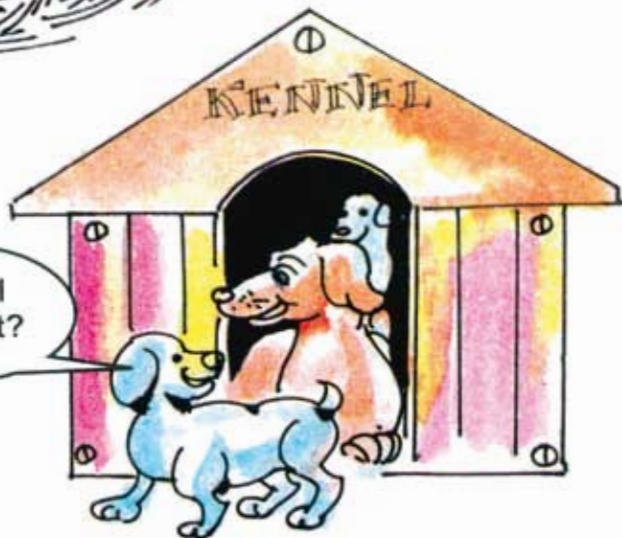
May I go out?



May I go out?



May I go out?



**Competency:** Asks permission using 'May'.

**Note to the teacher:** Use the classroom situation to use 'May'. Ask children to do the same.

Teacher, May I go out?



**Competency:** Asks permission using 'May'.

**Note to the teacher:** Use the classroom situation to use 'May'. Ask children to do the same.

## Oh, my dear boy!



Oh! My dear,  
Why do you cry?



I lost my way  
That is why.,

Don't be afraid,  
My little child!  
Tell me your  
school's name,  
I will guide!

It's Government  
Primary School  
Today is Sunday,  
Why to school?



Where is your house,  
My little boy?  
I'll take you there,  
Do not cry.

It's 2, Gandhi Street,  
It is broad, clean and  
neat.

Oh! My sweet boy,  
What's your father?  
Is he a farmer or a tailor?

No, no. No, no.  
He is a teacher.



**Competency:** Responds to common questions.

**Note to the teacher:** Ask interactive questions with warmth and concern.

*E.g.*

1. What's the name of your school?
2. What's your father?
3. Where is your house?

Encourage children to respond.


## May I take this?



**Competency:** Asks permission using 'May'.

**Note to the teacher:** Use the classroom situation to use 'May'. Ask children to do the same.

## Look and say

red 	bed 
fun 	bun 
mat 	hat 
fan 	van 

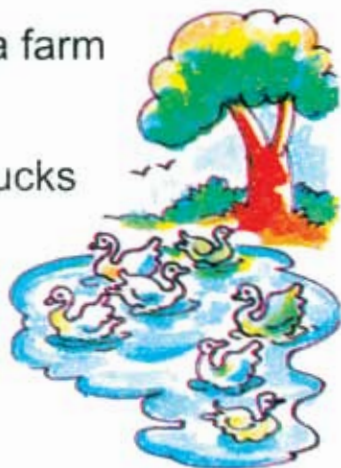
**Competency:** Looks at the pictures and reads the words.

**Note to the teacher:** Point to the picture and say the word aloud. Ask children to repeat.

## 5. ANIMAL PLANET

Old Mac Donald had a farm  
E-I-E-I-O

And on that farm he had some ducks  
E-I-E-I-O  
With a quack, quack here  
And a quack, quack there  
Here a quack, there a quack  
Everywhere a quack, quack



Old Mac Donald had a farm  
E-I-E-I-O

And on that farm he had some cats  
E-I-E-I-O  
With a mew, mew here  
And a mew, mew there  
Here a mew, there a mew  
Everywhere a mew, mew



**Competency:** Listens to and repeats rhymes to know the sounds and rhythm of English.

**Note to the teacher:** Say the rhyme with correct rhythm and gesture and ask the children to repeat.



Old Mac Donald had a farm  
E-I-E-I-O

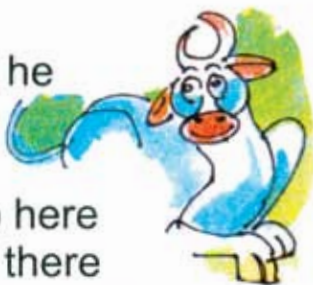
And on that farm he had some dogs  
E-I-E-I-O  
With a bow-wow here  
And a bow-wow there  
Here a bow, there a bow  
Everywhere a bow-wow



Old Mac Donald had a farm  
E-I-E-I-O



And on that farm he  
had some cows  
E-I-E-I-O  
With a moo, moo here  
And a moo, moo there  
Here a moo, there a moo  
Everywhere a moo, moo



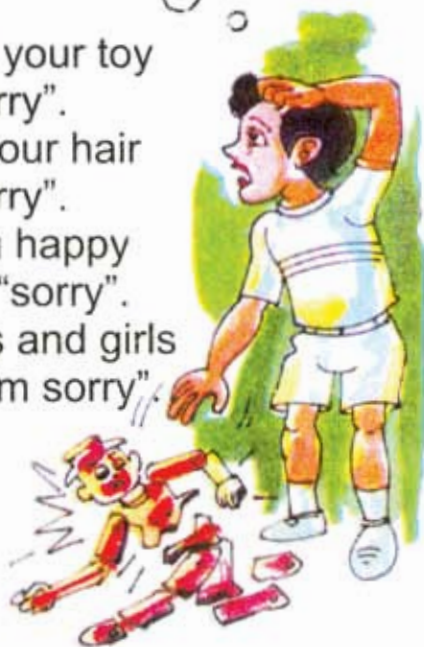
Old Mac Donald had a farm  
E-I-E-I-O

**Competency:** Gives the names of animals and birds.  
**Note to the teacher:** The teacher can add more names of animals/birds to this list and show pictures. *E.g.* hens (cluck, cluck), horses (neigh, neigh) rats (screech, screech), goats (baa, baa), donkeys (hee-haw), parrots (chatter, chatter), etc.

I'm sorry



When I break your toy  
I say, "sorry".  
When I pull your hair  
I say, "sorry".  
It makes you happy  
When I say, "sorry".  
Yes, good boys and girls  
always say, "I'm sorry".

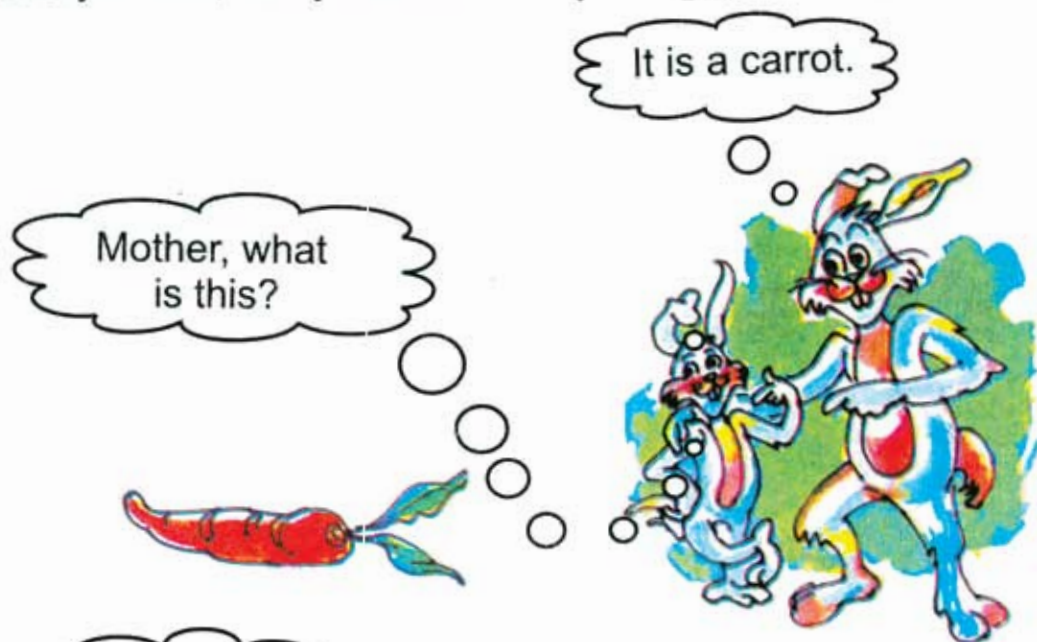


**Competency:** 1. Listens to and repeats rhymes. 2. Feels sorry and expresses regret

**Note to the teacher:** Say the rhyme and ask the children to repeat. Relate a story to the rhyme. Use the phrase 'I'm sorry' incidentally and informally in the classroom situation, so that the children learn it unconsciously. The teacher can use the phrase in appropriate situations and also make the children use it as and when situations arise.

## Baby's Day Out

It was Baby Rabbit's first day out from it's hole. Mother Rabbit said, "Come Baby let us go for a walk". Baby Rabbit was very happy. Here and there, everywhere, Baby saw so many things.





**Competency:** 1. Responds to common questions – knows the difference between 'what is this?' and 'what is that?' 2. Gives the names of animals and birds.

**Note to the teacher:** Ask interactive questions. Use the questions in the classroom situation by pointing out to objects that are near and far.

## Colour Talk

I am in the sea and the sky  
Tell me now who am I?



You are blue  
I know you.



I am in the lemon  
And in the sun  
Let's have some fun  
Who am I?



You are yellow  
My little fellow.



I am in the apple and the rose  
I see your finger on your nose.



You are red  
I am off to bed.



I am in the leaf,  
I am in the grass  
Do you see me  
Little lass?



You are green  
My garden is clean.



Your eyes and your hair  
You know, I am there.



You are black  
Worth a lakh.



Milk and teeth, and in egg  
Guess my name and  
Move your leg.



You are white  
Am I right?



**Competency:** Gives the names of colours.

**Note to the teacher:** Show objects and say the colours. Ask children to repeat. Colourful pictures can also be used.

## Do you know me?

tiger



monkey



owl



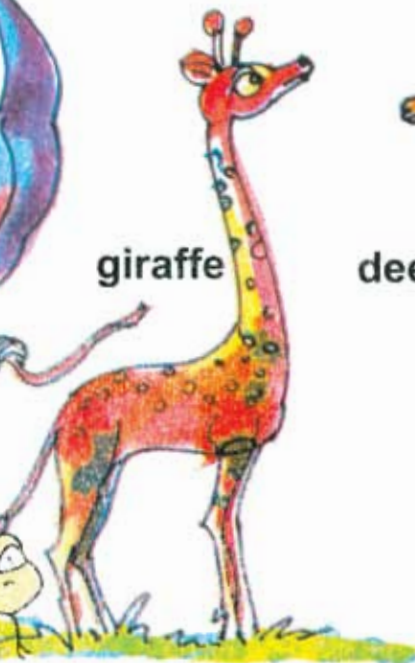
peacock



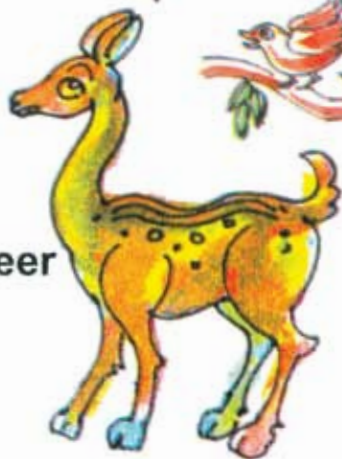
sparrow



giraffe



deer



snake



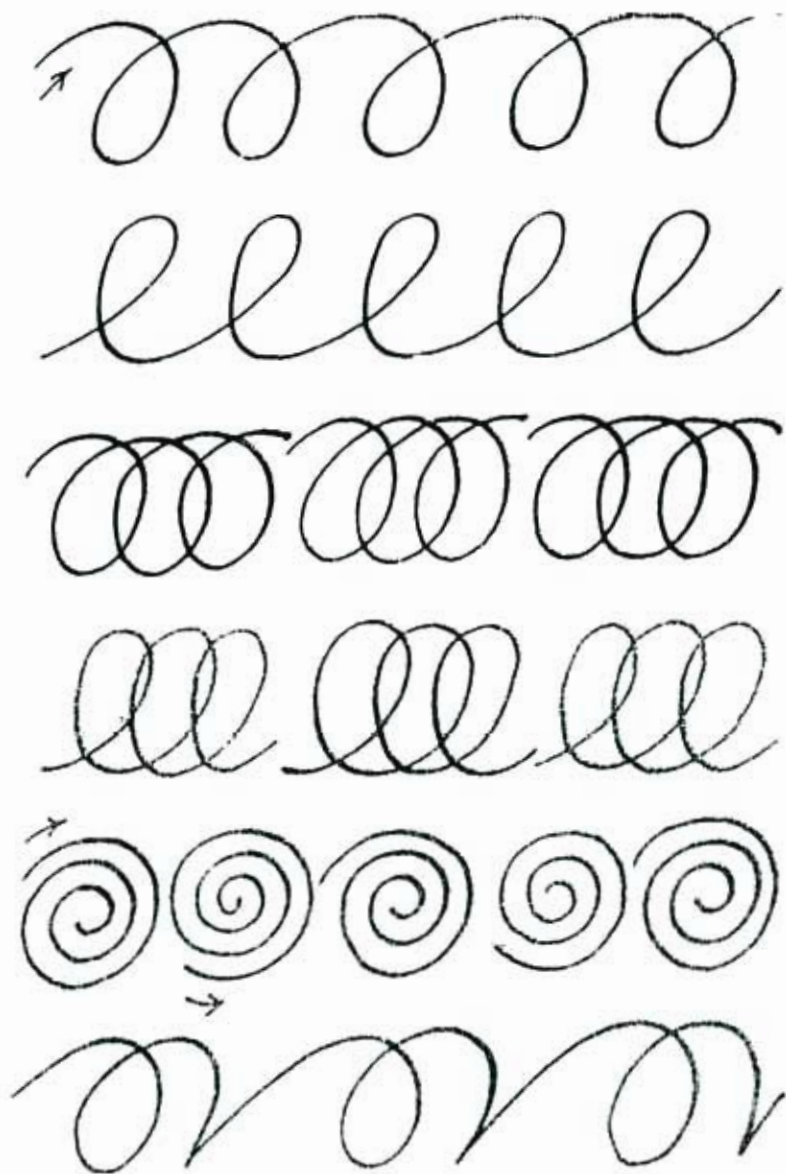
frog



**Competency:** Gives the names of animals and birds.

**Note to the teacher:** Point to the picture and say the name. Ask students to repeat. Use more pictures.

## Curves and Curves

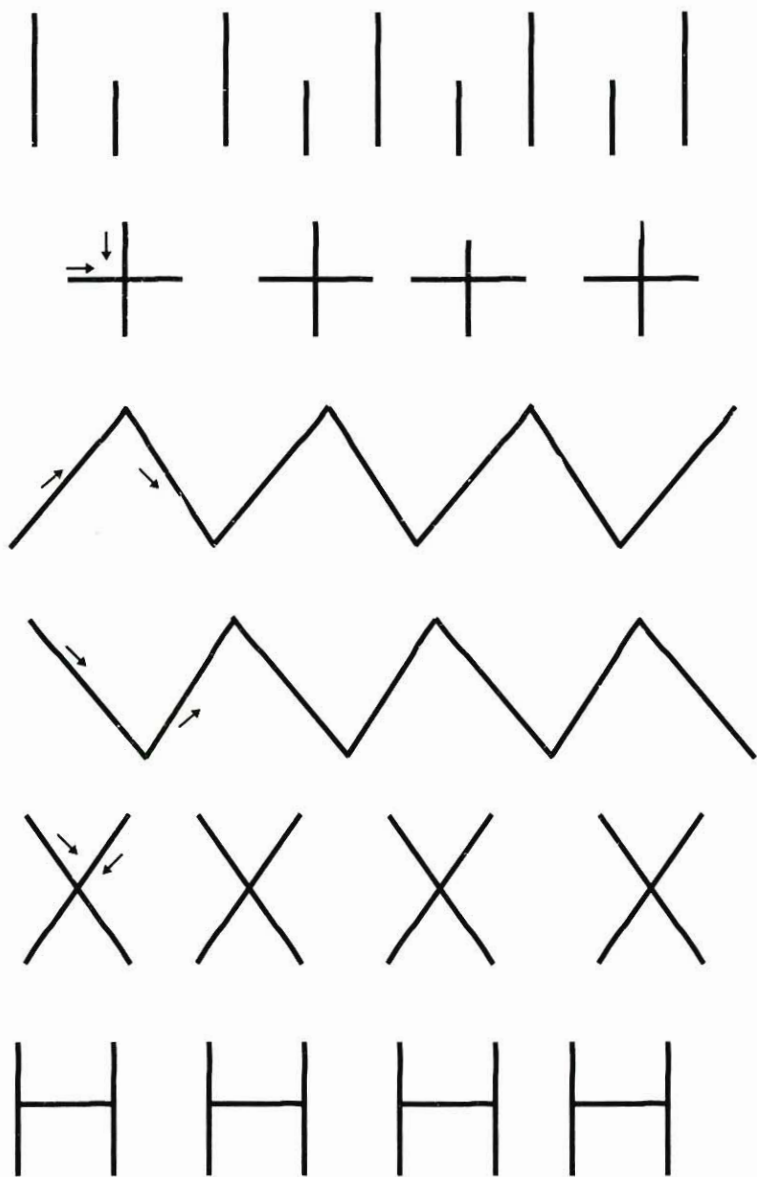


**Competency :** Draws curves which will help in forming the letters of the English alphabet later.

**Note to the teacher :** Draw curves on the blackboard. Help children draw the same. Give enough practice.



## Lines and Lines



**Competency :** Draws patterns and lines which will help in forming the letters of the English alphabet later.

**Note to the teacher:** Draw patterns and lines on the blackboard. Help children draw the same. Give enough practice.

## Look and say

fat



cat



boy



toy



fox



box



hop



shop



**Competency:** Looks at the pictures and reads the words.

**Note to the teacher:** Point to the picture and say the word aloud. Ask children to repeat.

## 6. ONE, TWO

1



2

One, two,  
Buckle my shoe;  
Three, four,  
Shut the door;

3

Five, six,  
Pick up sticks;

4



5



Seven, eight,  
Lay them straight;  
Nine, ten,  
A big fat hen.

6

9



8



7

10

**Competency:** Listens to and repeats rhymes to know the sounds and rhythm of English.

**Note to the teacher:** Say the rhyme with correct rhythm and gesture. Ask children to repeat.

## LISTEN AND DO

Open your book.

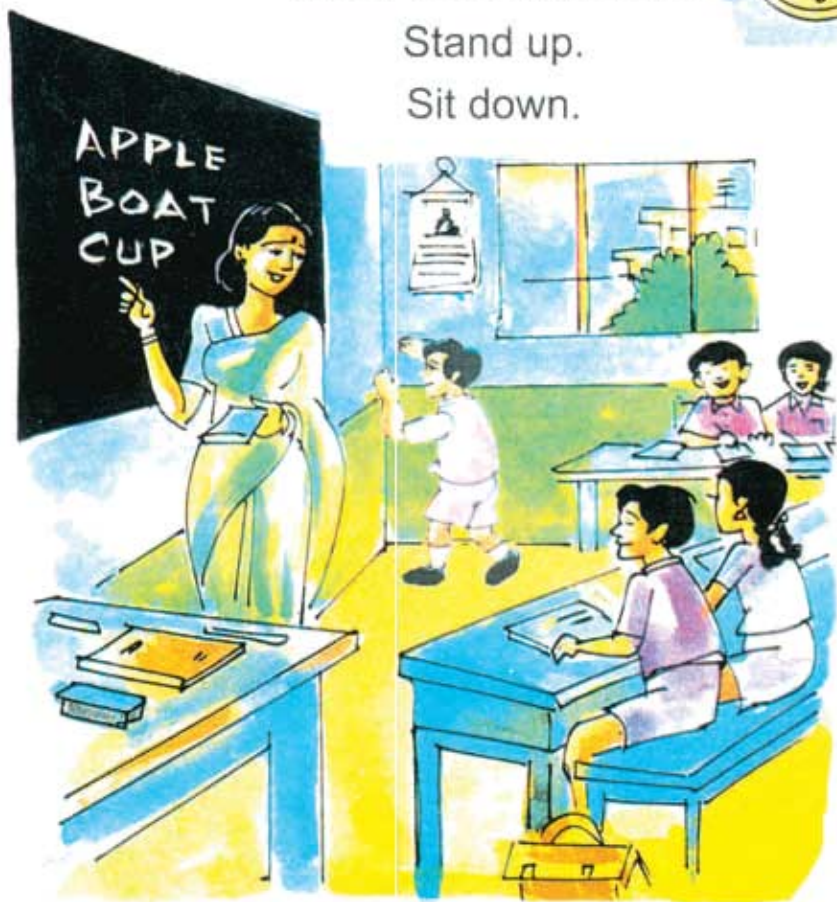
Close your book.

Come here.

Clean the blackboard.

Stand up.

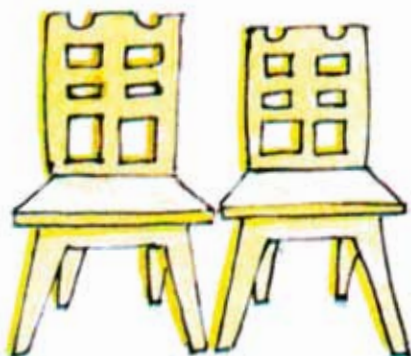
Sit down.



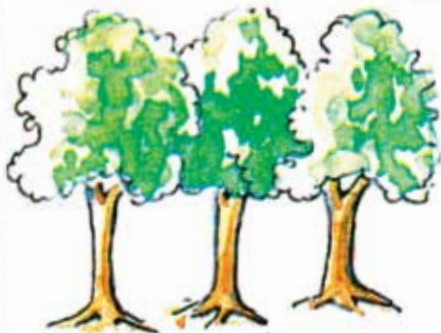
**Competency:** Listens to and carries out commands and instructions.

**Note to the teacher:** Give the command and demonstrate. Ask children to imitate. Use regular classroom situations.

## Near and Far



What are these?  
They are chairs



What are those?  
They are trees.



What are these?  
They are books.

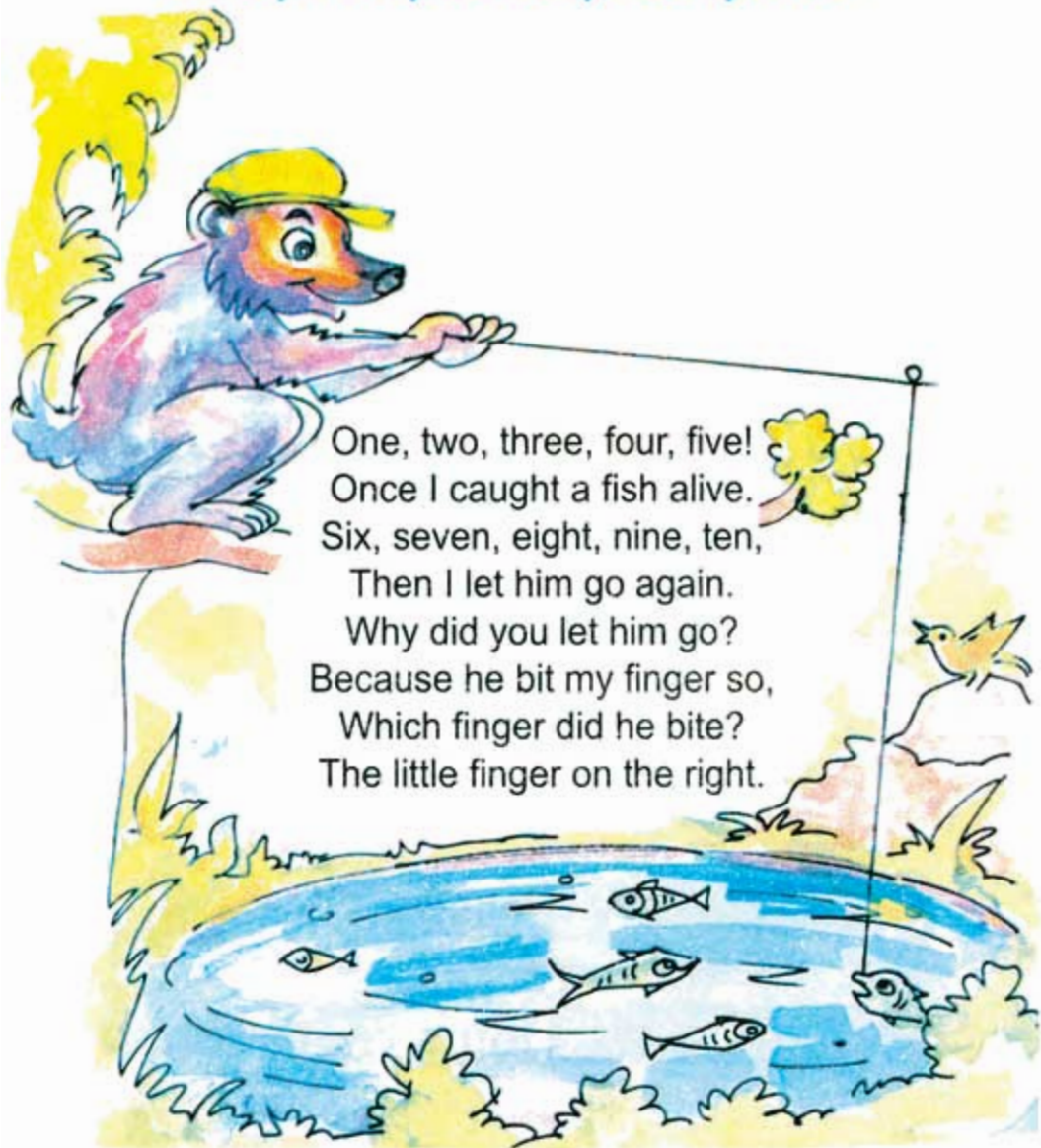


What are those?  
They are birds.

**Competency:** Responds to common questions. Learns the difference between 'these' and 'those'.

**Note to the teacher:** Show plural objects near and far and ask the questions.

## One, two, three, four, five

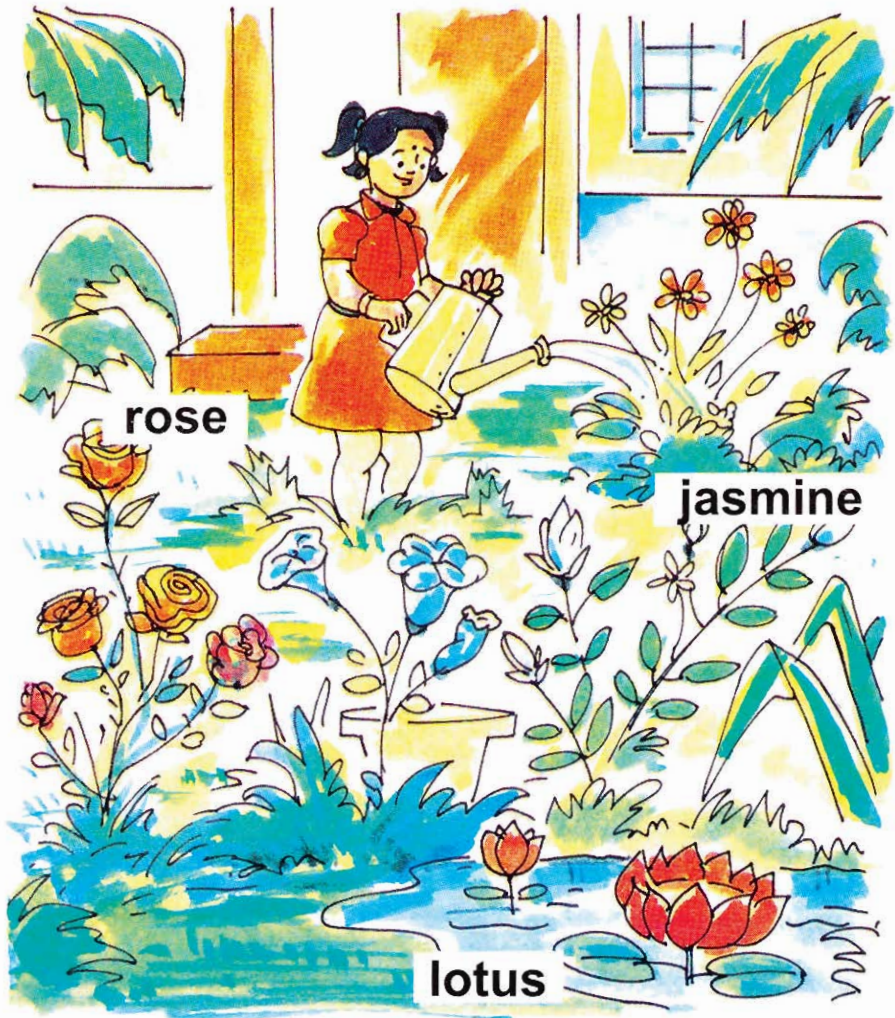


One, two, three, four, five!  
Once I caught a fish alive.  
Six, seven, eight, nine, ten,  
Then I let him go again.  
Why did you let him go?  
Because he bit my finger so,  
Which finger did he bite?  
The little finger on the right.

**Competency:** Listens to and repeats rhymes to know the sounds and rhythm of English. Gives the numbers from one to ten.

**Note to the teacher:** Say the rhyme with correct rhythm and gesture. Ask children to repeat.

# Flower Garden



**Competency:** Gives the names of flowers.

**Note to the teacher:** Show/Point to the flower and say its name. Ask children to repeat. Use real flowers for teaching the words.

## Fruits

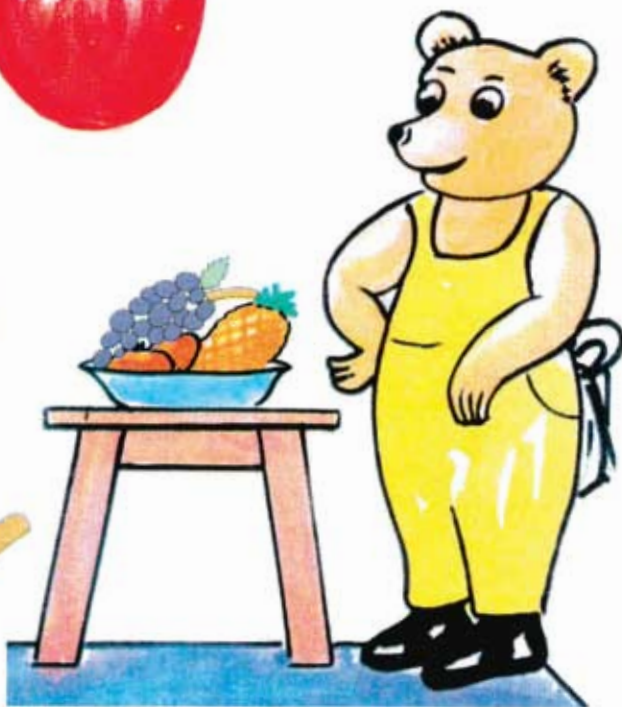
apple



banana



mango



grapes

orange

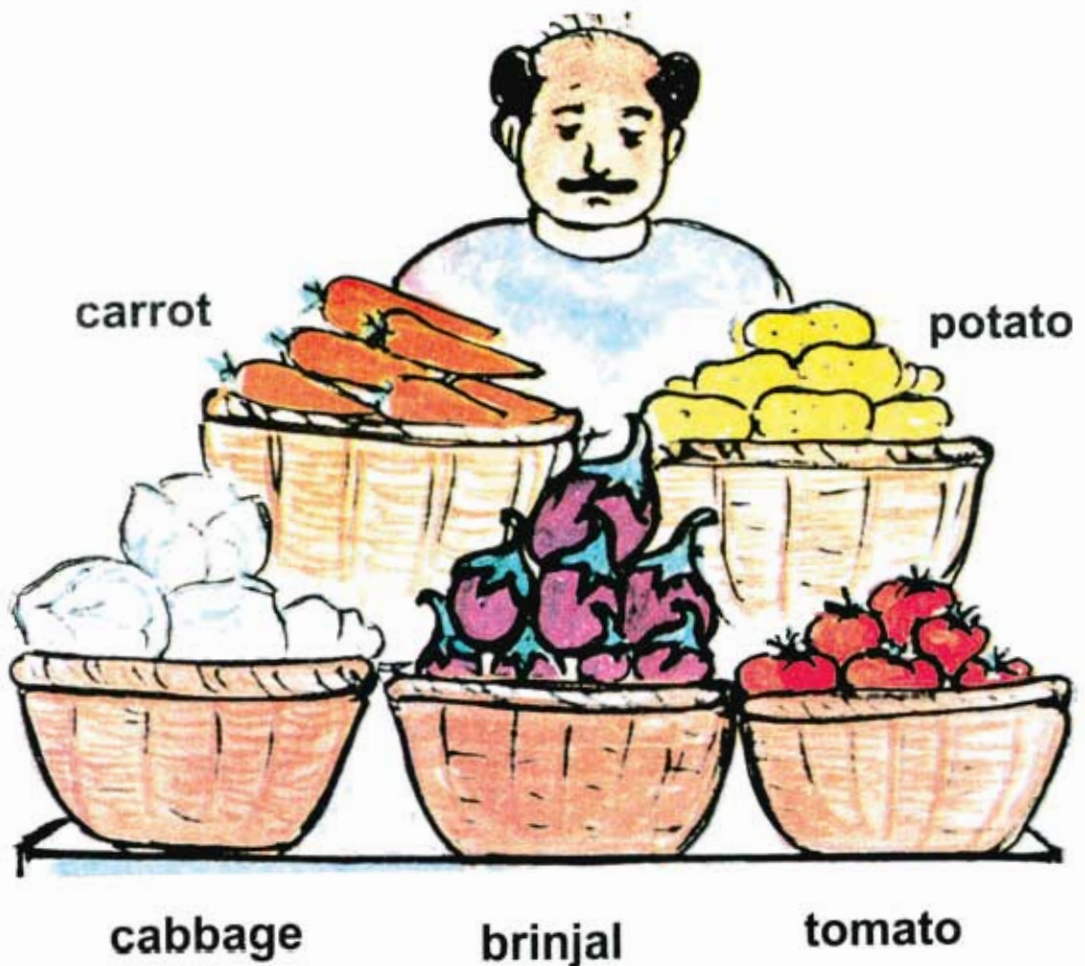


**Competency:** Gives the names of fruits.

**Note to the teacher:** Show / Point to the fruit and say its name. Ask children to repeat.



## To Market



**Competency:** Gives the names of vegetables.

**Note to the teacher:** Show/Point to the vegetable and say its name. Ask children to repeat.

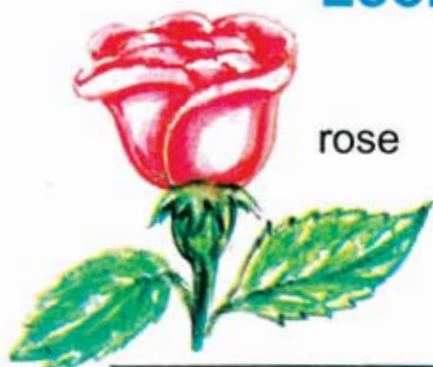
## I want



**Competency:** Expresses need using 'want'.

**Note to the teacher:** Make the children use the expression 'I want ...' in appropriate situations. Use classroom situations to make children express their needs.

## Look and say



rose



nose



rat



bat



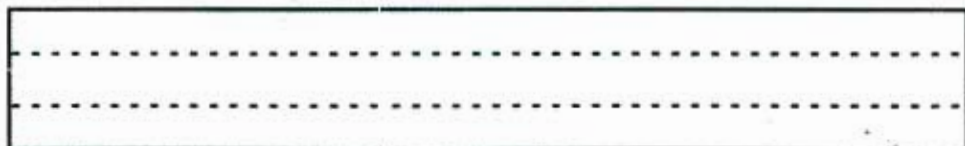
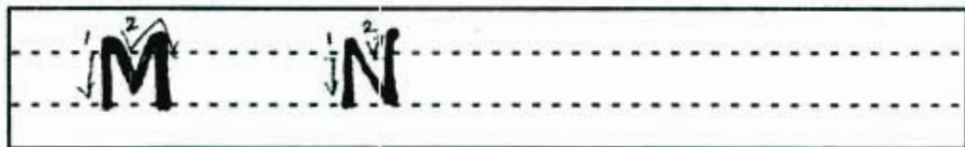
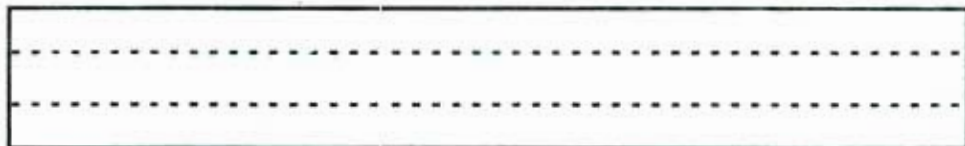
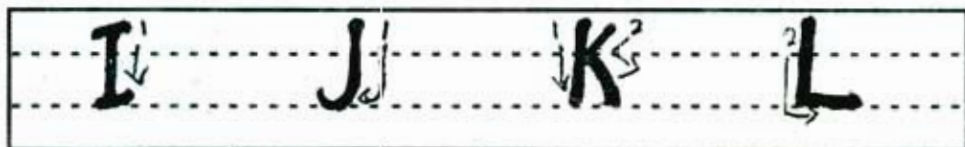
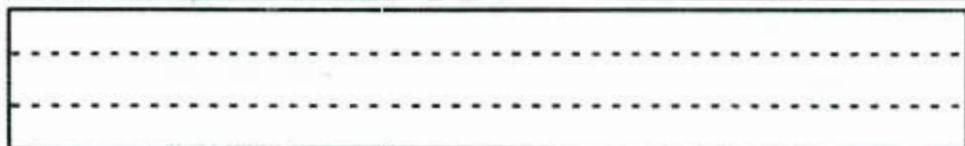
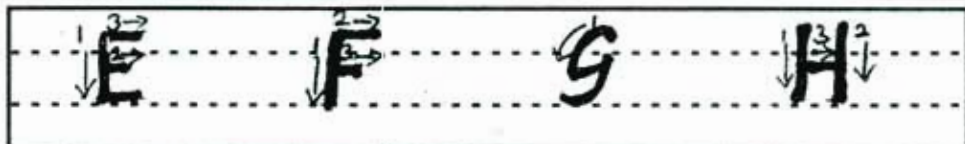
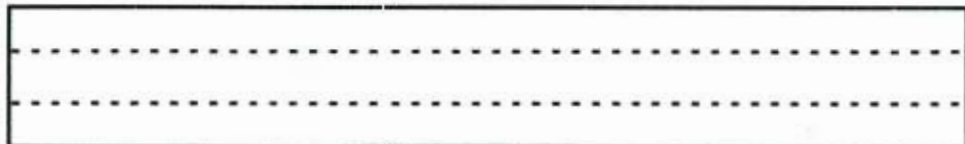
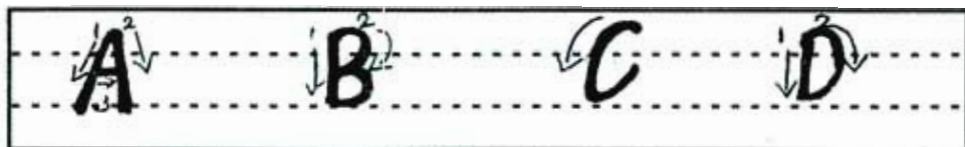
ten



hen

**Competency:** Looks at the pictures and reads the words.

**Note to the teacher:** Point to the picture and say the word aloud. Ask children to repeat.



**Competency:** Writes the letters of the English alphabet – Capitals.

**Note to the teacher:** Write the letter on the blackboard and say aloud. Help children write the same.

## 7. Help me please

Wash the dishes, wipe the dishes  
Ring the bell for tea  
Three good wishes, three good kisses  
I'll give to thee.



**Competency:** Listens to and repeats rhymes to know the sounds and rhythm of English.

**Note to the teacher:** Say the rhyme with correct rhythm and gesture. Ask children to repeat.

## Do as I say!

Open your mouth!



Ride the bicycle.



Carry this pot.



**Competency:** Listens to and carries out commands and instructions.

**Note to the teacher:** Teacher gives the commands and children carry out.



Sing a Song.

Clap your hands.

Look at the picture.

Say after me.

Stand in a line.



**Competency:** Listens to and carries out commands and instructions.

**Note to the teacher:** Using classroom situations, give commands and instructions and ask children to carry out the same.

## What are they?

What are they?

They are rats.



What are they?

They are cats.

What are they?

They are monkeys.



What are they?

They are dogs.

What are they?

They are ducks.

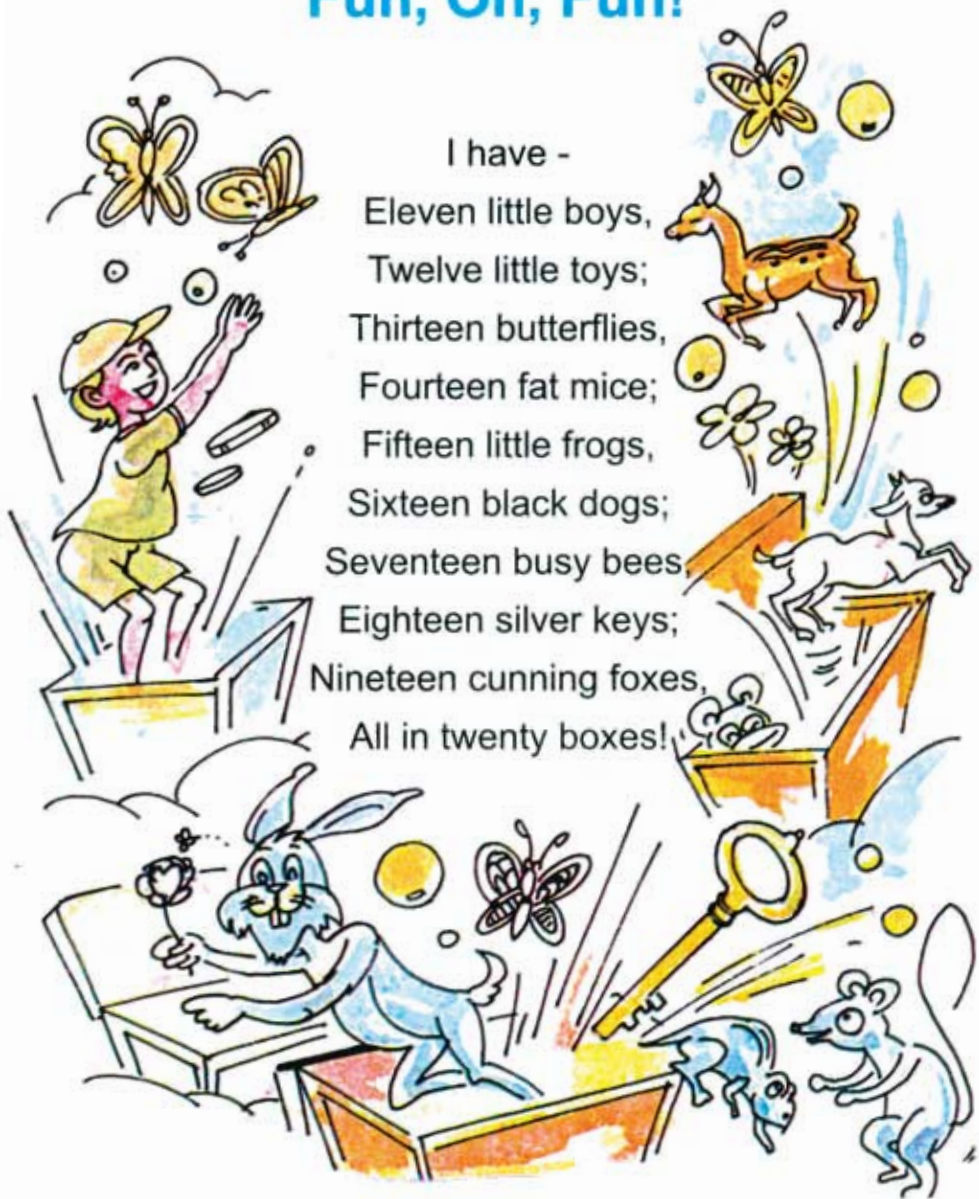


**Competency:** Responds to the common question, 'What are they?'

**Note to the teacher:** Ask interactive questions and give the answers. Ask children to repeat.



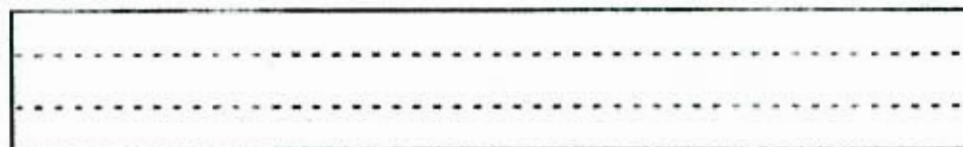
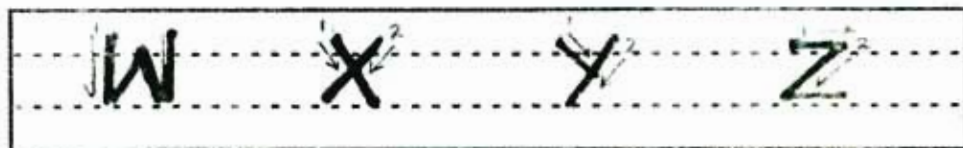
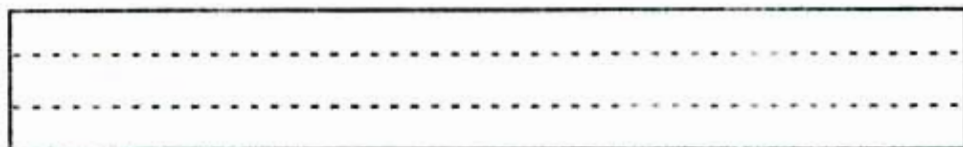
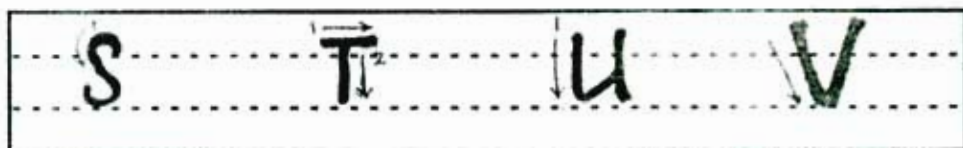
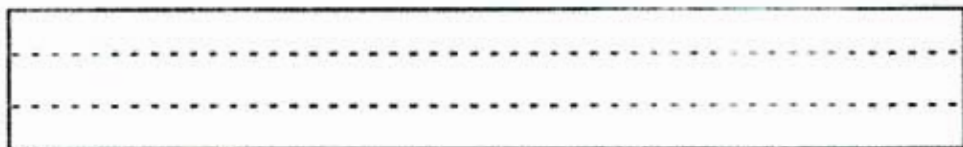
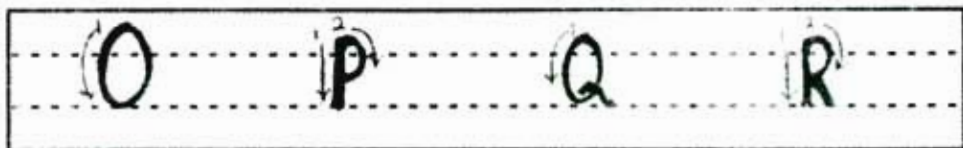
## Fun, Oh, Fun!



I have -  
Eleven little boys,  
Twelve little toys;  
Thirteen butterflies,  
Fourteen fat mice;  
Fifteen little frogs,  
Sixteen black dogs;  
Seventeen busy bees,  
Eighteen silver keys;  
Nineteen cunning foxes,  
All in twenty boxes!

**Competency:** Gives the numbers from eleven to twenty.

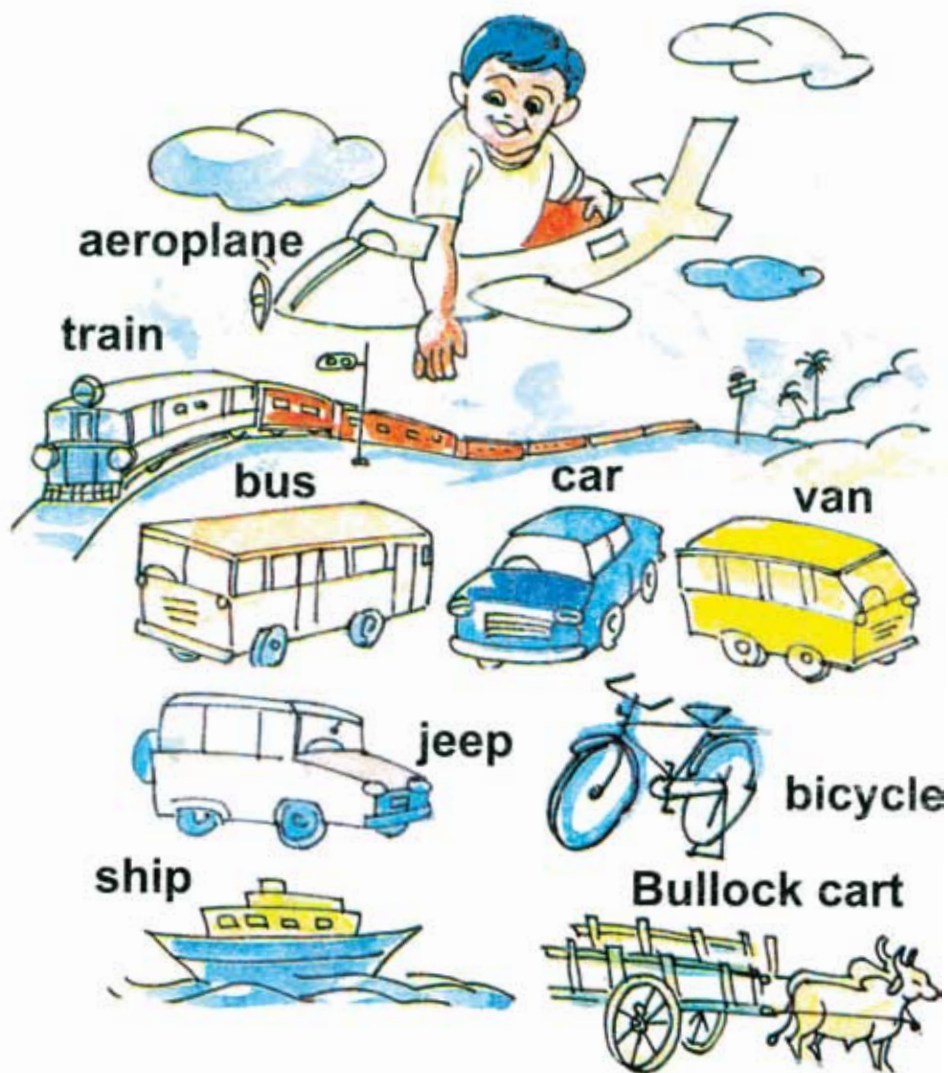
**Note to the teacher:** Say the rhyme with rhythm. Ask children to repeat.



**Competency:** Writes the letters of the English alphabet – Capitals.

**Note to the teacher:** Write the letter on the blackboard and say aloud.  
Help children write the same.

# Up in the sky, and down on the earth!



**Competency:** Gives the names of vehicles.

**Note to the teacher:** Point to the picture and say the word. Ask children to repeat.

# Come and play!

chess



bat



ball



marble

carrom board



**Competency:** Gives the names of playthings/games.

**Note to the teacher:** Point to the picture and say the word. Ask children to repeat. Show relevant objects too.

# Do this!



**Competency:** Gives the names of action words.

**Note to the teacher:** Point to the picture and say the word. Ask children to repeat. Demonstrate with suitable actions. Ask children to do the same.

## Smiling Girls, Rosy Boys

Smiling girls, rosy boys,  
Come and buy my little toys;  
Monkeys made of ginger bread,  
And sugar houses painted red.



**Competency:** Listens to and repeats rhymes to know the sounds and rhythm of English

**Note to the teacher:** Say the rhyme with correct rhythm and actions and ask the children to repeat

## What do you want?



**Competency:** Expresses need using 'give'.

**Note to the teacher:** Use 'give' to ask children to give you something. Make the children use the expression in relevant situations.

## Look and say

moon



baby



road



river



nest



den



clock



tap



**Competency:** Looks at the pictures and reads the words.

**Note to the teacher:** Point to the picture and say the word aloud. Ask children to repeat.



## Look and say

kite



balloon



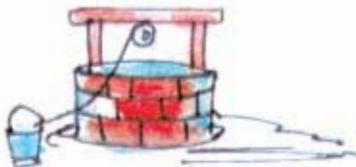
bread



pot



well



market



hill



field



**Competency:** Looks at the pictures and reads the words.

**Note to the teacher:** Point to the picture and say the word aloud. Ask children to repeat.