



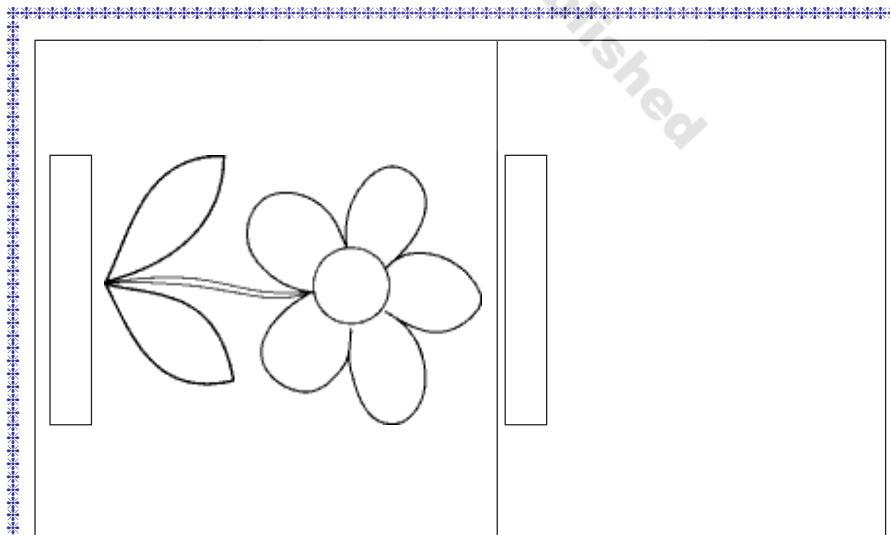
About me...



Colour the pictures and write their names



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



# MY ENGLISH WORLD

CLASS I

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ERROR: undefined  
OFFENDING COMMAND: get

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-dictionary-  
1

not to be republished



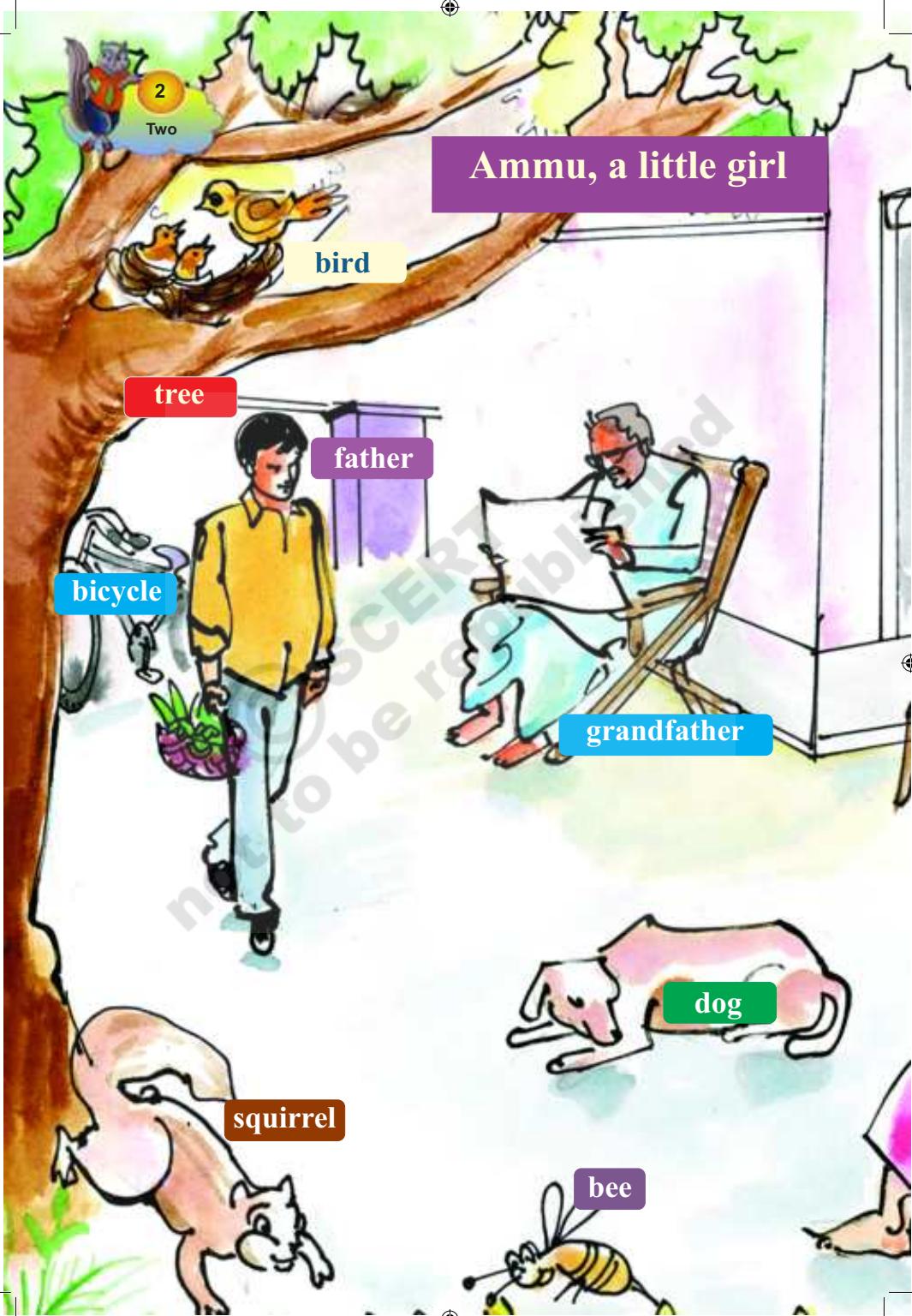
UNIT - 1

## AMMU AND HER FAMILY

Colour the picture.



Free Distribution by A.P. Government





## Ammu and the squirrel

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

tap

butterfly

cup

Doggy...  
stop!

Ammu

Bow-wow...

Squirrel

Doggy

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



## The squirrel speaks

The squirrel says,  
“I can speak.”

nest

shirt

Bittu

My name is Bittu.  
What is your name?

My name is Ammu.

ants

Ammu

Doggy

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



Six

## Bittu stays with Ammu



Seven

## Sing the song

Ammu sings about her family members.

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



This is my dear mother  
Waiting for my father.  
This is my little brother  
Sitting on her lap.



1. Who are these people?
2. Where is Leelamma sitting?
3. For whom is Hemalatha waiting?
4. 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 Dharmaiyah.



This is my grandmother.  
Her name is Leelamma.



This is my father.  
His name is Gangadhar.



This is my mother.  
Her name is Hemalatha.



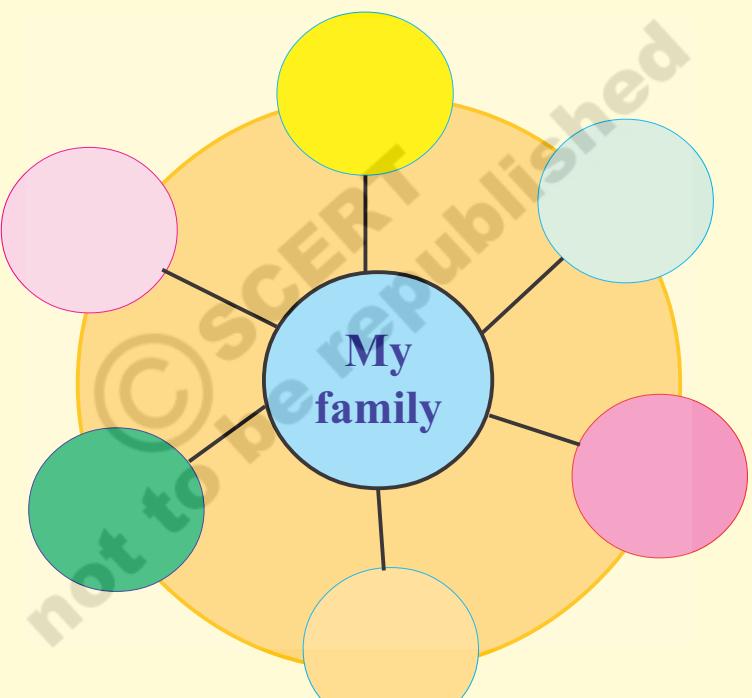
This is my brother.  
His name is Chintu.

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



## My family

Who are there in your family?



## 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

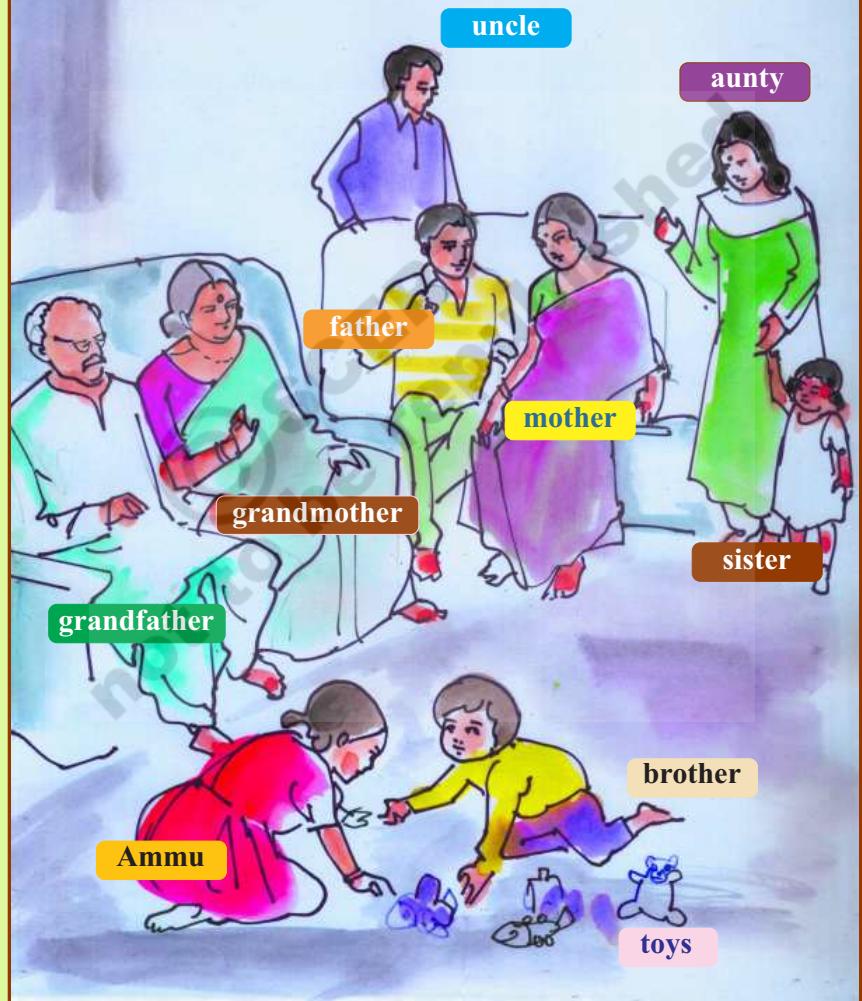




Twelve



Look at the pictures and circle the  
“He” words and underline the “She” words.



Thirteen

## My home

Draw the picture of your house and colour it.



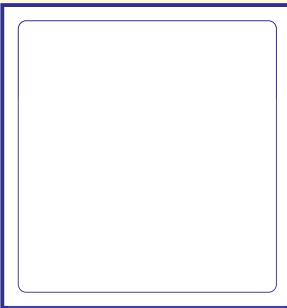
This is my .....



Fourteen



Draw the pictures of the members of your family  
and write their names.



This is my .....

His name is .....



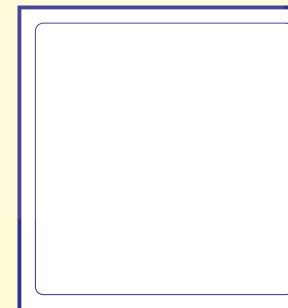
This is my .....

Her name is .....



.....

.....



.....

.....



Fifteen

## Reading my name



My name is Ammu.



My name is Bittu.

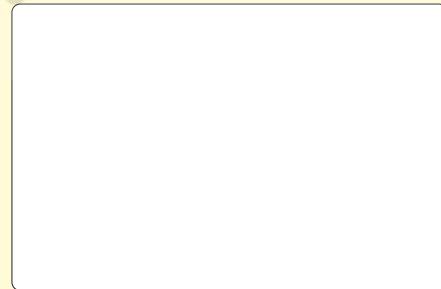


My name is Chintu.



My name is Doggy.

Draw your picture and write your name here.



My name is .....





Sixteen

## Sing and dance

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



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

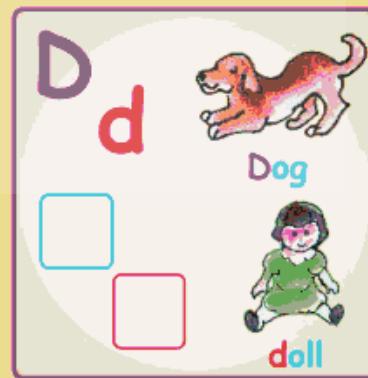
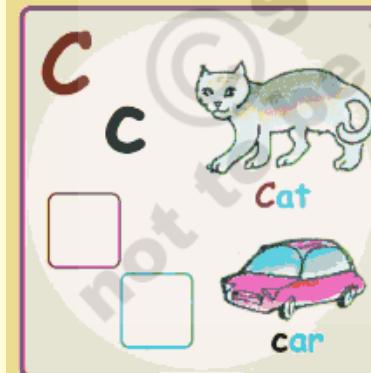
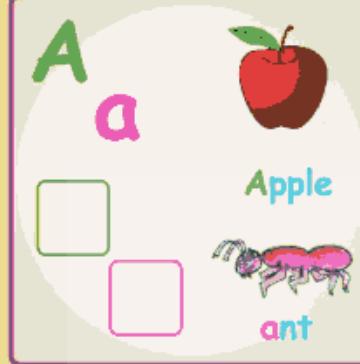
Papa, Papa,  
Where is 'B'?  
'B' is there in  
Bat and ball.

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



Seventeen

## Read and copy





Eighteen

## 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

X Y Z Sugar on the bread.  
If you don't like it.  
Better go to bed.  
In the morning come to me.  
I will teach you A B C.



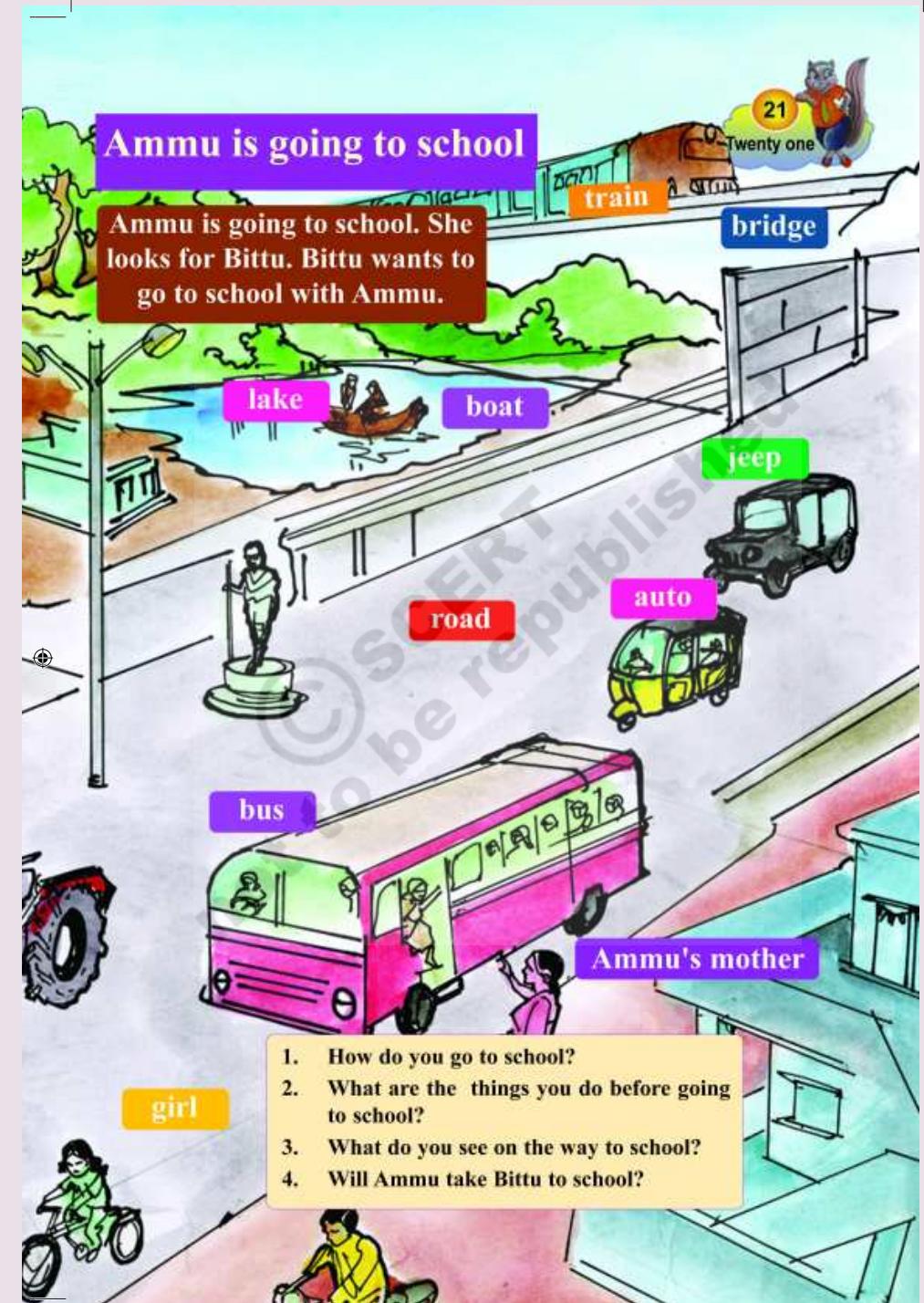
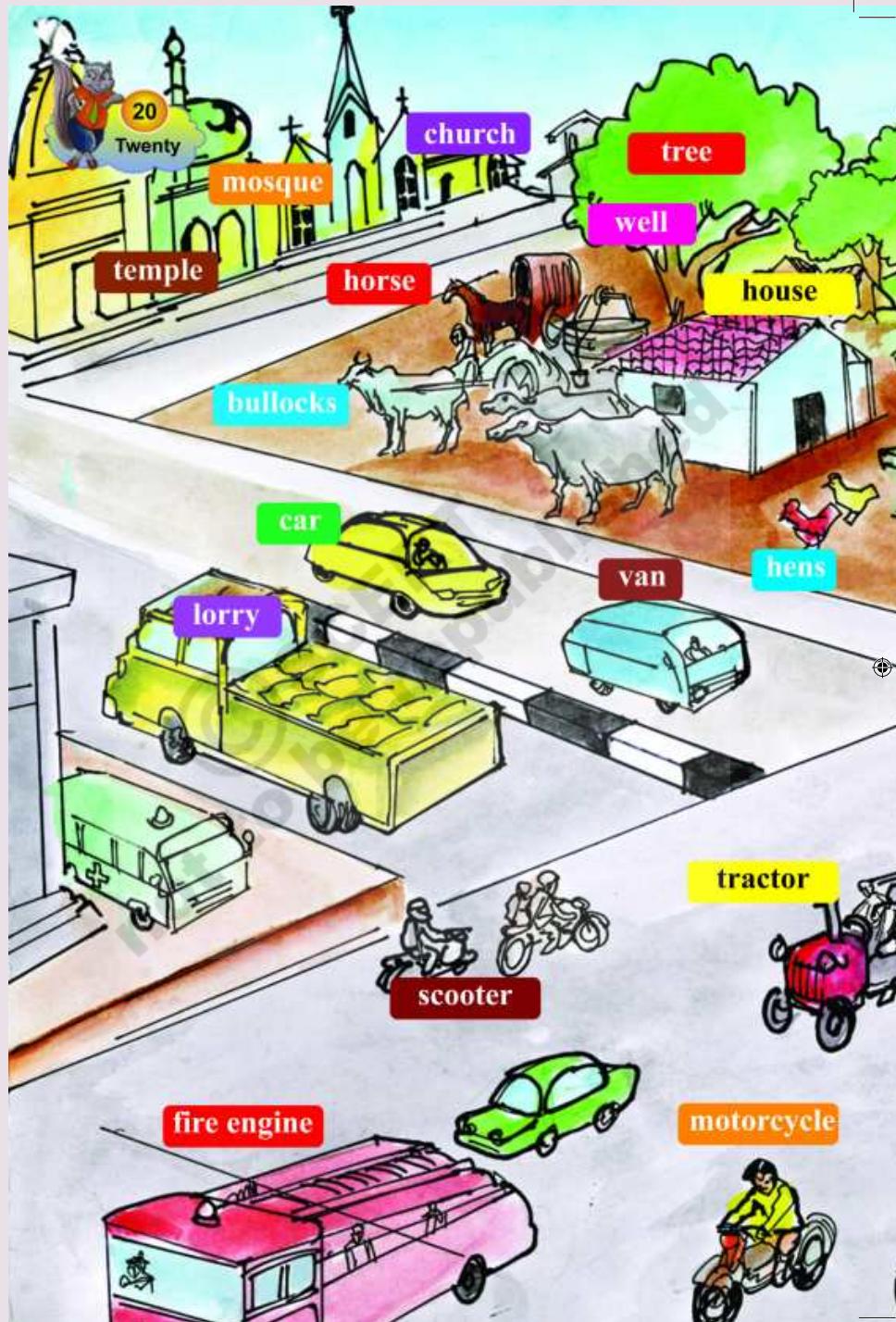
Nineteen

UNIT - 2

## GOING TO SCHOOL

Colour the picture.

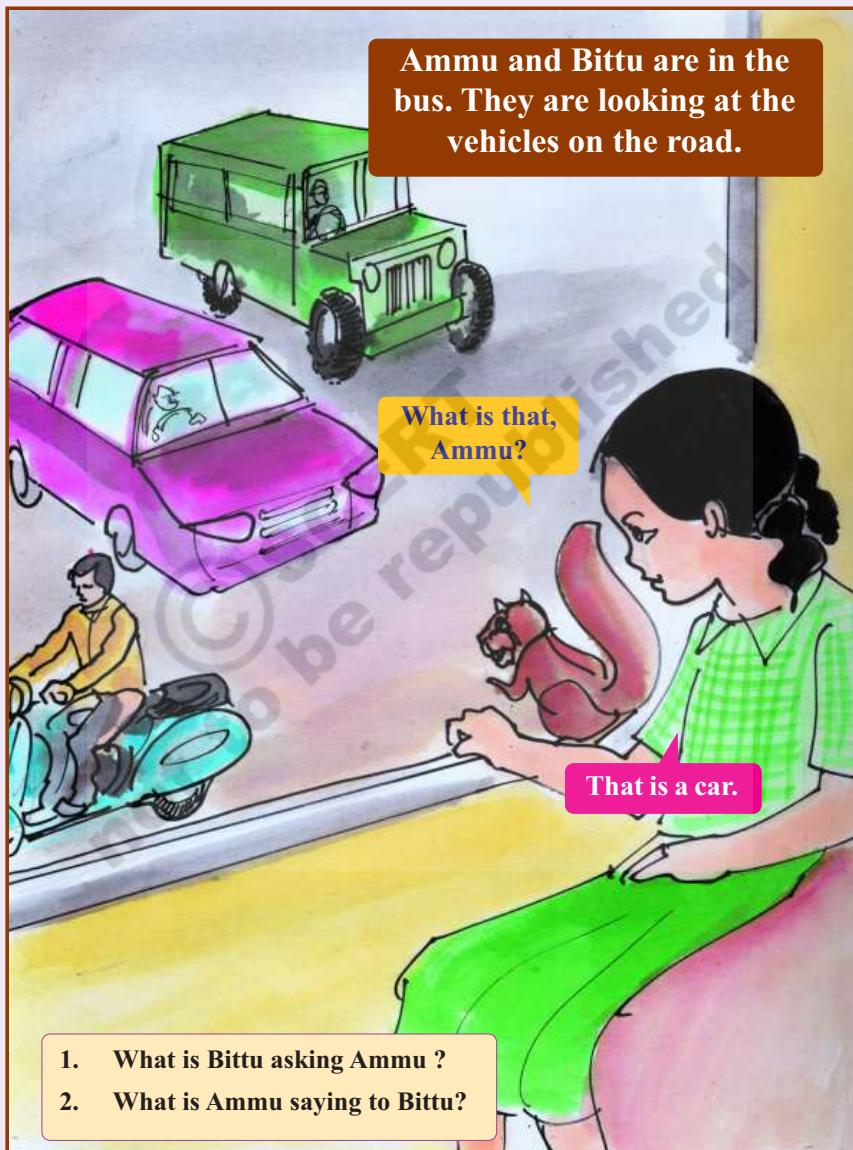






Twenty two

## Ammu and Bittu are in the bus

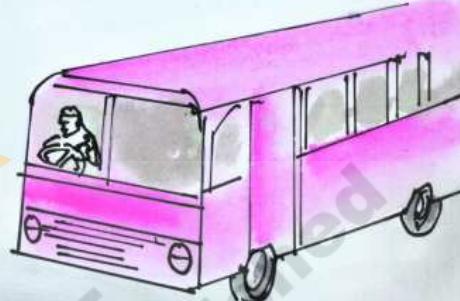


Twenty three

## 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.  
Pee... pee... pee...





Twenty four



## My vehicle

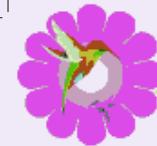
Draw the picture of a vehicle you like.  
Name it, colour it and sing about it.



Four horizontal dashed lines for writing.



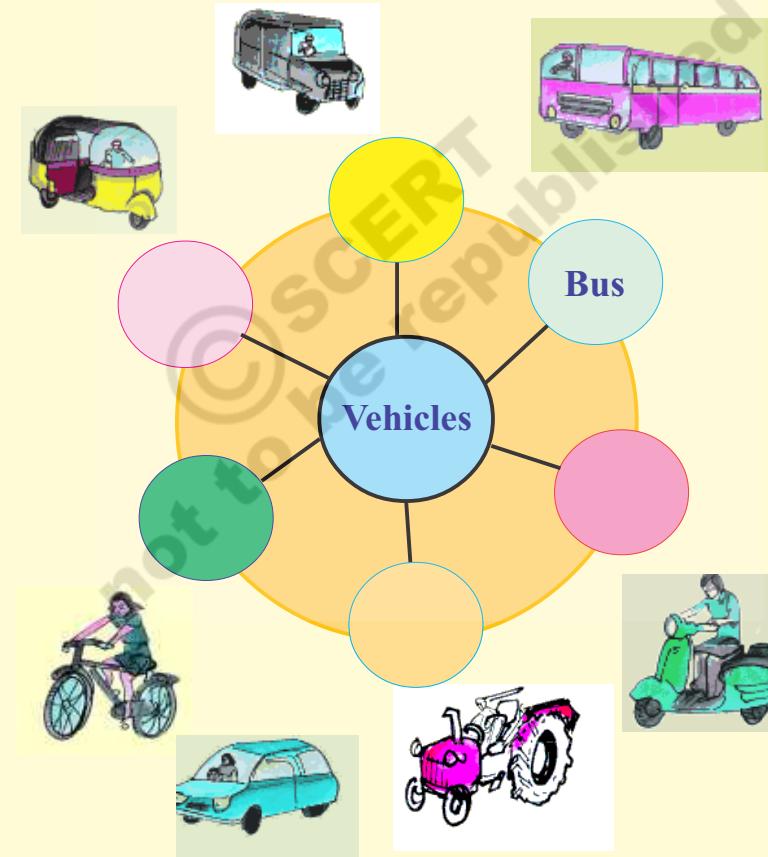
Twenty five



## Vehicles

Bittu is asking Ammu  
about vehicles

Say the names of the vehicles



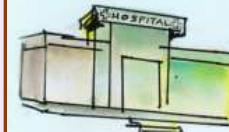
## Places near Ammu's school

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



## Places

Say the names of the places.



hospital



bank



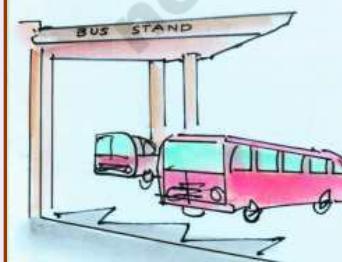
school



gram panchayat



post office



bus stand



kirana shop



## Things far and near

Ammu is asking Bittu to name vehicles far and near the school.



**Ammu :** Bittu, what are the vehicles near the school?

**Bittu :** The school bus and a car.

**Ammu :** What are the vehicles far from the school?

**Bittu :** A jeep and an auto.

1. What are Ammu and Bittu talking about?
2. What are the vehicles near the school?
3. What are the vehicles far from the school?



## Which is far, which is near?

What do you see in the pictures?  
Tell your friends about them.

post office



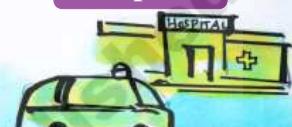
There is a van near the post office.



jeep

There is a jeep near the police station.

hospital



ambulance

There is an ambulance near the hospital.

bank



car

There is a car near the bank.

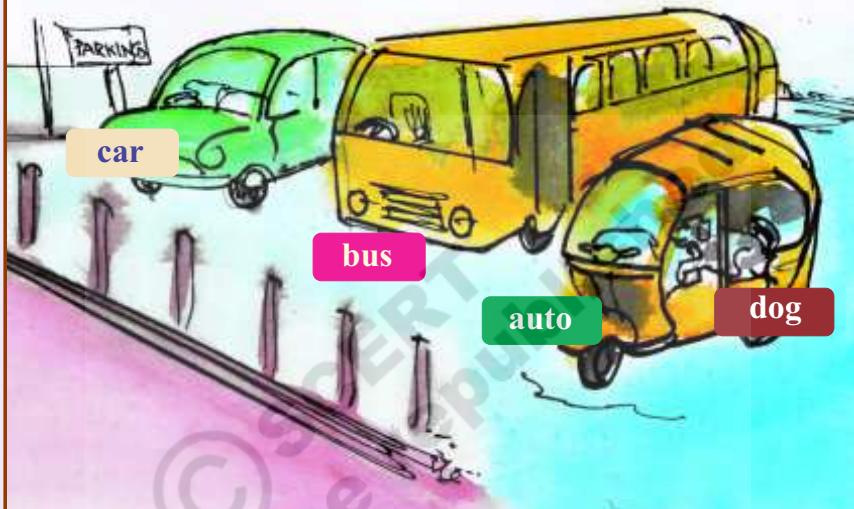




Thirty



Look at the picture and talk about them.



car

bus

auto

dog

Where is the auto?

Where is the dog?

Where is the car?

Read the sentences and copy them here.

1. This is an auto. \_\_\_\_\_
2. It is near the bus. \_\_\_\_\_
3. The bus is near the car. \_\_\_\_\_
4. There is a dog in the auto. \_\_\_\_\_



Thirty one

## 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.





Thirty two

## Sing and dance



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



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

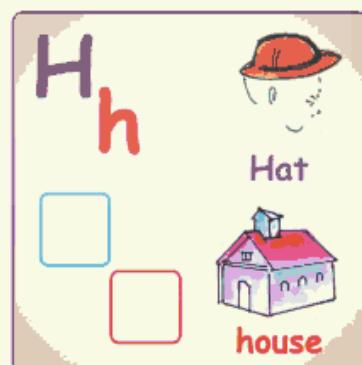
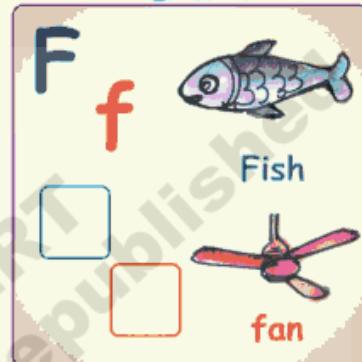
Will you show me  
Where 'F' is?  
'F' is there in  
Fan and fish.

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



Thirty three

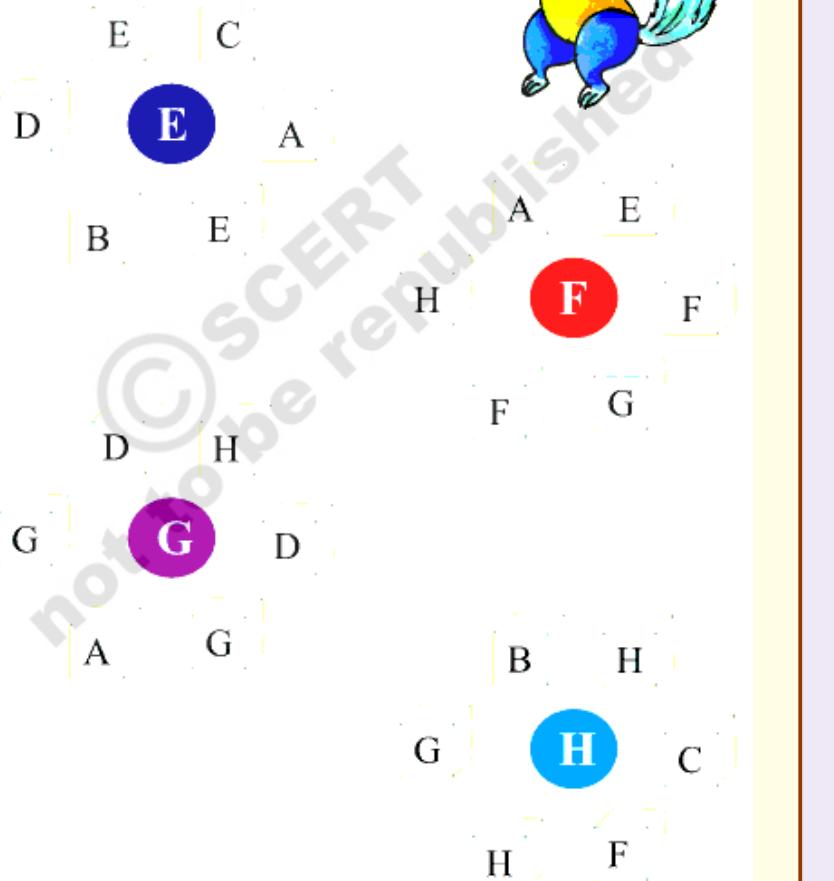
## Read and copy





Thirty four

Colour the areas that contain  
only the letter in the circle.



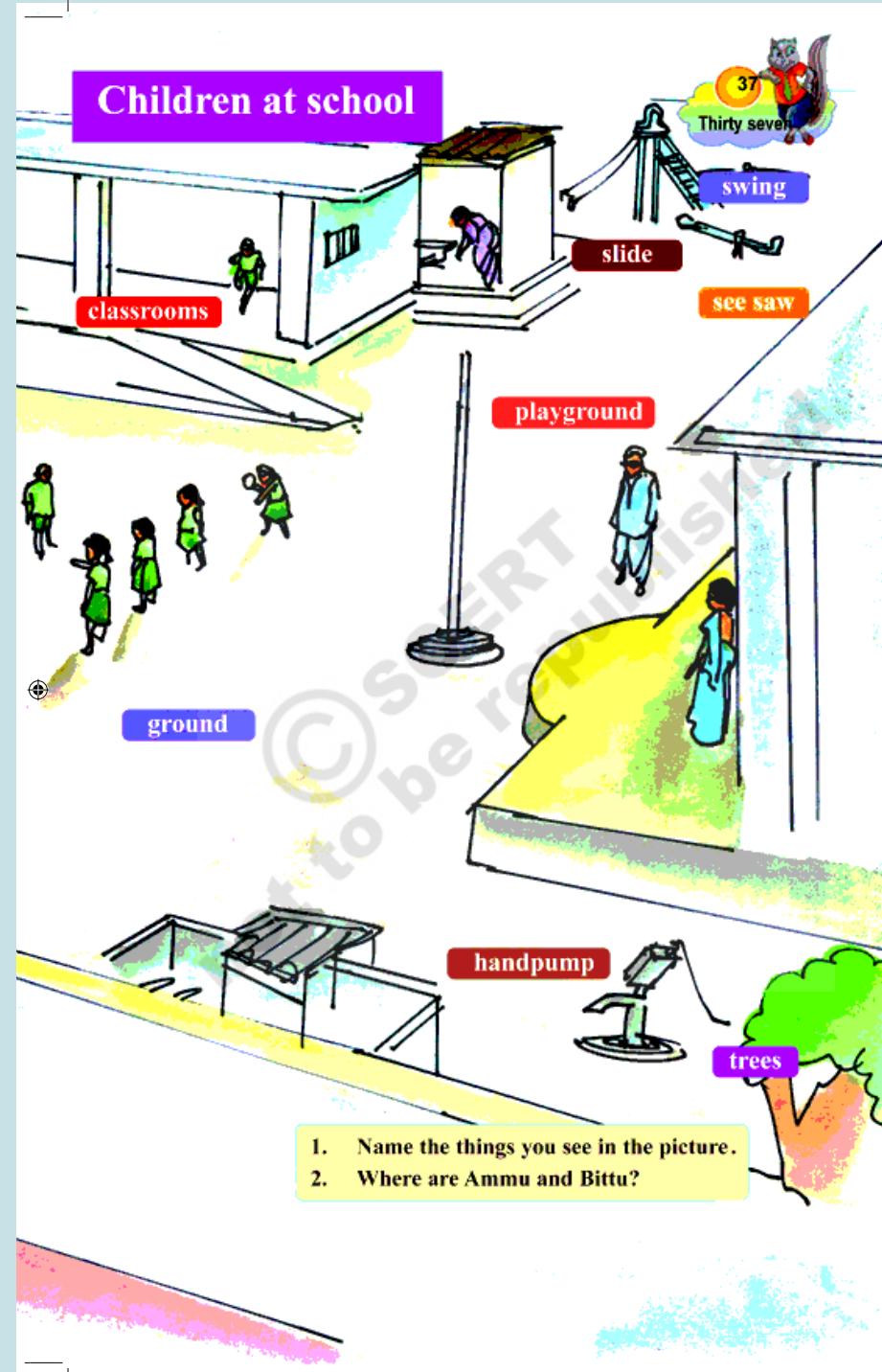
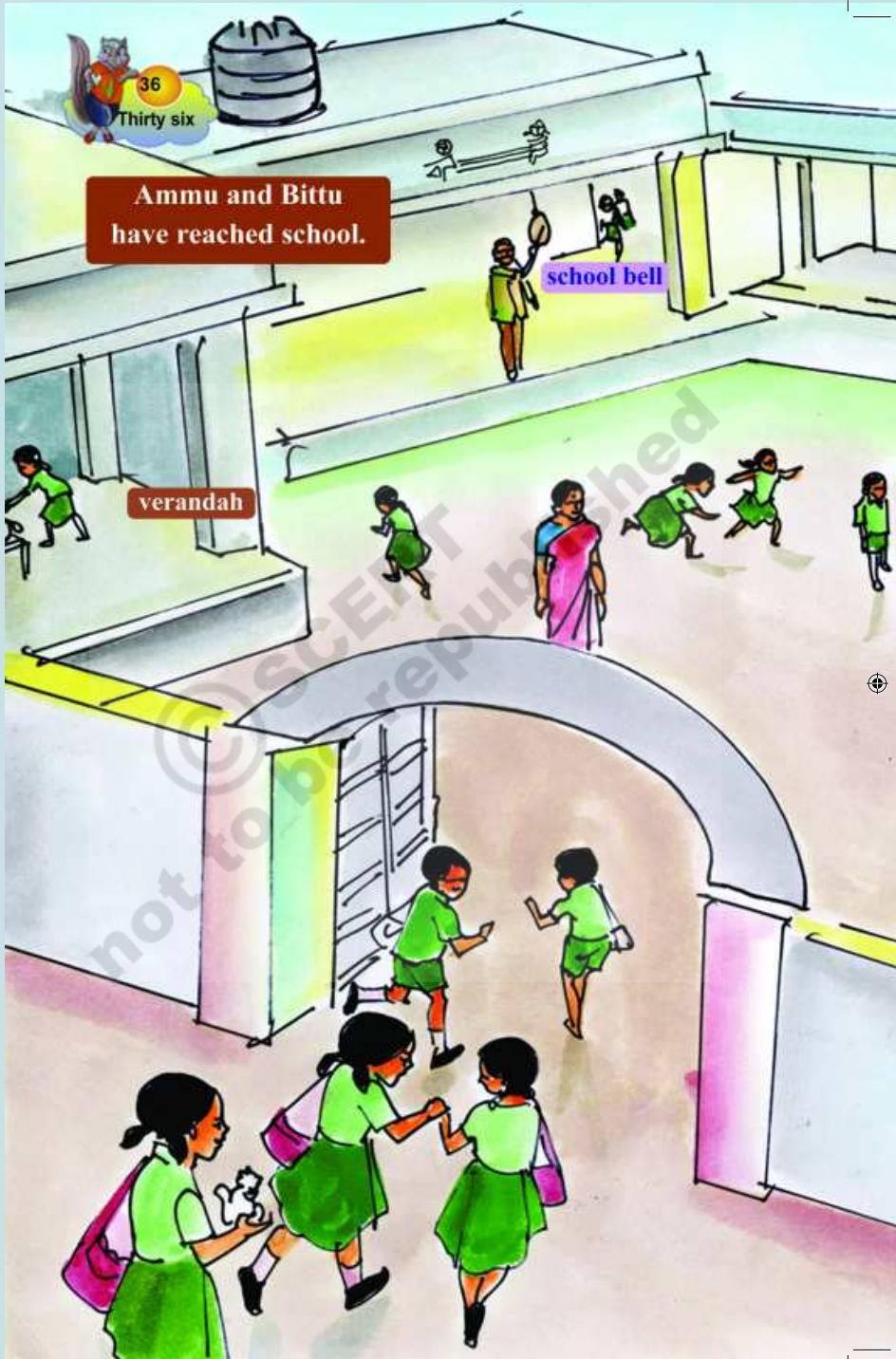
Thirty five

UNIT - 3

## AMMU'S SCHOOL

Colour the picture.

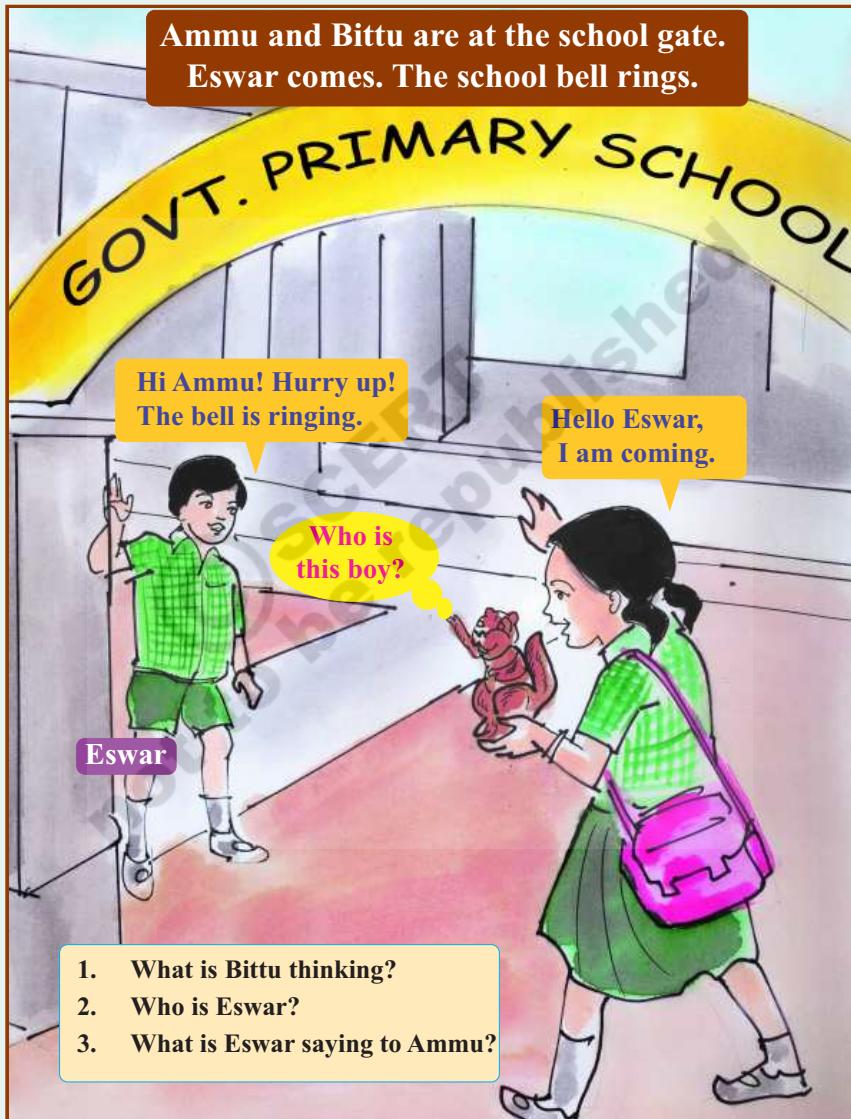






38  
Thirty Eight

## Ammu meets Eswar



39  
Thirty nine

## Bittu in the class





40

Forty

## Ammu's classroom



41

Forty one

## Let's catch the squirrel





Forty two

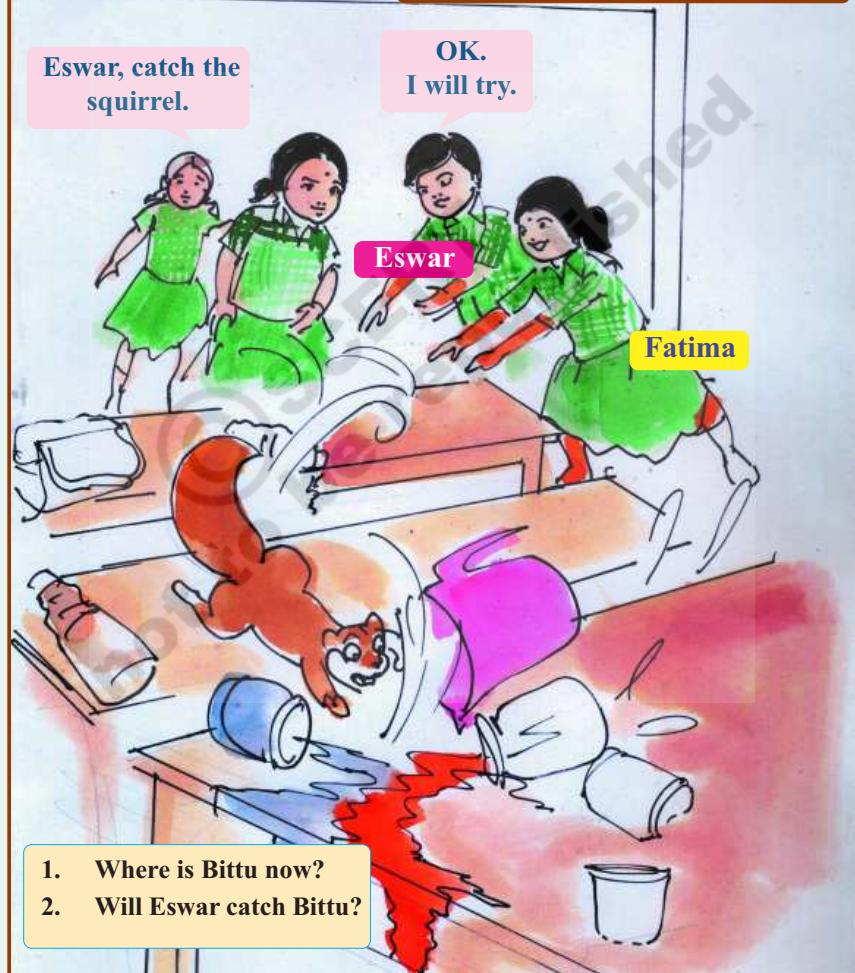
## The squirrel in colours



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

Eswar, catch the  
squirrel.

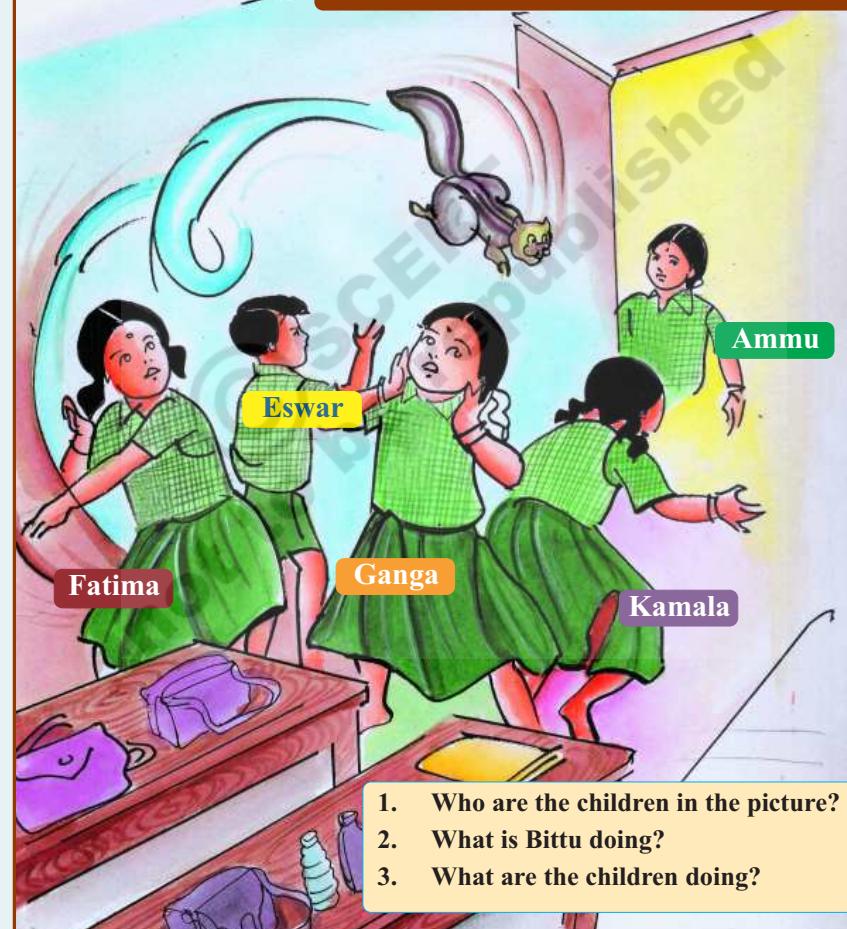
OK.  
I will try.



Forty three

## 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.





## Bittu, the painter

### Sing the song

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



Hari



Ganga

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

- Where is Bittu in the first picture?
- What is Hari saying?
- Where is Bittu in the second picture?
- What is Ganga saying?



## Sing your song

### What is Bittu doing?

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

.....



nose

.....

.....

.....



shoulder

Jhansi

.....

.....

.....



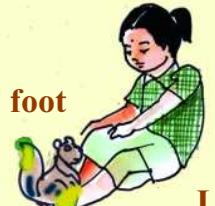
back

Kathy

.....

.....

.....



foot

Lalitha





Forty six

## Where is Bittu?

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



Hey Bittu! What are you doing?



Bittu is on Ganga's knee.



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?



Forty seven

## 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.

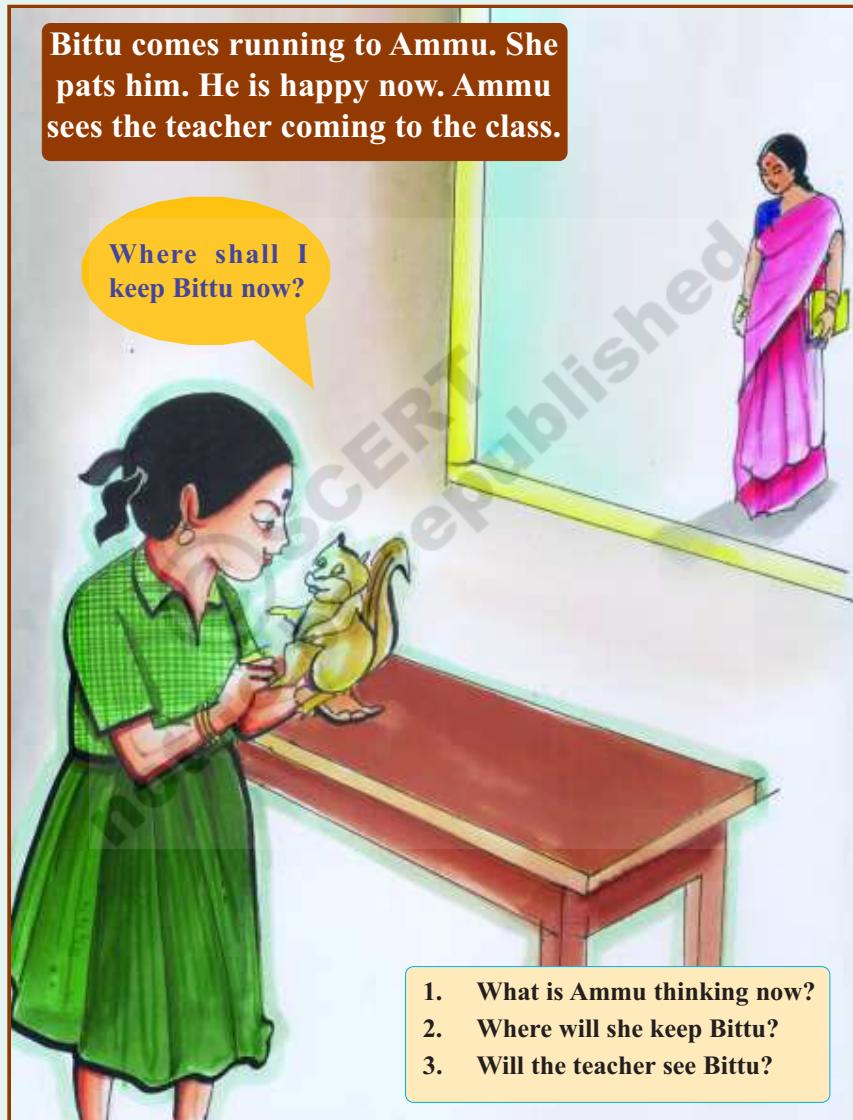


1. Why is Bittu jumping here and there?
2. What is Ammu saying to Bittu?
3. What will Bittu do now?



## Bittu is happy

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



## Ammu's friends

**Write 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:

---



---



---



---



---





50  
Fifty

## Sing and dance

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



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

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

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



51  
Fifty one

## Read and copy

I i



K k



J j



L l





Fifty two



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



capital  
letters

small letters	capital letters
k	G
j	H
h	I
i	J
l	K
g	L



Fifty three

UNIT - 4

## AMMU AND HER FRIENDS AT HER SCHOOL

Colour the picture.





## We are learning

Dancing

Writing

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

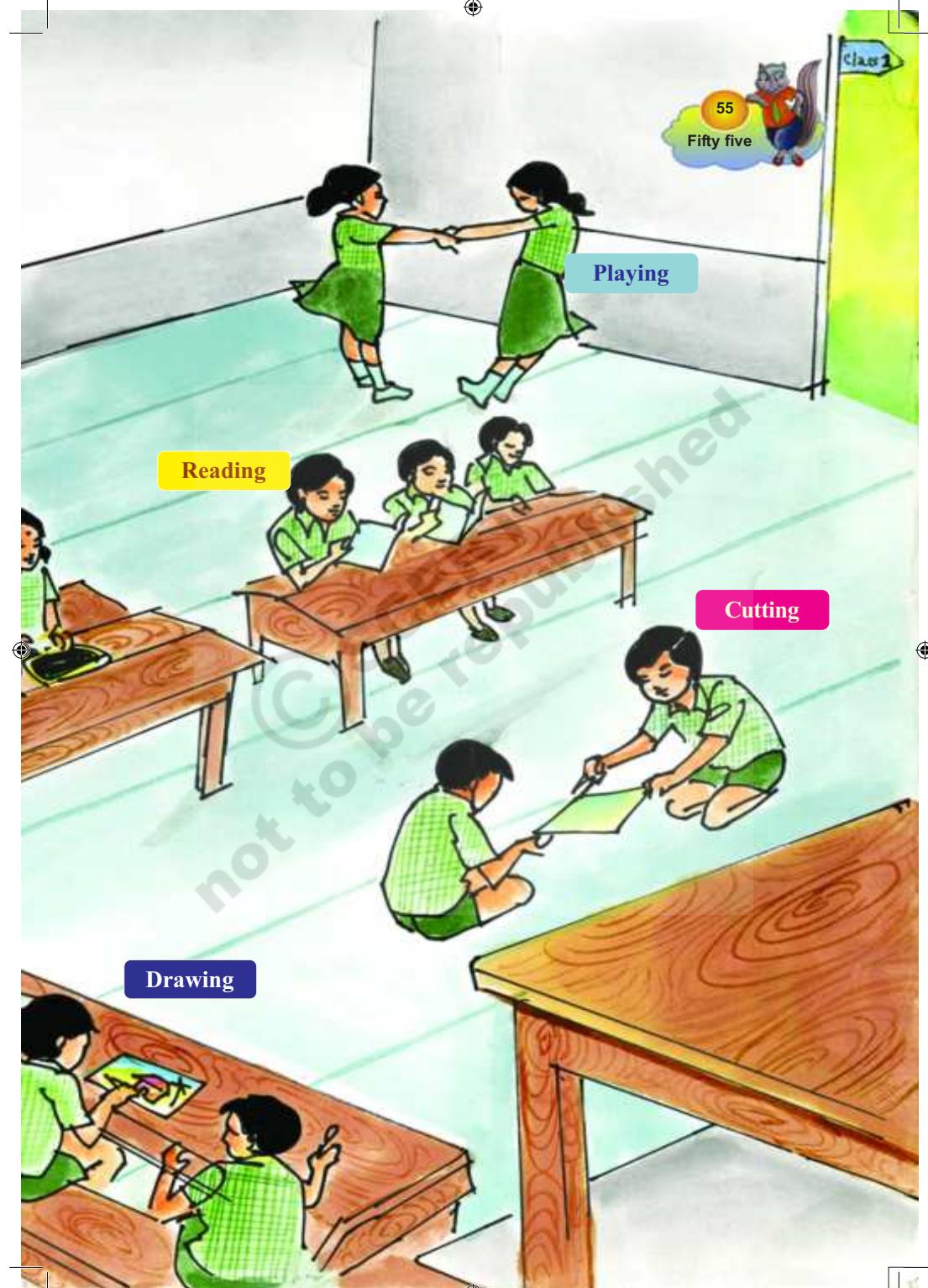
Reading

Cutting

Drawing

Fifty five

Playing





## Here comes, our teacher!



## Teacher in the class



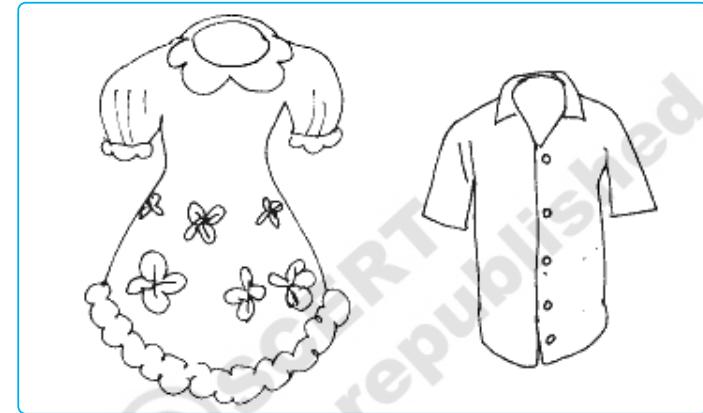


## The colour I like!

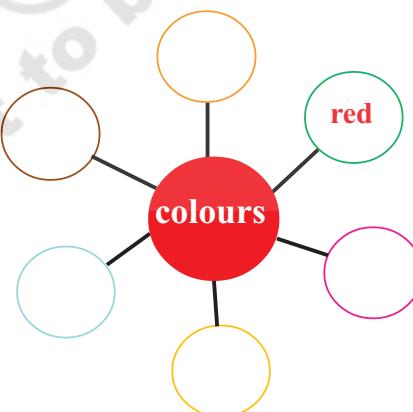


## Colours

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?
- 3) What song are they are singing?





Sixty two



## Sing the song

Add lines to the song and sing

What is Hari singing?

Wash.....



This is the way

.....ear



What is Ganga singing?

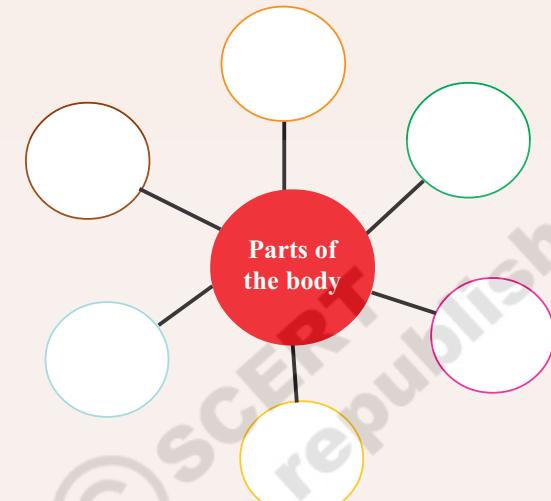
.....  
.....  
.....  
.....



Sixty three

## Parts of the body

Name parts of the body.



Sing the song using the words  
related to parts of the body.

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





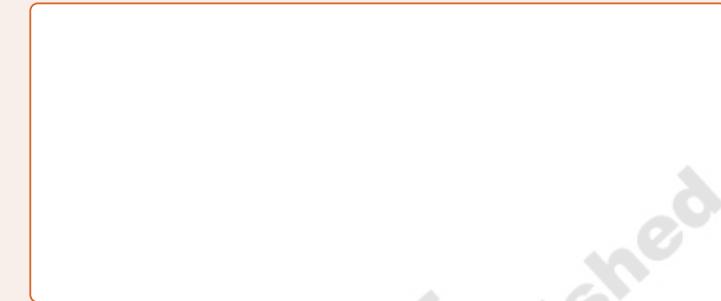
Sixty four

## I am sorry



Sixty five

Draw your pet and talk about it.



## Things we do at school



What are these children doing?





Sixty six

## We are at school

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

The bell rings. Children  
come out of the class.



reading writing

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



talking



playing



Sixty seven

## Sing the song

Add lines and sing the song



drinking



singing



eating

We are at school,

.....

.....

.....



dancing

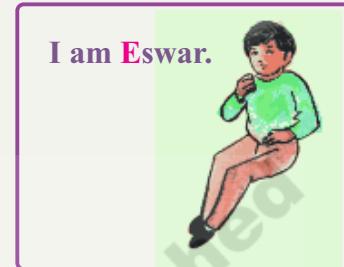




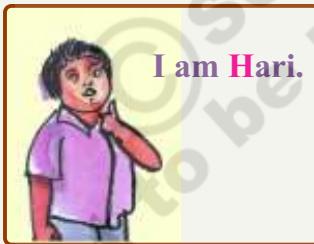
### Read and write



I am Fatima.



I am Eswar.



I am Hari.



I am Ganga.



I am Indira.

I am .....

# You



### Sing and dance



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



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

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

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





70  
Seventy

## Read and copy



M m	Mango	monkey
<input type="text"/>	<input type="text"/>	
N n	Net	nest
<input type="text"/>	<input type="text"/>	
O o	Ox	owl
<input type="text"/>	<input type="text"/>	
P p	Pen	pencil
<input type="text"/>	<input type="text"/>	

A small illustration of a boy reading a book is at the bottom left.



71  
Seventy one

## UNIT - 5 THINGS I DO

Colour the pictures.





brushing teeth



combing hair



getting ready



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



Things  
we do

going to school

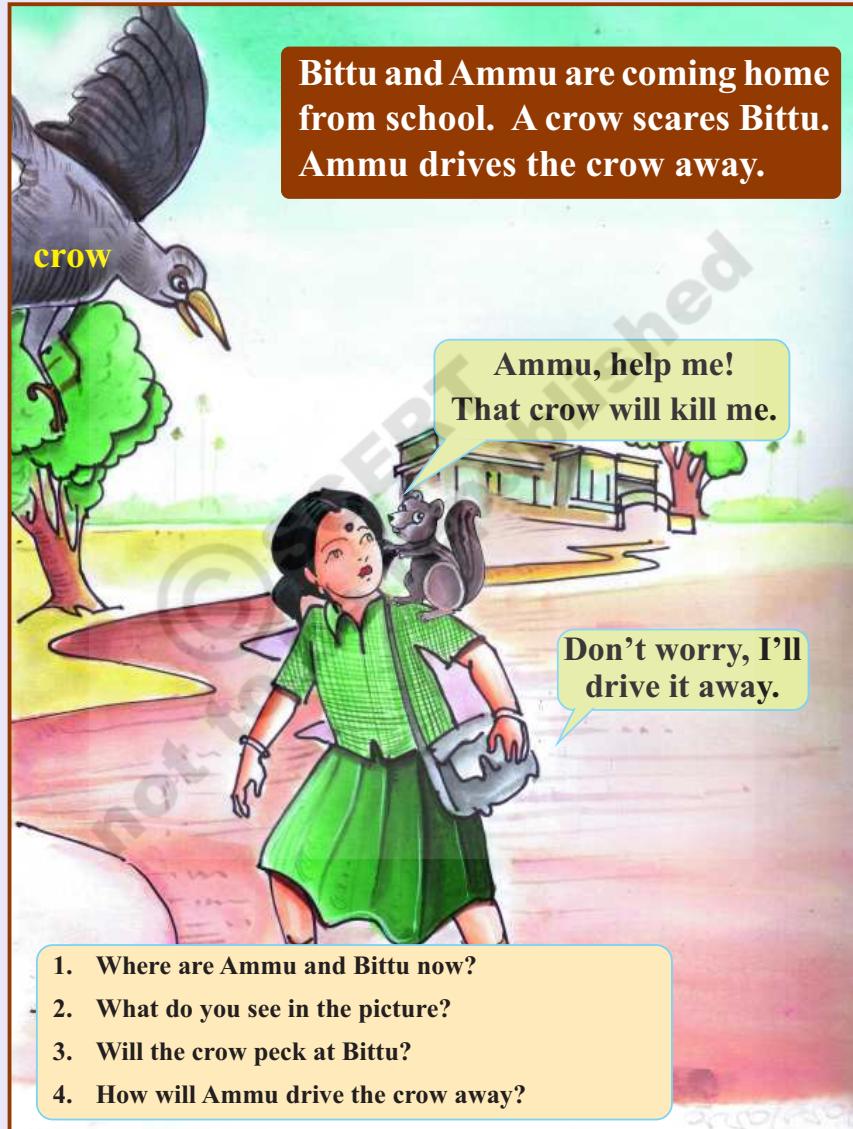
praying



watering plants



## Ammu is coming home



## Ammu is back





## Ammu wakes up



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

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



## 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.



Take your bath  
Take your bath  
Keep your body clean.



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?





Add lines to the song and sing.

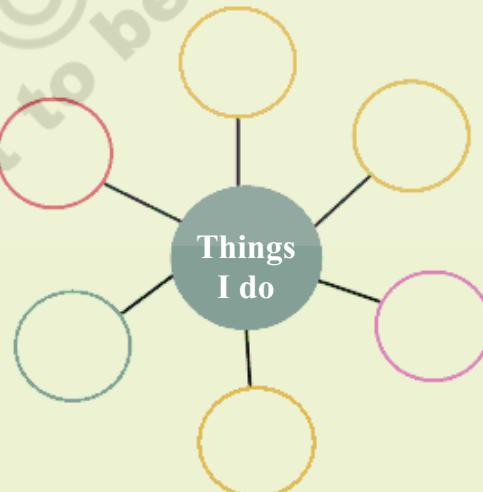


comb your hair

..... 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 want a bag.  
Give me one.

- What is Ammu saying to Bittu?
- What does Bittu want?
- What will Bittu keep in his bag?



## What you do every day



## Things I have

**Ammu has many things.  
What are the things you have?**





Eighty two



## Things I use

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



This is .....



This is .....



Eighty three

## Bittu's song

Bittu has got a bag now. He puts  
his things in the bag. He sings  
about the things he has.

Little Bittu has a bag  
Eieio..... eieio....

In his bag he has a comb  
Eieio ..... eieio ....



1. What is Bittu holding in his hand?
2. What is he doing?





## Sing the song

Add lines to the song and sing

Bittu sings about the other things he has.

Little Bittu has a

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



tie

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



shoes



powder



## 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?



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

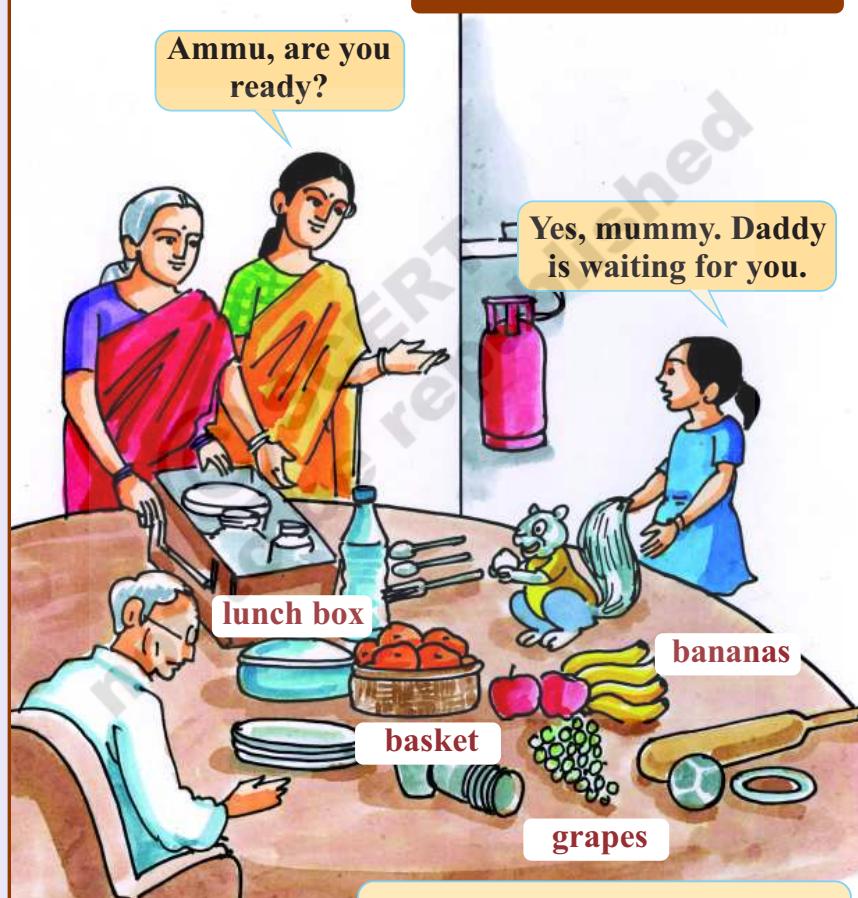


## Getting ready

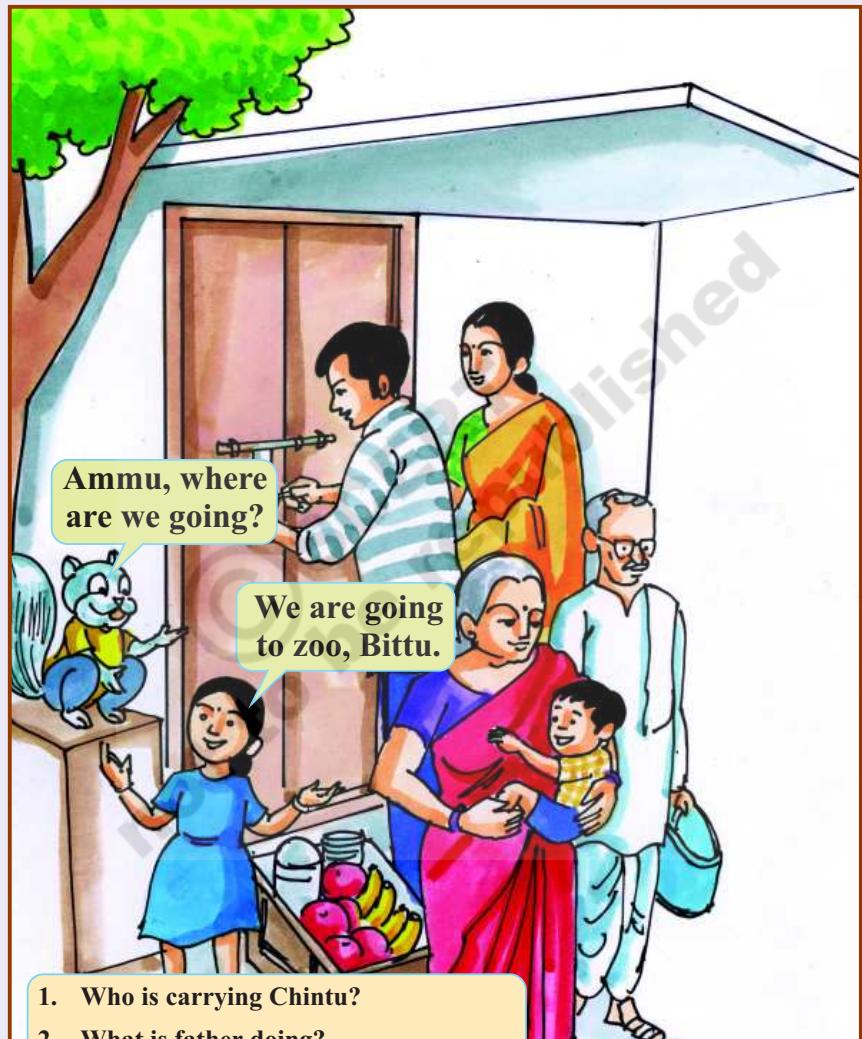
Ammu's mother is setting the lunch box.

Ammu, are you ready?

Yes, mummy. Daddy is waiting for you.



## Where are we going?





88

Eighty eight

## On the road



Ammu's family waits at the bus stop. An auto comes.

**Father** : Will you come to the zoo?

**Driver** : Yes sir.

**Father** : What is the fare?

**Driver** : Fifty rupees only, sir!

**Father** : Okay. Let's go.



1. What will father ask the auto driver?
2. What will the driver say?



89

Eighty nine

## 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



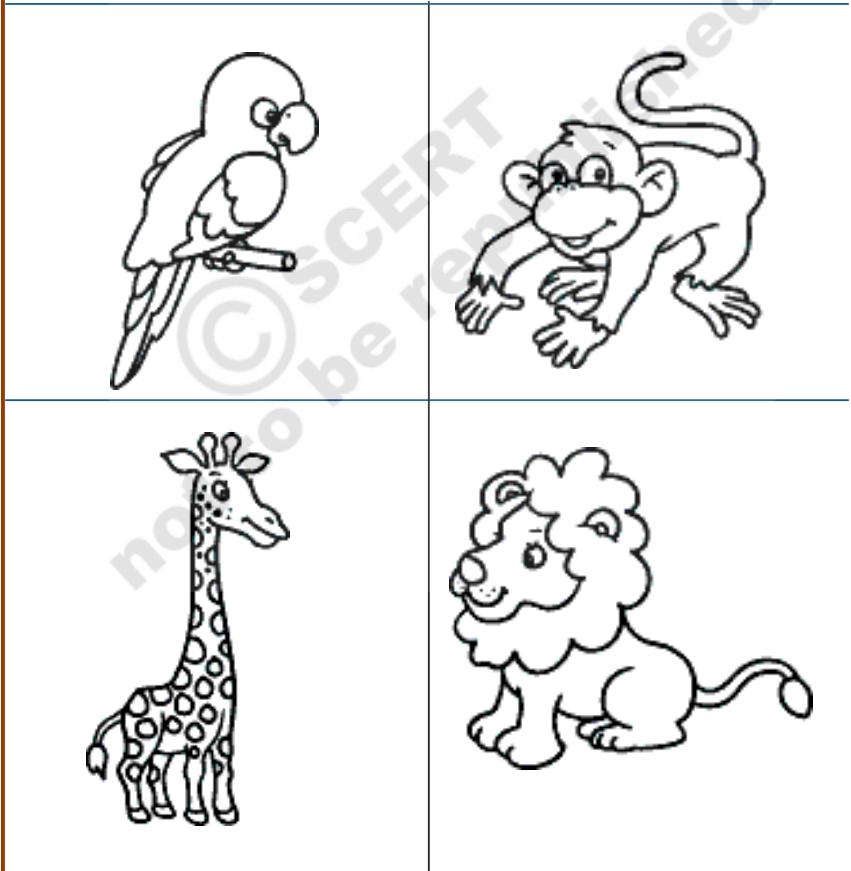
<b>Q q</b>	Queen
quill	
<b>R r</b>	Rat
ring	
<b>S s</b>	Snake
snail	
<b>T t</b>	Tap
top	

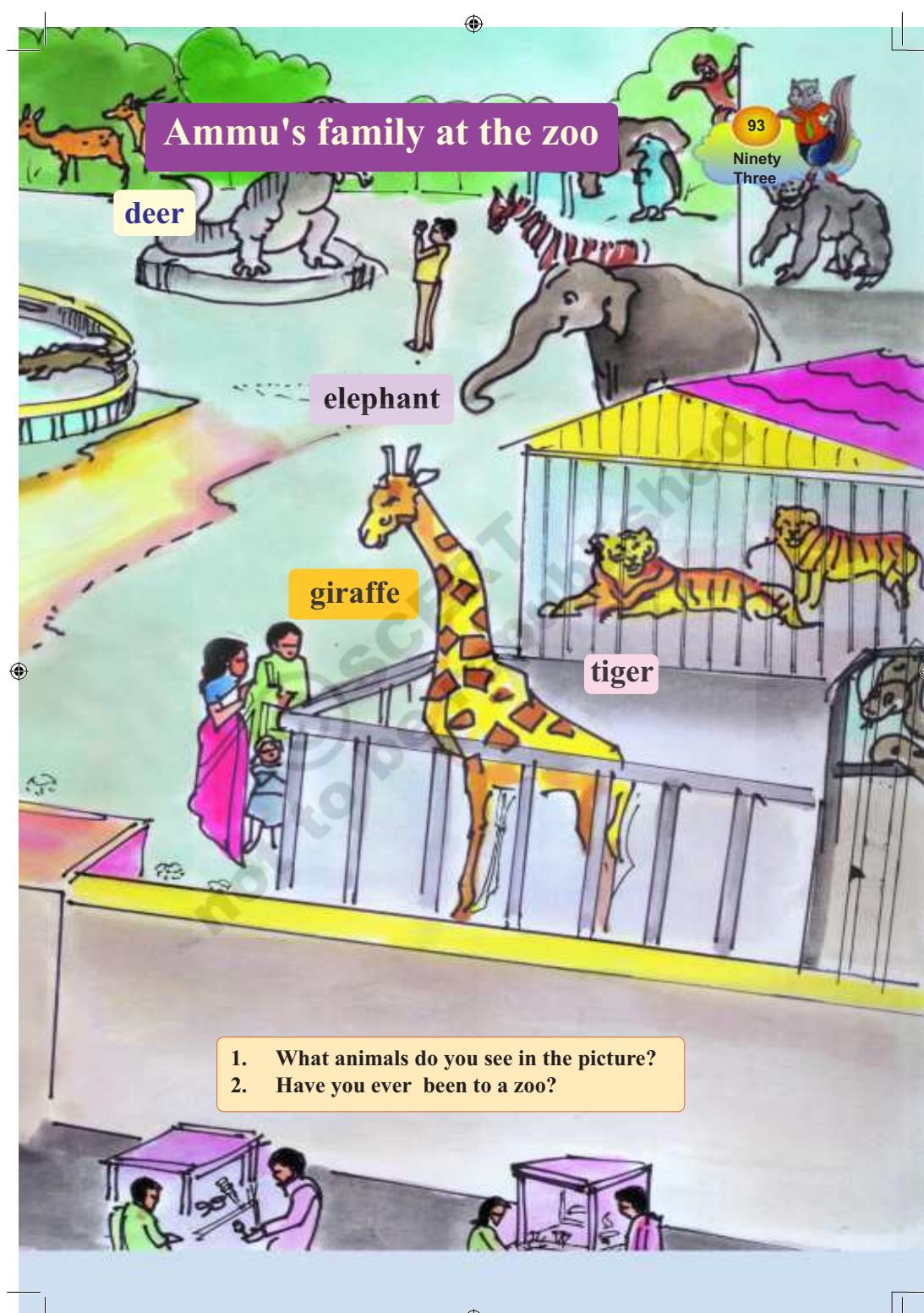
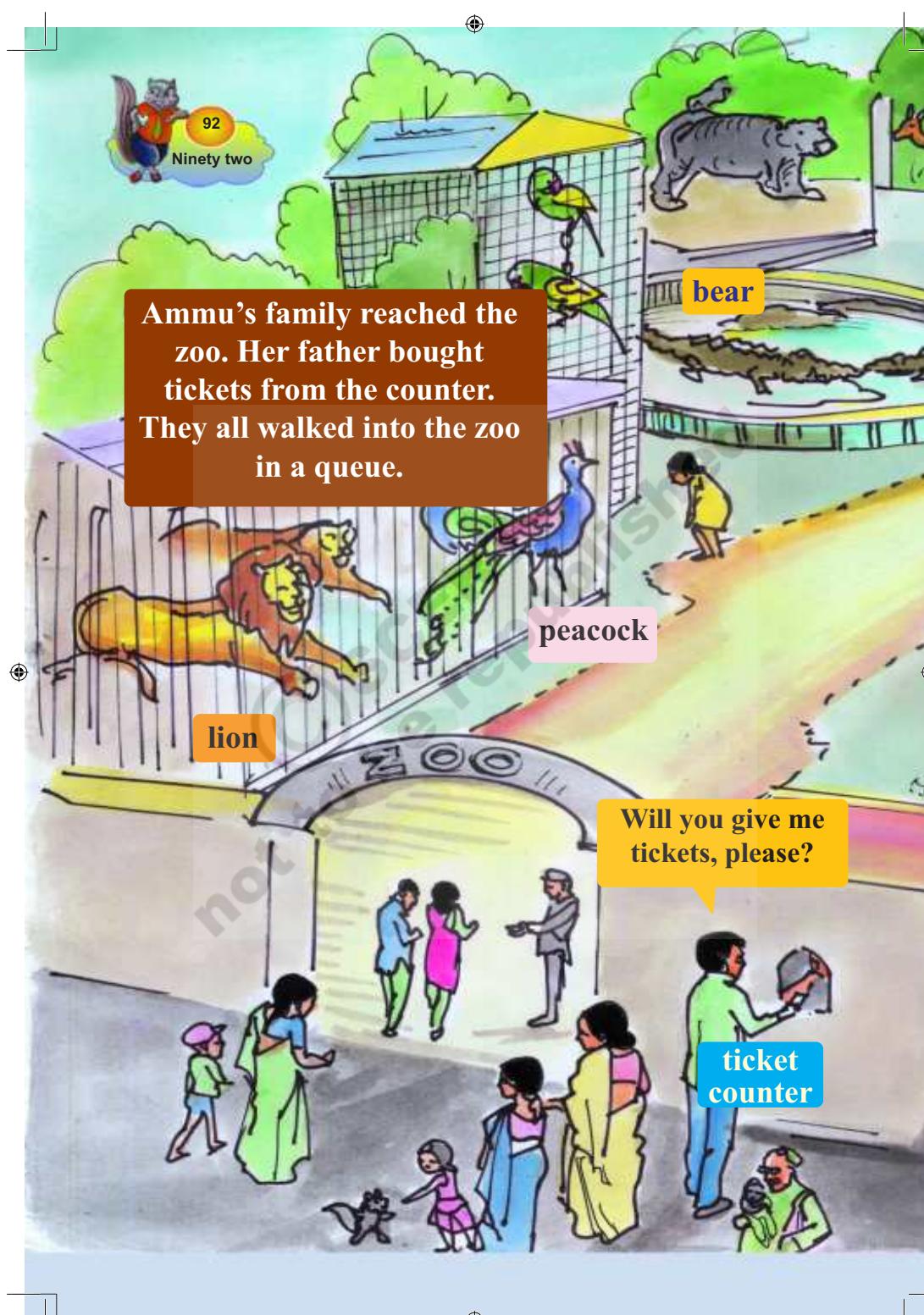


UNIT - 6

## AT THE ZOO

Colour the pictures.





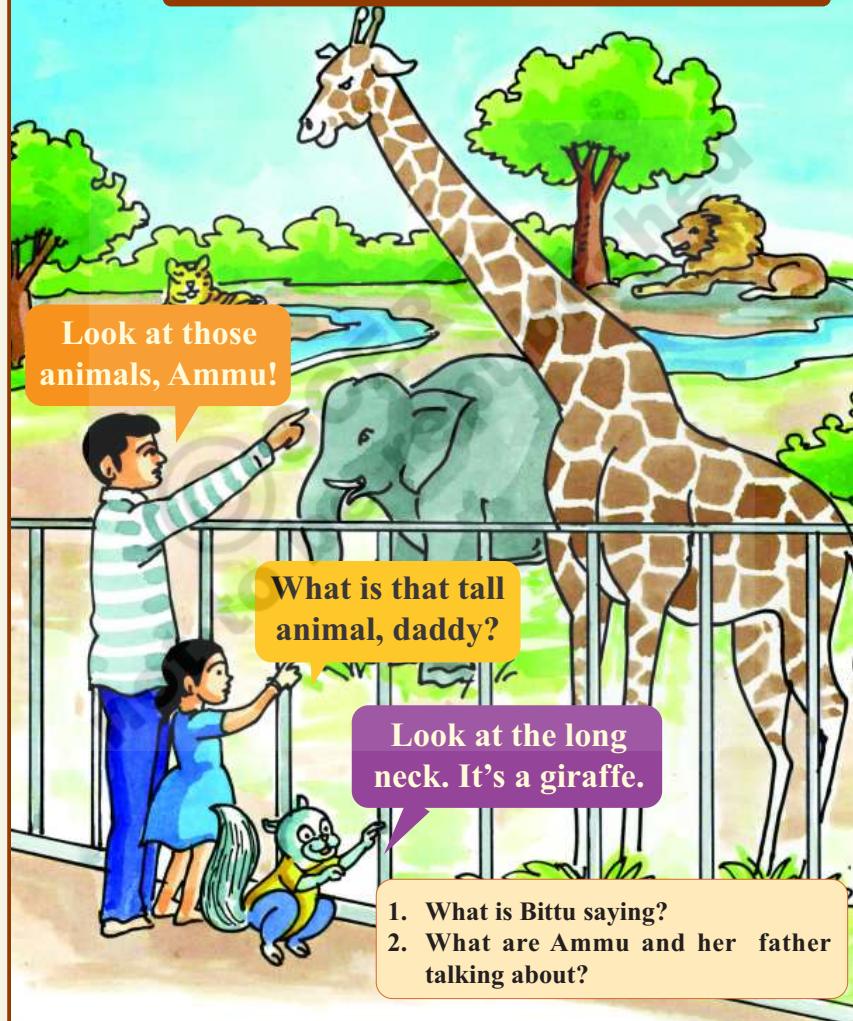


Ninety Four

## What a long neck!

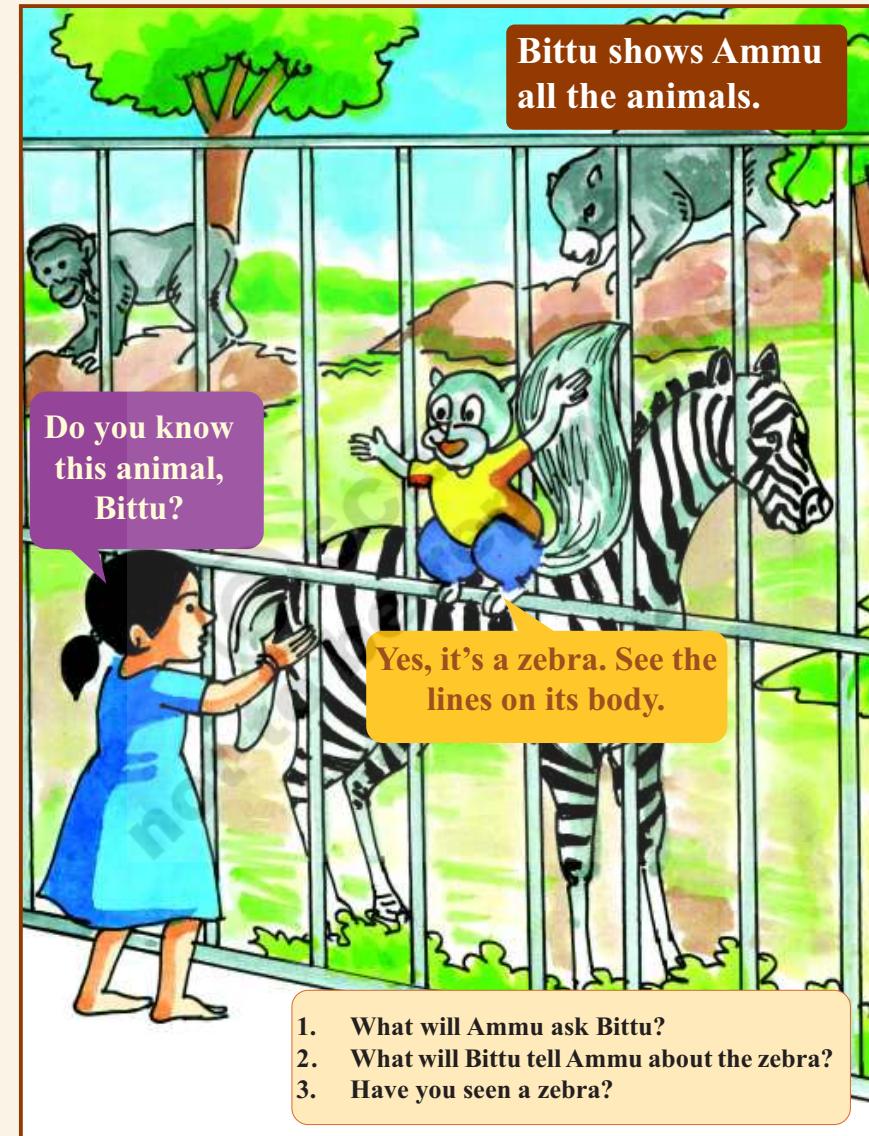


Ammu and her father are near the giraffe.  
Ammu is asking about the giraffe.



Ninety Five

## Bittu and Ammu with animals





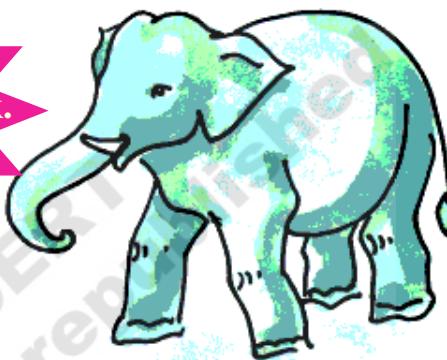
96

Ninety Six

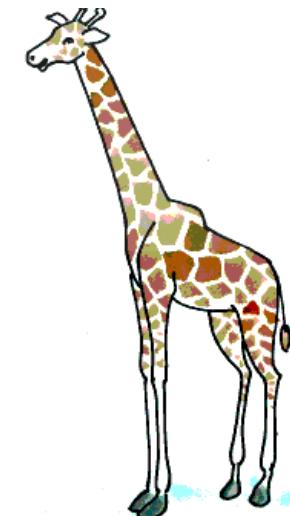
## Which animal is it?

Ammu shows Bittu other 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?

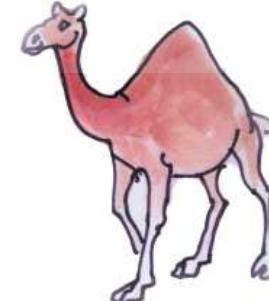
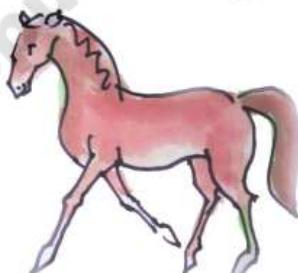


97

Ninety Seven

## Animals

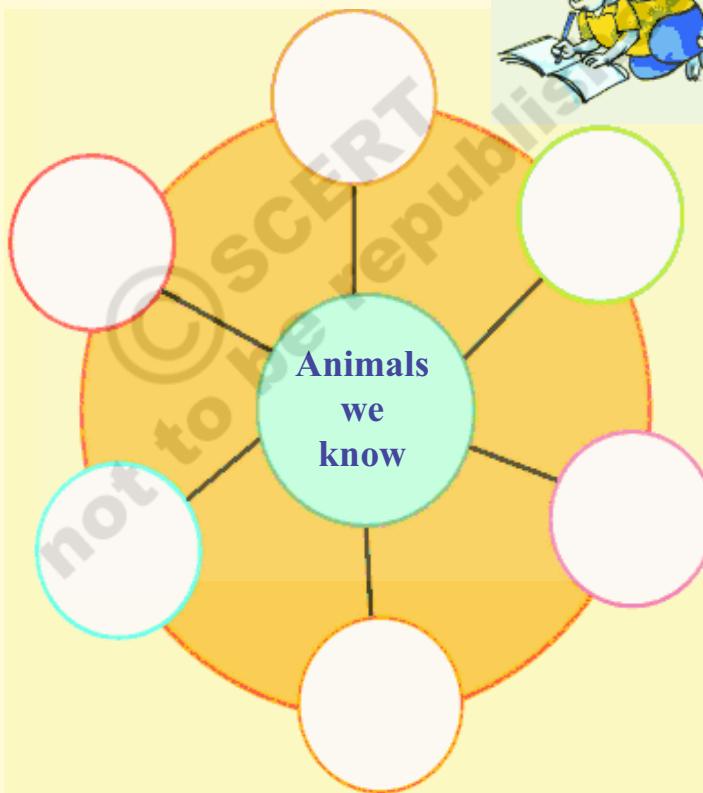
Look at the pictures of animals and talk about





## Animals we know

Write the names  
of the animals you know.



## Which bird is it?

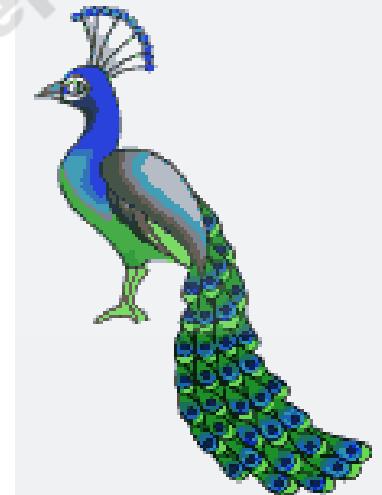
Ammu asks about the  
parrot and the peacock.



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?





100

Hundred



## 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**

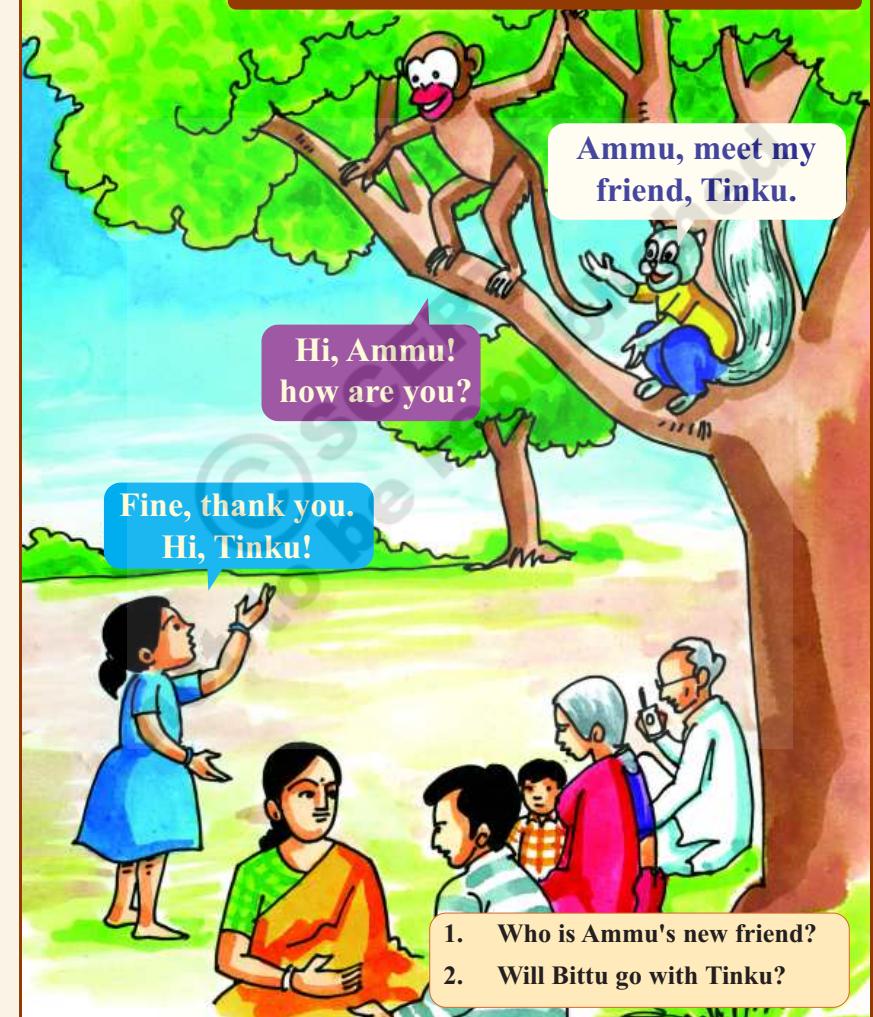


white feathers  
flat beak  
**Duck**



## Ammu's new friend

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



1. Who is Ammu's new friend?
2. Will Bittu go with Tinku?



101

Hundred  
and One



Hundred  
and Two

## Sharing food

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



Hundred  
and Three

## Food items

Write the food items you know.



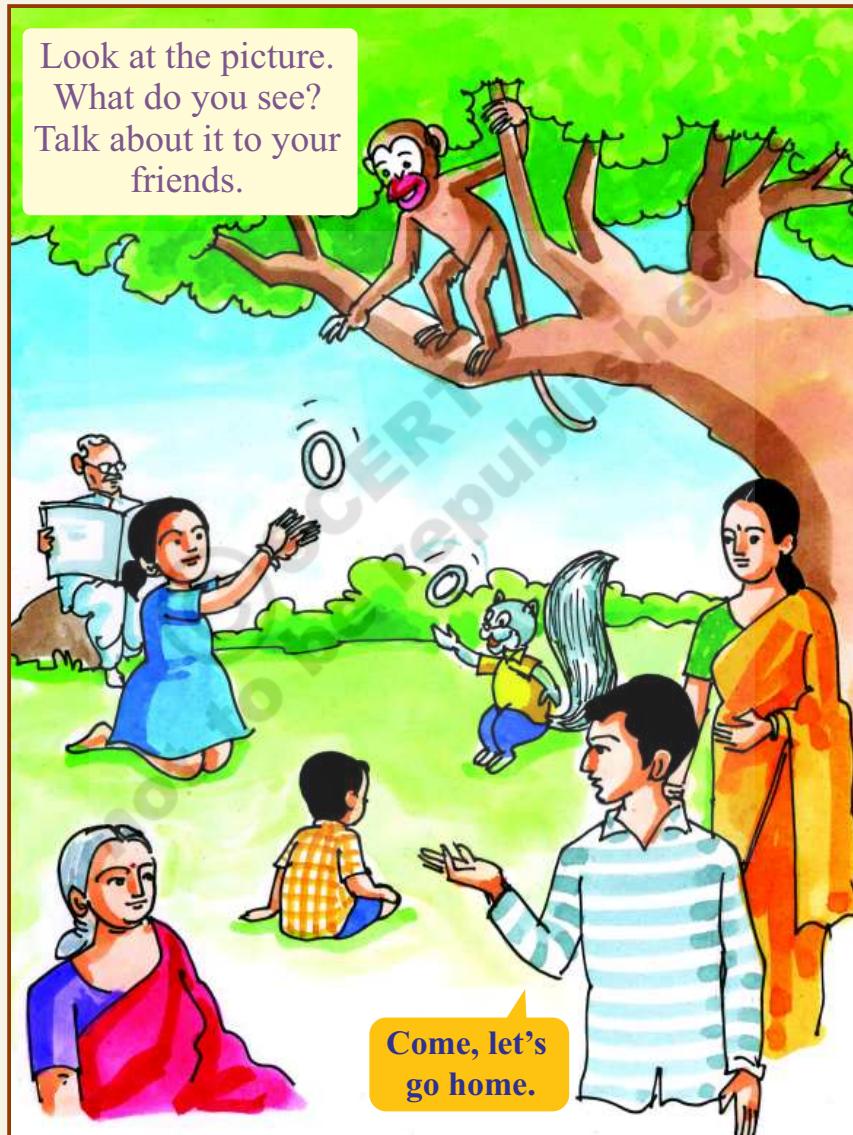


104

Hundred  
and Four

## What do you see?

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

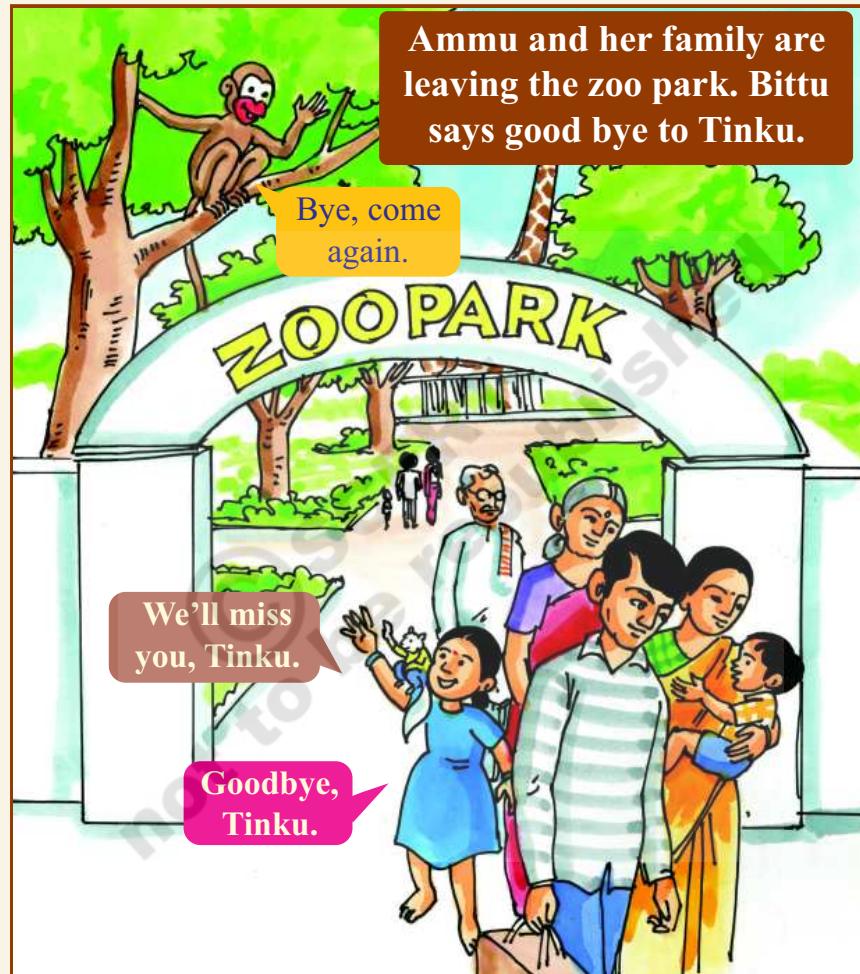


105

Hundred  
and Five

## Goodbye!

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

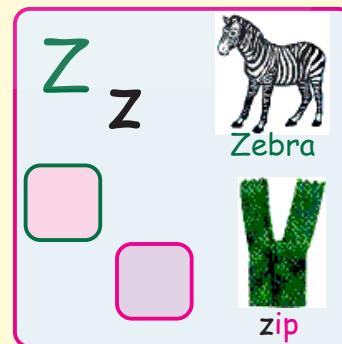
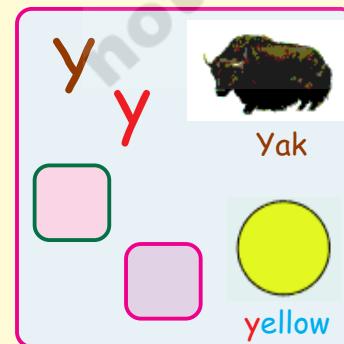
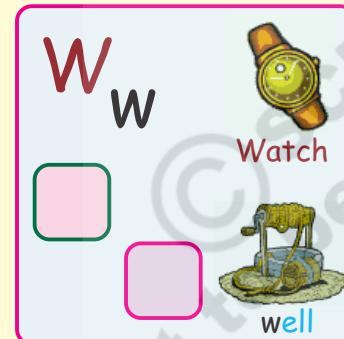
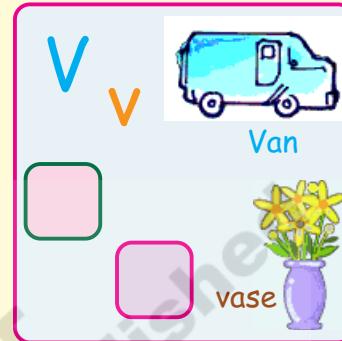
U V W, u v w  
Do you know  
Where they are?  
'U' is there in umbrella,  
V is there in van,  
W is there in watch,  
My friend.



X Y Z, x y z  
You 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

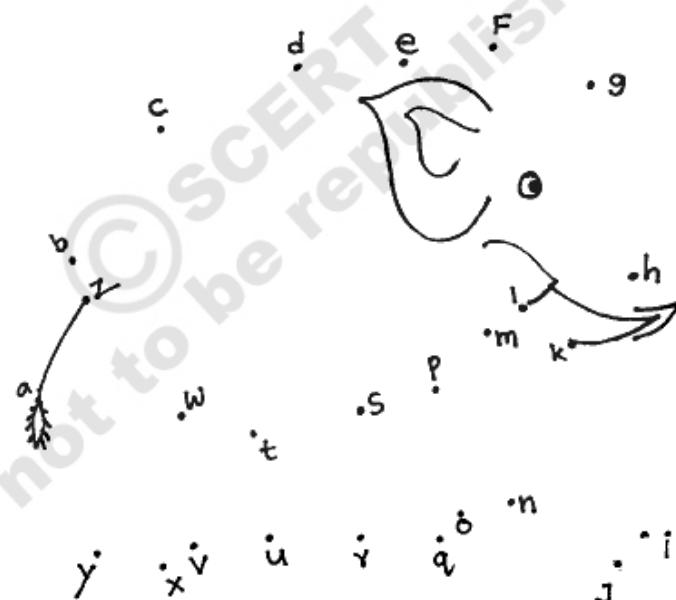




108

Hundred  
and Eight

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



.....

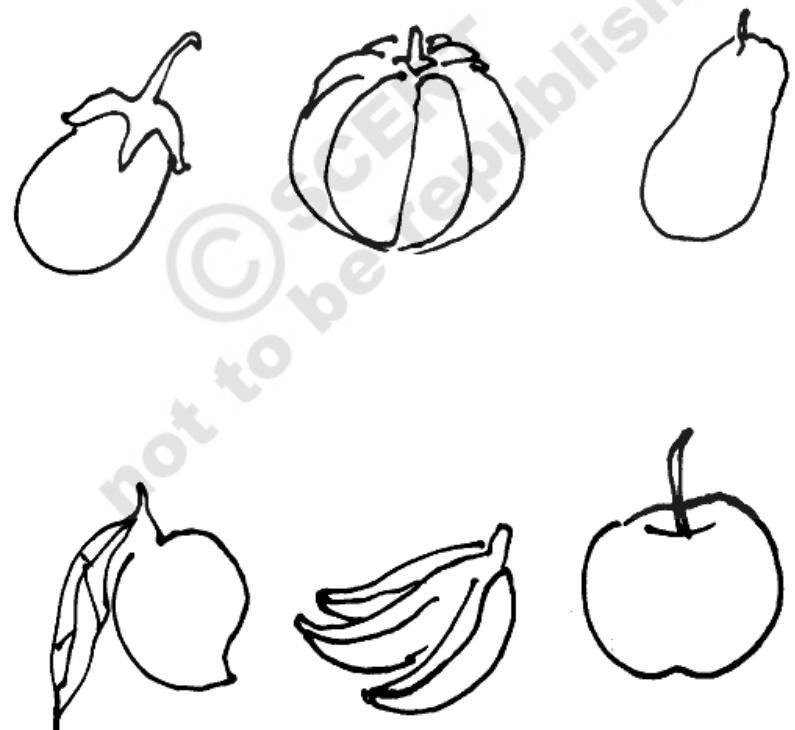


109

Hundred  
and Nine

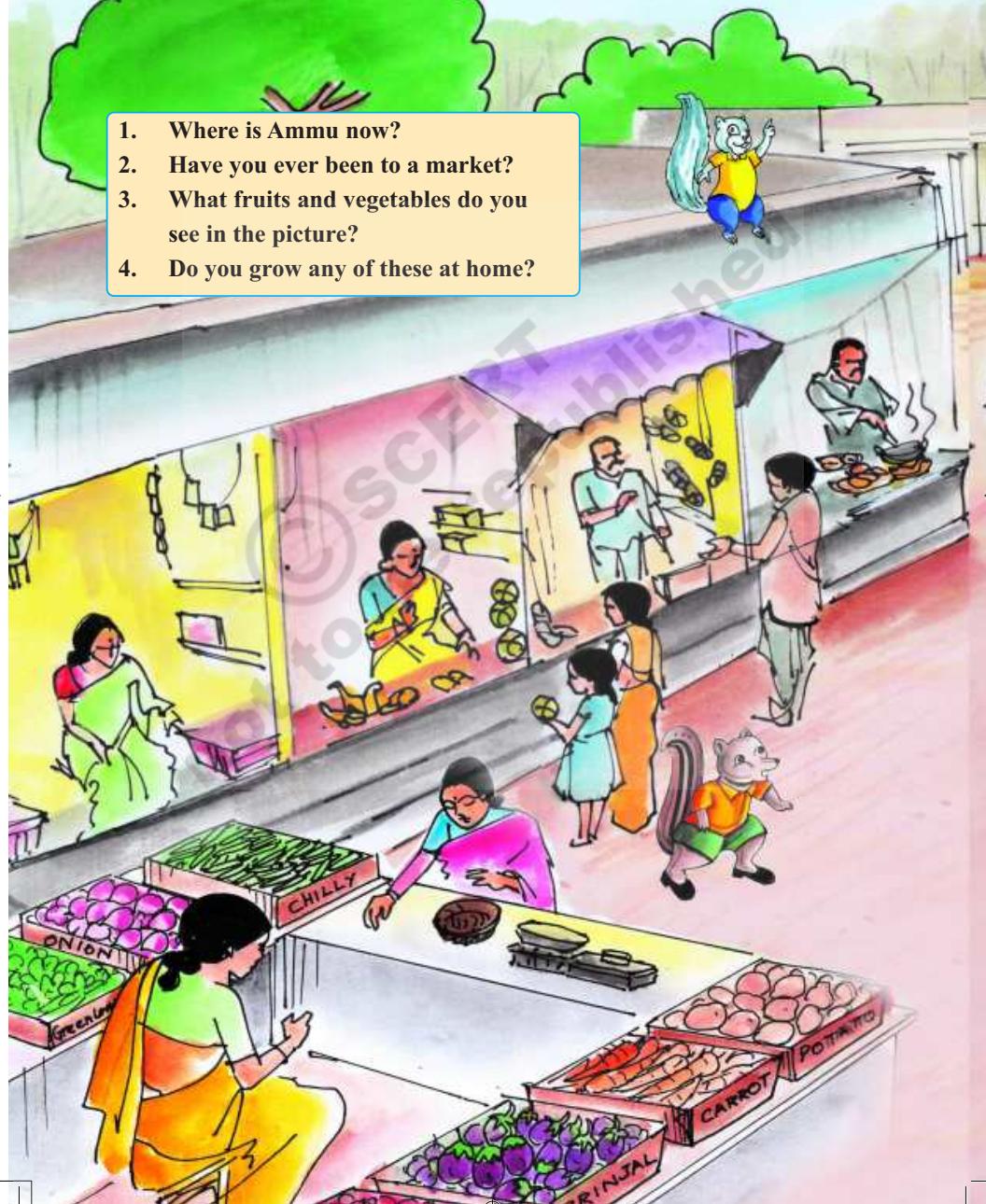
UNIT - 7  
**FRUITS AND VEGETABLES**

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?



Ammu and her mother go to the market for buying fruits and vegetables.

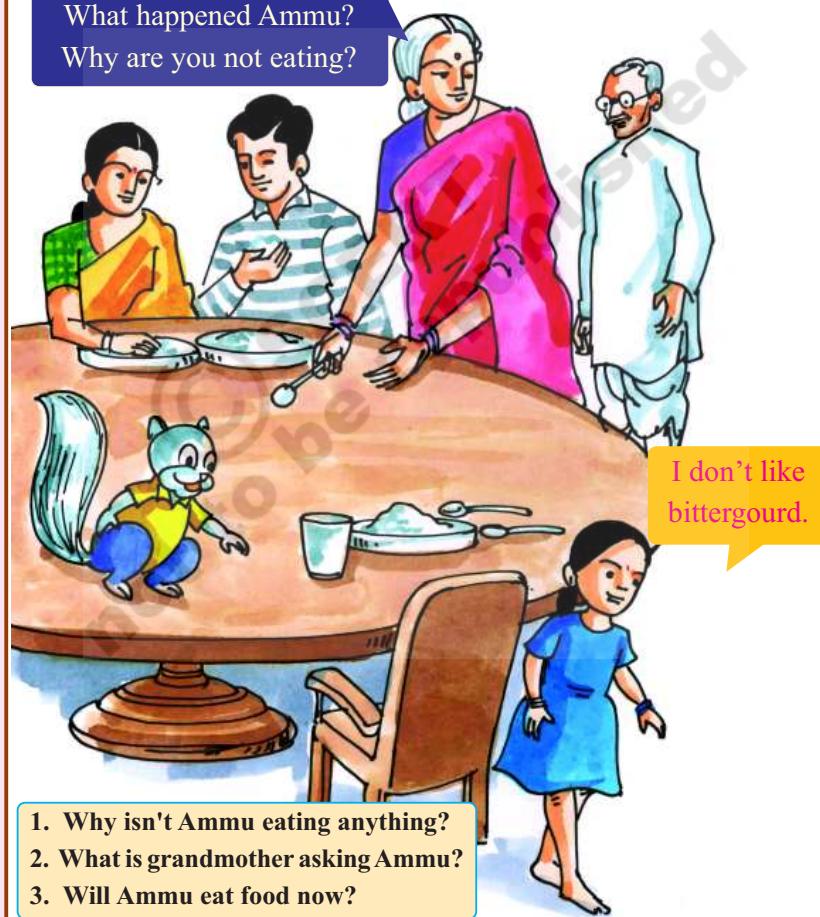




## I don't like it

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?



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

Eat this dear



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 does she tell Ammu?
3. Why doesn't Ammu like some fruits and vegetables?

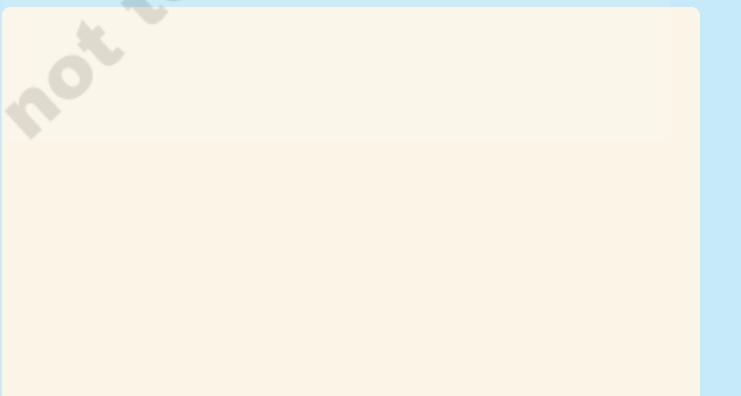
## Role play

**Role play the conversation between Bittu and Ammu in pairs.**

- Bittu : I eat all fruits. Different fruits have different tastes.
- Grandmother : Yes, you are right.  
Tell your friend, to eat all fruits and vegetables.
- Bittu : .....

1. What will Bittu tell Ammu?
2. What will Ammu tell Bittu?

Draw and colour the pictures of any two fruits and vegetables you like.



## 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. Which stories do you like?

## Bittu's song about fruits



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



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

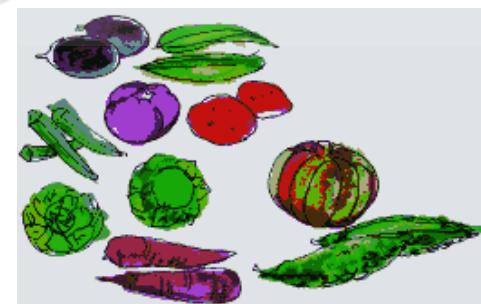


## Fruits and vegetables

Look at the picture and write down the names of fruits and vegetables.



fruits	vegetables



## Sing the song

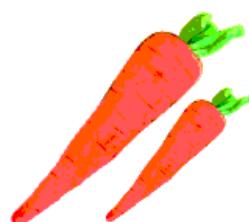
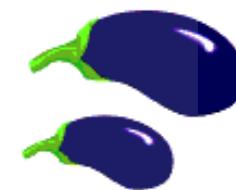


Add lines to the song and sing

Here are mangoes



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



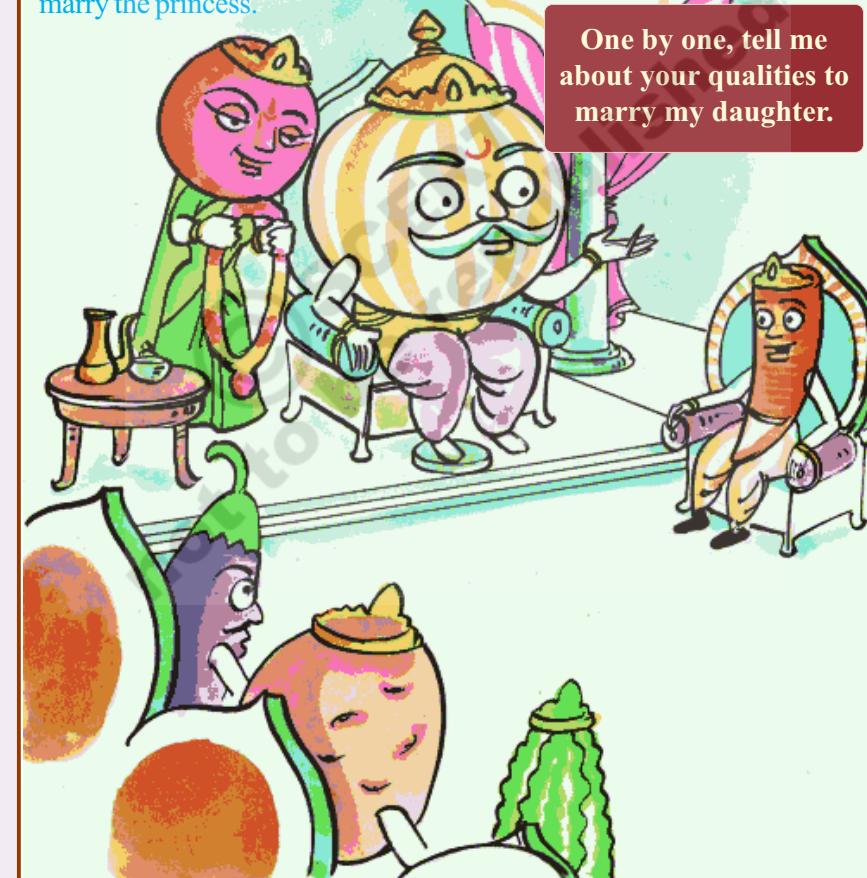
.....  
.....  
.....  
.....  
.....



## Story Time

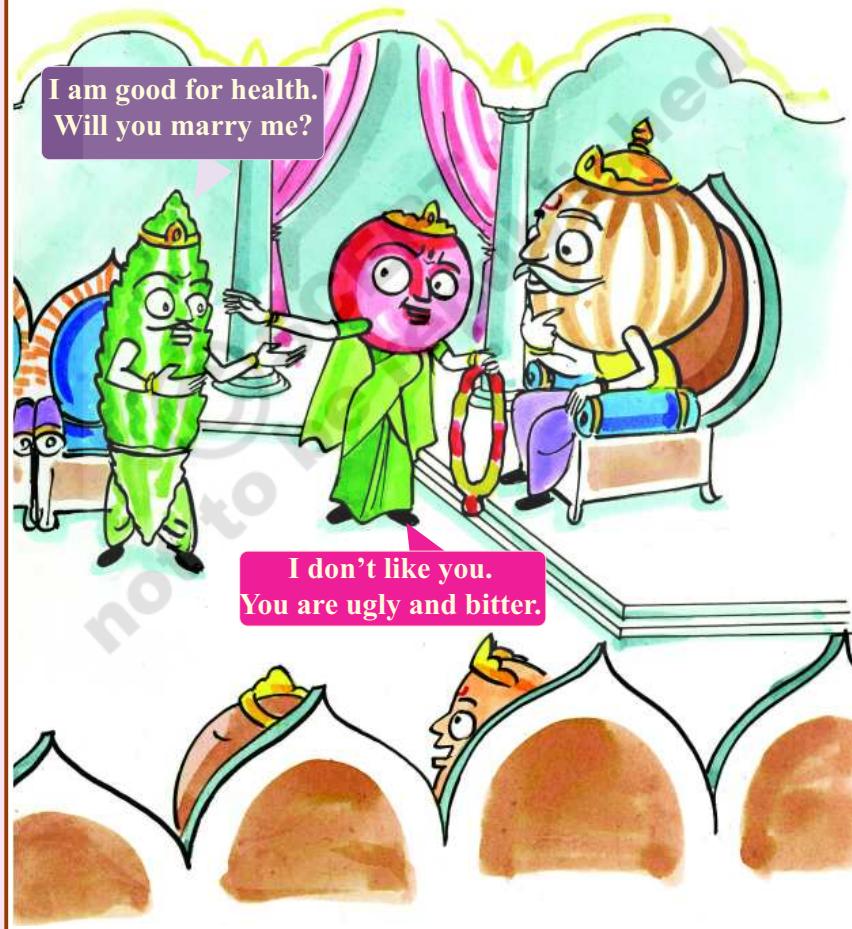
### Princess Tomato's Marriage

Mr. Pumpkin is the king of vegetables. Princess Tomato is his daughter. She is red, soft and sweet. Now she is ready for the marriage. He invited all the princes from various places. Brinjal, Potato, Carrot, Bitter gourd, Green chilli and Lady's finger came to marry the princess.





Prince Bitter gourd comes forward...

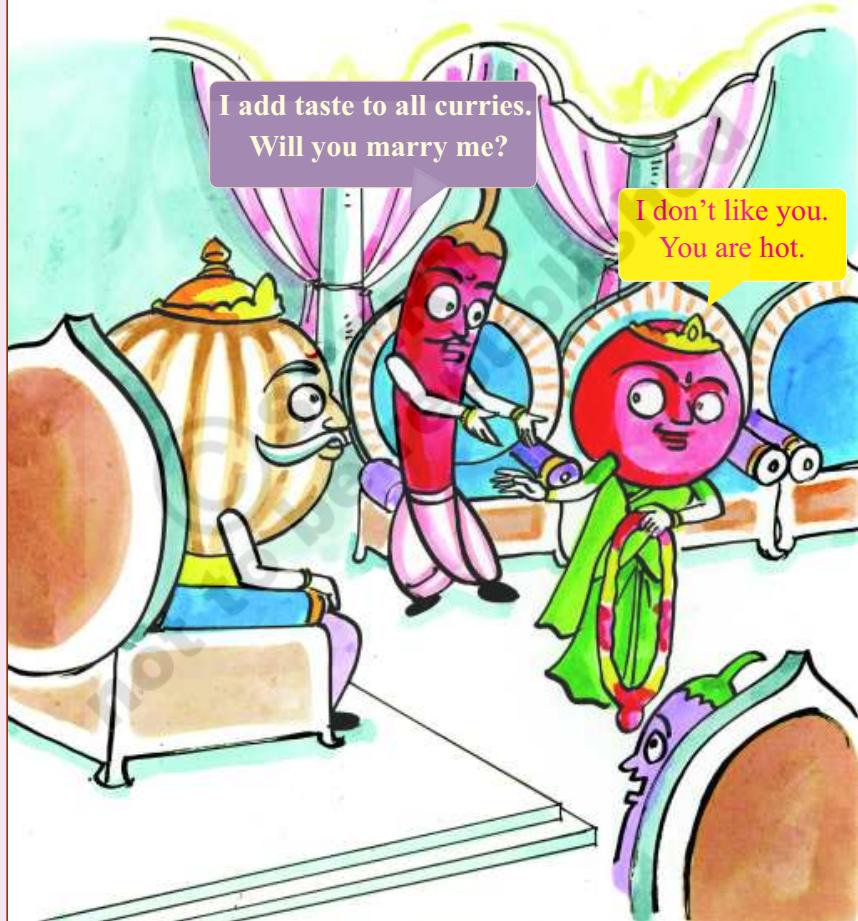


Prince Lady's finger comes forward...

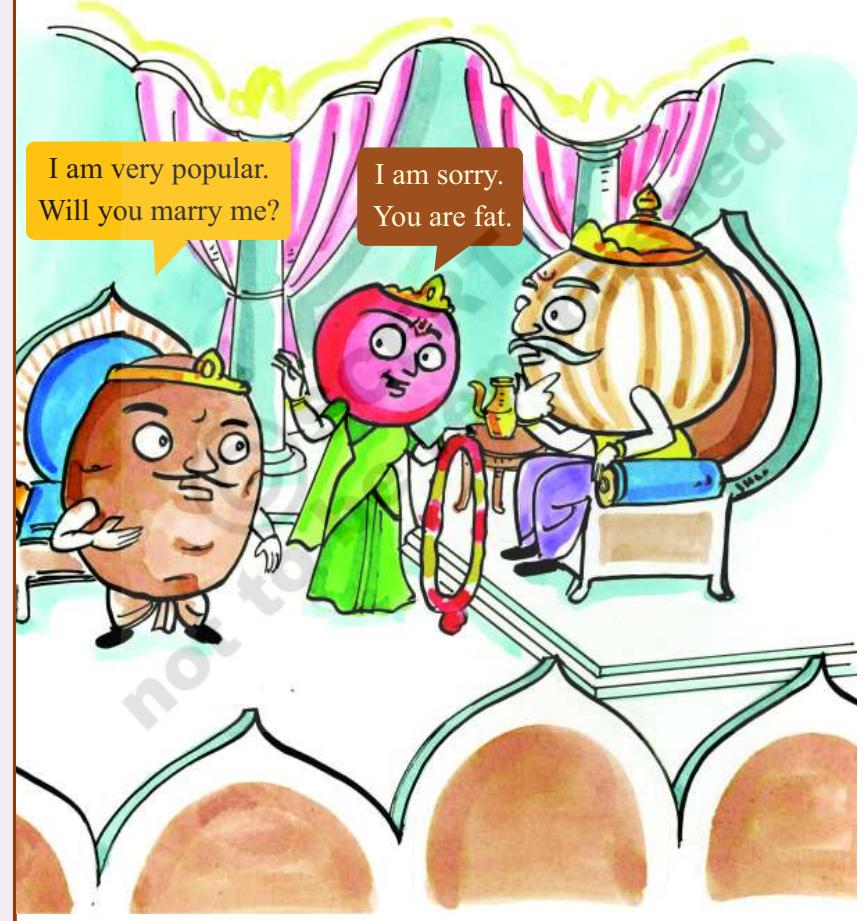




### Prince Red chilli comes forward...



### Prince Potato comes forward...

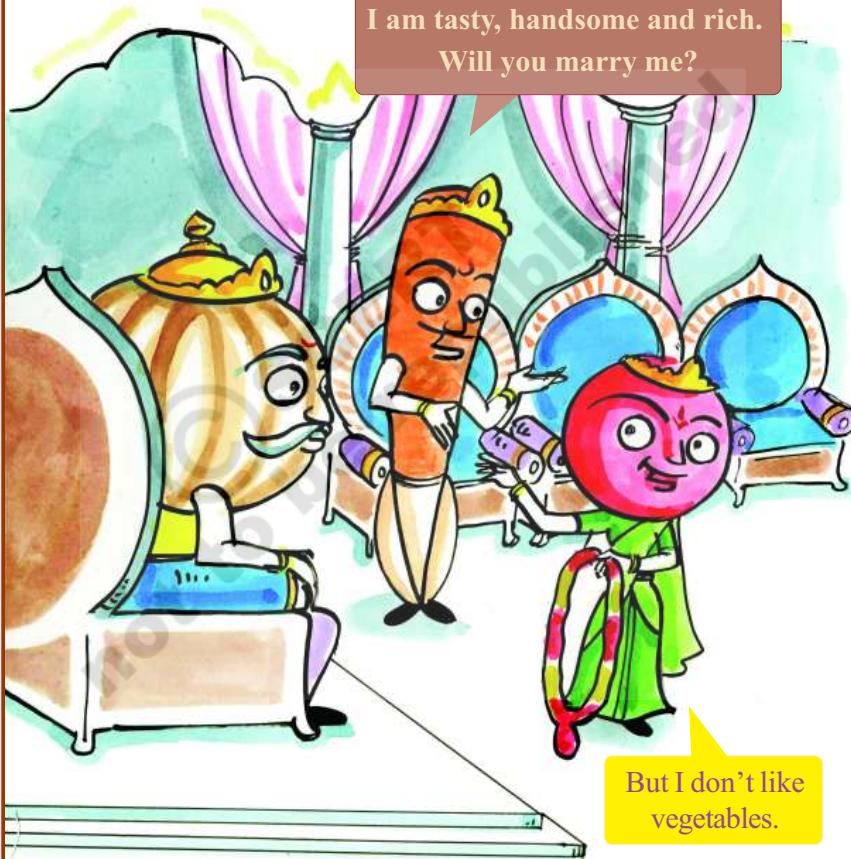




Prince Carrot comes forward...

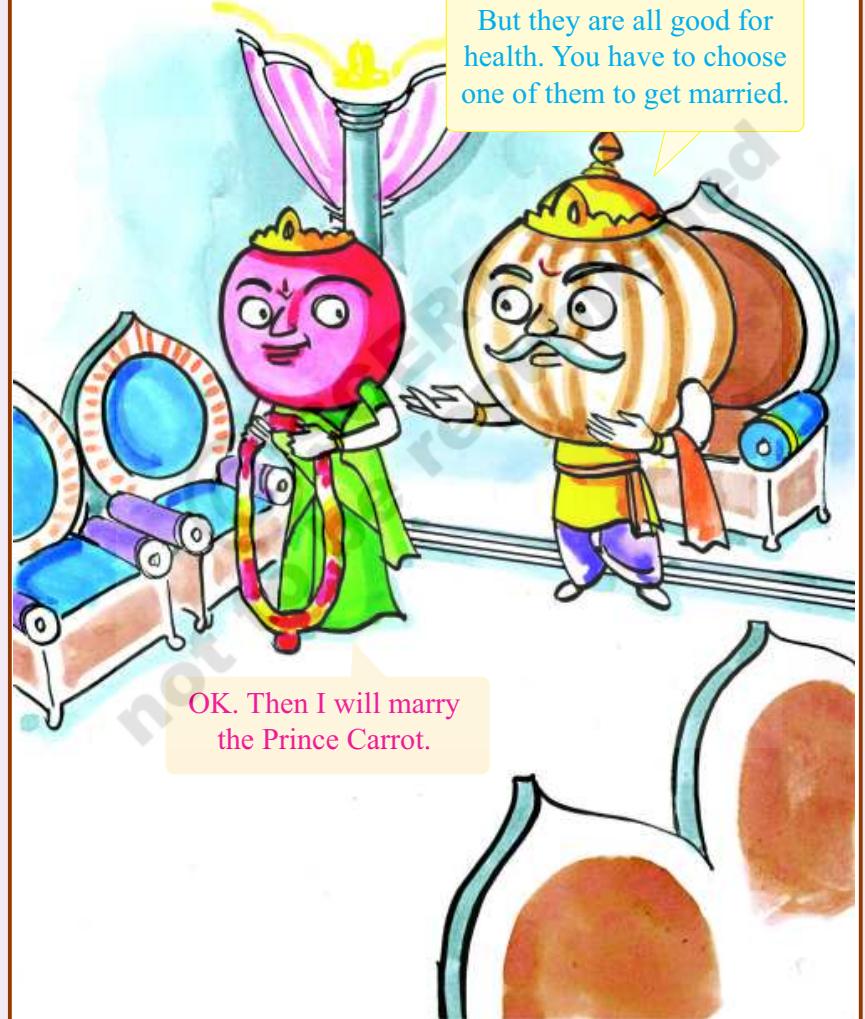
I am tasty, handsome and rich.  
Will you marry me?

But I don't like  
vegetables.



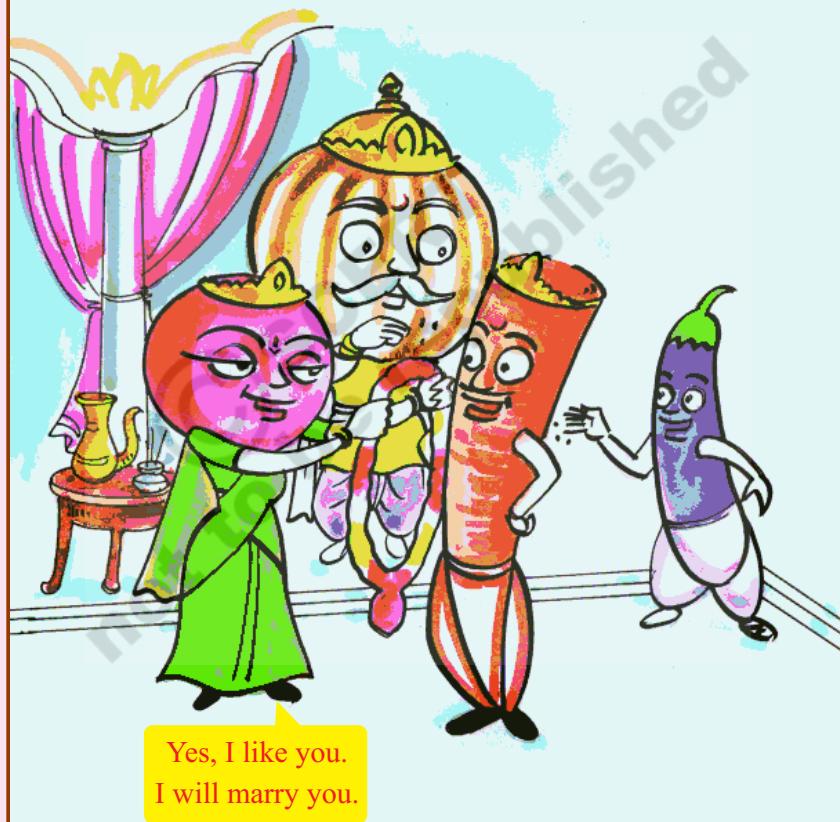
But they are all good for  
health. You have to choose  
one of them to get married.

OK. Then I will marry  
the Prince Carrot.





## Finally Princess Tomato marries Prince Carrot.



### APPENDIX

## A Note to the Teacher

The new textbooks in English have been developed basing on National Curriculum Framework (NCF) 2005 and A.P. State Curriculum Framework (SCF) AP 2011 and are in tune with Right To Education (RTE) 2009. They envisage a shift in the teaching paradigm in the sense that the focus is on knowledge and language construction rather than the reproduction of a given set of information.

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.

### Learning outcomes expected at the end of the course

We expect the learners in class 1 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 labelled 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 not linearly but in a spiral mode.

#### **The Classroom Process**

The general design of classroom transaction will be something like the following:

- I. The picture given in the beginning of the unit is meant to be used as a trigger for sensitizing the learners on the theme around which the lessons in the unit have been woven. Children can colour the picture and talk about it. The interaction based on this picture will serve as warm up for engaging the learners in the activities that follow.
- ii. The second picture in the beginning of the unit is related to the listening input given to the learners. The interaction based on the picture will help the learners comprehend the passage presented to them orally. Individual perceptions and divergent thinking on the part of the learners are the prime focus of the interaction at this stage. Let children identify the various objects in the picture and associate the objects with the graph of the words representing these objects.
- iii. This is followed by the presentation of a narrative which will further sensitize the learners on the theme. The narrative makes the major listening input for the learners. The passage for listening has been given at the end of the book. However, the teacher need not present the whole narrative solely in English. Code-switching is suggested for presenting the narrative. Certain English expressions have been highlighted which are to be narrated in English and the rest of it can be narrated in mother tongue.

The text on each page is to be elicited through the interaction that takes place in the course of the presentation of the narrative. Children will be responding in mother tongue. The teacher can put this in English and write it on a chart. She can read the text generated in this manner and help the learners associate the text written on the chart with the one printed in the textbook. This process of graphic reading is very important for the learners to develop phonemic consciousness.

#### **Graphic Reading and Writing**

Instead of the unscientific and illogical way of introducing alphabet we can make them read and write graphically. Graphic reading means reading a word and sensing its meaning without even knowing the alphabet. Graphic writing means writing something without knowing the letters in isolation but knowing its meaning in totality as a word. Graphic reading and writing help the learner pick up the vocabulary without any process conflict i.e., without any problems of spelling and pronunciation. The learners pick up the vocabulary non-consciously.

#### **Organic Reading**

The alphabet is not taught independently. Children develop phonemic consciousness through systematic spiralling of discourses which they experience through classroom interaction. After a few days of experience, learners will be at various levels with regard to skills of reading and writing:

- ◆ They can identify a number of words as units.
- ◆ Some of them can identify various English letters.
- ◆ Some of them can write a few letters of the alphabet.
- ◆ They have noticed that English letters sound differently when they appear in different words.

**NOTE: Use Teacher's Handbook for effective classroom transaction**

- ◆ We can make use of several activities before children actually enter reading a passage. The teacher can write their names on slips and ask them to pin the name slips on their clothes. The teacher herself can pin her name slip on her clothing. In the evening they are asked to keep the name slips in a box. Next day morning, they have to take their slips back and pin them on their clothes.
- ◆ Later each child can take her friend's slip and hand it over to her.
- ◆ Children can mark their attendance against the names displayed on a chart.

#### **Organic Writing**

Everyone would like to possess a good handwriting. But how to achieve this is the issue. Suppose the child undertakes writing tasks on her own because she has an urge to do so. Certainly she will try to improve her handwriting since she is doing this for herself and not for the teacher. How can we instil this urge in her? The only way to do this is to involve the child in need-based writing tasks, which are meaningful to her.

All what we have to do is to give those writing tasks that will psychologically appeal to her since she knows that by doing them she is addressing her own needs. For this she must have opportunities to see good handwriting. What are the sources for these?

- ◆ The teacher's writings
- ◆ Captions on wrappers and packets of commercial products
- ◆ Sign boards on the road side

**As facilitators we have to help children familiarize themselves with these things. A number of meaningful writing tasks can be thought of.**

- ◆ Labelling things in the classroom
- ◆ Making picture cards with labels on them
- ◆ Preparing 'Happy Birthday' cards

Utmost care is to be taken for ensuring that at no point a writing task is imposed on the learners. They must be intrinsically motivated to write down the words and sentences or to copy down what the teacher writes on the chart. Forcing them to write down these will be disastrous. In the early stages of writing children might make a number of errors such as using wrong spellings, mixing up capital letters with small letters, ignoring the conventions of writing, etc. Teachers have to appreciate their writing and should have patience enough to give them proper feedback that will help them reflect on their own writing so that they will be progressing to the next level of learning.

Sufficient time should be given for the learners to share their ideas with their peers. Whether they are reading, or constructing discourses opportunities should be provided for the learners to do the task individually as well as in groups.

Instead of asking and eliciting pre-decided responses from the learners the teacher can initiate dialoguing with the learners using a variety of strategies such as reporting, seeking confirmation, agreeing or disagreeing, asking for opinions, etc.

**NOTE: Use Teacher's Handbook for effective classroom transaction**

### **Assessment**

Language learning process is a continuous one and assessment is not an activity distinct from learning. Since learning is facilitated through group discussions, pair 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. The thrust is on formative assessment which can be interpreted as assessment for learning and assessment as learning which are distinct from summative assessment of learning. It is important that the teacher does not judge the child's nature, instead notices the inherent potential of the child as a learner in the context of his / her nature.

As has already been pointed out the development of language skills and thinking skills is taken care of by the various activities that are to be carried out in the class room such as listening to and reading authentic texts and responding to them. None of the grammatical concepts and vocabulary items is meant for de-contextualised testing as was done in our examinations; the learning of various grammatical concepts and vocabulary items are to be tested only by placing them in authentic discourse contexts. Tools available for performance assessment related to a specific unit

- ◆ Assessment page of Teacher's Lesson Plan (Teaching Manual)
- ◆ Diary containing anecdotes revealing snapshots of learner achievement
- ◆ Self Assessment tools given in the TB (e.g. English VII,V) for the use of learners.
- ◆ Student portfolio (Collection of the work done by the individual learner)
- ◆ Big books or other products evolving in groups through collaboration
- ◆ Feedback collected from parents
- ◆ Peer assessment tools (specific tools to be evolved)
- ◆ Worksheets in a specific assessment context

### **Stages of Assessment**

Let us see how the Unit Analysis is done for materialising Continuous Assessment. The following stages may be useful:

1. Identifying the modules or segments (listening, reading, exercises, etc.) to be transacted in each unit. At each stage of transaction the facilitator has to bear in mind a few questions:
  - ◆ What are the competencies addressed in this segment/unit?
  - ◆ What are the constructs (concepts, skills, processes, attitudes, etc. ) formed at this stage?
  - ◆ What activities /classroom processes are to be carried out for facilitating the construction of knowledge at each stage?
2. Using appropriate tools for assessment with specified indicators
3. Giving proper positive feedback to the learners in the form of qualitative statements
4. Recording assessment in terms of the indicators.

You should rise above the textbook and appreciate the fact that language can be taught using any /every material available in the classroom or outside the class room. The textbook is only a skeleton that represents the syllabus. The teacher should give it flesh, blood, and life by bringing into the classroom a wide variety of stimulating materials like photographs, pictures, riddles, models, art, craft, dance, and anything under the sun that facilitates teaching learning process and makes it a joyful experience. We hope you could do that.

**Happy teaching!**

**NOTE: Use Teacher's Handbook for effective classroom transaction**