



தமிழ்நாடு அரசு

# முதல் வகுப்பு

முதல் பருவம்

தொகுதி 1

# தமிழ்

# ENGLISH

தமிழ்நாடு அரசு விலையில்லாப் பாடநால் வழங்கும் திட்டத்தின்கீழ் வெளியிடப்பட்டது

## பள்ளிக் கல்வித்துறை

தீண்டாமை மனித நேயமற்ற செயலும் பெருங்குற்றமும் ஆகும்





## தமிழ்நாடு அரசு

முதல்பதிப்பு - 2018

திருத்திய பதிப்பு - 2019, 2020, 2022

(புதிய பாடத்திட்டத்தின்கீழ்  
வெளியிடப்பட்ட நூல்)

## விற்பனைக்கு அன்று

## பாடநூல் உருவாக்கமும் தொகுப்பும்



மாநிலக் கல்வியியல் ஆராய்ச்சி மற்றும்  
பயிற்சி நிறுவனம்

© SCERT 2018

## நூல் அச்சாக்கம்



தமிழ்நாடு பாடநூல் மற்றும் கல்வியியல்  
பணிகள் கழகம்

[www.textbooksonline.tn.nic.in](http://www.textbooksonline.tn.nic.in)



**ENGLISH  
STANDARD ONE  
TERM - I**





## Foreword

The Colourful world of children is full of excitement and spectacular thoughts! Their imaginative power can even attract the wild creatures to accompany them in a friendly manner. Their enthusiasm and innovative prescription can even trigger the non-living entities and enchant the poetic Tamil. It is nothing but a bundle of joy blended with emotions when you travel into their creative world.

We have tried our level best to achieve the following objectives through the new Text Books by gently holding the tender hands of those little lads.

- To tune their mind away from rote-learning and guide them into the world of creativity.
- To make the children be proud of their ancient history, culture, art and rich Tamil literature.
- To march triumphantly with confidence into the modern world with the help of Science and Technology.
- To facilitate them to extend their journey of learning beyond the text book into the world of wisdom.

These new Text Books are studded with innovative design, richer content blended with appropriate psychological approach meant for children. We firmly believe that these newly designed text books will certainly create a sparkle in your mind and make you explore the world a fresh.





## Preface

The English Language textbook has been designed to enable a fun-filled and engaging experience in learning the language. The approach allows for plenty of practice in the four language skills. It focuses on structure practice and vocabulary enrichment through a variety of language learning activities. These activities evoke interest and engaged practice in the language and thus lead to retention.

As per NCF 2005, language is learnt when it is taught with exposure in meaningful context rather than as a subject. In accordance with this, the textbook has been drafted with themes related or familiar to children. The units provide space for effective individual and pair work and thus allows the teacher to focus on time management in multi-level classrooms.

### How to use the book

- The first term English Book for Standard I has three units.
- Each unit is planned **for a month**.
- The characters **Valli and her pet Chittu** introduce the theme of each unit.
- Each unit is designed around **child friendly themes** namely pets, play and family.



#### Unit - 1

- Any language learning is meaningful, when it is put into a familiar and personalized context.
- Children like to keep dogs, cats, birds, kids etc., as **pets**. In this unit, Valli along with her pet Chittu explores the names of things she finds on her way.
- The teacher should encourage the children to **talk about their pets** and what their pets do.

#### Unit-2

- Children love to play. In this unit, children will enjoy their favourite animals playing games.
- The **comic strip**, helps children explore and talk about various games played by the animals. Teachers should encourage and lead the conversation.
  - The teacher could take this opportunity to highlight the value of **inclusion** among children as characterized by the rat in the story.
  - Colours are explored in a fun story which will appeal to children.





### Unit-3

- Parents and **family** form a **child's** first relationships.
- As children are attracted towards animals, the concept of family and young ones is introduced through animal families.
- The teacher has to talk about different types of families in the story like the **large family** of Nila, the **small family** of Abdul and **single parent family** of Mary.
- The teacher has to highlight that family is a safe-zone which nurtures **relationship, bonding, togetherness, care, love** and so on.



- Every unit starts with a **colourful, pictorial Warm Up page**.
- The **Look and Say** can be used to develop vocabulary and speaking skill.
- The letters of the **alphabet** have to be introduced in context either through a **story** or a **song**. The sounds of the letters are to be taught through **phonics**.
- Tracing strokes, curves and letters** can be used for pre writing activities.
- Word wall can be used to learn sight words and key words of each lesson.



- Circle time** provides opportunity for the teachers to teach the **language structures** through games and play.
- Circle time develops **listening** and **speaking skills**.
- The activities in the **Think Zone** can be used for promoting **higher order thinking**.
- Let us understand** can be used to move from simple to more **challenging tasks** giving guided help for comprehension.
- I can do** can be used for **oral assessment** and reading.



### Learning Outcomes

- It is a **moment of pride** for children as they colour each apple in the tree.
- This **self assessment** tool helps boost their **self confidence**.
- It is also **diagnostic page** for the teachers to ensure each student has attained the expected **learning outcomes** in each unit.



Lets use the QR code in the text books ! How ?

- Download the QR code scanner from the Google PlayStore/ Apple App Store into your smartphone.
- Open the QR code scanner application.
- Once the scanner button in the application is clicked, camera opens and then bring it closer to the QR code in the text book.
- Once the camera detects the QR code, a url appears in the screen. Click the url and go to the content page.





Ebook



Assessment



| SL. NO. | CONTENTS  | PAGE NO. | MONTH  |
|---------|-----------|----------|--------|
| 1.      | My Pet    | 77       | JUNE   |
| 2.      | Play Time | 95       | JULY   |
| 3.      | Families  | 115      | AUGUST |





## My Pet



My name is Valli.  
This is my pet, Chittu.  
Do you have a pet?







## Hello Song

Good morning to you,  
and you and you.  
Let's say hello  
As loudly as we can.  
Hello!

Good morning to you,  
and you and you.  
Let's say hello  
As quietly as we can.  
Hello!





## Let us learn

# On My Way

Hi, you are pretty!  
What is your name?

Hi, I am Daisy.

Hello Daisy, my name is Chittu.



I am Valli.  
What is your name?

I am Butterfly.

Hey, you are so colourful.



**Note to the teacher:** Talk about the names of things in the picture. Ask children to name what they can see outside the class and what they see on their way to school. The teacher will say the names. The children will identify them in the picture.





## Alphabet Jungle



The **A** is in its hill.  
**A**nt

The **B** is in its cave.  
**B**ear

The **C** is on the tree.  
**C**at

The **D** is in its house.  
**D**og

The **E** is in the forest.  
**E**lephant

The **F** is in its hole.  
**F**ox

The **G** is in the shed.  
**G**oat

The **H** is in the farm.  
**H**orse

The **I** is in the lake.  
**I**bis

**Note to the teacher:** Read out the story. Emphasize on the letters of the alphabet. Teach the ABC song and sing it with them.





## Let us write



Sing aloud.



Come little children, come to me

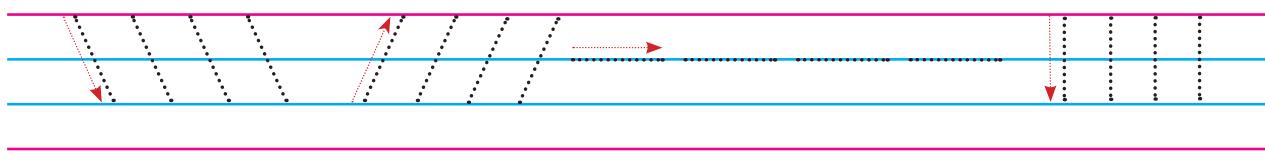
I will teach you ABC

ABCDEF G HIJK LM NOP

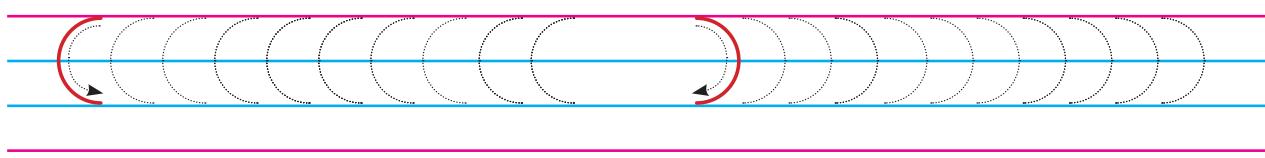
LM NOP QR ST UVW XYZ



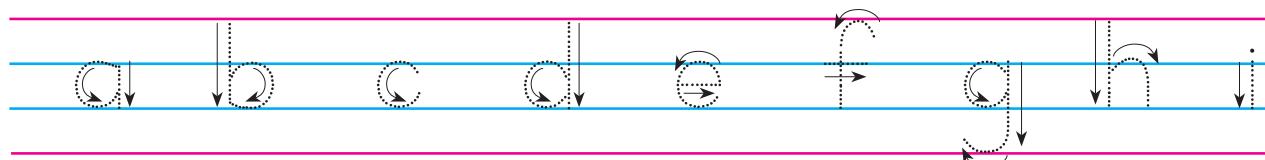
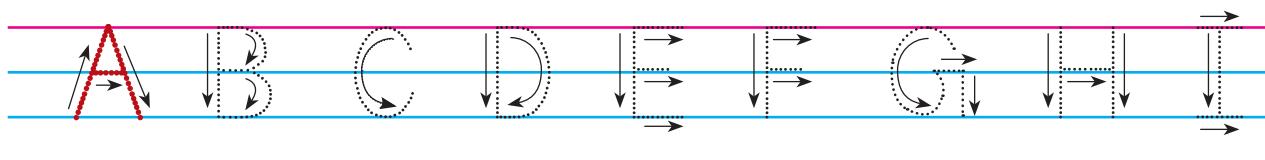
Trace the strokes.



Trace the curves.



Trace the letters.





## Look and say

light

air conditioner

projector

smartboard

door

window

laptop

girl

boy

book

stool

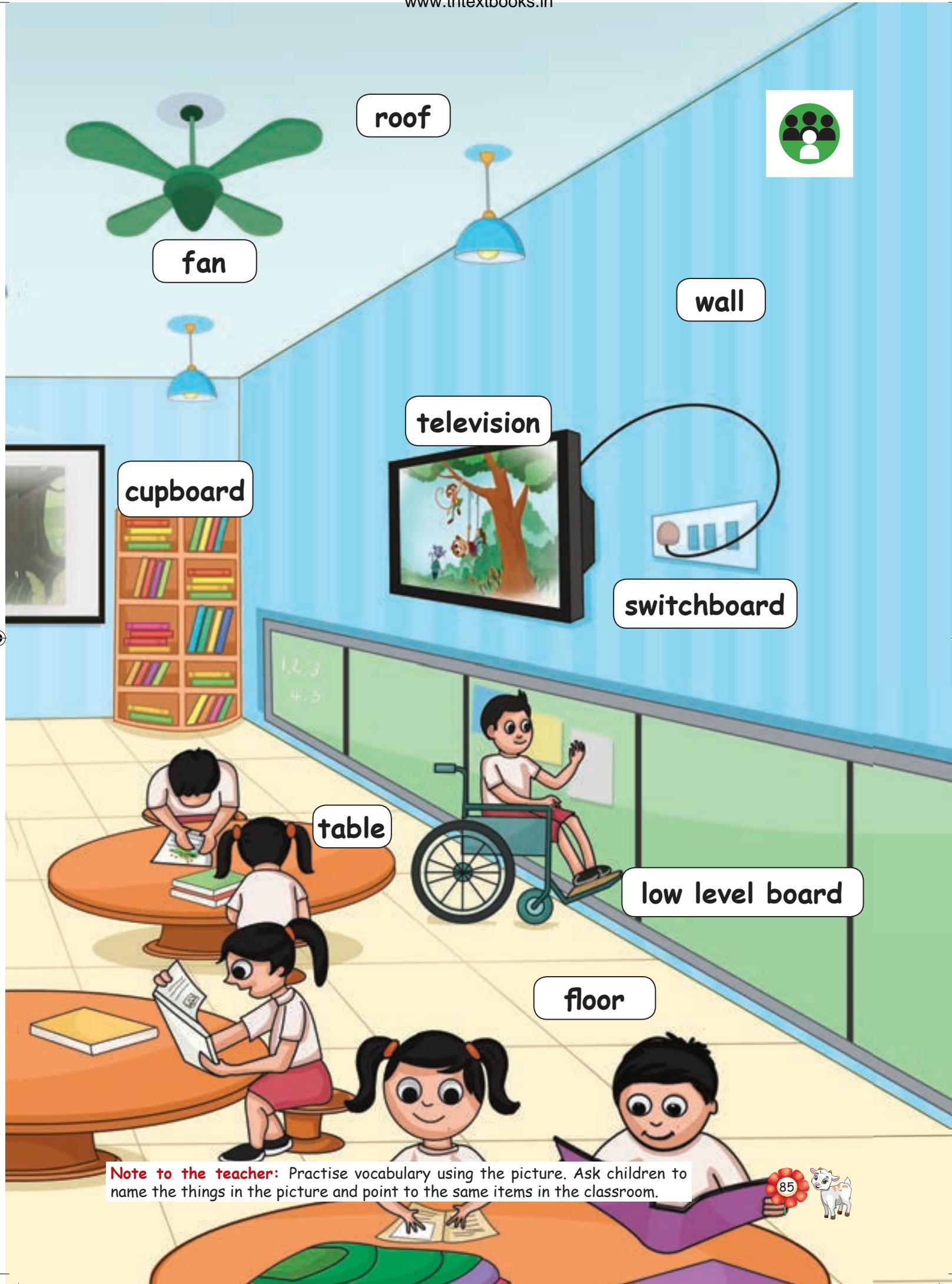
pencil

notebook

bag



84



**Note to the teacher:** Practise vocabulary using the picture. Ask children to name the things in the picture and point to the same items in the classroom.



## Circle time - Let us talk



What is it?



A

Divide the class into two groups A and B. Ask one child in group A to hold an object/picture flashcard (pen, pencil, book, notebook etc.) and the children in group A ask, "What is it?" Let Group B reply, "It is a book." Continue with other objects.



B

## Let us practise



Read aloud.

**It is a**



**It is a**



**It is a**



**It is a**



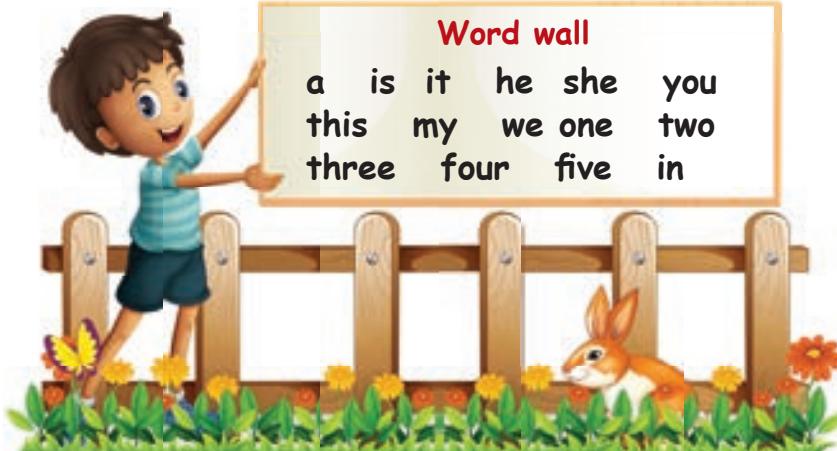
**It is a**



**It is a**



## Let us do



### Word wall activity

**Say it.... shout it....**

Display the words on the board and have them in chits.

Put the chits in a box.

Ask a child to take a word chit.

Encourage him/her to say the word aloud and let other children repeat it a few times.

Say it again and encourage children to shout out the word. Practise all the words similarly.



## Let us learn



## My Pet

Valli meets her friends on the way.

Hey Chittu, meet my friends  
Ahamed and Andy.

Hi, Valli.

Ah, who is this?

This is Chittu.  
She is a kid.  
She climbs and jumps.  
She eats grass.  
She loves fruits.  
She eats bananas,  
leaves and roots.

**Note to the teacher:** Read out the story and get children to name the things and ask their friends' names in the picture. Ask questions about their pet and allow children to respond in the home language too.





4 birds

1 Sun

2 kites

3 clouds

Valli and Chittu walk along the farm.  
They see...

5 bees





They also see

two squirrels

one cat

five dogs

four frogs

three rats

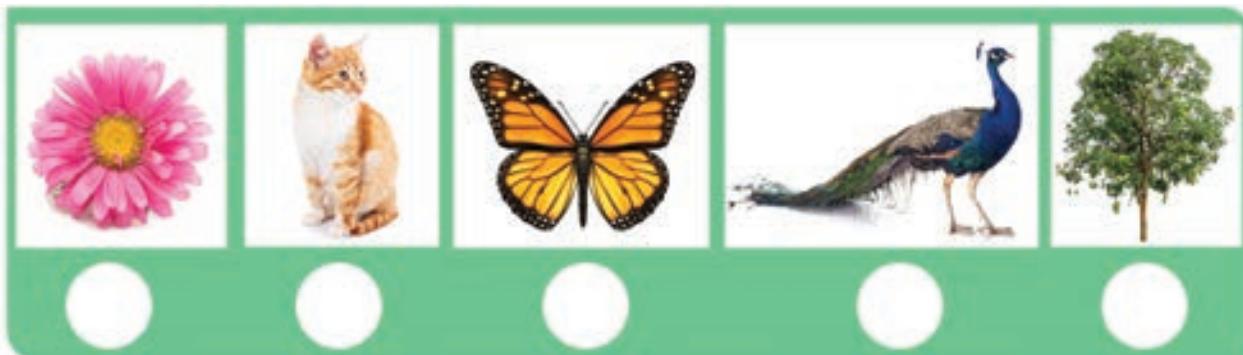




## Let us understand



Valli walks along the farm. What does she see there? Tick (✓) them.



Count and tick (✓).



three

four



one

two



two

three

Listen, think and say.

1. Do you have a pet?
2. What is your pet's name?
3. What does it eat?
4. How do you play with it?



Think Zone - Circle the odd one.

|    |  |  |  |  |  |
|----|--|--|--|--|--|
| 1. |  |  |  |  |  |
| 2. |  |  |  |  |  |





## Let us say



Listen to the sound and repeat.

a

t

p

n

Listen and say.

a  
as int  
as inp  
as inn  
as in

Blend and say.

a n ⇒ an

p a n ⇒ pan

t a p ⇒ tap

p a t ⇒ pat

a t ⇒ at

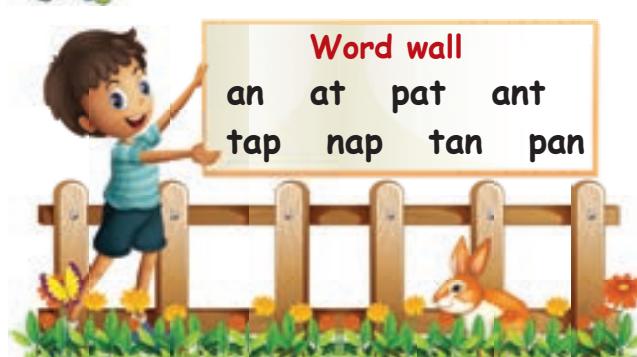
t a n ⇒ tan

n a p ⇒ nap

a n t ⇒ ant



## Let us do



**Note to the teacher:** Show the flash cards of the letters. Say the sound of each letter aloud and get children to repeat it. Say the sounds as follows:  
 a /æ/   t /t/   p /p/   n /n/



## Word wall activity

### Word Relay

Display the flashcards of words on the board.  
 Invite a child to come forward and whisper the word.  
 Let him/her say it to the class.

Make the class repeat it.

Continue with another student.

Make him/her say a new word along with the previous one.

Let the class repeat it.

Continue till all the words are practised.





## Let us practise



Read aloud.

It is an ant.



It is a tap.



It is a pan.



It is a pot.



Help the bird reach its nest. Follow and colour 'a' sound words.



pan

tan

nap

pin

bin

put

fin

pot

tap

ant

tan

nap

tan

pat

hit

hot

nap

pat

cot

tap

hat

pat

pan

ant

nap

pan

tan



Say aloud.



Ant had a nap  
on the tap  
tap... tap... tap.  
Ant had a nap  
on the pan  
pan... pan... pan.





## I can do



### I. Listen and say.

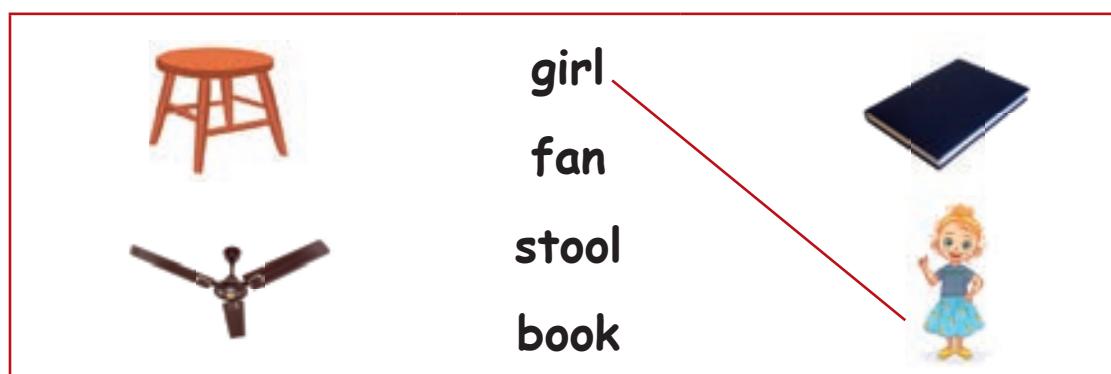
- What is your name?
- Who is Valli's pet?
- Which flower do Valli and Chittu see?



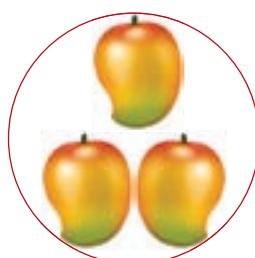
### II. Read aloud.

|               |              |
|---------------|--------------|
| ant           | pan          |
| an ant        | a pan        |
| It is an ant. | It is a pan. |

### III. Look and match.



### IV. Tick the right one.



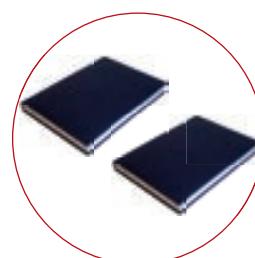
three

four



one

two



two

three

### V. Write the missing letters.

A

C

E

G

I

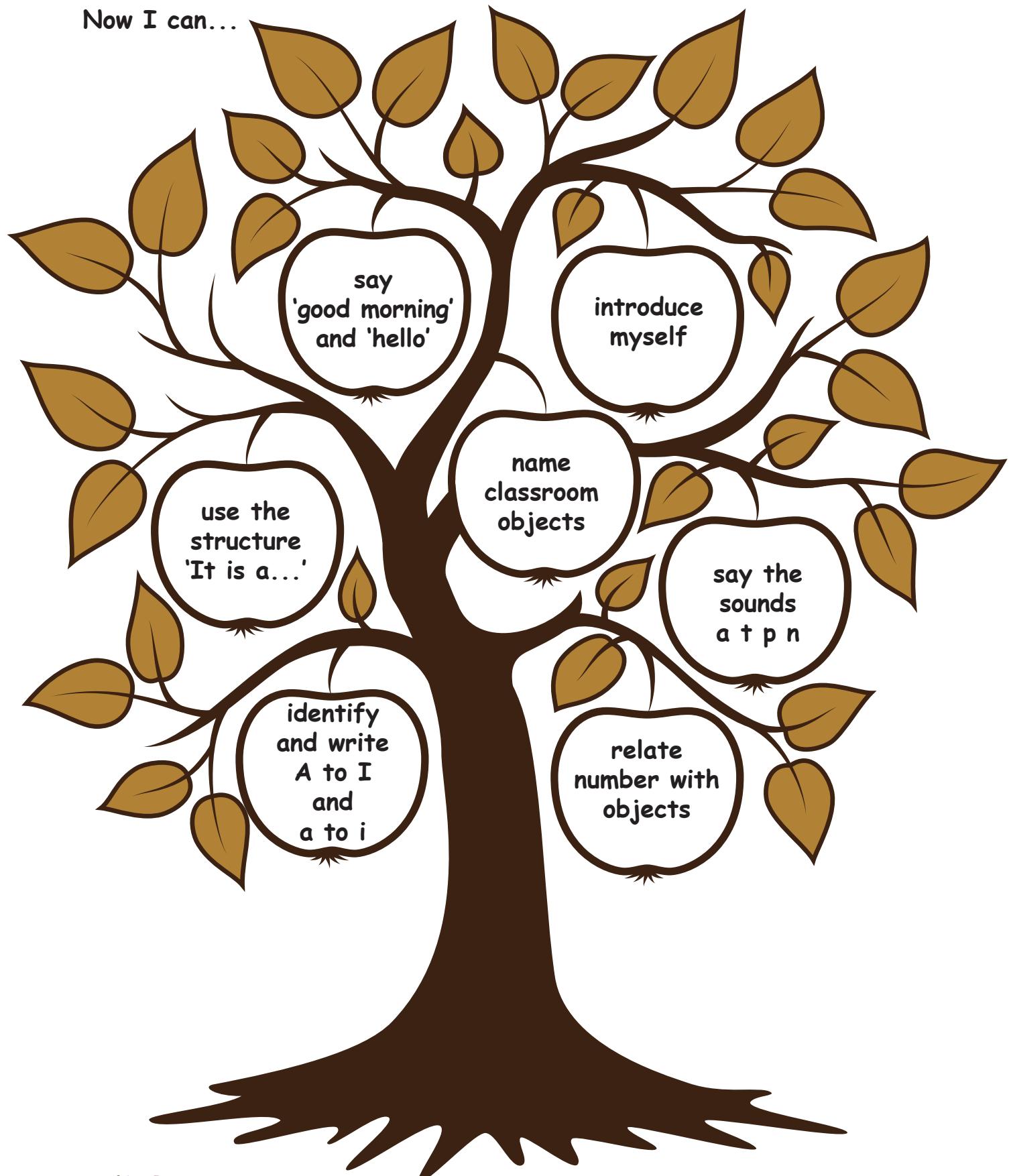
### VI. Recite any one of the poems from the lesson.





## Learning outcomes

Now I can...



**Note to the teacher:** Ask children to colour the apple when they achieve the learning outcome.



## Play Time

I like to play with Chittu.

Do you like to play with your friends?



Look and say

sky



tank

tree

kite

girl

swing

bench

bat

boy

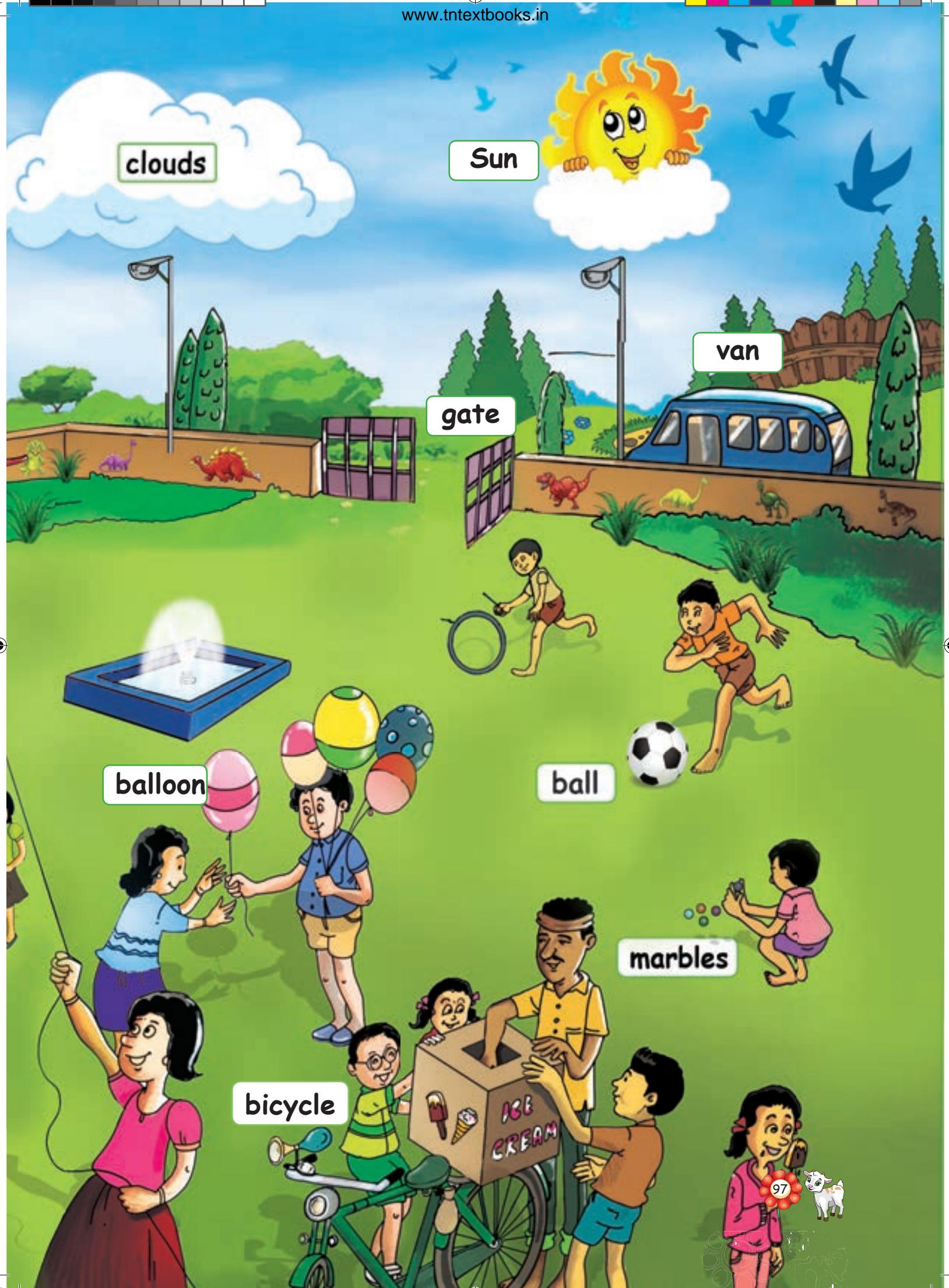
top

dog

slide

Note to the teacher: Practise vocabulary using the picture. Ask children to name the things in the picture.







## Let us sing



Clap your hands  
Stamp your feet  
Skip and run  
And turn around.



Clap your hands  
Stamp your feet  
Hop and jump  
And turn about.



Clap your hands  
Stamp your feet  
Bend and stretch  
And play a game.



Come, let us play together and have fun.



## Circle time- Let us play



Display the flashcards with pictures of toys.  
Name them and let children repeat.  
Then remove the pictures and make children recall them.





## Let us learn

# Come, Let us Play



The dogs are playing cricket. The rat wants to join.



The rabbit is flying a kite. The rat wants to join.





The monkeys are swinging on the tree. The rat wants to join.



May I play with you?

But rats cannot swing.



The frogs are playing hopscotch. The rat wants to join.



May I hop with you?

No, no, only two can play this game.





The rat is building a sandcastle. Everyone wants to join him.

I will play alone.

Hey, Look at that! A sandcastle!

Shall we join him?

The rat invites everyone to play with him.



Let us play together.

Playing together is always fun.

**Note to the teacher:** Encourage children to learn the names of different games they play. Focus on using 'sorry' in various contexts.





## Let us understand



A. Listen to the teacher and tick (✓) the correct picture. \*



B. Circle the right word.



bat / swing



marbles / ball



kite / ball



kite / swing



sandcastle / bat



bat / ball

C. Listen, think and say.

1. Who flies a kite?
2. Who has a bat?
3. Who builds a sandcastle?
4. Whom do you like in the story? Why?
5. Do you like to play alone or with friends? Why?



Think zone - Colour and show what comes next.



\* Note to the teacher: A boy plays on the swing. A girl flies a kite. Some children play hopscotch. Some children build a sandcastle.



## Alphabet Jungle



There is a **J**  A **K**  hops along the path.  
**Jaguar.** **Kangaroo**

He passes a **L**  sleeping in the grass.  
**Lion**



A **M**  climbs a tree to see a  
**Monkey**



**Nightingale.**

An **O**  looks at him.  
**Owl**

A **P**  and a **Q**  dance on a branch.  
**Parrot** **Quail**

A little **R**  runs into a hole.  
**Rabbit**

**Note to the teacher:** Teach the ABC song and sing it with them. Read it out to the children. Emphasize on the letters of the alphabet alone.

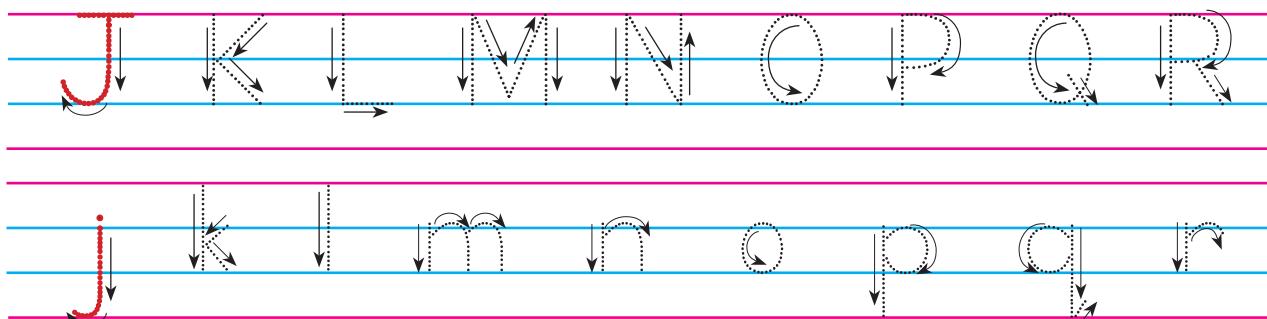




## Let us write



Trace the letters.



## Sing aloud.

Where is Kavitha?  
Please stand up  
Do a little clapping  
Sit down please.

Where is Kannan?  
Please stand up  
Do a little stamping  
Sit down please.

Tune: Where is thumbkin?

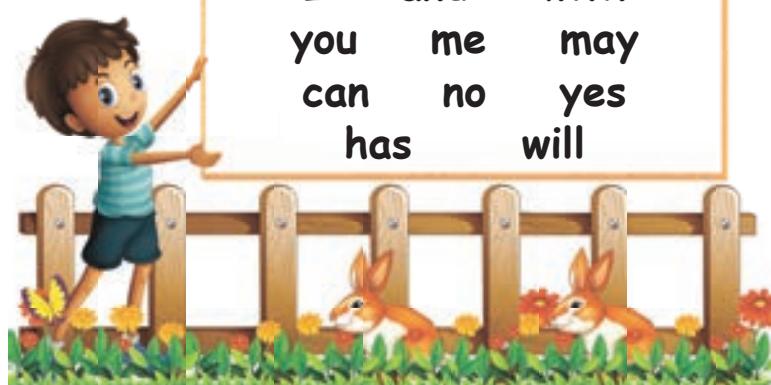


## Let us do



### Word wall

|     |     |      |
|-----|-----|------|
| I   | and | with |
| you | me  | may  |
| can | no  | yes  |
| has |     | will |



### Clap....Snap... Stamp...

Display the words on the board. Encourage children to practise the words as follows:

Say the word "you" followed by a clap.  
Say the word "you" followed by a snap.  
Say the word "you" again and stamp your foot.

Repeat the same for the other words also.



## Circle time- Let us talk



Let children stand in a circle and pass the ball. Stop passing the ball and ask "Who has the ball?". Make the class say, "\_\_\_\_\_ has the ball", using the name of the child who has the ball. The child with the ball keeps quiet.



### Let us practise



has a kite.



has a bat.



## Let us do together



What do you play with? Draw it.

Name your friend's toy.  
My friend has a \_\_\_\_\_.

### Think zone - Circle the odd one.



1.



2.





## Let us say

Listen to the sound and repeat. \*



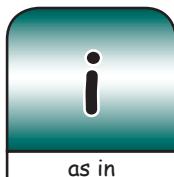
i    s    b    d    l    c    h

Listen and say



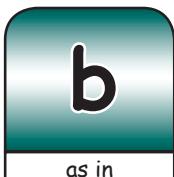
s

as in



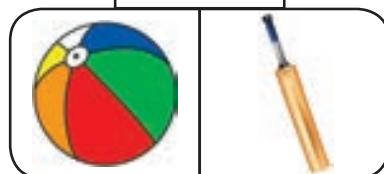
i

as in



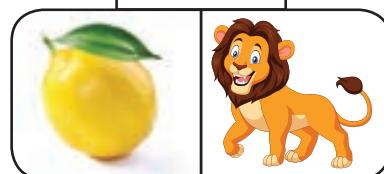
b

as in



I

as in



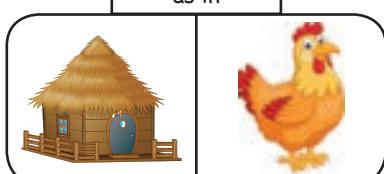
d

as in



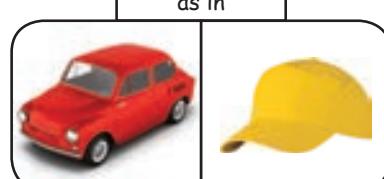
h

as in



C

as in



Blend and say aloud

h i p ⇒

hip

t i p ⇒

tip

d i p ⇒

dip

s i t ⇒

sit

h i t ⇒

hit

l i t ⇒

lit

d i n ⇒

din

b i n ⇒

bin

t i n ⇒

tin



**Note to the teacher:** Show the flashcards of the letters. Say the sound of each letter aloud and get children to repeat it. Say the sounds as follows: i /I/    s /s/    b /b/    d /d/    l /l/    c /k/    h /h/.





## Let us do

### Word wall



## Let us practise

### Say aloud

This is a **pin**.



This is a **nib**.



This is a **lid**.



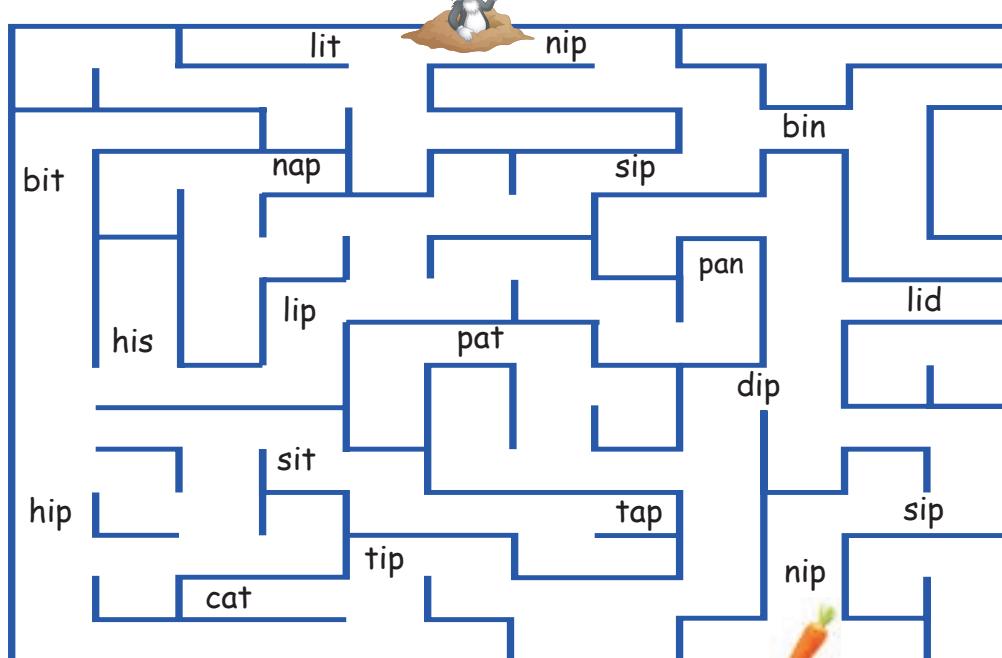
Is it a pin?  
No, it is not.  
Is it a bin?  
No, it is not.



Is it a fin?  
No it is not.  
Is it a tin?  
Yes, it is.



Help the rabbit to reach the carrot. Follow the **ip** words.





## Let us learn

# The Magic Fish



It is a big sea. All the sea animals are white. There comes a colourful fish.





The dolphin wants blue. The magic fish shares it.

Blue suits you well.

Thank you magic fish.

The crab wants red. The magic fish shares it.

Am I beautiful like you?

Yes. You are very beautiful.



The seahorse wants yellow. The magic fish shares it.

You are so pretty.

Thank you so much.

The star fish wants green. The magic fish shares it.

Green looks good on you.

You made me so. Thank you.



110

All the animals are colourful now. The sea is happy.

You look very colourful.

Thank you.

Are you happy?

Yes, we are very happy.

Sharing is caring.

**Note to the teacher:** Encourage children to learn the names of different colours.  
Focus on using 'thank you' in various contexts.





## Let us follow

Circle any three things that you share with your friend.



Talk with your friend. Does your friend have the same list?

Yes  No

How do you feel when you share? Colour or

## Tick the correct magic word.



When you get a gift,  
what will you say?

Sorry  Thank you



When you break a glass,  
what will you say?

Sorry  Please

**Note to the teacher:** Discuss the use of magic words like thank you and sorry. Encourage children to talk about the pictures and the use of magic words in this context.



## Let us do

### Word wall

bat ball kite marble  
top balloon red  
yellow green white blue



### I spy... You say...

Display the words on the board.

Choose any word and say the first and last letter of that word.

Eg. I spy a word starting with 'k' and ending with 'e'.

Encourage children to guess and shout out the word.

Practise all the words similarly.



## I can do

I. Listen to the teacher and circle the correct picture. \*



II. Tick (✓) the correct colour.



blue  red



white  red



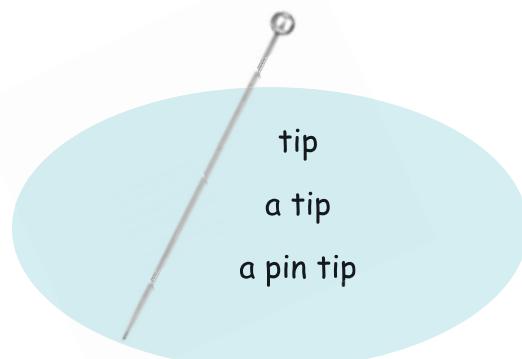
blue  green



yellow  white

III. Recite any one of the poems from the lesson.

IV. Read aloud.



V. Write the first letter of the picture.



---

---

---



---

---

---



---

---

---



---

---

---

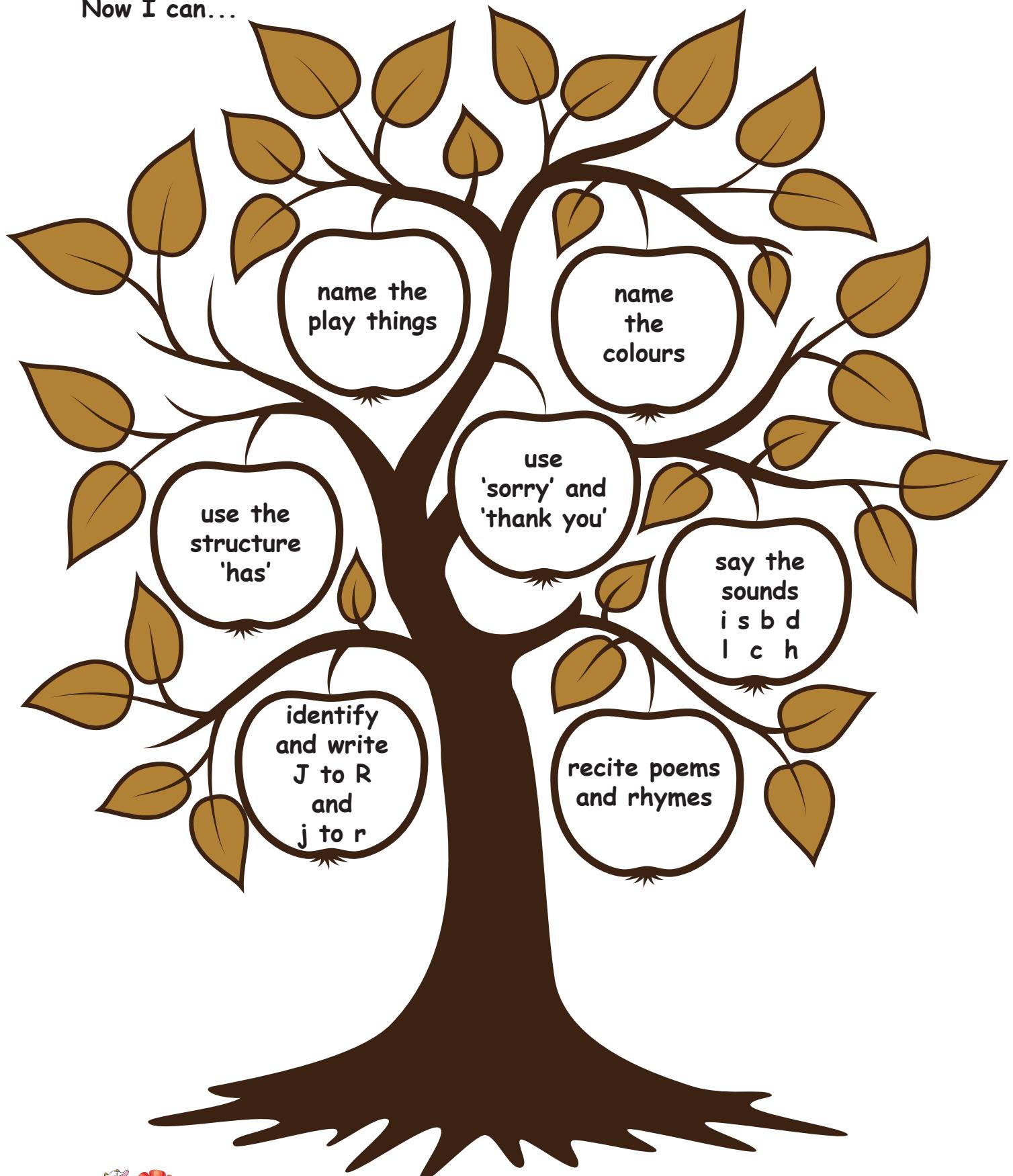
\* Note to the teacher: The rabbit is flying a kite.





## Learning outcomes

Now I can...



**Note to the teacher:** Ask children to colour the apple when they achieve the learning outcome.



## Families



I love my family.  
My family loves me.





## Let us sing

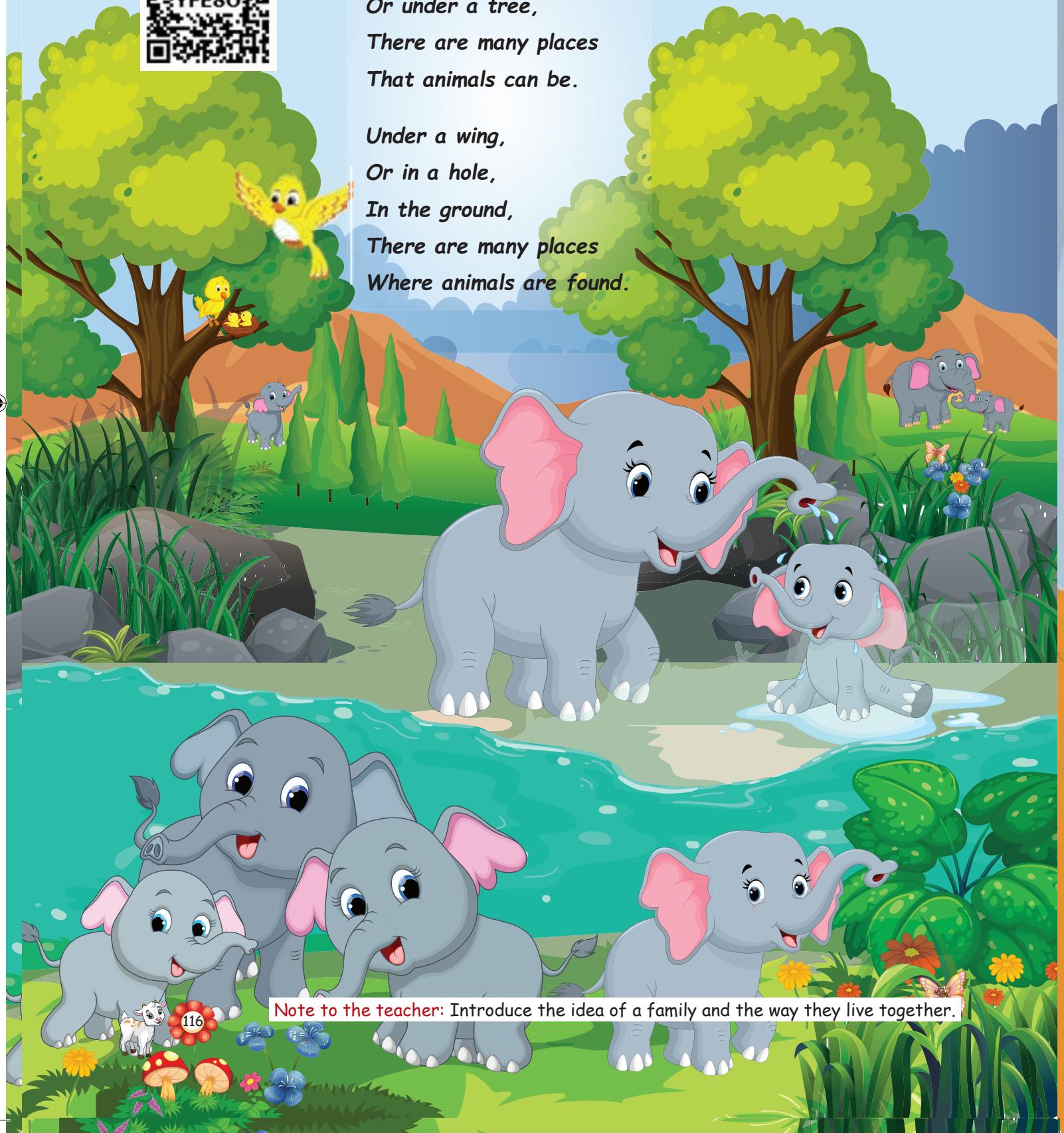


What do you see in this picture? Tell your friend.



In a nest,  
On a branch,  
Or under a tree,  
There are many places  
That animals can be.

Under a wing,  
Or in a hole,  
In the ground,  
There are many places  
Where animals are found.



Note to the teacher: Introduce the idea of a family and the way they live together.



## Let us learn

# My Family and Friends



I am Nila.

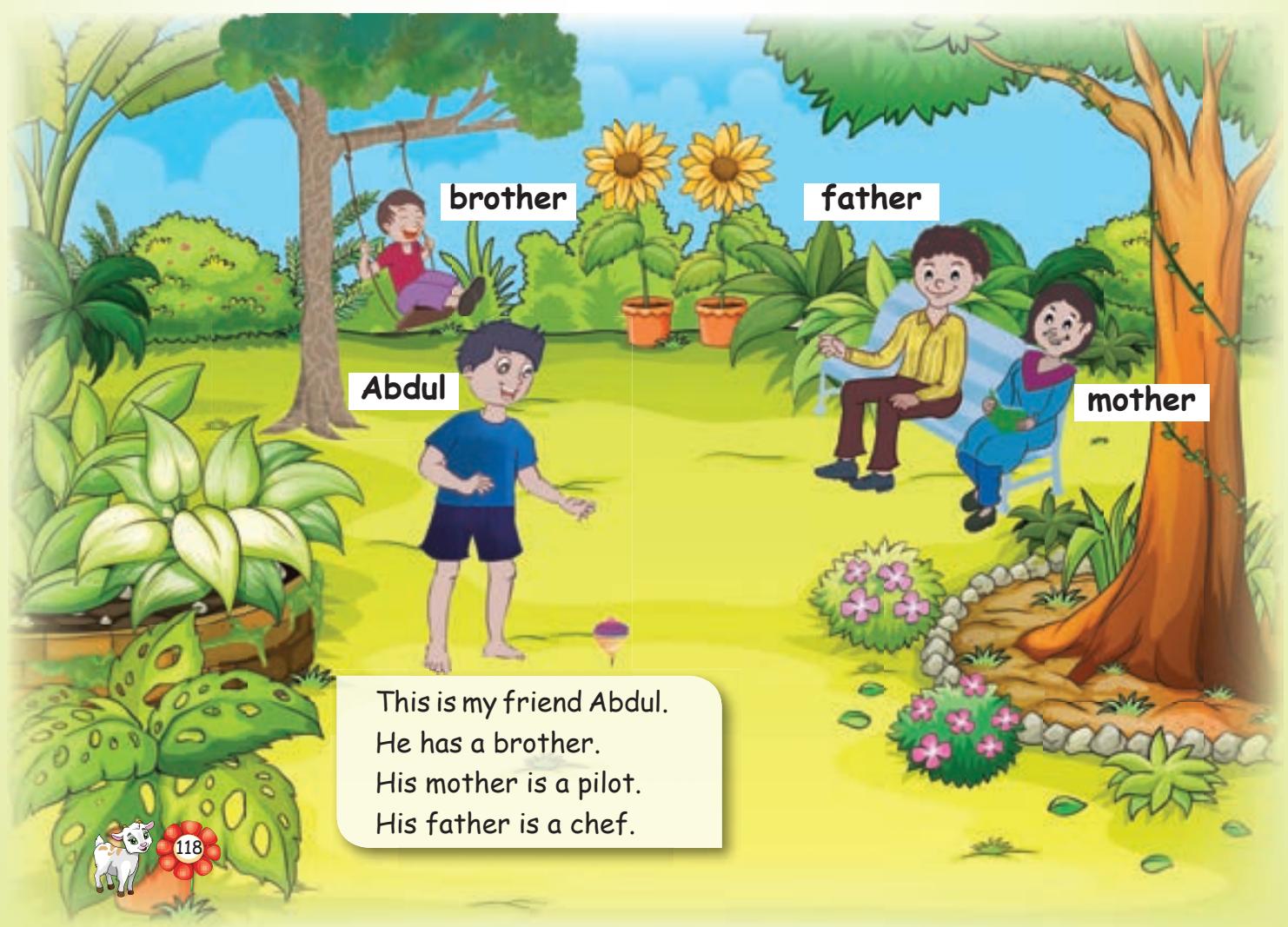
I live in Salem.

I call my father Appa.

I call my mother Amma.

My sister's name is Meenu.







Abdul, Sam, Mary and I play together.  
We are friends.  
We have fun together.



### Our friends and family make us happy.

**Note to the teacher:** Encourage children to point out the various members of the family as you call them out. Make them follow the text and ask questions "Is it a big family?" and so on.

Think zone - What comes next?



|    |   |   |   |   |   |  |
|----|---|---|---|---|---|--|
| 1. | M | N | M | N | M |  |
| 2. | A | C | E | G | I |  |





## Let us sing



### Different Families



Families are different.

How many are there in a family?

Two or four,

Five or six or more?

I have a family

You have a family

We all have families

But families can be different.

#### Listen and repeat

My family helps me.

My family loves me.

My family takes care of me.

My family keeps me safe.



#### Circle time- Let us talk

Encourage children to talk about their family and what they do together at home. In conversation, introduce the vocabulary for relationships: mother, father, grandpa etc., and ask their names.





## Let us understand



### 1. Write T for True / F for False in the box.



Nila's grandpa reads the newspaper.



Abdul's father is a pilot.

### 2. Tick (✓) the correct one.



big family

small family



big family

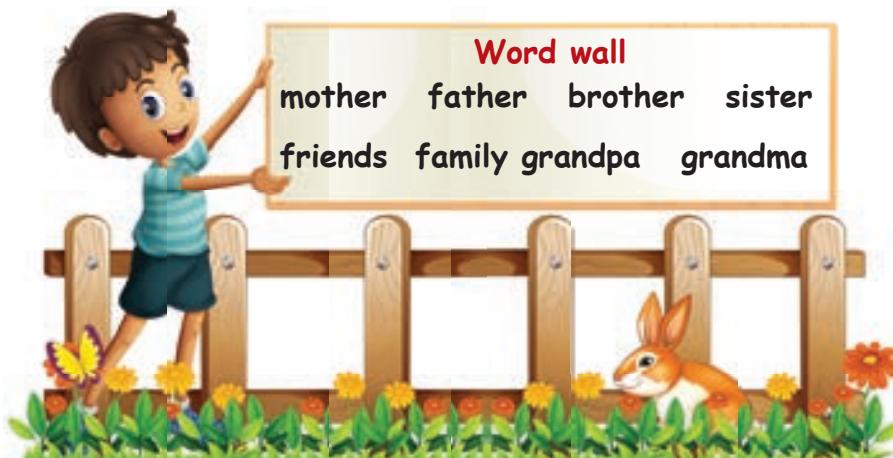
small family

### 3. Listen, think and say.

- Who cleans the window?
- Who plays on the swing?
- Whose father is a chef?
- How many people are there in Mary's family?
- Is your family big or small?



## Let us do



Display the flashcards with pictures of family members.

Make children look at them.

Remove them.

Encourage children to recall the names of the picture.





## Alphabet Jungle



The **S**quirrel has a baby. The **T**iger has a cub.

**Squirrel****Tiger**

The **U**pupa has a chick in the hole of a tree.

**Upupa**

The **V**ulture chick lives high up on the rock.

**Vulture**

Baby **W**olf is a pup. Baby **X**ox is a cub.

**Wolf****foX**

Baby **Y**ak is a calf and baby **Z**ebra is a foal.

**Yak****Zebra**

**Note to the teacher:** Teach the ABC song using QR code and sing it with them. Read out the story. Emphasize on the letters of the alphabet.

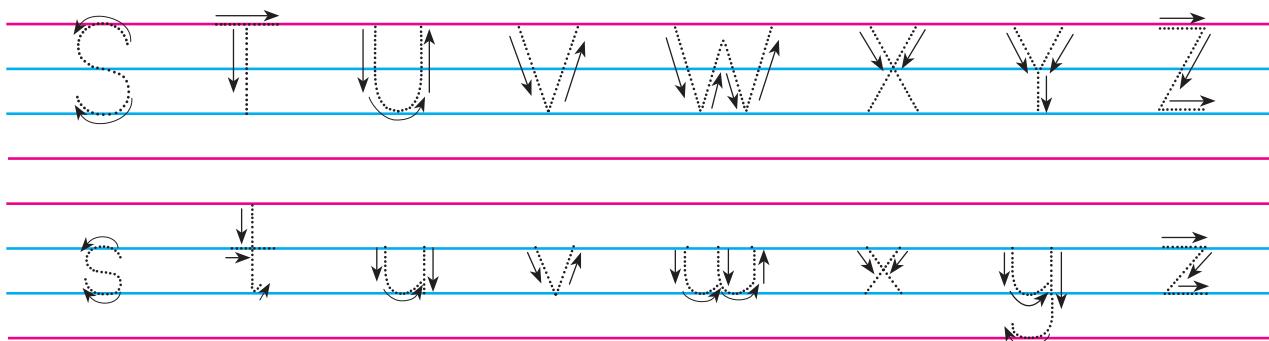




## Let us write



Trace the letters.



## Let us do



### Word wall



Display the words given in the word wall on the board.

Practise the words by asking as many questions as possible.

Eg: "Is this your pen?"

Practise all the words similarly.



## Think Zone - What comes next?



|     |     |     |     |     |  |
|-----|-----|-----|-----|-----|--|
| CAT | TAC | BAT | TAB | PAT |  |
| HEN | PEN | HAT | PAT | HIT |  |





## Let us sing



dance



eat



## Let us do together

### What are they doing?

Hop a little, jump a little  
one, two, three.



jump

Run a little, skip a little  
tap one knee.  
Bend a little, stretch a little  
nod your head.  
Yawn a little, sleep a little  
in your bed.



smile



sleep



clean

cry



What can they do? Discuss with your friend and colour the boxes.

|  |     |       |       |       |
|--|-----|-------|-------|-------|
|  | cry | laugh | speak | fly   |
|  | fly | read  | hop   | sing  |
|  | run | jump  | sleep | write |



## Let us say



Listen to the sound and repeat. \*

e      o      k      g      f      m      r

Listen and say.

|   |  |  |
|---|--|--|
| <b>e</b><br>as in<br>     | <b>o</b><br>as in<br>     | <b>k</b><br>as in<br>    |
| <b>f</b><br>as in<br>  | <b>g</b><br>as in<br>  | <b>m</b><br>as in<br>  |
| <b>r</b><br>as in<br>  |  |  |

Blend and say aloud.

|       |     |       |     |       |     |
|-------|-----|-------|-----|-------|-----|
| s e t | set | n e t | net | l e t | let |
| g e t | get | p e t | pet | m e t | met |
| l o g | log | j o g | jog | f o g | fog |
| n o d | nod | g o d | god | r o d | rod |

\* Note to the teacher: Show the flashcards of the letters.

Say the sound of each letter aloud and get children to repeat it.

Say the sounds as follows: e /e/   o /o/   k /k/   g /g/   f /f/   m /m/   r /r/.





## Let us do



## Word wall



### Roll and Read

Divide the class into groups.

Select the leader for each group.

Ask the leader to roll the dice to get a number from 1 to 6

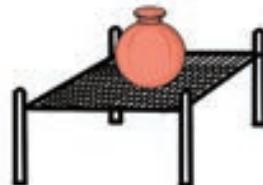
The children in the group read out the words for the number given in the word wall.

## Let us practise



**Read aloud.**

a pot  
a hot pot  
a hot pot on the cot



Ben has a hen.  
Ben fed a hen.  
Ben fed a red hen.  
Ben fed ten red hens.



It is a net.



It is a dog.



It is a hen.



It is a mop.



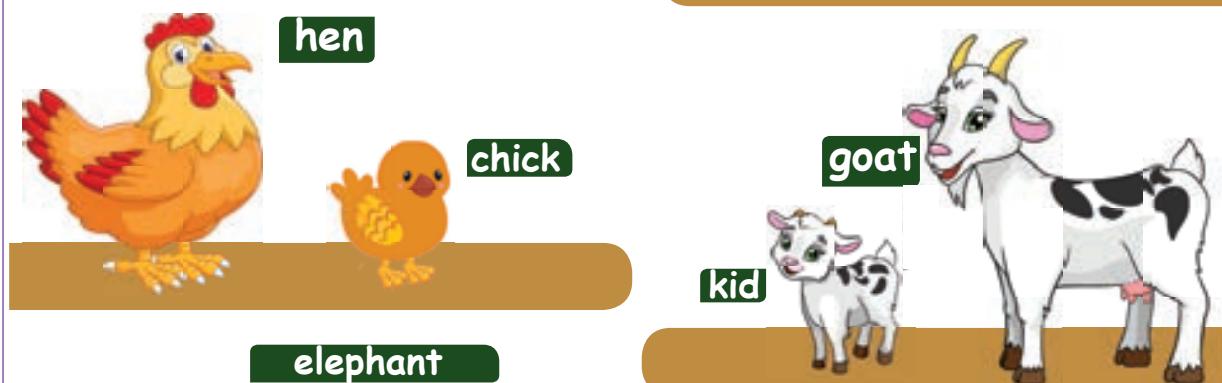
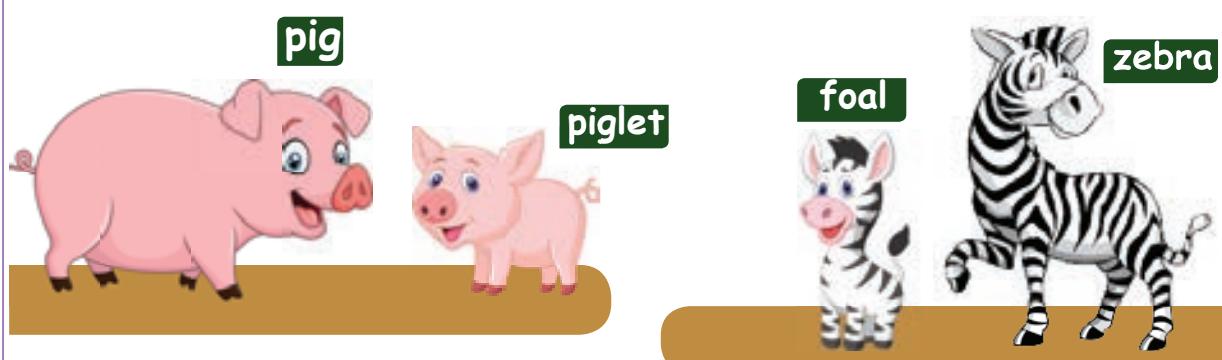
**Say aloud.**

Shake your hand a a a  
Shake your leg e e e  
Shake your hips i i i  
Shake your body o o o  
Shake your thumb u u u





## Let us learn



### Circle Time - Let us play

Divide the class into two groups.

Distribute the picture cards of young ones to one group and the picture cards of mothers to the other group.

Allow the young ones to find their mothers.



## Let us sing



This is the way  
We dig the ground,  
dig the ground, dig the ground.  
This is the way  
We dig the ground,  
Early in the morning.



This is the way  
We plant the seeds,  
plant the seeds, plant the seeds.  
This is the way  
We plant the seeds,  
Early in the morning.





This is the way  
We water the plants,  
water the plants, water the plants  
This is the way  
We water the plants,  
Early in the morning.



This is the way  
We grow the plants,  
grow the plants, grow the plants.  
This is the way  
We grow the plants,  
Early in the morning.



**Note to the teacher:** Encourage children to sing the rhyme with actions.





## Let us understand



1. Tick (✓) the correct young ones.

a



b



c



2. Choose the correct name and colour.



cub    kid    calf

cub    kid    calf

cub    kid    calf

3. Listen, think and say.

1. Who digs the ground?
2. When do they plant the seeds?
3. What do they do with water?
4. What do they see?
5. Do you water plants?





## I can do

### I. Read and tick the word.



It is a  .

pig

duck

lion

It is a  .

foal

piglet

chick

It is a  .

duckling

chick

kid

### II. Match the picture with the action word.

|   |       |
|---|-------|
|  | eat   |
|  | clean |
|  | dance |

### III. Recite any one of the poems from the lesson.





#### IV. Write the missing letters.



|   |   |   |   |   |   |
|---|---|---|---|---|---|
| t | f | z | y | w | u |
|---|---|---|---|---|---|

\_\_iger



\_\_pupa



\_\_olf



\_\_ox



\_\_ak



\_\_ebra



#### V. Listen and tick Yes / No.

1. I have a grandmother. - Yes  No
2. I have two brothers. - Yes  No
3. My family is a big family.- Yes  No
4. I play with my friends. - Yes  No

#### VI. Read aloud.

a hen



a red hen



a red hen and her ten eggs



a pen



a blue pen



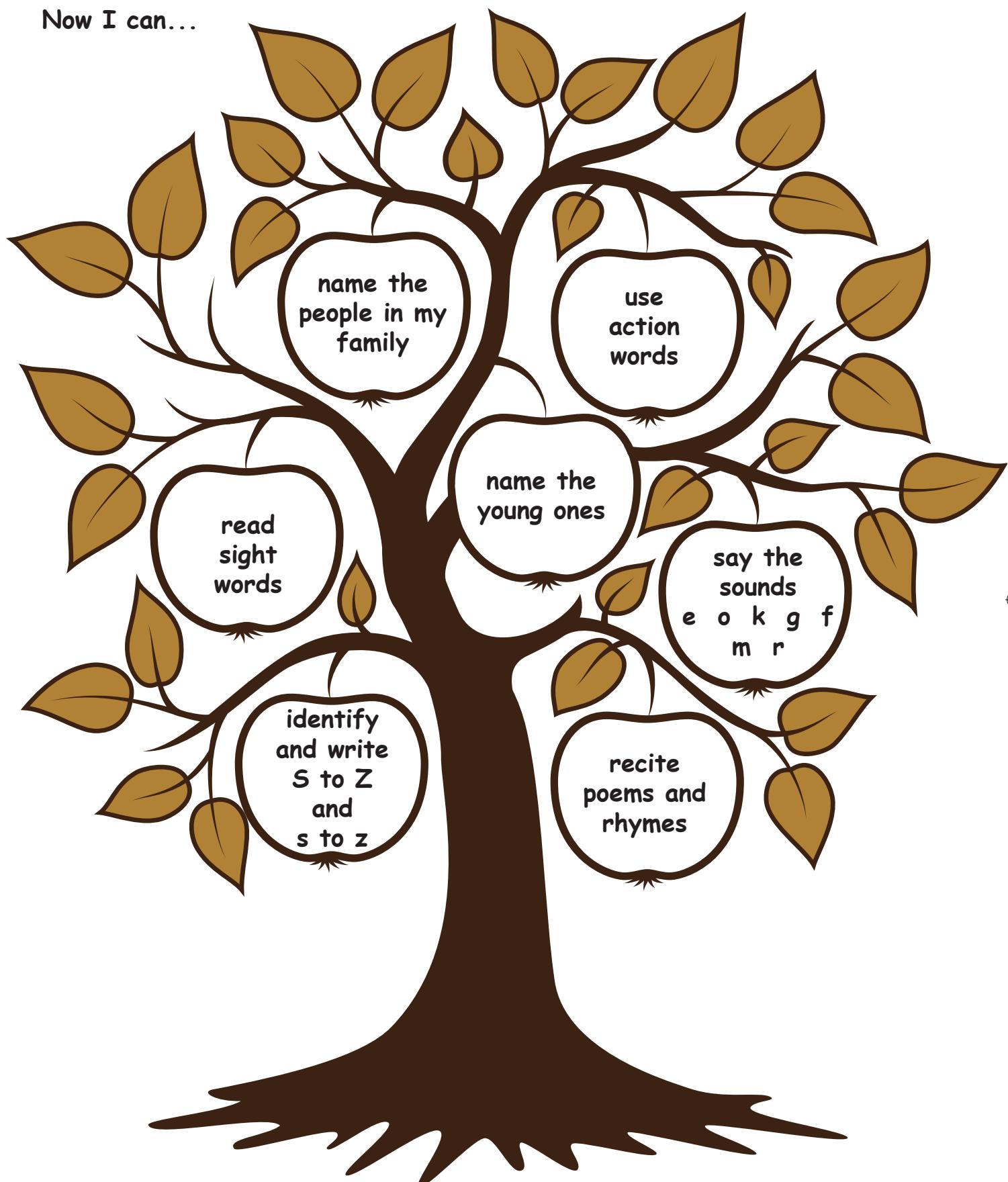
a blue pen on the bed





## Learning outcomes

Now I can...



**Note to the teacher:** Ask children to colour the apple when they achieve the learning outcome.





## Primary English – Class 1

### List of Authors and Reviewers

#### **Advisory Committee**

Uma Raman  
Executive Committee Member , Vidyodaya School, Chennai

#### **Reviewers**

Dr. V. Saraswathi  
Professor of English (Retd),  
Department of English, University of Madras, Chennai.

#### **Domain Experts**

Sumathi Sudhakar  
Programme Director ( Education),  
Sriram Foundation, Mylapore.

#### **Academic Coordinators**

1. Vimala Devi T  
Lecturer, Lady Willingdon Capus,  
DIET, Chennai
2. Arthi U  
B.T. Asst., G.GHSS,  
Madhuranthagam, Kanchipuram
3. Sudha V  
B.T. Asst., PUMS,  
Samanthipuram, Kanchipuram

#### **Authors**

1. Rajenna Begum B  
BRTE, Kattankolathur, Kanchipuram
2. Susy K.K  
BRTE, Egmore, Chennai
3. Suresh Kumar C  
BRTE, Kattankolathur, Kanchipuram
4. Saraswathi M  
SGT PUMS, Katankolathur, Kanchipuram
5. Sasikala V  
SGT, Sannathi Aided Primary School,  
Vandavasi, Thiruvannamalai.
6. Sathyaraj M  
B.T. Asst., GHSS, Chakkaramallur, Vellore
7. Dhyananth K B  
B.T. Asst., GBHSS, Udumalaipet, Tiruppur
8. Rajeshpandi M  
B.T. Asst., GHS, Maravarperungudi, Aruppukottai.
9. Amudhan R  
SGT, ADWPS, Parigam, Kallakuruchi.
10. Sri Devi G  
B.T. Asst., GHS, Gunduperumbedu,  
Sriperumputhur.
11. Sri Priya R  
B.T. Asst., GBHS, Sriperumputhur.
12. Lakshmi Venkataraman  
Madhi Foundation, Chennai

## **Art and Design Team**

#### **Illustration**

Parmeswaran A  
PUMS, Pozhichalur, Kanhipuram

Durai D  
PUMS, Paarivaakam, Poonamallee, Tiruvallur

Yesudoss G  
GHS, Indhalur, Chithamur, Kanchipuram

Magarasi M  
PCKGGHSS, Kodambakkam, Chennai

Balaji K  
GHSS, Thirumullaivasal, Nagappatinam

John Raja M  
SGT, PUPs, Venkatesapuram, Kattumannarkoil, Cuddalore

Gopinath R  
SGT, PUMS, Rajakuppam, Gugiyattam, Vellore

Anandakumar A  
GHSS, Thiruvannamalai

Ramakrishnan G  
GGHSS, Nungumbakkam, Chennai

Veeravel Murugan K  
ADWHS, Bhuvanagiri, Cuddalore

Art Teachers,  
Government of Tamil Nadu.

Students,  
Government College of Fine Arts,  
Chennai & Kumbakonam.

#### **EMIS Technology**

##### **R.M. Satheesh**

State Coordinator Technical,  
TN EMIS, Samagra Shiksha.

##### **K.P. Sathya Narayana**

IT Consultant,  
TN EMIS, Samagra Shiksha

##### **R. Arun Maruthi Selvan**

Technical Project Consultant,  
TN EMIS, Samagra Shiksha

#### **Inhouse**

#### **Graphics & Layout**

Kamatchi Balan Arumugam  
Balaji J  
Kathir A  
Rajesh Kumar S

#### **QC**

Gopu Rasuvel  
Karthik Kalaiarasu

#### **Co-ordination**

Ramesh Munisamy

This book has been printed on 80 G.S.M.  
Elegant Maplitho paper.

Printed by offset at: