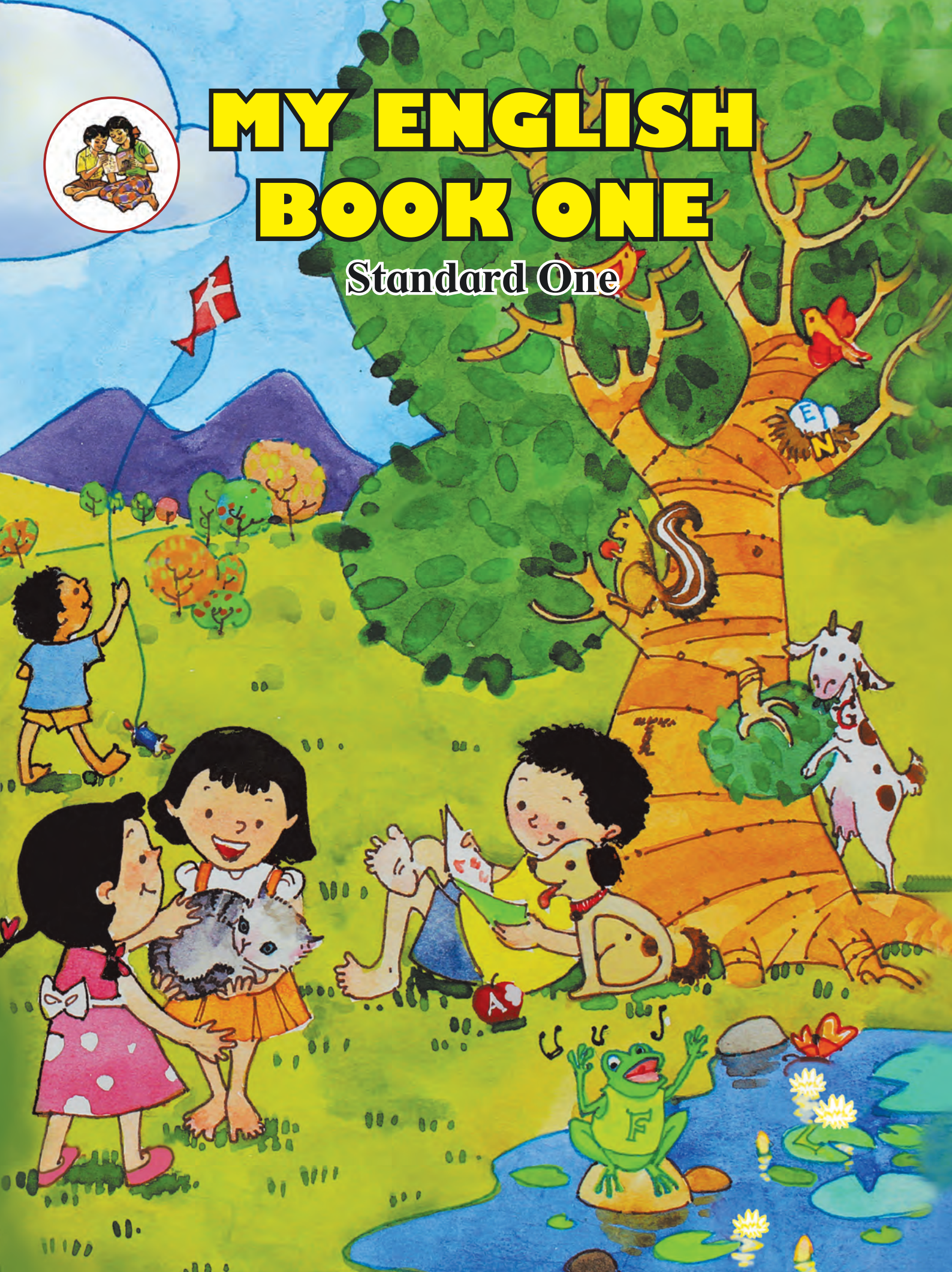

MY ENGLISH
BOOK ONE
Standard One

The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India–

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

(k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

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

MY ENGLISH BOOK ONE

STANDARD ONE



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

L1UYHP

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

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The Constitution of India

Preamble

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

JUSTICE, social, economic and political;

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

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

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

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

NATIONAL ANTHEM

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

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

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

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

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

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

PLEDGE

India is my country. All Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

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

Preface

Dear Children,

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

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

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

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

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



Pune
Date : 16 May 2018
Indian Solar Year :
26 Vaishakh, 1940

(Dr Sunil Magar)
Director
Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

For the Teachers

(1) We are introducing English language in Standard One through simple language and variety of activities by which we focus on to develop the interest and confidence of English language among the children.

(2) Practise the rhymes and songs with rhythm and actions with proper pronunciations, throughout the year.

(3) Practise the greetings, requests, commands and simple instructions for conversation according to situations in pair or group work.

(4) Prepare various types of teaching aids and models to enrich the vocabulary of the children and give visual exposure to the children as well.

(5) Encourage the children to use simple words, phrases, expressions in English, regularly inside and outside the classroom.

(6) Help the children to develop their reading and writing skills through preparatory activities.

(7) Conduct various types of activities and language games throughout the year for the reinforcement of learning with fun / joy.

(8) Revise all the activities at the end of each unit.

(9) For reinforcement, fun time activities have been included at the end of every unit.

(10) Use e-learning material to develop language skills.

(11) Use simple and easy, maximum English language in and around the classroom. Mother tongue of the children can be used if necessary.

(12) Use simple instructions while teaching.

(13) It is not expected that the children always give responses in complete sentences. Accept verbal and non-verbal responses too.

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

Listening 

Speaking 

Reading 

Writing 

Conversation 

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

My English Book One - Standard One - Learning Outcomes

Suggested Pedagogical Processes	Learning Outcomes
The learner may be provided opportunities in pairs/groups/ individually and encouraged to– • name common objects such as– man, dog etc. when pictures are shown • use familiar and simple words ('bat', 'pen', 'cat') as examples to reproduce the starting sound and letter (/b/, /p/, /k/ etc) • develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts • sing or recite collectively songs or poems or rhymes with actions • listen to stories, and humorous incidents and interact in English or mother tongue (home language) • ask simple questions like names of characters from the story, incidents that he/she likes in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.) • draw or scribble pictures and images from the story as preliminary to writing • respond in mother tongue (home language) or English or sign language or non-verbal expressions what he/she has understood in the story or poem • listen to instructions and draws a picture • Use greetings like "Good morning", "Thank you" and have polite conversations in English such as "What is your name ?", "How are you ?" etc. • Say 2-3 sentences describing familiar objects and places such as family photographs, shops, parks etc.	**The learner–** 01.17.01 Learns and names English words for familiar objects and pictures. 01.17.02 Recognizes / Identifies letters of the alphabet and their sounds correctly. 01.17.03 Differentiates between small and capital letters in print. 01.17.04 Sings / Recites poems / rhymes with proper rhythm and actions. 01.17.05 Listens and gives appropriate verbal / non-verbal responses. 01.17.06 Understands the sequence of events and stories in simple narration. 01.17.07 Carries out simple instructions, commands and acts accordingly. 01.17.08 Listens to English words, greetings, polite forms of expression, simple sentences and responds in English or mother tongue. 01.17.09 Speaks about self / situations / pictures in English. 01.17.10 Uses nouns such as 'boy', 'sun' and prepositions like 'in', 'on', 'under' etc. 01.17.11 Writes simple words like 'fan', 'hen', 'rat', etc. 01.17.12 Listens and enjoys fables and short stories. 01.17.13 Identifies different shapes. 01.17.14 Counts numbers up to 10. 01.17.15 Enjoys rhymes, songs and poems. 01.17.16 Responds appropriately to commands given by teachers etc. 01.17.17 Uses stock expressions in face to face interactions. 01.17.18 Narrates / Enacts a familiar story or event. 01.17.19 Associates words with pictures.

Inside the Book . . .

Unit One

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

Unit Two

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

Unit Three

- **This is my head**
- Requests
- Let's Talk
- **Happy Birthday!**
- My Fruit Basket
- Have Fun with Animals
- Let's Know New Words

Unit Four

- **Clap your hands**
- The Game of Addition
- **Row, row, row your boat**
- Let's Speak
- Two Silly Goats
- Two Wise Goats
- Words (a, e, i, o, u)
- Odd Man Out

Unit Five

- **Number Song**
- One and Many
- **My Grandfather had a Farm**
- Words (g, j, k, q)
- Magic Words
- Odd Man Out
- Words (v, w, x, y, z)
- In the Street
- Myself
- Fun Time

Unit Six

- **Days of the Week**
- Action Time
- Fun Time
- We love vegetables
- A Vegetable Basket
- My Vegetables
- **Rainbow and the Colours**
- How Are You?
- Let's Play

Unit Seven

- **Twinkle, Twinkle, Little Star**
- Farm House
- Let's Talk
- Brush your Teeth
- Good Habits
- Fun Time

Unit Eight

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

1. Rhymes, songs and poems

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

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

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

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

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

2. Stories / Skits

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

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

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

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

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

3. Conversations/Dialogues

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

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

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

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

Teacher gives practice of the conversation in pairs/groups.

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

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

4. Vocabulary Enrichment

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

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

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

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

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

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

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

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

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

Activity of vocabulary development

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

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

5. Language Games

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

Throw the Ball

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

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

The Game of Addition

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

Be quick

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