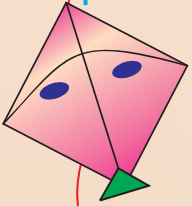


# Chant-I

## Textbook of English for Class-I



**The Jammu and Kashmir State Board of School Education  
Srinagar/Jammu**



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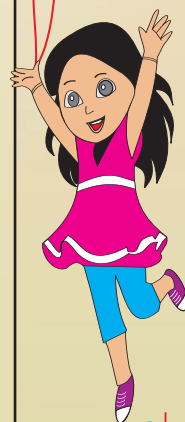
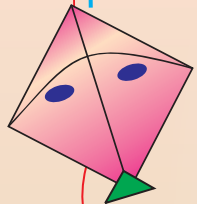
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## Foreword

It gives me immense pleasure to place *Chant I*, the new English textbook for Class I, in the hands of our dear children. The textbook is supplemented with a workbook and *A Handbook of Teachers' Resources*. English is not a native language for our learners and has its own nuances. The way English is taught in our schools needs innovative approach to enable the learners to comprehend the language. Our children are citizens of the world where English language has acquired the role of an important medium of communication. The introduction of English as a medium of instruction at the primary level is a policy matter.

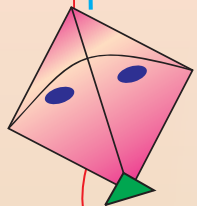
*Chant I* draws its contents from the experiences of teachers and the scenario of English language learning at the grassroots in J&K. The textbook also relates to child's life both at home and at school as it has relied on the experiences of children who are introduced to a new world of school. Given the broad canvas of the textbook, it is fervently hoped that children will be gradually trained in the four skills of language i.e. listening, speaking, reading and writing. The guidelines laid down in the National Curriculum Framework 2005 have been kept in mind while preparing this textbook. However, the prevailing education system at the grassroots has also contributed in deciding the contents of the textbook.

Teaching the textbook with the right perspective and pedagogy is significant in achieving desired results. The workbook will enable children to get equipped with the basics of writing. The activities in the textbook and *A Handbook of Teachers' Resources* will encourage learning by doing. The teacher can use e-resources in the class for further concept clearance and language development. In this context, the system of assessment at the primary level also needs to be improved by taking into account the listening and speaking skills particularly. After each lesson the teacher can assess learner competencies in different skills. The format has been given at the end of each lesson.

I am highly grateful to the team of experts who spared their valuable time in preparing this textbook. I place on record my gratitude to Dr Farooq Ahmed Peer, Director Academics for supervising the development of this textbook and Ms. Naila Neelofar, I/c Assistant Director, Academics for painstaking efforts in bringing out this textbook.

Suggestions from all quarters, especially the stakeholders, are always welcome to improve the textbook.

**Prof. Veena Pandita**  
**Secretary/Chairperson**  
**JKBOSE**





## Introduction and Acknowledgement

Children have an innate ability to learn language. English being a non-native language for our learners is to be taught in a particular context. The NCF 2005 permits and encourages the use of mother tongue in teaching English at the primary level. *Chant I*, the new textbook of English for Class I enables the teaching learning environment in the classroom to be learner-centred. It gives the teacher enough freedom to tackle the class keeping in view its level. A teacher can combine different approaches to impart LSRW skills. This will equip the learners with the competencies required to promote learner autonomy. The textbook aims to focus on an integrated language learning in which language skills develop naturally and by the conscious efforts of the educator. The extension of this process to the school helps children make sense and construct meaning from their own experiences.

The pedagogical approach needs to break the stereotypes so that a space is created for innovative and constructive way of teaching. Since language is seen as a set of skills to be taught and learnt through drill practice also, *Chant I* provides enough space for such activities. The process of language learning by children is an inter-linked process which should get reinforced by creating opportunities for partner and peer learning. Changes in the assessment and evaluation pattern are needed particularly at the primary level where in the teacher can evaluate the competencies of children in listening and speaking. The same can be done through oral readings, audio-video listening, creative drama, shared readings etc. These can also act as resources and teaching learning material (TLM) for teachers.

The competency levels defined in the learning outcomes by the NCERT are reflected in the textbook. However, the teacher has ample freedom to create the classroom environment that integrates the processes in learning of language and rationalises a balance between phonics and whole language learning. The educator is free to adopt and combine different approaches while teaching this textbook. The teacher can create his own classroom narratives to establish meaningful interactions between himself and students. It is, therefore, expected that the teachers will read the textbook and the teachers' manual as a preparation to interact in their classrooms. The teachers who are supposed to transform their class into a modest English laboratory should make use of audio-visual aids as TLM.

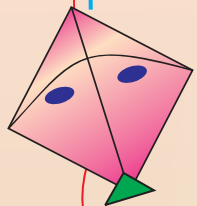
The suggested design of assessment and the suggested time schedule to complete a lesson is not in any way definitive and the rationale behind to incorporate these in the textbooks is to seriously facilitate changes in the assessment and evaluation pattern to make the teaching of English effective and result oriented. The teachers can develop their own scheme and plan keeping in mind to develop and test the LSRW skills of English language.

The JKBOSE acknowledge the use of materials in the textbook from creative commons. If, inadvertently, the copyright has not been traced, the JKBOSE will be glad to hear from them.

The materials for *Chant I* were developed in a series of discussions and workshops held by the Academic Division. I acknowledge the hard work put in by our subject experts. I am also grateful to all those teachers who gave us their feedback to develop a more relevant and need based textbook and, therefore, bridge the gaps.

I am highly thankful to Prof Veena Pandita, Chairperson/ Secretary, JKBOSE for her support and cooperation. I am highly grateful to Ms Naila Neelofar, I/c Assistant Director, Academics for putting in the best of her efforts in coordinating the development of this textbook. Thanks is also due to Syed Qamarud Din, Academic Officer and Naseer Ahmed, Section Officer for extending their cooperation.

I am also thankful to Mr. Arif Ahmed Akhoun, Joint Secretary, Publication and his team for publishing this textbook. I am also grateful to Mr. Harish Gupta of Gita Offset Printers Pvt. Ltd. for designing the pictures in the textbook. I also thank Mr. Amir Abbas, Graphic Artist for designing the border of the textbook.



*Chant I, Write On and A Handbook of Teachers' Resources* is the outcome of the efforts put in by the team of teachers.

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I sincerely thank the following experts for enriching the textbook with their valuable advice and inputs.

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**Director Academics**

## Features of the textbook

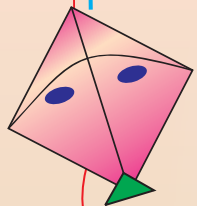
Scope for stress-free teaching learning with focus on LSRW skills and personality development

Assessment flexibility and systematic individual tracking for boosting self-esteem while excelling in learning

Introduction to sounds

Activity-based learning

*A Handbook of Teachers' Resources* to complement with extensive suggestions for using the content



## Content Description

Unit	Listening	Speaking	Reading	Writing	Vocabulary	Values	Activity	*Suggested Time Schedule
1. Letter Sounds	Listening to the sounds of each letter	Say the sounds and words Rhyme	Identifying and reading words	Scribbling, Strokes – horizontal and vertical (workbook)	New words Picture Dictionary		Identification of letter sounds through flash cards, Read Aloud	44 sessions/ classes
2. Sounds Together	Listening to short and long vowel sounds	Say vowel and consonant sounds speak words	Reading Words	Strokes – horizontal, vertical and curved (workbook)	New words		Flash cards, Rhyme	38 sessions/ classes
3. Words Together	Listening to different words and sentences	Production of words and sentences	Reading words and sentences	Writing A-Z and a-z (workbook)	Nouns, Pronouns, Sight words		Role play, Drawing, Pick and Choose	50 sessions/ classes
4. Meet Me	Listening for information	Role play, Talking about one's self	Reading words and sentences	Writing two- letter words (workbook)	Words describing a person, Sight words	Greeting, Sharing	Drawing/Quiz	10 sessions/ classes
5. At Home	Listening for information	Role play, Talking about one's family	Reading words and sentences	Writing three letter words (workbook)	Words related to family, Sight words	Greeting, Helping Family Members	Role Play, Drawing, Pasting	10 sessions/ classes
6. Hello School	Listening for information	Talking about one's school	Reading words and sentences	Writing simple sentences	Words related to school, Sight words	Caring for things	Role Play, Drawing	10 sessions/ classes
7. Mehr and the Monkey	Listening to the story	Practising conversation	Reading the text	Writing names, words and simple sentences	New words, Sight words	Using polite speech such as Thank you, Welcome, Sorry	Role Play, Total Physical Response	10 sessions/ classes

\* Please refer to *A Handbook of Teachers' Resources*.



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