

BEGINNERS' ENGLISH - I



A Textbook for Class - I



EDUCATION (ELEMENTARY) DEPARTMENT
GOVERNMENT OF ASSAM

Class - I

Learning outcomes

The learner –

- 1) associates words with pictures
- 2) names familiar objects seen in the pictures
- 3) recognizes letters and their sounds A – Z
- 4) differentiates between small and capital letters in print or Braille
- 5) recites poems/rhymes with actions
- 6) draws/ scribbles in response to poems and stories
- 7) responds orally (in any language including sign language) to comprehension questions related to stories/poems
- 8) identifies characters and sequence of a story and asks questions about the story
- 9) carries out simple instructions such as ‘Shut the door’, ‘Bring me the book’, and such others
- 10) listens to English words, greetings, polite forms of expression, simple sentences and responds in English or the home language or ‘signing’ (using sign language)
- 11) listens to instructions and draws a picture
- 12) talks about self/situations/pictures in English
- 13) uses nouns such as ‘boy’, ‘sun’ and prepositions like ‘in’, ‘on’, ‘under’, etc.
- 14) produces words with common blends like “br” “fr” like ‘brother’, ‘frog’, etc.
- 15) writes simple words like fan, hen, rat, etc.

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BEGINNERS' ENGLISH - I

For Class - I



Prepared by:

State Council of Educational Research and Training, Assam
Guwahati - 781019

Name :

Class : Section : Roll No. :

School : Session :

Published by:

The Assam State Textbook Production and Publication Corporation Limited
Guwahati - 781001

BEGINNERS' ENGLISH - I: A textbook - cum - workbook for Class I, developed by SCERT, Assam, approved by the Government of Assam vide letter No. PMA.80/2017/70 Dated Dispur, the 17th October, 2017 and published by the Assam State Textbook Production and Publication Corporation Limited, Guwahati on behalf of Govt. of Assam.

Free textbook

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Guwahati - 781019

First Publication : 2017
Second Publication : 2018
Third Publication : 2019
Fourth Publication : 2020

Printed on : 70 GSM Paper

Published by : The Assam State Textbook Production and Publication Corporation Limited,
Guwahati on behalf of Govt. of Assam for free distribution.

Printed by : Singhania Printing Press LLP,
Bamunimaidam, Guwahati-21



MESSAGE

Textbooks are the key components of scholastic education. Students gain knowledge that flows through the pages of the textbooks. Students, enriched with knowledge, are the wealth and future of our State as well as our Nation. The Renaissance of human civilization had been influenced by Education only. With this realization and foresight, the present Government has accorded the highest priority to the development of the Educational sector in the State.

The present State Government, in a bid to complement the untiring efforts of the student community to achieve success and fulfil ones' ambition and contribute to the welfare of the State, has been implementing various educational assistance programmes under "Pragyan Bharati". Under this programme, Free Textbooks are being distributed to the students from Pre Primary, Class I to Class XII which is now extended up to degree level since 2020. The benefits have been further augmented by waiving admission fees for the students of Secondary and Degree level. The State Government has also waived examination fees at the Secondary level for the students from the economically weaker section. Free uniforms are also being provided to the students up to the High School level. Under the "Anundoram Borooah Award Scheme", free laptops and at times, substituted with cash rewards, are being provided to meritorious students who excel in the HSLC examinations.

The Free Textbook component of the noble programme - "Pragyan Bharati" comprises printing, publication and distribution and, it is implemented with concerted efforts of the Assam State Textbook Production and Publication Corporation Limited (ASTPPC Ltd.), State Council of Educational Research and Training (SCERT), Board of Secondary Education, Assam (SEBA) and Assam Higher Secondary Education Council (AHSEC). I thank all these wings of the education department and appreciate their sincere hard work to make the scheme successful. My best wishes remain to all the Students - the human resources of the Nation for relentlessly pursuing their studies with all dedication and sincerity to gain a successful foothold to a bright future.

(Dr. Ranoj Pegu)
Education Minister, Assam

PREFACE

The Government of Assam has entrusted upon SCERT, Assam, the task of preparing a new series of English textbooks for the elementary level of education in Assam. These textbooks would be prepared in workshop mode by participants from SCERT, DIET, BTC, IASE, ELTI, SSA, teachers and a few Subject Experts for implementation from the academic year 2018 in a phased manner.

The textbooks would be based on the Learning Outcomes spelt out by NCERT, New Delhi with minor modification and adaptation to suit local aspirations and needs of teachers. A curriculum framework for the purpose has been designed and referred to. Emphasis has been laid on all language skills keeping the child's age and ability in mind. Illustrations have been incorporated with pictorial elements to make the child's learning enjoyable. These have been designed to make the textbook teacher friendly too. The notes for the teacher have been written to encourage teachers to develop their own activities on the basis of the model activities in the textbook.

The document "Learning outcomes at the Elementary stage" developed by NCERT has been consulted and the lessons of the textbook have been designed in both child and teacher friendly manner to enable teachers develop and ascertain the required skills in children in a systematic and accurate manner at the end of each class with the aim of facilitating teachers to understand the activities and possible explanation of the activities better.

The worksheets in the book for writing will help learners at consolidating what they learnt by way of practising on their slates, on the blackboard, etc. The model activities in the book will provide controlled writing practice of skills targeted or aimed at. The key features of the new series of textbooks are:

- child friendly inputs with illustrations that are rooted in real life experiences. However, there are a few illustrations to kindle their imagination through representation in cartoon like figures.
- well graded activities keeping in mind the Learning Outcomes aimed at achieving by the end of a particular class or grade.
- illustrations in the book are meant to be orally presented and explained initially before asking learners to work on their own. The word "Let's" in the illustrations indicates teacher support in the activity.

The members of the Steering Committee, Academic Core Group, Working group, Subject Experts, Illustrators, Facilitators in Charge (FIC)s and Technical Assistants have taken great pain in the process of preparing this book. We are grateful to them and those who gave their valuable time to make the book child and teacher friendly. We also acknowledge SSA, Assam's resource support during the process of developing the textbook.

A note to the teacher has been incorporated considering the reality of multilingual classroom situations. The English teacher will have limited teaching time to transact the lessons along with the activities.

As such he/she will be required to utilise this brief time span fruitfully by linking children's experience in home and school language to the learning of English. Teachers are also suggested to be acquainted with the curriculum and related Teaching Learning Materials before transacting this textbook cum workbook. The teacher with the help of defined learning outcomes will be able to understand the learning gaps in all children including children with special needs and thereafter plan lesson transaction accordingly for ensuring learning.

We invite suggestions from students, parents, guardians and the general public for improvement of the textbook.

Nirada Devi

(Dr. Nirada Devi)
Director, SCERT, Assam

A Note to the Teacher

This book has been especially designed for the learners who are in their first year of exposure to the English language with the aim of developing in them learning readiness in English. To achieve this aim, eight lessons have been developed with each lesson consisting several sections or sub-units of activities. Each of these activities address different sub skills in such a way that the “whole learning” approach is realized through classroom activity. However, we have also drawn from bits of the other best approaches to classroom transactions. For example, we have not totally dispensed with the letters of the alphabet both in capital and small, introduced through visuals and naming words. Likewise, we have not dispensed with the numeral charts with visuals considering their positive acceptability in the classroom and exposure to some question– answer structures considering their value in classroom transaction.

It has been proposed to introduce learners to a learning– readiness experience at the beginning through activities such as listening to and repeating after the teacher verses and rhymes recited in the class. The first verse can be a joyful experience of indirectly introducing the learner to the letters of the alphabet without actually going through a ‘vigorous process’ of learning the letters of the alphabet.

A technique followed for developing learners’ learning readiness is to expose learners to meaningful listening through story-listening tasks. At this stage, it has been suggested that the inability of learners to grasp the sentences heard, may be compensated by the teacher using gestures, pauses, stresses supplemented by visuals that would lead to some amount of listening comprehension. It has however been suggested that the teacher may exercise some freedom to use the learners’ home language as and when necessary to facilitate comprehension. Ample opportunity for reading aloud texts and interaction between teacher and students has been incorporated in the textbook.

Strategies for exposure to the language have been built into the sub-units of each lesson in a systematic way. There are activities to–

- develop the ability to name common objects such as man, dog, ~~bat~~, pen etc. when pictures are shown to them.
- develop phonemic awareness through activities that focus on different sounds emerging from the words listed with visuals.
- develop the basics of handwriting beginning with scribbling, drawing, tracing the outlines of letters by following proper strokes, etc.
- learn the situations for the use of greetings like “Good morning”, “Thank you” and the basics of polite conversations like “What is your name?”, “How are you?”, etc.

The activities in the lessons have been designed in such a way that if the teachers carry out these activities with earnestness, learners will be able to develop the learning readiness proposed as the aim of this book. This readiness will enable them to perform a variety of activities with the language which include–

- responding orally to comprehension questions
- carrying out and following simple instructions
- using polite forms of expression
- writing simple words, etc.

Besides, foot notes at different pages for the attention of the teacher, each lesson in the textbook contains a teacher page where suggestions on classroom activities have been provided for use by the teacher. Some flexibility in the suggestions have been proposed so that teachers with their ingenuity and their awareness of the local conditions may handle the class in a more meaningful way. The activities in the lessons have been designed in such a way that if the teachers carry out these activities with earnestness, learners will be able to develop the learning readiness aimed in this book. This readiness will enable learners to perform a variety of activities with the language which include –

- responding orally to comprehension questions
- carrying out simple instructions
- using polite forms of expression
- writing simple words, etc.
- produce words with common blends (br, fr), etc.



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