

MY BOOK OF ENGLISH 1



Department of Elementary Education
Government of Haryana, Shiksha Sadan, Sector-5, Panchkula

Edition: 2016

©State Council of Education
Research and Training,
Haryana Gurgaon

Printed on

Qty:

Published by:

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Preface

Globalization and information technology revolution have transformed the world, throwing open new possibilities in the field of education, knowledge and learning. There is a growing feeling that education is not just about academics, but should also focus on shaping the learners' all-round personality to make them responsible citizens, besides enabling them to communicate better in the competitive world.

NCF-2005 emphasized a radical paradigm shift in teaching from the teacher-centric to pupil-centric approach. In view of this shift, a need was felt to review the existing books and develop a new set of textbooks as per the guidelines laid down in NCF-2005 and new insights gained since then.

A new set of English language textbooks have been developed accordingly for primary classes wherein special attention have been paid to make learners play an active role in the teaching-learning process. Themes that learners can relate to and are interested in, have been chosen as reading materials. Activities that would make learning not only joyful, but also stimulate learners' thinking have been designed. Learners would get ample opportunity to work in pairs/groups to discuss and explore issues and themes embedded in the textbooks. These books are written in simple, clear and effective language to create interest among children.

The activities have been designed with the objective of imparting reading and comprehension skills to help learners face challenges they are likely to encounter in higher classes and the changing environment around them. Likewise, the illustrations used are vibrant and eye-catching to arouse learners' curiosity, enhance their creativity and stimulate their critical thinking.

Research has shown that there is no one method of teaching language. There is an enormous variability in methods of language teaching, but one of the most important considerations in choosing a method is that it should accelerate learning. Thus, a method is just a tool in the hands of an expert teacher to make the most of it.

Every lesson includes certain guidelines for teachers to help them transact effectively the activities included in them. These guidelines supplement teaching and facilitate optimization of learning in the given teaching learning situations. The focus is on Continuous and Comprehensive Evaluation to make teaching-learning more effective to cover all aspects of children's development. Exercises and activities given are integrative in nature and make extensive use of learners' prior knowledge and experience that they bring to the classroom.

The State Council for Educational Research and Training, Haryana is thankful to all those, whose efforts, co-operation and hard work have made it possible to make these books a reality. It is a matter of pride for us to prepare and present these textbooks to our children and teachers.



**Additional Chief Secretary,
School Education Haryana,
Chandigarh.**

Teacher's Page

Dear Teachers,

We are proud to present you this new textbook which is based on the presumptions that children are born with an innate ability to acquire different languages. They do not make many mistakes in understanding and speaking these languages. It is not necessary that the children understand everything around them. They will understand it all in due course of time.

The language learning needs care, patience and affection, not only of family but also of teachers. Plenty of language should be used in the classroom environment and children should be provided opportunities to listen and speak the target language. We also believe that languages flourish in each other's company. So, give them enough time and chance to speak this language with their peers and encourage them to express their day to day needs, feelings and imagination in English.

This English textbook has 15 lessons comprising stories, poems, plays etc. Each chapter has the following sections:

Pre Reading

- To set learners thinking about ideas that are related to the text that follows
- To break the silence by making learners participate in discussion using their prior experience, knowledge and language

Reading

- To cultivate correct reading habits among learners
- To train learners to read a text with correct pronunciation, intonation and pauses

Word Meaning in Context

- Meaning of words as used in the text

Comprehension

- To help learners read and assimilate the main ideas and details

Vocabulary

- To encourage learners to understand words in the text and use them in their own sentences
- To train learners consult a dictionary to find the most appropriate meaning of a word and use it in their own sentence
- To help learners form new words

Grammar

- To help learners understand and use in everyday life the language structures used in the texts
- The Grammar items may be contextualized
- Repeated exercises will help children to learn grammar in a spontaneous way
- No need to stress on rules and definitions

Listening and Speaking

- To provide learners a vast scope to develop their listening and speaking skills
- To encourage learners to say words correctly
- To give learners practice in a variety of listening tasks
- To engage learners in practising conversations and dialogues, and reciting some poems
- To help them learn to make requests, seek permission, make polite enquiry, greet people and express gratitude

Writing

- To encourage learners' creativity, and help them describe persons, places, things, events and experiences



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SCERT Haryana
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Sr. No.	Name of the Chapter	Genre (Prose/ Poem)	Theme	Comprehension	Listening and Speaking	Writing
1.	Clap, Clap, Clap Pg - 1	Poem	Sports	Understanding and identifying action words	Role play	Tracing over dotted patterns
2.	Teddy Bear Pg - 5	Poem	Adventure and Imagination	Following commands and Identifying action words	Identifying the pictures and actions	Tracing over dotted letters (I, L, T)
3.	Rain Pg - 10	Poem	Adventure and Imagination	Yes/No questions, Recognition of objects used in rain	Identifying words ending with same sound	Tracing over dotted letters (H, F, E)
4.	I am.... Pg - 14	Prose	Self, family, home, friends and pet	Question answer (oral)	Magic Box- concept of 'likes' and 'dislikes'	Tracing over dotted letters (A, Z)
5.	Two Kites Pg - 17	Poem	Adventure and Imagination	Oral question answer, match the objects	Identifying words ending with same sound	Tracing over dotted letters (X, Y, K)
6.	Know the Animals Pg - 21	Prose	Self, family, home, friends and pet	Identifying animals (pets, domestic and wild) and their sounds	Repeating words, Counting the objects	Tracing over dotted letters (N, M)
7.	Fruit Shop Pg - 26	Prose	Health and hygiene, Food and Eating habits	Identifying fruits and their features	Learning of 'likes' and 'dislikes'	Tracing over dotted letters (V, W)
8.	Vegetable Train Pg - 31	Prose	Health and hygiene, Food and Eating habits	Making of Human Train; and Identifying vegetables	Identifying vegetables and speaking about them	Tracing over dotted letters (C, G)

Sr. No.	Name of the Chapter	Genre (Prose/ Poem)	Theme	Comprehension	Listening and Speaking	Writing
9.	Colours Around Us Pg - 36	Poem	Colours	Identifying different colours and objects	Identifying objects of different colours	Tracing over dotted letters (O, Q)
10.	My Family Pg - 41	Prose	Self, family and home	Question answer (oral)	Repeating words on family relations	Tracing over dotted letters (P, R, B)
11.	Hop a Little Pg - 44	Poem	Adventure and Imagination	Identifying the picture and speaking about it	Learning action words by listening and speaking	Tracing over dotted letters (D, S)
12.	My Body Parts Pg - 48	Prose	Self	Identifying different parts of the body	Following commands	Tracing over dotted letters (U, J)
13.	Birds Around Us Pg - 52	Prose	Environment	Identifying birds with their features	Identifying birds and naming them	Tracing over dotted small letters of alphabet
14.	Let's Play Pg - 56	Prose	Sports	Identifying various games	Speaking about the games the child likes.	Tracing over dotted letters of alphabet (capital)
15.	Dancing Time Pg - 62	Poem	Sports and Imagination	Identifying words	Identifying the numbers and objects	Joining dots of three letter words

- Grammar and Vocabulary are integrated in the exercises.