

English - First Step

Our books have been designed in such a way that it is both 'teacher friendly' as well as 'student friendly'.

Wherever necessary we have given tips and suggestions to teachers to help them make the lesson easy to learn and at the same time interesting. By using techniques such as games, group activities and interactive sessions the classroom becomes lively and learning becomes fun.

Once the concept is clear through such activities the teacher can proceed to the lesson. In this stage also the children should be encouraged to read out the lessons which will help them to understand better and will improve their reading.

While teaching languages the children should be encouraged to read out not only the text books but also other stories which will help in improving their language skills. The teacher can also ask the children to learn a new word and its meaning everyday which will help in increasing their vocabulary.

The concept of nouns can be taught in a fun way. The children can be taken out into the garden and asked to collect one object. They can be asked to name the object.

'Describing words' can also be taught similarly. The child can be asked to describe each object, 'green leaf', 'heavy stone', 'light twig', etc.

Likewise each child can identify and name one object in the class room. While teaching adjectives they can be asked to describe each object.

On the first day in class the teacher can introduce herself and try to involve the children in talking about themselves. Here we have

started off the first page of the text book with an activity wherein the children write down their name and other details. The teacher can help them fill up the details.

Lesson 1 - My sweet home

In lesson 1, we talk about the 'Home' which is familiar to each child. The teacher can read out the lesson loudly and then ask the children to take turns to read the lesson.

Have a discussion about each child's home, their family members, etc. Encourage the children to talk about their home and family.

The poem is also about the house, describing its various parts.

We have introduced simple opposites. The teacher can reinforce the opposites taught, by giving more examples for each. Near and far can be taught in the classroom context by pointing to an object near and say 'this chair is near', 'that blackboard is far', etc.

Likewise use big / small objects to teach these two words. Place objects in front of / at the back of other objects to help them learn these words.

Children can have an activity book and stick pictures of objects that are big, small, far, near, etc.

Workbook

4. a. white b. red c. black d. blue
5. My name is Reema
I am six year old.
These dolls are mine.
My sister gave them to me.

Lesson 2 - My family

The teacher can read out the lesson loudly. Each passage can be read out twice. Make sure the children understand.

Each child can be asked to read out a passage. Daily reading session help children in improving their reading skills which is very important for language learning. The teacher can have a discussion on this lesson involving the children. Encourage them to speak about the members of their family, their age, occupation, etc.

Ask the children about their role in the family - whether they help their parents. If so how?

The children can stick the picture of their family in their activity book.

Exercise 1

1. A loaf of bread.
2. A bottle of jam.
3. A packet of biscuits.
4. A bunch of grapes.
5. A glass of milk.

Workbook

- | | | |
|-----------------|---------------|---------------|
| 1. sofa | stool | cot |
| chair | table | bench |
| 2. 5 o'clock | 5.30 a.m. | 6 o'clock |
| 6.30 am | 8 o'clock | 7 o'clock |
| 3. knife - fork | table - chair | salt - pepper |
| bat - ball | cup - saucer | |

Lesson 3 - My room

Ask the children to look at the picture given. Have an interactive session regarding the picture. Encourage each child to participate. Ask them to name each object they see in the picture - the pictures on the walls, the objects on the table, etc.

After discussing the picture in length, the teacher can read out the lesson.

Next the children can be asked to read parts of the lesson in turn. The teacher can also call out words from the lesson at random and ask the children to find out the word in the lesson. For example - curtains, flutter, etc. This will ensure that the children read the lesson.

To enhance their speaking skills the children can be encouraged to ask their friends details about their house. They can write down these answers.

The children can be asked to stick pictures of animals and toys and name them.

Exercises:

1. a dog, a lion, a camel

an eagle, an elephant, an owl

3. The teacher can help the children to write the answers.

- | | | | | |
|--------|-----|-----|------|-----|
| 5. -ay | -ee | -it | -o | -ut |
| may | see | bit | go | but |
| ray | he | sit | no | hut |
| say | bee | hit | so | cut |
| day | fee | fit | | nut |

Workbook

1. bear - hare, too - zoo
2. a girl an orange an umbrella
a fish an ox a cow
an apple an elephant.

Lesson 4 - My garden

Like in the previous lesson, the teacher can read out the lesson to the children. Ask them to come up with the names of the fruits and flowers that grow in their garden. Also ask them to name the birds they see around them. Tell them that fruits like oranges and apples grow in cold places. Can they name more fruits that grow in the cold regions ?

We are introducing 'plurals' here. The teacher can use the objects in the classroom - pencil, pen, box, desk, chair, etc. and ask the children to say the plural form of the word. The children can be asked to stick pictures of singular and plural objects.

Show the children objects - pencil, chalk, book and complete the topic 'many from one'.

Exercise

2. The teacher can help the children to write the answers.
3. This is a flower. That is a tree.
That is a ship. These are cats.
That is a lion. Those are lemons.
This is a table.
4. **one** **many** **one** **many**

bird	birds	apple	apples
leaf	leaves	mango	mangoes
tree	trees	rose	roses
lily	lilies	orange	oranges
plant	plants	thorn	thorns

5. bucket tap hose
lawnmower spade watering can

Workbook

1. tomatoes oxen knives
foxes leaves
2. Places - Calcutta, Delhi, Agra
People - Tom, Alice, man
Things - Box, pencil, fan
3. cat - mews elephant- trumpets
dog - barks horse - neighs
cow - moos owl - hoots
4. Guava, Mango, Grape, Peach, Apple

Lesson 5 - Let's have a party

This lesson is about a birthday party. The children love to talk about their birthday. Encourage them to talk about the cake / dishes served, the decorations done, the gifts they received, etc.

Ask them whether they celebrate the birthdays of their grandparents.

Next read out the lesson. The children can also take turns to read.

The question - answer activity can be done orally and then the children can be asked to write the answer.

Here the usage of 'or', 'and' and 'but' is introduced. The teacher can explain the difference between these words using the objects in the classroom.

"I have a pencil and a pen". (two or more objects).

"Do you want a pencil or a pen?" (or is used when a choice is to

be made between 2 objects). The word 'but' is used while describing qualities of one or more objects. For example, The pencil is long but old. Give a lot of examples and make sure the children understand.

Activity given in the book- while playing this game, make sure each child gets a chance to take part. The children can be divided into groups of ten in each group. If the number is more, the chain of words becomes too long and the children may not be able to remember.

We have introduced pronouns - 'He, she, It'. Give simple sentences to the children and ask them to substitute the name of the person / animal with 'He', 'She' or 'it'. e.g. Susan is a tall girl, (She is a tall girl), Athul likes to play (He likes to play), The elephant is black (It is black)".

Exercise

1. Answer the following questions:
- Why did the children plan a party?
The children planned a party to celebrate grandma's birthday.
 - When is soup served?
Soup is served before the main course.
 - When is dessert served?
Dessert is served after the main course.
 - Does grandma like vanilla or chocolate ice cream?
Grandma likes both vanilla and chocolate ice cream
 - Why does Peppy enjoy birthdays?
Peppy enjoys birthdays because he gets a lot of titbits to eat.
2. Fill in the blanks with 'or', 'and', or 'but':
- a. or b. and c. but. d. and e. or f. but.
5. Fill in the blanks with 'he', 'she', or 'it':
- a. He b. She c. It d. It

Workbook

1. Muffet, tuffet whey, away spider, her
2. Mr. Sen is a lawyer. He lives in Delhi. He is going to Agra today. His son lives there. He will return on Monday.
3. a. He is a doctor. b. It is heavy.
c. She works in an office.
4. 1) I am a girl. 2) I am six years old.
3) My name is Anu. 4) I like going to school.
5) I have many friends.
5. 1) I ate bread and butter for breakfast.
2) Do you want your milk to be hot or cold ?
3) Is the boy tall or short ?
4) This is my cup and saucer.

Lesson 6 "Eating Out".

Children love to eat out in restaurants. Not only in cities, even in small towns this trend of eating out is fast growing. This topic therefore is very relevant in the present age and the teacher can get the children to participate in a lively manner.

Get the children to talk about the first picture. Have a discussion on all the things / people they see. Next ask them questions on their experience. Encourage each child to speak. Did they eat with a spoon or knife and fork ? Did they like it or do they prefer using their fingers ? How do they eat at home ? Tell them about the things they should and should not do before, while and after eating. Wash hands, before and after eating. Chew the food, do not lick the fingers, etc.

This can be followed by a reading session wherein each child gets a chance to read.

By now the teacher would be able to identify children who read very well and the others who may not be doing so well. Encourage these children to read simple stories.

We are introducing past tense here. Give them more verbs or action words in the present tense and ask them the past tense - walk, talk, jump, smile, laugh, sing, etc.

Divide the class into two groups. Ask one group to say an action word in the present tense and ask the others to say the past tense.

Similarly the usage of 'is / are' and 'was /were' in sentences will make them thorough with past and present tense.

Exercises:

1. Write 'T' for true and 'F' for false statements:
a. T b. T c. F d. F e. T
2. run - ran, go - went, eat - ate, teach - taught, write - wrote,
bring - brought, buy - bought, forget - forgot, sit - sat.
4. Yesterday what were they doing ?
The man was cutting wood.
The children were playing.
The woman was cooking food.
The dog was sleeping.
Today what are they doing ?
The man is sowing seeds.
The children are climbing trees.
The woman is sweeping.
The dog is barking.

Workbook

1. b) going c) writing d) coming
e) playing f) teaching g) running
h) singing
2. a pack of wolves. a flock of sheep
a herd of cattle a litter of pigs.
a school of fish a swarm of bees.
3. Do - eat, draw, teach, sing, brush
Does - eats, draws, teaches, sings, brushes

Lesson 7 At school

A picture talk and discussion can be followed by reading. The children can be encouraged to talk about their school. Ask them to form simple sentences.

The usage of 'is' 'are' - present tense is reinforced here. Give more such examples to the children.

Exercises

1. The teacher can help the children to write the answers.
2. Look at the pictures and write what each person or animal is doing with the help of the following words:
 - a. is climbing
 - b. are swimming
 - c. is sleeping
 - d. is teaching
 - e. are singing

Workbook

2. A teacher - teaches A soldier - fights
A lion - roars A dog - barks
A ship - sails A baby - crawls
3. a) This is a / are bucket
b) These is / are my shoes
c) I go / goes to school by bus.
d) Birds fly / flies in the air
e) The cow give / gives milk.
4. a) eating b) reading c) chasing
d) writing e) crossing
5. hop, jump, run, skip, tap, bend, stretch, nod, yawn, sleep

Lesson 8 - My teacher

From the earlier lesson on 'School' we now proceed to the lesson 'teacher'.

After discussing the picture, ask the children to speak about their teacher. Next devote some time for reading.

In this lesson we are introducing 'describing words'. 'Tall, slim, short, fair' describe the teacher. Have an activity to introduce more describing words. Divide the class into two groups. Ask one group to name an animal, bird / object. Ask the other group to describe it. Suppose group A says - elephant, group B can say big or black, etc. Now reverse the groups. Do not encourage repetition. Ask them to come up with new words. We introduce has / have in this lesson. The children are too young to understand the explanation. They will learn only by constant use. Tell them that 'I' is always followed by 'have' whereas 'She' or 'He' is always followed by 'has'. Encourage them to use the language constantly.

More opposites are introduced. The teacher can give examples for each set of opposite words and ask the children to come up with more examples - tall giraffe / girl, short hen / boy, etc. In / out can be taught using the objects in the classroom.

Exercises

1. The teacher can help the children to write the answers.
3. Use has / have and fill in the blanks:
 - a. has
 - b. has
 - c. have
 - d. has
 - e. has
 - f. have
 - g. have
 - h. has
4. Can you name them ?
 - a. table
 - b. doctor
 - c. elephant
 - d. clock
5. Write the opposites of:
tall x short sit x stand beautiful x ugly
love x hate in x out

Workbook

1. My friend has a pen. You have many books.
They have a lot of toys. I have an umbrella
Ravi has a beautiful house. Reena has a pink dress.
Gopal and Meera have two cars.
2. a) have b) Have c) Has d) Have
3. a) week b) son c) hear d) bear
e) year f) eyes
4. ship shoe shelf sheep

Lesson 9 - In the playground

From the classroom we proceed to the playground. Most children love to play. Tell them about the importance of playing. Discuss the games they play.

In the previous lesson 'describing words' were introduced. Here it is being reinforced with writing activities.

Now the teacher can give the names of a few objects / animals and ask the children to write an appropriate describing word for it.

Exercises

1. The teacher can help the children to write the answers.
3. Chubby cheeks, dimpled chin, rosy lips, blue eyes.
4. Match the describing words with the pictures:

fat man, hot coffee, small boy, blue sky, tall tree, green grass.

5. Circle the right words:

- a. sweet b. beautiful c. useful d. light e. fast.

Workbook

1. grains mighty pleasant
2. a. short b. small c. fat d. sad f. light
3. girl dog cot fox ship
4. poor small poor magic golden
rich beautiful kind poor

Lesson 10- Going for a picnic.

After almost a year of studying, it is time to go on a picnic. This topic will also interest the children. The discussion can be made lively. Most of the children in the class must have visited a theme park. Ask them to have a talk with their partner and find out the name of the park he /she visited, the games he / she played, etc. Encourage them to tell the class what they found out from their friend.

The usage of 'Yes. It is / No. It isn't' can be taught with more examples in the classroom context like - Is the desk in front of the chair ?, Is the book under the bag ?, etc.

Position words 'by, over, for, of, with' can be reinforced by giving more examples. Ask children to form simple sentences using any of the word.

Exercises

3. The teacher can help the children to write the answers.
5. Look at the pictures and answer the questions:
a. No. It is behind the house.
b. Yes. It is in the bag.
c. No. It is on the table.
d. No. It is in front of the house.
6. Complete the sentences using the correct word given in bracket. (by, over, for, of, with)
a. with b. by c. over d. for e. of

Workbook

1. a. The ball is under the bench.
b. The cake is on the table.

c. The bat is in the girl's hand.

d. The cat is in between the girl and the boy.

3. b) He doesn't like milk.

c) I didn't do my home work.

d) They haven't come home yet.

e) They don't go by bus.

f) The coffee isn't hot.

g) We can't climb the tree.

Lesson 11 - 'Home from school'

The teacher can ask the children what each one of them does on reaching home ? Where do they leave their shoes / socks ? Do they have a bath or do they wash their hands and feet ? Where do they keep their school bags ?

Tell them the importance of keeping their things neat and tidy. Discipline and good habits are very important.

Help the children to read out small passages from the text.

The usage of 'these' and 'those' can be taught using the objects in the classroom and then the children can be asked to do the exercise at the end of the lesson.

Concept of collective nouns: Ask pupils to name their classmates individually. Then ask them the one word for 'all the children together'. Introduce the collective noun 'class'. Similarly introduce matchsticks and a 'box of matches'.

Exercises

4. What are the groups of these animals called?
A pack of wolves. A school / shoal of fish.
A flock of sheep. A herd of cattle.

Workbook

1. No, these are cats. No, that is a suitcase.
No, these are girls. No, those are oranges.
2. 2) Cow - calf 3) Horse - foal 4) Goat - kid
5) Sheep - lamb 6) Hen - chick 7) Lion - cub
8) Pig - piglet 9) Dog - pup 10) Cat - kitten
3. b) furniture c) countries d) months
e) festivals f) planets g) vehicles.

4. Boy x girl Cow x bull Man x woman
 Uncle x aunt Brother x sister
5. a) because b) but c) but
 d) because e) but

Lesson 12 - At the Market

All children would have gone shopping with their parents. They would be familiar with the pictures of all the shops given in this lesson. Ask them whether there is a supermarket in their towns? Have they used a trolley to put all the things they had picked up?

Activity: Call out the names of various things. Ask the children to say from where each item can be purchased. Divide the class into 3 or 4 groups.

When the first name is called out group 1 has to give the answer, the next turn is for group 2 and so on.

e.g. Tomato - Group 1: Green grocer
 Dettol - Group 2: Chemist

The usage of 'are not', 'do not', etc. can be taught by using more examples.

Exercises

1. The bird flew away, Dogs bark, The rose is red, Ravi is playing in the playground, My father is a doctor, That mango tree has many branches.
4. 1. Lemons are not sweet
 2. Cats do not like bananas
 3. A boy does not have a tail
 4. A horse cannot sing

Workbook

1. a) This is our school
 b) We play everyday
 c) I love my parents
 d) The moon shines at night
2. a) My teacher is strict but also kind.
 b) The peacock is a beautiful bird.
 c) The sky is blue.
 d) The cat is chasing the mouse.

- e) My sister is eating ice-cream.
3. a) He is not tall.
 b) It is not heavy.
 c) She does not know Hindi.
 d) They have not come.
 e) He did not ask for money.
4. postman doctor teacher
 pilot taxi driver soldier
 mason carpenter plumber