Mridang

Textbook of English for Class 1

Part - 2

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विद्यया ऽमृतमश्नुते

एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

Karnataka Textbook Society (R.)
6th Cross, Malleshwaram,
Bengaluru - 560 003.

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[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 [2][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.**

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1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

Constitution of India

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, wildlife 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.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

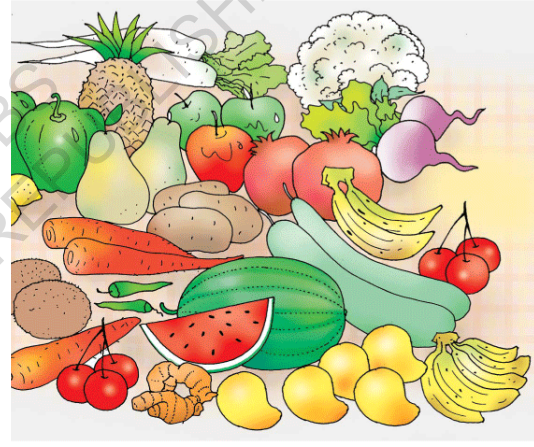
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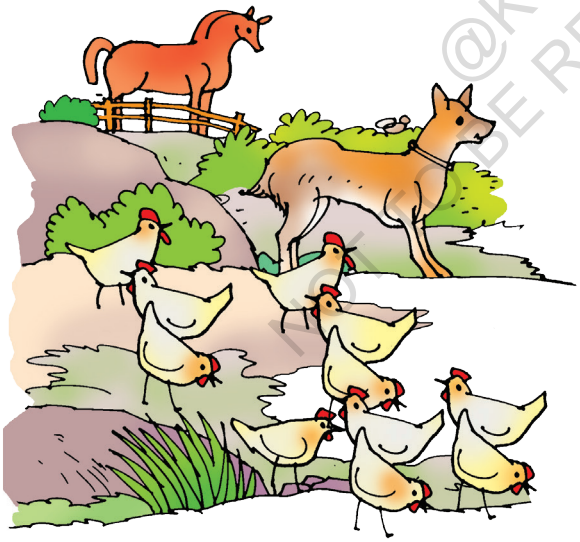
0123CH05

Let us sing

A Farm

My dear grandpa had a farm
E-I-E-I-O
And on that farm,
He had a cow
E-I-E-I-O
With a moo-moo here
And a moo-moo there
Here a moo, there a moo
Everywhere a moo-moo
My dear grandpa had a farm
E-I-E-I-O





My dear grandpa had a farm
E-I-E-I-O
And on that farm,
He had a hen
E-I-E-I-O
With a cluck-cluck here
And a cluck-cluck there
Here a cluck, there a cluck
Everywhere a cluck-cluck
My dear grandpa had a farm
E-I-E-I-O

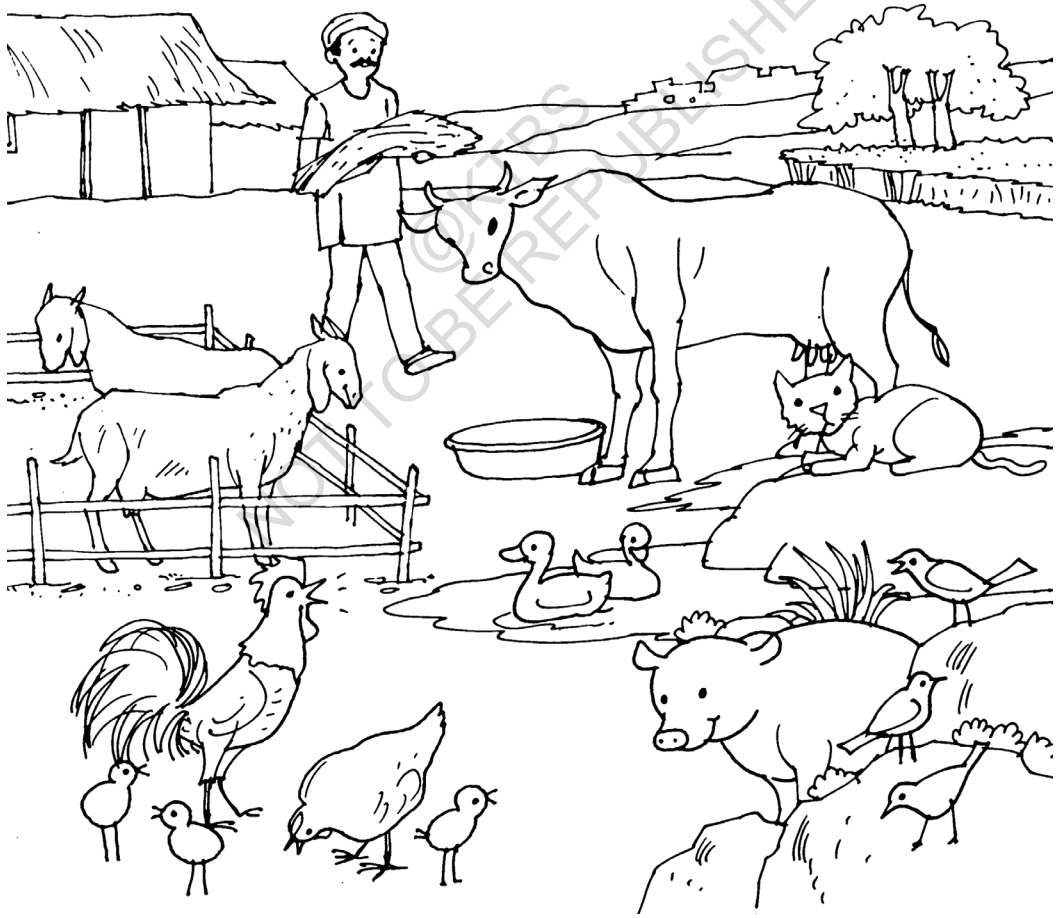
Replace the animals with their sounds and continue the rhyme. Use the sounds of animals from your language.
For example: cat – miaon-miaon.

Let us do

Colour the farm and name the animals in the farm. Use this help box.

Help box

Cat | Cow | Goat | Pig | Hen | Cock | Sparrow



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Let us read

Animals and Birds

My name is Jaggu.
I live in Nagpur.
Come with me.

I will tell you about the animals
that live near my house.



This is a dog.
It lives near the gate.

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These are cats.
They jump up and down in
the verandah of my house.

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This is a cow.
It eats grass.



This is a rat.
The rat is very small.
The cat chases the rat.



These are monkeys.
They swing and jump in
the trees.

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There is a field beside my house.
There are a few snakes in it.
You have to walk
carefully in the field.



Now, I will also tell you about the birds I see near my house. This is a crow. It is black in colour.

This is a pigeon. It is grey in colour.

This is a sparrow. It is a small bird.

This is a parrot. It is green and has a red beak.

This is a peacock. It has many colours.

I love animals and birds.

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New words

verandah | cow | rat | sparrow | crow
pigeon | snake | fields | peacock | beak

Note to the teacher

- Talk about animals, birds, and insects that live in your surroundings.
- Through frequent and regular repetition, reinforce the English names of the animals, birds and insects.



Let us speak

A. Do you know that some animals live in the jungle?

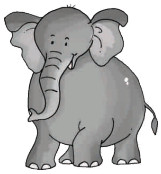
Look at the pictures and say the names.



Tiger



Lion



Elephant

B. Say the word 'rat'. Say it again. Notice that the last sound of the word 'rat' is 't'.

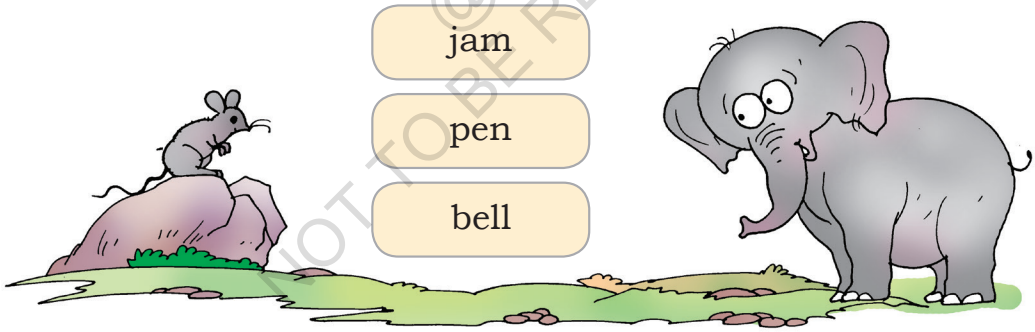
Now say the words given below

cap

jam

pen

bell



What is the last sound that you hear in each word given above?

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Note to the teacher

- Help children understand the concept of domestic and wild animals.
- Help children notice the final sounds of the words given above.

C. Talking in pairs

Child 1: What is the colour of a parrot?

Child 2: A parrot is _____

Child 1: What is the colour of a crow?

Child 2: A crow is _____

Child 1: What is the colour of a rat?

Child 2: A rat is _____

Child 1: What is the colour of a peacock?

Child 2: Oh! It has many colours.

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Note to the teacher

- The objective of the above activities is to encourage conversation and develop the child's confidence in speaking English. Help children frame sentences using the above sentence structure.

Fun time

Can you see the elephants? Where can you see them?



Note to the teacher

- Help children locate the elephants at different places.
- Help them use prepositions such as 'in', 'on', 'behind', etc.
- Ask children about other details in the picture for interaction and developing speaking skills.

Unit 3

Food

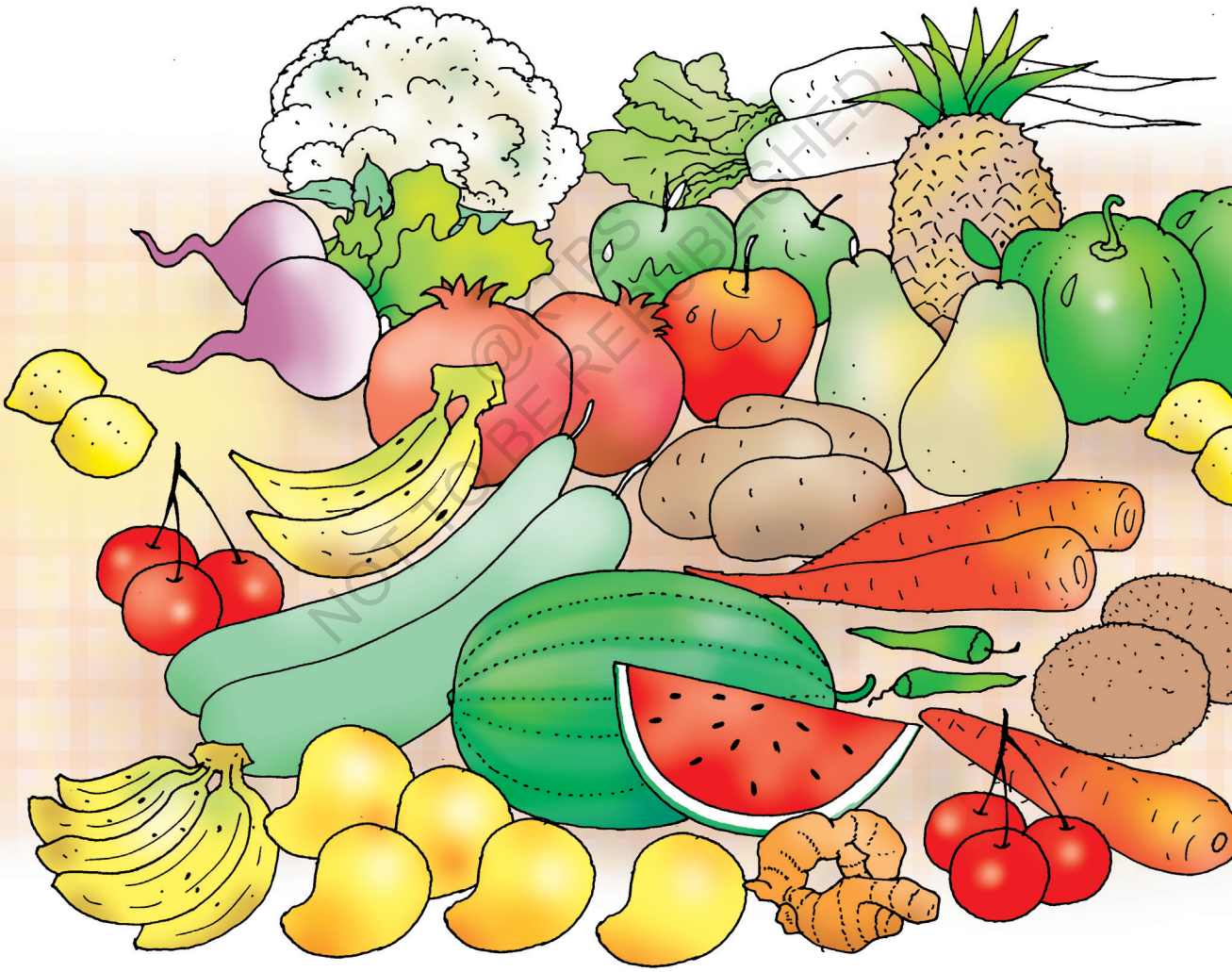
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Chapter 1

Fun with Pictures



Let us speak



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Let us speak

(a) What do you see in this picture?

(b) Say the names of the fruits and vegetables that you see.

(c) How many fruits are there in the picture?

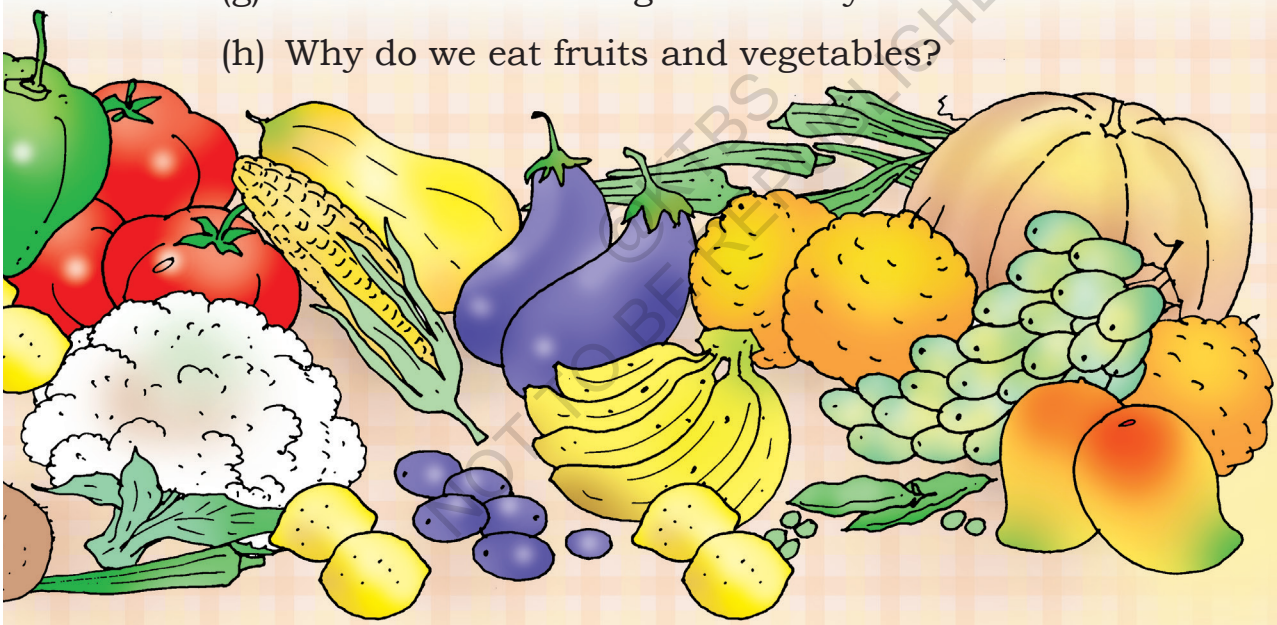
(d) Can you name the fruits that are red in colour?

(e) How many vegetables are there in the picture?

(f) Can you name the green vegetables?

(g) Which fruits and vegetables do you like the most?

(h) Why do we eat fruits and vegetables?



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Note to the teacher

- Encourage children to answer all the questions, even if they say in their home language. Help them find English names for fruits and vegetables. Names identified by children can be written on the board.



Let us sing

Fruits for all

Five yellow mangoes hanging on the tree,

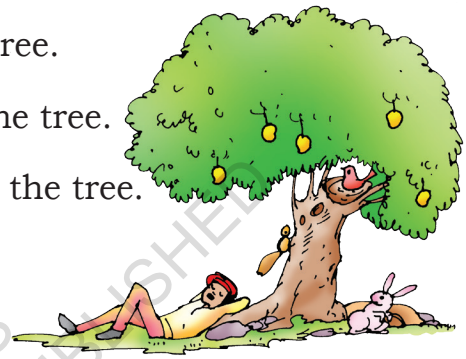
One for the traveller who rests under the tree.

One for the bird who nests on the tree.

One for the squirrel who runs up the tree.

One for the rabbit who lives under the tree.

One for you to share with me.



Five red apples hanging on the tree,

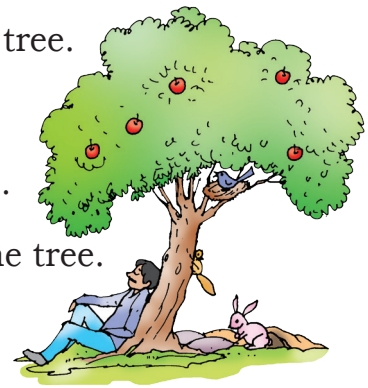
One for the traveller who rests under the tree.

One for the bird who nests on the tree.

One for the squirrel who runs up the tree.

One less for the rabbit who lives under the tree.

One for you to share with me.



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Note to the teacher

- Sing this song with different types of local fruits. Help every child answer the questions. Numbers up to give can be used for adding.

Let us speak

(a) With whom does the tree share its fruits?

(b) What do you share with your brother, sister or friends?

(c) Circle the words: 'for' and 'on' in the poem.

Let us do

Bring one fruit to the class. Wash it well. Your teacher will cut the fruits. Your teacher will help you prepare a fruit chaat. Sit in a circle and enjoy eating it together.



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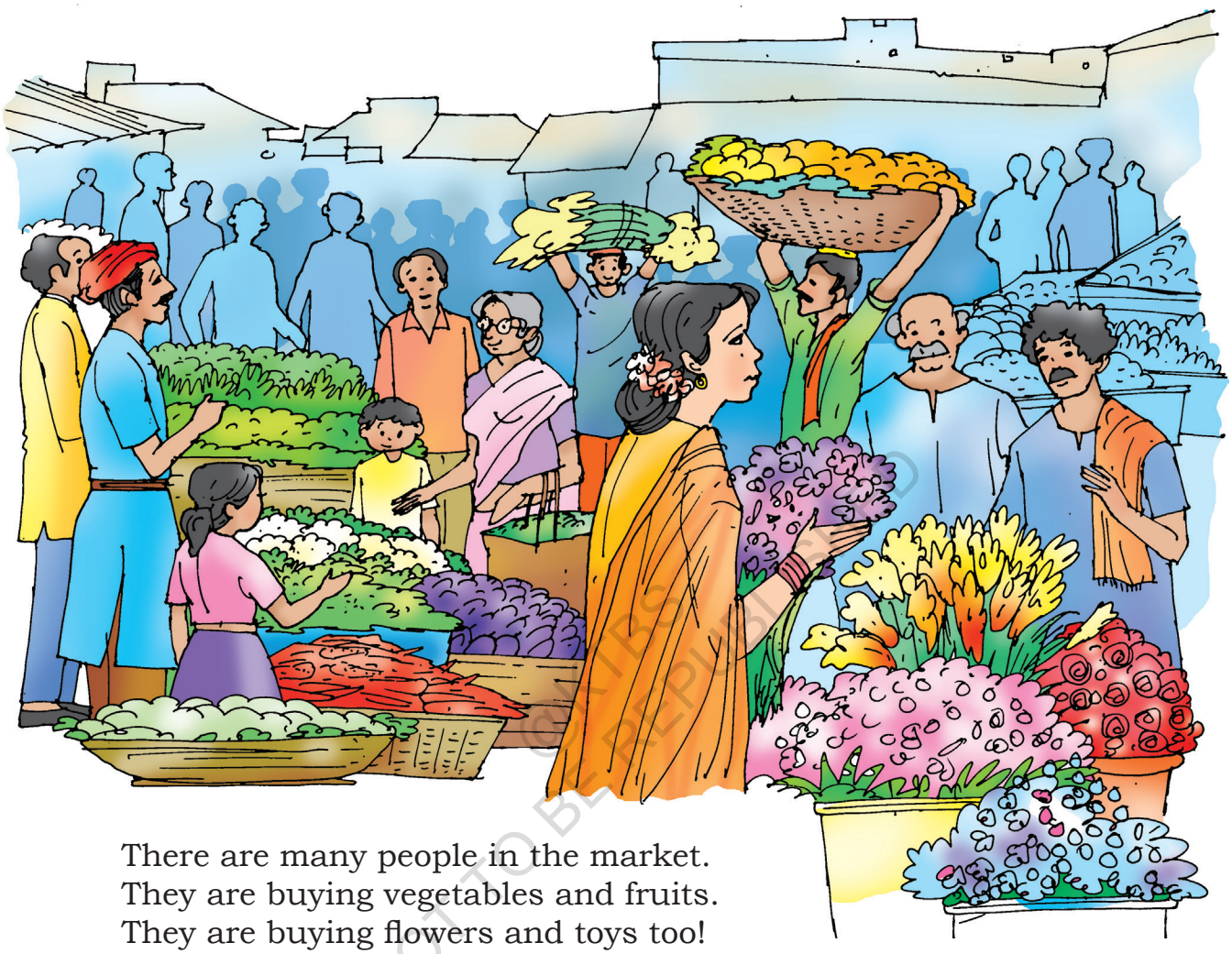
Let us read

A Visit to the Market



Mini's father is a farmer.
He grows vegetables in his farm.
He sells them in the market.
Every Saturday, Mini goes with him to the market.
Her father sells his vegetables.
He takes her around the market.

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There are many people in the market.
They are buying vegetables and fruits.
They are buying flowers and toys too!

Mini: Look, Father! There are many colourful flowers.

Father: Yes, there are. Let me tell you the names of the flowers. These are roses. These are marigolds. Those are jasmine.

Mini: Yes. Sometimes Mother makes a string of jasmine flowers.

Father: Look at the fruits here.

Mini: I can see apples but what are those large fruits behind the apples?

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Father: Those are pineapples.

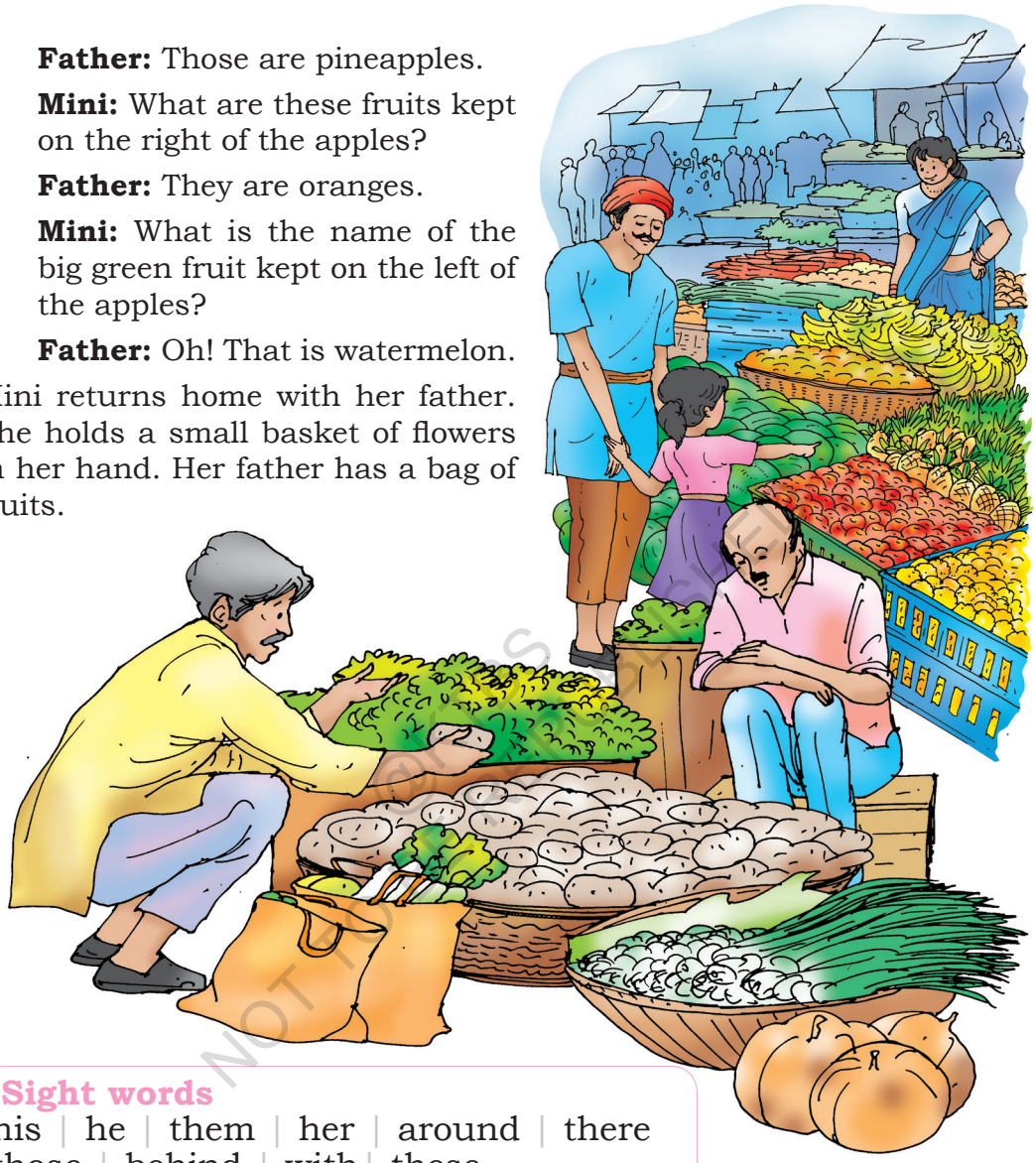
Mini: What are these fruits kept on the right of the apples?

Father: They are oranges.

Mini: What is the name of the big green fruit kept on the left of the apples?

Father: Oh! That is watermelon.

Mini returns home with her father. She holds a small basket of flowers in her hand. Her father has a bag of fruits.



Sight words

his | he | them | her | around | there
those | behind | with | these

Note to the teacher

- You may facilitate children to take up the roles of Mini or the father and conduct role play.
- Help children identify various flowers available around them in the local language and English.



Let us speak

(a) Is there a market near your house?

(b) Do you go to the market?

(c) With whom do you go?

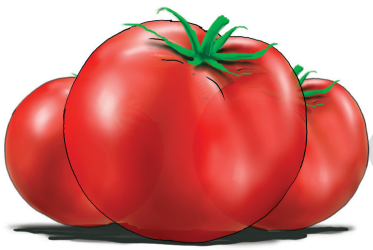
(d) What do you like best about the market?



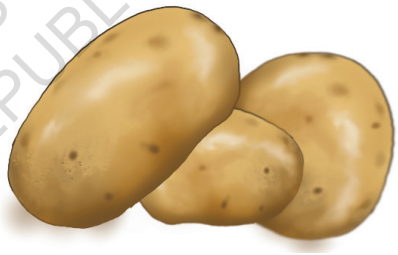
Let us read

A. Read these aloud

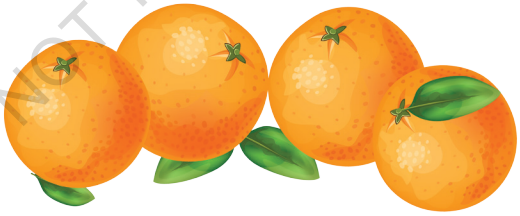
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tomatoes



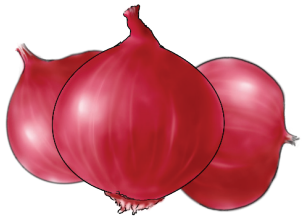
potatoes



oranges

Note to the teacher

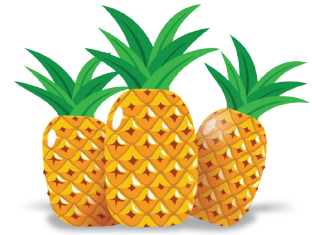
- Encourage all children to speak, help them in naming the fruits and vegetables in English.



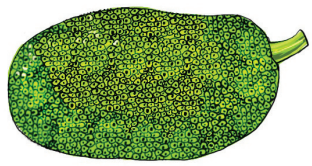
onions



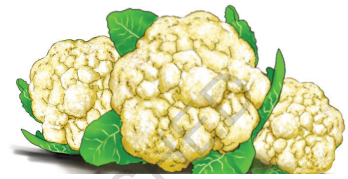
brinjals



pineapples



jackfruit



cauliflowers



mangoes



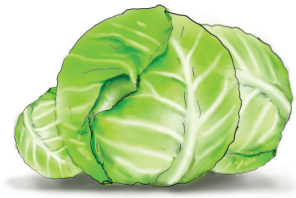
radish



guava



carrots



cabbages



peas

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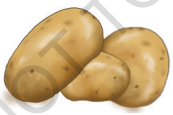
B. Think of words for the pictures and read aloud

Today, my  took me to the  .

I saw many  and  there.

I liked the  .

My  bought me an  .

We bought  and  .

We had a good dinner.

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Note to the teacher

- Support children's attempts to read the above sentences.
- Discuss with children that we should not waste food.



Let us draw

A. Draw and colour the fruits and vegetables you like. Discuss with your friends— Why do you like these fruits and vegetables?



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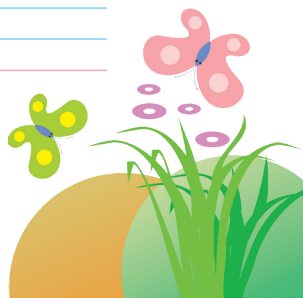


Let us write

Write the words in the space below

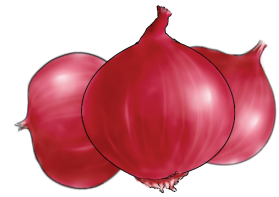
yellow mango	red apple	yellow banana
green guava	purple brinjal	brown potato
orange carrot	white radish	

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B. Fill in the blanks. Two have been done for you.

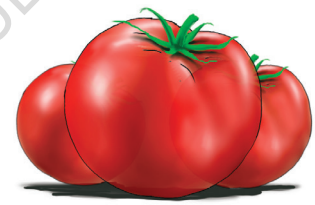
Are these onions?
Yes, they are.
These are onions.

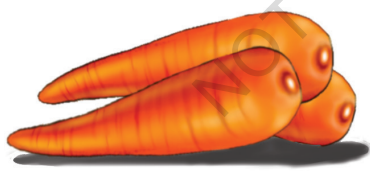




Are these tomatoes?
No, they are not.
These are brinjals.

Are these potatoes?
_____, they are not.
These are _____.



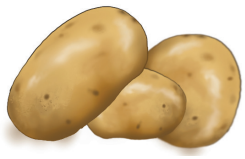


Are these carrots?
_____, they are.
These are _____.

Are these roses?
_____, they are not.
These are _____.

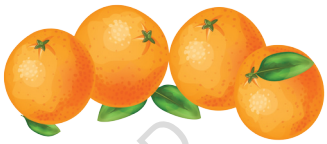


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Are these pumpkins?
_____, they are not.
These are _____.

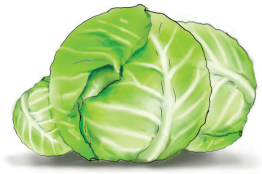
Are these mangoes?
_____, they are not.
These are _____.



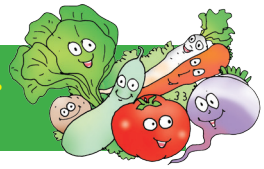


Are these cauliflower?
_____, they are.
They are _____.

Is this a cabbage?
_____, it is.
This is a _____.



Vegetables are good for health.
We should eat them everyday.



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Note to the teacher

- Help the children read the questions first. Later, they may write the words.

Chapter 2

The Food we Eat

0123CH07

Let us read



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Note to the teacher

- Encourage the children to share their food with each other whenever possible.
- Discuss the concept of 'sharing' in the context of mid–day meal.
- Encourage the children to express gratitude and respect for food and for the people who provide it.
- Discuss with children the type of food they eat. Let them say what other things they eat at home.
- Talk to the children about the diversity of culture and food in our country.



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Sight words

from | for | them | their | they | has
she | have

New words

have | thank you | share | lunch |
sick | fruits | today | sent | smiling

Answer the questions

1. Where do you sit when you have lunch at school?
2. How do you share your food with your friends?
3. When you were hungry, did anyone share food with you?



Let us read

A. Think of words for the pictures and read aloud

We eat  and  which farmers grow.

Some farmers keep  .

We get honey from  .

Some  keep  .

We get milk from cows.
We make curds and butter from the milk.

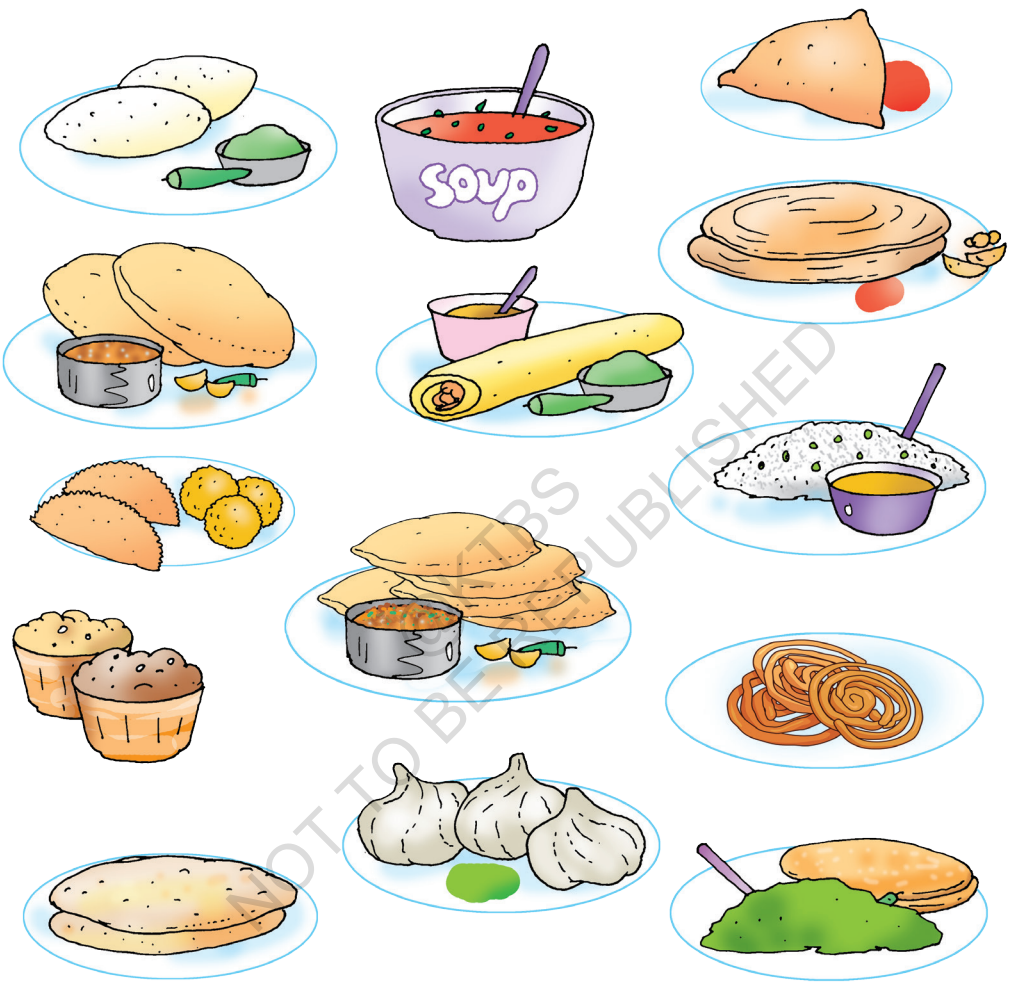
We should say 'thank you' to  .

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Note to the teacher

- Help children realise that farmers work hard to give us many kinds of things to eat.
- Reinforce that we should not waste food.

Let us speak



(a) Name the food items you see in the picture.

(b) Which is your favourite sweet?

(c) Who cooks food at home?

(d) Do you pick up your plate after a meal?

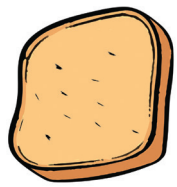
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Let us do

B. Match the food item to its shape

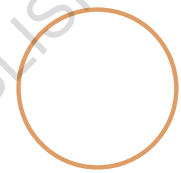












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Let us draw

1. Say the names of the special dishes you eat at home.

   Draw and colour them. See what others have drawn.



Let us speak

Fun with Words

A. Listen to the following words that your teacher will read out. Notice that they have only one syllable.

Say the word and clap once.

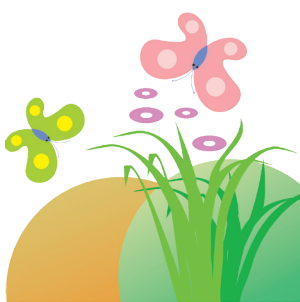
man	food	cat
hut	eat	mat
go	come	sit

B. Now say these words.

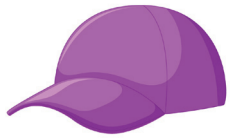
These words have two syllables. Say each word aloud and clap for every syllable of the word.

farmer	far	mer
carrot	car	rot
market	mar	ket
brinjal	brin	jal
mango	man	go
breakfast	break	fast
dinner	din	ner

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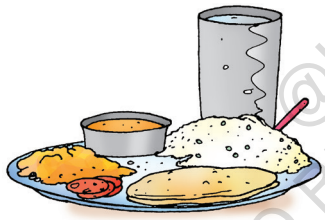
2. Match the following images to the sentences.



This cow is brown.



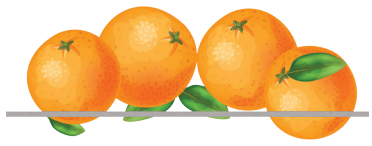
These are four oranges.



This is a purple cap.



This is my lunch.



This is a green jeep.

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Let us do

Riddles

1. I am a fruit. My name is my colour.
   Who am I?

   Answer: _____

2. I am hard and brown on the outside.
   Soft and white inside.
   Who am I?

   Answer: _____

3. I am a vegetable. I am pink in colour.
   I may also be white in colour.
   If you cut me, I make you cry.
   Who am I?

   Answer: _____

4. I am a fruit. I come in green or purple.
   I come in a bunch.
   Who am I?

   Answer: _____

Answers on page 44

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Unit 4

Seasons

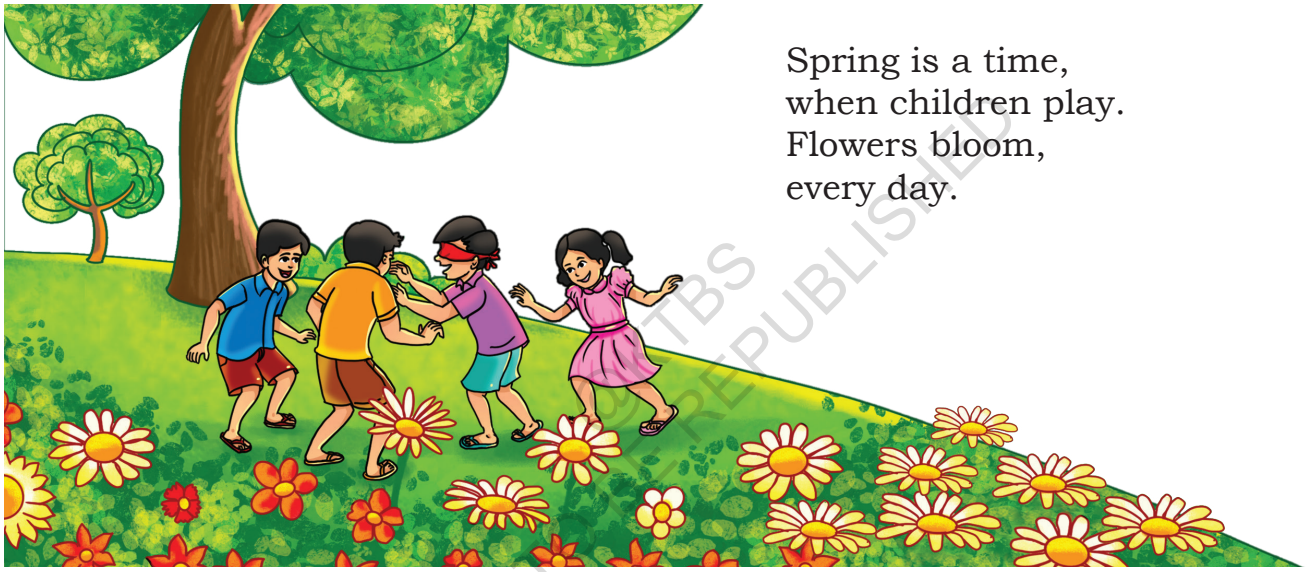


Chapter 1

The Four Seasons



Let us sing

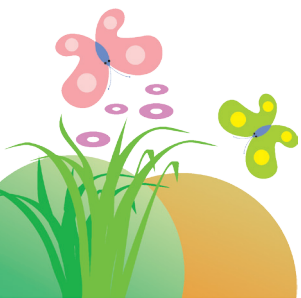


Spring is a time,
when children play.
Flowers bloom,
every day.

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Summer is hot.
To stay cool,
everyone wants a
dip in the pool.







Monsoon clouds
Are filled with rain,
Make you feel
Cool again.

Winter is cold.
On sunny days,
People enjoy the
sun's rays.



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Let us speak

1. (a) What do you wear in summer?
   (b) What do you wear in winter?
   (c) Which season do you like most? Why?

Note to the teacher

- Help children answer in full sentences.
- Explain the cycle of seasons.

2. Look at the pictures and tell the story in your own words.









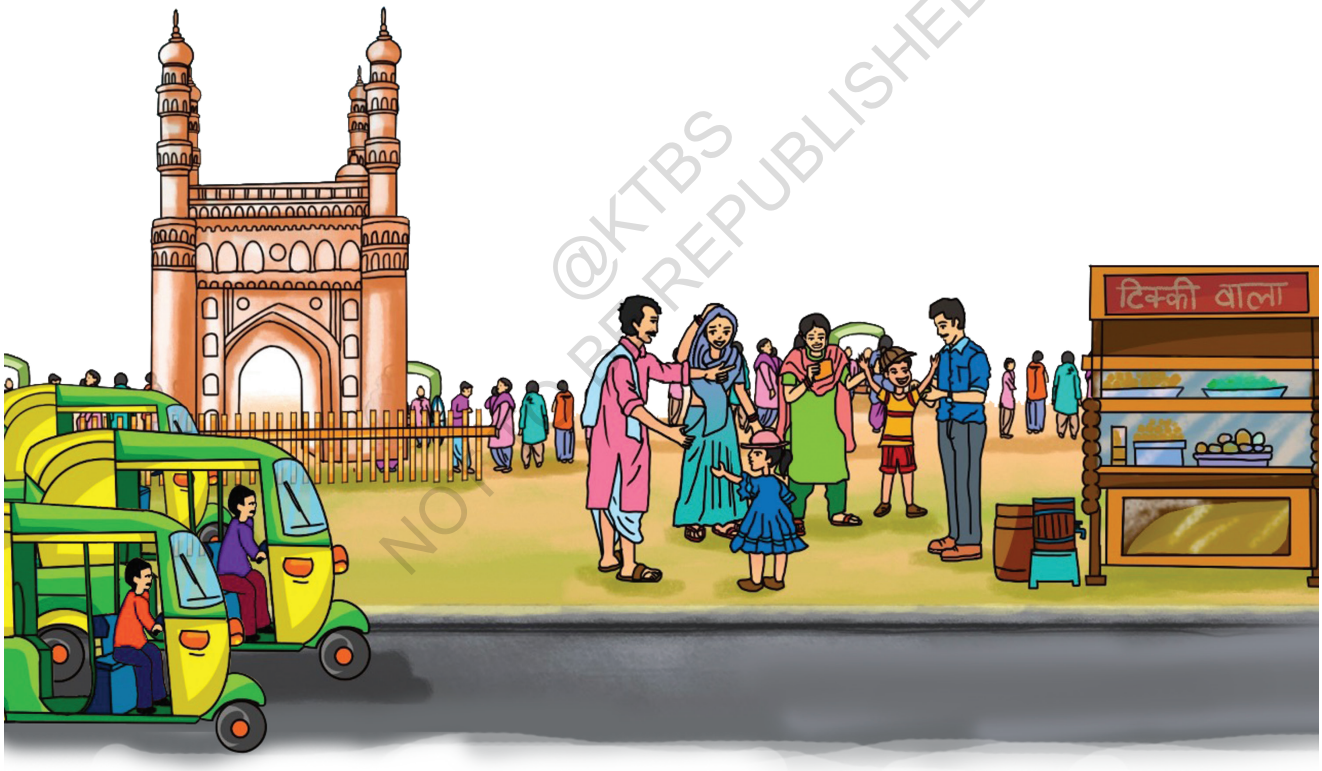
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Let us read

Summer

Brinda and her family are visiting Hyderabad. Brinda's grandparents live there. It is hot in Hyderabad. She is wearing a cotton frock.

What are Brinda's mother, father, grandfather, grandmother and brother wearing?



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Note to the teacher

- Help children answer in complete sentences.

Winter

Prithvi has gone to Shimla. It is cold there. What is Prithvi wearing? What things do you see in the picture?



Monsoon

Circle the words you see in the picture.



pot

puddle mud

house roses

raindrops

cat umbrella

boat mat

sun

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Let us speak

A. Look at the pictures. Say the names of the clothes we wear.



sari



dhoti-kurta



shirt



cap



frock



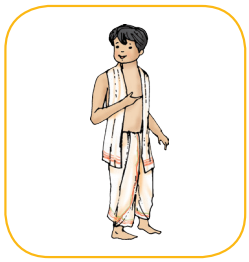
pants



salwar suit



t-shirt



lungi-angavastram

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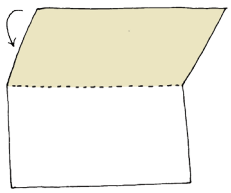


Let us do

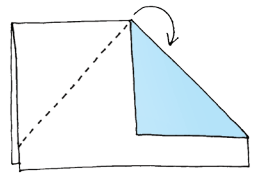
A Paper Hat

Look at the pictures and make a paper hat.

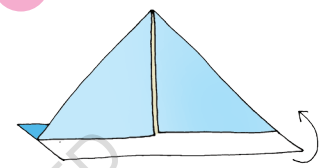
a



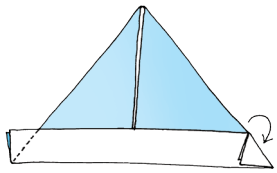
b



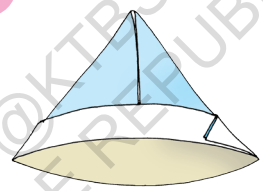
c



d



e



f



Put on your hat and have fun!

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Note to the teacher

- Take an A4 size paper.
- Fold the paper lengthwise.
- Fold it again.
- Open it, and bring the corners to the centre.
- Fold one of the lower flaps upward.
- Do the same with the other flap on the opposite side.
- The hat is ready.

Let us sing

Pitter Patter

I hear thunder,
I hear thunder,
Oh don't you?
Pitter patter raindrops,
I am wet through.



Rain

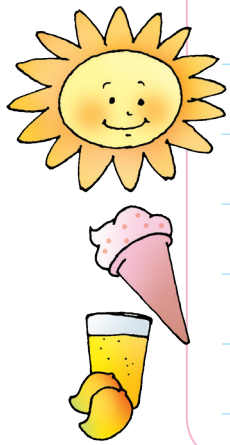
Rain on the green grass,
Rain on the trees,
Rain on the rooftops,
And rain on me.



Let us write

Write down the words that come to your mind when you say summer, winter or monsoon.

A few words have been written for you.



Summer

hot

holidays



Winter

cold

woolen cap



Spring

new leaves

colourful



Monsoon

umbrella

clouds

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Chapter 2

Let us read

Anandi's Rainbow

It was raining outside. Anandi was fast asleep dreaming of rainbows. She woke up to look out of her window. There was a huge, bright rainbow across a clear blue sky.





Anandi ran out to the garden with Milli, her favourite cat.

Anandi loved to draw and paint. Today, she wanted to paint the flowers of her garden with the colours of the rainbow.

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She coloured one flower with violet, and another with the indigo of the rainbow. One with the blue and leaves with the green.... One with orange.... One with red....

But she left the yellow so that the Sun may look bright and gay.

And lo! There were beautiful flowers all over the garden. The Sun was up there shining in its yellow glory.

After giving colours to the flowers and the Sun, the rainbow was gone.....



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Let us speak

1. Have you seen a rainbow?
2. When did you see it?
3. Where did you see it?
4. What is the colour of the sky during sunrise and sunset?



Let us do

1. Go outside and look at the sky.

   Do you see the clouds?

   What shapes do you see in the clouds?

   Draw what you see in the clouds.

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2. Watch the sky at sunrise, sunset and at night. Share your experience with the class.

Note to the teacher

- Encourage every child to express what they see.



Let us write

A. Write about yourself

My name is _____ .

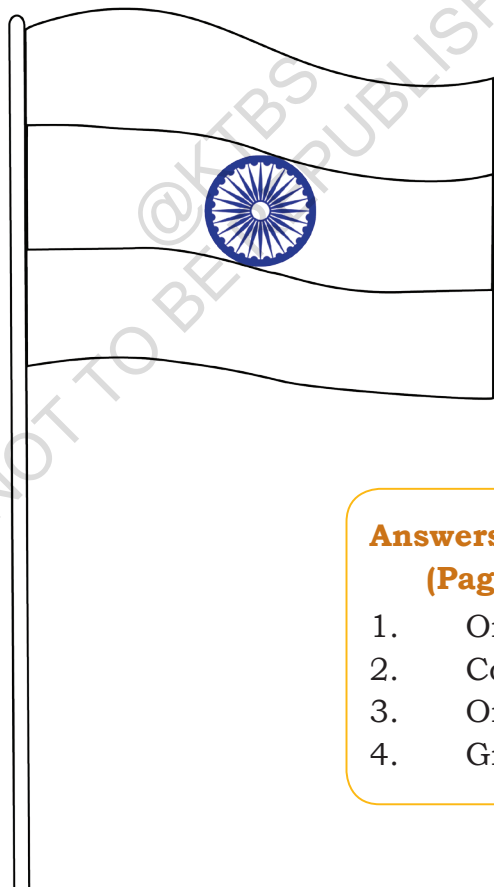
I am _____ years old.

I study in _____ school.

My favourite colour is _____ .

I like _____ .

B. Colour the Indian flag



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Answers to riddles (Page 31)

1. Orange
2. Coconut
3. Onion
4. Grapes