

My World in English



Teacher's Companion



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THE GOVERNMENT OF ANDHRA PRADESH

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The Government of Andhra Pradesh has successfully brought out a new set of textbooks - My World in English (I to V), taking into consideration the requirement of the learners and the pedagogical demands of the subject.

The well planned textbooks have been richly supported by audio materials available online. These materials will be of great help to our elementary school children to develop interest in the new language and achieve their goal of learning it well.

This book, a companion, is going to assist the teacher's classroom activity of guiding the pupils in the areas of pronunciation, punctuation and grammar.

The Government and the faculty associated with these materials have done their bit and now it is the turn of the teachers to help the learners acquire adequate command of English.

I wish them all success.

Director,

SCERT

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Introduction

A teacher's companion is a handbook meant to be used for reference while using other materials to teach a subject. This is exactly what this reference book is. It accompanies the five textbooks (I to V) of My World in English. As the title suggests, the children come to school with adequate awareness of the world. Now they just learn a new language to talk about it. In the process they also expand their awareness.

The textbooks are supported by audio materials available online. These materials are made interesting and useful, so that the children tune themselves to the new language with enthusiasm. Wherever they have a doubt the teachers can refer to the phonetic transcription given in the companion.

The companion uses Telugu and English for discussion because the teachers will be required to use Telugu in the classroom to describe and explain a few things.

Pedagogical strategies and some lesson plans are given here only as suggestive models. Our teachers are very competent to develop their own strategies and work out their own plans.

The teachers will find this small companion very useful in their journey of guiding tender minds through the furrows of a new language.

1. Spelling and Pronunciation

క్రమం, ఉచ్చారణ

A. Vowels, Consonants and Syllables

ఉచ్చారణలో అచ్చులు (Vowels), హల్లులు (Consonants), కలిస్తేనే వర్ణ బంధాలు (Syllables) ఏర్పడతాయి. వర్ణబంధాలు కలిస్తే పదాలు ఏర్పడతాయి. ఇంగ్లీషులో Consonants, Vowels ప్రత్యేక అక్షరాలు (letters)గా ఉంటాయి. కానీ పలికేటప్పుడు Syllables నే పలుకుతాం. Vowels ని వేరుగా పలకగలం గాని, హల్లులకు అచ్చులు తోడుండాలి. ఇంగ్లీషులో అక్షరమాలను alphabet అంటారు. అక్షరాలను letters of the alphabet అంటారు; alphabets అనకూడదు.

It is very important to note that English spellings are 'identificatory' of words. The pronunciation of a word is indicated by the spelling but it also gets affected by the stress patterns of English.

ఇంగ్లీషు స్పెల్లింగులు పదాన్ని గుర్తించడానికి ఉపయోగపడతాయి. పదం ఉచ్చారణను స్పెల్లింగ్ సూచిస్తుంది. కాని, ఊనిక (stress) ఈ ఉచ్చారణను ప్రభావితం చేస్తుంది.

English writing system is alphabetic. The twenty six letters of the alphabet (a-z) are used to indicate pronunciation. Indian writing systems like Devanagari script used for Sanskrit, Hindi and Marathi and Telugu script are not alphabetic but 'syllabic'. When we look at a Telugu word it is written in terms of syllables. A syllable is the minimal unit of speech. When we say 'ka' we have two sounds in it – a consonant (k) and a vowel (a)

ఇంగ్లీషు లేఖన విధానం వర్ణమాలాత్మకం, అంటే వర్ణమాలలోని అక్షరాలను - అచ్చులను, హల్లులను -విడిగా రాసే పద్ధతి. తెలుగు, సంస్కృతం వంటి భారతీయ భాషలలో అచ్చు, హల్లులను కలిపి రాస్తారు. 'క' లో 'క' అనే హల్లు 'అ' అనే అచ్చు రెండూ ఉంటాయి.

When we say an English word the number of letters used in it and the number of syllable it has will be different. For example let's take the word 'neighbour':

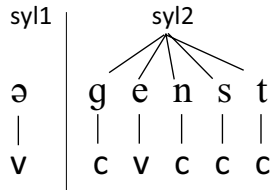
ఇంగ్లీషులో ఒక మాటలో ఇన్ని లెటర్స్ ఉన్నాయి. ఇన్ని సెలబుల్స్ ఉన్నాయి అని చెప్పవలసి వస్తే రెండూ భిన్నంగా ఉంటాయి. ఉదాహరణకు :

'neighbour' (9 letters)

/neɪbə(r)/ (2 syllables)

ప్రతి సిలబుల్ లోనూ ఒక అచ్చు ఉంటుంది. హల్లులు దానికి ముందూ, తరువాతా రావచ్చు.

'against'



We find the following syllable structures in English:

		<u>Words</u>
1. V - /aɪ/	-	I
2. /ə/, /eɪ/	-	a
3. CV - /ði:/, /ði/, /ðə/-		the
/hu:/	-	who
/mi/	-	me
/hi/	-	he
/haʊ/	-	how
/ðeɪ/	-	they
/ʃi:/, /ʃi/	-	she
4. VC - /ɪn/	-	in
/ɒn/	-	on
/i:k/	-	eke
5. CVC - /ðen/	-	then
/wen/	-	when
6. CCVC - /fri:k/	-	freak

	/breɪk/	-	break
	/ʃri:k/	-	shriek
7.	CVCC -/best/	-	best
	/hens/	-	hence
	/henz/	-	hens
	/pens/	-	pence
	/penz/	-	pens
	/ment/	-	meant
8.	CCVCC - /breɪst/	-	breast
	/pri:st/	-	priest
	/blɑ:st/	-	blast
	/ʃrɪnk/	-	shrink
9.	CCCV - /skru:/	-	screw
10.	CCCVC - /splæʃ/	-	splash
11.	CV. 'CCVC- /'mɪ.'steɪk/-		mis'take
12.	'CV.CV.CV - /'pɒ.və.tɪ/-		'poverty
13.	CV. 'CV.CV- /dɪ'lemə/ -		dɪ'lemma

B. Stress ఊనిక

ఊనిక (Stress) అనేది ఇంగ్లీషు, రష్యన్ భాషల్లో ప్రత్యేక పాత్ర వహిస్తుంది. Stress ఉన్న Syllable లోని అచ్చు, హల్లులు ఉచ్చారణలో ప్రాధాన్యత వహిస్తాయి. Stress లేకపోతే vowel విలువ తగ్గుతుంది.

While reading or speaking, English sounds are affected by what is called STRESS (also called accent). Stress decides the way a word is said.

When 'man' is used as a free form it is pronounced /mæn/ but it becomes /-mən/ when used as a bound form as in 'gentleman'.

1. 'gentleman /'dʒentlmən/ (/ˈmæn/-/'man)
2. ma'gician /mə'dʒɪʃən/ (/ˈmædʒɪk/-/'magic)
3. mysterious /mɪ'stɪəriəs/ (/ˈmɪstəri/ 'mystery)
4. conversation /ˌkɒnvə'seɪʃn/ (kən'vɜ:s/ converse)

'Magic' has stress on the first syllable; so it is pronounced as /'mæ(dʒɪk)/, but it becomes 'mə-' in 'ma'gician' because the stress is shifted to the next syllable. In 'mystery' the stress is on the first syllable and there is 'ə' between 't-' and '-r'. In 'mysterious' the stress is on the second syllable and a diphthong 'ɪə' occurs in the syllable /-stɪə/. In 'converse' the stress is on the second syllable and in 'conversation' there are two stresses — the primary stress on 'seɪ and the secondary stress on 'kɒn'. We notice difference in the pronunciation of vowels with the shift of stress.

Monosyllabic words like man, and, but have 'strong' forms when alone and have 'weak' forms when they are part of another word:

	Strong	-	Weak
'man'	/mæn/	-	/mən/
'but'	/bʌt/	-	/bət/
'and'	/ænd/	-	/ənd/
'a'	/eɪ/	-	/ə/
'have'	/hæv/	-	/əv/

Stress ఇంగ్లీషు పదాలకు వెన్నెముక వంటిది. పరాయి భాషల పదాలైనా సరే ఈ ఊనికమూస ద్వారా వెలువడాలి. అప్పుడే ఇంగ్లీషువాళ్ళు పలకగలరు.

5. i) 'photo₁graph - /'fəʊtəgrɑ:f/
- ii) pho'tography - /fə'tɒgrəfi/
- iii) ,photo'graphic - /ˌfəʊtə'græfɪk/
6. i) 'parcel - /'pɑ:sl/ [p^hɑ:sl]
- ii) a'part - /ə'pɑ:t/ [əp^hɑ:t]
- iii) 'poppy - /'pɒpi/ [p^hɒpi]
- iv) sa'mosa - /sə'məʊsə/

Single syllable words like 'but' may be said with emphasis or without emphasis. When emphasized

but is /bʌt/

and when it is not emphasized

but is /bət/

Here /ʌ/ is a strong vowel and /ə/ is a weak vowel. Similarly an emphasized 'and' is

/ænd/

and a weak 'and' is pronounced

/ənd/ or /ən/

This variation depends upon the sounds that come after the word. If 'and' is followed by a consonant sound then it is

/ən/

as in

England and Burma

/ɪŋɡlənd ən bɜ:mə/

If 'and' is followed by a vowel sound it will be

/ənd/

as in

England and Australia

/ɪŋɡlənd ənd ɔ:streɪliə/

All these variations in pronunciation need not be overemphasized as they are part of connected speech.

Here are some more examples where there is a vowel change caused by stress shift.

- | | | |
|----|---------------------------|-------------------------------|
| 7. | phi ^l osophy | philo ^s ophical |
| | /fɪ ^l ɒsəfɪ/ | /fɪlə ^s ɒfɪkl/ |
| 8. | ad ^v antage | ˌadvan ^t ageous |
| | /əd ^v ɑ:ntɪdʒ/ | /ˌædvən ^t etɪdʒəs/ |
| 9. | a ^c ademy | aca ^d emic |
| | /ə ^c kædəmɪ/ | /ˌækə ^d emɪk/ |

C. Letters of the alphabet వర్ణమాలలోని వర్ణాలు

Now let's get into certain details of the letters of the alphabet and spellings. When the consonant letters are said aloud, a vowel is used with them, which is given below:

- | | | | |
|----|------------------------|---|------|
| 1. | A, K, H, J | - | /eɪ/ |
| 2. | B, C, D, E, G, P, T, V | - | /i:/ |
| 3. | I, Y | - | /aɪ/ |
| 4. | O | - | /əʊ/ |
| 5. | U, Q, W | - | /u:/ |
| 6. | R | - | /ɑ:/ |
| 7. | F, L, M, N, S, X, Z | - | /e/ |

Symbols used for pronunciation ఉచ్చారణ సంకేతాలు

D. Symbols for vowels sounds అచ్చుల సంకేతాలు

ఇంగ్లీషు అక్షరాలకు ఉచ్చారణ ధ్వనులకు పూర్తి పొంతన లేకపోబట్టి 'ఉచ్చారణ లిపి' (Phonetic Script) అవసరం ఏర్పడింది. ఆ లిపినే ఇప్పుడు చూద్దాం. ఉదాహరణలతో ధ్వని గురించి సులభంగా తెలిసిపోతుంది.

FRONT VOWELS (నాలుక ముందు భాగం పైకి కదులుతుంది.)

- | | | | |
|----|------|----------------------------|---|
| 1. | /i:/ | as in <u>l</u> eave /li:v/ | <u>r</u> eap, <u>e</u> ager, <u>pl</u> ease |
| 2. | /ɪ/ | as in <u>l</u> ive /lɪv/ | <u>h</u> ip, <u>pr</u> etty, <u>s</u> it |
| 3. | /e/ | as in <u>g</u> et /get/ | <u>b</u> ed, <u>s</u> ays, <u>m</u> et |
| 4. | /æ/ | as in <u>c</u> at /kæt/ | <u>r</u> at, <u>s</u> at, <u>p</u> at |

CENTRAL VOWELS (నాలుక మధ్య భాగం పైకి కదులుతుంది.)

- | | | | |
|----|------|-----------------------------|---|
| 5. | /ʌ/ | as in <u>c</u> ut /kʌt/ | <u>l</u> uck, <u>c</u> up, <u>b</u> ug |
| 6. | /ɜ:/ | as in <u>c</u> urd /kɜ:d/ | <u>l</u> urk, <u>sh</u> irt, <u>h</u> urt |
| 7. | /ə/ | as in <u>a</u> bout /əbaʊt/ | <u>l</u> ater, <u>a</u> gainst, <u>a</u> gain |

BACK VOWELS (నాలుక వెనుక భాగం పైకి కదులుతుంది.)

- | | | | |
|----|------|----------------------------|--|
| 8. | /ɑ:/ | as in <u>c</u> ar /kɑ:(r)/ | <u>b</u> asket, <u>h</u> ear <u>t</u> , <u>l</u> ast |
| 9. | /ɒ/ | as in <u>c</u> ot /kɒt/ | <u>g</u> ot, <u>l</u> ot, <u>h</u> ot |

10.	/ɔ:/	as in <u>ca</u> ught /kɔ:t/	<u>ta</u> ught, <u>bo</u> ught, <u>au</u> thor
11.	/ʊ/	as in <u>fo</u> ot /fʊt/	<u>sh</u> ould, <u>bo</u> ok, <u>loo</u> k
12.	/u:/	as in <u>loo</u> se /lu:s/	<u>f</u> uture, <u>y</u> outh, <u>soo</u> n

DIPHTHONGS (సంయుక్తాక్షరాలు)

13.	/eɪ/	as in <u>na</u> me /neɪm/	<u>ba</u> y, <u>la</u> te, <u>ca</u> me
14.	/aɪ/	as in <u>li</u> ght /laɪt/	<u>ai</u> sle, <u>si</u> ght, <u>bu</u> y
15.	/ɔɪ/	as in <u>bo</u> y /bɔɪ/	<u>oi</u> l, <u>to</u> y, <u>noi</u> se
16.	/əʊ/	as in <u>so</u> /səʊ/	<u>o</u> cean, <u>no</u> te, <u>no</u>
17.	/aʊ/	as in <u>no</u> w /naʊ/	<u>ow</u> l, <u>hou</u> se, <u>ho</u> w
18.	/ɪə/	as in <u>ne</u> ar /nɪə/	ear, fierce, clear
19.	/eə/	as in <u>pa</u> ir /peə/	<u>ai</u> r, <u>the</u> refore, <u>ha</u> re
20.	/ʊə/	as in <u>pu</u> re /pjʊə/	<u>to</u> ur, <u>su</u> re, <u>cu</u> re, <u>po</u> or

Symbols for consonant sounds హల్లుల సంకేతాలు

PLOSIVES (స్పర్శాలు)

1.	/p/	as in pin /pɪn/	pit, sipper, cup
2.	/b/	as in bus /bʌs/	best, slumber, cucumber
3.	/t/	as in ten /ten/	tip, letter, set
4.	/d/	as in down /daʊn/	deep, render, bed
5.	/k/	as in kite /kaɪt/	cat, sacked, keen
6.	/g/	as in game /geɪm/	gain, negate, leg

AFFRICATES (స్పర్శిష్టాక్షరాలు)

7.	/tʃ/	as in chip /tʃɪp/	church, pitched, leech
8.	/dʒ/	as in jug /dʒʌg/	jump, enjoy, judge

FRICATIVES (ఊష్ణాలు)

9.	/f/	as in feet /fi:t/	fill, refill, enough
10.	/v/	as in van /væn/	vest, invest, save
11.	/θ/	as in thin /θɪn/	thick, thank, enthuse

12.	/ð/	as in that /ðæt/	these, father, with
13.	/s/	as in sin /sɪn/	sick, feast, practice
14.	/z/	as in zoo /zu:/	zip, zebra, abuse
15.	/ʃ/	as in ship /ʃɪp/	sheep, essential, fish
16.	/ʒ/	as in treasure /treʒə(r)/	genre, pleasure, garage
17.	/h/	as in hip /hɪp/	hen, behind, inhuman

NASALS (అనునాసికాలు)

18.	/m/	as in moon /mu:n/	move, among, loom
19.	/n/	as in nest /nest/	needle, anything, sin
20.	/ŋ/	as in king /kɪŋ/	sing, finger, long

LATERAL (అకారం)

21.	/l/	as in light /laɪt/	lean, nailed, bill
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FRICTIONLESS CONTINUANT

22.	/r/	as in red /red/	reap, enrich, ripe
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SEMI VOWELS అర్ధాచ్చులు

23.	/j/	as in young /jʌŋ/	youth, beauty, future
	/w/	as in win /wɪn/	wet, wing, twig

E. Variations of pronunciation ఉచ్చారణలో వైవిధ్యాలు

The same letter is used to represent different sounds. Here are some examples:

i. a	-	/æ/	-	mad, fat, sad, lad
		/eɪ/	-	make, take, fake, lake
		/ɑ:/	-	father, bark, shark
		/ɒ/	-	was, (strong form /wɒz/; weak form /wəz/)
		/ɔ:/	-	call, fall
		/e/	-	many, any
ii. y	-	/ɪ/	-	myth, symbol, crystal
		/aɪ/	-	by, cry, shy

iii. u	-	/ju:/	-	cute, tube, puny, mute
		/u:/	-	rude, true, rule
		/ʊ/	-	put, sugar, bull
		/ʌ/	-	but, luck, cup
iv. ai	-	/eɪ/	-	train, rain, bail
		/ɪ/	-	mountain, captain
v. au	-	/ɔ:/	-	author, autumn, saucer
		/ɒ/	-	cauliflower
vi. ea	-	/i:/	-	pea, feast, east
		/e/	-	bread, leather
		/eɪ/	-	break
vii. ie	-	/aɪ/	-	tie, pie
		/i:/	-	field, fiend
viii. ue	-	/u:/	-	glue, blue
		/ju:/	-	statue, barbecue
ix. ui	-	/u:/	-	suit, juice (suite - /swi:t/)
		/ɪ/	-	guitar, guild, biscuit
x. oo	-	/u:/	-	spoon
		/ʊ/	-	book
xi. oi	-	/ɔɪ/	-	coin
xii. ou	-	/aʊ/	-	house, mouse
		/u:/	-	soup, coup /ku:/'
		/əʊ/	-	shoulder, boulder
xiii. oe	-	/əʊ/	-	toe
		/u:/	-	shoe

Consonants

xiv. c	-	/k/	-	cat, coma, vedic
		/s/	-	cyst, ice, cell, pronunciation
		/ʃ/	-	special
xv. g	-	/g/	-	get, goal
		/dʒ/	-	cage, gem, gym
		/ʒ/	-	garage, mirage
		/'gærɑ:ʒ/ /'gærɪdʒ/ British English		

		/gə'ra:z/ /gæ'ra:dʒ/ American English
xvi. ch -	/tʃ/	- chest, coach, choose
	/k/	- chemistry, stomach
	/ʃ/	- charlotte, chef, creche
xvii. gh -	/g/	- ghost, ghastly
	/f/	- cough, trough
xviii. ph -	/f/	- phosphorous, philosophy
	/v/	- Stephen, nephew /nefju:/ BE /nevju:/ AE
xix. s -	/s/	- son, sin, same
	/ʃ/	- sugar, sure
	/z/	- pleasure, treasure, measure
xx. ss -	/s/	- necessary, passage, message
	/ʃ/	- pressure

ఇప్పుడు మనం మన భాషలో వాడని కొన్ని ధ్వనుల గురించి చూద్దాం. వీటని కాస్త మనసు పెట్టి నేర్చుకోవాలి.

Some English sounds are totally new to us. The teachers will have to guide the students, who will also put in the necessary extra effort.

1. /z/ pleasure, treasure, measure
2. /v/ give, move, vine
3. /w/ wine, water
4. /z/ zoo, zero
5. /θ/ think, thrill
6. /ð/ then, than, although

F. Whenever we learn spellings and pronunciation of words, comparing and grouping will be of great help.

1.	Suggest	-	suggestion	/-stʃən/
	Quest	-	question	/-stʃən/
	Digest	-	digestion	/-stʃən/
	Exhaust	-	exhaustion	/-stʃən/
	Combust	-	combustion	/-stʃən/
2.	Pronounce	-	pronunciation	(/-aʊ- → -ʌ-)
	Renounce	-	renunciation	(/-aʊ- → -ʌ-)

	Denounce	-	denunciation	(/-aʊ- → -ʌ-)
3.	Adopt (-ɒ-)	-	adapt (-æ-)	adept (-e-)
4.	Here (-h-)	-	hear - (-h-)	ear - year (-) (-j-)
5.	Lose (-z-)	-	loose (-s-)	
6.	Invalid (n) (-ə-i:-)	-	in'valid (adj) (-æ-)	
7.	<u>M</u> ain	-	<u>m</u> ane	/eɪ/
	<u>P</u> ain	-	<u>p</u> ane	
	<u>G</u> ate	-	<u>g</u> ait	
8.	See	-	sea	(i:)
	Week	-	weak	(i:)
9.	Soot	-	suit	(u:)
10.	You	-	ewe (adult female sheep)	(ju:)
11.	Corps	-	corpse- copse	
12.	Use (v) (-z-)	-	use (n) (-s-)	
13.	Compel	-	compulsive	
	Repel	-	repulsive	
14.	Cease (-s-)	-	seize (-z-)	
15.	Jail	-	gaol (homophones = same pronunciation)	
16.	Housewife [hauswaɪf]	-	housewife (homographs : same spelling) [hʌzɪf] (sewing outfit)	
17.	Hens (-z-)	-	hence (-s-)	
	Pens (-z-)	-	pence (-s-)	

Please look up any good dictionary to show how these groups of words have common features and also differences.

G. Final 'e' పదాంత 'e' ఉచ్చారణ

Look at the following sets of words:

Words ending in '-e'

- i) make, game, take, tale
- ii) be, me, these
- iii) life, knife, site
- iv) home, dome, nose
- v) duke, dupe, tune
tube, cube

and not ending in '-e'

- mark, fact
- bet, met, left
- lift, sit, knit
- hot, soft, not
- duck, tub
cub

Here is an interesting point to be noted. The one syllable words ending in '-e' have the main vowel pronounced the way the letter is pronounced. This doesn't happen in the case of the other words which don't end with '-e:' 'fin-fine' 'pin-pine' 'kit-kite'. Exceptions: give, have, live (vb) and come.

H. Reading aloud and connected speech

మన భాషా సామర్థ్యాన్నెలా మెరుగు పరచుకోగలం? మాట్లాడడం ద్వారా. ఇంగ్లీషులో మాట్లాడడానికి ఉండే భయం పోగొట్టుకోవడానికి పైకి చదవడం చాలా ఉపయోగపడుతుంది. ఇంగ్లీషు మాటలు ఉచ్చరించడానికి నాలుక అలవాటు పడుతుంది. మన ఉచ్చారణను మనం వినగలం.

How to improve our speech? Well, obviously, by speaking. To get over the 'fear' of speaking, the practice of reading aloud will be of great help. The tongue gets used to saying English sounds and the ears get used to one's own speech.

ఒక వాచకాన్ని అర్థవంతంగా చదవాలంటే దాన్ని అర్థవంతమైన విభాగాలుగా విభజించుకోవాలి.

If we read 'meaningfully' we can comprehend the text correctly. 'Meaningful' reading refers to breaking the sentence into 'sense groups'. For example the following sentence can be shown as having three 'sense-groups'

His sister/ will certainly go back to/ Nagpur

If we have to give pauses, the pauses should be at the sense group boundaries. Otherwise we can't understand the sentence correctly.

Let's take a couple of sentences and see how sense – group are identified for pronunciation. The trolley's driver/ I knew better. A few years earlier/ I had successfully closed/ a hole in his heart./ He had returned/ to the hospital/ because/ he had/ a malignant tumour of / the bone.

Sense-group based reading is understood better. If we develop the habit of reading out 'dialogues', we can strengthen our speech habits.

అర్థవంతంగా విభజించుకొని చదవడం వల్ల బాగా అర్థమవుతుంది. 'సంభాషణలు' చదివే అలవాటు మన సంభాషణ సామర్థ్యాన్ని మెరుగుపరుస్తుంది.

Whether we read aloud or speak we have to take care of

Stressed syllables
Vowels and consonants and
Intonation.

Intonation is the way we say a sentence. Look at the following sentences:

మన ఉచ్చారణలో ఇంటోనేషన్ కు చాలా ప్రాధాన్యం ఉంటుంది.

Mary is coming tomorrow.

Mari is coming tomorrow?

In the second sentence we are actually asking a question on the basis a statement made or assumed. Such questions are 'echo-questions'. Intonation refers to another aspect too. We can give importance to different parts of a sentence on the basis of the context. In the case of the sentence given above, we can focus on Mary or coming or tomorrow.

'Mary is coming tomorrow.	[ˈ — —]
ˌMary is coming tomorrow?	[— — — ↗]
Mary is ˈcoming tomorrow.	[— — — ↘]
Mary is ˌcoming tomorrow?	[— — — ↗]
Mary is coming ˈtomorrow.	[— — — ↘]
Mary is coming ˌtomorrow?	[— — — ↗]

The way we use rising tone (↗) or falling tone (↘) will decide whether we are seeking information or giving information. The place where this change takes place shows the importance of the information carried by the word or phrase.

I. Silent letters పలకని ధ్వనులు

ఇంగ్లీషు spelling పద్ధతిలో కొన్ని అక్షరాలు పలకం. కాని అవి పదాన్ని గుర్తించడానికి పనికి వస్తాయి. అంతేగాక వేరే అక్షరాల ఉచ్చారణను సూచిస్తాయి.

The <e> of time, the <k> of knee, and the <gh> of sight, are letters which appear in a word, but do not in themselves represent a sound. Such letters are called silent letters. In some cases, they differentiate one word from another in spelling, for instance *knot* VS. *not*. Other silent letters participate in what are called *spelling patterns*: they make up for the shortage of vowel symbols in English.

English spelling does have many irregularities that are the product of history, but sometimes these help us see the meaning relation between words (as between sign and signature). Now we look at few examples of regularities in English spelling.

<c> represents two sounds: /s/ and /k/ (both are present in <accent>). <c> represents /s/ when it precedes <e>, <i>, or <y>; usually it represents /k/ in other positions, e.g; <cent>, <city>, <cyst> VS. <cat>, <cut>, <close>, <cream>.

The /k/ sound can be spelled in various ways: <k> as in <kid>, <c> as in <cat>, <ck> as in <back>, <ch> as in <ache>, <q> as in <quite>. One regularity in this variety of spellings is that <ck> cannot be used at the beginning of a word, but only in the middle or at the end.

A double consonant is most often cue to the pronunciation of a preceding vowel, especially in words of more than one syllable. Consider the pair <comma>, <coma>. The double <m> in the first word tells us that the <o> is pronounced /ɒ/; the single <m> of the second tells us it is pronounced /əʊ/. The pair <tapping>, <taping> illustrates the same principle, as do <super>, <supper> and <biter>, <bitter>. Also, double consonants preserve the pronunciation of the vowel of a base word when a suffix is added: doubling the <p> of <tap> when -ing is added to produce <tapping> preserves the pronunciation /æ/; if <p> were not doubled, we would read <tap(p)ing> /eɪ/.

Another regularity about double consonants is that, while they often appear in the middle or at the end of a word, they never appear at the beginning; staff, bass, tall, hammer, apple; fine, soap, late, must, pole.

Single consonants also provide cues to vowel pronunciation when contrasted with the use of a single consonant followed by silent <e>. This has already been mentioned under G. Let's take a look at some more examples. Consider these pairs:

Tap vs. tape

Mat vs. mate

Pip vs. pipe

Grim vs. grime

Met vs. mete

Mop vs. mope

Although the final <e> is not pronounced and therefore might seem useless, it is actually an important cue which tells us that the vowel before the preceding consonantal letter has to be pronounced as the letter is said.

Silent <gh> and <g> also signal how to pronounce the vowel in a word: <fit>, <fight>, <mit>, <might>, <sit>, <sight>, <sin>, <sign>.

J. Useful spelling rules కొన్ని స్పెల్లింగ్ నియమాలు

‘se’ and ‘ce’; ‘sy’ and ‘cy’

When two words, verb and noun, are spelt alike, ‘se’ and ‘sy’ are verb ending; ‘ce’ and ‘cy’ are noun endings.

The following are therefore verbs: license, practise, prophesy, advice.

The following are nouns: licence, practice, prophecy, advice

Promise is an exception to this rule. Same spelling is used for both verb and noun.

This rule does not hold good when verb and noun are not spelt alike, so ‘suspense’ and ‘hypocrisy’ are nouns

.

The final ‘e’

1. When followed by ‘ment’

Till recently the final ‘e’ was dropped from words ending in –‘dge’: judgement

Nowadays, it is not necessary to drop the final ‘e’ before ‘ment’ : judgement, acknowledgement, arrangement and advertisement

2. The final 'e' must be dropped before 'able'.

- Move; movable.
- Like; likable.

3. The exceptions are words ending in –'ge' and –'ce'. For instance

- Change, changeable (NOT changable)
- Peace, peacable (NOT peacable)

The final 'e' is also dropped before –ous, -age or –ish.

Virtue; virtuous; Mile; milage (also mileage); Blue; bluish

Courage is an exception to this rule.

We write **courageous** and not **couragous**.

Please remember 'c' before 'e' keeps its 's' sound and 'g' before 'e' its 'dʒ' sound.

4. The final 'e' is always dropped before 'ing' except when it is preceded by a vowel with which it forms one sound.

- Love; loving
- Like; liking
- See; seeing (Here the final 'e' and the preceding vowel form one sound.)
- Dye; Dyeing (Here the final 'e' and the preceding y form one sound.)
Die : Dying (Please note the difference between 'dyeing' and 'dying'.)

Words ending in 'c' and 'ck'

Words ending in 'c' take 'k' after the 'c' before adding 'ed' or 'ing'.

Examples:

- Frolic; frolicked
- Mimic; mimicked

K. Spellings స్పెల్లింగులు

ఇంగ్లీషు spellings కు ఉచ్చారణకు ఉన్న సంబంధాన్ని గమనించాం. ఇప్పుడు ఉచ్చారణలో తేడా లేక పోయినా spellings లో తేడా ఉండే కొన్ని సందర్భాలు చూద్దాం. ఇక్కడ మనం ఈ పని exercises ద్వారా చేస్తున్నాం. అనుమానం వచ్చినప్పుడు ఏదైనా Dictionary ని తెరిచి చూడండి.

Note: The teacher can use these exercises for class V students.

Exercises:**Spelling – A**

The endings ‘-able’ and ‘-ible’ occur in adjectives. They mean ‘able to be/’ can be’

For example:

Adapt _____ adaptable. It means ‘able to be adapted’ / ‘can be adapted’.

Digest _____ digestible. It means ‘able to be digested’ / ‘can be digested’.

Teachers can make the children of class IV and V work on these exercises.

Now you add –able or –ible to the bases given and form complete words.

- | | | | |
|----------|-------|------------|-------|
| 1) tang | _____ | 2) advis | _____ |
| 3) poss | _____ | 4) terr | _____ |
| 5) defin | _____ | 6) remov | _____ |
| 7) flex | _____ | 8) feas | _____ |
| 9) eig | _____ | 10) comfor | _____ |

Spelling – B

Supply ‘-ance’ or ‘-ence’ and form complete words.

- | | | | |
|-------------|-------|------------|-------|
| 1) appear | _____ | 2) confide | _____ |
| 3) eleg | _____ | 4) exist | _____ |
| 5) signific | _____ | 6) innoc | _____ |
| 7) bal | _____ | 8) audi | _____ |
| 9) brilli | _____ | 10) excel | _____ |

Spelling – C

Supply ‘-ary’, ‘-ery’, or ‘-ory’ whichever suits. Words ending in ‘-ary’ and ‘-ory’ can make nouns (naming words) of adjectives (describing words).

- | | |
|------------------|-----------------|
| 1) brav _____ | 2) categ _____ |
| 3) comment _____ | 4) milit _____ |
| 5) curs _____ | 6) invent _____ |
| 7) lott _____ | 8) surg _____ |

Spelling – D

Read the following explanations and fill in the gaps to find the one word substitutes.

- A desire for food is ap__ et__ te.
- A light evening meal is s__ p__er.
- To press and stretch the dough with hands is to k__e__d.
- A style of cooking is cu__s__e.
- To make a noisy sucking sound is to s__u__ p.
- The sweet course of a meal is the d__s__e__t.
- Something eaten as main food item (rice,wheat) is called sa__le food.
- To chew food very fast is to m__n__h
- Beaten mixture of flour and water or milk is called d__gh.
- To c __ __ w is to bite food into small pieces to make it easier to swallow.

Spelling – E

Rewrite the following words with their proper spelling only one letter has to be added or modified or the word order under has to be changed.

- | | |
|----------------|-----------------|
| 1) Scury _____ | 2) Riht _____ |
| 3) Leke _____ | 4) Komb _____ |
| 5) Raor _____ | 6) Truely _____ |
| 7) Laod _____ | 8) Hant _____ |
| 9) Falt _____ | 10) Hault _____ |

Spelling – F

Bring in the missing letters and form correct words.

- | | |
|--------------|----------------|
| 1. Tak _____ | 2. Plese _____ |
|--------------|----------------|

3. Hury _____
 5. Wak _____
 7. Bke _____
 9. Wast _____

4. Lek _____
 6. Fiht _____
 8. Screem _____
 10. Tight _____

Spelling – G

Identify the silent letters (which we don't utter in pronunciation) in the following words:

Clim <u>b</u>	fore <u>g</u> in	sign	comb <u>b</u>	eight
High	throu <u>g</u> h	hou <u>r</u>	kn <u>e</u> e	kn <u>o</u> w
Walk	wou <u>l</u> d	talk	listen	oft <u>e</u> n
Ans <u>w</u> er	tw <u>o</u>	w <u>r</u> ite	Wed <u>n</u> esday	thoug <u>h</u>
Could	half	h <u>e</u> ir	shou <u>l</u> d	Christ <u>m</u> as

Spelling – H

Arrange the following words in alphabetical order.

- | | | |
|-------------|----------------|--------------|
| 1) able | 2) before | 3) courage |
| 4) expect | 5) forward | 6) good |
| 7) home | 8) interest | 9) just |
| 10) look | 11) morning | 12) nasty |
| 13) ought | 14) programmer | 15) ruthless |
| 16) settle | 17) today | 18) visit |
| 19) weather | 20) young | |

Spelling – I

The following words need two vowels in each case; supply the suitable vowels to make them meaningful words:

- | | | |
|------------------|---------------|-----------------|
| 1) sch__ __ l | 2) r__ __ nd | 3) cr__ __ ping |
| 4) y __ __ thful | 5) sn __ __ l | 6) d __ __ th |
| 7) br __ __ th | 8) pr__ __ se | 9) fr__ __ nd |

2. List of the words used in the textbooks with pronunciation

Notes:

1. For the sound values of the symbols refer to the previous chapter.
2. (r) at the end of a word shows that it is pronounced only when it is followed by a vowel sound.
3. (ə) shows that some people pronounce it and some people don't.

a /ə/ ; emphatic /eɪ/
 a.m /eɪ.ɛm/
 ability /ə'bilɪti/
 about /ə'baʊt/
 above /ə'bʌv /
 absence /'æbsəns/
 academy /ə'kædəmi/
 accept /ək'sept/
 according /ə'kɔ:dɪŋ/
 ache /eɪk/
 achievement /ə'tʃi:vmənt/
 across /ə'krɒs/
 act /ækt/
 action /'ækʃ(ə)n/
 active /'æktɪv/
 activities /æk'tɪvɪtɪz/
 actress /'æktɪs/
 actually /'æktʃʊəli/
 adams /'ædəmz/
 add /æd/
 addition /ə'dɪʃ(ə)n/
 admire /əd'maɪə(r)/
 adore /ə'dɔ:(r)/
 aerial /'eəriəl/
 aeroplane /'eərəpleɪn/
 affectionately /ə'fekʃ(ə)nɪtli/

afford /ə'fɔ:d/
 afraid /ə'freɪd/
 afraid of /ə'freɪd əv/
 after /'ɑ:ftə(r)/
 afternoon /,ɑ:ftə'nu:n/
 again /ə'geɪn/ also /ə'geɪn/
 against /ə'geɪnst/
 age /eɪdʒ/
 ago /ə'gəʊ/
 agree /ə'gri:/
 ahead /ə'hed/
 air /eə(r)/
 allow /ə'laʊ/
 almost /'ɔ:lməʊst/
 alone /ə'ləʊn/
 along /ə'lɒŋ/
 aloud /ə'laʊd/
 already /ɔ:l'redi/
 alright! /ɔ:l'raɪt/
 also /'ɔ:lsəʊ/
 although /ɔ:l'dəʊ/
 always /'ɔ:lweɪz/
 amble /'æmbəl/
 american /ə'merɪkən/
 among /ə'mʌŋ/
 amused /ə'mju:zd/

amusement /ə'mju:zmənt/	artisan /ɑ:tɪ'zæn/
ancient /'eɪnʃ(ə)nt/	ashamed /ə'ʃeɪmd/
and /ænd/ also /ænd/, /ən/	aside /ə'saɪd/
angry /'æŋɡri/	asleep /ə'sli:p/
animal /'ænɪməl/	assemble /e'sembəl/
Anne /æn/	assembly /ə'sembli/
announcement /ə'naʊnsmənt/	assessment /ə'sesmənt/
annoyed /ə'nɔɪd/	assured /ə'ʃʊəd/
another /ə'nʌðə(r)/	at once /ət 'wʌns/
answer /'ɑ:nsə(r)/	ate /eɪt/
anthem /'ænthəm/	attached /ə'tætʃt/
antlers /'æntləz/	attempting /ə'temptɪŋ/
anxious /'æŋkʃəs/	attendance /ə'tendəns/
any /'eni/	attic /'ætɪk/
anybody /'eni,bɒdi/	attitude /'ætɪtju:d/
anything /'eniθɪŋ/	attraction /ə'trækʃ(ə)n/
apart /ə'pɑ:t/	attractive /ə'træktɪv/
appear /ə'pɪə(r)/	audience /'ɔ:diəns/
appearance /ə'pɪərəns/	august /'ɔ:gəst/
apple /'æpəl/	aunt /ɑ:nt/
applied /ə'plaɪd/	author /'ɔ:θə(r)/
appoint /ə'pɔɪnt/	auto /'ɔ:təʊ/
appreciate /ə'pri:ʃɪ,eɪt/	autumn /'ɔ:təm/
approached /ə'prəʊtʃt/	available /ə'veɪləbl/
april /'eɪprəl/	avoid /ə'vɔɪd/
architects /'ɑ:kɪtektz/	awarded /ə'wɔ:dɪd/
are /ɑ:(r)/	aware /ə'weə(r)/
area /'eəriə/	away /ə'weɪ/
argue /'ɑ:gju:/	awful /'ɔ:fəl/
army /'ɑ:mi/	baa /ba:/
around /ə'raʊnd/	babies /'beɪbɪz/
arrange /ə'reɪndʒ/	backward /'bækwəd/
arrive /ə'raɪv/	bad /bæd/
arrogant /'ærəgənt/	balloons /bə'lu:nz/
art /ɑ:t/	bamboo /,bæm'bu:/
articles /'ɑ:tɪklz/	banana /bə'nɑ:nə/

bangles /'bæŋglz/	berth /bɜ:θ/
banks /bæŋks/	beside /bɪ'saɪd/
banyan /'bænjən/	best /best/
barber /'bɑ:bə(r)/	bestowing /bɪ'stəʊɪŋ/
bare /beə(r)/	better /'betə(r)/
bargaining /'bɑ:gɪnɪŋ/	between /brɪ'twi:n/
barking /'bɑ:kɪŋ/	beyond /brɪ'jɒnd/
baseless /'beɪslɪs/	bicycle /'baɪsɪkl/
basket /'bɑ:skɪt/	big /brɪg/
bath /bɑ:θ/	bin /brɪn/
bathing /'beɪðɪŋ/	binding /'baɪndɪŋ/
beak /bi:k/	binoculars /baɪ'nɒkjələz/
beaming /'bi:mɪŋ/	bird /bɜ:d/
bear /beə(r)/	birthday /'bɜ:θ,deɪ/
beast /bi:st/	biscuits /'brɪskɪts/
beat /bi:t/	bit /brɪt/
beauteous /'bjʊ:tɪəs/	bite /baɪt/
beautiful /'bjʊ:tɪfəl/	bitterly /'brɪtəli/
became /brɪ'keɪm/	black /blæk/
bed /bed/	blacksmith /'blæksmɪθ/
bedroom /'bed,ru:m/	blake /bleɪk/
bee /bi:/	blanket /'blæŋkɪt/
beehive /'bi:haɪv/	blankly /'blæŋkli/
been /bi:n/	blessed /blest/
before /brɪ'fɔ:(r)/	blew /blu:/
beg /beg/	blind /blaɪnd/
begin /brɪ'gɪn/	bliss /blɪs/
behaving /brɪ'heɪvɪŋ/	bloom /blu:m/
behind /brɪ'haɪnd/	blow /bləʊ/
being /'bi:ɪŋ/	blowing /'bləʊɪŋ/
belief /brɪ'li:f/	blue /blu:/
bell /bel/	board /bɔ:d/
belong /brɪ'lɒŋ/	boat /bəʊt/
belt /belt/	body /'bɒdi/
bends /bendz/	body parts /'bɒdi ,pɑ:ts/
bent /bent/	bogies /'bəʊgɪz/

boiled /bɔɪld/	brunt /brʌnt/
bombs /bɒmz/	brushed /brʌʃt/
bonds /bɒndz/	brushing /'brʌʃɪŋ/
bones /bəʊnz/	buffalo /'bʌfələʊ/
book /bʊk/	build /brɪld/
booked /bʊkt/	building /'brɪldɪŋ/
born /bɔ:n/	bullock /'bʊlək/
both /bəʊθ/	bulls /bʊlz/
bother /'bɒðə/	bungalow /'bʌŋɡələʊ/
bottle /'bɒtl/	bunny /'bʌni/
bought /bɔ:t/	burnt /bɜ:nt/
bow /bəʊ/	burrow /'bʌrəʊ/
bowl /bəʊl/	bus /bʌs/
boy /bɔɪ/	bush /bʊʃ/
bracelet /'breɪslɪt/	bushes /'bʊʃɪz/
branch /brɑ:ntʃ/	busy /'bɪzi/
brass /brɑ:s/	but /bʌt/ also /bət/
brave /breɪv/	buy /baɪ/
bread /bred/	buzzing /'bʌzɪŋ/
break /breɪk/	cage /keɪdʒ/
breakfast /'breɪkfəst/	cake /keɪk/
breathe /bri:ð/	calendar /'kælɪndə(r)/
breathtaking /'breɪθ ˌteɪkɪŋ/	calf /kɑ:f/
breeding /'bri:dɪŋ/	call /kɔ:l/
breeze /bri:z/	calm /kɑ:m/
bridges /'brɪdʒɪz/	came /keɪm/
bright /braɪt/	camera /'kæm(ə)rə/
brightly /'braɪtli/	can /kən/ (aux v); /kæn/ emphatic
brilliant /'brɪljənt/	can /kæn/ (noun)
bring /brɪŋ/	cane basket /ˌkeɪn ˈbɑ:skɪt/
British /'brɪtɪʃ/	capable /'keɪpəb(ə)l/
broke /brəʊk/	capital /'kæpɪtl/
brook /brʊk/	captain /'kæptɪn/
brother /'brʌðə(r)/	captivity /kæp'tɪvɪtɪ/
brought /brɔ:t/	capture /'kæptʃə(r)/
brownish /'braʊnɪʃ/	

car / kɑ:(r)/	check /tʃek/
carbon / ¹ kɑ:bən/	cheeks /tʃi:ks/
card / kɑ:d/	cheers /tʃiəz/
care /keə(r)/	chemicals / ¹ kemɪkəlz/
carefully / ¹ keəfli/	chessboard / ¹ tʃesbɔ:d/
caring / ¹ keərɪŋ/	chicken / ¹ tʃɪkɪn/
carpenter / ¹ kɑ:pɪntə(r)/	chief / tʃi:f/
carpet / ¹ kɑ:pɪt/	child / tʃaɪld/
carriage / ¹ kæərɪdʒ/	chilly / ¹ tʃɪli/
carrot / ¹ kærət/	chinese /,tʃaɪ'ni:z/
carry / ¹ kæri /	chips / tʃɪps/
cars / kɑ:z /	chocolate / ¹ tʃɒkəlɪt/
carts / kɑ:ts /	choice / tʃɔɪs/
case / keɪs /	chorus / ¹ kɔ:rəs/
castles / ¹ kɑ:slz/	chose /tʃəʊzɪ/
casually / ¹ kæʒjuəli/	christina / krɪs'ti:nə/
cat /kæt/	chug / tʃʌg/
catch / kætʃ/	chuk /tʃʌk/
cattle / ¹ kætl /	church / tʃɜ:tʃ/
caught / kɔ:t /	circle / ¹ sɜ:k(ə)l/
cause / kɔ:z /	city / ¹ sɪti/
cautious / ¹ kɔ:ʃəs /	clap /klæp/
celebrate / ¹ selə,breɪt/	classroom / ¹ klɑ:s,ru:m/
cell / sel /	claws /klɔ:z/
centre / ¹ sentə(r)/	clay /kleɪ/
cereals / ¹ sɪəriəlz/	clean /kli:n/
certain / ¹ sɜ:tn /	clever / ¹ klevə(r)/
chair / tʃeə(r)/	climate / ¹ klaɪmət/
challenge / ¹ tʃælɪndʒ /	climbing / ¹ klaɪmɪŋ/
chamber / ¹ tʃeɪmbə(r)/	cling / klɪŋ/
chance / tʃɑ:ns /	clock / klɒk/
characteristics / ¹ kærəkətə'rɪstɪks/	close /kləʊs/(adj/adv/n) /kləʊz/ (v)
charlie / ¹ tʃɑ:li/	clothes /kləʊðz/
charm /tʃɑ:m/	clouds /klaʊdz/
chase / tʃeɪs/	clover / ¹ kləʊvə(r)/
cheap /tʃi:p/	

clucking /'klʌkɪŋ/	convey /kən'veɪ/
coast /kəʊst/	cook /kʊk/
cock-a-doodle-doo /ˌkɒkəˌduːdəl'duː/	cool /ku:l/
coconut /'kəʊkəˌnʌt/	corn /kɔ:n/
coffee /'kɒfi/	corner /'kɔ:nə(r)/
coins /kɔɪnz/	correct /kə'rekt/
cold /kəʊld/	cost /kɒst/
collection /kə'leɪkʃən/	cottage /'kɒtɪdʒ/
colours /'kʌləz/	cotton /'kɒtn/
comb /kəʊm/	cough /kɒf/
combination /ˌkɒmbɪ'neɪʃ(ə)n/	could /kəd/ emphatic /kʊd/
come /kʌm/	council /'kaʊnsəl/
commander /kə'mɑ:ndə(r)/	count /kaʊnt/
commit /kə'mɪt/	counted /'kaʊntɪd/
common /'kɒmən/	country /'kʌntri/
communicate /kə'mju:niˌkeɪt/	couple /'kʌp(ə)l/
community /kə'mju:nɪtɪ/	courage /'kʌrɪdʒ/
company /'kʌmpəni/	course /kɔ:s/
compassion /kəm'pæʃən/	court /kɔ:t/
complained /kəm'pleɪnd/	courtiers /'kɔ:tiəz/
complete /kəm'pli:t/	cousins /'kʌz(ə)nz/
composed /kəm'pəʊzd/	cover /'kʌvə(r)/
comprehension /ˌkɒmprɪ'hensj(ə)n/	cow /kaʊ/
conduct /'kɒndʌkt/ (n)	cracker /'krækə(r)/
confident /'kɒnfɪdənt/	crafts /krɑ:fts/
congratulated /kən'grætʃəleɪtɪd/	craftsman /'krɑ:ftsmən/
Congress /'kɒngres/	craftsmanship /'krɑ:ftsmənʃɪp/
contact /'kɒntækt/	crawl /krɔ:l/
contain /kən'teɪn/	crazy /'kreɪzi/
contaminated /kən'tæmɪneɪtɪd/	create /kri'eɪt/
contents /'kɒntents/	creed /kri:d/
contest /'kɒntest/(n) /kən'test/(v)	creepers /'kri:pəz/
continued /kən'tɪnju:d/	cried /kraɪd/
controlled /kən'trəʊld/	crimes /kraɪmz/
conversation /ˌkɒnvə'seɪʃ(ə)n/	crocodiles /'krɒkədaɪlz/
	crook /krʊk/

crop / krɒp /	december /dɪ'sembə(r)/
crore / krɔ:(r)/	decide / dɪ'saɪd /
crossed / krɒst /	declared /dɪ'kleəd/
crow / krəʊ /	declining /dɪklaɪnɪŋ/
crowd /kraʊd/	decorated /'dekə'reɪtɪd/
crown / kraʊn /	dedication / ,dedɪ'keɪʃ(ə)n /
cruel /'kru:əl /	deeds / di:dz /
cruise /kru:z/	deep /di:p/
cry / kraɪ /	deer /dɪə(r)/
cuckoo /'kʊku:/	degree /dɪ'gri:/
culture /'kʌltʃə(r)/	delayed / dɪ'leɪd /
cup / kʌp /	delicious /dɪ'lɪʃəs/
curd /kɜ:d/	delighted /dɪ'laɪtɪd/
curiously /'kjʊəriəsli/	dense / dens /
curries /'kʌrɪz /	department /dɪ'pɑ:tmənt/
curse / kɜ:s /	descendants /dɪ'sendənts/
cursing / kɜ:sɪŋ /	desert /'dezət/
curves /kɜ:vz/	deserve /dɪ'zɜ:v/
customs /'kʌstəmz /	design / dɪ'zaɪn /
cut / kʌt /	desires/ dɪ'zaɪəz /
cute / kju:t /	destroy/ dɪ'strɔɪ /
cycling /'saɪklɪŋ /	develop/ dɪ'veləp /
dad / dæd /	devote /dɪ'vəʊt/
daily /'deɪli /	diameter/dai'æmɪtə(r)/
damage /'dæmɪdʒ/	diesel /'di:zəl/
dance /da:ns/	differ/'dɪfə(r)/
danger /'deɪndʒə /	dim/ dɪm /
dare /deə(r)/	dimple/'dɪmpl /
dark / dɑ:k /	dioxide/ dai'ɒks(a)ɪd /
date / deɪt /	director/ dɪ'rektə(r)/ also /,daɪ'rektə(r)/
daughter /'dɔ:tə(r)/	dirty/'dɜ:ti /
day / deɪ /	disadvantage /,dɪsəd'vɑ:ntɪdʒ/
dead / ded /	disappeared /,dɪsə'pɪəd/
deaf-blind /def blænd/	disappointed /,dɪsə'pɔɪntɪd/
deal / di:l /	disappointment /dɪsə'pɔɪntmənt/
dear / dɪə(r) /	
death / deθ /	

discovered /dɪs'kʌvəd/	driving/'draɪvɪŋ/
discuss/dɪ'skʌs/	drought /draʊt/
disease /dɪ'zi:z/	duck /dʌk/
disgraceful /dɪs'grɛɪsfəl/	ducklings /'dʌklɪŋz/
disguise/ dɪs'gɑ:z /	due/ dju:/
dish/ dɪʃ/	dug/ dʌg /
disorders/ dɪs'ɔ:dəz /	duly/'dju:lɪ /
displease/ dɪs'pli:z /	during/'dʒʊərɪŋ /
disposable /dɪ'spəʊzəbl/	dusk/ dʌsk /
dispute /dɪ'spjʊ:t/	dustbin /'dʌstbɪn/
distinguish /dɪs'tɪŋɡwɪʃ/	dutifulness /'dju:tɪfʊlnəs/
disturb /dɪ'stɜ:b/	dying/'daɪɪŋ/
disunity/ dɪs'ju:nɪtɪ /	each/ i:tʃ/
dive /daɪv/	eager /'i:gə(r)/
diversity /daɪ'vɜ:səti/	eagle /'i:gl/
divine /dɪ'vaɪn/	early/'ɜ:lɪ /
divinity /dɪ'vɪnɪtɪ/	ears /ɪəz/
doctor /'dɒktə(r)/	easily/'i:zɪlɪ /
does/dəz/	eastern/'i:stən /
dog /dɒg/	easy/'i:zɪ /
doing/'du:ɪŋ /	easy money /'i:zɪ ,mʌni/
doll/ dɒl /	eat /i:t/
domestic/ də'mestɪk /	economic/ ,ekə'nɒmɪk/
donkey/'dɒŋkɪ /	ecosystem/'i:kəʊ,sɪstəm /
door/ dɔ:(r)/	edges/ 'edʒɪz /
doth /dʌθ/	educative /'edʒʊkətɪv/
doubts/ daʊts/	effect/ ɪ'fekt /
down/ daʊn /	effort/'efət /
draw/ drɔ:/	eggs/ egz /
dream/ dri:m /	elder/'eldə(r)/
dress/ dres /	elect /ɪ'lekt/
drew/ dru:/	elements/'elɪmənts /
dried/ draɪd /	elephant /'elɪfənt/
drifts /drɪfts/	employ /ɪm'plɔɪ/
drink/ drɪŋk /	empty/'emptɪ /
drive/ draɪv /	enable/ ɪ'neɪb(ə)l /

enchanting /ɪn'tʃɑ:ntɪŋ/
 encouraged /ɪn'kʌrɪdʒd/
 enemy /'enəmi /
 energetic /,enə'dʒetɪk/
 engaged/ ɪn'geɪdʒd/
 engine /'endʒɪn/
 english/'ɪŋɡlɪʃ/
 enjoyment /ɪn'dʒɔɪmənt/
 enough /ɪ'nʌf/
 ensure/ ɪn'sʊ:(r)/
 entered /'entəd/
 entire /ɪn'taɪə(r)/
 envelope /'envə,ləʊp/
 equally/'i:kwəli/
 era /'ɪərə/
 escape /ɪs'keɪp/
 eternal /ɪ'tɜ:nəl/
 evening /'i:vnɪŋ/
 evil doings /'i:vl duɪŋz/
 exactly /ɪɡ'zæktli/
 example/ ɪɡ'zɑ:mp(ə)l /
 excellent /'eksələnt/
 exceptional /ɪk'sepʃənl/
 exclaimed /ɪk'skleɪmd/
 excuse/ɪk'skjʊ:s/ (n)
 excuse /ɪk'skjʊ:z/ (v)
 exhibit /ɪɡ'zɪbɪt/
 exhibition /,eksɪ'bɪʃən/
 existence /ɪɡ'zɪstəns/
 expected/ ɪk'spektɪd /
 experiment/ɪk'spɛrɪmənt/
 experts/'ekspɜ:ts/
 explain/ ɪk'spleɪn /
 exploded/ ɪk'spləʊdɪd /
 express /ɪks'pres/

extended/ ɪk'stendɪd /
 external/ ɪk'stɜ:n(ə)l /
 eyes /aɪz/
 face/ feɪs /
 fact/ fækt /
 factory/'fækt(ə)rɪ /
 facts/ fæktz /
 fair /feə(r)/
 faithful/'feɪθfəl/
 fall/ fɔ:l /
 family /'fæməli/
 famous /'feɪməs/
 fantastic/ fæn'tæstɪk /
 far and wide /'fɑ:r ən ,waɪd/
 far away /,fɑ:r ə'weɪ/
 farewell day /'feəwel ,deɪ/
 farmer /'fɑ:mə(r)/
 fashionable /'fæʃnəbl/
 fast /fɑ:st/
 fat/ fæt /
 father/'fɑ:ðə /
 feathers /'feðəz/
 feature/'fi:tʃə(r)/
 february /febrʊəri/
 feed /fi:d/
 feel/ fi:l /
 feeling/'fi:lɪŋ /
 feels/ fi:lz /
 feet /fi:t/
 fell /fel/
 fellow/'feləʊ /
 female/'fi:meɪl /
 festival /'festɪvəl/
 fetch/ fetʃ /
 fever/'fi:və(r)/
 few/ fju:

fight/ faɪt /	forth /fɔ:θ/
filed /faɪld/	fortunately /'fɔ:tʃənətli/
fill/ fɪl /	forward/'fɔ:wəd /
finally/'fainəli /	fought/ fɔ:t /
find/ faɪnd /	four/ fɔ:(r)/
fine/fain/	fox/ fɒks /
finished /'fɪnɪʃt/	fraternity /frə'tɜ:nəti/
fins/ fɪnz /	freedom /'fri:dəm/
fire/'faɪə(r) /	freeze /fri:z/
first/ fɜ:st /	fresh/ freʃ/
fish /fɪʃ/	frets /frets/
flag /flæg/	friday/'fraɪdeɪ/
flagpole /'flægpəʊl/	friends /frendz/
flamingo /flə'mɪŋgəʊ/	frighten/'fraɪtn /
flashed /flæʃt/	from/frəm/
flecked /flekt/	front/ frʌnt /
fled /fled/	frown /fraʊn/
flock (n) /flɒk/	fruits /fru:ts/
flogged /flɒgd/	full/ fʊl /
floor/ flɔ:(r)/	fun /fʌn/
flout /flaʊt/	funny /'fʌni/
flower /'flaʊə(r)/	fur (coat) /fɜ:(r)/
lung /flʌŋ/	furious /'fjʊəriəs/
flute/ flu:t /	furnace /'fɜ:nɪs/
fly /flaɪ/	furniture /'fɜ:nɪtʃə(r)/
focus /'fəʊkəs /	future /'fju:tʃə(r)/
folded /fəʊldɪd /	gained/ geɪnd /
follow/'fɒləʊ /	games /geɪmz/
fond/ fɒnd /	garden /'gɑ:dn/
fool/ fu:l /	garments /'gɑ:mənts/
footsteps/'fʊtstɛps /	gate/ geɪt /
forefathers /'fɔ:fa:ðəz/	gather /'gæðə(r)/
forest /'fɒrɪst/	gave/geɪv/
forget /fə'get/	gay /geɪ/
forgiveness /fər'grɪvnəs/	generosity /,dʒenə'rɔ:səti/
form /fɔ:m /	genius /'dʒi:niəs/

gently /'dʒentli/	greenish /'gri:nɪʃ/
gestures/ 'dʒestʃəz /	greeted/ 'gri:tɪd/
get into /,get 'ɪntu:/	grew/ gru:/
get off /,get 'ɒf/	grey/ greɪ/
giant wheel /'dʒaɪənt ,wi:l/	grief /gri:f/
gift/ gɪft/	groan /grəʊn/
giraffe/ dʒɪ'rɑ:f/	grocery /'grəʊsəri/
girl/ gɜ:l/	groundless /'graʊndlɪs/
give/ gɪv/	group/ gru:p/
glad/ glæd/	growl /graʊl/
glass/ glɑ:s/	grumbling /'grʌmblɪŋ/
gloom/ glu:m/	grunt /grʌnt/
glory/ 'glɔ:ri/	guard /gɑ:d/
glossary/'glɒs(ə)rɪ/	guava /'gwɑ:və/
glowing /'gləʊɪŋ/	guess/ ges/
goat /gəʊt/	guest/ gest/
goatherd /'gəʊt,hɜ:d/	guide /gɑɪd/
gobble /'gɒbəl/	gun/ gʌn/
god/ gɒd/	habit /'hæbɪt/
going/'gəʊɪŋ/	had /hæd/ and /həd/
gold/ gəʊld/	hair/ heə(r)/
gone/ gɒn/	half/ hɑ:f /
government/'gʌvənmənt/	handover /'hænd ,əʊvə(r)/
grabbed /græbd/	hands /hændz/
graduate /'grædʒʊət/	handsome /'hænsəm/
grains/ greɪnz/	handwriting/'hænd ,raɪtɪŋ /
grammar/'græmə(r)/	hang on /'hæŋ ,ɒn/
grand/ grænd/	happen /'hæpən/
grant/ grɑ:nt/	happened/ 'hæpənd/
grape/ greɪp/	happy /'hæpi/
grass/ grɑ:s/	hard/ hɑ:d /
grateful /'greɪtful/	hardly/'hɑ:dlɪ /
grazing /'greɪzɪŋ/	hardships/'hɑ:dʃɪps /
great/ greɪt/	hardworking/ hɑ:d'wɜ:kɪŋ /
greedy /'gri:di/	harm/ hɑ:m /
green /gri:n/	harmony /'hɑ:məni/

hath /hæθ/	honesty /'ɒnɪsti/
hawker /'hɔ:kə(r)/	honour /'ɒnə(r)/
hay /heɪ/	hooked /hʊkt/
he/ hi: /	horn/ hɔ:n/
head/ hed /	horror /'hɒrə(r)/
health /helθ/	horse/ hɔ:s /
healthy /'helθi/	horsley/'hɔ:slɪ/
hear /hɪə(r)/	hospital/'hɒspɪtl /
heard/ hɜ:d /	hot/ hɒt /
hearsay /'hɪəseɪ/	hour/'aʊə(r)/
heart/ hɑ:t /	hours/ 'aʊəz/
heating/ 'hi:tɪŋ /	house/ haʊs /
heavily /'hevɪli/	houses /haʊzɪz/
heavy /'hevi/	how come /,haʊ 'kʌm/
hefty /'hefti/	howling /'haʊlɪŋ/
height/ haɪt /	huge /hju:dʒ/
held/ held /	hugging /'hʌgɪŋ/
help/ help /	humble/'hʌmb(ə)l /
helterskelter /'heltə,skeltə(r)/	humming /'hʌmɪŋ/
her/ hɜ:(r)/	hump/ hʌmp/
herd /hɜ:d/	hundred/'hʌndrəd /
hid /hɪd/	hunters /'hʌntəz/
hide /haɪd/	hurdle /'hɜ:dl/
high/ haɪ /	hurry /'hʌri/
hill/ hɪl /	hurry up! /,hʌri 'ʌp/
hippo /'hɪpəʊ/	hurt/ hɜ:t/
hired /'haɪəd/	hut/ hʌt /
history/ 'hɪst(ə)rɪ /	I shan't be gone long /aɪ 'ʃænt bi ,gɒn 'lɒŋ/
hit/ hɪt /	Ice creams/,aɪs 'kri:mz /
hobbies /'hɒbɪz/	idea/ aɪ'diə /
hold/ həʊld/	ignorance /'ɪgnərəns/
holiday/'hɒlɪdɪ /	ignore /ɪg'nɔ:/
home /həʊm/	ill /ɪl/
home work /,həʊm 'wɜ:k/	illness /'ɪlnɪs/
honest /'ɒnɪst/	images/ 'ɪmɪdʒɪz/
honestly /'ɒnɪstli/	imitate/'ɪmɪ,tet /

immediately /ɪ'mi:dʒətlɪ/	January /'dʒænjʊəri/
impact /'ɪmpækt/	jar/ dʒɑ:(r)/
important /ɪm'pɔ:tənt/	jasmine /'dʒæzmɪn/
impressed /ɪm'prest/	jeep /dʒi:p/
improves/ ɪm'pru:vz/	jet black /,dʒet 'blæk/
in the middle of /ɪn ðə 'mɪdl əv/	jewellery /'dʒu:əlri/
indeed /ɪn'di:d/	job/ dʒɒb/
indicate /'ɪndɪ'keɪt/	John/ dʒɒn/
individually /,ɪndɪ'vɪdʒʊəlɪ/	joint/ dʒɔɪnt/
inexpensive /,ɪnɪk'spensɪv/	joke /dʒəʊk/
infant /'ɪnfənt/	journey/'dʒɜ:nɪ/
inferior /ɪn'fɪ(ə)rɪə(r)/	joyful /'dʒɔʊfəl/
infested /ɪn'festɪd/	joy / dʒɔɪ /
information /,ɪnfə'meɪʃən/	jubilant /'dʒu:bɪlənt/
ingenious /ɪn'dʒi:njəs/	judge /'dʒʌdʒ/
initial /ɪ'nɪʃ(ə)l/	jugglers /'dʒʌgləz/
injections /ɪn'dʒɛkʃ(ə)nz/	juicy /'dʒu:si/
injured /'ɪndʒəd/	july /dʒʊ'laɪ/
ink/ ɪŋk/	jumping /'dʒʌmpɪŋ/
inland/'ɪnlənd/	june /dʒu:n/
input/'ɪnpʊt/	jungle /'dʒʌŋgl/
inquired /ɪn'kwɪrəd/	junk shop /'dʒʌŋk ʃɒp/
integral /'ɪntɪgrəl/	kangaroo /,kæŋgə'ru:/
intelligent /ɪn'telɪdʒənt/	karate/ kə'reɪ:tɪ/
intended /ɪn'tendɪd/	kate/ keɪt/
interaction /,ɪntə'rækʃ(ə)n/	Keller/kelə(r)/
interest/'ɪntrəst/	kept/ kept/
into/'ɪntu: /	kids/ kɪdz/
introduces/,ɪntrə'dʒʊsɪz/	kill/ kɪl/
invitation /,ɪnvɪ'teɪʃən/	kilos /'ki:ləʊz/
invited/ ɪn'vaɪtɪd/	kind/ kaɪnd/
irrational/ ɪ'ræʃ(ə)nəl/	kingdom /'kɪŋdəm/
island/ 'aɪlənd/	kitchen/ 'kɪtʃɪn/
jack/ dʒæk/	kites/ kaɪts/
jail/ dʒeɪl/	kith and kin /'kɪθ ən ,kɪn/

kitten /'kɪtn/	level/ 'lev(ə)l/
kneel /ni:l/	library /'laɪbrəri/
knees /ni:z/	licked /lɪkt/
knew/ nju:/	licks/ lɪks /
knowledge /'nɒlɪdʒ/	lies /laɪz/
known/ nəʊn/	life/ laɪf /
laid/ leɪd/	light/ laɪt /
lakes /leɪks/	like/ laɪk /
land/ lænd /	lilly /'lɪli/
language/'læŋgwɪdʒ /	line/ laɪn /
lap/ læp /	lion/ 'laɪən/
large/ lɑ:dʒ /	list/ lɪst/
last/ lɑ:st /	little/ lɪtl /
late/ leɪt /	live/ lɪv /
laugh /lɑ:f/	lizard/'lɪzəd /
launching/'lɔ:ntʃɪŋ/	locality /lə'kæləti/
lawn /lɔ:n/	lonely /'ləʊnli/
lay /leɪ/	long /lɒŋ/
lazy /leɪzi/	look around /lʊk ə'raʊnd/
lead /li:d/	loose /lu:s/ (adj)
leader /'li:də(r)/	loping /'ləʊpɪŋ/
leap /li:p/	lord/ lɔ:d /
leap year /,li:p 'jɪə/	lorry/ 'lɒri/
learning /'lɜ:nɪŋ /	lose /lu:z/ (v)
lease /li:s/	lot/ lɒt /
least/ li:st/	loud/ laʊd /
leave /li:v/	lovely /'lʌvli/
lecturer/lektʃ(ə)rə(r)/	loving /'lʌvɪŋ/
led/ led/	low/ ləʊ/
left/left /	luck/ lʌk /
legend/ 'ledʒ(ə)nd/	lunch/ lʌntʃ/
legs /legz/	mad/ məd/
leisure/'leɪʒə(r)/	madam/'mædəm /
leo/ 'li:əʊ/	made/ meɪd/
lessons /'lesənz/	magicians /mə'dʒɪʃənz/
letter/'letə(r)/	maintain/ meɪn'teɪn /

majestic/ mə'dʒestɪk /
 make fun of /,meɪk 'fʌn əv/
 male/ meɪl/
 man/ mæn /
 managed/ 'mæntɪdʒd /
 mango /'mæŋgəʊ/
 many /'meni/
 marble/'mɑ:b(ə)l /
 march /mɑ:tʃ/
 marched/ mɑ:tʃt /
 Margaret /'mɑ:g(ə)rɪt /
 marigold /'mæriɡəʊld/
 marked /mɑ:kt/
 market /'mɑ:kɪt/
 marmalade /'mɑ:mə,leɪd/
 marry/'mæri /
 martial/'mɑ:ʃ(ə)l /
 masks/ mɑ:sks /
 mason/'meɪs(ə)n /
 massive /'mæsɪv /
 master/'mɑ:stə(r)/
 materials/ mə'tri (ə)rɪəlz/
 matter /'mætə(r)/
 maximum/'mæksɪməm /
 may /meɪ/
 meal/ mi:l /
 meantime /,mi:n 'taɪm/
 meat/ mi:t/
 medal/ 'medl/
 medicine /'medɪsən/
 meet/ mi:t /
 members /'membəz/
 memories /'memərɪz/
 men /men/
 meow /mi:'əʊ/
 merry /'meri/

merry go round /'meri ɡəʊ,raʊnd/
 message/'mesɪdʒ /
 met/ met /
 metal/ metl /
 metres/ 'mi:təz/
 midday meals /'mɪdər ,mi:lz/
 might/ maɪt/
 mile /maɪl/
 military/ 'mɪlɪt(ə)rɪ/
 milk/ mɪlk /
 million/'mɪljən /
 mills/ mɪlz /
 mind /maɪnd/
 minister /'mɪnɪstə(r)/
 miracle /'mɪrəkl/
 mischief /'mɪstʃɪf/
 mischievous /'mɪstʃɪvəs/
 misfortune/ mɪs'fɔ:tʃu:n /
 missing /'mɪsɪŋ/
 mistake/ mɪ'steɪk /
 moan /məʊn/
 mobile/ 'məʊbaɪl/
 mobility /mə'bilɪti/
 model/ 'mɒdl /
 modern/ 'mɒdn/
 mom /mɒm/
 moment /'mɒmənt/
 momma bear /'mɒmə ,beə(r)/
 monday/ 'mʌndeɪ/
 monkey /'mʌŋki/
 month/ mʌnθ /
 monument/'mɒnjəmənt/
 mood/ mu:d /
 moonlight /'mu:nlaɪt/
 moral/'mɒrəl /

more/ mɔ:(r) /	neighbour /'neɪbə(r)/
morning /'mɔ:nɪŋ /	neighbouring /'neɪbərɪŋ/
most/ məʊst/	neither/'naɪðə /
mother/'mʌðə(r)/	nervous/'nɜ:vəs /
motivated /'məʊtɪ'veɪtɪd/	nests/ nests /
motorcycle/'məʊtə'saɪk(ə)l /	net/ net /
mountain /'maʊntɪn/	never/ 'nevə(r)/
mountains /'maʊntɪnz/	new /nju:/
mounted /'maʊntəd/	next /nekst/
mouth /maʊθ/	nicest /'naɪsɪst/
move/ mu:v/	night /naɪt/
movie/'mu:vɪ /	noble /nəʊbəl/
much/ mʌtʃ/	nobody/ 'nəʊbədɪ/
murmured /'mɜ:məd/	nod /nɒd/
museum /'mju:ziəm/	none/ nʌn /
music/'mju:zɪk /	nonsense /'nɒnsəns/
musicologist /,mju:zɪ'kɒlədʒɪst/	nonviolence/nɒn'vaɪələns/
must/ mʌst /	nook and corner /,nʊk ən 'kɔ:rnə/
mustache/ mə'sta:ʃ /	noon/ nu:n /
myself/ maɪ'self /	north/ nɔ:θ /
mysore/ maɪ'sɔ:(r) /	nose /nəʊz/
mystery/'mɪst(ə)rɪ /	not/ nɒt /
myth /mɪθ/	notice /'nəʊtɪs/
nails/ neɪlz /	nouns/ naʊnz /
name/ neɪm /	novel/'nɒv(ə)l /
narrated/ nə'reɪtɪd/	November /nəʊ'vembə(r)/
National anthem /'næʃənl ˌænθəm/	now/ naʊ /
natural/ 'nætʃ(ə)rəl/	numbers /'nʌmbəz/
naughty /'nɔ:ti/	nurse/ nɜ:s/
near /nɪə(r)/	nutritious /nju(:)'trɪʃəs/
neat/ ni:t /	obedient /ə'bi:diənt/
necessary/'nesəsəri/	obesity /əʊ'bi:sɪti/
necks/ neks /	obliged /ə'blaɪdʒd/
needle /'ni:dl/	observe /əb'zɜ:v/
neem/ neem/	occasion /ə'keɪʒən/
neigh /neɪ/	occasionally /ə'keɪʒnəli/

October /ɒk'təʊbə(r)/	participate /pɑ:'tɪsɪpeɪt/
octopus /'ɒktəpəs /	pass /pɑ:s/
offer /'ɒfə(r)/	passed away /,pɑ:st ə'weɪ/
often /'ɒf(ə)n/	pasture /'pɑ:stʃə/
omen /'əʊmən/	patience /'peɪʃəns/
onwards /'ɒnwədz /	patron /'peɪtrən/
ooty /'u:ti/	patronage /'pætrənɪdʒ/
open /'əʊpən /	patted /'pæɪd/
opportunity /ɒpə'tʃu:nəti/	pauses /'pə:zɪz/
orange /'ɒrɪndʒ/	pays/ peɪz /
orchard /'ɔ:tʃəd/	peace/ pi:s /
organs /'ɔ:gənz /	pebble/'peb(ə)l /
ornaments /'ɔ:nəmənts/	peck/ pek/
out/ aʊt /	peeping /'pi:piŋ/
overjoyed/ ,əʊvə'dʒɔɪd/	people/'pi:p(ə)l /
overtake / ,əʊvə'teɪk/	perched /pɜ:tʃt/
owl/ aʊl/	perfect/ 'pɜ:fɪkt/ (adj)
oxygen/ 'ɒksɪdʒən/	perfect /pə'fekt/ (v)
p.m /pi:.em/	period/'pɪərɪəd /
pack /pæk/	personality /,pɜ:sə'nælɪti/
pad/ pæd /	pervade/ pə'veɪd /
page/ peɪdʒ /	pet /pet/
paid/ peɪd /	philosophy/ fɪ'lɒsəfi /
pail/ peɪl /	phoenix/'fi:nɪks /
pain/ peɪn /	phone/ fəʊn /
pair /peə(r)/	photos/ 'fəʊtəʊz/
palace/'pælɪs /	physically/'fɪzɪklɪ /
pampers/ 'pæmpəz/	picked up /,pɪkt 'ʌp/
panthers/ 'pænθəz/	picnic/ 'pɪknɪk/
paper/'peɪpə(r)/	picture/'pɪktʃə /
paradise /'pærədəɪs/	piece/ pi:s /
pardon/'pɑ:dn /	pillar /'pɪlə(r)/
parents/'peərənts /	pillars/'pɪləz /
park /pɑ:k/	pin/ pɪn/
parrot /'pærət/	pine apple /'paɪn ,æpl/

pink /pɪŋk/	precious /'preʃəs/
place/ pleɪs/	preparation /,preɪpə'reɪʃən/
plan/ plæn /	preserve /prɪ'zɜ:v/
playing /'pleɪɪŋ/	presidency/'prezɪd(ə)nsɪ /
pleasant /'pleznt/	pressure/'preʃə(r)/
please /pli:z/	pretend /prɪ'tend/
pleased /pli:zd/	pretty /'prɪti/
plough /pləʊ/	prey /preɪ/
ploughshare /'pləʊʃə(r)/	priority /praɪ'ɒrəti/
poem/'pəʊm /	prison/ 'prɪz(ə)n/
poet/'pəʊt /	prize /praɪz/
point/ pɔɪnt/	problem /'prɒbləm/
poisonous/'pɔɪz(ə)nəs /	proceed /prə'si:d/
police /pə'li:s/	proficient/ prə'fɪʃ(ə)nt/
polish /'pɒlɪʃ/	programmes/'prəʊgræmz /
politician /,pɒlɪ'tɪʃən/	project/'prɒdʒekt/ (n)
pond /pɒnd/	project /prə'dʒekt/ (v)
ponds /pɒndz/	prominent/ 'prɒmɪnənt/
popular /'pɒpjələ(r)/	promise/'prɒmɪs /
portion/ 'pɔ:ʃ(ə)n/	proper/ 'prɒpə(r)/
portrait /'pɔ:treɪt/	prophet /'prɒfɪt/
possession /pə'zeʃən/	propose /prə'pəʊz/
post /pəʊst/	prose/ prəʊz /
poster /'pəʊstə(r)/	protect /prə'tekt/
pot/ pɒt /	protection /prə'tekʃən/
potato /pə'teɪtəʊ/	proud /praʊd/
pots /pɒts/	proverb /'prɒvɜ:b/
pounce /paʊns/	provide/ prə'vaɪd /
pouring/'pɔ:ɪŋ /	pulihora/pʊlɪ'hɔ:rə/
poverty/'pɒvəti /	pull /pʊl/
powerful /'pəʊəfəl/	pulses /'pʌlsɪz/
practical/'præktɪk(ə)l /	punish/ 'pʌnɪʃ/
practice/'præktɪs /	pupils /'pju:plz/
pray /preɪ/	puppy/ 'pʌpi/
prayer /preə(r)/	purify /'pjʊəɪfaɪ/

purple/ 'pɜ:p(ə)l/	recall/ rɪ'kɔ:l /
purse/ pɜ:s/	receive/ rɪ'si:v /
pursuit/ pə'sju:t /	recipient /rə'sɪpiənt/
push/ pʊʃ /	recite/ rɪ'saɪt /
put/ pʊt /	reclining/ rɪ'klaɪnɪŋ /
puzzled/'pʌz(ə)ld /	recognise /'rekəgɪnaɪz/
quack /kwæk/	red /red/
quality/ 'kwɒlɪti/	reddish /'redɪʃ/
quarrel/'kwɒrəl /	reflection /rɪ'flekʃən/
quarters/'kwɔ:təz /	refresh/ rɪ'freʃ /
queen/ kwi:n/	refused/ rɪ'fju:zd/
queer /kwɪə(r)/	reinforce/ ,ri:m'fɔ:s/
question/ 'kwɛstʃ(ə)n/	relationship/ rɪ'leɪʃ(ə)nʃɪp /
quickly/'kwɪklɪ /	relax /rɪ'læks/
quite/ kwɑ:t/	release/ rɪ'li:s/
rabbit/'ræbɪt /	relevant/ 'relɪv(ə)nt/
race/ reɪs /	relief /rɪ'li:f/
radiant /'reɪdiənt/	reluctantly /rɪ'lʌktəntli/
rails /reɪlz/	remain/ rɪ'meɪn /
raindrops /'reɪndrɒps/	remember /rɪ'membə(r)/
rainy /'reɪni/	remote/ rɪ'məʊt/
raised/ reɪzd /	renewal/ rɪ'nju:əl/
raising funds /,reɪzɪŋ 'fʌndz/	repeated /rɪ'pi:tɪd/
rake /reɪk/	repent /rɪ'pent/
ran/ ræn /	report /rɪ'pɔ:t/
rang/ ræŋ /	reported/ rɪ'pɔ:tɪd /
rarely/'ræli /	represents/,reprɪ'zents /
rationally/'ræf(ə)nəli /	research /rɪ'sɜ:tʃ/
rats/ ræts /	resemble /rɪ'zembəl/
raw/ rɔ:/	residence /'rezɪdəns/
rays/ reɪz /	respect/ rɪ'spekt /
reach /ri:tʃ/	rest/ rest /
reached /ri:tʃt/	resulted/ rɪ'zʌltɪd/
reading /'ri:dn̩/	retirement/ rɪ'taɪəmənt /
realized /'ri:əlaɪzd/	retorted/ rɪ'tɔ:tɪd /
reap/ ri:p /	

return/ rɪ'tɜ:n /
 revealing /rɪ'vi:lɪŋ/
 reward /rɪ'wɔ:d/
 rhyme/ raɪm /
 rice/ raɪs/
 rich/ rɪtʃ /
 rickshaw/ rɪk'ʃɔ:/
 rid/ rɪd /
 ridden/ 'rɪdn/
 ride/ raɪd/
 riding/'raɪdɪŋ /
 right/ raɪt/
 ring/ rɪŋ /
 ringing/'rɪŋɪŋ /
 rituals /'rɪtʃəʊəlz/
 rivalry /'raɪvəlri/
 river /'rɪvə(r)/
 road/ rəʊd /
 roamed /rəʊmd/
 rob /rɒb/
 Robert/'rɒbət /
 robin/'rɒbɪn /
 rocket/'rɒkɪt /
 rocky/'rɒki /
 rod/ rɒd /
 roll /rəʊl/
 rolling /'rəʊlɪŋ/
 roof/ ru:f /
 room/ ru:m /
 rooster /'ru:stə(r)/
 roots/ ru:ts /
 rope/ rəʊp /
 rose /rəʊz/
 rough/ rʌf /
 round/ raʊnd/
 routine /ru:'ti:n/

row/ rəʊ /
 royal/'rɔɪəl /
 rubbed/ rʌbd /
 rude /ru:d/
 rugs /rʌgz/
 ruled/ ru:ld /
 run /rʌn/
 running /'rʌnɪŋ/
 rushed /rʌʃt/
 sacrifice /'sækrɪfaɪs/
 sad /sæd/
 sagacious /sə'geɪʃəs/
 said/ sed/
 sake/ seɪk/
 salad/ 'sæləd/
 same/ seɪm /
 sand/ sænd /
 sat/ sæt /
 satellites/ 'sætəlaɪts/
 saturday/'sætədeɪ/
 save/ seɪv /
 saw/ sɔ:/
 say/ seɪ /
 scare /skeə(r)/
 scared /skeəd/
 scenery /'si:nəri/
 scenic/'si:nɪk /
 scholar/'skɒlə(r)/
 school /sku:l/
 science/saɪəns /
 scooty /'sku:ti/
 scorpion/'skɔ:pɪən /
 scratching /'skrætʃɪŋ/
 screamed /skri:md/
 sea/ si: /
 search /sɜ:tʃ/

seasons /'si:znz/	shine /ʃaɪn/
second/'sekənd /	shining /'ʃaɪnɪŋ/
secret/'si:kri:t /	shiny /'ʃaɪni/
security /sɪ'kjʊərɪti/	shirt /ʃɜ:t/
see /si:/	shock /ʃɒk/
seeds/ si:dz /	shocked/ ʃɒkt /
seek /si:k/	shoes /ʃu:z/
seem to be /'si:m tə ˌbi:/	shook/ ʃʊk/
selected/ sɪ'lektɪd /	shop /ʃɒp/
selfie /'selfi/	shopkeeper /'ʃɒp ˌki:pə/
selfish /'selfɪʃ /	short /ʃɔ:t/
sell /sel/	shots/ ʃɒts/
sense/ sens /	should/ ʃəd /
sensitive /'sensətɪv/	shoulders /'ʃəʊldəz/
sentiment/'sentɪmənt /	shouted /'ʃaʊtɪd/
September /sep'tembə(r)/	show/ ʃəʊ/
serious/ 'sɪəriəs/	shrug /ʃrʌg/
serve /sɜ:v/	sick/ sɪk /
service/'sɜ:vɪs/	side/ saɪd/
session/'seʃ(ə)n /	sighed/ saɪd/
set off /,set 'ɒf/	signs/ saɪnz /
settlement/'setlmənt /	silent/'saɪlənt /
seven/'sev(ə)n/	silly /'sɪli/
several/ 'sev(ə)rəl/	silver/ 'sɪlvə/
shabby /'ʃæbi/	simple/'sɪmp(ə)l /
shan't /ʃɑ:nt/	since/ sɪns/
shape/ ʃeɪp/	sincerity /sɪn'serəti/
share /ʃeə/	sing /sɪŋ/
sharing /'ʃeərɪŋ/	sister/'sɪstə(r)/
shark/ ʃɑ:k/	sit/ sɪt /
shattering /'ʃætərɪŋ/	skills/ skɪlz/
shed /ʃed/	skinny /'skɪni/
sheep/ ʃi:p/	skirt /skɜ:t/
sheets/ ʃi:ts /	skirts/ skɜ:ts /
shelter /'ʃeltə/	skulls/ skʌlz/
shepherd/ 'ʃepəd/	

sky /skaɪ/	spend /spend/
sleep/ sli:p/	spicy /'spaisi/
sleepyhead /'sli:pi,hed/	spirit/'spɪrɪt /
slip /slɪp/	spoil/ spɔɪl /
slope/ sləʊp /	spot/ spɒt /
slots/ slɒts /	spots/ spɒts /
slowly/ 'sləʊli/	spraying /'spreɪɪŋ/
small /smɔ:l/	spread /spred/
smart /smɑ:t/	spring /sprɪŋ/
smell /smel/	sprinkle /'sprɪŋkl/
smiling /'smaɪlɪŋ/	stairs/ steəz/
snails/ sneɪlz/	stalls /stɔ:lz/
snake/ sneɪk/	stamp /stæmp/
snap/ snæp /	stand fast /,stænd 'fa:st/
soap/ səʊp/	start /stɑ:t/
socialness /'səʊʃəlness/	state/ steɪt /
soft/ sɒft /	station/'steɪʃ(ə)n /
soldiers /'səʊldʒəz /	status /'steɪtəs/
some/ səm/	stayed/ steɪd /
someone/'səmwʌn /	stealing/ 'sti:lɪŋ/
son/ sʌn /	stepped/ stept/
soon/ su:n /	sticks/ strks /
sorrow/ 'sɒrəʊ/	still/ stɪl /
sorry/'sɒri /	sting/ stɪŋ /
sound/ saʊnd/	stomach/'stʌmək /
sow/səʊ / (n) /səʊ/ (v)	stone/ stəʊn /
sowing/ 'səʊɪŋ/	stood/ stʊd/
space /speɪs/	stop/ stɒp/
spare/ speə /	store/ stɔ:(r)/
speak /spi:k/	stories /stɔ:ri:z/
speaker /'spi:kə(r)/	stork /stɔ:k/
specialist /'speʃəlɪst/	storm/ stɔ:m /
speckled /'spek(ə)ld/	story /'stɔ:ri/
spectacles/'spektək(ə)lz /	straight/ streɪt /
speed/ spi:d /	strained/ streɪnd /
spell/ spel /	strange /streɪndʒ/

strangers/ˈstreɪndʒəz /	surprising /səˈpraɪzɪŋ/
street /stri:t/	surprisingly /səˈpraɪzɪŋli/
strength/streŋθ /	surrounded /səˈraʊndɪd/
stressful /ˈstresfl/	suspicion /səsˈpɪʃən/
strict/ strikt /	sweet /swi:t/
strong /strɒŋ/	sweetly /ˈswi:tli/
structures/ˈstrʌktʃəz /	swiftly /ˈswɪftli/
struggle/ˈstrʌg(ə)l /	swing /swɪŋ/
stuck /stʌk/	sympathy /ˈsɪmpəθi/
student/ˈstju:d(ə)nt /	take care of /ˌteɪk ˈkeər əv/
studio/ ˈstju:diəʊ/	take part /ˌteɪk ˈpɑ:t/
study /ˈstʌdi/	take the lead /ˌteɪk ðə ˈli:d/
stuff/ stʌf /	talk /tɔ:k/
stunned /stʌnd/	tallest /ˈtɔ:lɪst/
subject/ˈsʌbdʒekt /	tamed /teɪmd/
successful/ səkˈsesf(ə)l /	taste /teɪst/
such/ sʌtʃ /	tasty /ˈteɪsti/
suffer /ˈsʌfə/	taught/ tɔ:t/
sugar/ˈʃʊgə /	taxi/ˈtæksɪ /
suggestion /səˈdʒestʃən/	tea/ ti: /
suit/ s(j)u:t /	teacher /ˈti:tʃə(r)/
suite /swi:t/	teak/ ti:k /
summer /ˈsʌmə/	teen /ti:n/
sun/ sʌn /	telling /ˈtelɪŋ/
sunday/ˈsʌndeɪ/	temperature/ˈtemprətʃər /
sung/ sʌŋ /	temple fair /ˈtemple ˌfeə(r)/
sunny /ˈsʌni/	tempt /tempt/
sunrise/ˈsʌnraɪz /	ten/ ten/
superstition /ˌsu:pəˈstɪʃən/	tending /ˈtendɪŋ/
supper /ˈsʌpə(r)/	tents/ tents/
supply/ səˈplai/	terrible /ˈterəbl/
support/ səˈpɔ:t /	test /test/
sure/ sə: /	than/ðæn /
surely/ˈʃɜ:lɪ /	thankfully /ˈθæŋkfəli/
surface/ˈsɜ:fɪs /	the healthy /ðə ˈheɪlθi/
surprised /sərˈpraɪzd/	the old /ði əʊld/

the poor /ðə pɔ:(r)/	torch /tɔ:ʃ/
the rich /ðə rɪtʃ/	tortoise /'tɔ:təs /
the unhealthy /ðɪ ʌn'helθi /	toss /tɒs/
the young /ðə jʌŋ/	total /'təʊtl/
thick /θɪk/	totters /'tɒtəz/
thing /θɪŋ /	touch /tʌtʃ/
this /ðɪs /	touched /tʌtʃt/
thorns /θɔ:nz /	tourism /'tʊərɪzəm /
those /ðəʊz /	towards / tə'wɔ:dz /
though / ðəʊ/	towers / 'taʊəz/
thought / θɔ:t/	town /taʊn/
three / θri:/	toxic /'tɒksɪk/
threw / θru: /	toy /tɔɪ/
thrilled /θrɪld/	toys /tɔɪz/
thrilling /'θrɪlɪŋ/	track /træk/
through / θru: /	tractor /'træktə(r)/
throw / θrəʊ/	tradesmen /'treɪdzmən/
Thursday /'θɜ:zdeɪ /	tradition /trə'dɪʃən/
thus /ðʌs /	traffic /'træfɪk/
tickets /'tɪkɪts /	trail /treɪl/
tie / taɪ /	train /treɪn/
tigers /'taɪgəz /	translate /,træns'leɪt/
till / tɪl/	translated /,trænz'leɪtɪd/
time / taɪm/	trap /træp/
tiny /'taɪni/	trapped /træpt/
tired /'taɪəd /	treasure /'treʒə(r)/
today / tə'deɪ /	treasured /'treʒəd/
toes /təʊz/	treat /tri:t/
together /tə'geðə/	treatment /'tri:tmənt/
tomato /tə'mɑ:təʊ/	tremble /'trembəl/
tomb / tu:m /	trick /trɪk/
tommy /'tɒmi /	tricky issues /'trɪki ,ɪʃu:z/
tone / təʊn/	trifle /'traɪfl/
tongue /tʌŋ/	trim /trɪm/
too / tu:/	trotted /'trɒtɪd/
tools /tu:lz/	

trousers /'traʊzəz/	veterinary hospital /ˌvetərənəri 'hɒspɪtl/
trunk /trʌŋk/	village /'vɪlɪdʒ/
try/ traɪ /	vision /'vɪʒən /
tummy /'tʌmi/	visit/'vɪzɪt /
tunnels /'tʌnəlz/	vital /'vaɪtl/
turn down /tɜ:n daʊn/	vocabulary/ və'kæbjələri /
turtle /'tɜ:tl/	voice/ vɔɪs/
twinkling /'twɪŋklɪŋ/	waddle /'wɒdl/
twisting/'twɪstɪŋ /	wagged /wægd/
two/ tu: /	wagging /'wæɡɪŋ/
type/ taɪp/	waking up /'weɪkɪŋ ʌp/
ugly /'ʌɡli/	walk /wɔ:k/
umbrella /ʌm'brelə/	walking /'wɔ:kɪŋ/
unfortunately /ʌn'fɔ:tʃənətli/	wander /'wɒndə(r)/
unique/ ju:'ni:k /	want/ wɒnt/
united/ ju:'naɪtɪd/	ward/ wɔ:d/
unity/'ju:nɪti /	warmth/ wɔ:mθ /
unless/ ən'les/	warn/ wɔ:n /
untidy /ʌn'taɪdi/	wash /wɒʃ/
until/ əntɪl/	waste /weɪst/
up/ ʌp /	watch /wɒtʃ/
upon/ ə'pɒn /	water/'wɔ:tə (r)/
upset /,ʌp'set/	wave /weɪv/
useful /'ju:sfəl/	waving /'weɪvɪŋ/
usual /'ju:ʒʊəl/	way/ weɪ/
utensils /ju:'tensɪlz/	weak /wi:k/
utter/'ʌtə(r)/	wealthy /'welθi/
vacation /veɪ'keɪʃən/	weapon/'wepən /
valleys /'væliʒ/	wear /weə(r)/
value/'vælju: /	wearing /'weəɪŋ/
variety/ və'raɪəti /	weather /'weðə(r)/
various /'veəriəs/	weaving/ 'wi:vɪŋ/
vegetable /'vedʒɪtəbl/	wednesday/'wenzdeɪ /
vehicles /'vɪkəlz /	week/ wi:k /
vet /vet/	weep/ wi:p/
	weighed/ weɪd /

weird /wɪəd/	wisdom /'wɪzdəm/
welcomed /'welkəmd/	wise /waɪz/
welfare /'welfeə(r)/	wish /wɪʃ/
well /wel/	woe /wəʊ/
wells /welz/	wolf /wʊlf/
westerners /'wɛstənəz/	woman /'wʊmən/
wet /wet/	women /'wɪmɪn/
whales /weɪlz/	wondered /'wʌndəd/
what are you up to? /'wʌt ər ju ʌp tə/	wonderful /'wʌndəfəl/
wheels /wi:lz/	wood /wʊd/
whether /'weðə(r)/	words /wɜ:dz/
which /wɪtʃ/	work /wɜ:k/
while /waɪl/	world /wɜ:ld/
whispering /'wɪspərɪŋ/	worry /'wʌrɪ/
whistle /'wɪsəl/	worth /wɜ:θ/
white /waɪt/	would /wʊd/
whole /həʊl/	wounded /'wu:ndɪd/
why /waɪ/	wow /waʊ/
wicked /'wɪkɪd/	wrap it up /'ræp ɪt ʌp/
wide /waɪd/	writing /'raɪtɪŋ/
wife /waɪf/	wrong /rɒŋ/
wild /waɪld/	year /jɪə(r)/
willful /'wɪlf(ə)l/	yell /jel/
win /wɪn/	yellow /'jeləʊ/
wind /wɪnd/ (n)	youngsters /'jʌŋstəz/
wind /waɪnd/ (v)	yourself /jɔ:'self/
window /'wɪndəʊ/	youth /ju:θ/
winds /wɪndz/	yummy /'jʌmi/
winner /'wɪnə(r)/	zoo /zu:/
winter /'wɪntə(r)/	

3. Pedagogical Strategies

The units in the classroom

Each unit is divided into three parts:

- Part - A - poem / rhyme / song
- Listening input
- Part – B - Main reading text
- Part – C – story for extensive reading

Part - A - poem / rhyme / song

- Display the picture related to the poem / rhyme / song.
- Elicit vocabulary and ideas related to the picture.
- Display the poem / rhyme / song.
- Ask the children to recognise the tune.
- Present the tune with audio support.
- Recitation of the poem by the teacher and the students.
- Present the glossary with audio support; provide additional glossary if required.
- Present the comprehension questions with audio support and elicit the answers and add questions of your choice also.
- Plan action / choreography to the poem / rhyme / song.

Processing listening input

- Presentation of the picture.
- Interaction based on the picture to elicit ideas.
- Interaction to guess the theme / element of the story.

- Presentation of story using appropriate expressions, gestures and voice modulation.
- Interaction based on the story.

Part – B - Main Reading text

- Display the picture related to the text.
- Elicit vocabulary and ideas related to the picture.
- Give any vocabulary task(oral / written).
- Present the listening input directly / with audio support.
- Assign a task to check the comprehension of the listening input.
- Divide the reading text – B into three or four meaningful parts.
- Introduce key words contextually / with audio support.
- Ensure individual reading of the text by the children.
- Checking reading comprehension.
- Reading in groups for sharing may be encouraged.
- Assign a task (description / conversation / short story) oral / written.
- Attempt the tasks given in the text book.

Part – C. Story for extensive reading

- Display the picture related to the text.
- Elicit vocabulary and ideas related to the picture.
- Give any vocabulary task(oral / written).
- Ensure individual reading of the story by the children.
- Check reading comprehension.

Name of the Unit: 1. My family**Specific Objectives / Expected Outcomes:**

- To create an awareness for the new language, English.
- To listen and enjoy the rhythm of the rhyme
- To make them aware of the pronunciation of some key words of relationship
- To encourage the motor skills of the children
- To make them learn how to wish others at different times of a day

Part – A**Let's sing and enjoy the rhyme**

- The teacher interacts with the children about their family
- The teacher displays the picture of the rhyme My Lovely Family (page no 2).
- The teacher interacts with the children using the picture

- About different characters
- Actions
- Colours

- The teacher records all responses of the children
- With the help of online audio materials, the rhymes are recited by the teacher and the children are allowed to repeat after the teacher.
- Keep masks of characters in the rhyme to the children and allow them to do the choreography.

- Some more names of relations are elicited and supplied to make them extend the rhyme.
- The children identify, recite and enjoy the rhyming words.

Let's say

- The children observe the pictures given in the content. They are allowed to react in Telugu. Then teacher elicits some words related to the picture in English.
- When the children respond in Telugu, the teacher translates them into English and tune the children towards the lesson in English.
- Using online audio materials, the children are made listen to the sentences given on page 3.
- The children are encouraged to speak in English using simple sentences given on page 4 under Let's Say.

Let's work together

- The teacher interacts with the children about different professions in their village.
- The teacher uses pictures related to various professions.
- The teacher asks the children to recognize different professions in the experiential orbit of the children
- The children are made to sit in groups and complete the given tasks.

Part – B (Rahul's family)

Let's listen and enjoy

- The teacher interacts with the children about their family using the picture given on page 5.
- The teachers read the passage aloud / with the support of audio materials.
- The teachers give oral practice on the words to remember with the support of audio materials.
- The teachers ask them to repeat the sentences with the support of audio materials.

- The teacher checks the comprehension of the children using the questions given on page 7.

Let's draw and colour

- Teacher interacts with the children about their house using the pictures given on page 8.
- The teacher divides the children into small groups.
- the teacher allows the children to trace the dotted lines and colour the picture with their desired colours.
- The teacher interacts with the children by asking a few questions related to the picture.
- The teacher encourages the children to say a few words about their drawing.

Let's say and identify

- The teacher interacts with the children using the pictures given on page 9.
- The teacher real objects in the class room to make aware of the differences between -
 - Tall – short
 - Big – small
- The teacher asks the children to complete the task given on page 9.

Let's talk

- The teacher encourages the children to talk about their
 - grandparents
 - plants
- Teacher uses the questions given for this interaction and also frames, some more questions.

Let's greet

- The teacher interacts with the children about

- Parts of a day
 - Wishing at different times
 - Wishing on special occasions
 - Wishing on special situations
- The teacher gives oral practice to the children using different pictures
 - The teacher allows the children to practise the same in pairs.

Let's see the bear's family

- This is meant for developing motor skills of the children
- The teacher interacts with the children about alphabet from A to D
- The teachers asks the children to join the dots to form letters ABC and D

Let's play cricket

- The teacher interacts with the children about their interesting games
- The teacher asks the children to trace the letters in the picture (both types)
- The teacher gives oral drilling on letters from A to D

Let's do (project work) – my family album

- The teacher interacts with the children about their family members.
- The teacher makes the children in to small groups and allows them to complete the given task.

Let's say aloud

- This component is meant for making the children familiarize themselves with different sounds of English.
- Audio materials developed for this purpose can be made good use of.
- The children should be allowed to repeat the sounds as many times as possible.

Part – C (Mechanics of writing)

- This component is meant for developing the motor skills among children and also help them recognise strokes in letters writing.
- The children should be made aware of
 - the ‘letter space’ (the space occupied by a letter)
 - The starting point of the stroke
 - The ending point of the stroke
 - The sequence of the stoke
- The teacher draws a few horizontal lines on the black board.
- The teacher puts dots between these lines according to the stroke he is going to introduce.
- The teacher joins the dots following the above rules of writing strokes.
- The teacher allows the children to observe carefully.
- The teacher allows the children to go on completing the task individually.
- The teacher observes the following very keenly:
 - How are they taking care of letter space?
 - How are they starting the first stroke of the letter?
 - How are they ending the stroke?
 - What is the sequence are they following?
- **This is a suggested plan. The teacher has the flexibility to make necessary changes.**
- **The teachers can prepare more interactive questions to make the children express their ideas.**

Name of the Unit: 1. My school**Specific Objectives / Expected Outcomes:**

- To create an awareness for the new language, English.
- To make the children learn the names related to school.
- To listen and enjoy the rhythm of the rhyme.
- To make them aware of the pronunciation of some key words related to school.
- To encourage the motor skills of the children.
- To make them know the names of various places in school.

Part – A**Let's sing and enjoy the rhyme**

- The teacher interacts with the children about the school.
- The teacher displays the picture of the rhyme 'School is Calling' on page no 2.
- The teacher interacts with the children using the picture.

- About different characters
- Actions
- Colours

- The teacher records all responses of the children.
- With the help of online audio materials, the rhymes are recited by the teacher and the children are allowed to repeat after the teacher.

- Action is added to the rhyme to give it choreography effect.
- Some more words related to school are elicited to continue the rhyme.
- Make the children identify, recite and enjoy the rhyming words.

Let's say

- The children observe the pictures given in the content. They are allowed to react in Telugu. Then the teacher elicits some vocabulary related to the pictures in English.
- Responses are elicited from the children. When they respond in Telugu, the teacher says the same words in English and tunes the children towards lesson.
- Using audio materials, the children are made to listen to the sentences given on page 20.
- They are asked to repeat the sentences.
- The comprehension of the children is checked by interacting with them using the questions on page 20 and here audio materials are used.
- The children are encouraged to speak in English using simple sentences given under 'Let's say' on page 20.

Let's share

- The teacher interacts with the children about different words on page 20.
- The teacher uses flash cards of these words.
- The teacher asks the children to recognize these words.
- The teacher asks the children to sit in groups and complete the given tasks on page 20, 21 and 22.

Part – B (My school)

Let's listen and enjoy

- The teacher interacts with the children about the school using the picture given on page 23.
- The teacher reads the passage aloud / with the support of audio materials.
- The teacher gives oral practice on the words to remember with the support of audio materials.
- The teacher asks to repeat the sentences with the support of audio materials.
- The teacher checks the comprehension of the children using the questions given on page 26.

Let's go around the school

- The teacher interacts with the children about the school using the pictures given on page 27.
- The teacher gives oral practice on the sentences on page 27 with the support of audio materials.
- The teacher asks the children to repeat the sentences with the support of audio materials and complete the tasks on page 28.

Let's say aloud

- This is meant for developing oral skills and motor skills of the children.
- The teacher interacts with the children about alphabet from E to J.
- The teachers asks the children to say aloud the letters form letters E to J and complete the task given on page 29.

Let's sing

- This is meant for introducing numbers 1 to 10 to the children.
- The teacher interacts with the children about the numbers.
- The teacher displays the picture of the rhyme on page no 31.
- The teacher interacts with the children using the pictures

- about different objects
- their number
- the colours used

- The teacher records all the responses of the children.
- With the help of audio materials, the teacher recites the rhyme 3 or 4 times with proper rhythm and lets the children repeat after the teacher.
- Action is added to the rhyme and some choreography to get effect.
- ‘Elicit and supply some more words related to school to continue the rhyme (the children respond in Telugu and then the teacher translates them into English and helps them to say their experiences correctly.)
- Make the children identify, recite and enjoy the rhyming words and complete the tasks at page 32 and 33.
- The teacher interacts with the children about

- wishing at different times
- wishing on special occasions

- Teacher gives oral practice to the children using different pictures given on page 34.
- Teacher allows the children to practise the same in pairs

Let’s colour

- Teacher interacts with the children about the school using the picture given on page 35.
- Teacher makes the children form into small groups.
- Teacher interacts with the children by asking a few questions related to the picture.
- Teacher encourages the children to say a few words about their drawing.

Let's do (project work)

- The teacher interacts with the children about
 - Their background
 - Collection of different picture of the objects
- The teacher makes the children sit in small groups and asks them to complete the given task.

Let's say aloud

- This component is meant for making the teachers and children familiarize the children with different sounds of English.
- Use the audio materials developed for this purpose.
- Listen carefully, practice and make your children practice the sounds as many times as possible.

Part – C (Mechanics of writing)

- This component is meant for developing the motor skills among our children and also the concept of strokes in letters writing.
- The children should made aware of
 - the 'letter space' (the space occupied by a letter)
 - The starting point of the stroke
 - The ending point of the stroke
 - The sequence of the stroke
- The teacher draws a few horizontal lines on the black board.
- The teacher puts dots between these lines according to the stroke that's going to be introduced.
- The teacher joins the dots following the above rules of writing letters.

- The teacher allows the children to observe carefully
- The teacher allows the children to go on completing the task individually
- The teacher observes every child's performance in the lines
 - How are they taking care of letter space?
 - How are they starting the first stroke of the letter?
 - How are they ending the stroke?
 - What is the sequence they are following?
- **This is a suggested plan. The teacher has the flexibility to make necessary changes.**
- **The teachers can prepare more interactive questions to make the children express their ideas.**

Name of the Unit: 1. My Pet World**Specific Objectives / Expected Outcomes:**

To create an atmosphere for the new language and help the students to

- get the names of animals, birds and their corresponding action words and sounds.
- act like birds or animals with their actions.
- produce/practise/respond with the sounds of animals and birds.
- identify and learn about the pet animals or birds which we see in our surroundings.
- sing the rhyme with proper rhythm and action (choreography).
- continue the rhyme by adding lines with some more birds or animals with their corresponding actions.
- learn the words to remember with proper pronunciation and its meaning with the help of the given pictures.
- identify and say the rhyming words.
- listen about the Little Cute Kitten.
- read the lesson with proper pause and pronunciation.
- understand and respond orally to the questions given in the lesson.
- colour the given pictures, identify them and say 4 or 5 sentences about in English.
- play the language games

The teacher can adopt the following strategies:

Take part – A first.

- Make the students learn how to pronounce the key vocabulary first.
- Recite the rhyme 3 or 4 times with proper action and rhythm and let the children to repeat after you.
- Keep masks of animals and birds to the children and allow them to do the choreography.

Eg. A student wearing the mask of cuckoo: Parrot, parrot where are you?
I will come and learn how to talk.

While saying so, he should hop to the student wearing the mask of parrot and standing at some distance.

- ‘Elicit and supply some more birds or animals names and their actions to make them to continue the rhyme.
- Make the children identify, recite and enjoy the rhyming words.
- Divide the children into two groups. Ask one child from one group to say the name of an animal or a bird. The other group should respond with its sound and action. The game can be continued like this. In another variation of this game, one group mimes the action or makes the sound of an animal/bird and the other group has to name the animal/bird.

After finishing part-A, take part-B.

- Make the children observe the pictures given in the content. They can first respond to the pictures in Telugu. The teacher then elicits some vocabulary related to the pictures in English. (For example take the picture on page no.5 some words are - boy, kitten, tree, bush, house, catch etc.)

- Now the teacher asks a few questions like:
 - Do you have a pet in your house?
 - Did you see a pet in your friend's house?
 - Did you see pets in your relatives' house?
 - Did you see a pet in your neighbour's house?

- The children will respond in Telugu and the teacher says the same in English and tune the children towards lesson.
- The children see the pictures given in the content. After observing the pictures, the theme of the lesson is announced.
- Divide the lesson into 8 to 10 segments. The teacher reads each segment twice or thrice with proper voice modulation and pauses.
- Then the students read the segment.
- The children learn the vocabulary from each segment.
- After each segment, the children speak about it. The children are allowed to respond in Telugu. The teacher helps them use simple English sentences. Some sentences are given under each segment but some more can be added to them to give ample practice for the children to speak those sentences in the classroom.
- The children will be helped in doing the exercises given in the text.
- The children play some language games which create interest among the students and also create English atmosphere in the classroom.
- Dictation can be given everyday to improve their vocabulary.
- The children can be asked to read and write the meanings of some words with the help of pictures given.

Segment 1:

- “Mom! Shall I go to..... peeping through the kitchen window.”

Discourse:

Examples for sentence construction:

1. Teacher, shall I go to drink water?
2. Teacher, shall I go to wash hands?
3. Teacher, shall I go to take lunch?
4. Teacher, shall I go to my sister's class?
5. Teacher, shall I go home?

Vocabulary

House, go, play, shall, the, I, window, kitchen, peeping, ask.

Discourse Editing: Follow the note given at the end.

Segment 2:

- Mom agreed. humming a song with joy.

Discourse:

Some conversation sentences

Lokesh is humming a song without listening to the teacher.

Hari is always humming songs in the class.

Vocabulary:

Running, humming, joy, song, start, street, agreed, down.

Discourse Editing

Follow the note given at the end.

Segment 3:

- That day..... in a corner.

Vocabulary

Cry, friends, win, and, from, was, to, bush, cry, corner.

Discourse Editing:

Follow the note given at the end.

Segment 4:

- He went slowly.....crying for help.

Discourse:

1. There is a little white cute kitten in my house.
2. Teacher, I saw a little cute calf near my house.
3. Teacher, there is a little black duckling in my friend's house.

Vocabulary

Kitten, help, creepers, saw, slowly, went

Discourse Editing: Follow the note given at the end.

Segment 5:

- Sujay held that..... to looked at him thankfully.

Discourse:

1. One day, I gave a biscuit to a puppy. Then it looked at me thankfully.
2. Once I helped a blindman to cross the road. Then he gave me a shake-hand thankfully.

Vocabulary:

Carefully, thankfully, looked, removed, all, held, him.

Discourse Editing: Follow the note given at the end.

Segment 6:

- Sujay feltand let it go.

Discourse:

Conversation sentences:

1. Teacher, oneday I saw a puppy fall down in a ditch.
2. It was crying for help.
3. Then I slowly took it outside and let it go.

Vocabulary

Jubilant, felt, it, let, that, go

Discourse Editing:

Follow the note given at the end.

Segment 7:

- But that kitten..... to.....wagging its tail.

Discourse:

1. When I go home, my sweet little puppy comes to me by wagging its tail.
2. The kitten is wagging it's tail by seeing it's owner.
3. The cow is wagging it's tail while eating grass.

Vocabulary

But, did, not, didn't, tail, wagging, followed, way, home.

Discourse Editing:

Follow the note given at the end.

Segment 8:

- Sujay offeredto.....named it Gifty.

Discourse:

Some conversation sentences:

1. Sujay offered a cup of milk to his kitten.
2. I offered some biscuits to my friend.
3. Uma offered a cup of tea when I went to her house.
4. Sravan offered me tiffin during break time.
5. Do you like to offer anything to others?

Vocabulary

Cup of milk, guest, offered, its, blue, eyes, and.

Discourse Editing:

Follow the note given at the end.

Segment 9:

- Giftytwinkling blue eyes.

Discourse:

Description of my puppy

1. Oneday I saw a cute little puppy in a bush.
2. I took it out and let it go.
3. But it followed me, wagging its tail.
4. I gave some milk and biscuits to it.
5. It looked at me thankfully.
6. It became my pet and I named it Lucky.

Vocabulary:

Blue eyes, twinkling, thanked, him, with, its.

Discourse Editing: Follow the note given at the end.

Some other discourses:

Let's talk: Make the children speak some simple sentences in English through the role plays given below. Make them act, play and enjoy. Keep the masks while doing role play.

Discourse:

Role play:

Mahima: Hai friend! I am cuckoo – and you?

Santoshi: I am a peacock.

Mahima: I can sing melodiously.

Everyone likes to listen to my melodious songs, and you?

Santoshi: I cannot sing but I can dance beautifully.

Everyone likes to see my beautiful dance.

Mahima: Nice to meet you peacock.

Santoshi: Thank you. Happy to see you cuckoo.

Discourse:

Role play

- Raju: Hello! I am a fish and you?
Sravan: Hai! I am a monkey.
Raju: I live in water and you?
Sravan: I live on trees.
Raju: I can swim in water, and you?
Sravan: I cannot swim. I can jump and swing on trees.
Raju: Glad to meet you monkey.
Sravan: Happy to see you fish. Bye bye.

Discourse:

Description of an animal

Elephant:

- I am an elephant.
I am the biggest animal in the forest.
I have broad ears.
I have a long trunk.
I have two tusks.
I have strong legs like pillars.
I have a small tail.
I live in forests.
You can see me in circus too.
I like to eat sugarcane.

Discourse:

Description of an animal.

Cat:

I am a cat.

I have two small eyes.

I have two small ears.

I have a tail.

I cry meow meow.

I can walk silently.

Some of us have stripes on our back.

I am a pet animal.

I like to drink milk.

Note: Make the children speak about some more animals and birds in English by giving hints to them.

Useful Teaching - Learning Materials

1. Masks of some birds (wedding cards, packing boxes of clothes, plain plastic bags, thread, sketches can be used to prepare them)
2. Flash cards of animals, birds, their sounds words, young ones.
3. CDs
4. Sounds of animals and birds downloaded meant to make the children listen and repeat.
5. Records of the role plays done by the children in the classroom and let them see whenever it is possible.

Project work

Project works are very helpful for the children to create interest towards the subject, to improve their knowledge. They also help in developing team spirit among the children.

1. Visiting some pet animals in their area.
The children can be encouraged to talk about their visit.
2. The children can collect some pictures of animals and birds and write 2 or 3 sentences about them. They can keep a separate note book for their project work.

Language games:

Game 1:

- Divide the children into two groups, namely A and B.
- Play randomly the sound of an animal or bird from cellphone and let all the children listen.
- Ask one group to name the animal / bird and say at least one sentence about it.

Eg. Upon hearing the sound “meow”, the group can respond by saying: It is a cat. It is a pet animal or it likes to drink milk or it walks silently etc.

Repeat the process with the other group by playing sound of some other animal or bird.

- Continue the game with as many sounds as possible and till the children are able to speak independent sentences about the selected animals or birds.
- The teacher can assist the children in framing sentences and coming out with them correctly.

Game 2:

- Divide the children into two groups.
- Draw two columns A and B on the blackboard.
- Teacher names a bird or an animal and asks one group, say Group-A, to tell about the animal or bird.

If it is a pet animal, the group should say, “It is a pet animal.”

If it is not a pet animal, they should say, “It is not a pet animal. It is a wild animal.”

- Then the teacher can name another animal or bird and asks the other group to talk of it. The game is to be continued like this.

- In the same way, the teacher can make the children play about animals, their young ones etc.

Note on discourse editing:

Discourse Editing should be done after completion of each discourse.

Conversation sentences editing can be done as follows:

- The teacher ask the children to say the sentences one by one.
- When they are saying sentences the teacher write them on the blackboard / chart.
- Write the teacher again those sentences in order with the participation of children.
- Ask them to read the sentences from the chart / blackboard.
- The children write them down in their notebooks.
- Then teacher corrects them wherever necessary.

Description Editing:

- Let the children come out with the description one by one in a sequence.
- They can be asked to repeat the description of certain segments.
- While they are saying, the sentences can be written on the blackboard.
- The sentences can then be arranged in a sentence with the participation of the children.
- Then ask them to note down in their notebooks.
- Then teacher corrects them wherever necessary.

- **This is a suggested plan. The teacher can make changes necessary to suit the level of children.**
- **The teachers can prepare more interactive questions to make the children express their ideas.**

CLASS-1I
UNIT-1I**Name of the unit: My Habits****Specific Objectives / Expected Outcomes:**

To create an awareness for the new language and to help the students to

- identify some activities from morning to evening done regularly at home.
- identify the difference between good habits and bad habits.
- know and inculcate good habits.
- recite the rhyme with proper action and rhythm.
- do the choreography for the rhyme.
- continue the rhyme by adding lines with some more habits /habitual actions.
- learn writing and reading (with proper pronunciation) of words, and their meanings with the help of pictures.
- understand the story of white rabbit and black rabbit.
- read the lesson with proper pauses and pronunciation.
- understand and respond orally to the questions given in the lesson.
- do the writing exercises.
- do *let's work* exercise and speak about good habits and bad habits.
- do *let's talk* exercise and then says a few sentences about it.
- do puzzles and play the language games.
- take dictation everyday to improve their vocabulary.

The teacher can adopt the following strategies:

Take the rhyme ‘My Habits’ first.

- Make the students learn how to pronounce the key vocabulary before teaching the rhyme.
- Recite the rhyme 3 or 4 times with proper action and rhythm and let the children repeat after you.
- Make the children sing the rhyme with some added action.
- Elicit some daily activities of children and help them to continue the rhyme.
- Elicit some daily activities of children and make them identify whether they are good habits or bad habits.

Take the exercise of *Let’s work* of page 17.

- Make the children observe the pictures and to respond in English in full sentences, viz., ‘It is a good habit’ / ‘It is a bad habit.’ The teacher can give some more activities to continue the activity, until they get a good idea of habits.
- Show some flash cards of habits and ask the pupils and make them respond in full sentences as above to consolidate the idea of good and bad habits.

Then take part – B.

- Divide the lesson into 7 to 10 segments.
- Read each segment 2 or 3 times with proper stress, pause, gestures and voice modulation, starting with segment 1.
- Let the pupils sit in groups and make them read the segment (group reading).
- Then let them read individually. Make them pronounce the words properly. When they are unable to read, ask them to spell the word. Then help them to pronounce it.

Key idea:

Teacher reading ! Group reading ! Scaffold reading! Individual reading

1. While the teacher is reading the segment, the students observe keenly.
 2. Next, in group reading children try to read the segment with the help of each other in the group.
 3. Then, the students try to read individually and the teacher assists them wherever needed.
 4. Finally the student should be able to read independently.
- After completion of each segment the teacher should create some discourse and make the pupils do it.
 - Then do the discourse editing. In this let the children present discourse in groups, followed by individual presentations after which the teacher has to present his version (*teacher's version*). Allow the children to do the corrections by exchanging books because when others' books are given for correction, they learn easily the process of finding mistakes in others' work. Finally the students have to correct themselves by seeing teacher's version.
 - Make the children learn the vocabulary of each segment.
 - Make the children do the writing exercises given in the text book.
 - Make the pupils do some role-play with the help of teacher, focussing on improving their conversational skills.
 - Make them draw and colour the given pictures and let them talk about them.

Eg. The following or similar sentences are possible for the picture, comb.

1. It is a comb. 2. It is black in colour. 3. I use it for combing my hair.
 4. I have a pocket comb also. 5. I use my own comb.
- Make the children play language games to assess their understanding of the unit, to create interest and strengthen their language.

Segment 1:

Once there livedhe had white fur.

Discourse:

Practice of sentences (Oral and written skills)

1. I am Mohana. I am studying class2.
2. I am proud of my family.
3. I am proud to say Mera Bharat Mahan.
4. I am proud to say that I got first rank.
5. I am proud to say that I can speak English.
6. I am proud to say that I am an Indian.
7. I am proud of my country
8. My puppy has white fur.
9. My kitten has black fur.
10. My lamb /sheep has brown fur.

Vocabulary

Black, white, rabbit, lived, studying, class, school, proud, fur

Singular – *plural*

Class - classes

School - schools

Rabbit - rabbits

Discourse Editing: Follow the note given at the end.

Segment 2:

Twinkle and Dimple were.....bushy round tail.

Discourse:

Practice of sentences (Oral and written skills)

1. I played wearing school uniform. So it became **dirty**.
2. I ran and jumped here and there before the school Assembly.
So I became **untidy**.
3. Twinkle ran into the bushes, jumping here and there. So his body became **untidy**.
4. While walking to the school **through** a garden, Veena and Uma saw a big snake.
5. While walking to the school **through** the bushes, Mahima and Pujithasaw a mangoose.

Vocabulary

Walking, running, jumping, bushes, forest, through, gathered, here, there, stuck, tail, dust, round.

Discourse Editing: Follow the note given at the end.

Segment 3:

Dimple warned.....clean and well dressed?

Discourse:

1. Prasanna, don't you remember our teacher gives prizes to us if we are clean and well-dressed.
2. At the end of the week, our class teacher gives prizes for putting on neat and tidy uniform.
3. Every week our Head Master announces '**the tidy student of the week**' in '*Friday Balala Sabha*'.
4. We should go to school in neat uniform.

Vocabulary

Our, him, his, us, if, we, you, are, to, and, warned, clean, well dressed, prizes, teacher, remember, don't,

Segment 4:

Twinkle looked at Dimple..... they reached school.

Discourse:

Description:

1. Once Twinkle, a white rabbit and Dimple, a black rabbit lived in a forest.
2. They were studying class 1 in the jungle school.
3. Twinkle was proud of her white fur.
4. One day when they were walking to the school Twinkle jumped here and there and went to school with dirt.
5. Dimple remembered about the prizes for the neatly-dressed children.
6. They reached the school.

Vocabulary

Win, I am, because, they, reached, looked, said, going, know

Opposites:

Black - white

Clean - dirty

Here - there

Remember - forget

Win - lose

Discourse Editing: Follow the note given at the end.

Segment 5:

When they entered the class..... Don't come to school like this.

Discourse:

Practice of sentences (Oral and written skills)

Discourse Editing: Follow the note given at the end.

1. When they entered the class, teacher said: “Don’t you remember what I said yesterday?”
2. Divakar, see your dress is shabby.
3. Somu, see your shoes are dirty.
4. Harika, see your uniform is dirty.
5. We must come to school in neat uniform.

Vocabulary

Their, what, your, is, like, come, shabby, shoes, dirty, yesterday, entered, shouted.

Discourse Editing: Follow the note given at the end.

Segment 6:

He is superb.....presented a nice gift to Dimple.

Discourse:

Practice of sentences (Oral and written skills)

1. Look at your friend Dimple! He is superb.
2. Look at Prasanna. She is in neat uniform.

Vocabulary

He, from, washed, polished, presented, body, gift, neat, nice, nails, trims, wears, keeps, shoes, books, learn.

Discourse Editing: Follow the note given at the end.

Segment 7:

Twinkle said,.....everybody felt happy.

Discourse:

Description:

2. We must brush our teeth twice a day.
3. We must take bath daily.
4. We should wear washed clothes only.
5. We must comb our hair neatly.
6. We must trim our nails timely.
7. We must keep our body clean.
8. We should go to bed early.

Vocabulary

Madam, will, into, tomorrow, deer, everybody, felt, sorry, happy, neatly, onwards.

Discourse Editing: Follow the note given at the end.

Let's talk

Some more discourses:

Page No.17 *Let's talk* - activity

Role-play

Teacher : What can you see in this picture?

Mahesh: There are two boys

Teacher: What else is there?

Mahesh: Staircase.

Teacher : What are the boys doing in this picture.

Mahesh: Two boys are getting down.

Teacher : What are they doing?

Mahesh : One boy is pushing the other boy.

Teacher : What will happen, if he pushes the boy?

Mahesh: He will fall down.

Teacher : Is it a good habit?

1. We must get up early in the morning.
- Mahesh : No, it is a bad habit.
- Teacher : Do you like to follow such habits?
- Mahesh : No teacher, we always follow good habits.
- Teacher : Very good, Mahesh.
- Mahesh : Thank you, teacher.

Discourse:

Practice of sentences (Oral and written skills)

1. Not eating junk food.
2. Washing hands with soap before meals.
3. Not wasting food.
4. Not speaking while eating food.
5. Washing hands with soap after clearing sneezing or running nose.
6. Washing hands with soap after coming from the toilets.
7. Using dustbins.
8. Keeping our surroundings/ class rooms clean.
9. Planting trees in the garden.
10. Reading story books.
11. Helping others.
12. Doing homework regularly.

Note:

Discourse Editing should be done after completion of each discourse.

Editing of *practice of sentences (Oral and written skills)*:

- The children say the sentences one by one.

- When they are saying the sentences the teacher writes them on the blackboard.
- The teacher sets them in a sentence with the participation of the children.
- Asks the teacher the children them to read the sentences from the blackboard.
- The teacher makes them write the sentences in their notebooks.
- Then the teacher corrects them wherever necessary.

Editing of Description:

- lets the children describe one by one in a sentence.
 - asks them to say again the description of that particular segment.
 - writes it on the blackboard while they are saying.
 - writes them again in order with the help of children.
 - then asks them to note down in their notebooks.
 - then corrects them if necessary.
-
- **This is a suggested plan. The teachers can make changes to suit their ideas and the sentences of the children.**
 - **The teachers can prepare more interactive questions to make the children express their ideas.**

Planning a lesson

Class: III Unit - 1

Period No	Topic	Process	Material	Questions for interaction
1	Kids train - poem page no 2.	<ul style="list-style-type: none"> • Display the picture related to the poem / rhyme / song. • Elicit vocabulary and ideas related to the picture. 	Picture chart of the picture on page no 2.	<ul style="list-style-type: none"> • What are the children doing in the picture? • What is the name of the game they are playing? • Have you ever played this game with your friends?
2	Kids train - poem page no 2.	<ul style="list-style-type: none"> • Display the poem • Ask the children to attempt tune. • Present the tune with audio support. • Recitation of the poem by the teacher and the students. • Present the glossary with audio support provide additional glossary if required. 	Chart of the poem	<ul style="list-style-type: none"> • How many stanzas are there in the poem? • Identify a few known words from the poem?
3	Kids train - poem page no 2.	<ul style="list-style-type: none"> • Present the comprehension questions with audio support and elicit the answers and add questions of your choice also. 	Chart of the poem.	<ul style="list-style-type: none"> • Use the comprehension questions given on page no - 3

Period No	Topic	Process	Material	Questions for interaction
		<ul style="list-style-type: none"> Plan of action / choreo-graphy to the poem / rhyme / song. 		
4	Listening input - train engine Page no 15 & 16.	<ul style="list-style-type: none"> Interact with the children using the pictures given for the text. Present the listening input directly / with audio support. Assign a task to check the comprehension of the listening input. 	Picture chart on page no15 and 16.	<ul style="list-style-type: none"> What do you see in this picture? What is the name of the vehicle does the engine in the picture use for?
5	Rail raja picture on the page no 4.	<ul style="list-style-type: none"> Picture based interaction. Introduce key words contextually / with audio support. 	Picture chart on picture in page no - 4.	<ul style="list-style-type: none"> What place is it? What the people in the picture are doing? Who is pushing the luggage cart?
6	Rail raja segment -1 para 1 & 2.	<ul style="list-style-type: none"> Individual reading by the children. Checking reading comprehension. Reading in groups for sharing. 	Text book	<ul style="list-style-type: none"> What is the name of the train? What is the sound of the train? Where does the train run?
7	Rail raja segment - 1 para 1 & 2.	<ul style="list-style-type: none"> Reading in groups for sharing. Assign a task (description / conversation / short story) oral / written. 	Text book	Describe the train in your own words.

Period No	Topic	Process	Material	Questions for interaction
8, 9, 10	Rail raja segment - 2 para 3.	Follow the process suggested in period no 5, 6, 7		
11, 12, 13	Rail raja segment - 3 para 4.	Follow the process suggested in period no 5, 6, 7		
14, 15, 16	A game of luck – segment -4 para 5.	Follow the process suggested in period no 5, 6, 7		
17, 18, 19, 20	Textual exercises from page no 7 to 9.	<ul style="list-style-type: none"> Attempt the tasks given in the text book through Individual / group activities. 	Text book	
21	Be careful page no 13.	<ul style="list-style-type: none"> Display the picture related to the text on page no 11. Elicit vocabulary and ideas related to the picture. Give any vocabulary task(oral / written). 	Picture chart of the picture on page no 13.	<ul style="list-style-type: none"> What happened to the man in the picture? Guess what may happen have earlier?
22	Be careful page no 13.	<ul style="list-style-type: none"> Individual reading by the children. Checking reading comprehension. 	Text book	<ul style="list-style-type: none"> Check the comprehension of the children using the comprehension questions given at page no 14.

- This is just a suggestion. The teachers can work out their own plans.
- The teachers can prepare more interactive questions to make the children express their ideas.

Planning a lesson

Class: III Unit - 2

Period No	Topic	Process	Material	Questions for interaction
1	Good morning Mrs. Hen Poem Page no 18.	<ul style="list-style-type: none"> • Display the picture related to the poem / rhyme / song. • Elicit vocabulary and ideas related to the picture. 	Picture chart. Of the picture on page no 18.	<ul style="list-style-type: none"> • What is the woman in the picture doing? • How many chicken does Mrs. Hen have? • What are the different colours of the chickens?
2	Good morning Mrs. Hen Poem Page no 18.	<ul style="list-style-type: none"> • Display the poem. • Ask the children to attempt tune. • Present the tune with audio support. • Recitation of the poem by the teacher and the students. • Present the glossary with audio support provide additional glossary if required. 	Chart of the poem.	<ul style="list-style-type: none"> • How many stanzas are there in the poem? • Identify a few known words from the poem?
3	Good morning Mrs. Hen Poem Page no 18.	<ul style="list-style-type: none"> • Present the comprehension questions with audio support and elicit the answers and add questions of your choice also. • Plan action / choreography to the poem / rhyme / song. 	Chart of the poem.	<ul style="list-style-type: none"> • Use the comprehension questions given in the page no - 19.

Period No	Topic	Process	Material	Questions for interaction
4	Listening input - little Red hen Page no 15 & 16.	<ul style="list-style-type: none"> Interact with the children using the pictures given for the text. Present the listening input directly / with audio support. Assign a task to check the comprehension of the listening input. 	Picture chart on page no 32 to 34.	<ul style="list-style-type: none"> What do you see in this picture? What are the different animals in the picture? Who do you think is active? Who do you think is lazy?
5	Elephant and friends picture on the page no 20.	<ul style="list-style-type: none"> Picture based interaction. Introduce key words contextually / with audio support. 	Picture chart on picture in page no - 20.	<ul style="list-style-type: none"> What place is it? Name the different animals in the picture? Which is the big animal in the picture? Which is the small animal in the picture? Can an elephant make friendship with a rabbit?
6	Elephant and friends segment -1 One day ----- trees like me.	<ul style="list-style-type: none"> Individual reading by the children. Checking reading comprehension. Reading in groups for sharing. 	Text book	<ul style="list-style-type: none"> Who is wandering in search of friends? Whom did he meet first?
7	Elephant and friends segment -1 One day ----- trees like me.	<ul style="list-style-type: none"> Reading in groups for sharing. Assign a task (description / conversation / short story) oral / written. 	Text book	<ul style="list-style-type: none"> Write down the possible conversation between the elephant and the monkey.

Period No	Topic	Process	Material	Questions for interaction
8, 9, 10	Elephant and friends segment -2 Next the elephant ----- you are too big	Follow the process suggested in period no 5, 6, 7.		
11, 12, 13	Elephant and friends segment -3 The next day --- -- in the forest.	Follow the process suggested in period no 5, 6, 7.		
14, 15, 16	Elephant and friends segment -4 Mean while the tiger ----- to be our friend	Follow the process suggested in period no 5, 6, 7.		
17, 18, 19, 20	Textual exercises from page no 23 to 27	<ul style="list-style-type: none"> Attempt the tasks given in the text book through Individual/ group activities. 	Text book	
21	The farm story page no 28 and 29	<ul style="list-style-type: none"> Display the picture related to the text on page no 28 and 29. Elicit vocabulary and ideas related to the picture. Give any vocabulary task(oral / written). 	Picture chart of the picture on page no 28 and 29.	<ul style="list-style-type: none"> What are the animals seen in the picture? How they are feeling? What the man in the picture doing?

Period No	Topic	Process	Material	Questions for interaction
22	The farm story page no 28 and 29	<ul style="list-style-type: none">• Individual reading by the children• Checking reading comprehension	Text book	<ul style="list-style-type: none">• Check the comprehension of the children using the comprehension exercises given at page nos 30 and 31.

- This is just a suggestion. The teachers can work out their own plans.
- The teachers can prepare more interactive questions to make the children express their ideas.

Planning a lesson

Class: IV Unit - 1

Period No	Topic	Process	Material	Questions for interaction
1	Food for kids - poem	<ul style="list-style-type: none"> • Display the picture related to the poem / rhyme / song. • Elicit vocabulary and ideas related to the picture. 	Picture chart of the picture on page no 2.	<ul style="list-style-type: none"> • How many people are there in the picture? • Where are they? • What are the children doing? • Who do you think the man in the picture is? • What type of food do you eat at home?
2	Food for kids - poem	<ul style="list-style-type: none"> • Display the poem. • Ask the children to attempt tune. • Present the tune with audio support. • Recitation of the poem by the teacher and the students. • Present the glossary with audio support provide additional glossary if required. 	Chart of the poem	<ul style="list-style-type: none"> • How many stanzas are there in the poem? • Identify a few known words from the poem?
3	Food for kids - poem	<ul style="list-style-type: none"> • Present the comprehension questions with audio support and elicit the answers 	Chart of the poem.	<ul style="list-style-type: none"> • Use the comprehension questions given in the page no - 3.

Period No	Topic	Process	Material	Questions for interaction
		<p>and add questions of your choice also.</p> <ul style="list-style-type: none"> Plan action / choreography to the poem / rhyme / song. 		
4	Listen to this don't miss listening input on page no 13.	<ul style="list-style-type: none"> Interact with the children using the pictures given for the text. Present the listening input directly / with audio support. Assign a task to check the comprehension of the listening input. 	Picture chart on page no13.	<ul style="list-style-type: none"> Where is the scene taken place? What are the different types of foods mentioned in the story? What is the result of over eating? What is result of over eating of chillies and chutneys?
5	Healthy food and healthy life picture on the page no 4.	<ul style="list-style-type: none"> Picture based interaction. Introduce key words contextually / with audio support. 	Picture chart on picture in page no - 4.	<ul style="list-style-type: none"> What place is it? What is the girl doing? What is the woman saying?
6	Healthy food and healthy life segment -1 para 1 & 2	<ul style="list-style-type: none"> Individual reading by the children. Checking reading comprehension. Reading in groups for sharing. 	Text book	<ul style="list-style-type: none"> Mention the name of the girl from the text? Who are the other members of Kamala's family? What is the nature of Kamala? What may be the good news kamala want to say to her mother?

Period No	Topic	Process	Material	Questions for interaction
7	Healthy food and healthy life segment -1 para 1 & 2	<ul style="list-style-type: none"> • Reading in groups for sharing. • Assign a task (description / conversation / short story) oral / written. 	Text book	<ul style="list-style-type: none"> • Develop a possible conversation between and the boy.
8, 9, 10	Healthy food and healthy life segment -2 conversation between mother and Kamala up to OK I'll follow whatever you say.	Follow the process suggested in period no 5, 6, 7.		
11, 12, 13	Healthy food and healthy life segment -3 conversation up to her teacher took her to the hospital.	Follow the process suggested in period no 5, 6, 7.		
14, 15, 16	A game of luck - segment - 4 Conversation up to end.	Follow the process suggested in period no 5, 6, 7.		

Period No	Topic	Process	Material	Questions for interaction
17, 18, 19, 20	Textual exercises from page no 7 to 9.	<ul style="list-style-type: none"> Attempt the tasks given in the text book through Individual / group activities. 	Text book	
21	Promise of God page no 11	<ul style="list-style-type: none"> Display the picture related to the text on page no 11. Elicit vocabulary and ideas related to the picture. Give any vocabulary task(oral / written). 	Picture chart of the picture on page no 7.	<ul style="list-style-type: none"> What is the man doing in the picture? What are the crows doing?
22	Promise of God page no 11	<ul style="list-style-type: none"> Individual reading by the children. Checking reading comprehension. 	Text book	<ul style="list-style-type: none"> Check the comprehension of the children using true or false statements in the page no 12

- This is a tentative plan. The teacher has the flexibility to make necessary changes.
- The teachers may prepare more interactive exercises to make the children express their ideas.

Planning a lesson

Class: IV Unit - 2

Period No	Topic	Process	Material	Questions for interaction
1	A nation's strength-poem	<ul style="list-style-type: none"> • Display the picture related to the poem / rhyme / song. • Elicit vocabulary and ideas related to the picture. 	Picture chart of the picture on page no 16.	<ul style="list-style-type: none"> • How many people are there in the picture? • Where are they? • What are the soldiers doing? • Why do you think the man in the picture is lying down?
2	A nation's strength-poem	<ul style="list-style-type: none"> • Display the poem. • Ask the children to attempt tune. • Present the tune with audio support. • Recitation of the poem by the teacher and the students. • Present the glossary with audio support provide additional glossary if required. 	Chart of the poem.	<ul style="list-style-type: none"> • How many stanzas are there in the poem? • Identify a few known words from the poem?
3	A nation's strength-poem.	<ul style="list-style-type: none"> • Present the comprehension questions with audio support and elicit the answers and add 	Chart of the poem.	<ul style="list-style-type: none"> • Use the comprehension questions given in the page no 17

Period No	Topic	Process	Material	Questions for interaction
		<p>questions of your choice also.</p> <ul style="list-style-type: none"> Plan action / choreography to the poem / rhyme / song. 		<ul style="list-style-type: none"> Attempt the writing tasks given in the page no 17.
4	<p>Listen to listening input on page no 26. Unity brings happiness.</p>	<ul style="list-style-type: none"> Interact with the children using the pictures given for the text. Present the listening input directly / with audio support. Assign a task to check the comprehension of the listening input. 	<p>Picture chart on page no 26.</p>	<ul style="list-style-type: none"> Which are the animals in the picture? Which animal is trapped in the net? What are the animals trying to set it free?
5	<p>Harmony in variety - picture on the page no - 18.</p>	<ul style="list-style-type: none"> Picture based interaction. Introduce key words contextually / with audio support. 	<p>Picture chart on picture in page no - 4.</p>	<ul style="list-style-type: none"> What are the cats in the picture doing? What are the colours of the cats in the picture? How are they feeling?
6	<p>Harmony in variety - segment -1 para 1 & 2.</p>	<ul style="list-style-type: none"> Individual reading by the children. Checking reading comprehension. Reading in groups for sharing. 	<p>Text book</p>	<ul style="list-style-type: none"> Which cat started telling a story? Which colour is said as a primary colour? How the black colour is the best colour?

Period No	Topic	Process	Material	Questions for interaction
7	Harmony in variety - segment -1 para 1 & 2.	<ul style="list-style-type: none"> • Reading in groups for sharing. • Assign a task (description / conversation / short story) oral / written. 	Text book	Develop a possible conversation between the cats.
8, 9, 10	Harmony in variety - segment -2 para 3.	Follow the process suggested in period no 5, 6, 7.		
11,12, 13	Harmony in variety - segment -3 para 4.	Follow the process suggested in period no 5, 6, 7.		
14,15, 16	Harmony in variety - segment -4 para 5 & 6.	Follow the process suggested in period no 5, 6, 7.		
17, 18, 19, 20	Textual exercises from page no 7 to 9.	<ul style="list-style-type: none"> • Attempt the tasks given in the text book through Individual / group activities. 	Text book	
21	Importance of unity in India page no 24 & 25.	<ul style="list-style-type: none"> • Display the picture related to the text on page no 24. 	Picture chart of the picture no 24.	<ul style="list-style-type: none"> • Where does the scene take place?· How are they feeling?· When do you see such scenes in your village?

Period No	Topic	Process	Material	Questions for interaction
		<ul style="list-style-type: none"> Elicit vocabulary and ideas related to the picture. Give any vocabulary task (oral / written). 		
22	Importance of unity in India page no 24 & 25.	<ul style="list-style-type: none"> Individual reading by the children. Checking reading comprehension. 	Text book	<ul style="list-style-type: none"> Check the comprehension of the children using concept map given at page no 26.

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Planning a lesson

Class: V Unit - 4

Period No	Topic	Process	Material	Questions for interaction
1	Good luck gold - poem	<ul style="list-style-type: none"> • Display the picture related to the poem / rhyme / song. • Elicit vocabulary and ideas related to the picture. 	Picture chart of the picture on page no 74.	<ul style="list-style-type: none"> • How many people are there in the picture? • Where are they? • What is the lady doing? • Who do you think the old man in the picture is?
2	Good luck gold - poem	<ul style="list-style-type: none"> • Display the poem • Ask the children to attempt tune. • Present the tune with audio support. • Recitation of the poem by the teacher and the students. • Present the glossary with audio support provide additional glossary if required. 	Chart of the poem	<ul style="list-style-type: none"> • How many stanzas are there in the poem? • Identify a few known words from the poem?

Period No	Topic	Process	Material	Questions for interaction
3	Good luck gold - poem.	<ul style="list-style-type: none"> • Present the comprehension questions with audio support and elicit the answers and add questions of your choice also. • Plan action / choreography to the poem / rhyme / song. 	Chart of the poem.	<ul style="list-style-type: none"> • Use the comprehension questions given in the page no 75. • Attempt the writing tasks given in the page no 75.
4	A game of luck Picture on page no - 76.	<ul style="list-style-type: none"> • Display the picture related to the text. • Elicit vocabulary and ideas related to the picture. • Give any vocabulary task(oral / written). 	Picture chart on page no 76.	<ul style="list-style-type: none"> • Use points for discussion on page no 76.
5	A game of luck listening input on page no 89 & 90.	<ul style="list-style-type: none"> • Present the listening input directly / with audio support. • Assign a task to check the comprehension of the listening input. 	Picture chart on page no 89 & 90.	<ul style="list-style-type: none"> • Where is the scene taken place? • What is the animal mentioned in the story? • Mention a profession from the story? • Pick out a pair of words which are opposite to each other.

Period No	Topic	Process	Material	Questions for interaction
6	A game of luck - picture on the page no 77.	<ul style="list-style-type: none"> • Picture based interaction. • Introduce key words contextually / with audio support. 	Picture chart on picture in page no - 77.	<ul style="list-style-type: none"> • What place is it? • What are the play do you see in the picture? • What is the man saying?
7	A game of luck - segment -1 para 1 & 2.	<ul style="list-style-type: none"> • Individual reading by the children. • Checking reading comprehension. • Reading in groups for sharing. 	Text book	<ul style="list-style-type: none"> • Mention two names from the text? • Who came to the temple fair from far and wide? Why? • Uncle was leading us. Who does the word us refer to?
8	A game of luck - segment -1 para 1 & 2.	<ul style="list-style-type: none"> • Reading in groups for sharing. • Assign a task (description / conversation / short story) oral / written. 	Text book	<ul style="list-style-type: none"> • Develop a possible conversation between and the boy.
9, 10, 11	A game of luck – segment -2 para 3,4, 5.	Follow the process suggested in period no 6, 7, 8.		
12, 13, 14	A game of luck – segment -3 para 6, 7, 8.	Follow the process suggested in period no 6, 7, 8.		
15, 16, 17	A game of luck – segment -4 para 9, 10, 11.	Follow the process suggested in period no 6, 7, 8.		

Period No	Topic	Process	Material	Questions for interaction
18, 19, 20	Textual exercises from page no 81 to 85.	<ul style="list-style-type: none"> Attempt the tasks given in the text book through Individual / group activities. 	Text book	
21	Hard work always pays.	<ul style="list-style-type: none"> Display the picture related to the text on page no 86. Elicit vocabulary and ideas related to the picture Give any vocabulary task(oral / written). 	Picture chart of the picture on page no 86 & 87.	<ul style="list-style-type: none"> Why do you think the boy sitting under the tree? Why do you think the other boy is fetching water in a cane basket?
22	Hard work always pays.	<ul style="list-style-type: none"> Individual reading by the children· Checking reading comprehension. 	Text book	<ul style="list-style-type: none"> Why was the merchant pleased? What do you learn from the story?

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Planning a lesson

Class: V Unit - 5

Period No	Topic	Process	Material	Questions for interaction
1	You come too – poem	<ul style="list-style-type: none"> • Display the picture related to the poem / rhyme / song. • Elicit vocabulary and ideas related to the picture. 	Picture chart of the picture on page no 92.	<ul style="list-style-type: none"> • What is the boy in the picture doing? • What is the cow doing? • What is the calf doing?
2	You come too – poem	<ul style="list-style-type: none"> • Display the poem. • Ask the children to attempt tune. • Present the tune with audio support. • Recitation of the poem by the teacher and the students. • Present the glossary with audio support provide additional glossary if required. 	Chart of the poem.	<ul style="list-style-type: none"> • How many stanzas are there in the poem? • Identify a few known words from the poem?
3	You come too – poem	<ul style="list-style-type: none"> • Present the comprehension questions with audio support and elicit the answers and add questions of your choice also. 	Chart of the poem.	<ul style="list-style-type: none"> • Use the comprehension questions given in the page no 93.

Period No	Topic	Process	Material	Questions for interaction
		<ul style="list-style-type: none"> Plan action / choreography to the poem / rhyme / song. 		
4	The best reward Picture on page no - 93.	<ul style="list-style-type: none"> Display the picture related to the text. Elicit vocabulary and ideas related to the picture. Give any vocabulary task(oral / written). 	Picture chart on page no 93.	<ul style="list-style-type: none"> Use points for discussion on page no 94.
5	Black belt listening input on page no 106 & 107.	<ul style="list-style-type: none"> Present the listening input directly / with audio support. Assign a task to check the comprehension of the listening input. 	Picture chart on page no 106 & 107.	<ul style="list-style-type: none"> What is the name of the art the boys are performing? For what purpose this art is useful? Do you know this art?.
6	The best reward – picture on the page no 94.	<ul style="list-style-type: none"> Picture based interaction Introduce key words contextually / with audio support. 	Picture chart on picture in page no - 74.	<ul style="list-style-type: none"> Who are there in the picture? Where did the king sit? What is the man giving to the king?
7	The best reward – segment -1 para 1 & 2.	<ul style="list-style-type: none"> Individual reading by the children. Checking reading comprehension. 	Text book	<ul style="list-style-type: none"> What is the name of the king? Who came to the king with a parrot?

Period No	Topic	Process	Material	Questions for interaction
		<ul style="list-style-type: none"> • Reading in groups for sharing 		<ul style="list-style-type: none"> • How was the parrot? • To whom the king gifted the parrot?
8	The best reward – -1 para 1 & 2.	<ul style="list-style-type: none"> • Reading in groups for sharing • Assign a task (description/ conversation/ short story) oral / written. 	Text book	<ul style="list-style-type: none"> • Develop a possible conversation between the king and the hunter • Develop a possible conversation between the king and the queen • Describe the beauty of the parrot in your own words.
9, 10, 11	The best reward – segment -2 one day tenali Rama Krishna they repeat them also.	Follow the process suggested in period no 6, 7, 8.		
12, 13, 14	The best reward – segment --3 but you have to prove no daqnger for him.	Follow the process suggested in period no 6, 7, 8.		

Period No	Topic	Process	Material	Questions for interaction
15, 16, 17	The best reward – segment -4 a few days later I am already rewarded.	Follow the process suggested in period no 6, 7, 8.		
18, 19, 20	Textual exercises from page no 98 to 103.	<ul style="list-style-type: none"> Attempt the tasks given in the text book through Individual/ group activities. 	Text book	
21	The palace and the cottage.	<ul style="list-style-type: none"> Display the picture related to the text on page no 103. Elicit vocabulary and ideas related to the picture. Give any vocabulary task(oral/ written). 	Picture chart of the picture on page no 103.	<ul style="list-style-type: none"> Who are there in the picture? How was the king dressed up? Can you guess what are they discussing?
22	The palace and the cottage.	<ul style="list-style-type: none"> Individual reading by the children Checking reading comprehension 	Text book	<ul style="list-style-type: none"> Check the comprehension of the children using the questions given at page 105.

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4. Parts of Speech

The words in a language are categorized into different groups based on their use in sentences. Every word has a role to play in a sentence, and this determines the category to which it belongs. This division of words into different categories is what is known as **Parts of Speech**.

There are **eight parts of speech** in English. These are

1. **Noun**
2. **Pronoun**
3. **Adjective**
4. **Verb**
5. **Adverb**
6. **Preposition**
7. **Conjunction**
8. **Interjection**

Here is a tip for remembering the eight parts of speech: This is to memorize the sentence,

Children **a**re **p**laying **i**n **a** vast **p**ark **n**earby.

The first letter of every word will help you remember one part of speech. For example *c* - Conjunction, *a* - adjective, *p* - preposition, *i* - interjection, *a* - adverb, *v* - verb, *p* - pronoun, *n* - noun.

• **Noun**

Let us look at the sentence below:

Raja is a generous person.

Here the name of the person we are talking about is 'Raja'. It is a noun. This means a noun is the **name of an individual**.

Take a look at two other sentences:

India is one of the largest democracies in the world.

This **table** is made of teak.

Here the words 'India' and 'table' also belong to the category of noun. This means a noun is the **name of a place or thing**.

Let us now try to define a noun based on the examples given above. **Any word that is the name of a person, place or a thing can be called a noun**. When we talk about things, we mean all the concrete objects and abstract thoughts.

Examples of nouns

1. **Delhi** is the capital of **India**.
2. An **apple** a day keeps the **doctor** away.
3. This **fan** needs repair.
4. **Kindness** is a good quality
5. **Health** is more important than **wealth**.
6. **Time** is more valuable than **money**.

• Pronoun

A few sentences are given below:

Suman is a talented girl. **She** is a fantastic painter.

The ring he gave her was small. **It** didn't fit her finger.

In these sentences the words 'she' and 'it' are used to refer to 'Suman' and 'ring,' respectively.

These are known as pronouns. This means that pronouns are **words that are used to refer to nouns already used**.

Using a noun all the time can be repetitive. In order to avoid this, some words are used instead of nouns. Such words are known as pronouns.

Examples of pronouns:

1. Sekhar was early as **he** did not want to miss the train.
2. The audience gave a standing ovation. **They** loved the performance.
3. Roshni fell down and broke **her** leg. Surekha is a good girl, she is good

In sentence (2) 'they' refers to the audience.

Sometimes the nouns may come later or just be imagined.

4. **He** does not take coffee, **my brother**. **He** prefers tea.
5. **He** is called a fool. Who? **Our neighbour**.

Pronouns actually refer to the **whole group** where the main word is a noun.

6. **All the girls** were from Punjab. **They** were very tall.

• Adjective

Take a look at the sentences below:

She is a **tall** girl.

Apple is **red** in color.

Here the words 'tall' and 'red' are used to describe the 'girl' and 'apple'. They tell us something about the nouns (Girl, Apple) in the sentences. They are adjectives.

Looking at these examples mentioned above, we can say that adjectives are **words which refer to the quality of nouns**.

Examples of adjectives:

1. There is a **good** school near my house.
2. The judge seems to be a **fair** man.
3. Alka is **shorter** than her sister.

• Verb

Look at the following sentences:

1. I **Painted** the boat.
2. The dog **sat** near the gate.

In these sentences, the word ‘painted’ denotes some **action** and the word ‘sat’ a **state**. They are called verbs. From this, we can say that a verb is a word that tells us about **the action taking place** in a sentence or **the state of being** of the subject.

Some more examples of verbs:

3. Let’s **walk** down the road.
4. Children **laughed** loudly at the antics of the dog.
5. The baby **slept** peacefully.

• Adverb

Look at the sentences below:

John spoke **softly** in order to avoid disturbance to others.

This tree is **very** tall.

She walks **very** slowly.

In the above sentences the word ‘softly’ **tells us something about a verb** (spoke) and the word ‘very’ about **an adjective** (tall) or **an adverb** (slowly). These are adverbs. Therefore, we can say that an adverb is a **word that modifies a verb or an adjective or another adverb**.

Look at this sentence:

He walks **very** fast.

In the above sentence, there are two adverbs ‘very’ and ‘fast’. The word fast describes the verb ‘walks’ and hence is an adverb. The word ‘very’ describes the adverb ‘fast’. From this, we can say that a **word that describes an adverb** or adjective is actually an **intensifier** of the meaning intended by the adjective or adverb.

Examples of adverbs:

1. The speech of the host was **very** dull.
2. He was able to solve all the puzzles **quickly**.
3. She worked **hard** for her exams.

• Preposition

Look at the sentences given below:

The book is **on** the table.

The cat jumped **over** the wall.

The words ‘on’ and ‘over’ give us the relationship between the subject and object in the sentences. These words are prepositions. From this, we can say that the prepositions are **words that show us the relation between one noun and another or between a noun and a verb.**

Examples of prepositions:

1. She came **into** the room.
2. The house is **beside** the mall.
3. The water **in** the well is salty.

On (1) into shows the relationship between ‘came’ and ‘the room’.

• Conjunction

Take a look at the sentences below:

Ramesh **and** Chary are business partners.

They played well **but** lost the match.

In the above sentences, the word ‘and’ is used to **join two words** and ‘but’ is used **to link two parts of a sentence.** These are conjunctions. Thus, we can say that **words which are used to join two words or parts of sentences are known as conjunctions.**

Examples of conjunctions:

1. I searched everywhere **but** did not find my bag.
2. Ravi **and** Sekhar are brothers.
3. **Unless** he works hard, he will not pass the test.

• Interjection

Let us look at the sentence:

Alas! We lost the match.

In the above sentence the word ‘**alas**’ is used to express certain emotion. This is an interjection. From this, we can say that an interjection is a **word that is used to express sudden emotion or feeling**.

Examples of interjection:

1. **Hurray!** The summer vacation has begun.
2. **Alas!** He is no more.
3. **Oh no!** It couldn’t have happened again.

The part of speech of a word cannot always be determined in isolation. It can be identified depending on its place in a sentence. The same word can belong to different categories in different sentences.

Take a look at the following pair of sentences:

Pride and Prejudice is my favorite **book**.

Srinivas failed to **book** tickets for his family trip.

The word ‘**book**’ is a noun in the first sentence and ‘**book**’ in the second sentence is a verb. They also mean differently. In

He came in

‘**in**’ is functioning as an adverb whereas in

The key was in his pocket

‘**in**’ is a preposition.

Exercise 1

The teacher can use three exercises as additional material for home work.

I. Answer the following questions

1. What is meant by parts of speech?
2. How many parts of speech are there?

3. Which word is used to express sudden emotion?
4. Prepositions give us the relation between which two words?
5. What word is used in place of a noun?
6. What word is used to describe a verb?
7. Give an example of a word that can be used as two different parts of speech.

Exercise 2

II. Fill in the blanks

1. A word that describes an adjective is a _____.
2. Parts of speech are components of _____.
3. Noun is the _____ of a person, place or thing.
4. In order to avoid a _____ of nouns we use pronouns.
5. The word used to describe a noun is called _____.

Exercise 3

III. Give five examples for each part of speech

Noun	Pronoun	Adjective	Verb

Adverb	Preposition	Conjunction	Interjection

Exercise 4

IV. Categorize the following words into different parts of speech

Black, our, father, grapes, up, tomorrow, while, next, eh, usually, circle, build, all day, gather, yeah, here, yet, down, adorable, alive, name, work, or, whoa, of, I, at, angry, which, ahem, since, near, powerful, you, decorate, nor, carry, oops.

Noun	Pronoun	Adjective	Verb

Adverb	Preposition	Conjunction	Interjection

Exercise 5

V. Identify the part of speech of the words underlined in each sentence. Use abbreviations like Nou (Noun), Pro (Pronoun), Ver (Verb), Adj (Adjective), Adv (Adverb), Con (Conjunction), Pre (Preposition) and Int (Interjection)

1. Silence is golden.
2. He drove the car very fast.
3. He will preside over the meeting.
4. Hey! Look out.
5. I found the letters written by my grandmother.
6. There is a lake near my house.
7. The sun sets in the west.
8. Madhubala is considered as a great beauty.
9. There is a rainbow in the sky.
10. I reached home, but my sister had already left.

Exercise 6**VI. Identify the part of speech of the words underlined in each sentence.**

Use abbreviations like **Nou (Noun)**, **Pro (Pronoun)**, **Ver (Verb)**, **Adj (Adjective)**, **Adv (Adverb)**, **Con (Conjunction)**, **Pre (Preposition)** and **Int (Interjection)**.

1. There was a fierce wind blowing in this direction.
2. The student sat silent in the class all day.
3. Good thoughts lead to good action.
4. That is an absolutely fantastic idea.
5. Lata belongs to Tamilnadu. However she is not quite fluent with Tamil.
6. The huge elephant stood decorated ready to carry the idols in a march.
7. The winter sky is a dull blue.
8. A large butterfly in a brilliant yellow sat on the garden wall.
9. Surekha cooks deliciously.
10. They decided to move permanently to the US.

Exercise 7**VII. Identify the part of speech of the words underlined in each sentence. Use abbreviations like Nou (Noun), Pro (Pronoun), Ver (Verb), Adj (Adjective), Adv (Adverb), Con (Conjunction), Pre (Preposition) and Int (Interjection)**

1. Oh, look! There is a rainbow in the sky.
2. Mr. Rao takes a walk daily along the beach.
3. Ravi loves to go trekking.
4. Nidhi's sister is older than me.
5. Anjali is the energetic new entrant in the department.
6. The book Geeta Dutta has written is widely publicized.

7. Nicholas Sparks is definitely my favorite novelist.
8. Hrithik Roshan's Krishh 3 is a thriller.
9. The child and his mother were crossing the road.
10. I wanted to address the gathering but decided to do so later.

KEY - Exercise 1

1. The division of words into different categories based on their usage is known as parts of speech.
2. Eight
3. Verb
4. Conjunctions
5. Not always as the same word can belong to two different parts of speech in two sentences.
6. Interjection
7. Subject and Object
8. Pronoun
9. Adverb
10. After – Preposition and adverb

KEY - Exercise 2

1. Adverb
2. English grammar
3. Name
4. Repetition
5. Adjective

KEY - Exercise 3

Noun	Pronoun	Adjective	Verb
Education	Myself	Elegant	Is
Answer	Someone	White	Open
Music	Each	Careful	Bind
Flower	That	Lazy	Are
Amy	Many	plain	sing
Adverb	Preposition	Conjunction	Interjection
Outside	From	But	Hmm
Soon	With	However	Jeez
Always	For	And	Phew
Since	As	So	Yahoo
Finally	Onto	Because	Ah

KEY - Exercise 4

Noun	Pronoun	Adjective	Verb
Day	All	Adorable	Build
Circle	I	Black	Carry
Father	Our	Alive	Decorate
Name	You	Angry	Work
Grapes	Which	Powerful	Gather
Adverb	Preposition	Conjunction	Interjection
Here	Of	Or	Ahem
Usually	At	Nor	Whoa
Next	Up	Yet	Yeah
Tomorrow	Down	While	Eh
After	Near	Since	Oops

KEY - Exercise 5	KEY - Exercise 6	KEY - Exercise 7
1. Nou	1. Adj	1. Int
2. Adv	2. Adj	2. Adv
3. Pre	3. Ver	3. Ver
4. Int	4. Adv	4. Adj
5. Ver	5. Con	5. Adj
6. Pre	6. Pre	6. Nou
7. Ver	7. Adj	7. Adj
8. Nou	8. Nou	8. Adj
9. Pre	9. Ver	9. Con
10. Con	10. Pro	10. ver

5. Punctuation

The chief purpose of the punctuation is to make the written message clear. They are vital to the accurate exchange of written information. In fact, appropriate punctuation is the correct means to make the ideas and thoughts clearer and easier to grasp by breaking them down into logical units.

Just observe how apostrophe changes the meaning:

1. These are my brothers = these people are my brothers
2. These are my brother's = these things belong to my brother
3. These are my brothers' = these things belong to my brothers

Punctuation can also produce delicate effects of style. It can alter the flow of a sentence. It gives clarity and suitability to the general form. A word placed between commas would be so placed only to highlight it in terms of meaning.

1. The full stop (.):-

The chief use of full stop (or point or period) is to end an assertion and close all declarative and some imperative sentences. The exclamation and question marks are the other two marks of terminal punctuation.

- a. At the end of a statement:

Ex: He is a doctor.

- b. At the end of an elliptical expression:

Ex: Yes.

Indeed.

Enough about that.

c. At the end of a command:

Ex: Would you please change the address on my account. (the person being addressed is expected to act upon, instead answering the question)

d. At the end of an indirect question:

Ex: He asked when his revised pay scale would become effective.

e. With abbreviations:

Ex: Ph.D., A.M., A.D

f. With decimal:

Ex: Rs 500.25, 87.25%

g. In list:

Ex: I. The French Revolution
a. Its causes
b. Its results
II. The Napoleonic Period

h. With quotation marks:

Ex: We will discuss the short story "A bird with two heads".

i. With parenthesis:

Ex: A period is placed after the closing parenthesis (like this).

2. Question mark (?):-

a. A question mark is placed at the end of a direct question:

Ex: Will you meet me for lunch today?

b. Elliptical questions:

Ex: I understand the Rama's property is for sale. How much?
Where will the meeting be? At the Headquarters.

c. With a command or request:

Ex: Will you open the window?

d. With doubtful information:

Ex: Julius Ceasar was born in (?) 100BC and murdered in 44BC.

e. With a rising intonation:

Ex: You want to go on vacation in the middle of the crisis?

f. A question with a statement: (i.e., tag question) :

Ex: We can exchange the tickets, can't we?
If we are unable to go?

We can exchange the tickets if we are unable to go, can't we?

A colon is used if the words before the question are a complete sentence.

Ex: This is the question: Who will foot the bill for the printing?

g. In a series of questions:

Ex: What will be the charge for the caterer, the photograph?
the florist? and the guitarist?

Ex: Has the murder case been solved? By whom? When?
What was the motive?

Ex: When will the convention take place? Who will be invited?
How much will it cost?

h. With quotation marks:

Ex: Did you say, "Jane has a good idea"?

3. Exclamation point (!):-

- a. To express strong feelings:

Ex: “Oh God!” he cried, falling on his knees in the water.
“I knew it was here!” (James Michener, centennial)

Ex: The journalist won the exclusive (!) rights to write a book
about the billionaire. (to give emphasis)

Ex: Congratulations! How do you plan to spend your winnings?

- b. With quotation marks:

Ex: “What!” the word was a hoot of astonishment, followed
by laughter.

Ex: I couldn’t believe it when I heard the phrase, you “have
been prompted”!

Ex: The words “strange!” “singular!” and other similar
expression excited my curiosity.

- c. To express wish or a feeling of regret

Ex: I’d love to see the children!

- d. In speech, indicating that someone calling out or shouting

Ex: ‘John!’ he shouted and jumped down the stairs three at a
time.

- e. Double exclamation marks or in combination with question mark should
only be used in personal letters

Ex: My goodness I was angry!?
Are you serious!?

4. Comma (,):-

The word comma is derived from a Greek word '*Komma*', which meant a piece cut off.

- a. To mark off parts of a sentence that are linked by words or conjunctions:

Ex: Politicians are not only liable for what they say or do in public, but there is a busy inquiry made into their very meals, beds, and marriage.

- b. Comma is used even before 'and' if the following word or phrase does not belong to the same class as the same before.

He bought some fruit, milk, and also asked for paper plates are going to come. If on the other hand we say.

The girls who will join the team next week are excellent player the implication it the girl who are the now are not excellent players.

- c. It is also considered incorrect to separate a subject from its verb:

Ex: Those with the smallest incomes and no other means, should get the most support.

Those with the lowest income and no other means should get the most support.

- d. Comma is used in pairs to separate elements in a sentence that are not part of the main statement:

Ex: I should like you all, ladies and gentleman, to raise your glasses.

This is no sense, as far as I can see, in this suggestion.

It appears, however, that we are wrong.

- e. It is also used to separate a relative clause from its antecedent:

Ex: The girls, who will join the team next week, are excellent players.

Here reference is being made to a group of girls that are going to come.
If on the other hand we say

The girls who will join the next week are excellent players

the implication is the girls who are here now are not very good players.

- f. A single comma usually follows adverbs in initial position:

Ex: Quickly, he ran upstairs.

The same principle applies to expressions like however, moreover or nevertheless

- g. A comma is often used to separate an adverbial clause:

Ex: If the proposed plan turns out to be unacceptable to many of the members, we will have to reconsider it for a change

(The comma is particularly common after the clauses beginning with Although, despite, while, etc.)

- h. A comma is essential after a participle or a verbless clause:

Ex: Having had breakfast, I moved out for my work.

- i. A comma should also follow a vocative expression:

Ex: Ladies and gentleman, I give you a toast.

- j. A comma is used to separate a complementary clause:

Ex: Assembly is not dissolved, only prorogued.

She is from India, not South Africa.

- k. A comma is used to introduce direct speech:

Ex: He then asked, 'Do you want to go?'

- l. A comma is used to separate adjectives of the same type that come before a noun:

Ex: They are behaving like horrible, craven infants.

It is an idyllic, unspoilt countryside.

The comma can be replaced by ‘and’ between a pair of adjectives to make a strong effect:

Ex: They are behaving like horrible and craven infants.

When the adjectives have a different range of reference (for example size and colour), and could not normally be separated by the word ‘and’, it is unusual to omit the comma:

Ex: He was wearing his baggy brown jacket

She gave him an old Kashmiri painting.

But you can put a comma in order to give extra emphasis to each of the adjectives, and this is quite common in descriptive writing:

Ex: They are put down in a wide, dark road.

- m. Commas are used to separate items in a list or sequence:

Ex: it is as though we are to speak of dogs, lions, bears, hyenas, pandas, and others all in one breath.

- n. Omit the comma between nouns that occur together in the same grammatical role in a sentence:

Ex: Her friend Helen had also been playing on the beach.

Their dog Rocky would be waiting at the gate.

- o. A pair of commas is needed when the second noun is treated as a piece of extra information and is not part of the primary structure of the sentence:

Ex: They could see the holiday house, Rose cottage in the distance.

5. Semicolon (;):-

- a. The important role of the semicolon is to mark a grammatical separation that is stronger in effect than a comma but less stable than a full stop.

The two parts of the sentence divided by a semicolon should parallel or complement each other.

Ex: To err is human; to forgive is divine.
The rich don't have children; they have heirs

- b. It is often used as a stronger division in a sentence that includes already sections by means of commas:

Ex: He came out of the house, which lay back from the road and saw his mother at the end of the path; but instead of continuing towards her, he hid until she had gone.

- c. It is used in long lists of names or other items, to indicate a stronger division:

Ex: Target audiences for the new manual include other companies in our group, both European and US – board; business leaders, top politicians and other leading opinion- formers; consultants of proven exercise; and local schools and colleges.

(Here, mere commas do not serve the purpose)

6. Colon ():-

A colon is used for the following purpose

- a. To introduce a list, a quote or a conclusion

Ex: The chief guest opened his speech: "I have a dream".

The following items were purchased: bags, books, etc...

He considered the issue carefully and finally concluded: I must face the problem boldly.

- b. To introduce examples expanding the previous sentences:

Ex It had not rained for a month: the ground was dry, the animals were dying and many people migrated to far off places.

- c. To reinforce the previous sentences:

Ex: I have no sense of direction: I always get lost when I visit a new place.

- d. To separate two parts of a sentence where the first leads on to the second:

Ex: Our teacher wants just one thing from us: That we must try out our best.

7. Apostrophe ('):-

- a. The Apostrophe is used to show the absence of an element in writing:

Ex: Her handbag is empty which generally isn't the case.

Apostrophe should not be used in 'yours faithfully'; 'yours' is like 'mine'.
Apostrophe should not be used when plural 's' is used. buckets - not bucket's.

- b. To create possessives:

Ex: The teacher's explanation was very effective.

Note: If the noun has no 's' at the end add 's'. If the noun has 's' at the end add only apostrophe: brother's, brothers'; boy's, boys'.

If there is a proper noun with 's', there is an option:

Ex: Keats', Keats's; Socrates', Socrates's.

My brother joined a boys' college

- c. To indicate contractions:

Ex: Let's go (Let us go)

Please note 'let' us go' is different from 'let's go' in the second the listener is included in 'us'

Who's there? (Who is there?)

They're my friends. (They are my friends.)

Please note:

Its – of it It's – it is

To form the plural of digits and letters:

Ex: The word Mississippi: four S's, three I's, two p's
She got all A's in her last exam.

8. Hyphen (-):-

It is used to show a compound word.

Ex: A well – designed dress
User – friendly mobile

9. Capitalisation :-

The large form of a letter like 'A' or 'B' that we used at the beginning of a sentence or name is called Capital letters.

- a. Capitalize the first letter of a sentence:

Ex: A song is meant for singing.
Yes, we are students.

- b. Capitalize the first letter of a proper noun:

Ex: The lecture was given by Dr. Prabhakar Rao.
He lives at Brodipet, Guntur.

- c. Capitalize the first letters of the main word of the titles of books, place, newspapers and magazines, etc.:

Ex: *The Prince and Pauper* is a prescribed book for Intermediate second year students. The Times of India is a good newspaper.

- d. Capitalize abbreviations:

Ex: HIV, NASA, Dr., Mrs., Ms, Miss.

- e. Capitalize the names of family relations such as mother, father, grandfather and grandmother when instead of that persons.

Ex: I think that Mother can take care of those problems
Grandma and Grandpa lived with Dad and Mom now.

f. Capitalize directions: East, West, North, and South.

Ex: People of the South are different from those of the North in their food habits.

g. Capitalize the beginning letter of each line in a verse.

Ex: My heart aches and a drowsy numbness.
Pains my sense as though of hemlock I had drunk.

h. Sometimes the whole word in a sentence is written in capital letters in order to focus on its importance.

Ex: He will come TOMORROW , not TODAY.

10. Dash :-

Dash (–), which is longer than the hyphen (-) links phrases and clauses. It is mainly used to separate a parenthetical expression from the main clause.

Ex: He will certainly come to the programme – the one where his daughter is dancing.

11. Brackets :-

Brackets are used to explain or clarify the meaning of an expression already used. They are also used to indicate the dates of an author or to give a parenthetical expression comment.

Ex: The general body will meet on Monday (15th Oct.)
Sir Isaac Newton (1642-1726) was a great English physicist and mathematician.
These two poets (Keats and Shelly) died very young.

12. Inverted commas:

Inverted commas are also called as ‘Quotation marks’. They are mainly used to quote words, phrases, clauses or sentences as they are:

Ex: Did I hear “Ten thousand” inquired the auctioneer.

Single inverted commas (‘ ’) are generally used to highlight words or names of books etc., Double inverted commas (“ ”) are used to quote statements directly.

6. Using a Dictionary

Many people think that a dictionary is something that gives you meaning of a word. But a good dictionary can give you a lot of information regarding the word in addition to its meaning. A word can have many meanings. For example, The word 'coast' has at least two meanings:

Coast (N): The land beside or near to the sea or ocean.

Coast (V): Move down a hill without using any power, skirt.

A good dictionary gives as a lot of information about words and also phrases.

Pronunciation:

Coast /kəʊst/ British

Coast /koust/ American

Word stress and usage:

In the word 'compress' the stress is different when it is used as a 'noun' and 'verb'.

Compress /kəm'pres/ (V) to press or squeeze.

Ex: They compressed the material into a small box.

Compress /'kɒmpres/ (N) a cloth that is pressed into a part of the body to stop the loss of blood.

Ex: She folded cold the compress and guessed it on her lips.

Grammatical Information:

In a dictionary we find symbols to refer to grammatical information.

Ex:

Vi	:	intransitive verb
Vt	:	transitive verb
adj	:	adjective
c	:	count noun
u	:	uncount noun

- **Usage :**

We use a dictionary to find out the grammatical property of a word or to know the correct usage of a word.

Ex: Meaning of easy and easily

Remember, easy is an adjective and usually describes a noun.

Ex: Easy question, The exam was easy.

Easily is an adverb which is usually a modified verb.

Ex: You should pass the exam easily.

Note: The adverb easy is only used in phrases.

We know that verbs are classified as Transitives and Intransitives.

Ex: We sleep every day. (Intransitive)

He gave us some sweets. (Transitive)

Some verbs may be used transitively as well as intransitively. They are called Ergative verbs.

Ex: run, ring

Intransitive

He runs.

The bell rings.

Transitive

He runs a business.

The peon rings the bell.

How to get to know all this? The only solution is that one should use dictionary. Some dictionaries give us information not only about grammar but also about usage.

The dictionary can help us in clearing our doubts at any time you need. Many dictionaries come along with a C.D. This C.D. can help us learn British as well as American pronunciation.

Some of the good dictionaries are:

- Oxford Advanced Learner's Dictionary
- Longman Dictionary of Contemporary English.
- Cambridge Advanced Learner's Dictionary.
- Macmillan Advanced Learner's Dictionary.
- Chambers 21st century dictionary.

7. The Use of Online CD Material in the Classroom

English has become an inevitable component of our life. Though English is more used by the urban population, the people in the countryside also want their children to have English education. Taking this as an advantage, the private English medium schools have come up everywhere.

As far as the government schools are concerned, English medium has been introduced with an aim to make the students proficient in English, because it helps the students to become independent users of the language which is now the most useful tool for national and international communication.

In the process much focus is laid on introducing English right from the first class in the primary schools. For the first time, a revolutionary step has been taken by the government of AP by producing and introducing online audio materials for the primary school children.

The online audio material consists of rhymes and songs of the newly developed primary level English text books. The rhymes and songs are sweetly tuned according to the level and taste of the students. A team of six teachers has worked hard on these materials. Besides the rhymes and songs, some portions of the texts have been read out by practising teachers.

Salient features of the online audio material

The online audio material consists of all 8 units of classes from I to V.

Part-A is a rhyme/poem/song.

The new words of each poem are read in the beginning and then it is sung with sweet, catchy and easy tunes.

Part-B

The text is read for the convenience of the teachers and students. The important or the key words are read with correct pronunciation and stress. Later the sentences are also read clearly. The teacher can use the material a number of times and make the

children acquire correct pronunciations of words, besides their meanings. The teacher can also make use of the materials to effect better comprehension.

Part-C

It consists of reading cards and listening inputs. It can be used as best tool for listening. For the first and second classes both mother tongue and English are used simultaneously. For Classes IV and V, the material is in English only.

When online audio material is used the following effects can be seen.

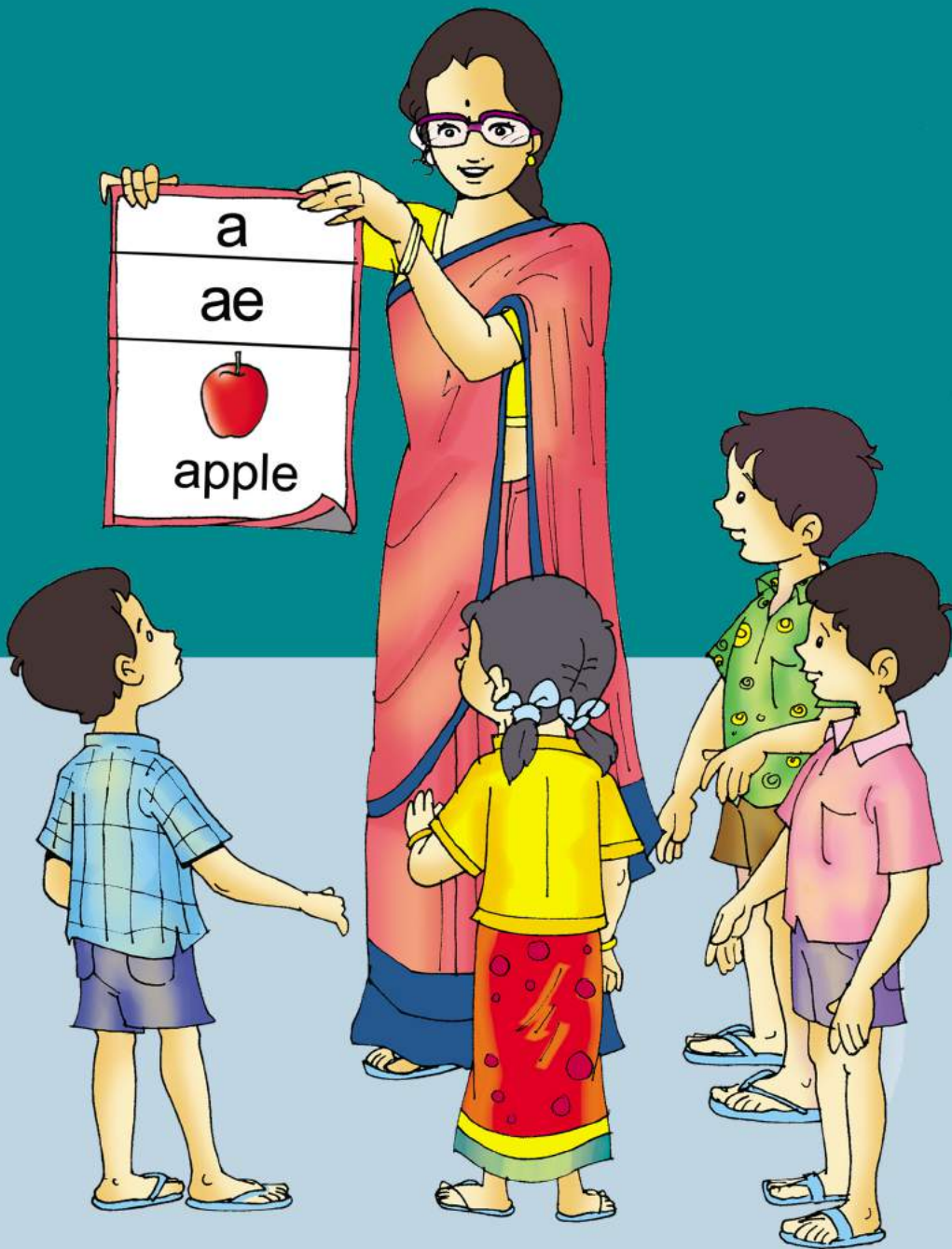
1. It makes knowledge clear through ears and the learning becomes as real as possible and gives first hand and fresh experience.
2. It makes learning experience more concrete and effective, more realistic and dynamic.
3. It helps enhance teachers' skills which help to make teaching-learning process effective and conceptual
4. It makes learners active in the classroom.
5. It makes students good observers of the language.
6. It creates interest in different groups.
7. It supports the teachers in their daily classroom activities.
8. It helps to manage the over burdened classrooms by sustaining interest in the students.
9. It provides students realistic approach and experience.
10. It provides accuracy and also beautiful and effective pronunciation, stress and intonation.
11. The rhymes and songs make the children feel happy, enthusiastic and English - friendly. And it makes the students own the language within a short span and thereby help them become good users of the English language.
12. It makes the teachers feel further free and helpful.

Instructions for the teachers:

1. The online audio materials can be used as an effective tool as often as the need is felt.
2. Usually the material becomes more effective and useful after the teacher's activity.
3. The rhymes and songs can be played in the beginning itself so as to make the students learn them enthusiastically.
4. The rhymes or songs should be played a good number of times to make the students feel the mood of the theme of the unit.
5. After the students become familiarized with the rhyme or song, they get it internalized.
6. After they own the rhyme or song, they can go for choreography spontaneously. And if the teachers give them support, they enjoy and they can remember their performance for ever.
7. The reading of online audio material is like a model reading which caters to the needs of the students to achieve good pronunciation, accent, intonation and intelligibility. So, the classroom teacher can take the support of these online audio materials and can make the classroom a language lab too.
8. The online audio material can be used repeatedly for good comprehension.

A good use of the audio materials can make our classrooms great places of learning and enjoyment.

***** ***Wish you happy teaching*** *****



The State Council of Educational Research & Training (SCERT)
Andhra Pradesh