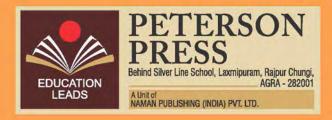






Alka Mittal M.A. (Eng), B.Ed.





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# **Recalling the Alphabet**

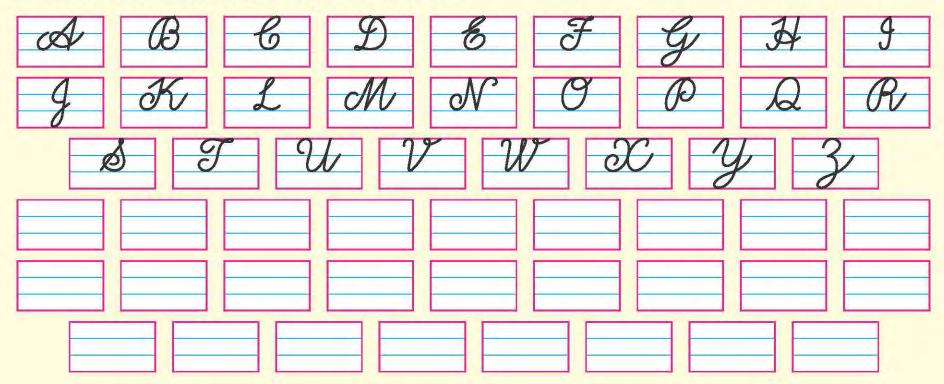
Let us revise the alphabet.







# Read and write the capital cursive letters:



#### Read and write the small cursive letters:





# **Vowel Sounds**

# Do you remember vowel sounds?

# Read the words and recall:

a	e	i	O	u
mad	bed	nib	mob	bud
sad	red	rib	rob	mud
bad	wed	kid	rod	bug
tag	beg	hid	pod	hug
cam	l <mark>e</mark> g	big	dog	g <mark>u</mark> m
ram	peg	dig	fog	sum
fan	den	dim	hop	bun
man	hen	vim	top	fun
cap	ten	bin	hot	pup
map	jet	pin	pot	sup
fat	pet	hit /	box	hut
mat	wet	sit	fox	nut



# **Short and Long Vowel Sounds**





apple ant

axe

# Long Sound (पे)





angel ape ace









egg eskimo elephant









eagle ear

earing









ink igloo insect

### Long Sound (आई)





iron ice ibex









octopus onion orange

# Long Sound (ओ)





oar old

oval

# Short Sound (अ)







urn uncle umbrella

#### Long Sound (यू)



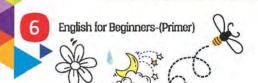




uniform universe unicorn

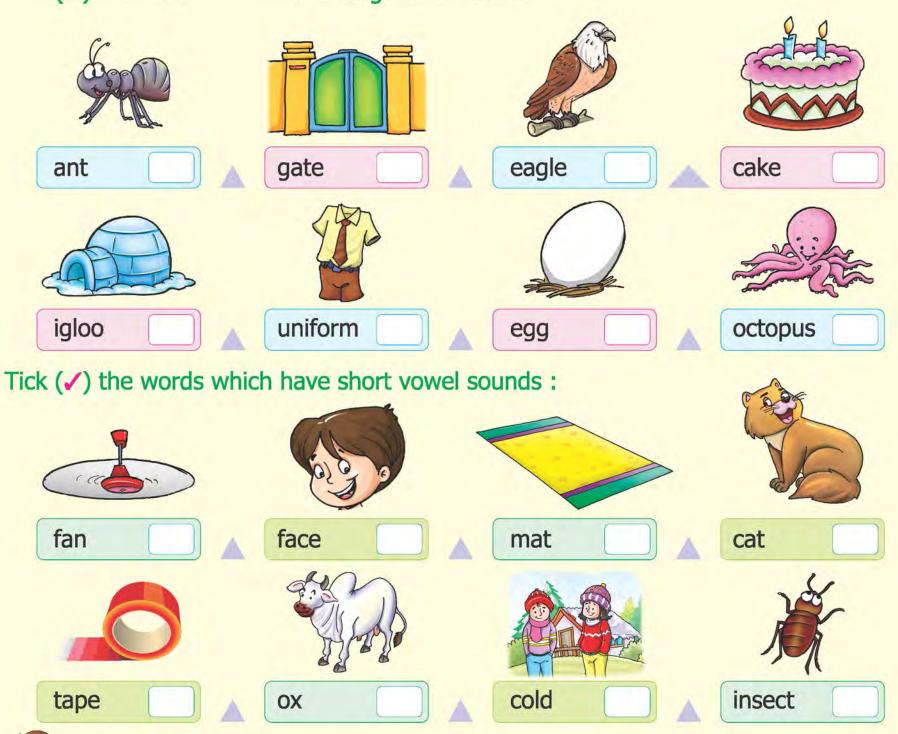
#### Teacher's Mote

Help the children to pronounce the short and long sounds of 'a' in the given words.





# Tick (✓) the words which have long vowel sounds:





• Observation • Identification • Analytical Thinking



# Sound of Vowel 'a'

### **Short Sound**



### Can

Can has short 'a' sound. Can sounds like man.

# **Long Sound**



Letter 'e' keeps mute, And makes 'a' sound long.

# **Phonic Practice**

bad	dad	mad	pad
bag	fag	hag	tag
ban	can	man	van
cap	gap	lap	map
bat	cat	mat	rat

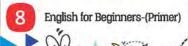
#### **Phonic Practice**

bake	cake	lake	make
came	game	name	fame
face	lace	pace	race
date	hate	mate	rate
ape	cape	nape	tape



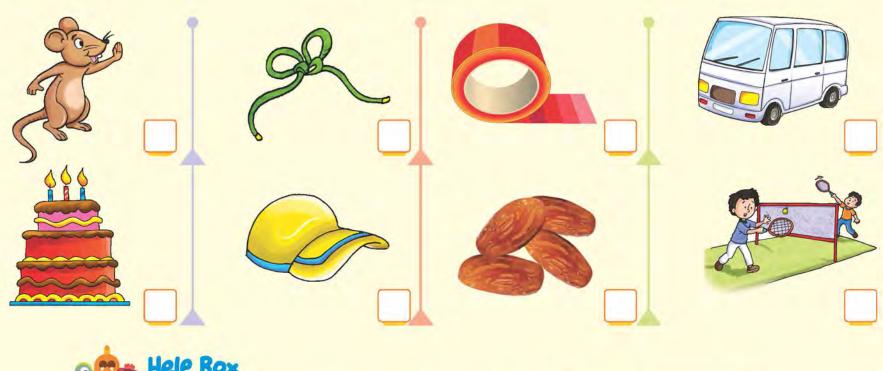
#### Teacher's Mote

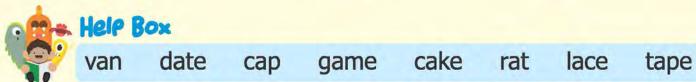
Let children pronounce the words aloud. Encourage them to think and speak more words giving long a sound.





# Tick (✓) the pictures which have long 'a' sound names :





# Write these words under short sound and long sound words:

hat	rate	mate	cat	pale	name	ban	can	mate	male	lap	tag
	Sh	ort 'a' so	ound w	ords			Lor	ng 'a' so	und wor	ds	





# Sound of Vowel 'e'

### **Short Sound**



Red

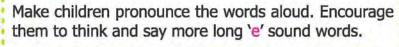
Red has short 'e' sound. Red sounds like bed.

# **Long Sound**



When 'e' and a come along, Short sound 'e' becomes long.

# Teacher's Note



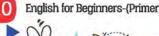
# **Phonic Practice**

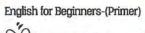
fed	led	red	wed
beg	leg	keg	peg
den	fen	hen	pen
j <mark>e</mark> t	met	pet	wet
bell	cell	hell	well

# **Phonic Practice**

beat	heat	neat	seat
deal	heal	meal	seal
beak	leak	peak	weak
flea	pea	sea	tea
bead	lead	plead	read

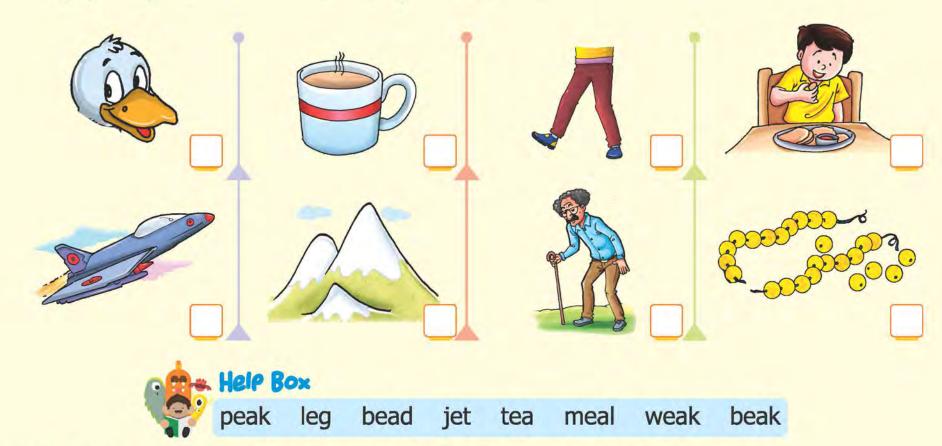








# Tick (✓) the pictures which have long 'e' sound names :



# Write these words under short sound and long sound words:







# Sound of Vowel 'i'

#### **Short Sound**



Kit has short 'i' sound. Kit sounds like fit.

# **Long Sound**



Letter 'e' keeps mute. But makes 'i' sound long.

### **Phonic Practice**

bin	fin	pin	tin
dig	mig	pig	wig
dim	r <mark>i</mark> m	tim	vim
dip	lip	sip	zip
bill	hill	pill	will

#### **Phonic Practice**

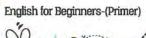
dine	fine	line	pine
dice	lice	mice	rice
file	mile	pile	smile
bite	kite	rite	site
dive	five	hive	drive



### Teacher's Mote

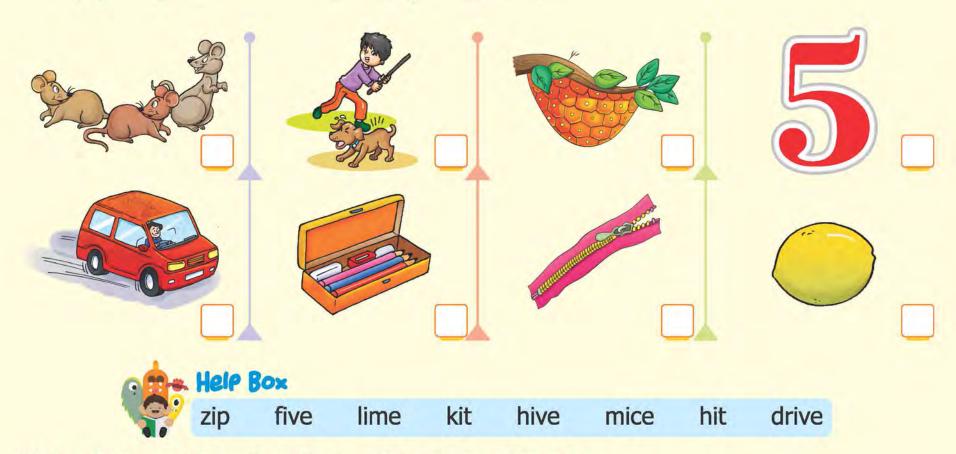
Let children pronounce the words aloud. Encourage them to think and speak more words giving long i sound.







# Tick (✓) the pictures which have long 'i' sound names:



# Write these words under short and long sound words:





# Sound of Vowel 'o'

### **Short Sound**



Cop has short 'o' sound. Cop sounds like hop.

# **Long Sound**



Letter 'e' keeps mute, But makes 'o' sound long.



Ask children to say the words aloud. Help them pronounce more short and long sound words.

### **Phonic Practice**

bog	dog	fog	log
mob	n <mark>o</mark> b	rob	sob
cot	not	pot	rot
cop	hop	mop	sop
boll	doll	poll	roll

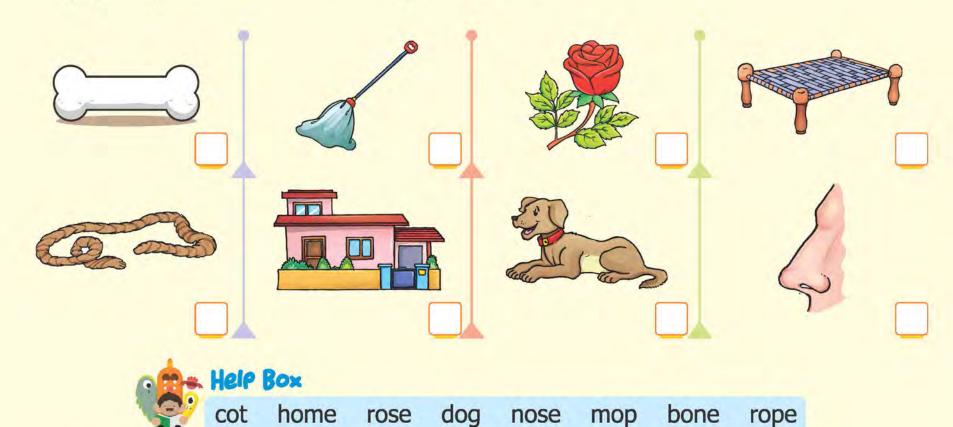
#### **Phonic Practice**

bone	cone	tone	zone
cope	hope	pope	rope
bore	core	more	tore
dose	hose	nose	rose
dome	home	rome	tome

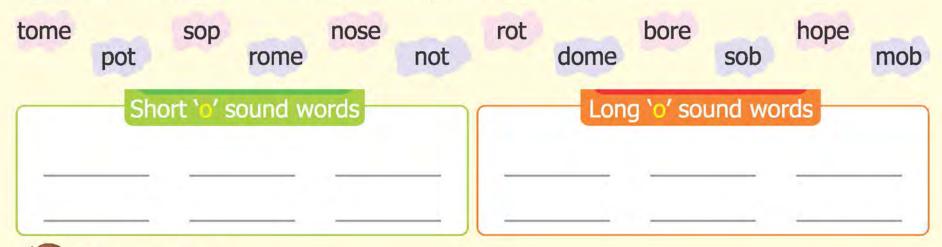




# Tick (✓) the pictures which have long 'o' sound names :



### Write these words under short and long sound words:







# Sound of Vowel 'u'

#### **Short Sound**



Tub has short 'u' sound. Tub sounds like cub.

# **Long Sound**



Letter 'e' keeps mute, But makes 'u' sound long.

### **Phonic Practice**

cub	hub	rub	tub
bun	gun	run	sun
h <mark>u</mark> g	jug	mug	rug
but	cut	hut	gut
cup	pup	sup	tup

#### **Phonic Practice**

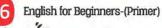
cute	flute	j <mark>u</mark> te	mute
use	fuse	muse	duke
mule	rule	cube	tube
dude	nude	rude	fume
blue	clue	flue	glue



#### Teacher's Mote

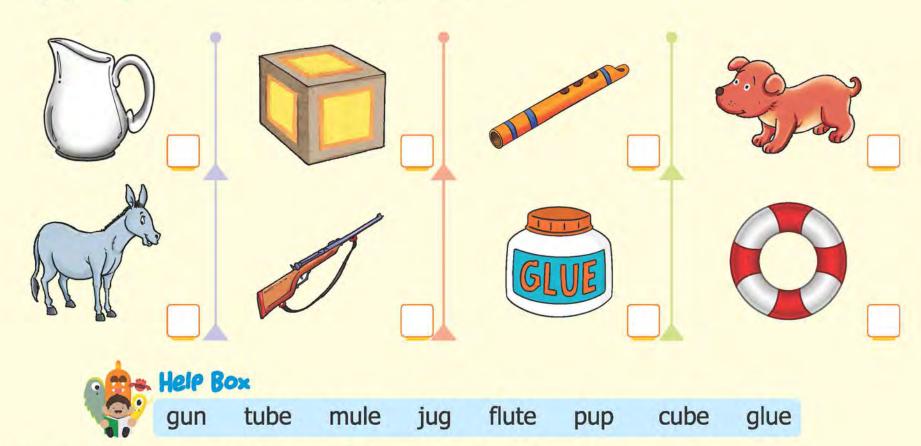
Help children to say the words aloud. Encourage them to think and speak more words with long 'u' sound.







# Tick (✓) the pictures which have long 'u' sound names :



# Write these words under short and long sound words:







# **Dipthongs**

Dipthong is a sound that begins with a vowel and joins to another; as 'ai' in rail.

# 'ai' and 'ay' sounds





Let children read the words aloud. Encourage them to think about and speak more words giving the same sound.





# Tick (✓) the correct word for each picture :

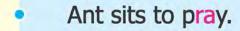


# Match the pictures with correct sentences:



Boats sail in the rain.







The snail is frail.



The cow eats hay.

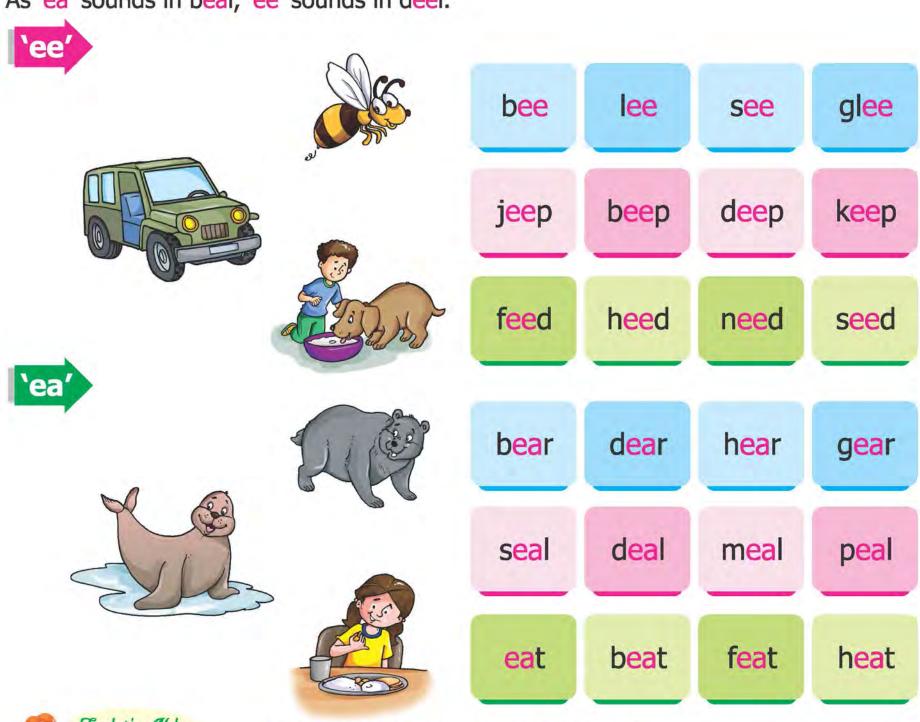


• Visualisation • Logical thinking • Association



#### 'ee' and 'ea' sounds

As 'ee' sounds in bee, 'ea' sounds in bean. As 'ea' sounds in bear, 'ee' sounds in deer.





Teacher's Mote

Encourage the kids to read the words aloud. Make them practise the sounds.





# Tick (✓) the correct word for each picture :



# Match the pictures with correct sentences:



- The jeep makes a beep.
- The bee seems glee.
- The bear has a pear.
- The deer can hear.



- Learning Skills
- Visualisation Logical thinking Association

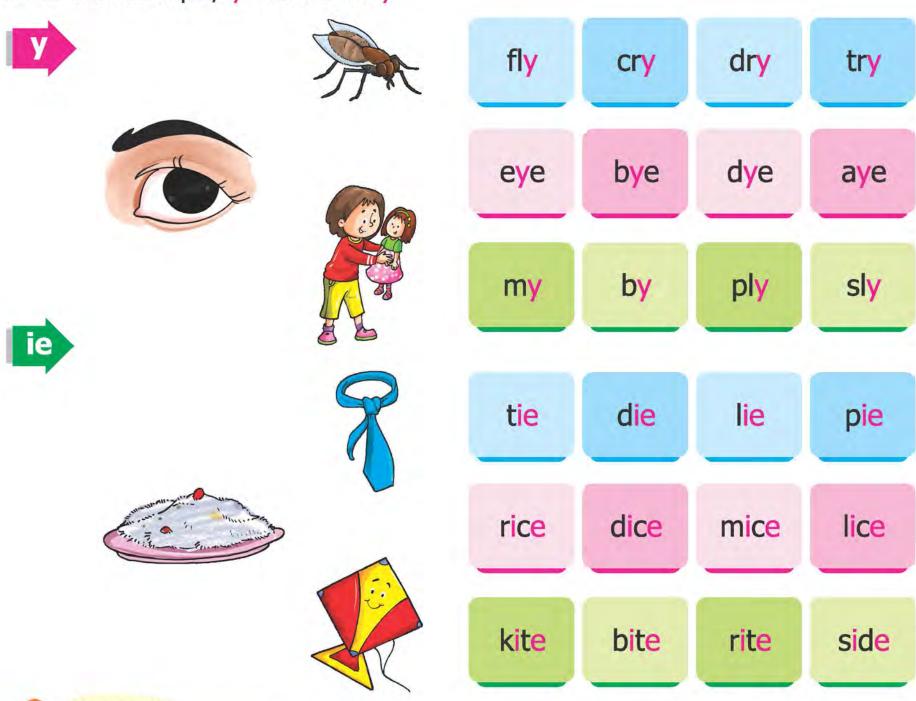






# 'y' and 'ie' sounds

As 'y' sounds in 'fly', 'ie' sounds in tie. As 'ie' sounds in pie, 'y' sounds in fry.





Teacher's Mote

Ask the children to read the words aloud. Encourage them to find more rhyming words.





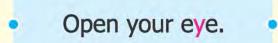
# Tick (✓) the correct word for each picture :



# Match the pictures with correct sentences:



A dog can bite.



- We eat bread slice.
- Why do you cry?







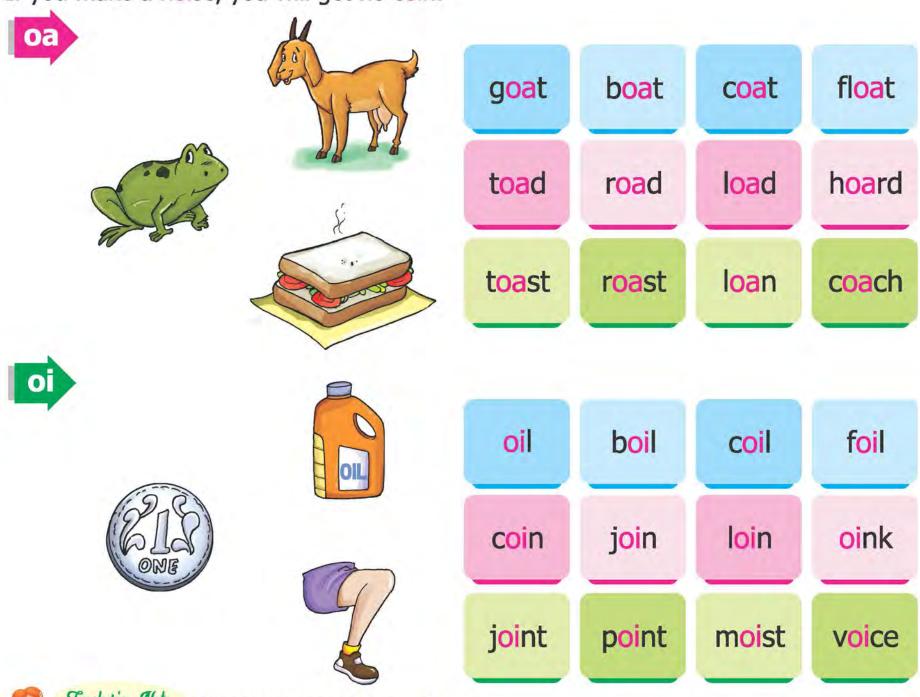
Learning Skills

• Identification • Logical thinking • Association



# 'oa' and 'oi' sounds

As 'oa' sounds in 'boat', it sounds the same in goat. If you make a noise, you will get no coin.





### Teacher's Note

Tell the kinds about the difference between sounds of 'oa' and 'oi'. Then let them pronounce the words aloud.

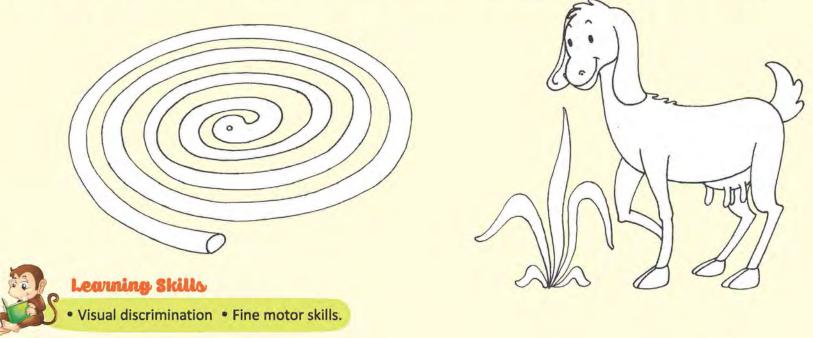




# Tick (✓) the correct word for each picture :



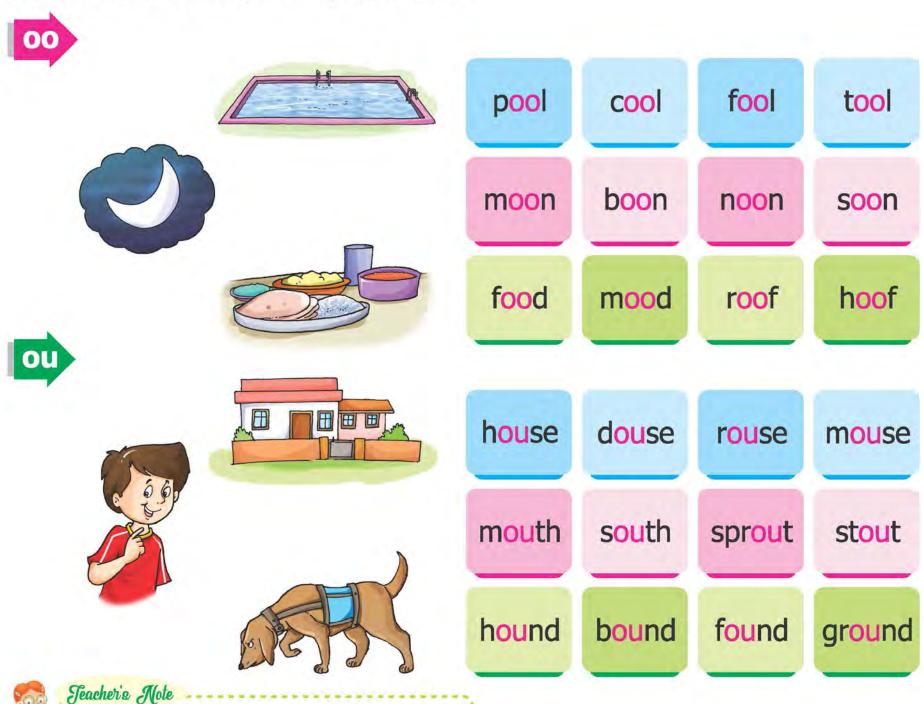
Colour the 'oa' name picture in green. Colour the 'oi' name picture in red.





# 'oo' and 'ou' sounds

As 'oo' sounds in 'moon', it sounds the same in spoon. If you have a house, there may be a mouse.





Train the kinds to pronounce the sounds of 'oo' and 'ou'. Introduce more such words and let them try.

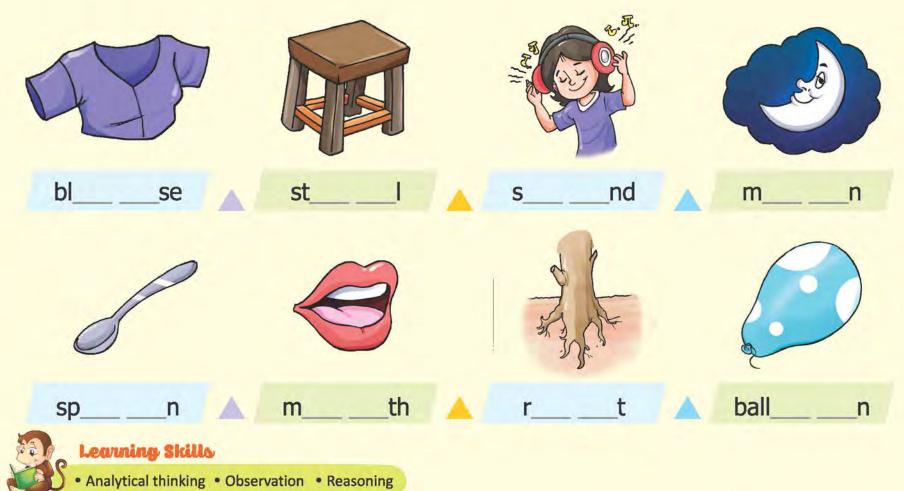




# Fill in the blanks with 'oo' or 'ou' to complete the words:

mn	rf	tI	fd	sht
mth	fnd	rnd	snd	hd
stI	bnd	bn	sth	md

# Look at the pictures and complete their names:





# 'ow' and 'oy' sounds

As 'ow' sounds in 'owl', it sounds the same in fowl. If you are a boy, you can play with any toy.



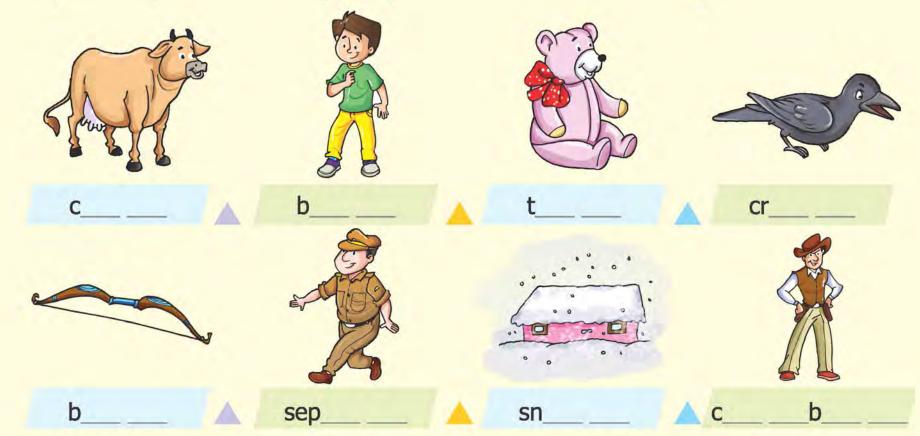


Encourage the children to pronounce the words aloud. Say words yourself to clear them the difference between sounds of 'ow' and 'oy'.

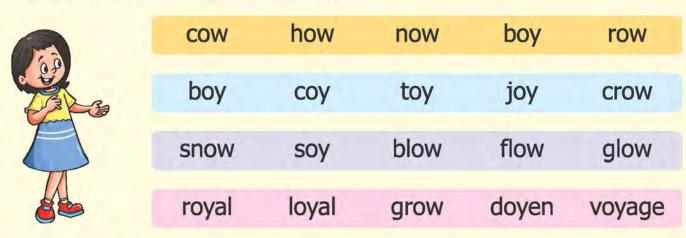




# Complete the picture names by filling in the blanks with ow and oy:



# Cross (X) the odd one out in each line:









# **Fusion of Constants**

# 'ch' and 'th' sounds

When two consonants are put together and spoken as a single letter, it is called fusion or consonant blend.





Tell the kids about more words with 'ch' and 'th'. Help them to pronounce the words correctly.



# 'ck' and 'sh' sounds

As 'ck' sounds in duck, similarly it sounds in buck. As 'sh' sounds in dish, similarly it sounds in fish.

think about more words and speak them.



English for Beginners-(Primer)



# Match the words with correct pictures:





- O duck O
- O fish O
- sheep
- O brush O





# Complete the words with 'ck' and 'sh'.





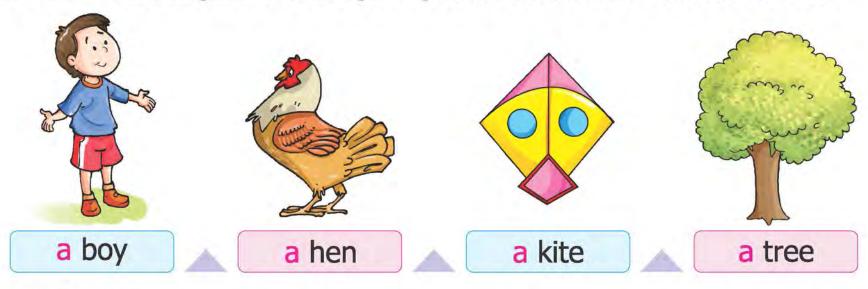
Mental ability Identification Discretionary Skills



# Use of 'A' and 'An'

# Use of 'a'

We use 'a' before singular words beginning with a consonant or consonant sound.



### **Read aloud**

a bat	a cat	a dog	a fox	a goat
a man	a hat	a jug	a kite	a lion
a nest	a pen	a queen	a rat	a sky
a train	a van	a woman	a yak	a zebra



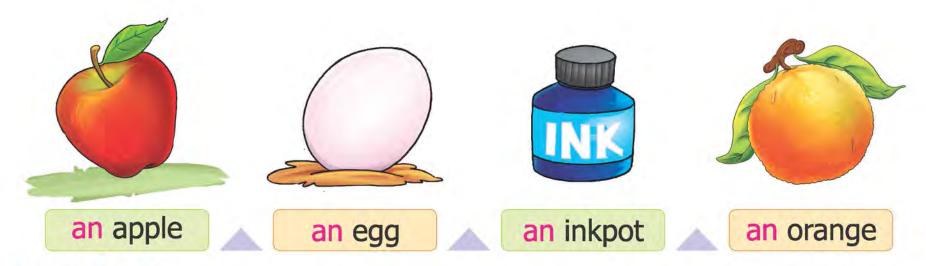
#### Teacher's Mote

Tell the children about the use of 'a'. Speak before them more words using 'a' and let them follow you.



### Use of 'an'

We use 'an' before singular words which begin with a vowel or vowel sound.



# **Read aloud**

an ant	an axe	an ass	an aeroplane	an arrow
an eagle	an elbow	an engine	an elephant	an ear
an inkpot	an icecream	an iron	an icon	an iguana
an ox	an owl	an onion	an oval	an oasis
an umbrella	an umpire	an udder	an umber	an uncle



### Teacher's Mote

Tell the children about the use of 'an'. Speak before them more words using 'an' and let them follow you.



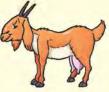


### Write 'a' or 'an' in the blanks:



ant

goat





cat

\_\_\_\_\_ engine





\_\_\_\_ aeroplane

\_\_\_\_van



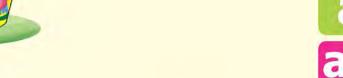
# Match the pictures correctly, with 'a' or 'an':





















• Observation • Discretionary skills • Comprehension



# Use of 'The'

We use 'the' to talk about one specific thing or many things.



'The' also helps in making sentences:

cat
a cat
a fat cat
The cat is fat.



boy a boy a happy boy The boy is happy.





Teacher's Hote

Tell the kids about the use of 'the' before words and in sentences. Ask them to read the given sentences aloud.

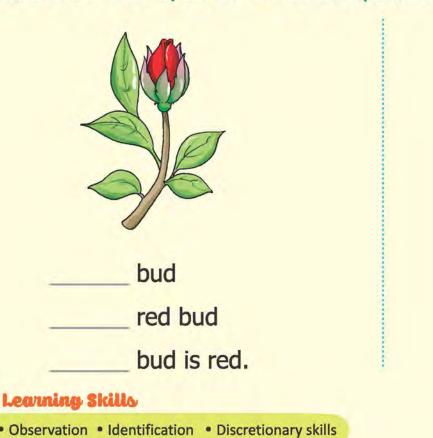


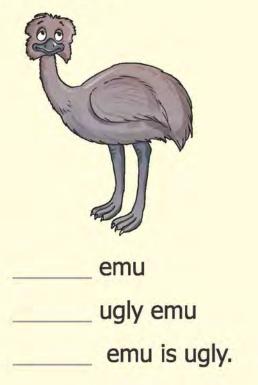


#### Write 'the' in the blanks:



# Fill in the blanks with a, an or the to complete the sentences :







# **Naming Words**

The word we use to name a person, animal, place or thing is a naming word.



All the names in the picture are naming words.

Can you remember some more naming words? Tell about them to your teacher.



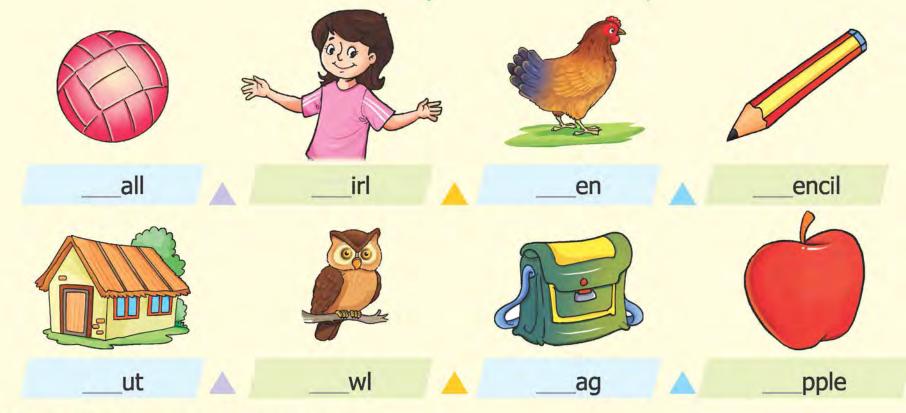
#### Teacher's Note

Tell the children that everything in the world has a name. All such names are naming words. Ask them to name the things around them.





Fill in the blanks with first letter of each picture name to complete it.



# Match the pictures with their names:

