

**FREE**



# MY ENGLISH WORLD

## CLASS III



The State Council of Educational Research and Training (SCERT)  
Telangana.



Published by  
**THE GOVERNMENT OF TELANGANA**  
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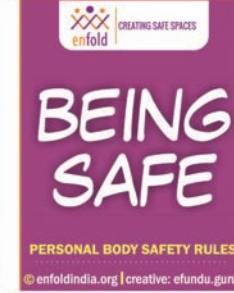
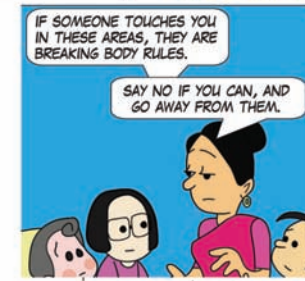
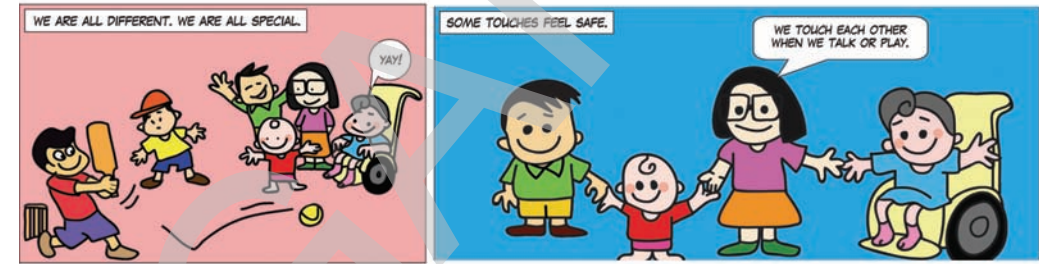
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# About me...



1. My name : .....
2. My father's name : .....
3. My mother's name : .....
4. My date of birth : .....
5. My village/ town : .....
6. My school : .....
7. My class : .....
8. My section : .....
9. My favourite fruit : .....
10. My favourite flower : .....
11. My favourite colour : .....
12. My pet animal : .....



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When the children are denied school and compelled to work. →

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# MY ENGLISH WORLD

## Class III

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## Preface

The State Council of Educational Research and Training has developed the State Curriculum Framework - 2011 and Position Papers in tune with the National Curriculum Framework - 2005 and the Right to Education Act - 2009. Accordingly a new set of textbooks has been designed to be introduced in a phased manner. In the year 2012-13, the first of this series of textbooks has been developed for classes I, II, III, VI, and VII. Practising teachers have been involved in the production of the books along with the state level and national level experts.

Hitherto, English was introduced in Non-English Medium Schools in class III. The State Government introduced English for the first time in class I in 2011-12 in all Non-English Medium Schools. This year, i.e., 2012-13, English is being introduced in class II in all Non-English Medium Schools. With this, all the classes from I to X will have English as one of the subjects, irrespective of the medium of instruction. Therefore, in order to have parity among students of English and non-English medium a common English Textbook is introduced in all media from June - 2012. Moreover, since IT enabled learning, multilingualism, and language across the curriculum would greatly enhance the child's learning, it would not be a problem for the non-English medium child to learn English as effectively as the one in English medium does. This single textbook norm is already in practice in many states including Tamilnadu, Bihar, and Kerala.

The primary Textbooks titled 'MY ENGLISH WORLD' are prepared based on holistic approach of language learning. The language skills namely listening, speaking, reading, and writing are integrated in the larger context of the themes suggested in NCF - 2005. The activities are designed as per children's knowledge and experiences which ensure their active participation in Teaching Learning Process.

The main aim of teaching English is to help learners evolve themselves as independent users of English. I hope this textbook will help teachers and students achieve this by making the teaching-learning process effective.

Inclusion of Gender Sensitivity and Child Sexual Abuse in School Text Books published by School Education Department with support of UNICEF is taken up to ensure protection of children through various interventions like personal safety rules, gender sensitivity, child sexual abuse, self esteem and life skills. In these areas safety mechanisms and laws related to child protection are taken care of. Hence, the teachers must know about these things and bring awareness among all the stakeholders.

I thank all the institutions and experts at the state and national level, the members of the textbook production committee, the staff members of SCERT and all others who have contributed directly or indirectly for the successful production of this textbook.

Any suggestions for the improvement of this book are welcome.

29-02-2012  
Hyderabad.

**Smt.B.Seshu Kumari,**  
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# OUR NATIONAL ANTHEM

- *Rabindranath Tagore*

Jana-gana-mana-adhinayaka, jaya he  
Bharata-bhagya-vidhata.  
Punjab-Sindh-Gujarat-Maratha  
Dravida-Utkala-Banga  
Vindhya-Himachala-Yamuna-Ganga  
Uchchala-Jaladhi-taranga.  
Tava shubha name jage,  
Tava shubha aasisha mage,  
Gahe tava jaya gatha,  
Jana-gana-mangala-dayaka jaya he  
Bharata-bhagya-vidhata.  
Jaya he, jaya he, jaya he,  
Jaya jaya jaya, jaya he!

## PLEDGE

- *Pydimarri Venkata Subba Rao*

“India is my country. All Indians are my brothers and sisters.  
I love my country, and I am proud of its rich and varied heritage.  
I shall always strive to be worthy of it.  
I shall give my parents, teachers and all elders respect,  
and treat everyone with courtesy. I shall be kind to animals.  
To my country and my people, I pledge my devotion.  
In their well-being and prosperity alone lies my happiness.”





## Bridging Gap Activity

### Picture - 1



1. Who do you see in the picture?
2. What are they doing?
3. Where are they playing?
4. What are they playing with?

#### Note to the teacher:-

The pictures given for bridging activities are meant for classroom interaction in order to equip the children to acquire basic language competencies and familiarise with the primary discourses i.e., description, conversation and story writing. The transaction process suggested is - whole class, group and individual activity. These pictures can be used for writing descriptions, conversations and stories.

The teacher can also make use of some more pictures which have scope for interaction. The teacher may refer the teacher's handbook for detailed process.

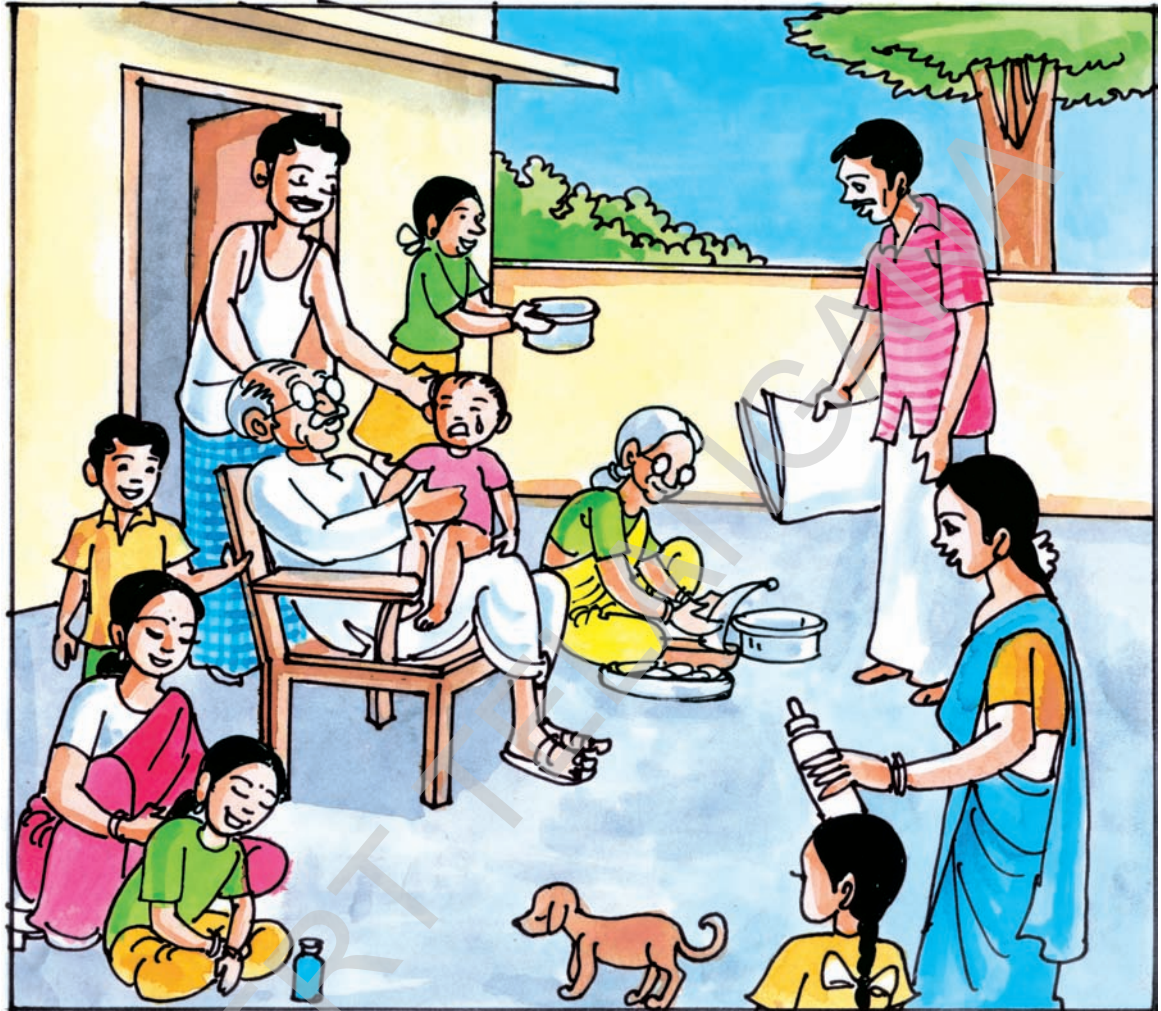
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## Bridging Gap Activity

### Picture - 2



#### Interactive questions for description:

1. Who do you see in the picture?
2. Where are they?
3. What are they doing?
4. What things do you see in the picture?

#### Interactive questions for conversation:

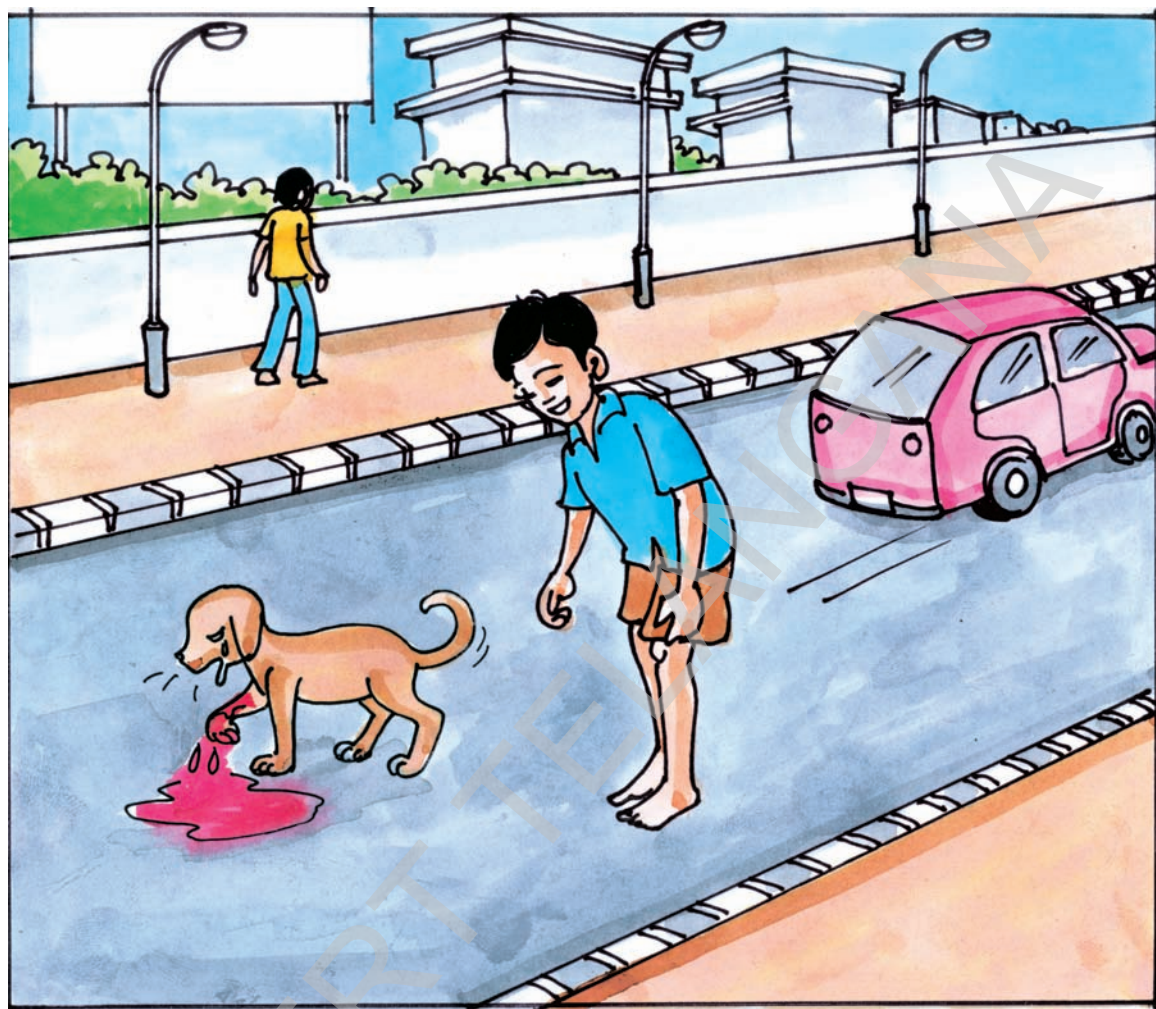
1. Who are the characters speaking? (select any two characters from the picture)
2. Who would speak first?
3. What would the first character say?
4. What would be the second character's response?

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## Bridging Gap Activity

### Picture - 3



#### Interactive questions for description:

1. Who do you see in the picture?
2. What happened to the dog in the picture?
3. What would the boy do now?

#### Interactive questions for story:

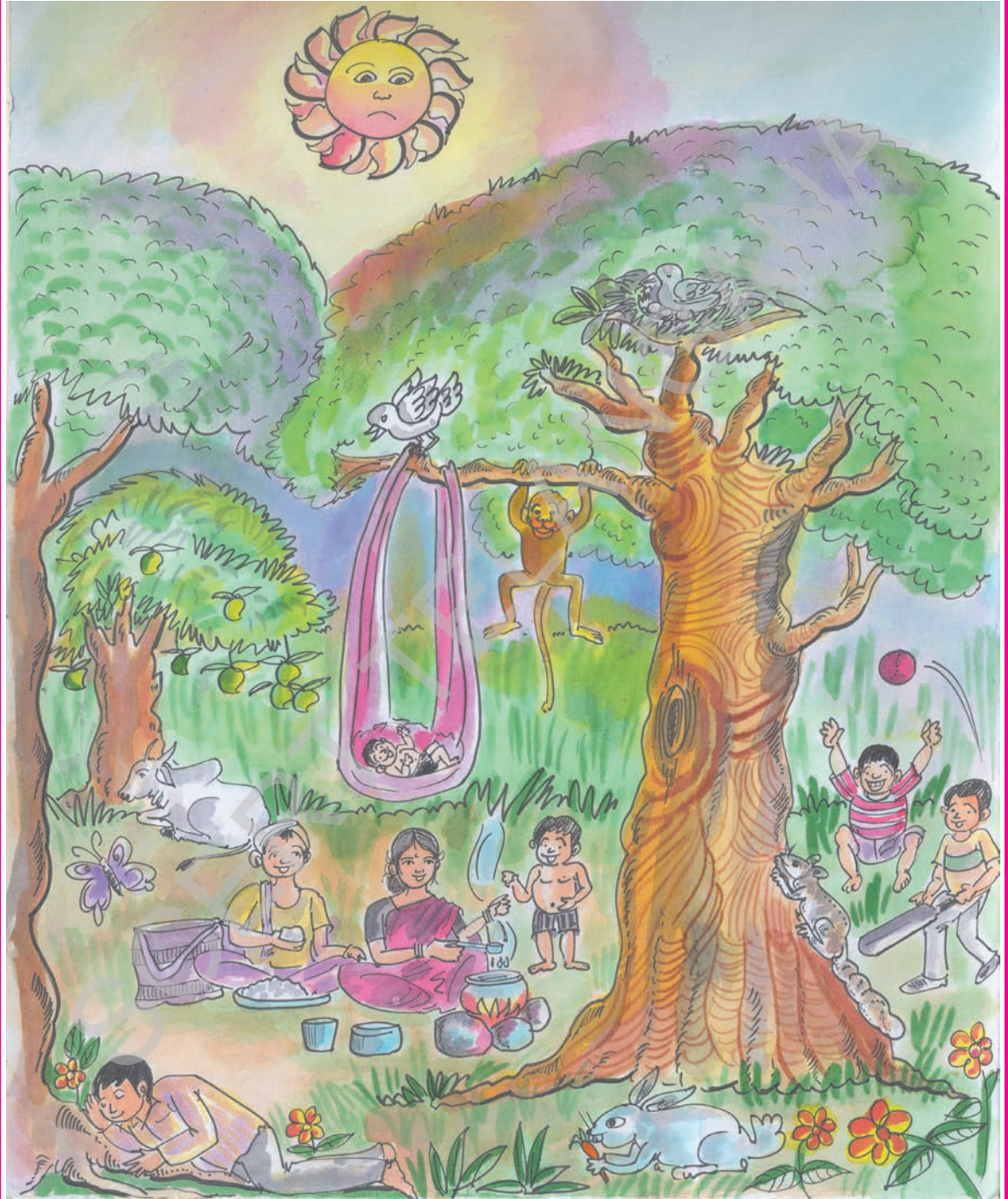
1. What is happening in the picture?
2. What would have happened before?
3. What would happen next?
4. What title would you suggest to this story?

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# Bridging Gap Activity

## Picture - 4



**Note: Use this picture for producing description, conversation and story.**

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# UNIT - 1

## TALKING TRAIN

I. *Look at the picture.*

Is there anything special about the train?



1. Name the things you see in the picture.
2. How many people are there?
3. What are the people doing?

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## II. A. Look at the picture and answer the questions.



1. What are the different things that people in this picture are doing?
2. What are the various rules that we follow while we are at a railway station?

**B. Now listen to your teacher and say whether the following statements are true or false.** (Note : Listening text is in Appendix-1)

Tick (✓) the statements that are true.

1. The Godavari Express was on time.
2. The correct arrival time of the train was 9 p.m.
3. The train was coming from Vijayawada.

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## A Reading

# Talking train

Hello! Do you know who I am? I am a train. My name is Rail Raja. I am your friend.



I have no legs. But, I can move like you. I have many wheels. I run on rails. I have an engine as my face. I have boggies as my tail. I am very long. I make the sound Coo...Coo... Chuk...Chuk... I go to different places.

What are the different places through which a train travels?

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I go through forests and tunnels. I go over rivers. I pass over bridges. I move through deserts, fields and valleys. I go along mountains, ponds and lakes.



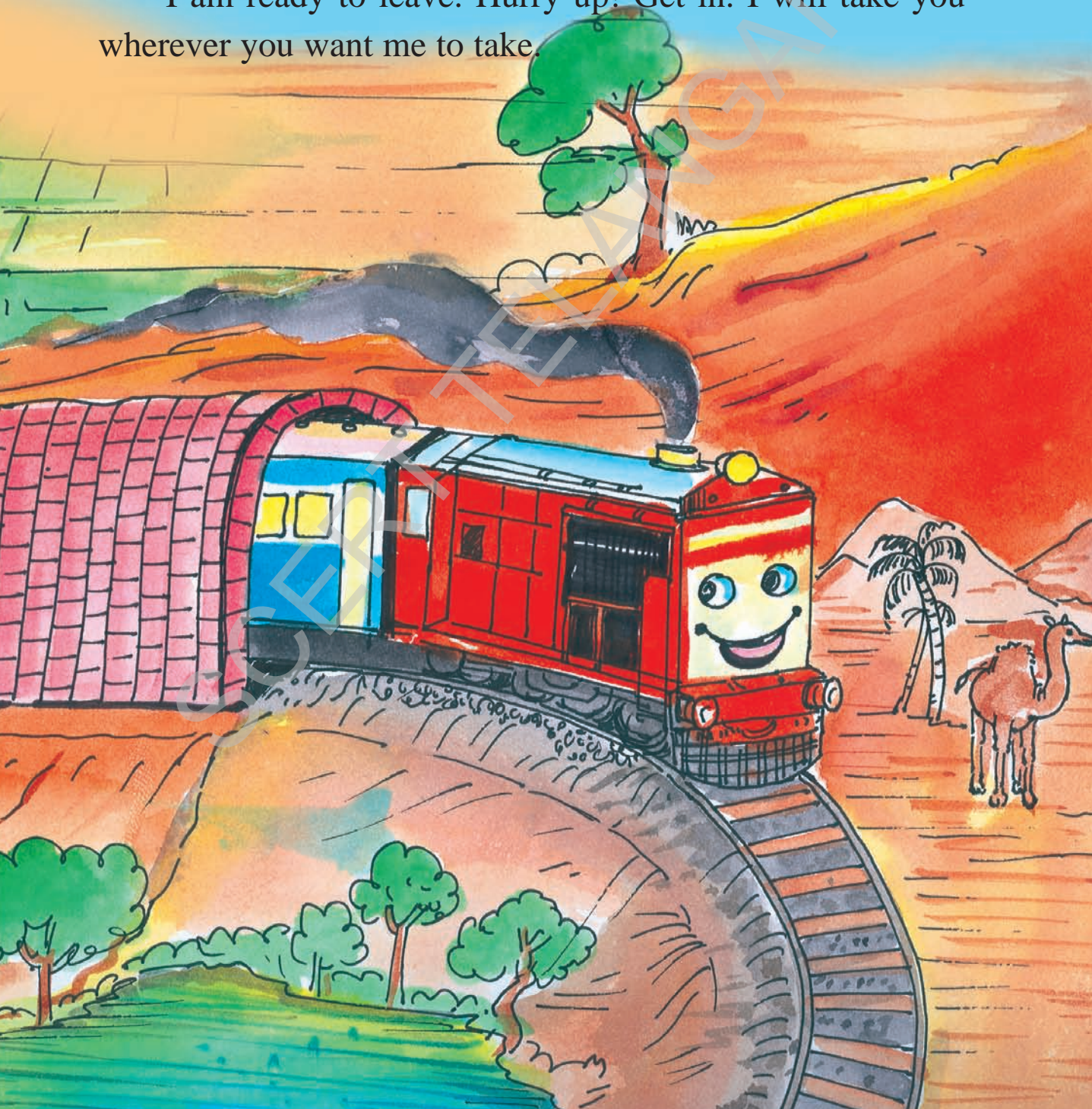


Everyone can see me – the rich and the poor, the young and the old, wherever they live, whatever languages they speak, people living in cities and villages. They are all my friends. I take them to their places.

Look! The guard is waving the green flag now.

Why does the guard wave a green or a red flag?

I am ready to leave. Hurry up! Get in. I will take you wherever you want me to take.





## Comprehension

### A. Answer the following questions.

1. Who is the speaker?
2. What places does Rail Raja pass through?
3. What is the most interesting thing about Rail Raja?
4. Have you ever travelled by a train? If yes, which places have you visited?

### B. Read the names of the vehicles given below. Tick the names of vehicles you have travelled by. Underline the names of vehicles that you have seen in reality.

an auto-rickshaw	an aeroplane	a car	a boat
a motor cycle	a bicycle	a truck	a bus
a helicopter	a lorry	a ship	a van
a bullock cart	a train	a jeep	

Write the names of vehicles you know.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Write 2-3 lines about any vehicle you like.

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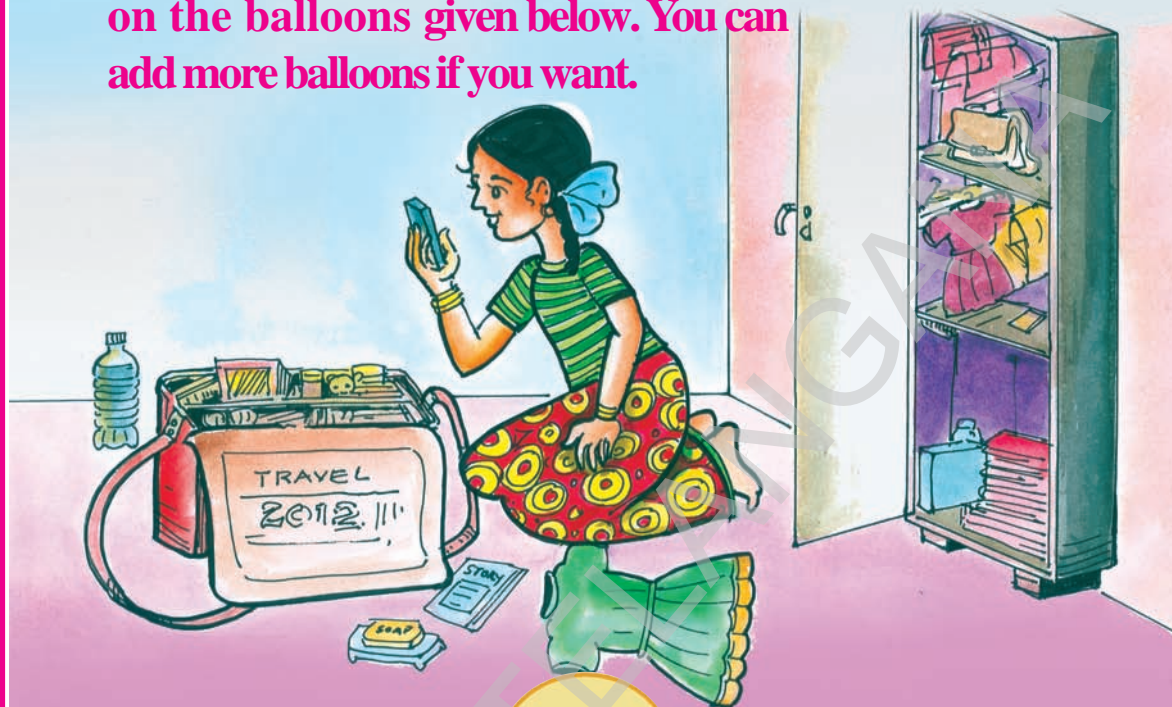
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## Vocabulary

A. Laxmi is going to Delhi on a tour with parents. Tell her what things she should carry with her. Write them on the balloons given below. You can add more balloons if you want.



a tooth paste

Laxmi's travel bag





## B. In the story we came across some opposite words

Ex: 1) rich x poor      2) old x young

Write the opposites of the following words.

1. yes x \_\_\_\_\_

2. small x \_\_\_\_\_

3. take x \_\_\_\_\_

4. inside x \_\_\_\_\_

5. right x \_\_\_\_\_

6. question x \_\_\_\_\_

### Grammar

Read the following phrases taken from the story.

- the rich **and** the poor
- the young **and** the old
- the healthy **and** the unhealthy

In the 1<sup>st</sup> phrase, **and** is used to link 'the rich' and 'the poor'.

In the 2<sup>nd</sup> phrase, **and** is used to link 'the young' and 'the old'.

In the 3<sup>rd</sup> phrase, **and** is used to link 'the healthy' and 'the unhealthy'.

A. Make phrases using the linker 'and'.

1. a cup, a saucer : \_\_\_\_\_

2. a bat, a ball : \_\_\_\_\_

3. black, white : \_\_\_\_\_

4. good, bad : \_\_\_\_\_

5. a mouse, a pencil : \_\_\_\_\_

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## Writing

**A. Look at the picture given. Read the description.**

This is a train.

It has many wheels.

It runs on rails.

It is very long.

It carries people to their places.



**B. Look at the picture given. Write a few lines describing the picture.**

.....

.....

.....

.....



## Conventions of Writing

**Read the following sentences. Make necessary changes using capital letters, full stop (.) and correct spelling.**

1. my name is rail raja

\_\_\_\_\_

2. i am your frend.

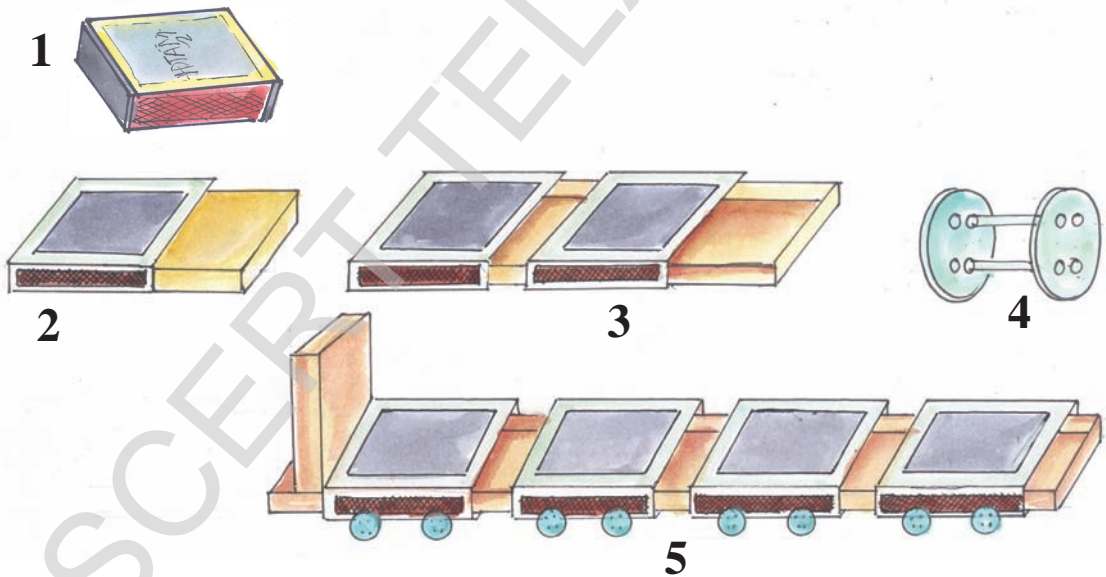
\_\_\_\_\_



## Project Work

### A. The following steps will help you in making a match box train.

1. Take some empty match boxes.
2. Pull the drawers out a little from the boxes.
3. Insert the drawer of one box into the other.
4. You can use buttons/lids of cool drink bottles as wheels.
5. The match box train is ready.



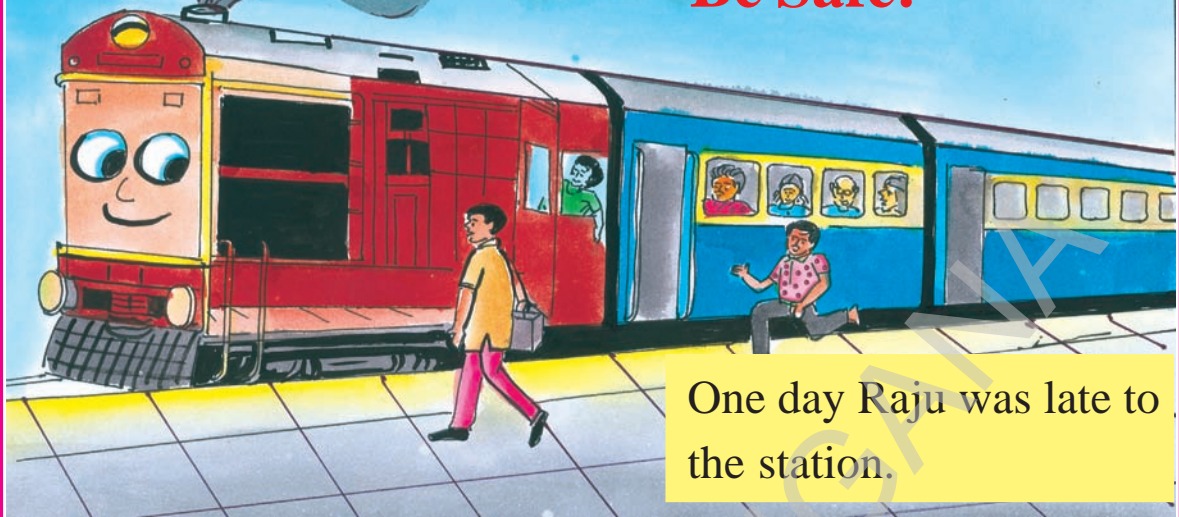
### B. Work in groups.

Tell others in the group how you made the match box train and how you will make it more beautiful.

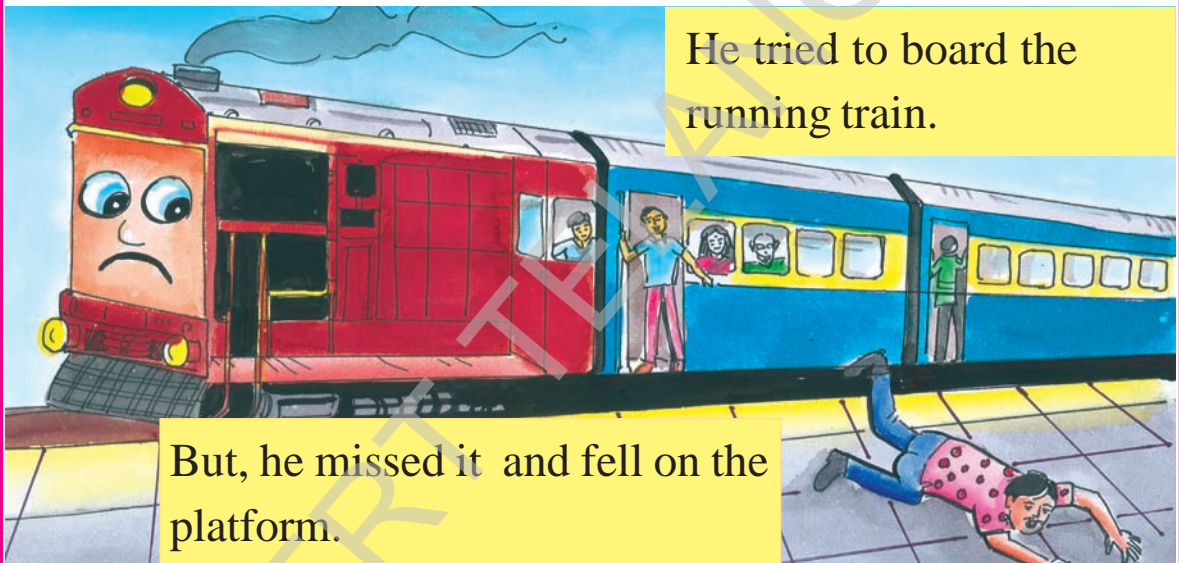


## B Reading

## Be Safe!



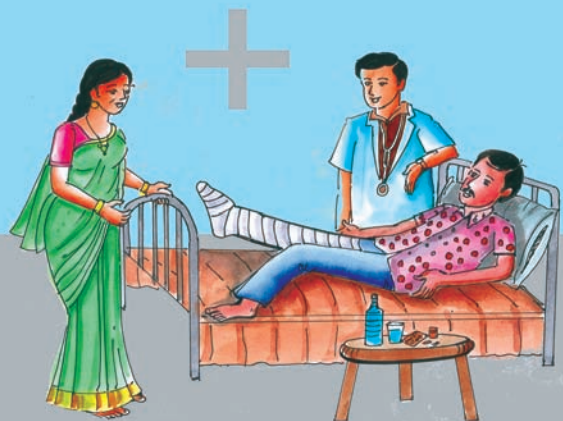
One day Raju was late to the station.



He tried to board the running train.

But, he missed it and fell on the platform.

He broke his leg and was taken to a hospital.



Rules are for our safety.  
I follow the rules to be safe.



## UNIT - 2

### SWAMY AND THE MAGIC BEANS

I. *Look at the picture.*



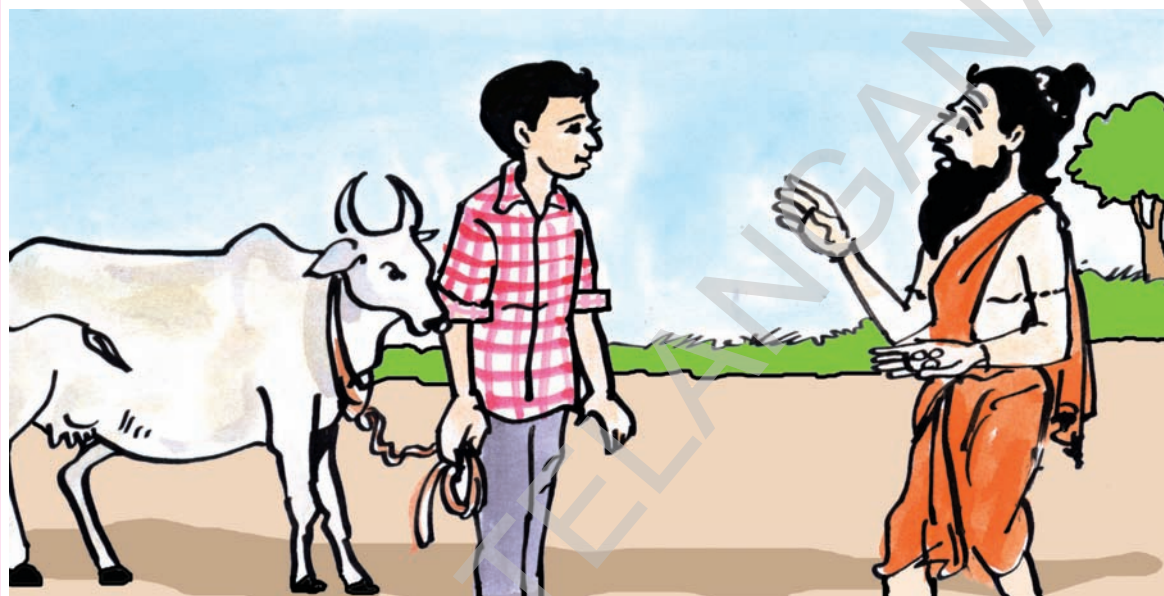
1. What is the magician doing in the picture?
2. Have you ever seen a magician performing tricks? If yes, say what those were and where you have seen them.





## II.A. *Look at the picture and answer the questions.*

1. Who do you think is the strange looking man in the picture?
2. Why do you think he looks strange?
3. What is the boy doing?



## B. *Listen to your teacher and answer the questions.*

*(Note : Listening text is in Appendix-1)*

1. Why do you think Swamy's mother told him to sell the cow?
2. What made the man look strange?
3. Why was Swamy's mother angry?
4. Why do you think Swamy was shocked?
5. If you were Swamy, would you exchange your cow for magic beans? Why?



## A Reading

### Swamy and the magic beans



Swamy woke up in the morning. He saw a giant bean stalk in front of his house. It was very strong like a tree.

He went outside and started climbing the bean stalk. He climbed up to the sky through the clouds.

Swamy saw a beautiful castle.



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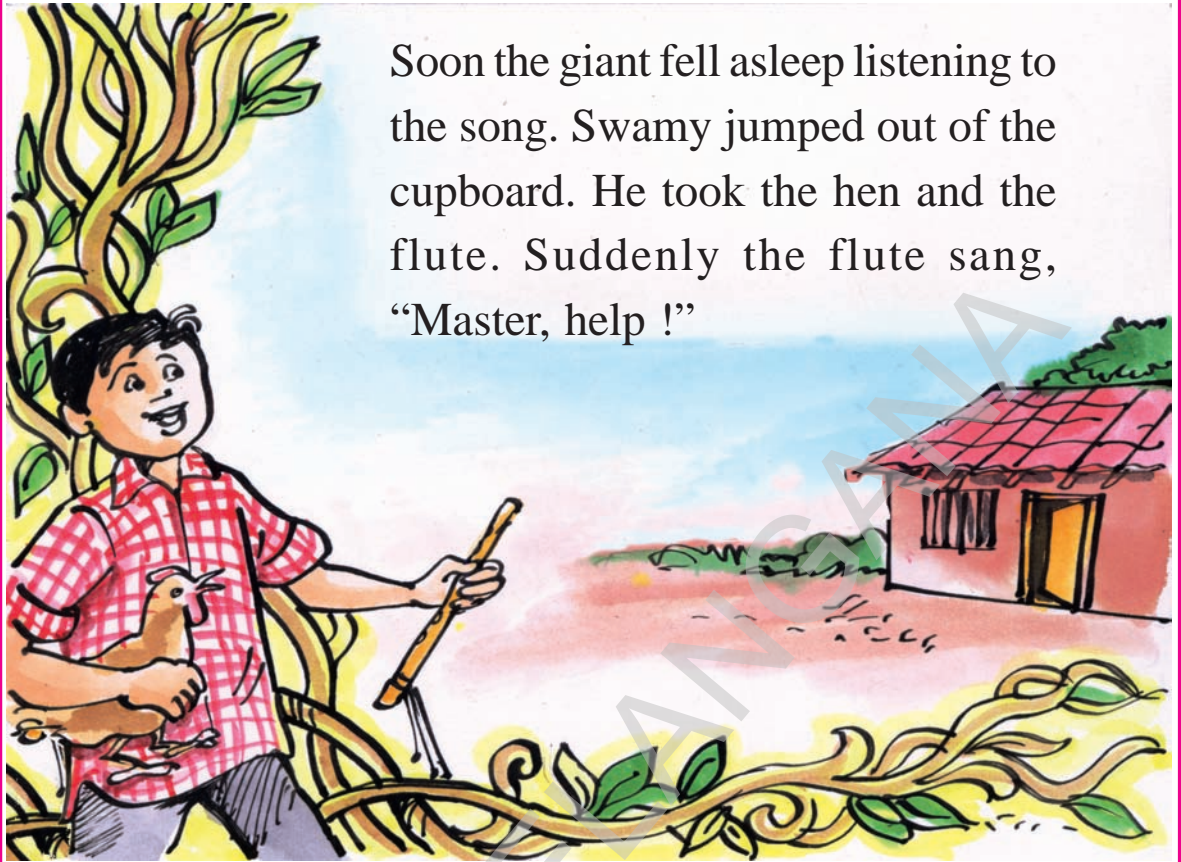
He went inside. Swamy heard a voice, “Fee, fi, fo, fun.” Swamy was frightened and ran into the cupboard. A big giant came into the room and sat near a table. On the table, there was a hen and a golden flute.



“Lay!” said the giant. The hen laid an egg. It was a golden egg. “Sing!” said the giant. The flute began to sing.

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Soon the giant fell asleep listening to the song. Swamy jumped out of the cupboard. He took the hen and the flute. Suddenly the flute sang, “Master, help !”

What do you think Swamy did then?

The giant woke up and shouted, “Fee, fi, fo, fun.” Swamy ran and started climbing down the bean stalk. The giant came after Swamy.

Swamy came down and shouted, “Mother, help!” Swamy’s mother was shocked. She took an axe and chopped down the bean stalk. The giant crashed down on the ground. Nobody ever saw him again.

With the golden hen and the magic flute, Swamy and his mother lived happily ever after.



## Comprehension

### A. Answer the following questions.

1. What did Swamy see when he climbed up to the sky?
2. The flute sang, “Master, help !” Who do you think was the master?
3. If Swamy’s mother had not helped him, what do you think would have happened?
4. When you are in trouble whom do you ask for help?

### B. Match the following.

A	B
Swamy saw	“Master, help !”
The hen laid	a beautiful castle.
The flute sang	“fee,fi,fo,fun”.
The giant shouted,	the bean stalk.
The mother chopped	a golden egg.

## Vocabulary

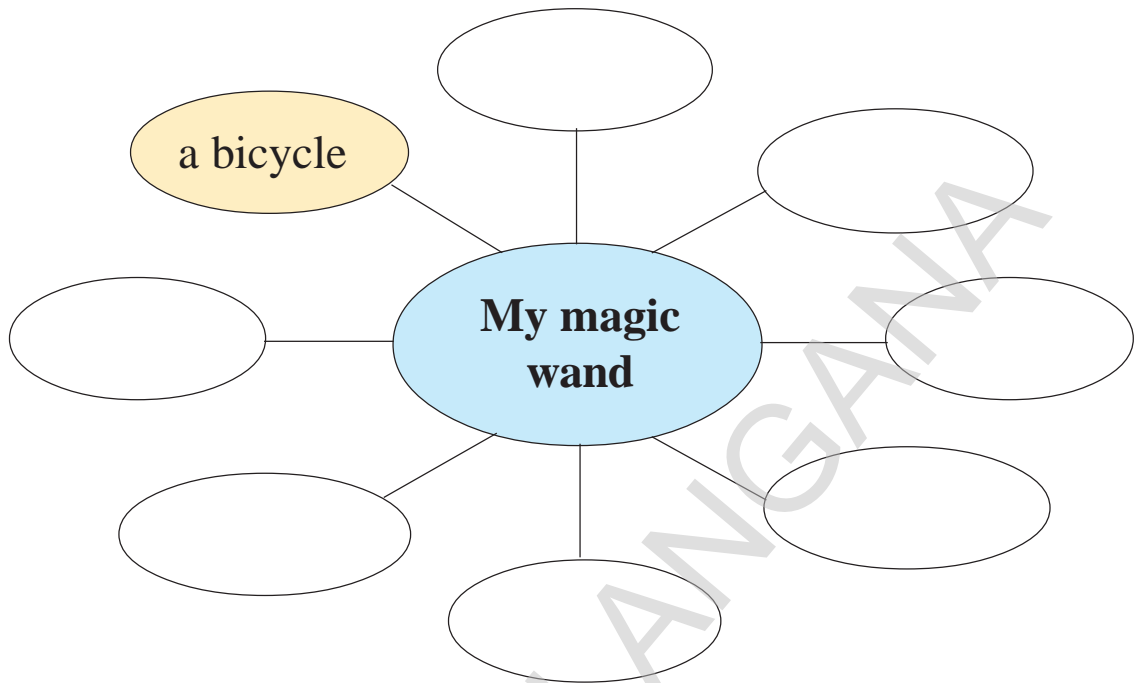
### A. Find the words from the list that rhyme with the following words. (hen, fun, down, bean, ground, sing)

1.	three - tree	5.	man - ran
2.	pen -	6.	mean -
3.	ring -	7.	gown -
4.	run -	8.	round -





**B. If you have a magic wand, what things would you like to order.**



## Grammar

**A. Read the following words from the story.**

Swamy room cupboard giant flute castle

They are the names of living and non-living things. These are called naming words.

**List out some more naming words from the story.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



**B. Read the following naming words we know.**

a crow	grapes	a tomato	a playground
a cow	a duck	a banana	a book
an apple	an orange	a dog	a bed
a carrot	a potato	a parrot	a pencil
a school	a sparrow	a zoo	a table
a hospital	a tiger	a brinjal	an elephant

**Now, write the above words against the given heads.**

1. birds \_\_\_\_\_
2. things \_\_\_\_\_
3. fruits \_\_\_\_\_
4. places \_\_\_\_\_
5. animals \_\_\_\_\_
6. vegetables \_\_\_\_\_

**Writing**

**A. Swamy brought a magic hen and a magic flute. What would his mother ask him? What would be Swamy's reply?**

Mother : .....

Swamy : .....

Mother: .....

Swamy : .....



**B. Look at the picture given on page 19. Describe the picture in 4-5 sentences.**

Where is Swamy in the picture? (place)

What are the different things you see in the picture?

What is Swami doing? What is the giant doing?

.....

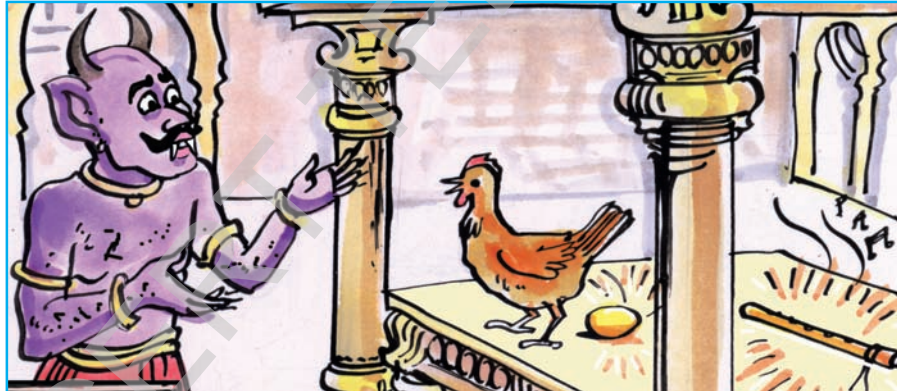
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### Oral Skills

**Read the following.**



The giant said to the hen, “**Lay an egg.**” The hen laid a golden egg.

The giant said to the flute, “**Sing a song.**” The flute began to sing.

**Here the sentences, “Lay an egg” and “Sing a song” are the instructions given by the giant.**





### Instructions your teacher gives at school:

Ex: • Open your book. • Sit down please. **Add some more.**

### Instructions your mother gives at home:

Ex: • Bring the plate. • Comb your hair. **Add some more.**

### Instructions between you and your friend:

Ex: • Give your book. • Take this pencil. **Add some more.**

## Conventions of Writing

**Make corrections using capital letters and fullstop(.), wherever necessary. Rewrite the following sentences.**

1. swamy saw a beautiful castle

---

2. the giant came after swamy.

---

## Fun with Words

**Read the following.**

He words	She words	He words	She words
a man	a woman	a boy	a girl
a father	a mother	a brother	a sister
a grandpa	a grandma	a son	a daughter
an ox	a cow	a king	a queen
a lion	a lioness	a tiger	a tigress
a prince	a princess	a rooster	a hen



## B Reading

### The Magic Wand



I have a magic wand.  
The nicest one,  
It beats the band,  
And makes things done.  
It brings me cookies,  
And cakes to eat.  
It gets me ice-creams,  
And gives me treat.



I have a magic flute,  
The prettiest one.  
It blows so sweet  
And makes the world stun.  
It loves me deep,  
And takes me high.  
It sings me lullabies,  
And makes me sleep.

**B. Add lines to the rhyme**

**I have a magic pot,**

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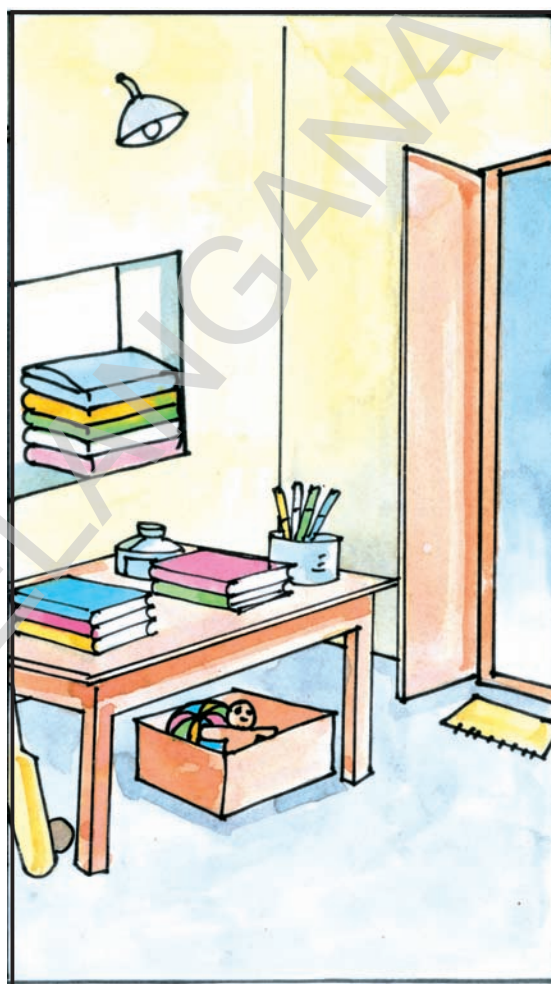
## UNIT - 3

### I Like It This Way

I. *Look at the picture.*



Picture - 1



Picture - 2

1. What things do you see in the above pictures?
2. What is the difference between the two pictures?
3. Which one do you like? Why?



**II A. Look at the picture and answer the questions.**

1. What is this picture about?
2. What are the people doing?



**B. Listen to your teacher and answer the questions.**

(Note : Listening text is in Appendix-1)

1. What did Sita ask her friends?
2. What did Sita do after going home?
3. Why did her friends go away after playing for some time?
4. What do you do in the evening, after school?



## A Reading

### I Like It This Way

It was growing dark. Sita's mother came home from farm. There were books everywhere. There were toys everywhere. There were clothes everywhere. What a mess!



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**Mother:** Sita! Let's clean up the room dear.

**Sita:** Yes Amma.

Sita folded her clothes and looked at mother.

**Mother:** Keep them in the shelf.

**Sita:** As you say Amma.

Then Sita picked up her books and put them on the table.

**Mother:** Keep your books in your school bag.

**Sita:** Amma, I need a new notebook for English.



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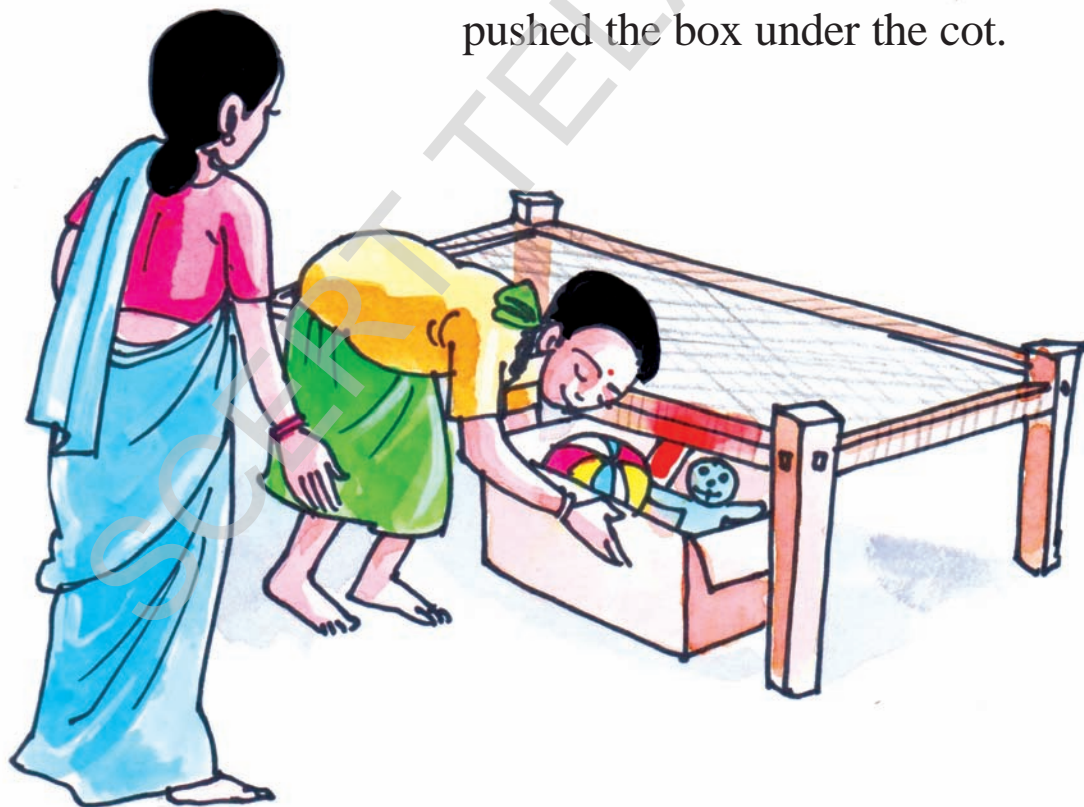


Mother called Sita's brother Raja and sent him to buy the notebook. Sita put her books in the school bag carefully.

**Mother:** Now pick up your toys.

**Sita:** Where shall I keep these toys Amma?

Mother helped Sita to make a toy box with a waste cardboard box. Sita put her toys in the box. Then, she pushed the box under the cot.



**Mother:** Very good dear! This is what you must do before going to bed everyday.

**Sita:** Yes Amma. I like it this way.

After having her food, Sita laid down on the cot to sleep.

**Mother:** Good Night dear!

**Sita:** Good Night Amma!





## Comprehension

### A. Answer the following questions.

1. Write **Yes** or **No**.
  - a. The room was clean in the beginning. ( )
  - b. Sita put her toys in the cupboard. ( )
  - c. Sita put her books in the school bag. ( )
  - d. Mother sent Raja to buy toys. ( )
  - e. Sita and her mother made a toy box together.( )
2. What things did Sita do to keep her room clean?
3. What things do you do at home to keep your room clean?

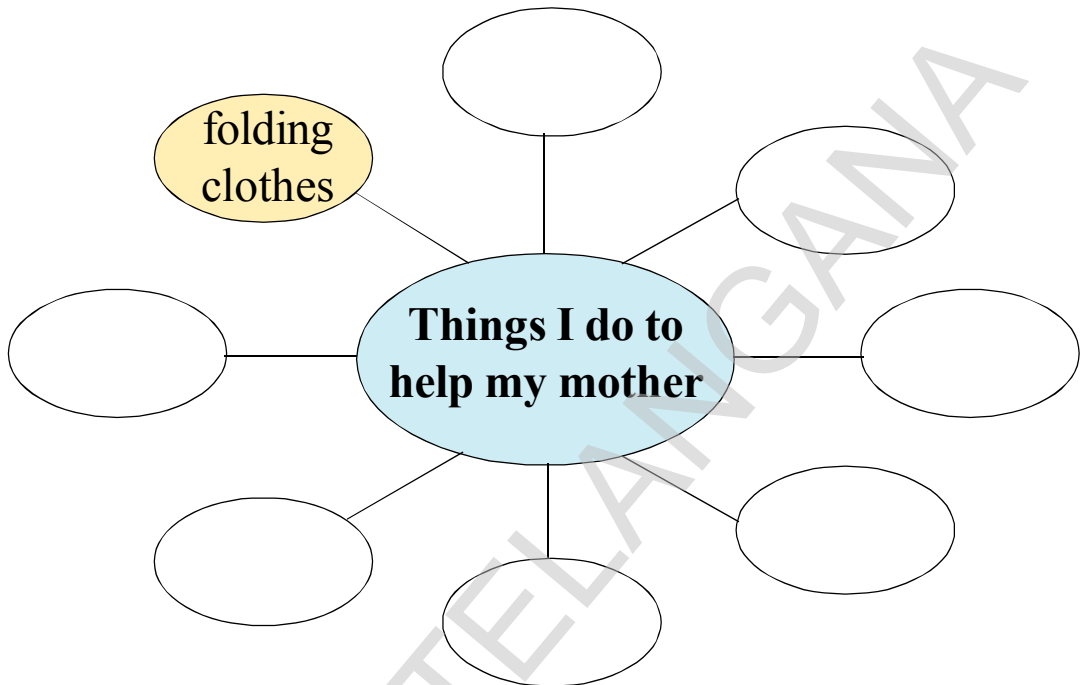
### B. Write the things you have at home. Where do you keep them?

S.No.	Things at Home	Where do you keep them?
1	Clothes	Shelf
2		
3		
4		
5		



## Vocabulary

A. Sita did so many things to help her mother. What things do you do to help your mother?



B. Sita is thinking. Read her thoughts. Replace the underlined words with the similar meaning from the story.



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## Grammar

Read the following sentences taken from the story.

- Sita picked up her books and put them **on** the table.
- Sita put her books **in** the school bag carefully.
- Sita pushed the box **under** the cot.

Here the words **on**, **in** and **under** are used to tell where things are kept.

**A. Look at the pictures given below and answer the following in full sentences.**

1. Where is the cat?

\_\_\_\_\_



2. Where is the dog?

\_\_\_\_\_



3. Where are the shoes?

\_\_\_\_\_



**B. Make your own sentences using:**

on : \_\_\_\_\_

in : \_\_\_\_\_

under : \_\_\_\_\_



## Writing

**A. Look at the picture given below. Write a few sentences about the picture.**




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**B. Prepare a timetable for the things you do in the evening.**

S.No.	Time	What I do?
1	4.30 p.m.	I change my clothes
2		
3		
4		
5		



## Oral Skills

During mid-day meals, how do you like to keep your school clean? Sit in pairs, discuss and present the conversation in your class.

## Conventions of Writing

Read the following passage. Make necessary corrections using proper punctuation {capital letter, full stop(.), question mark (?) and spelling}. Rewrite the sentences.

1. amma, i need a knew notebook for english?

---

2. where shall i keep these toys amma.

---

## Fun with Words

Make words using the endings given.

letter	an	at	in	it	un
b	ban				
f					
r					
p					
s					



## B Reading

### Brother Has No Teeth

#### A. Listen and recite the poem.

Sita's brother loves sweets,  
More than carrots and beets.

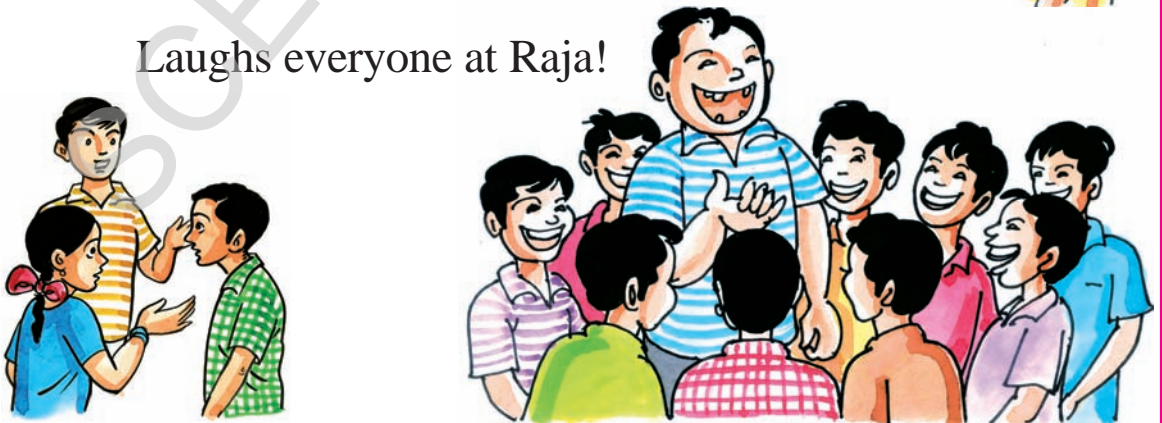
Sweets for breakfast,  
Munch Munch Munch.

Sweets for lunch,  
Munch Munch Munch.

Sweets for supper too,  
Not one, but two by two.

Sita's brother is very tall.  
But has no teeth at all.

Ha ha ha ha! Ha ha ha ha!  
Laughs everyone at Raja!



## B. Answer the following.

1. How did Sita's brother lose his teeth?
2. Name some food items that are good for our health.
3. What must we do to keep our teeth healthy and clean?
4. Name some healthy food items you like to eat.

### Project Work

Discuss with your parents/friends and list out five good habits we need to follow.

1. What things we should do in the morning?
2. What things we should do to help our mother/father?
3. What things we should do at school?
4. What things we should do before eating meals?
5. What things should we do to help our friends / classmates?



S.No.	at school	at home
1		
2		
3		
4		
5		

Prepare a chart and present it in your classroom.



## UNIT - 4

# THE MOUSE AND THE PENCIL

I. *Look at the picture.*



1. Have you ever seen or heard of a bat and a book as shown in the picture?
2. If they were to talk with each other, what do you think, they would talk?

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## II A. *Look at the picture and answer the questions.*

1. What do you see in the picture?
2. What do you think the rat would do with the pencil?
3. What do you think the pencil could do to the rat?



## B. *Listen to your teacher and answer the questions.*

*(Note : Listening text is in Appendix-1)*

1. What do you think the pencil saw?
2. What, according to you, would the pencil do now?

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## A Reading

### The mouse and the pencil

The pencil saw a little mouse. The mouse was looking for something to eat. He found the pencil.

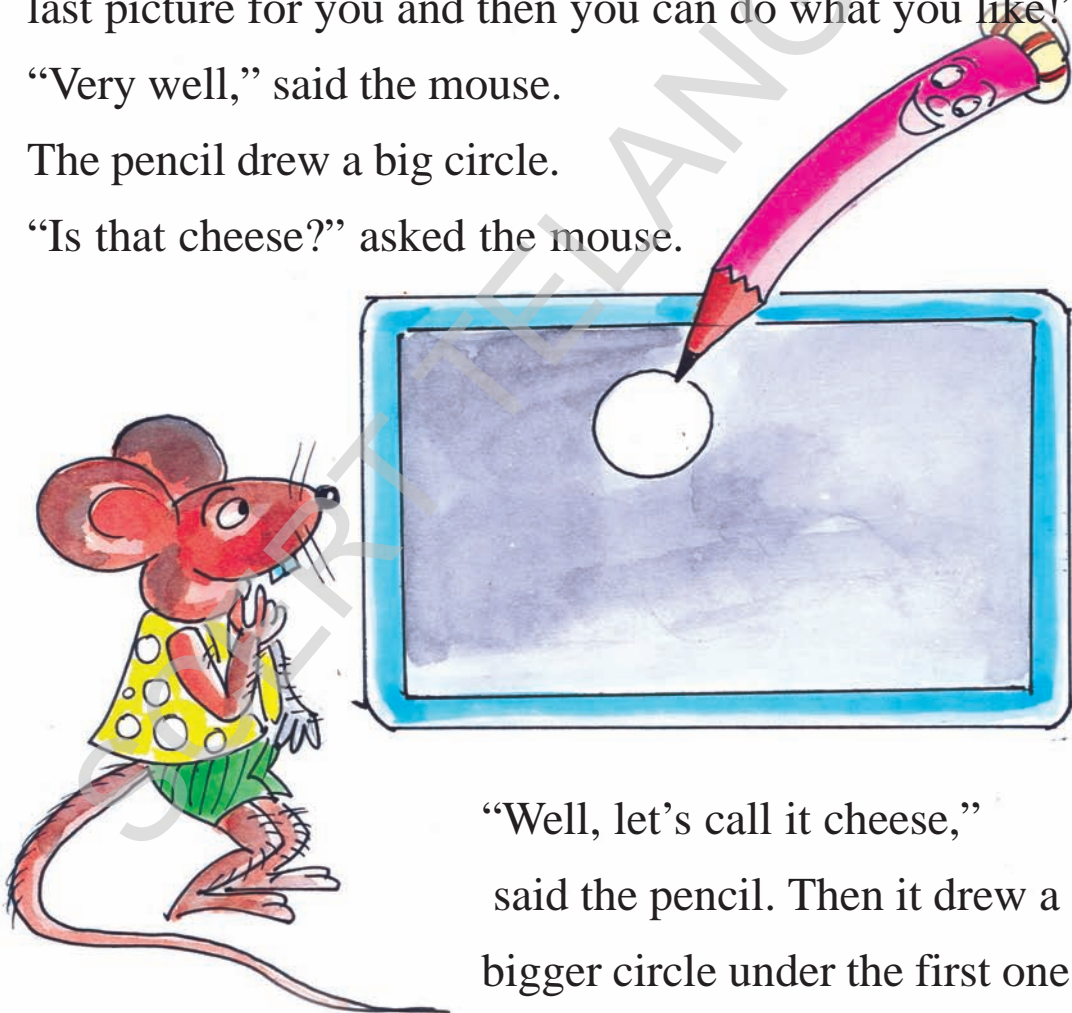
“I am going to bite you,” said the mouse and he bit the pencil hard.

“You are hurting me,” said the pencil. “Let me draw one last picture for you and then you can do what you like!”

“Very well,” said the mouse.

The pencil drew a big circle.

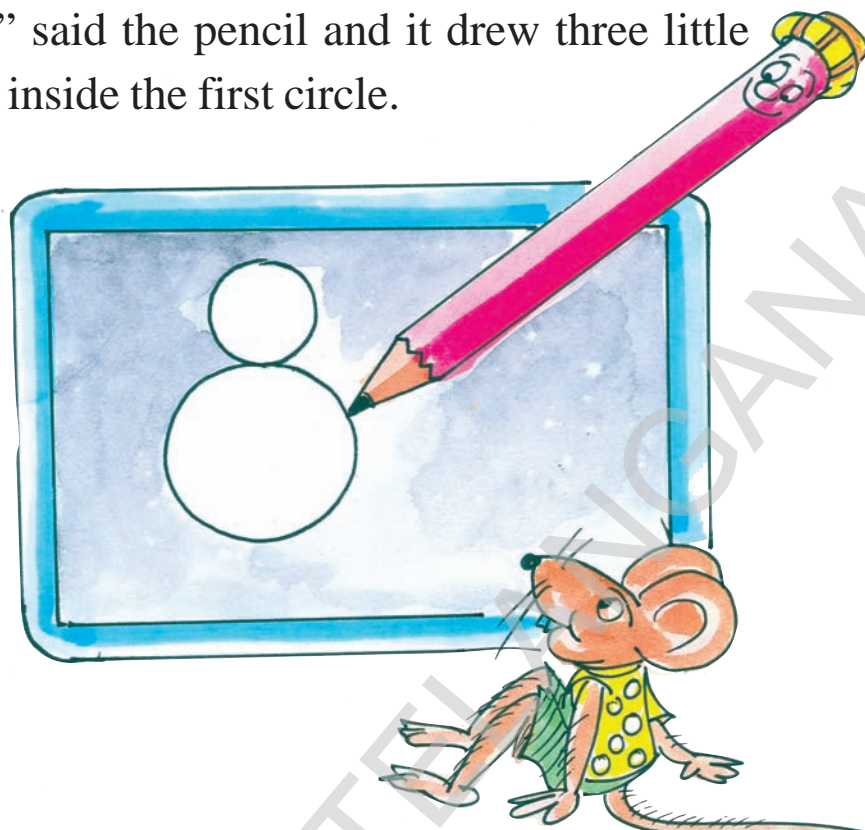
“Is that cheese?” asked the mouse.



“Well, let’s call it cheese,”  
said the pencil. Then it drew a  
bigger circle under the first one.



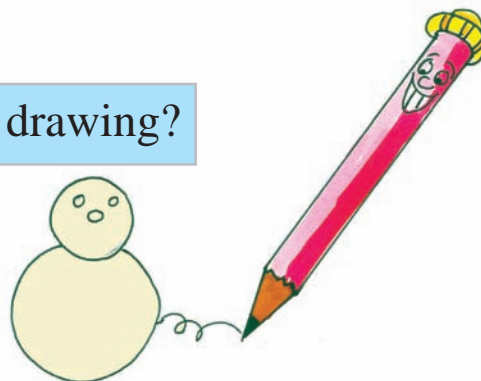
“Is that an apple?” squeaked the mouse. “Let’s call it an apple,” said the pencil and it drew three little things inside the first circle.



“Are those cucumbers?” asked the mouse, licking his lips. “I wish you’d hurry. I simply can’t wait to get my teeth into them!”

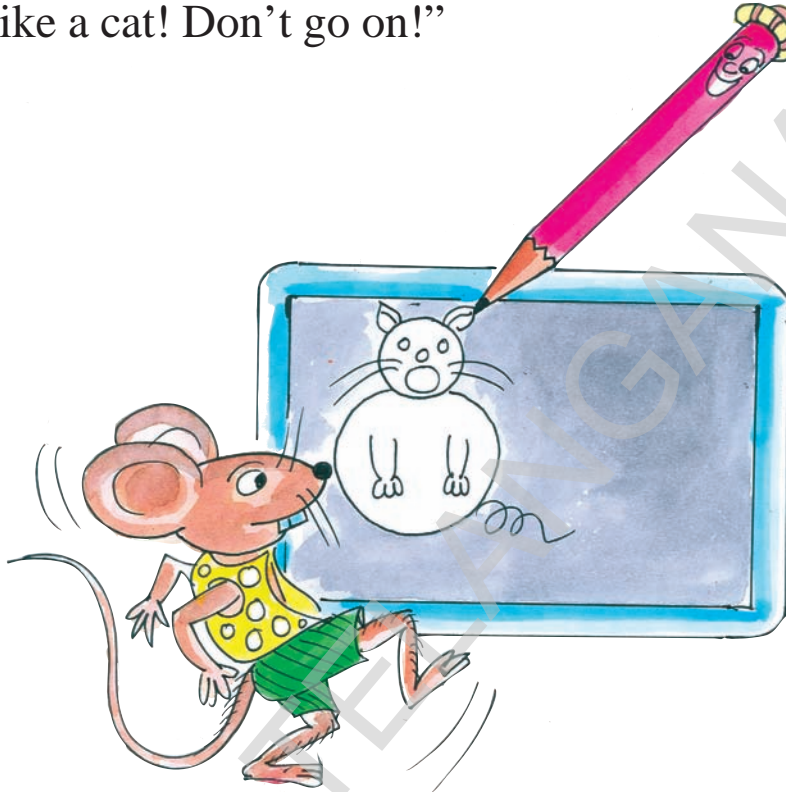
Then it began drawing some funny curved things near the second circle.

What do you think the pencil is drawing?

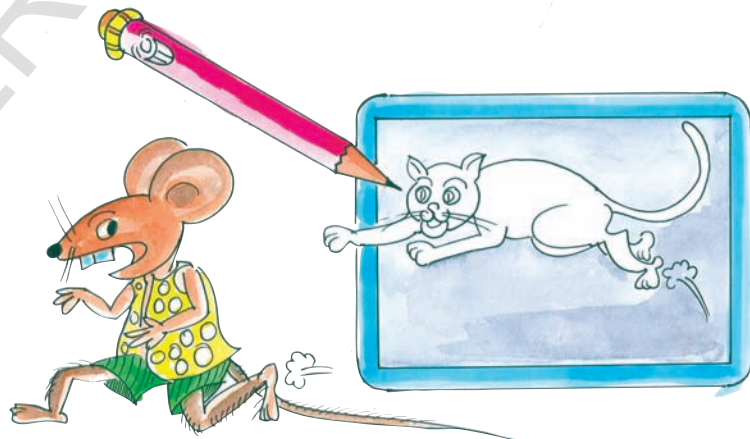


The pencil drew two little triangles on the top circle.

“Oh, oh!” squeaked the mouse. “Now, you have made it look like a cat! Don’t go on!”



But the pencil went on, till it had drawn long whiskers and mouth on the top circle.



And the mouse cried out in terror, “It’s a real cat! Help!”



## Comprehension

### A. Answer the following questions:

1. Why did the mouse run away looking at the picture?
2. If you were the mouse, what would you do?
3. The pencil drew a \_\_\_\_\_ circle.
4. The pencil drew three little things inside the \_\_\_\_\_.
5. Finally, the pencil drew a \_\_\_\_\_.



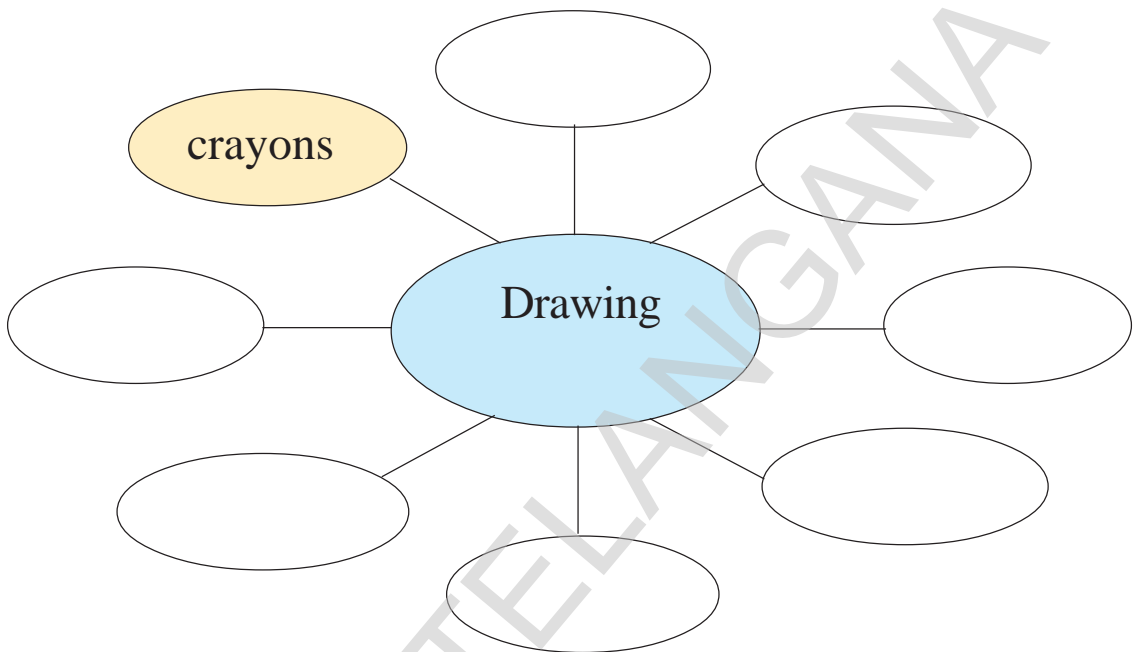
### B. Complete the following table as directed.

S.No	When the pencil drew	The mouse asked
1.	a big circle	“.....?”
2.	a bigger circle under the first one.	“.....?”
3.	three little things inside small circle.	“.....?”



## Vocabulary

**A. The pencil drew a picture of a cat. If you want to draw a beautiful, colourful picture, what materials do you need? Write them. One is done for you.**



**B. In the story, the mouse was hungry. It was thinking of different food items. What food items do you remember when you are hungry?**



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## Grammar

Read the following sentences from the story.

1. The pencil saw a **little** mouse.
  2. Let me draw one **last** picture.
  3. The pencil drew a **big** circle.
- In the 1<sup>st</sup> sentence, the word **little** tells something about the mouse.
  - In the 2<sup>nd</sup> sentence, the word **last** tells something about the picture.
  - In the 3<sup>rd</sup> sentence, the word **big** tells something about the circle.

**A. Complete the sentences using the words given.**

red      fresh      big      one      yellow

1. I have a ..... bag.
2. Priya likes ..... roses.
3. We are buying ..... apples.
4. Gita has two mangoes, she gave me ..... mango.

**B. Rewrite the given sentences using the words given.**

1. Sham is a boy. (fat)                      Sham is a fat boy.
2. Kamala is a girl. (tall)                      .....
3. My sister has a doll. (lovely) .....
4. Manasa ate bananas. (three) .....



**C. Look at the picture and fill in the blanks choosing from the words given.**

fat      old      pink      big      short



a ..... boy



a ..... rose..



an ..... man.



a ..... tree.

**D. Read the words given. Write their opposites.**

words	opposites	words	opposites
big	small	rich	poor
fat		new	
hot		first	
tall		good	





## Writing

**A. The pencil drew a lively picture of a cat. The mouse ran away looking at it. Draw your own cat.**



1. What would be the name of your cat ?
2. What would be the colour of your cat?
3. What does your cat like ?
4. How would you take care of your cat?
5. How would you enjoy with your cat?

**Now, write the description of your cat using the above questions.**

My cat's name is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**B. The pencil drew a circle.**

The mouse asked, "Is that a cheese?"

If the pencil draws a square, what will the mouse ask?

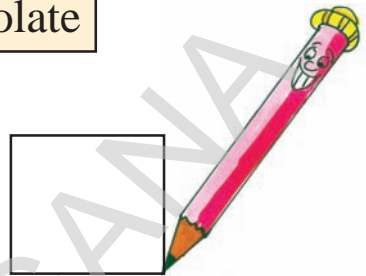
bread    biscuit    cake    chocolate

Is that .....

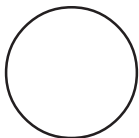
Is .....

Is .....

.....



**C. Colour the shapes. Read the words given.**



circle



rectangle



square



cone

**Oral Skills**

**Guess what the hidden thing is.**

1. You and your friend are a pair.
2. You hide something in your hand and ask your friend to guess what it is.
3. Your friend asks, 'Is that a food item?'



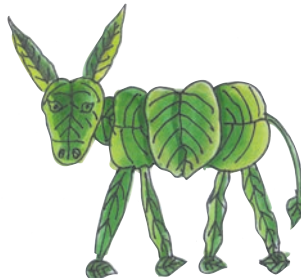
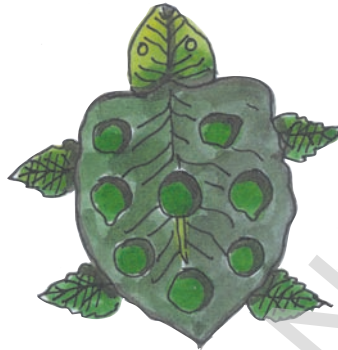
You must say 'Yes' or 'No'.

4. Your friend is allowed to ask only five questions to guess about what you have hidden to win the game.



## Project Work *My Leafy Animals.*

A. Look at the pictures of different animals made using leaves. Choose the one you like and make your own animal.



**Write the names of these leafy animals.**



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**B. Now describe your 'leafy animal' mentioning the different leaves you have used for the different parts of its body.**

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### Conventions of Writing

**Make necessary corrections using proper punctuation {capital letter, and spelling}. Rewrite the sentences.**

1. He found the pencil.

---

2. the pencil drew two little triangles.

---

### Fun with Words

**Fill in the blanks using the same letter two times.**

Ex : lo\_\_y      lorry      ri\_\_on      ribbon

1.	a __ le	ra__ it
2.	di __ er	be __
3.	e __	le __ er
4.	sp __ n	su __ er
5.	pre __ y	sma __

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**B Reading****The lion and the mouse**

Once upon a time, in a thick forest, a lion was sleeping under a tree. A cheerful mouse came there and saw the lion.

The mouse climbed onto the body of the lion and started playing. He pulled the lion's whiskers.



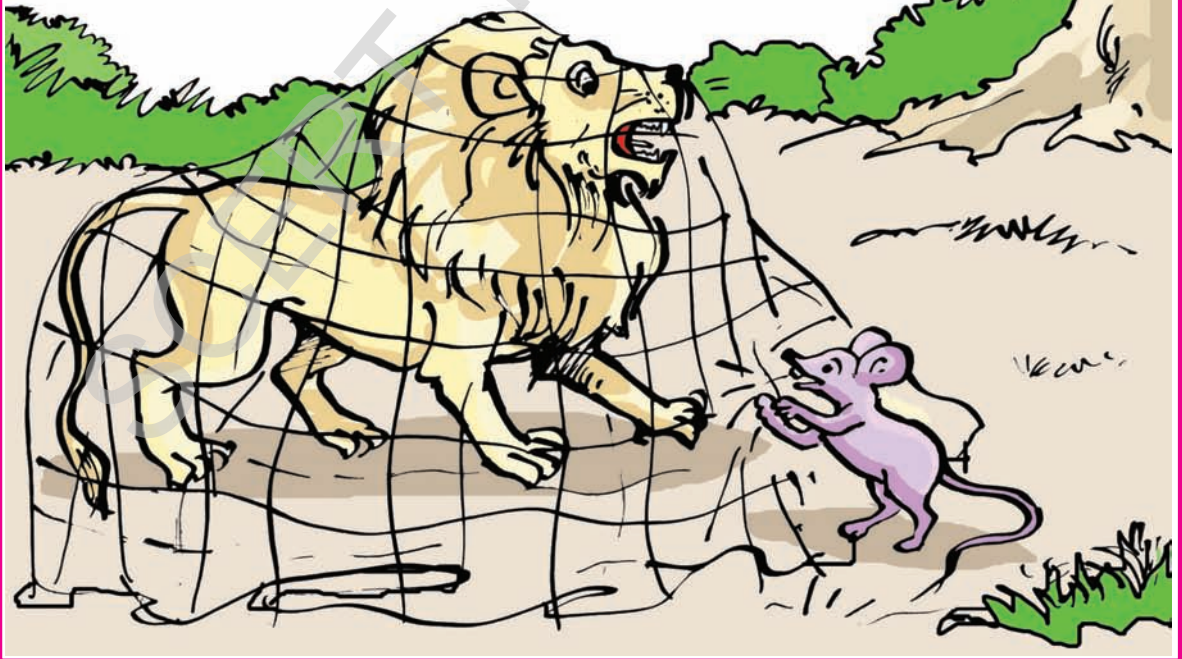
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Suddenly, the lion woke up and roared in anger. He caught the mouse. The mouse trembled in fear. It begged the lion to leave it. The lion took pity on it and let it go.

The mouse thanked the lion. It promised that it would help the lion in times of need. The lion laughed at the mouse.

One day a hunter trapped the lion. The poor lion roared for help. The mouse heard the cries and came there. It cut the net with its sharp teeth. The lion came out and they became good friends.



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# UNIT - 5

# THE LITTLE RED HEN

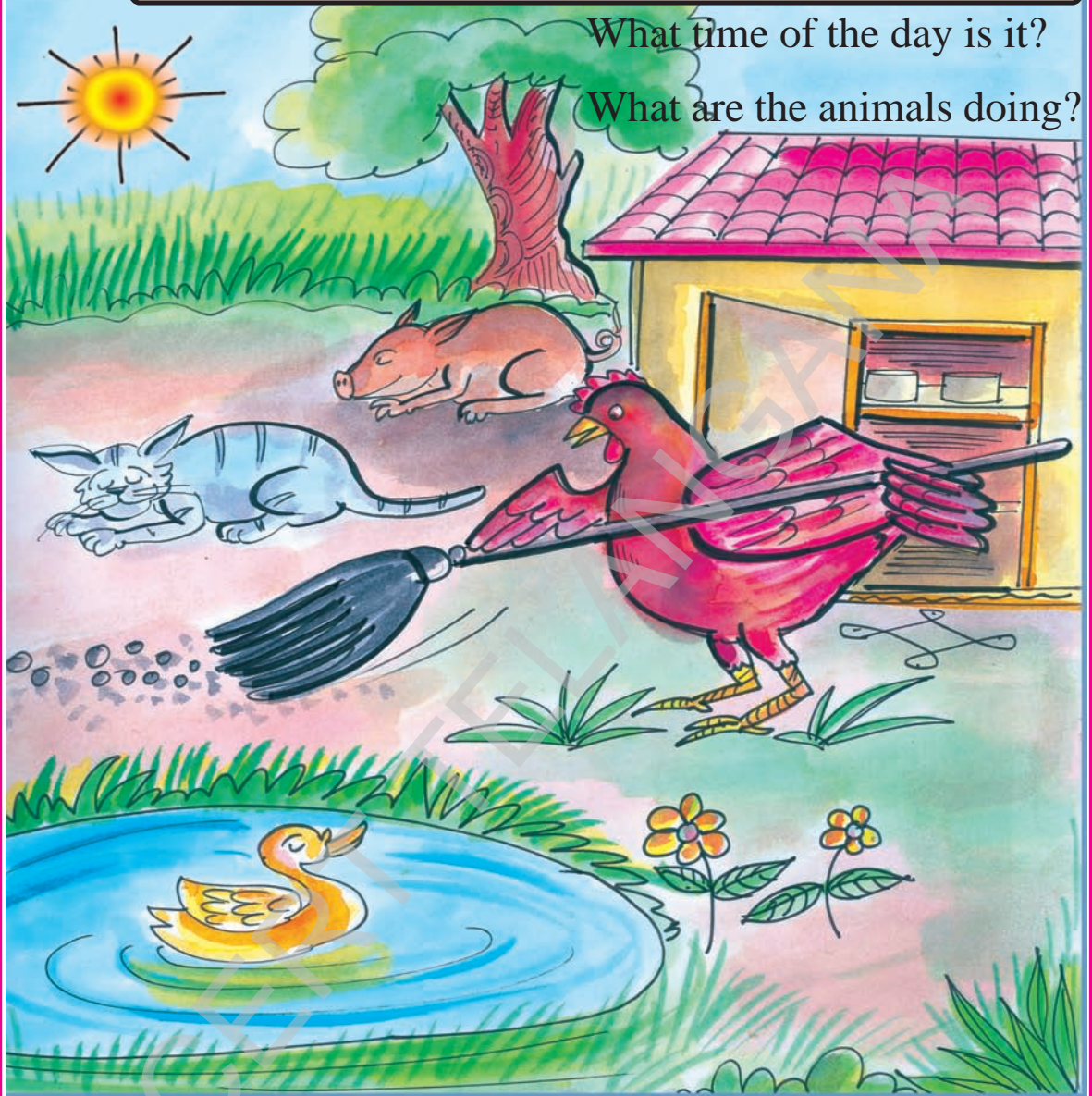
1. Look at the picture.



What are the different people doing in the picture?



**II.A. Look at the picture and answer the questions.**



What time of the day is it?

What are the animals doing?

**B. Now listen to your teacher and answer the following questions. (Note : Listening text is in Appendix-1)**

1. How did the hen help her friends?
2. Name the birds and animals who are lazy in the story.
3. Can the hen do something to make them work?
4. How can we help our friends to be active and learn new skills?

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## A Reading

### The little red hen

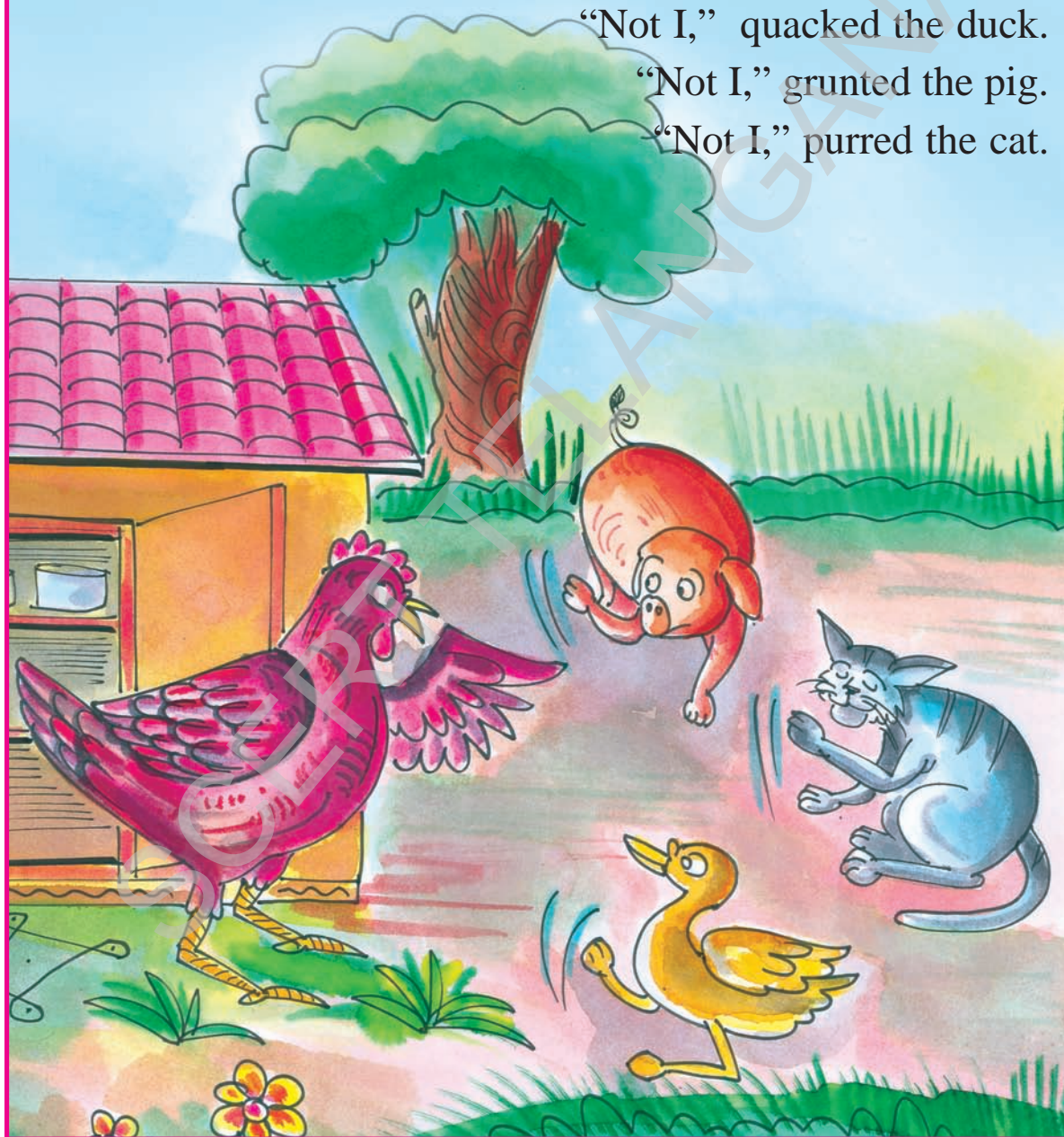
One day the little red hen found a grain of wheat.

“Who will plant this grain of wheat?” she asked.

“Not I,” quacked the duck.

“Not I,” grunted the pig.

“Not I,” purred the cat.



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So, the little red hen planted the grain. It soon grew into a plant. It was full of wheat.

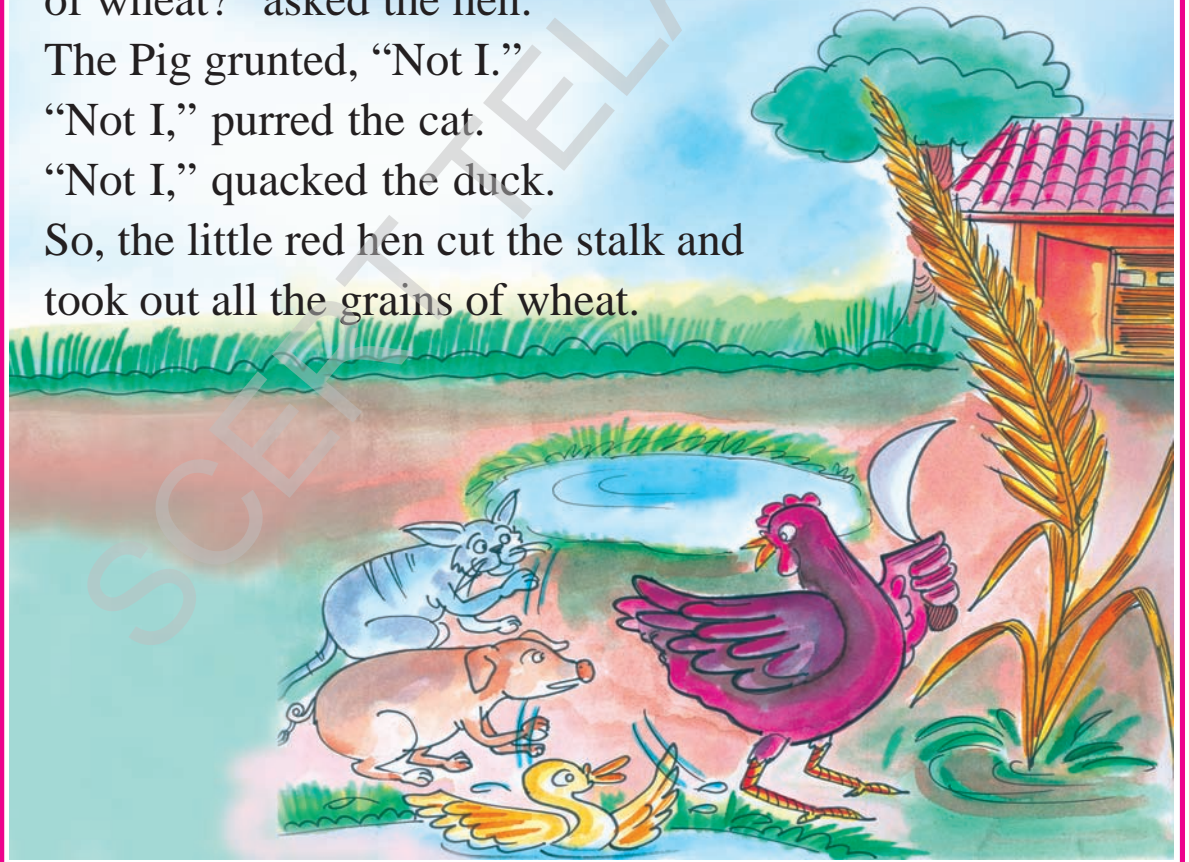
“Who’ll help me cut the stalk of wheat?” asked the hen.

The Pig grunted, “Not I.”

“Not I,” purred the cat.

“Not I,” quacked the duck.

So, the little red hen cut the stalk and took out all the grains of wheat.



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“Who’ll take the wheat to the mill?” asked the hen.

“Not I,” the Pig grunted. “Not I,” purred the cat.

“Not I,” quacked the duck.

So the little red hen took the wheat to the mill. The miller ground it into flour.



The hen made bread with the wheat flour. She called the duck, the pig and the cat. She wanted to teach them a lesson.

What lesson, do you think, the hen would teach them?

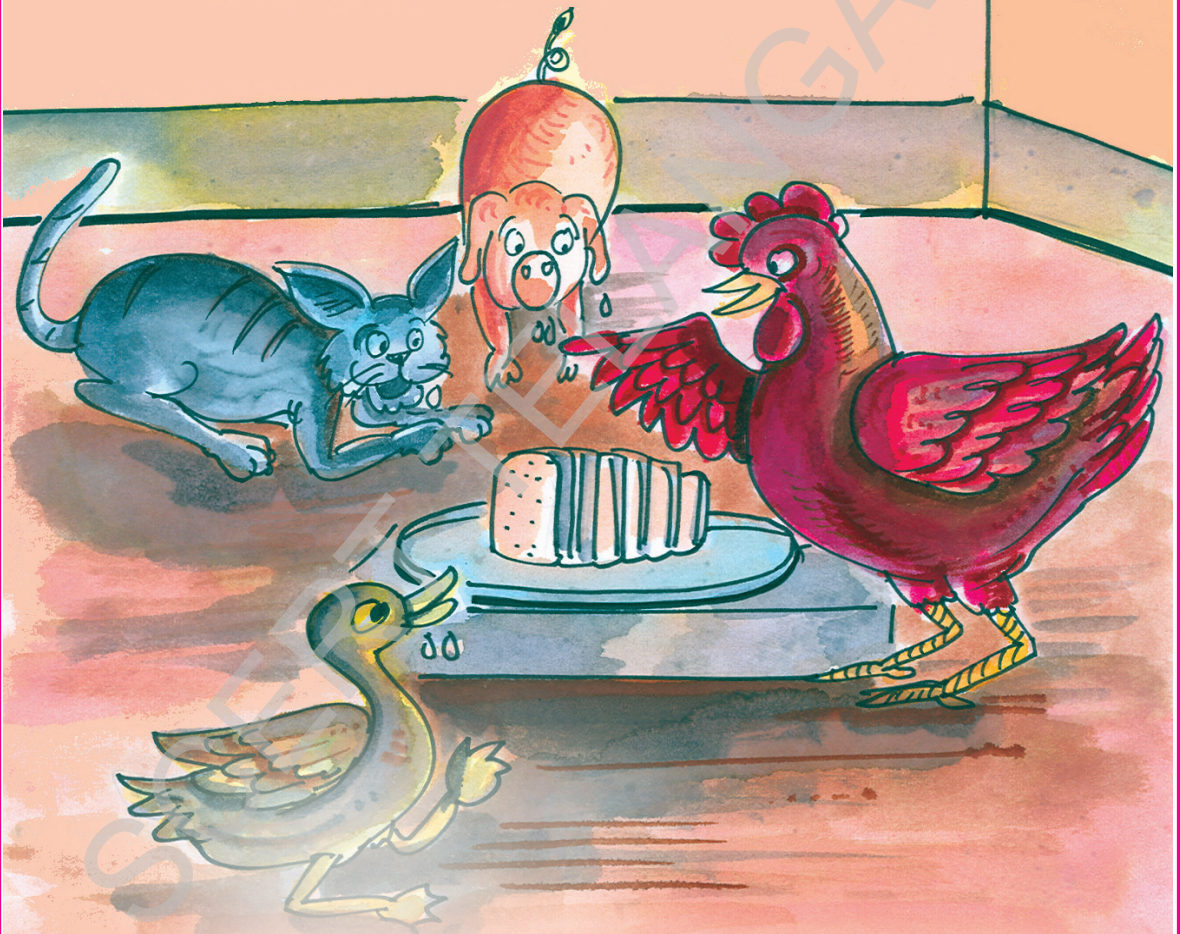


“Who’s going to eat the bread?” asked the hen.

“I will,” grunted the pig. “I will,” quacked the duck.

“I will,” purred the cat.

“No, you will not. I planted the grain. I cut the grain. I got it ground. I made the bread. So, I’ll eat all the bread,” said the little red hen. And she started eating.



“We’re sorry. We’ll not be lazy from today. Please give us something to eat,” said the pig, the duck and the cat.



## Comprehension

### A. Answer the following questions.

1. What did the little red hen do with the grain?
2. Where did the little red hen take the wheat?
3. What would you do if you were in the hen's place?

### B. Write the following sentences in the order in which they appear in the story.

The little red hen cut the wheat.

The little red hen ate the bread.

The miller ground the wheat into flour.

The little red hen took the wheat to the mill.

The little red hen planted the grain.

The little red hen found a grain of wheat.

.....

.....

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.....

.....

.....

.....

.....

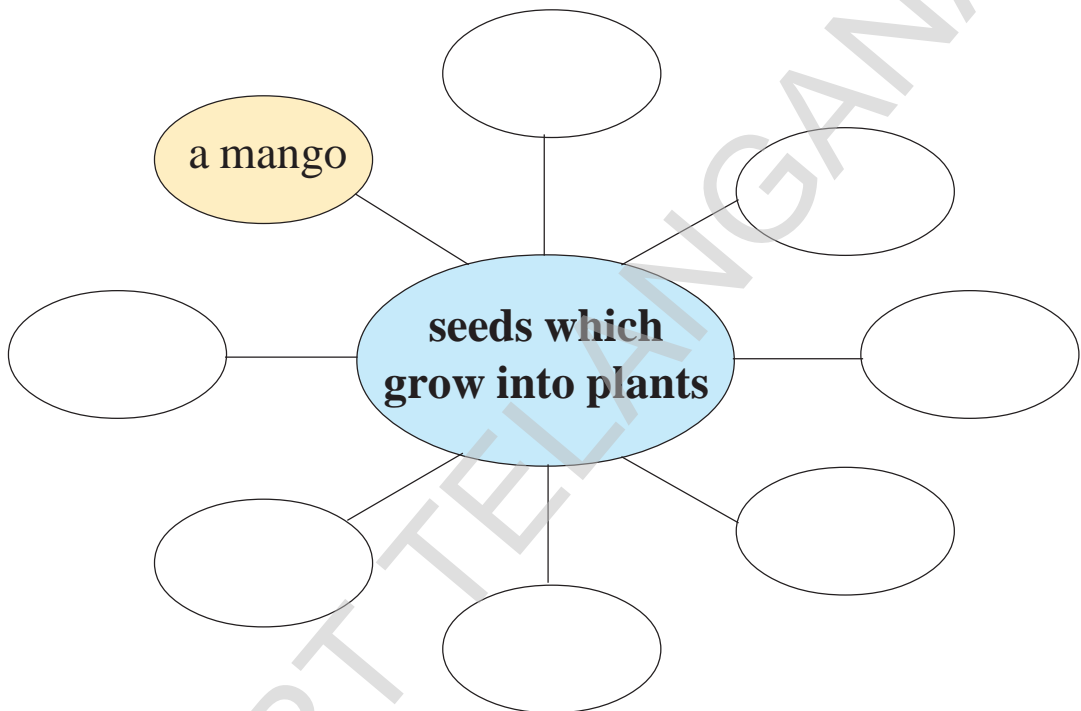


## Vocabulary

**A. One day the little red hen found a grain of wheat. She planted it and it soon grew into a plant.**

Now think of some **seeds** which grow into plants.

Write their names below. One is done for you.



**B. We have come across some animals and birds in the story. Add a few more names of animals and birds you know.**

birds		animals	
1. a hen	5.	1. a cat	5.
2. a duck	6.	2. a pig	6.
3.	7.	3.	7.
4.	8.	4.	8.



## Grammar

### A. Read and observe the underlined parts of the following sentences.







1. The little red hen found a grain of wheat.
2. The little red hen planted the grain.
3. The little red hen cut the stalk.
4. I made the bread.

**Found, planted, cut, made** etc. are the different actions done by the **Little Red Hen** in the story.

### B. Now write the actions done by different animals and birds in the story.

1. Duck – quacked, slept
2. Pig - .....
3. Cat- .....
4. Miller - .....

### C. Tick the right word for each picture.

<p>run drive jump</p> 	<p>slip swim jump</p> 	<p>push eat drink</p> 
<p>throw hear vote</p> 	<p>hop sit run</p> 	<p>write walk read</p> 







**Write the steps you need to make chapati. Use the clues given below.**

(take, add, knead, make, roll, roast)

Step 1      Take wheat flour.

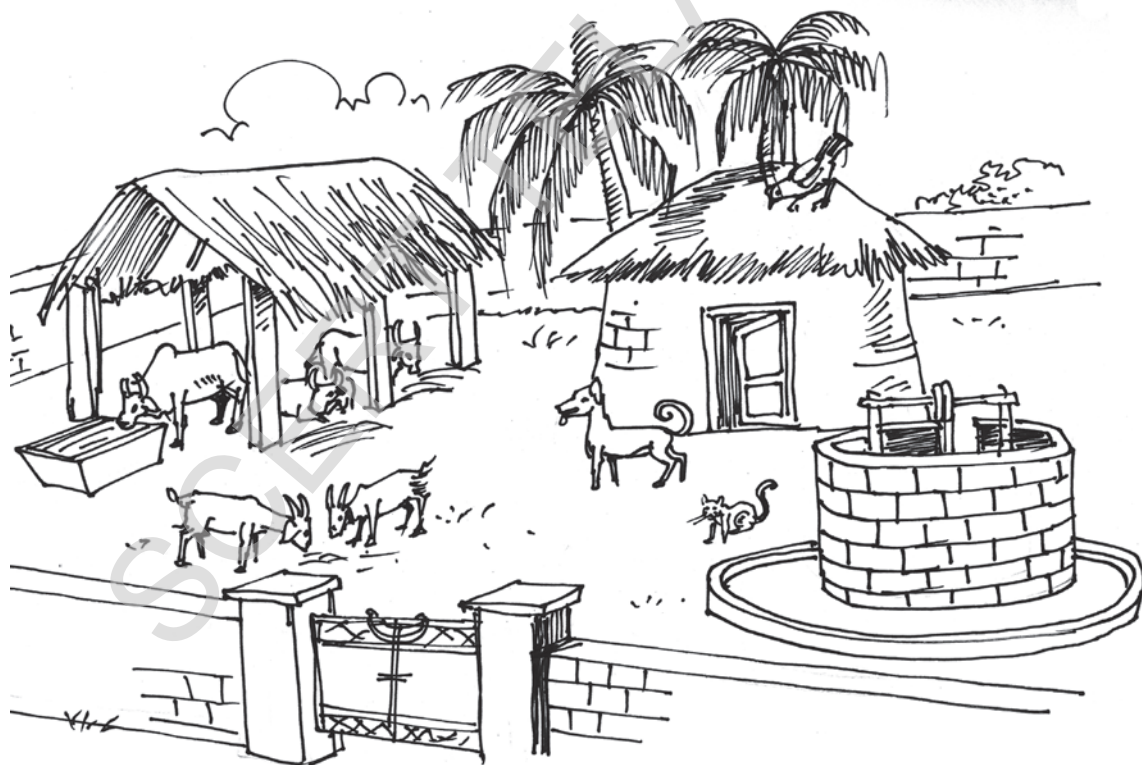
Step 2      .....

Step 3      .....

Step 4      .....

Step 5      .....

**C. Colour the picture. Write 3 or 4 sentences about it.**



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## Oral Skills

Talk about the picture given on previous page. Where are the animals and what are they doing in the picture?

## Conventions of Writing

Read the following sentences. Make necessary changes using question mark (?), capital letters and correct spelling.

1. "Who will plant this grain of wheat."

\_\_\_\_\_

2. i planted the grian.

\_\_\_\_\_

## Fun with Words

Read the following. Observe that they read the same in both the directions.

1. eye	4. noon	7. nun
2. madam	5. level	8. put it up
3. Malayalam	6. mom	9. deed

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## B Reading



### Good morning Mrs. Hen

“Good morning, Mrs. Hen!  
How many chickens have you got?”

“Madam, I have got ten.  
Four of them are yellow.  
Two of them are brown.  
Four of them are speckled red,  
The nicest in the town.”



#### B. Add lines

Good morning, \_\_\_\_\_  
How many \_\_\_\_\_ have you got?

\_\_\_\_\_  
\_\_\_\_\_

The nicest in the town.



## Project Work *My plant*

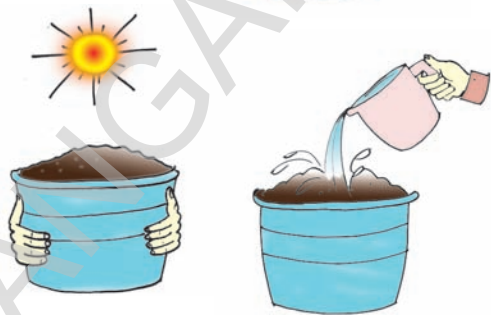
**A. The following steps will help you to plant a seed.**

1. Take an earthen pot.  
Fill it with soil and manure.



2. Put any seed in the soil.

3. Keep the pot in sun light.



4. Water the seed every day.

5. The seed grows into a sapling.



**B. Tell your friends in your group how you got the sapling from the seed. You may begin as shown below.**

I took an earthen pot.  
.....

**Now, write what you have told the group.**

My plant

.....

.....

.....

.....



## UNIT - 6

### MARY AND THE THREE BEARS

I. *Look at the picture.*



1. What do you think the two animal trainers in the picture are trying to do?
2. Where do these events take place?
3. Have you ever seen such events happen?
4. Is it ok to make animals perform such tricks for the amusement of human beings? Discuss.





## II.A. *Look at the picture and answer the questions.*

1. What do you think the girl is trying to do?
2. Where do you think the girl is?



## B. *Listen to your teacher and answer the questions.*

*(Note : Listening text is in Appendix-1)*

1. Why do you think Mary entered the house?
2. Whose house it might be?
3. How did she reach the house?
4. What would you do if you were in Mary's place?

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## A Reading

### Mary and the three bears

Mary was very hungry. She tasted the payasam from the first bowl. “This payasam is too hot to eat.” Then she tasted it from the second bowl “This payasam is too cold to eat.”

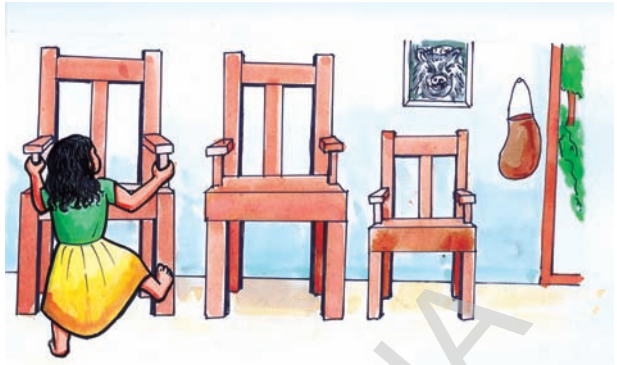
Finally, she took a spoonful from the third. “This payasam is just right.” Mary gulped all the payasam.



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Mary was tired then.  
She wanted to sit on a  
chair. “This chair is too  
big to sit on !”



Then she tried to sit on the second chair.



“This chair is also too  
big!” And next she sat on  
the third chair. “This chair  
is just right.”



Mary sat on the chair. Alas! The chair broke.





Mary was very tired. She got up and went upstairs. There were three beds in the bedroom. She lay on the first bed.

“This bed is too hard to sleep on.”

Then she went to the second bed.

“This bed is too soft to sleep on.”

Finally she went to the third bed.

“This bed is just right.” She lay down on the bed and fell asleep.

Soon three bears entered the house.



What will the bears do now?

“Someone has eaten my payasam!” said Daddy bear.

“Someone has eaten my payasam too!” said Mummy bear.

“Someone has eaten my payasam and it’s all gone,” cried Baby bear.



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“Someone has been sitting on my chair!” said Daddy bear.

“Someone has been sitting on my chair too !” said Mummy bear.

“Someone has been sitting on my chair and it’s broken,” the Baby bear cried again. Now the three bears went into the bed room.

“Someone has been sleeping on my bed !” said the Daddy bear. “Someone has been sleeping on my bed too !” said the Mummy bear. “Someone has been sleeping on my bed too and is still there !” screamed the Baby bear.

Mary woke up. She was terrified to see the three bears. She jumped out of the bed crying, “Help!” and ran out of the house.



## Comprehension

**A. Arrange the events in the order of their happening in the story.**

Mary broke a chair.

Mary slept on the bed.

Mary ran out of the house.

Mary ate payasam.

 1

The three bears returned home.

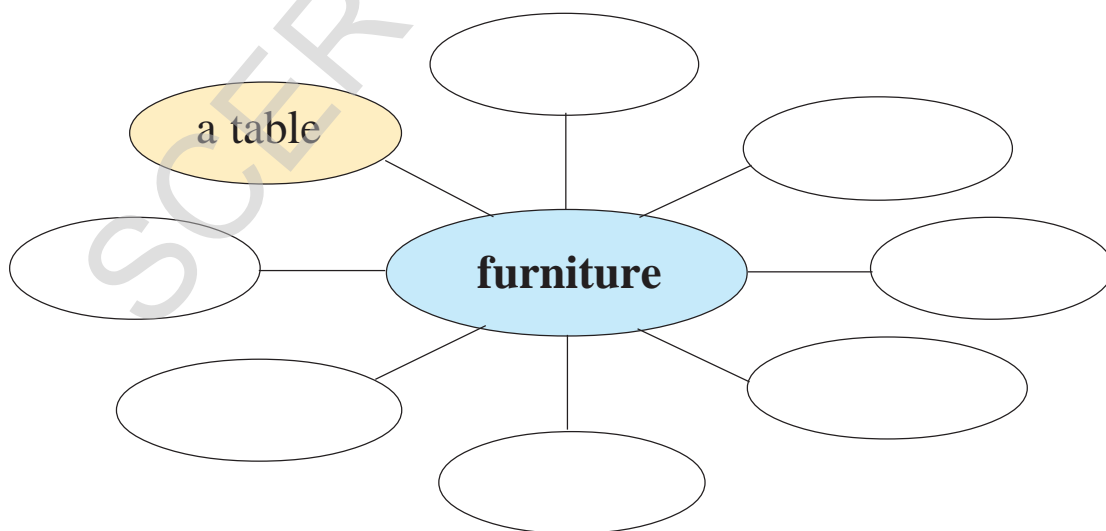


**B. Answer the following questions.**

1. Why did Mary eat the payasam from the third bowl?
2. Do you think the bears will follow Mary? Why?
3. Will Mary visit the bear's house again? Why?

## Vocabulary

**A. Mary found different pieces of furniture in the bear's house. Think of some more words related to furniture.**





**B. One day, a special dish payasam was prepared in the bears' house. What special dishes would your mother prepare on special occasions at your home?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### Grammar

**Read the following.**

1. was/hungry/Mary/very
2. up/Mary/woke

Do these group of words make any sense(meaning)?

No, they don't.

**Now, read the same group of words. But the order has changed.**

1. Mary was very hungry.
2. Mary woke up.

Do these group of words make any sense (meaning)?

Yes, they do.

**A. Change the order of the given words to make it meaningful.**

1. girl/ the / is/reading \_\_\_\_\_
2. the/ boy/ a book/ has \_\_\_\_\_



3. dog/ ran/ the \_\_\_\_\_

4. fisherman/ the / came \_\_\_\_\_

**B. Match the following to make sentences.**

A	B
Hyderabad is the	lay eggs
Hens	are good friends
The earth	swim in water
Amar and John	is round
Fish	capital city of Telangana

**Writing**

**A. If you want to make payasam, what items (ingredients) would you need? How much (quantity) do you need?**

**Ingredients:**

- |                        |         |
|------------------------|---------|
| a. Vermicelli (Semiya) | One cup |
| b. ....                | .....   |
| c. ....                | .....   |
| d. ....                | .....   |
| e. ....                | .....   |
| f. ....                | .....   |
| g. ....                | .....   |



**How do you prepare payasam? Use the following clues to write the steps.** (roast, boil, add, stir, serve)

Step 1      Roast vermicelli in a pan.

Step 2      .....

Step 3      .....

Step 4      .....

Step 5      .....

**B. Describe Mary's house.**



.....  
.....  
.....  
.....



## Oral Skills

Read the following sentences taken from the story.

Mary said, "This payasam is too hot to eat."

"This chair is too big to sit."

"This bed is too hard to sleep."

Read the situations given below and say sentences using 'too...to'.

1. Imagine you are at a tea shop. The shopkeeper serves you a cup of very hot tea. What will you say?
2. Imagine your uncle asked you to carry a bag. But the bag is very heavy. What will you say?
3. Imagine your mother asks you to bring the sugar tin from the shelf. But the shelf is very high. What will you say?

Look at the picture. Make sentences using 'too...to'. One is done for you.



too high



too heavy



too hard



too narrow

The fruit is too high for the girl to pluck it.



## B Reading

### Run

Away from the city  
And into the sun  
Out to the forest  
Run! Run! Run!  
Run in the rain drops  
Run through the trees  
Run little races  
With each little breeze!  
Run down the hillside  
Run up the lane  
Run through the meadow  
Then run back again.



- Mary Daunt

### B. Add lines.

Away from the Bear's house  
Into the .....  
Out .....  
Run! .....





## Project Work *Our furniture*

List out the furniture in your house or in any body's house you wish.

Fill in the following table. What do you use these things for?

S.No.	Name of the thing	Use of the thing and where it is kept
1.	a cot	to sleep; in the bedroom
2.		
3.		
4.		

## Conventions of Writing

Make corrections using capital letters and correct spelling, wherever necessary. Rewrite the following sentences.

- she tasted the payasam frm the first bowl.

---

- mary was wery tired.

---

## Fun with Words

Read the following words. We use these words to ask questions.

who	what	why	when	where	how
-----	------	-----	------	-------	-----

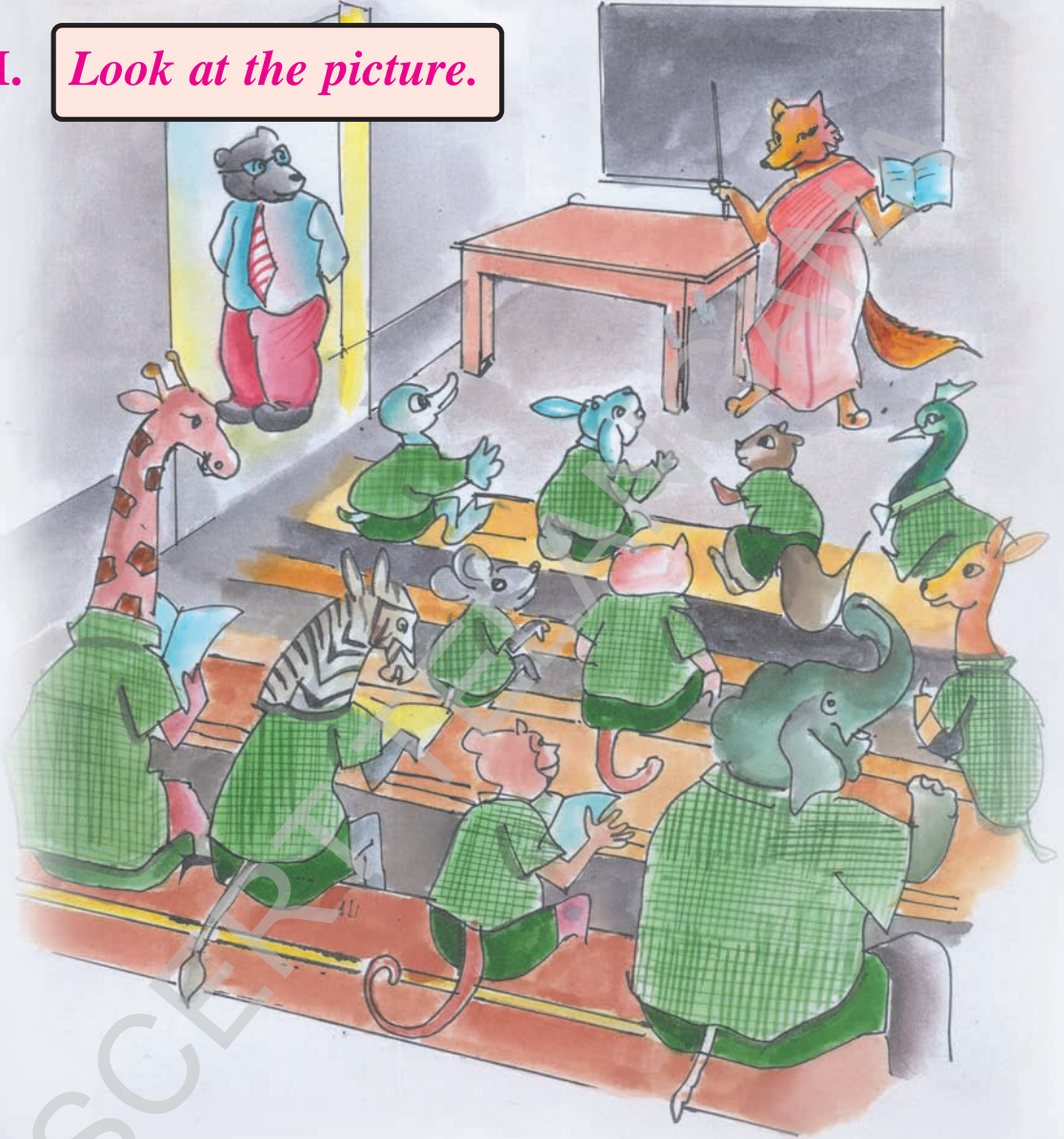
Try making questions with the above words.



## UNIT 7

# THE ANIMAL SCHOOL

I. *Look at the picture.*

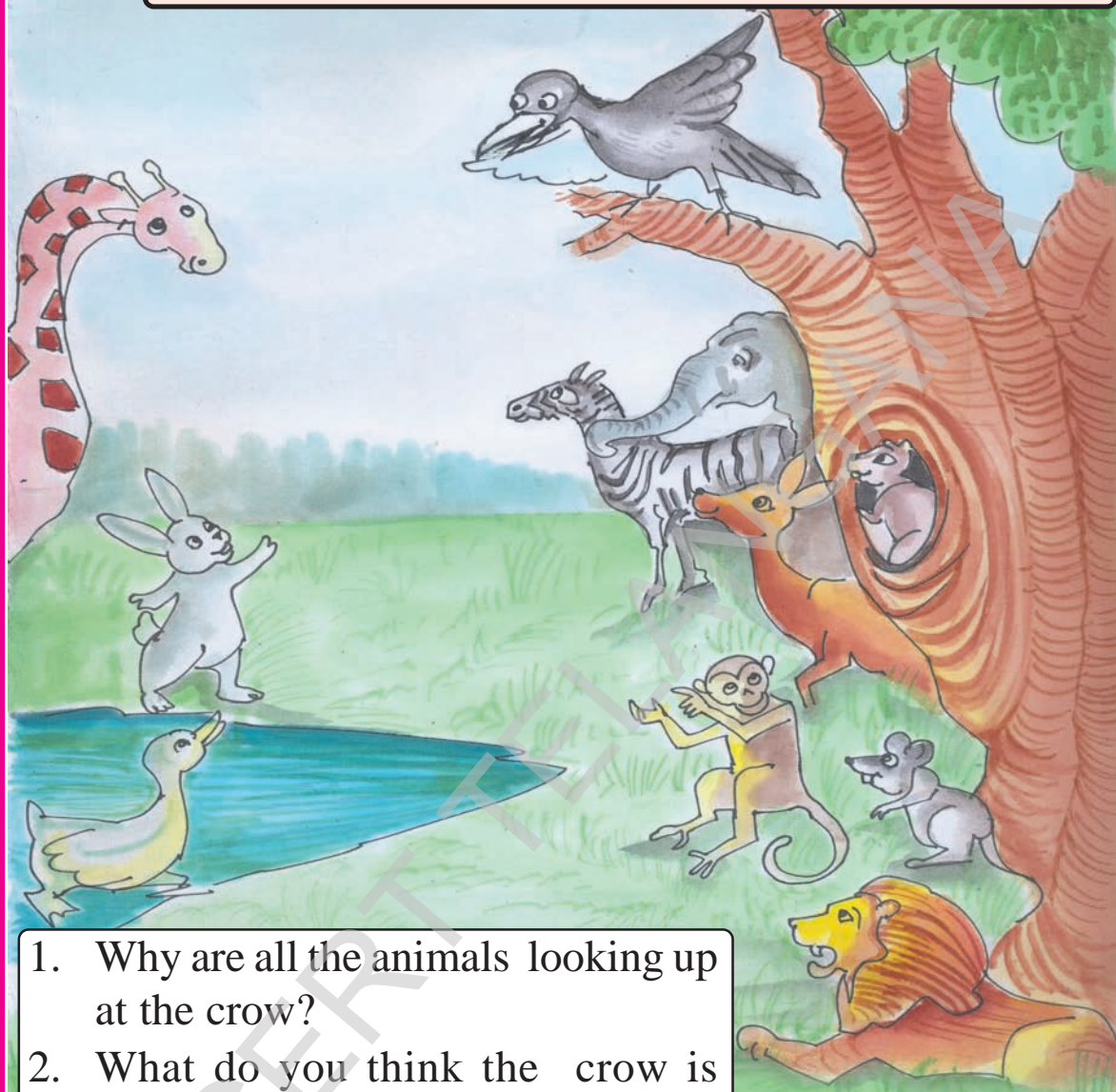


1. What do you see in the picture?
2. Where do you see these animals?
3. Why are they sitting in the class?

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## II.A. Look at the picture and answer the questions.



1. Why are all the animals looking up at the crow?
2. What do you think the crow is saying?

## B. Listen to the story and answer the questions.

(Note : Listening text is in Appendix-1)

1. Why did all the animals want to join the animal school?
2. What would the duck like to learn in that school?
3. Who would be the teachers of that school?

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## A Reading

### The animal school

All the animals wanted to learn something new.

So they decided to join the school.

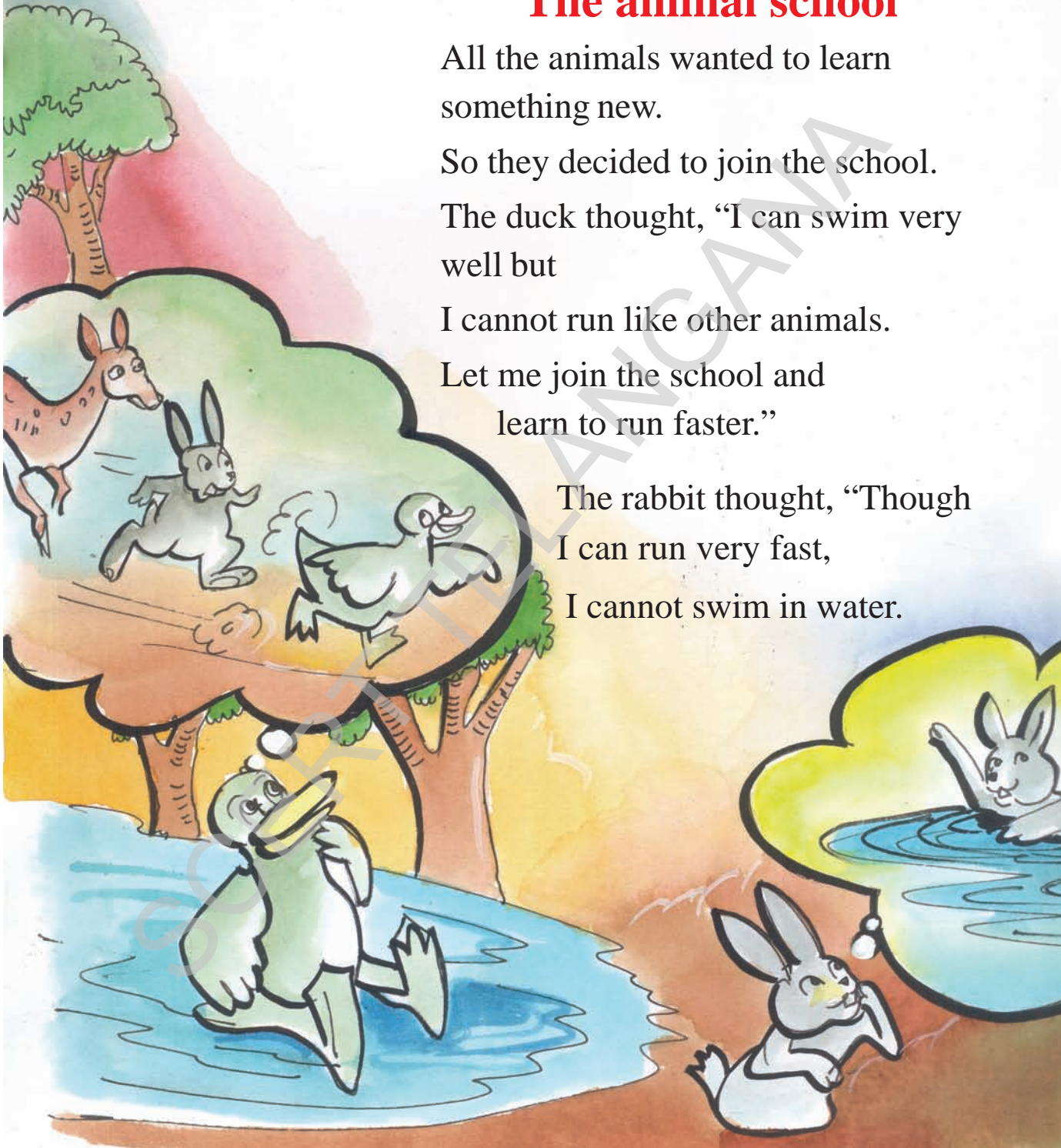
The duck thought, "I can swim very well but

I cannot run like other animals.

Let me join the school and learn to run faster."

The rabbit thought, "Though I can run very fast,

I cannot swim in water.



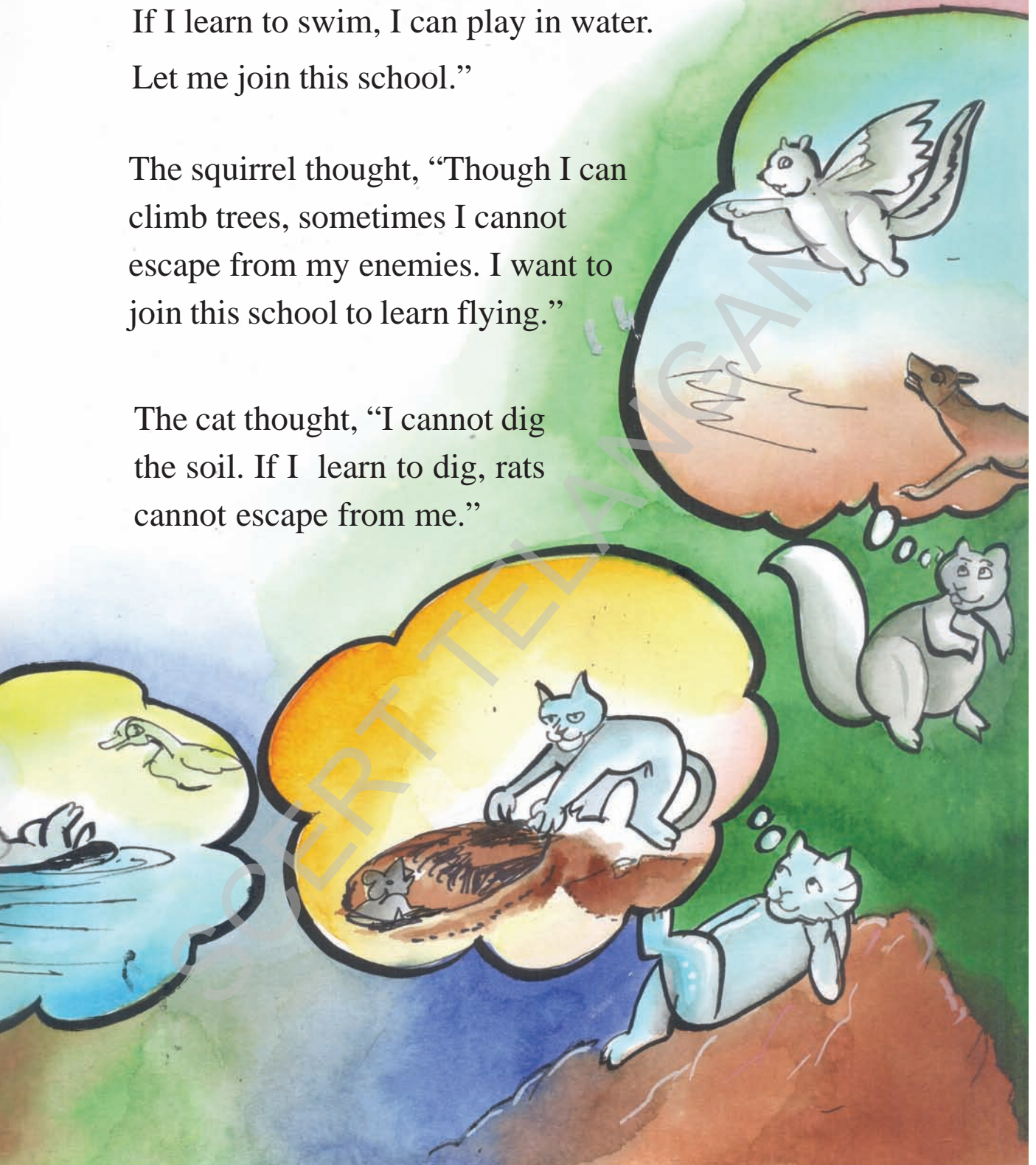
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If I learn to swim, I can play in water.  
Let me join this school.”

The squirrel thought, “Though I can climb trees, sometimes I cannot escape from my enemies. I want to join this school to learn flying.”

The cat thought, “I cannot dig the soil. If I learn to dig, rats cannot escape from me.”



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So, all of them went to the school. The rat was the principal of the school. They all got admission in the animal school except the cat.

Digging and burrowing were not taught in the school.

The duck was excellent in swimming. But, he got less marks in flying and was poor in running. So, he stayed after school to practise running.

He practised until his webbed feet were badly wounded. So he became poor in swimming.



The rabbit was good at running but he had to learn swimming. So, he practised swimming and forgot running.



The squirrel was excellent in climbing. She practised flying and neglected climbing. At the end of the year, the animals did not learn anything but forgot their own skills.

Finally, the animals and birds had a meeting. They decided that such schools are not useful. Schools must help students to improve their natural skills. So, they closed the animal school.

**We work according to our unique qualities and abilities**

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## Comprehension

### A. Answer the following questions.

1. Why did the squirrel join the animal school?
2. What did the duck try to learn in the school?
3. Why did the animals and birds neglect their natural skills?

### B. Write what each animal “can do” and “wanted to learn”. One is done for you.

S.no.	Animal	Can do	Wanted to learn
1	duck	swimming	running
2	rabbit		
3	squirrel		
4	cat		

## Vocabulary

### A. Write as many words as possible related to SCHOOL.

teacher		

school





**B. Pick out the words from the story to replace the underlined words. Rewrite the sentences.**

(excellent, good, forgot, escape)

1. The rabbit was not bad at running.

\_\_\_\_\_

2. The duck was not poor in swimming.

\_\_\_\_\_

3. I can run fast, so I can do not get caught.

\_\_\_\_\_

4. The animals could not remember their own skills.

\_\_\_\_\_

**C. The place where the animals went to learn was the animal school. We also go to different places to do different things.**

1. The place where we go to buy vegetables is \_\_\_\_\_

2. The place where we go to worship God is \_\_\_\_\_

3. The place where we go to read books is \_\_\_\_\_

4. The place where we go to watch films is \_\_\_\_\_

## Grammar

**Read the following words from the story.**

animals      trees      rats      birds





These words show that they are more than one in number.  
Such words are called **Plurals**.



The following words are one in number. Such words are called **Singular**.

an animal      a tree      a rat      a bird

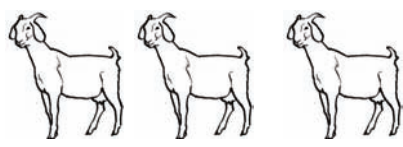
**B. Read the following:**

Singular	Plural
 <p>one tree</p>	 <p>two trees</p>
 <p>one duck</p>	 <p>three ducks</p>

Most of the naming words (singular) take 's' to form the plural.

Complete the following.

1. flower - .....
2. rabbit - .....
3. book - .....
4. chair - .....
5. goat - .....



Add a few more to the above list.




## Writing

**A. Here is the admission form of Mr. Rabbit White.**

### Admission Form

Admission No: 0852



<b>1. Name</b>	:	Rabbit White
<b>2. Age</b>	:	6 years
<b>3. Date of birth</b>	:	22.03.2010.
<b>4. Mother's name</b>	:	Ms.Bunny Brown
<b>5. Mother's occupation</b>	:	Gardener
<b>6. Father's name</b>	:	Mr.Hare White
<b>7. Father's occupation</b>	:	Animal Doctor
<b>8. Address</b>	:	25, Bushy Street, Jungle deep.
<b>9. Name of the school</b>	:	Model Animal School
<b>10. Hobbies</b>	:	Collecting leaves of different shapes.

**Use the information given in the admission form of Mr.Rabbit White and write a few lines about him.**

The name of the student is .....

He came to join ..... school.

He is ..... years old.

His father's name is .....

His father is an .....

His hobby is .....



**B. You want admission in a school. Fill in the admission form.**

**Admission Form**

Admission No:

1. Name :
2. Age :
3. Date of birth :
4. Mother's name :
5. Mother's occupation :
6. Father's name :
7. Father's occupation :
8. Address :
9. Name of the school :
10. Hobbies :

**Oral Skills**

**A. Prepare the masks of different animals/birds and wear them. Enact the roles of these animals/birds speaking about their likes and dislikes. One is done for you.**



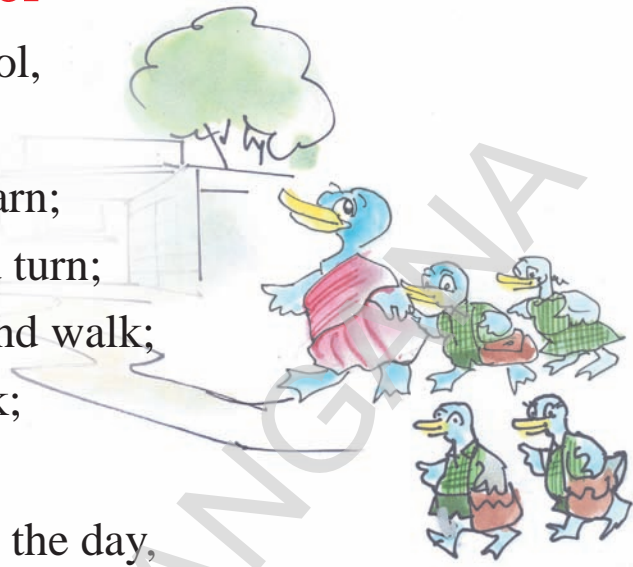
I like dancing but I don't like singing.



**B Reading**

**The ducklings' school**

Little ducklings go to school,  
 By a clear and sunny pool.  
 And a lot of things they learn;  
 How to swim and dive and turn;  
 How to spread their toes and walk;  
 With a waddle; how to talk;  
 In the funny duckling way  
 Quack, quack quacking all the day,



**B. Add lines to the rhyme.**

Little kittens.....

By a .....

How to \_\_\_\_\_

How to \_\_\_\_\_

In the funny kitten way

Mew mew mewing all the day.



Little puppies .....

.....  
 .....  
 .....



## UNIT - 8

# BIRBAL OUTWITS THE CHEAT

I. *Look at the pictures.*

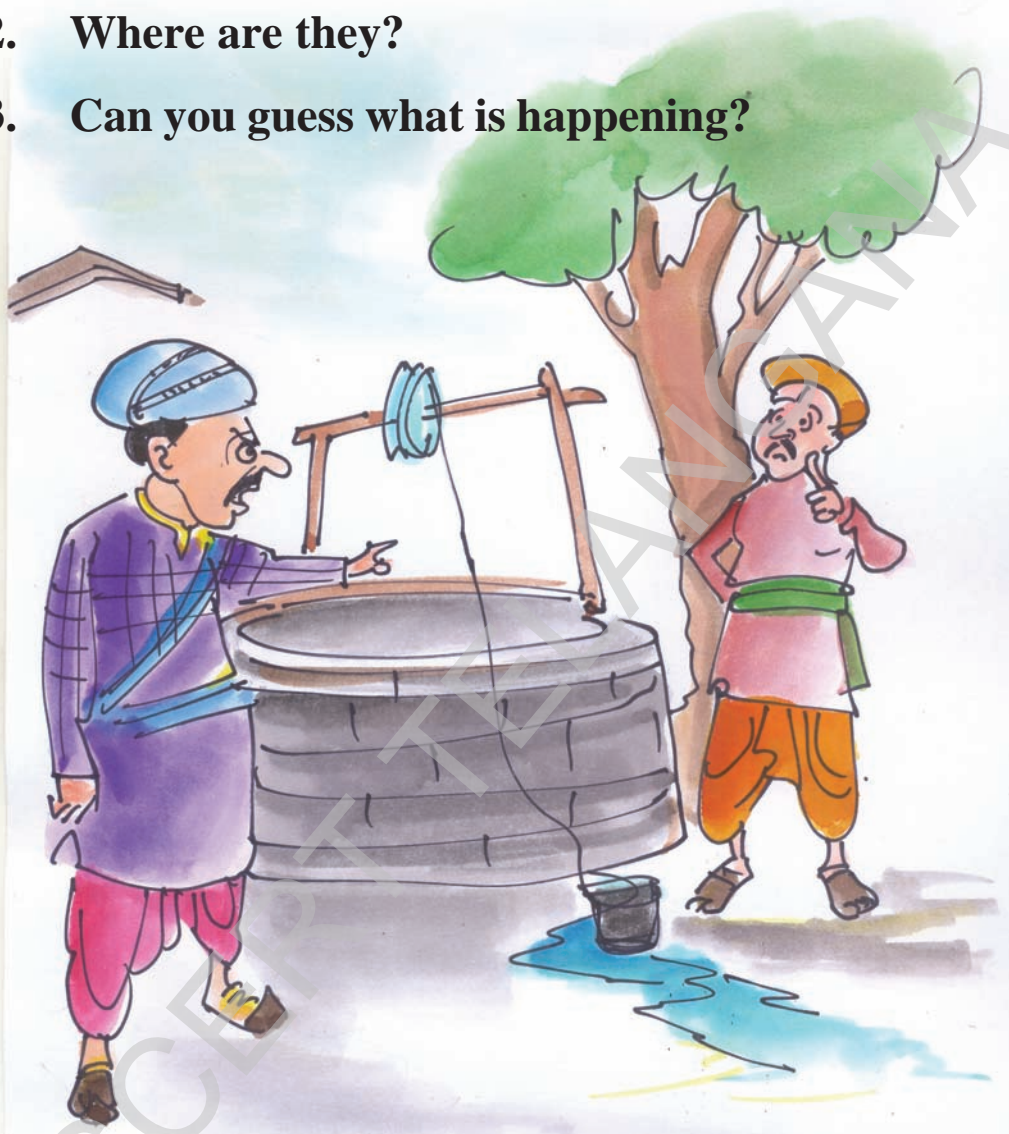


1. What are the children doing?
2. What is the boy complaining about?
3. What do you think the teacher would do?



## II.A. Look at the picture and answer the questions.

1. Who do you think are these people in the picture?
2. Where are they?
3. Can you guess what is happening?



## B. Listen to your teacher and answer the questions.

(Note : Listening text is in Appendix-1)

1. How can you say that Bajrang was greedy?
2. Will Bajrang succeed in the quarrel? Why?
3. When you quarrel with your friend, how do you solve it?

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## A Reading

### Birbal outwits the cheat

This is a scene from the court of Emperor Akbar.

The Emperor was sitting on his throne. He always had his trusted advisor and minister, Birbal, by his side. Now Bajrang went to the Emperor to complain about Gopal.

*One day, in the court of Akbar*



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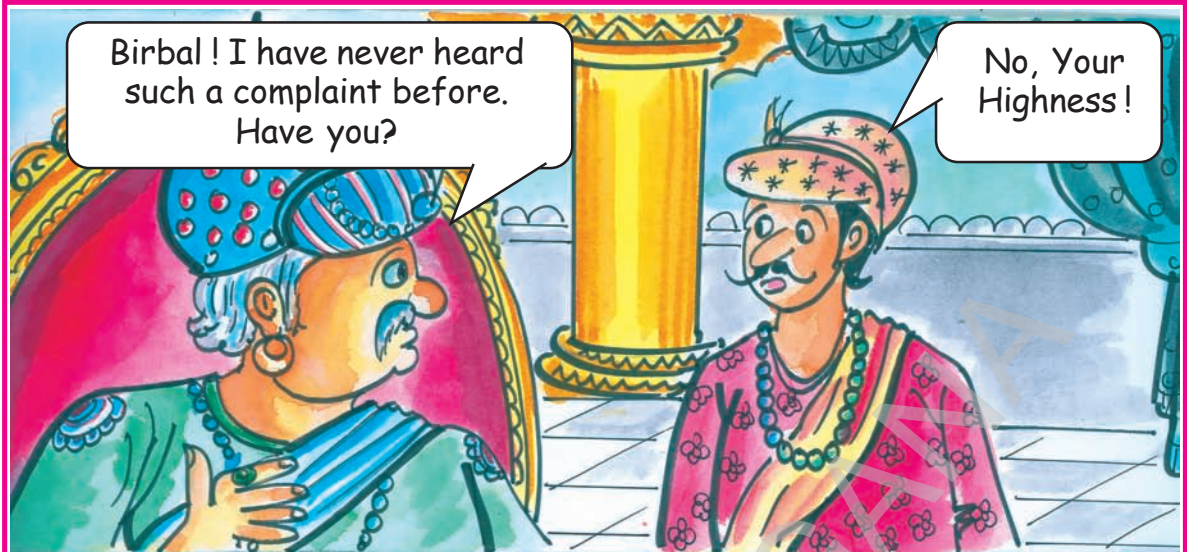






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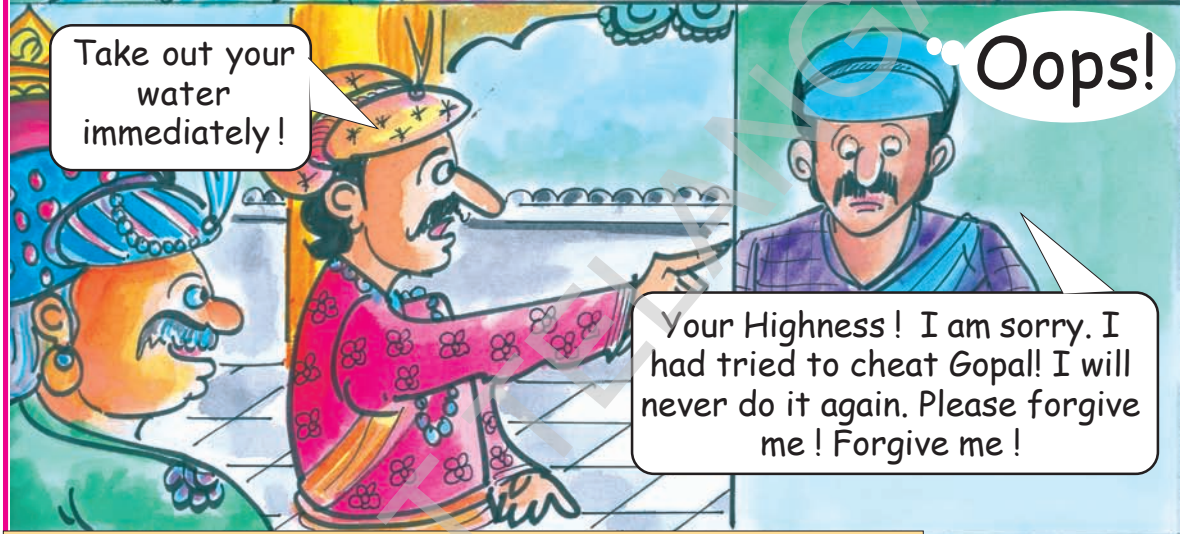


*Bajrang was looking very pleased because this seemed to be a unique complaint and he was sure he would get his money.*



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*Bajrang realised that he had been outwitted by Birbal.*



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## Comprehension

### A. Answer the following questions.

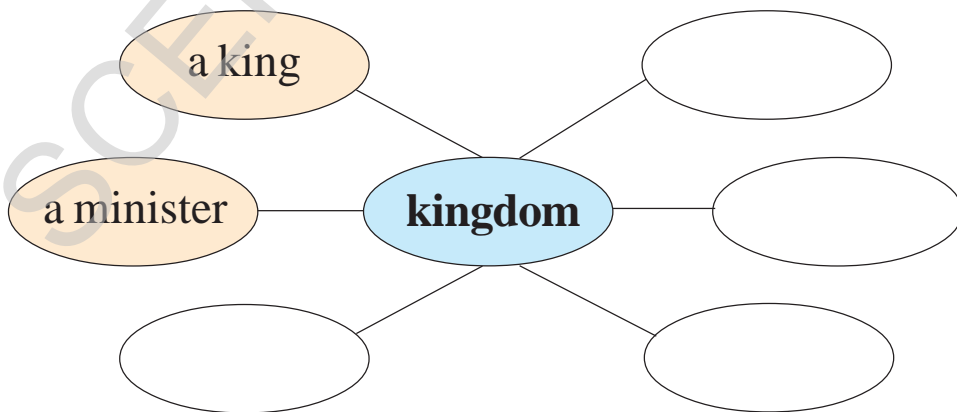
1. Who was known for his wit and wisdom?
2. What was Bajrang's complaint about Gopal?
3. What lesson did Bajrang learn?

### B. Write true or false.

1. Birbal was Akbar's minister. (            )
2. Bajrang sold water to Gopal. (            )
3. Gopal was innocent. (            )
4. Bajrang wanted to cheat Gopal. (            )
5. Gopal gave money for water. (            )







## Vocabulary

### A. In olden days, a person who ruled a kingdom was called a 'king'. Write more words related to kingdom.



**B. In the story, Gopal used the water from the well. What other sources of water do you know?**

**Read the following.**

 <p>river</p>	 <p>water tap</p>	 <p>lake</p>
 <p>hand pump</p>	 <p>well</p>	 <p>canal</p>

Write 3-4 sentences on uses of water.

---



---



---



---

## Grammar

**A. Read the following words from the story.**

Akbar, Gopal, throne, well and court are the names of the characters, things and places.





Write any three names of persons, places and things you know.

persons: \_\_\_\_\_

places: \_\_\_\_\_

things: \_\_\_\_\_

**B. Read the following actions from the story.**

went, sold, paid, complain

Write any three actions in the following places.

school: \_\_\_\_\_

home : \_\_\_\_\_

playground: \_\_\_\_\_

### Writing

**Somebody has stolen your pen from your bag. You want to complain about it to your teacher. What would be the conversation between you and your teacher?**

You : Teacher, I have \_\_\_\_\_

Teacher : \_\_\_\_\_

You : \_\_\_\_\_

Teacher : \_\_\_\_\_

You : \_\_\_\_\_

Teacher : \_\_\_\_\_



## Oral Skills

**A. After Bajrang realised that he had been outwitted by Birbal, he went out and met Gopal.**

Now, sit in pairs and enact the possible conversation between Bajrang and Gopal.

**B. There are different events (scenes) in the story of ‘Birbal Outwits the Cheat.’**

The scenes are :

1. At Gopal’s home
2. At Akbar’s court

The characters in the first event are Gopal and Bajrang.

The characters in the second event are Akbar, Birbal, Gopal and Bajrang.

Now, add dialogues and enact the roles in each scene.

## Fun with Words

**Here is a word game for you.**

A four-letter word is given. Write another word, starting with the last letter of the given word and so on.

Ex:	king	goat	tail	lion
1.	well			
2.	face			
3.	last			
4.	paid			



## Project Work



**Tell a story by drawing a picture.**

Sit in groups. Think of a story. Draw a picture related to your story. Now, write your story below the picture. Present the story before the class.

**Picture**

Based on the picture you have drawn, write the story using the following steps.

Step 1 : What happened before?

---

---

Step 2 : What is happening in the picture?

---

---

Step 3 : What will happen at the end?

---

---





## B Reading

### And then thurrrr.....

A story teller was tired of telling stories. But the children and the grownups who were around him were not yet tired of listening to them. They asked for more. So, he began to describe how a vast number of birds were sitting on a tree. People asked as usual at a pause, “And then?”

He said, “One bird flew from the tree with the sound like Thurrrr...”

“And then?”

“Thurrrr,” went another bird, flying from the tree.

“And then?”

“Another bird went thurrrr!”

“And then?”

“Thurrrr!”

This went on.

Finally some one asked, “How long is this ‘thurrr’?”

The story teller answered, “Till all the birds are gone.”



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# Appendix - I

## Texts for Listening

### Unit -1

#### TALKING TRAIN

Mary went to the railway station with her parents to receive her grandparents. She heard an announcement. Here it is.

“Your attention please! Train No. 12727 Godavari Express coming from Visakhapatnam is running late by 45 minutes. It will now arrive at 9.45 p.m. We regret the delay because of bad weather.”

### Unit-2

#### SWAMY AND THE MAGIC BEANS

Once upon a time, there was a boy called Swamy. He lived with his mother. They were very poor. They lived in a small hut. All they had was a cow.

One morning, Swamy's mother told him to take the cow to the market and sell her. On the way, Swamy met a man. He was looking strange with a long beard and whiskers. He gave Swamy magic beans and took the cow. Swamy took the beans and went back home.

When Swamy's mother saw the beans, she became very angry. She threw the beans out of the window. The next morning, Swamy looked out of the window and was shocked.

### Unit -3

#### I Like It This Way

It was evening. The school bell rang. Sita and her friends were coming out of the school gate.

Sita asked, “Friends! Will you come to my house to play?”

“Yes, I will,” said Radha. Sania nodded, “I will also come Sita.”

Sita said, “Ok”, and ran to her house.

At home, Sita quickly changed her dress and left the uniform on the cot.

Took out her books from the school bag and began writing her homework.

Then Radha and Sania came. Sita left her books on the floor and spread all her toys around. Sita, Radha and Sania started playing.

Suddenly, they looked out of the window. It was growing dark.

Radha said, “Sita It's getting dark. We'll go home.”

“Ok Bye. Good Night!” said Sita.

## Unit -4

### THE MOUSE AND THE PENCIL

Chintu fell asleep while doing his homework. He left his books on the table as they were. He left his pencil box open.

One long pencil suddenly woke up and stretched its hands and legs. It felt happy to find itself free.

It thought, “Yeah! How lucky I am! Today the box is open. I can breathe some fresh air. I can play for a while and take a walk. Ha.....Ha .....

The pencil stood up and looked down.

“Oh! The table is so high. How will I get down ?”

It thought and thought. The pencil got an idea.

“Yes... I can slide down the leg of the table.”

It got down safely and started walking. It ran back and forth. It climbed up and down. It danced and rolled on the carpet. It got up and walked towards the drawing board. Suddenly, it saw something dangerous .It cried out of fear.

## Unit – 5

### LITTLE RED HEN

Once upon a time there was a little red hen. It had three friends – a pig, a duck and a cat. They all lived in the same house. But the little red hen was different from the friends.

The pig always got up late. But he wanted his meals to be kept ready on the table.

“Hey – you there .....” he called the hen.

“Get my meal ready.”

“Ok, dear! I will get your meals ready.” said the hen.

The duck never used to do any work. She always made the place dirty.

“My dear little hen! Will you clean up my place?” The duck requested the hen.

“Yes, my dear! I will do that for you,” said the hen.

The cat was always sleeping and never kept its bed tidy.

“Dear friend, will you make my bed tidy?” asked the cat.

“Why not? I’ll do it for you.”

After some days, the hen thought, “These fellows are being lazy. Will they ever do any work? I must do something.”

## Unit -6

### MARY AND THE THREE BEARS

Once upon a time, there was a little girl. Her name was Mary. She had curly hair. She was very naughty.

One day Mary ran into a forest. She was chasing butterflies. She saw a house and knocked at the door. There was no answer. She pushed the door open. There was no one inside.

“What a beautiful house!” exclaimed Mary. “Is anybody there?” said Mary clapping her hands. But there was no response. Mary saw three bowls on the table. There was payasam in those bowls. Mary was very hungry.

## Unit-7

### THE ANIMAL SCHOOL

It was a hot summer day. Many animals of the forest assembled in and near the pond. All of them were relaxing and talking. Just then, a crow came flying and sat on a branch. A rabbit saw it.

“Welcome Mr. Crow! Where did you go in the hot sun?” asked the rabbit.

“I went deep into the forest and I saw something very surprising,” said the crow.

“Surprising? What was that?” asked a duck.

“I saw an animal school deep in the forest,” said the crow.

A squirrel which was lying in her burrow, heard these words.

She said, “School for animals! What do they teach there?”

“Many things... running, jumping, flying, swimming and much more,” said the crow.

“We would like to join that school!” shouted all the animals.

## Unit -8

### BIRBAL OUTWITS THE CHEAT

Once upon a time, in the kingdom of Akbar, there was a man called Bajrang. Bajrang was very poor. He wanted to start a business and become rich. But all he had was a well in his backyard.

One day he went to his neighbour, Gopal and said, “Gopal! I want to sell my well. Would you like to buy it?”

“Of course, it will be useful for the vegetable garden in my backyard,” answered Gopal.

Bajrang sold the well and got quite a good sum. He started a business with the money. Within a year, he became very rich. But he became greedy too. He wanted to get his well back. And that too without paying anything. He went to Gopal and said, “Gopal! You have been using my water all these days. You have to pay me for that.”

“What? Are you crazy? I bought the well from you. So the water is mine,” said Gopal angrily.

“But I have sold you only the well, but not its water,” quarelled Bajrang.

## Appendix - II

### About the Textbook

The textbook for class III has been developed keeping the following as the learning outcomes expected from the learners at the end of the academic year.

#### Academic Standards

At the end of the academic year the children are expected to achieve certain academic standards. The following are the six broad categories of the Academic Standards.

1. Listening and Responding
2. Reading Comprehension
3. Conventions of Writing
4. Vocabulary
5. Grammar
6. Creative Expression (Oral and Written Discourses)

The children should listen to, read and construct the following discourses both orally and in the written form.

1. Descriptions (objects, persons and places, experiences)
2. Conversations with at least two exchanges related to their likes, dislikes, needs, etc.
3. Stories / Narrative containing events and dialogues
4. Rhymes / songs
5. Recipe
6. Slogans
7. Posters
8. Messages
9. Choreography

This textbook contains eight theme based units which are within the experiential orbit of the children. Each unit has a listening passage and two reading texts (A) and (B) along with textual exercises covering vocabulary, grammar, writing, project work etc.

#### Assessment

There are two types of assessments.

1. Formative assessment
2. Summative assessment.

## Formative assessment

Formative assessment is done four times in an academic year. It is based on four tools given below.

1. Observation
2. Notebooks
3. Project work
4. Slip tests.

Formative Assessment is conducted for 50 marks, out of which observation, notebooks and project work are allotted 10 marks each and 20 marks for slip test.

Teacher has to assess the performance of the learners during each term. This is not a single day activity; it is a cumulative account of what has happened on a day-to-day class room transaction.

### Criteria for awarding marks under each tool:

**Observation:** The oral performance of children related to classroom activities which cover the academic standards i.e., listening and speaking, reading comprehension, oral discourses and their indicators should be considered while awarding marks.

**Notebooks:** The written performance of children related to conventions of writing, vocabulary, grammar, written discourses and the indicators written should be considered while awarding marks.

**Projects:** The oral and written performance of children which cover all academic standards should be considered while awarding marks in various stages i.e., planning, execution, analysis and interpretation of data, report writing and presentation with feedback.

**Slip Test:** This test should be conducted without giving any prior notice to children. This test should cover any two / four targeted discourses in each formative assessment. This way all the targeted discourses should be covered. This practice will help children in attempting the written discourses in Summative Tests.

The following are the evidences for awarding marks:

- Teacher's unit cum period plans that reflect children's oral performance.
- Scripts of Slip Test.

## Summative Assessment

In an academic year two summative assessments are to be conducted for 50 marks covering all the academic standards. Out of these, 10 marks are allotted for oral test and 40 marks are allotted for written test.



# Learning Outcomes

## ENGLISH

### CLASS III

#### The learner....

- Listens, understands and responds to simple descriptions, poems conversations and stories.
- Performs events such as role play/ skit with appropriate expressions.
- Reads aloud with proper pronunciation and pause.
- Reads small texts with comprehension and identifies main ideas, details, sequence and draws conclusions.
- Reads printed scripts on the classroom walls: slogans, poems, posters, charts etc.
- Reads and understands poems, simple stories, characters in the story etc, and expresses her/his opinion orally.
- Writes meaningful phrases, short sentences to describe a person, place and an object.
- Uses a variety of nouns, pronouns, adjectives and prepositions in the context.
- Uses imperative sentences and comparative forms.
- Uses the punctuation such as question mark (?); full stop(.); and capital letters appropriately.
- Writes 5-6 sentences in English on personal experiences/events using verbal or visual clues.
- Uses vocabulary related to subjects like Mathematics, EVS, relevant to class III.



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ಸಿದ್ಧಿ ಸಾಧನ



एन सी ई आर टी  
NCERT

## **Wash away the germs**

Washing hands helps prevent the spread of germs, and should be done frequently.

- Before you eat.
- Before and after you help a sick person.
- Before you care for a wound or cut, and again after.
- After you use the toilet.
- After you cough, sneeze or blow your nose.
- After you handle animal waste or an animal, or pet treats/food.



## General Service List - Common Words of English

### First 200 Words

1. the	33. will	65. use
2. be	34. there	66. get
3. of	35. say	67. like
4. and	36. who	68. then
5. a	37. make	69. first
6. to	38. when	70. any
7. in	39. can	71. work
8. he	40. more	72. now
9. have	41. if	73. may
10. it	42. no	74. such
11. that	43. man	75. give
12. for	44. out	76. over
13. they	45. other	77. think
14. I	46. so	78. most
15. with	47. what	79. even
16. as	48. time	80. find
17. not	49. up	81. day
18. on	50. go	82. also
19. she	51. about	83. after
20. at	52. than	84. way
21. by	53. into	85. many
22. this	54. could	86. must
23. we	55. state	87. look
24. you	56. only	88. before
25. do	57. new	89. great
26. but	58. year	90. back
27. from	59. some	91. through
28. or	60. take	92. long
29. which	61. come	93. where
30. one	62. these	94. much
31. would	63. know	95. should
32. all	64. see	96. well

97.	people	133.	right	168.	during
98.	down	134.	move	169.	present
99.	own	135.	thing	170.	without
100.	just	136.	general	171.	again
101.	because	137.	school	172.	hold
102.	good	138.	never	173.	govern
103.	each	139.	same	174.	around
104.	those	140.	another	175.	possible
105.	feel	141.	begin	176.	head
106.	seem	142.	while	177.	consider
107.	how	143.	number	178.	word
108.	high	144.	part	179.	program
109.	too	145.	turn	180.	problem
110.	place	146.	real	181.	however
111.	little	147.	leave	182.	lead
112.	world	148.	might	183.	system
113.	very	149.	want	184.	set
114.	still	150.	point	185.	order
115.	nation	151.	form	186.	eye
116.	hand	152.	off	187.	plan
117.	old	153.	child	188.	run
118.	life	154.	few	189.	keep
119.	tell	155.	small	190.	face
120.	write	156.	since	191.	fact
121.	become	157.	against	192.	group
122.	here	158.	ask	193.	play
123.	show	159.	late	194.	stand
124.	house	160.	home	195.	increase
125.	both	161.	interest	196.	early
126.	between	162.	large	197.	course
127.	need	163.	person	198.	change
128.	mean	164.	end	199.	help
129.	call	165.	open	200.	line
130.	develop	166.	public		
131.	under	167.	follow		
132.	last				