

BEGINNERS' ENGLISH-III

A Textbook for Class - III



EDUCATION (ELEMENTARY) DEPARTMENT
GOVERNMENT OF ASSAM

Class - III

Learning outcomes

The learner –

- 1) recites poems individually/ in groups with correct pronunciation and intonation
- 2) performs in events such as role play/skit in English with appropriate expressions
- 3) reads aloud with appropriate pronunciation and pause
- 4) reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English
- 5) expresses orally her/his opinion/understanding about the story and characters in the story, in English/home language
- 6) responds appropriately to oral messages/telephonic communication
- 7) writes/types dictation of words/phrases/sentences
- 8) uses meaningful short sentences in English, orally and in writing, uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class
- 9) distinguishes between simple past and simple present tenses
- 10) identifies opposites like 'day/night', 'close/open', and such others
- 11) uses punctuation such as question mark, full stop and capital letters appropriately
- 12) reads printed scripts on the classroom walls: poems, posters, charts, etc.
- 13) writes 5/6 sentences in English on personal experiences/events using verbal or visual clues
- 14) uses vocabulary related to subjects like Maths, EVS, relevant to class –III

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BEGINNERS' ENGLISH - III

For Class - III



Prepared by:

State Council of Educational Research and Training, Assam
Guwahati - 781019

Name :

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MESSAGE

Textbooks are the key components of scholastic education. Students gain knowledge that flows through the pages of the textbooks. Students, enriched with knowledge, are the wealth and future of our State as well as our Nation. The Renaissance of human civilization had been influenced by Education only. With this realization and foresight, the present Government has accorded the highest priority to the development of the Educational sector in the State.

The present State Government, in a bid to complement the untiring efforts of the student community to achieve success and fulfil ones' ambition and contribute to the welfare of the State, has been implementing various educational assistance programmes under "Pragyan Bharati". Under this programme, Free Textbooks are being distributed to the students from Pre Primary, Class I to Class XII which is now extended up to degree level since 2020. The benefits have been further augmented by waiving admission fees for the students of Secondary and Degree level. The State Government has also waived examination fees at the Secondary level for the students from the economically weaker section. Free uniforms are also being provided to the students up to the High School level. Under the "Anundoram Borooah Award Scheme", free laptops and at times, substituted with cash rewards, are being provided to meritorious students who excel in the HSLC examinations.

The Free Textbook component of the noble programme - "Pragyan Bharati" comprises printing, publication and distribution and, it is implemented with concerted efforts of the Assam State Textbook Production and Publication Corporation Limited (ASTPPC Ltd.), State Council of Educational Research and Training (SCERT), Board of Secondary Education, Assam (SEBA) and Assam Higher Secondary Education Council (AHSEC). I thank all these wings of the education department and appreciate their sincere hard work to make the scheme successful. My best wishes remain to all the Students - the human resources of the Nation for relentlessly pursuing their studies with all dedication and sincerity to gain a successful foothold to a bright future.

(Dr. Ranoj Pegu)
Education Minister, Assam

Preface

The Government of Assam has entrusted upon SCERT, Assam, the task of preparing a new series of English textbooks for the elementary level of education in Assam. These textbooks have been planned to be prepared in workshop mode by participants from SCERT, IASE, ELTI, SSA, teachers and a few Subject Experts for implementation from the academic year 2018.

This textbook is based on the Learning Outcomes spelt out by NCERT, New Delhi with minor modification and adaptation to suit local aspirations and needs of teachers. Emphasis has been laid on all language skills keeping the child's age and ability in mind. Illustrations have been incorporated to which pictorial elements have been added to make the child's learning enjoyable. Illustrations have been aimed at making the book teacher friendly too. The notes for the teacher have been written to encourage teachers to develop their own activities on the basis of the model activities in the book.

The lessons of the textbook have been designed in both child and teacher friendly manner to enable teachers develop and ascertain the required skills in children in a systematic and accurate manner at the end of each class with the aim of facilitating teachers to understand the activities and possible explanation of the activities better.

This textbook is prepared as a sequel to the first and second. The structures in context are an extension of those included in the previous textbooks. These textbooks are –

- child friendly with illustrations that are rooted in real life experiences. However, there are a few illustrations to kindle their imagination through representation in cartoon like figures too.
- well graded keeping in mind the Learning Outcomes to be achieved at the end of a particular class or grade.

The members of the Steering Committee, Academic Core Group, Working Group, Subject Experts, illustrators and Technical Assistants put in immense effort in the process of preparing this textbook. Resource persons from UNICEF worked on orienting the members of the working group on disaster management and gender issues to be taken care of. We acknowledge the resource support of SSA in bringing out this textbook. The Steering Committee is grateful to them and those who gave their valuable time to bring out the book within the stipulated period of time.

A note to the teacher has been included considering the reality of multilingual classroom situations. The English teacher will have limited teaching time to transact the lessons along with the activities. As such he/she will be required to utilise this brief time span fruitfully by linking children's experience in home and school language to the learning of English. It is suggested that teachers be acquainted with the curriculum and related Teaching Learning Materials before transacting this textbook cum workbook. The teacher with the help of defined learning outcomes will be able to understand the learning gaps in all children including children with special needs and thereafter plan lesson transaction accordingly for ensuring learning.

We invite suggestions from students, parents, guardians and general public for improvement of the textbook.



(Dr. Nirada Devi)
Director, SCERT, Assam

A Note to the Teacher

Beginners' English for class III is a continuation of the new series of textbooks for learners which began with the textbooks for Class I and Class II. The present book aims at continuing the process of development of the four basic language skills at the next level. Therefore, it is designed in such a manner that various activities have been included for the teacher to take care of during transaction of the contents in the classroom. These activities have been incorporated with a view to providing the learners with enough exposure to the use of English.

Techniques similar to the learning readiness provided in class I and class II have been continued for learners in class III for maximum meaningful listening and for speaking meaningful sentences. Sufficient opportunity and exposure to activities like matching words to pictures and conversations based on pictures have been provided in the book. Eight lessons have been designed where strategies for exposure to the language have been built in each lesson in an organised way. Ample opportunity has been provided for reading aloud and for learners to be motivated to ask questions in the classroom and in real life situations. Moreover, every lesson contains specific grammar items so that while emphasizing on communication skills and the four basic language skills, the grammar base of students is taken care of.

Further, there are activities to –

- develop the ability to recite poems with correct pronunciation and intonation
- develop the ability to perform in events such as role play/skit in English
- develop the ability to read aloud with appropriate pronunciation and pause
- develop the ability to read small texts in English with comprehension
- develop the ability to ask questions and answer to questions from texts
- develop the ability to speak and write two/three sentences about stories or events using a variety of nouns, pronouns, adjectives and prepositions in context as compared to the previous class

The aim of enriching learning through this book will enable learners to -

- read small texts in English and identify main idea, details and sequence in English
- respond appropriately to oral messages/telephonic communication
- distinguish between simple past and simple present tense
- use punctuation such as question mark, full stop, capital letters appropriately
- write five/six sentences in English on personal experiences/events using verbal or visual clues
- use vocabulary related to subjects like Maths, EVS relevant to class III

Moreover, footnotes have been provided in different pages as instructions for the teachers in order to facilitate them. Each lesson in the textbook contains a page for the teacher where detailed guidelines have been provided for them. These may be extended by the teacher according to his/her ingenuity and innovation for expansion of the learners' experience in a fruitful manner.

This book has been enriched with vivid illustrations. This will attract learners to a great extent and will enable them to enhance their creative thinking and imagination with guidance and sincere effort of the teacher. The teachers would also find the book friendly enough for conducting evaluation in a comprehensive manner.



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