



ENGLISH

STANDARD THREE

TERM - 3

Preface

The English Language textbook has been designed to enable a fun filled and engaging experience in learning the language. The approach allows for a plenty of practices in the four language skills. It focuses on structure practice and vocabulary enrichment through a variety of language learning activities. These activities evoke interest and engage practice in the language and thus lead to retention.

As per NCF 2005, language is learnt effectively when it is taught with exposure in meaningful context rather than as a subject. In accordance with this, the textbook has been drafted with themes related or familiar to children. The units provide space for effective individual and pair work and thus allow the teacher to focus on time management in multi-level classrooms.

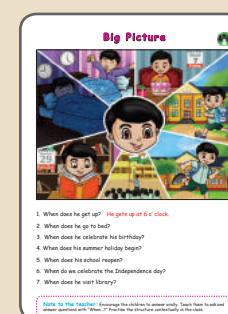
The textbook has been prepared with plenty of colourful illustrations to enhance its visual appeal for children. We hope that children will enjoy handling this textbook.

How to use the textbook

- The Term 3 - English book for standard III has **three units**.
- Each unit is planned for **a month**.
- **Nila** introduces each unit.
- Each unit is designed with the things in and around the home like **the public places, trees and tools**.
- Attractive illustrations create interest to learn the language.
- **Look and say** can be used to develop vocabulary and speaking skill.
- **Let us sing** can be used to develop listening skill and to recite the poem with a rhythm.
- **Let us learn** can be used to teach stories related to the theme.
- **Let us understand** is designed with exercises graded from simple to challenging for comprehension of the content.
- **Let us know** provides scope for teaching grammar in a context. It helps to learn grammar concepts inductively.
- **Let us read** is a self-reading text which develops the reading ability of the children.



- **Let us use** develops the ability of using structure.
- **Circle time activity** provides opportunity for the teacher to practise the structure through games and activities.
- **Word wall** can be used to know the sight words and the phonic words.
- **Let us make** develops listening skill of the children by following instructions and acting accordingly. This fun oriented activity provides opportunity to enhance their creativity.
- **Big Picture** is designed to enrich asking questions by using "Wh" words.
- **I can do** can be used for assessment of the content.
- **Note to the teacher** helps the teacher by highlighting some important suggestions.
- **QR code** motivates the teachers, the students as well as the parents to enrich the teaching learning process.



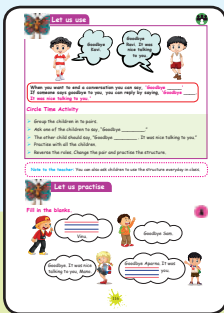
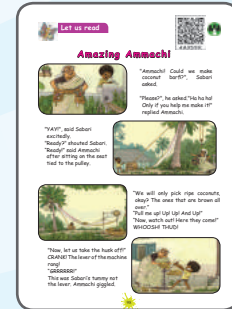


Unit 1—Our Leafy Friends

- Children are always eager to play around the trees. This unit helps them learn about the things they see around them.
- **Look and say** page helps children name some common trees around them.
- **Let us practise** teaches action words related to the trees.
- **Let us use** focuses on the structure "Do you have?" to help children ask for things they need.

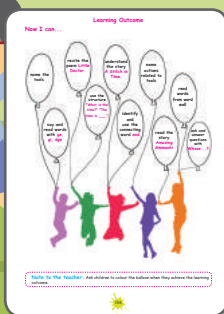
Unit 2—Tools We Use

- Children see many tools around them. This unit teaches about various tools.
- **Look and say** page helps children name some simple tools.
- **Let us practise** teaches children the actions done with the tools.
- **Let us use** focuses on the structure "What is the time?"



Unit 3—Places in my Town

- Children are always eager to visit the places around them. This unit helps children know more about the public places.
- **Look and say** page helps children name the places they see in every day life.
- **Let us practise** teaches action words related to the public places.
- **Let us use** focuses on the structure "Goodbye..." that helps children to end a conversation with people.



Learning outcomes

- It is a **moment of pride** for children as they colour the balloons.
- This **self-assessment** tool helps boost their self-confidence.
- It is also a **diagnostic page** for the teacher to ensure that each student has attained the expected learning outcome in each unit.

Lets use the QR code in the textbook ! How?

- Download the QR code scanner from the Google play store/Apple App store into your smartphone.
- Open the QR Code scanner application.
- Once the scanner button in the application is clicked, camera opens and then bring it closer to the code in the text book.
- Once the camera detects the QR code, a url appears in the screen.
- Click the url and go to the content page.



Contents

Unit	Page No.	Month
1. Our Leafy Friends	65	January
2. Tools We Use	85	February - March
3. Places in my Town	105	March - April



e-Book



Assessment



Digilinks

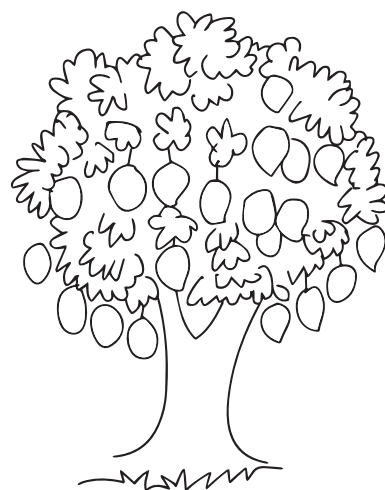
1

Our Leafy Friends

I like to eat
fruits from
the tree.
Do you?

Let us recall

1. Name and colour the picture.



2. Read the words to your friend.

jug

jam

jack

jade

jet

jump

jill



Look and say



Coconut tree



Jack tree



Peepal tree



Fig tree



Tamarind tree



Palm tree



Banyan tree



Neem tree



Mango tree



Plantain tree



Note to the teacher:

Practise vocabulary using the picture. Ask children to name the things seen in the picture.





Let us sing



Wonderful tree



I am a wonderful tree
In the heart of seed
Buried deep, so deep,
My mighty plant, lay asleep.

"Wake up", said the sun

"Rise and shine"

"Wake up", said the rain

"So, we may sustain"



My little plant heard

And rose to see,

How wonderful

The outside world might be!



Note to the teacher: Sing the song with actions. Encourage the children to listen and do the actions first, then follow the song.



Let us learn



The Coconut Grove

Iniya was a little girl with big brown eyes. She lived with her parents in a beautiful coconut grove, next to a small blue lake. She helped her parents by the lake, went to school and then, spent time with them only to wake up the next day.

Each day, she balanced a big empty basket on her head as she walked down to the lake. Her mother followed with the laundry, and her father brought the big fishing net.

Her mother washed the clothes on a stone next to the lake, while her father went fishing. He dragged the net to the shore, and they collected the fish in a big basket.



Sometimes a turtle got stuck in the net, but Iniya always hurried to save it. One sunny morning while fishing with her father, Iniya said, "Appa, if we catch so many fish, what if one day there is no fish left?" Her mother laughed and sent her off to school.

Under the shade of the trees, Iniya's mother fell into an uneasy sleep.

She dreamt of a lake with no fish. In her dream, every day the father returned from the lake with no fish and the family could not support itself. The wind then said, "The water and the land have always taken care of your family, so you have to take care of them in return."

She woke up with tears in her eyes. She didn't know how to bring up Iniya without selling enough fish.





All afternoon she sat, weaving coconut mats and thinking about her dream. That night, Iniya heard her parents whisper as the oil lamp burned deep into the night.

The next morning, her father gave her a smaller basket.

"How can we carry all the fish in this little basket?" Iniya asked.

"We will only take as many fish as will fit inside this basket," he replied.

Iniya was puzzled. "How will this be enough for us?" Iniya wondered.

When she came back from school, she was happy to find her mother making soap and oil from the coconuts.



Iniya swiftly climbed up a tree to get more coconuts, but her mother said, "Don't pluck them! We must only use what the tree gives us."

Her father said, "We have taken only fallen coconuts for making these things. Look, we've even made this soap with a jasmine flower inside!"



Iniya learnt a lot about gardening and arts at school. When Iniya grew older, she made coconut fibre packs that could be used to pot plants. She also loved to carve coconuts. She made many toys and idols with fallen coconuts. Her favourite was to carve tiny turtles out of coconut shells. She always wore one around her neck.



Note to the teacher: Read the story to the children. Encourage them to know the name of the tree and its uses.



Let us understand



A. Tick (✓) the correct word.



turtle / fish



pond / lake



coconut leaves / fiber

B. Match by writing the number.

1. Iniya - making soap and oil ☐
2. Father - big brown eyes ☐
3. Mother - fishing ☐

C. Listen, think and write.

1. Who is the story about?
2. Why did mother and father use small basket for fish?
3. What did Iniya's mother make with fibre?
4. Why did Iniya make turtles?
5. How will you protect the trees around you?



Circle the odd pair.



flower



tree



man

Let us talk



- Show a flashcard with the action word "water".
- Ask children, "What do you water?" with action.
- Make the children answer, "I water the plants." with action.
- Repeat the steps with a set of action words like climb, sprout, plant and pluck.
- Practise with all the children.



Let us practise



climb



sprout



water



plant



pluck

Fill with the correct action.









Let us do



- Make 2 sets of flashcards with words from the word wall.
- Arrange the cards on the floor such that it forms a path.
- Call one child to play.
- Ask the child to pick the card, show it to the class and read it.
- Ask other children to repeat.
- If the child reads correctly, she/he can read the next word.
- If a child is not able to read the word, they pass the chance to the next child.
- The game goes on till children finish the path.
- Practise with all the children.



Let us say



Listen to the sound and repeat.

ce
as in



cereal



cement

ci
as in



city

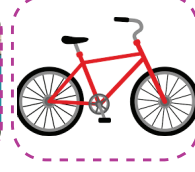


circus

cy
as in



cylone



cycle

Listen and repeat.

cent

twice

voice

cement

ceramic

city

circle

recipe

decide

medicine

cycle

fancy

mercy

spicy

cylone



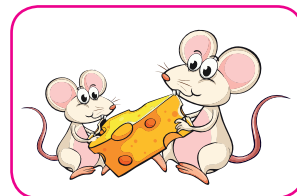
Let us practise



Read aloud.



I saw the **ci**rcus in the **ci**ty.



The **mi**ce are eating the **sl**ice.



Put **i**ce in the **j**uice.



The **cy**clone takes the **c**ycle.

Note to the teacher: First teach the sound /s/ to the children. Then introduce the three letter clusters for the sounds and help the children relate the sound to the letter cluster.



Let us do



- Make one set of flashcards for each of the letter clusters **ce**, **ci** and **cy**.
- Ask children to pick a card.
- Say a word and ask the child with that word to jump and read the word.
- Practise with all the words.
- Shuffle the cards and play again.



Let us practise



Circle and fill with **ce**, **ci** and **cy**.



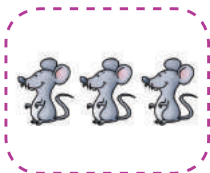
ce ci

ramic



ce cy

lone



ce ci

mi



ci ce

ty

Fill in the blanks.



medi ne



rcus



cle



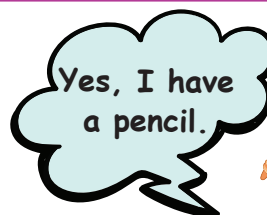
fan



Let us use



Do you have
a pencil?



Yes, I have
a pencil.

When you want to check with your friend, if he/she has something, you can ask "Do you have...?" Your friend can reply by saying "Yes, I have." or "No, I do not have."

Circle Time Activity

- Group the children into pairs.
- Make a child from group A ask "Do you have...?"
- A child from group B should say, "Yes, I have." or "No, I do not have."
- The children should say according to the availability.
- Practise with all children.
- Reverse the roles of the groups and practise again.

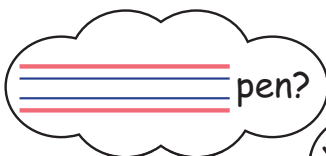
Note to the teacher: You can also ask children to use the structure everyday in class.



Let us practise

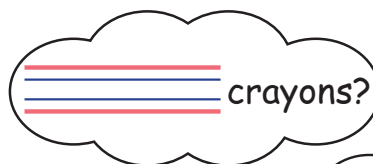


Fill in the blanks.



pen?

Yes,



crayons?

No,





Let us know



Let see what Arif and Shobana are talking.



I met the new **teacher** today.

You met **him**? Really?

Don't you believe **me**? I saw **him** talking with Jaya ma'am.

He asked **her** the way to our class.

I hope we will like **him**.

Ha ha! I hope he will like **us**.



When a person/place/thing **receives** an action we use **me**, **him**, **her** and **us**.

We saw above that:

Teacher (he) becomes him.

Arif (I) becomes me.

Jayanthi (she) becomes her.

Class (we) becomes us.



A. Match the picture to the word.

him



her



us



B. Circle the words that receive the action.

David **sings** to her.

Abu **got** me a toy!

Don't **lie** to me!

Mom and dad **take** us to the park.

The teacher **called** him.

Janu **likes** to play with him.

The bus driver **took** us home.

He **danced** with her.

C. Choose the correct word.

I saw _____. (**him/ her**)



Tom plays with _____. (**her/I**)



We like our cat. We hope the cat likes _____. (**us/ I**)



I know Raju. He knows _____ from the dance school. (**me/ it**)



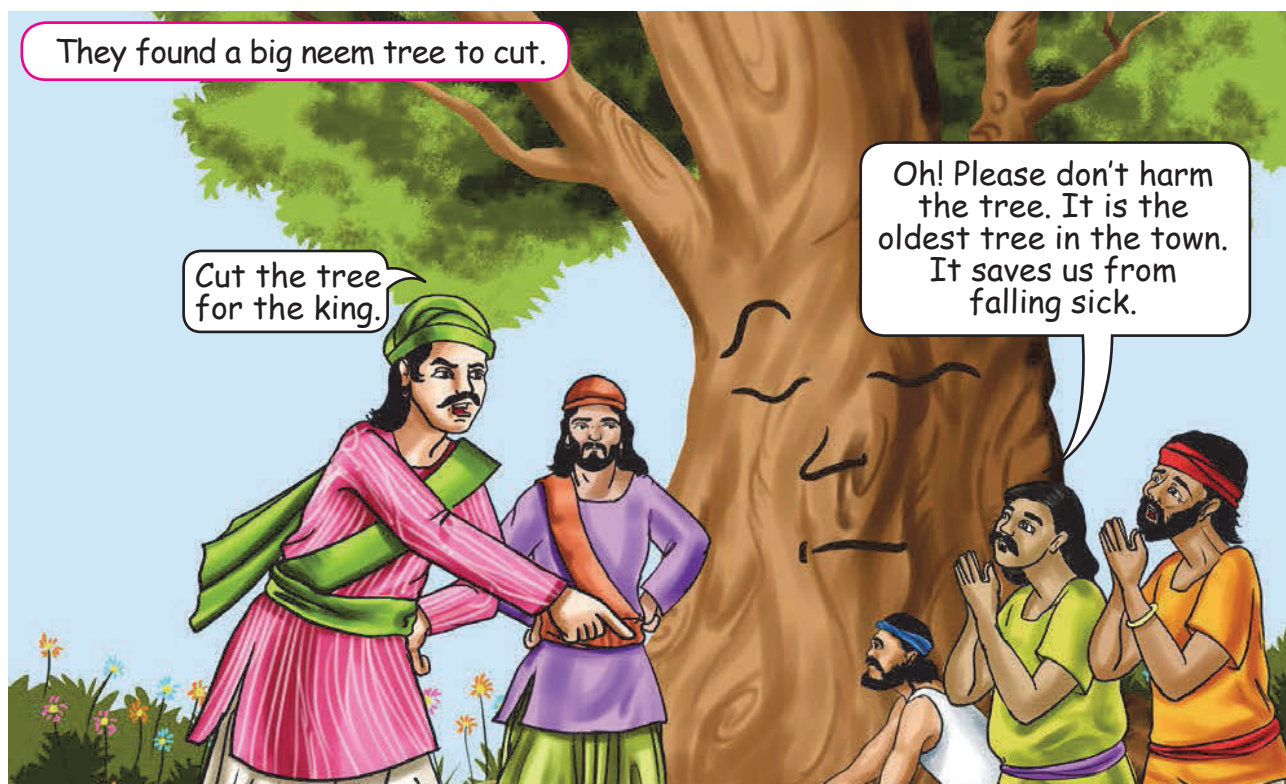
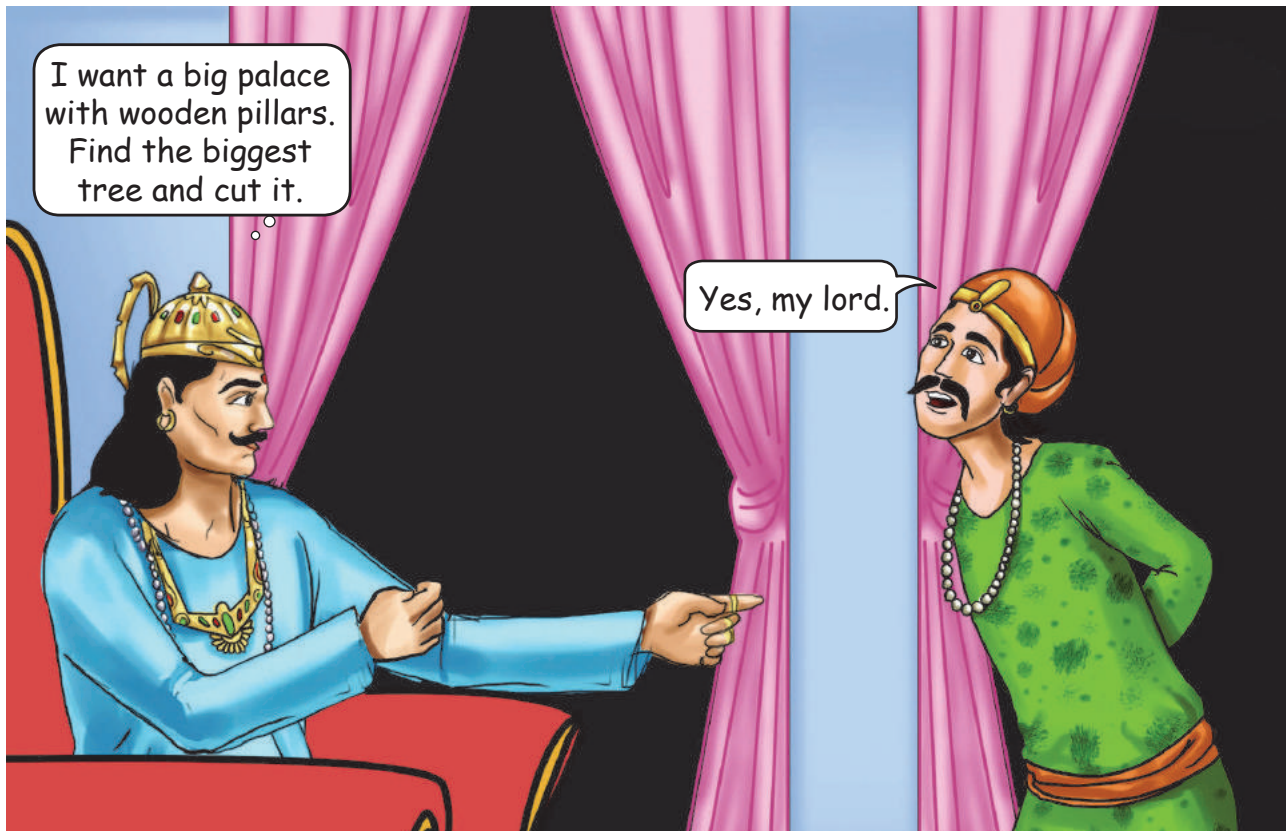


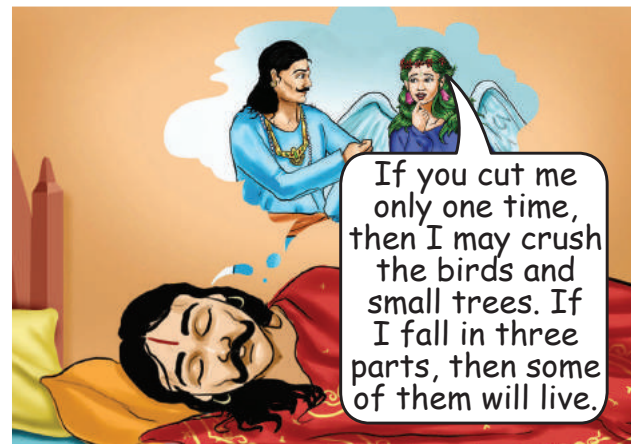
Let us read



THE KING AND THE ANGEL

A king wanted to build a new palace.





Note to the teacher: This is a supplementary reading material. Read out the story to children. Make them read the story on their own.

Let us think and do



Circle the correct word.



palace / house



people / angel

Fill in the blanks.

1. The king wants to build a palace with



2. The tree angel came in the king's



Let us make



Let us make prints with leaves.

- Ask the children to bring different types of leaves.
- Paint one side of the leaf with any colour you like.
- Press the coloured side on the textbook.
- Now, take the leaf out.
- Blow and dry the colour.

My leaf is _____

Note to the teacher: Give instructions to the children. Ask the children to listen and follow. You can ask the children make another print to display in the class.

Big Picture



1. When does he get up? **He gets up at 5 o' clock.**
2. When does he go to bed?
3. When does he celebrate his birthday?
4. When does his summer holiday begin?
5. When does his school reopen?
6. When do we celebrate the Independence day?
7. When does he visit library?

Note to the teacher: Encourage the children to answer orally. Teach them to ask and answer questions with "When...?" Practise the structure contextually in the class.



I Can Do



1. Look at the pictures and name it.

coconut fiber

turtle

coconut leaves



2. Circle the words with **ce**.

cement cider ice nice policy

3. Circle the words with **ci**.

city civil spice pencil spicy

4. Circle the words with **cy**.

cycle mercy twice circus fancy

5. Recite the poem **Wonderful tree** with intonation.

6. Listen and circle the words that your teacher says twice.

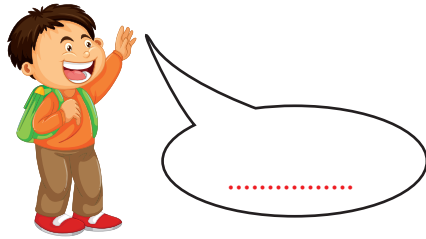
Kavi and I visit the palace. It is very big. It has big wooden doors. The pillars are big and round. We could not hug the pillar fully. Soon, it will dark outside so we go home.



Note to the teacher: Read the words - **wooden**, **pillar**, **palace**, **round** and **dark** one more time to the children.

7. Listen to the teacher and answer.

How will you ask me for a pen?



8. Look at the picture and fill with **me, him, her or us.**

a. She danced with _____.



b. My dad went to market without _____.



c. Our teacher helps _____.



d. Gowri always makes _____ laugh.



9. Write the correct word.

a. Can you **help** _____ with homework? (**her/it**)

b. Lilly **likes** to play carrom, with _____. (**he/him**).

c. Abi **saw** _____ at the bus stop. (**she/her**)

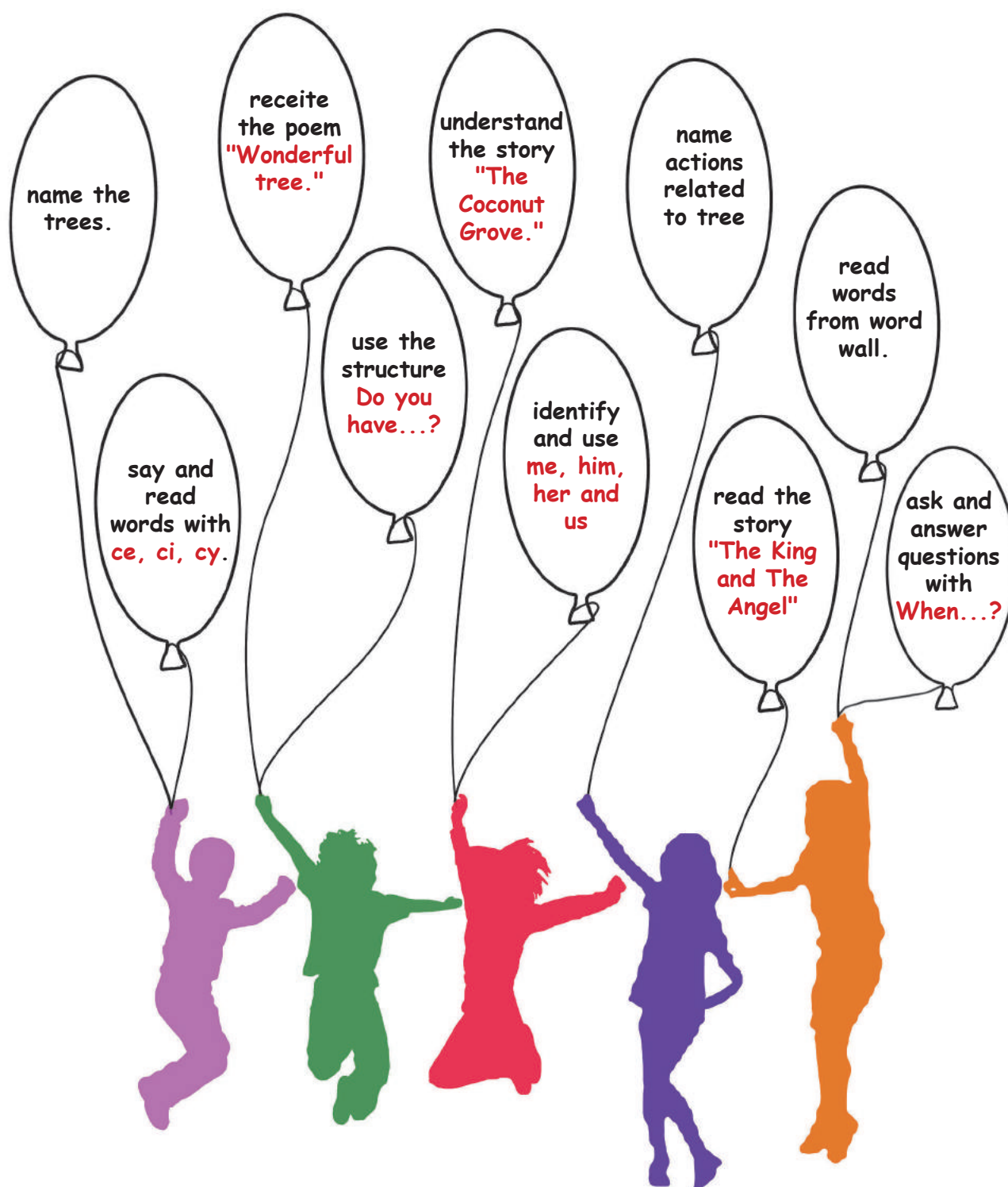
d. Milk **gives** _____ energy. (**we/us**)

e. Selvi **brought** _____ delicious food. (**I/me**)



Learning Outcome

Now I can...



Note to the teacher: Ask children to colour the balloon when they achieve the learning outcome.

2

Tools We Use

The plumber helps me fix broken pipes. Do you know anyone else who helps you?

Let us recall

1. Name the picture to your friend.



2. Read it and do it.

- Open the bag.
- Take a pencil.
- Write the word **stethoscope**.



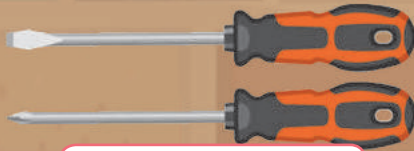
Look and say



Drill



Hammer



Screwdriver

Plier



Saw



Nail

Note to the teacher: Practise vocabulary using the picture.
Ask the children to name the objects seen in the picture.



Wrench



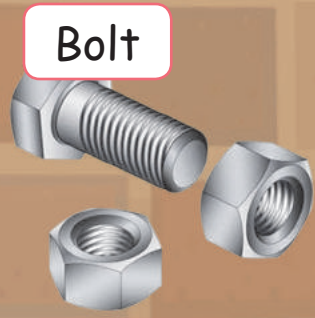
Scissors



Axe



Spanner



Bolt

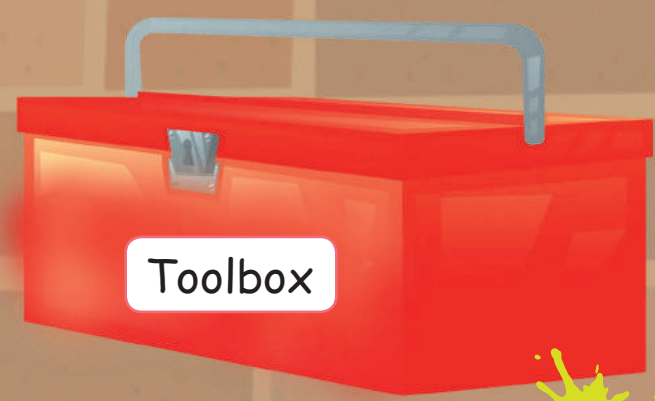
Nut



Tape



Spade



Toolbox





Let us sing



The Little Doctor

I am a doctor
Holding a stethoscope
"Thud! Thud!", says your chest
Your heart is never at rest!

I am a doctor
Holding a stethoscope
"Thud! Thud!", let me hear
All is well, no need to fear!



Note to the teacher: Sing the song with actions. Encourage the children to listen and do the actions first, then follow the song.



Let us learn



A stitch in time

"Oh no," wails Shyam.

The seams of his favourite shirt have come apart.

"I can't wear this shirt anymore, Thatha!"

"Of course you can, silly," his grandfather says.

"We can fix it!"

Thatha takes a needle and some blue thread.

He shows Shyam how to stitch.



Shyam's friend Veni has come home.

"Let's go cycling," Veni says.

"In a minute," says Shyam. "Let me iron my shirt first."

He switches on the iron box. But the light doesn't glow, and the iron remains cold.

"Ufff! I'll just wear the crumpled shirt," grumbles Shyam.

"I was at the Repair Shop last week," says Veni.

"George Uncle was repairing an iron box. I watched what he was doing closely. Let's try to make it work! Do you have a screwdriver?"





Shyam hunts in the cupboard and gets a screwdriver. Veni unscrews the back of the iron. She scans the inside of the iron.

"What's wrong?" asks Shyam.

"I don't think I can repair it," says Veni.

"Oh no! Appa and Amma will scold us when they see what we have done to the iron box!"

"We'll take it to the Repair Shop! They'll help us." says Shyam. Shyam and Veni take it and sneak out on their cycles to the Repair Shop.

"Aunty, can you help us repair this iron box?" Veni asks Daisy Aunty.

"What's wrong with it?"

"It won't switch on!" says Veni.

Daisy Aunty takes out a little box with wires and knobs.

"This is a multimeter," she says. "It checks if all parts of the iron are allowing electric current to flow."

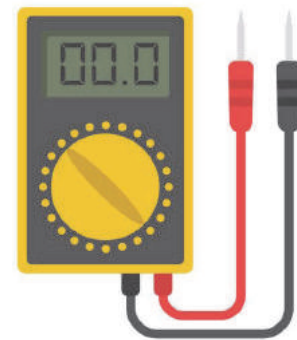
She tests all the parts, until she comes to a small wire.

"See this wire next to the plug? It's broken — there's your problem!"

She cuts out the old wire and plug, and fixes a new wire and plug to the iron box.

"Let's test it." She switches it on, and the light glows.

The iron is fixed. Veni and Shyam ride back home. It is a day well spent!



Note to the teacher: Read the story to the children. Encourage them to know the name of the tools and its uses.