

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

“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.



प्राथमिक विद्या षाखा,
तेलंगाना प्रदेस



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				