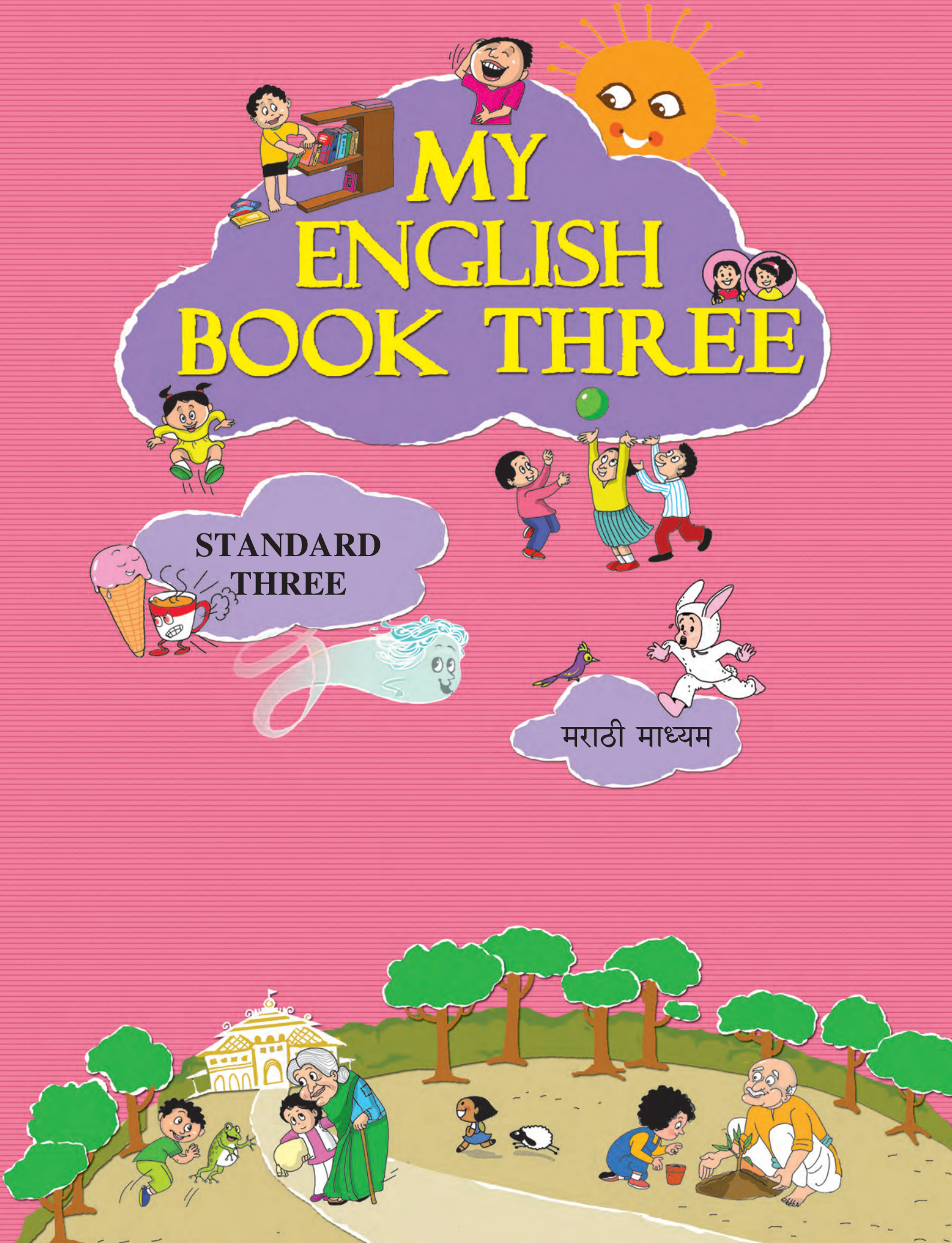


# MY ENGLISH BOOK THREE

STANDARD  
THREE

मराठी माध्यम



# The Constitution of India

## Chapter IV A

### Fundamental Duties

#### ARTICLE 51A

**Fundamental Duties- It shall be the duty of every citizen of India—**

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.



Education Department's Sanction Number :  
Pra-Shi-Sa/2014-15/2100/Manjuri/D-505/756  
Date : 4/2/2014

# MY ENGLISH BOOK THREE



The digital textbook can be obtained through DIKSHA App on a smartphone by using the Q R. Code given on title page of the textbook and useful audio-visual teaching-learning material of the relevant lesson will be available through the Q R. Code given in each lesson of this textbook.

**STANDARD  
THREE**

(मराठी माध्यम)

My Name



MAHARASHTRA STATE BUREAU OF TEXTBOOK PRODUCTION  
AND CURRICULUM RESEARCH, PUNE.

**First Edition : 2014**  
**Seventh Reprint : 2021**

© **Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune - 411 004.**

The Maharashtra State Bureau of Textbook Production and Curriculum Research reserves all rights relating to the book. No part of this book should be reproduced without the written permission of the Director, Maharashtra State Bureau of Textbook Production and Curriculum Research, 'Balbharati', Senapati Bapat Marg, Pune 411004.

**English Language Committee :**

Shri. Kumar Ketkar, Chairman  
Dr Aniket Jaware, Member  
Dr Rohit Kawale, Member  
Dr I. P. Nadaf, Member  
Smt. Shruti Chaudhary, Member  
Shri. Nilesh Kedare, Member  
Shri. Ranjit Das, Member  
Smt. Dhanavanti Hardikar,  
Member-Secretary

**Cover and Illustrations :**

Reshma Barve  
Charuhas Pandit

**Co-ordination :**

Dhanavanti Hardikar  
Academic Secretary for Languages  
Santosh J. Pawar  
Assistant Special Officer, English

**Production :**

Sachchitanand Aphale  
Chief Production Officer  
Vinod Gawde  
Production Officer  
Mitali Shitap  
Assistant Production Officer

**Paper :**

70 GSM Creamwove

**Typesetting :**

DTP Section (Languages)  
Textbook Bureau, Pune.

**Printer :**

M/s. Shripad Offset,  
Kolhapur

**Print Order No. :**

N/PB/ 2021-22/ 30000

**English Language Panel :**

Dr Lalita Vartak  
Dr Prabha Sampath  
Smt. Samannaz B. Irani  
Smt. Smita Vijay Inamdar  
Shri. Shridhar Madhukarrao Nagargoje  
Shri. Sultanchand Hasan Shaikh  
Dr Raju Govindrao Munghate  
Dr Prashant Kashinath Gawande  
Shri. Manohar Hilal Mali  
Shri. Ashok Chintaman Raut  
Shri. Chandrakant Devrao Mohod  
Shri. Nitesh Kondiba Thite  
Shri. Pankaj Vasantao Patil  
Shri. Sharad Narayan Vasankar  
Shri. Harendra Nagesh Bidkar  
Shri. Rajesh Prakashrao Khatavkar  
Shri. Gunawant Vitthalrao Barahate

**Publisher :**

Vivek Uttam Gosavi  
**Controller**  
Maharashtra State  
Textbook Bureau,  
Prabhadevi,  
Mumbai - 400 025.



## **The Constitution of India**

### **Preamble**

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;  
LIBERTY of thought, expression, belief, faith and worship;  
EQUALITY of status and of opportunity;  
and to promote among them all  
FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

## NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē  
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā  
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā  
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,  
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē  
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,  
Jaya jaya jaya, jaya hē.

## PLEDGE

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.

To my country and my people,  
I pledge my devotion. In their  
well-being and prosperity alone lies  
my happiness.



## Preface

The **Right of Children to Free and Compulsory Education Act, 2009** and **National Curriculum Framework 2005** are two important events that have influenced primary education in our country. In the State of Maharashtra, too, the curriculum was revised to reflect their guidelines and expectations. We are happy to place this **'My English Book Three'** based on **'Primary Education Curriculum 2012'** in your hands.

The RTE Act emphasizes all round development of the child, as also learning through activities, discovery and exploration in a child-friendly and child-centred manner; making the child free of fear, trauma and anxiety and helping the child to express views freely. We have tried to design our textbooks so that these principles become a part of the teaching-learning process.

**My English Book Three** is meant for use in non-English medium schools. It is prepared in such a way that any primary teacher will be able to handle English as a subject in the third standard. Also, we have taken into account the environment in which the children are placed and which requires a knowledge of English. The textbook aims at helping children learn English joyfully through graded and engaging activities. We have tried to give children a systematic exposure to English so that gradually, they get a grasp of the language. In many places, we have provided specific instructions to the teachers. They will enable the teachers to deal with English in a non-traditional manner and will help reduce the burden on the child. Parents and guardians will also find the instructions useful. The textbook has been prepared in a big size with plenty of colourful illustrations to enhance its visual appeal for children. We hope that children will enjoy handling this textbook throughout the year.

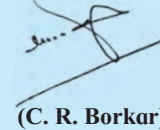
The English Language Committee and the artist Reshma Barve have taken great pains to prepare this textbook. A draft of this textbook was reviewed by the panel of English teachers and experts. Their comments and suggestions were considered carefully while finalising the textbook. The Bureau is grateful to all of them.

We hope that the textbook will receive a warm welcome from students, parents and teachers.

**Pune**

**Date :** January 14, 2014

Makar Sankranti



**(C. R. Borkar)**

**Director**

Maharashtra State Bureau of Textbook  
Production and Curriculum Research, Pune.

### ध्वनिचिन्हे : स्वर

चिन्ह	उदाहरण	चिन्ह	उदाहरण	चिन्ह	उदाहरण
ई	cat / ईट् / see / सी /	ऑ	box / बॉक्स / ऑऽ ball / बॉऽल् /	अ	away / अ'वेऽ / अऽ girl / गऽल् /
इ	sit / सिट् /	उ	wool / वुल् /	एऽ	gate / गेट् /
ए	pen / पेन् /	ऊ	moon / मून् /	ओऽ	boat / बोऽट् /
अँ	bat / बॅट् /	अ	up / अप् /		
आ	father / 'फादर /	अ	cup / कप् /		

### ध्वनिचिन्हे : व्यंजने

चिन्ह	उदाहरण	चिन्ह	उदाहरण	चिन्ह	उदाहरण
प	pen / पेन् /	फ	fan / फॅन् /	ह	house / हाउस् /
ब	bat / बॅट् /	व्ह	van / व्हॅन् /	म	man / मॅन् /
ट	tea / टी /	थ	thorn / थॉऽन् /	न	name / नेऽम् /
ड	dog / डॉग /	द	this / दिस् /	ग	sing / सिंग /
क	cat / कॅट् /	श	sheep / शीप् /	क्	sink / सिंक /
ग	go / गोऽ /	झ	measure / 'मेझर /	ल	look / लुक /
च्	cheek / चीक् /	स्	seat / सीट् /	र	red / रेड् /
ज	June / जून् /	झ	zip / झिप् /	य	yes / येस् /
				व	water / 'वॉऽटर /

- यातील ऽ हे चिन्ह स्वर दीर्घ आहे असे दाखवते. • अ आणि अ मध्ये फरक असा, की अ हा स्वर साधा आहे; तर अ हा जोर देऊन म्हणायचा स्वर आहे. उदा., कप्, बस्, ट्रक्.
- झ हा 'झेंडा' मधला, तर झ 'झबल्या' तला. • ( ' ) हे चिन्ह शब्दावरील आघात दाखवते. आवश्यक तेथे शब्दांत व वाक्यांत तो दाखवला आहे.

### इंग्रजी उच्चारणाबाबत .....

या पुस्तकात देवनागरी लिपीच्या मदतीने इंग्रजी उच्चारण दाखवले आहे. ते केवळ ब्रिटिश किंवा अमेरिकन उच्चारणांचा आदर्श ठेवून दिलेले नाही. सुशिक्षित भारतीय माणसांचे उच्चारण ग्राह्य धरून, शक्यतो प्रमाण इंग्रजी भाषेला जवळचे उच्चारण दिले आहे. मात्र, इंग्रजी भाषा समजण्यास अडचण येईल असे बदल स्वीकारलेले नाहीत. याच भूमिकेतून इंग्रजी द्विस्वरांचे उच्चारणही दाखवले आहे. इंग्रजी **t, d, th, f, v, w** यांचे उच्चार भारतीय भाषांत वेगळे आहेत. ते वेगळे दाखवण्याचा प्रयत्न केलेला नाही. शब्दांचा योग्य उच्चार करता येण्यासाठी इंग्रजीतील आघात (stress) समजणे, शिकणे आवश्यक आहे. या बाबी प्रयत्नपूर्वक शिकल्या, तर इंग्रजी बोलण्यात सफाई येईल. या पुस्तकातील ध्वनिलेखनात वापरलेली ध्वनिचिन्हे शेजारील तक्त्यात दाखवली आहेत. त्यांचा संदर्भ घेऊन पुस्तकात दिल्याप्रमाणे शब्दांचे, कवितांचे उच्चारण करावे. ध्वनिलेखन हे उच्चारण शिकण्यासाठी उपयुक्त साधन असले तरी चांगले उच्चारण प्रत्यक्ष प्रयत्नांनीच साध्य होईल हे लक्षात घ्यावे.

## शिक्षकांशी हितगुज

- हे पुस्तक शिकवण्यास सुरुवात करण्यापूर्वी प्रथम ते संपूर्ण नजरेखालून घालावे. बऱ्याच पानांवर शिक्षकांसाठी चौकटीत काही सूचना दिल्या आहेत, त्यांचा त्या त्या वेळी उपयोग करावा. पुस्तकातील खेळ एकदाच न घेता, वर्षभर पुन्हा-पुन्हा घ्यावे.
- वर्गात वापरण्याच्या सूचना पाठ्यपुस्तकात इंग्रजी व मराठी अशा दोन्ही भाषांतून दिल्या आहेत. मात्र मुलांना इंग्रजी सूचनांची सवय होईल असे पहावे आणि मराठीचे प्रमाण कमी करत न्यावे.
- कविता** चालीवर / ठेक्यात व हावभावांसह म्हणून घ्याव्यात. त्यांतील इंग्रजी शब्दांचे उच्चार स्पष्ट व योग्य होतील हे पहावे. जोड्या / गट करून **संवादांचा** सराव घ्यावा.
- शब्दांची ओळख** करून देण्यासाठी चित्रे, प्रत्यक्ष वस्तू, हावभाव, कृती यांचा वापर करावा.
- नेहमीच्या वापरातील इंग्रजी शब्दांकडे** मुलांचे लक्ष वेधावे. वर्गात संवादांचा सराव करताना त्यांचा उपयोग करायला प्रोत्साहन द्यावे. **परिसरातील इंग्रजी शब्दांकडे** मुलांचे लक्ष वेधावे. शालेय परिसरात, वर्गात, मुलांना जाता-येता दिसतील अशा प्रकारे इंग्रजी शब्द, सूचना, नावे लावून ठेवावी.
- मुलांनी सतत पूर्ण वाक्यांत बोलणे अपेक्षित नाही. १-२ शब्दांत तसेच कृती / हावभावांतून दिलेली उत्तरेही स्वीकारावीत.
- मुलांच्या चुकांवर बोट ठेवू नये किंवा त्यांना बोलण्याचा प्रयत्न करत असताना थांबवू नये. त्यांच्या चुका होऊ नयेत, यासाठी योग्य उच्चार व वाक्प्रयोगांचे नमुने त्यांच्यासमोर ठेवावे. त्यासाठी आधुनिक तंत्रज्ञानाचा - संगणक, टीव्ही, मोबाइल, रेडिओ, इत्यादींचा - वापर करावा.



प्रत्येक पानावरील

मजकुराचा वापर मुख्यतः कशासाठी करायचा आहे, हे दाखवण्यासाठी पुढील चित्रे वापरली आहेत. त्यानुसार मुलांचा सहभाग घ्यावा.

ऐकणे



बोलणे



वाचणे



लिहिणे



संवाद करणे



- अक्षरांची आणि शब्दांची ओळख पक्की होण्यासाठी कार्डांचा, तसेच पान 54-55 वरील **खेळांचा नियमित व भरपूर उपयोग** करावा.
- शिक्षकांनी पुस्तकातील **कथा, नाटके**, आवाजातील चढउतारांसह वाचून दाखवावी. मुलांनीही तो मजकूर पुस्तकात पाहून शिक्षकांच्या पाठोपाठ म्हणावा. म्हणजे हळूहळू सलग वाचनाची सवय होईल. या पाठोपाठ वाचनासाठी मुलांना अक्षरे व स्पेलिंग्ज माहित असण्याची आवश्यकता नाही.
- प्रत्येक युनिटमध्ये दिलेला 'Project' प्रत्येक मुलाकडून करून घ्यावा. हे Projects शिक्षक व पालकांनी करायचे नसून मुलांनी करायचे आहेत. त्यामुळे प्रत्येकाच्या नोंदींमध्ये वेगळेपण दिसेल. मुलांकडे त्याची स्वतंत्र वही/फाइल ठेवावी. ती वेळोवेळी तपासून प्रोत्साहन/मार्गदर्शन द्यावे.
- प्रत्येक युनिटच्या शेवटी 'हे मला येते' या शीर्षकाखाली काही मुद्दे दिले आहेत. ते ते युनिट शिकवून झाल्यावर मुलांना नेमके काय-काय यायला हवे, हे त्यात स्पष्ट केले आहे. त्यामुळे मूल्यमापन प्रक्रियेत मुलांचा डोळस सहभाग घेणे आणि आवश्यक त्या बाबींचा अधिक सराव घेणे शिक्षक व पालकांना सोपे जाईल. मात्र मुलांचा आत्मविश्वास वाढेल अशा प्रकारे या मुद्द्यांचा उपयोग करावा.

**शाबासकी ...मुलांचे कौतुकही इंग्रजीतून करा.**

- That's a good girl. • That's a good boy.
- Well done! • Right! • Correct!
- Excellent! • Very good! • That's nice!



## My English Book Three—Standard Three – Learning Outcomes

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learner may be provided opportunities in pairs/groups/individually and encouraged to—</b></p> <ul style="list-style-type: none"> <li>• sing songs or recite poems in English with intonation</li> <li>• participate in role play, dramatisation, enactment of skits</li> <li>• read aloud short texts/ scripts on the walls, with pronunciation and pause</li> <li>• listen to and communicate oral / telephonic messages</li> <li>• collect books for independent reading in English and other languages with a variety of themes (adventure stories, fairy tales, folk tales, etc.)</li> <li>• read posters, tickets, labels, pamphlets, newspapers etc.</li> <li>• take dictation of words/phrases/ sentences/ short paragraphs from known and unknown texts</li> <li>• draw and write short sentences related to stories read and speak about their drawing or writing work</li> <li>• raise/ask questions on the text read</li> <li>• enrich vocabulary in English through listening to and reading stories/folk tales</li> <li>• use nouns, pronouns, adjectives and prepositions in speech and writing</li> <li>• use terms such as ‘add’, ‘remove’, ‘replace’, etc., that they come across in Maths, and words such as ‘rain’, ‘build’ in EVS</li> <li>• identify opposites and use in communication, for example ‘tall/ short’, ‘inside/outside’, ‘fat/thin’ etc.</li> </ul>	<p><b>The learner:</b></p> <p>03.17.01 Listens attentively for various purposes.</p> <p>03.17.02 Notes the characteristic of Spoken English.</p> <p>03.17.03 Guesses the meaning of words and phrases from the context.</p> <p>03.17.04 Recites their own favourite poems and songs individually, in groups and in pairs with actions.</p> <p>03.17.05 Takes part and enjoys in role play, short skit and dramatisation in English with appropriate expressions.</p> <p>03.17.06 Reads aloud groups of words, short sentences with proper pauses, stress, intonation, pace and expression.</p> <p>03.17.07 Reads small texts in English silently with comprehension and understands the details of English texts.</p> <p>03.17.08 Responds appropriately to a chain of instructions, requests, etc.</p> <p>03.17.09 Participates in conversation and speaks briefly about familiar topics.</p> <p>03.17.10 Writes dictation of words, phrases and sentences.</p> <p>03.17.11 Uses meaningful short sentences in English orally and in writing. Uses a variety of nouns, pronouns, adjectives and prepositions.</p> <p>03.17.12 Identifies opposites like ‘day/night’, ‘close/ open’, and such others.</p> <p>03.17.13 Reads aloud meaningfully with the help of punctuation marks and uses other punctuation marks appropriately/correctly.</p> <p>03.17.14 Reads and understands charts, tables, time tables, maps and posters on the classroom walls.</p> <p>03.17.15 Makes simple enquiries and polite requests and communicates their personal needs and feelings.</p> <p>03.17.16 Describes things, pictures, events and festivals, etc using simple and short sentences.</p> <p>03.17.17 Reads and understands English from the surroundings.</p> <p>03.17.18 Writes all letters correctly and proportionately.</p> <p>03.17.19 Writes letters and words with proper space.</p> <p>03.17.20 Participates in skits, playlets with interest.</p> <p>03.17.21 Thinks of words quickly related to a given word or picture.</p> <p>03.17.22 Uses punctuation such as question mark, full stop, and capital letters appropriately.</p>

# CONTENTS

## Unit One

### Page

- Play Time 1
- Revision-1 2
- A Guessing Game 3
- Revision-2 4
- Spot the letter! 5
- b-c-p-t 6, 7
- Priya in the Village-1 8
- Riya in the City-1 9
- Priya in the Village-2 10
- Riya in the City-2 11
- d-f-m-n 12, 13
- More or Less 14
- Days of the Week 15
- Who are you? 16, 17
- Revision-3 18 **P**



- v-w 44
- x-y-z 45
- An Alphabet Song 46 **P**
- Opposites 47, 48



## Unit Four

### Page

- Three Little Kittens 49 – 51
- Riddles 51
- Capital Letters-1 52
- Capital Letters-2 53
- Lots to Do with Letters 54, 55
- Mix a Pancake 56
- Banana Delight 56
- Action Words 57
- The Sun and the Wind 58, 59
- Weather Words 60
- Mottos 61, 62 **P**



## Unit Two

### Page

- Can you... ? 19
- Strings of Actions 20, 21
- a-e-i 22
- o-u 23
- Apples and Bananas 24
- We can read and write! 1 25
- Action Time-1 26
- Let's speak. 27
- h-l-r-s 28, 29
- We can read and write! 2 30
- Please help ! 31 **P**
- We are all together! 32 – 34



## Unit Five

### Page

- Mary had a little lamb. 63
- Map Reading 64, 65
- Travel Manners 65
- The Best Person in Town 66 – 68
- Spelling Fun 69 **P**
- My mobile is ringing. 70
- A Lovely Bird in the Garden 71
- Let's speak. 72
- Matching Parts 73
- Messages 74
- Guess the words. 75



## Unit Three

### Page

- Plant Magic 35
- Action Time-2 36
- g-j-k-q 37 – 39
- Words and Puzzles 40
- We have something in our mind. 41
- Kind Kondiba 42, 43



## Unit Six

### Page

- In the World of Letters 76 – 78
- Rahim and his Camel 79, 80
- Faces and Feelings 81
- Amit feels like this. 82
- Find a friend! 83
- Let's speak. 84
- Speak or Pass 85
- A Lot of Work to Do 86, 87 **P**
- See you, later... 88



**P** : Project