

ENGLISH

STANDARD THREE

TERM - 2





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 practice 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 engaged 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 - II English book for standard III has two units.
- Each unit is planned for a month.
- **Nila** introduces each unit.
- Each unit is designed with the things that children see around them like groceries and that they experience like the seasons.
- Attractive illustrations enhance children's interest on the subject.
- **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 that they are graded from simple to challenging. It is for comprehension of the content.
- **Let us know** provides scope for teaching grammar in a context. It helps them 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 simple structures to speak the language.
- **Circle time activity** provides opportunity for the teacher to practise the structure through the games and activities.
- **Word wall** can be used to teach 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 children to ask and answer questions with "wh" words.
- **I can do** can be used as a formative assessment of the skills.
- **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.

Big Picture

A small illustration of a living room interior. A purple sofa is in the center, with a white cat sitting on it. There's a small table with a bowl of fruit, a lamp, and other household items. A window is visible in the background.

1. Which book is under the table?
2. Which ball is out of the box?
3. Which toy is in the box?
4. Which apple is red and ripe?
5. Which toy is bigger?
6. Which toy has the collar?
7. Which toy is in down?
8. Which pillow is near the telephone?
9. Which bottle is filled with water?

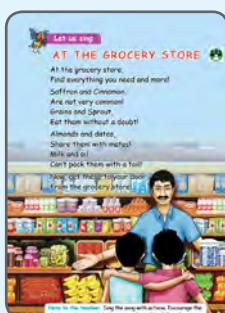
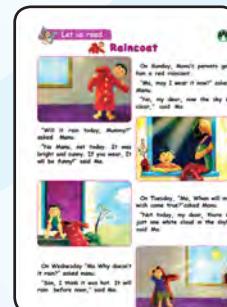
Note to the teacher: Encourage the children to answer orally.





Unit I—Seasons' Story

- Children ask curiously about the change in the climate. This unit sketches an outline to their questions.
- Look and say** page helps children name some common words about the summer season.
- Let us practise** teaches describing words related to the seasons.
- Let us use** focuses on the structure "Nice to meet you." to help children greet people.



Unit II—Trip to the store

- Children who love to go to market are curious about the things in the shop.
- Look and say** page helps children name commonly used groceries.
- Let us practise** introduces on the action words related to groceries.
- Let us use** focuses on the structure "Let me" to help children ask permissions and suggestions.

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.



Let's use the QR code in the text books!

- Download DIKSHA app from the Google Play Store.
- Tap the QR code icon to scan QR codes in the textbook.
- Point the device and focus on the QR code.
- On successful scan, content linked to the QR code gets listed.
- Note: For ICT corner, Digi Links QR codes use any other QR scanner.





Contents

Unit	Title	Page No.	Month
1	Seasons' Story	63	October
2	Trip to the Store	83	November



e-Book



Assessment



Digilinks

1

Seasons' Story

Hi! It is chilly
during the
winter.
Do you feel
chilly?



Let us recall

1. Name the pictures.





2. Fill in the blanks with a/an/the.



_____ sun rises in _____ east.



This is _____ ball. _____ ball is brown.

3. Read the following.

came

main

case

wait

bray

sway



Look and say

kite

Summer





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



Let us sing



Welcoming spring

Out of the cave! Out of the hole!
Came the rabbit and the foal.
Hatch from egg in the nest,
The birds too join the fest!
The leaves green and flowers swing
Do you know that it is spring?

The bugs are back,
And little spiders in black!
Bears, rabbits and bees,
Near flowers, grass and trees!
Just like me they hum,
That spring has come!



IR6C44

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



Raincoat



"Will it rain today, Mummy?" asked Nalan on Monday.

"No Nalan, not today. It is bright and sunny. If you wear, it will be funny!" said Ma.



On Wednesday, "Ma, why doesn't it rain?" asked Nalan.

"Son, I think it is hot. It will rain before noon." said Ma.

On Sunday, Nalan's parents got him a red raincoat.

"Ma, May I wear it now?" asked Nalan.

"No my dear, now the sky is clear." said Ma.



On Tuesday, "Ma, when will my wish come true?" asked Nalan.

"Not today, my dear, there is just one white cloud in the sky!" said Ma.





"Ma, will it rain today?" asked Nalan loudly on Friday.

"It might, my dear there are some dark clouds low down in the sky." said Ma.

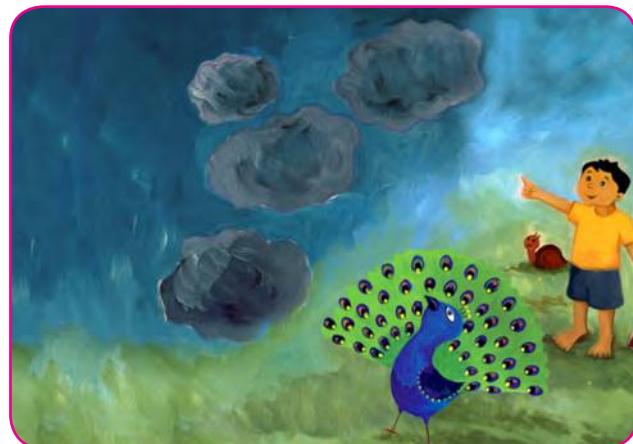


"Oh, it's raining, it's raining," sang Nalan, running out.

"But Nalan, you forgot your raincoat!" said Ma running after him.

On Thursday during picnic, "Ma, what if it rains? Shall I take the raincoat with me for picnic?" asked Nalan.

"No my dear, it will not rain .The little white clouds are too high." said Ma.



Saturday begins with a bang!

Dadum-Dadum-Dadum!

"I hear thunder. Will it rain very soon?" asked Nalan.

Finally, it starts to rain!



Note to the teacher: Students should be asked questions based on the pictures and description to guess the name of the season and its features.



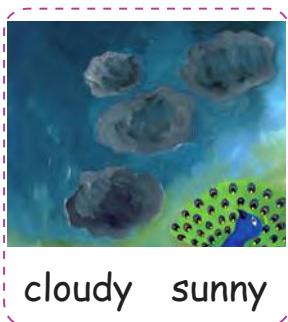
Let us understand



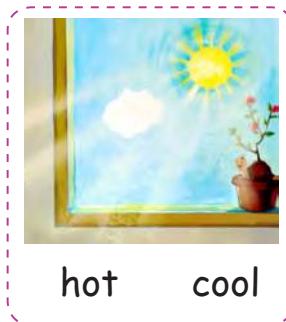
1. Circle the correct word.



cap coat



cloudy sunny



hot cool



8JE1HV

2. Match the following.

- a. Sunday - rain
- b. Wednesday - clear sky
- c. Saturday - hot

3. Listen, think and write.

- a. What did Nalan get from his parents?
- b. How was the Sun on Monday?
- c. Where did Nalan go on Thursday?
- d. How did the Saturday begin?
- e. Do you enjoy the rain? Why?



What comes next?





Let us talk



- Make picture cards describing the words chilly, sunny etc.
- Divide the students into two groups.
- Call a child from Group 'A' to pick a card.
- Then call a child from Group 'B' to name the picture and the season.
- Ensure all the children participate in the activity.



Let us practise



Look at the picture and name it to your friend.



chilly



sunny



rainy



cloudy

Fill in the blanks with the picture related to seasons.



r y



c y



s y



Let us do



- Display the words on the word wall.
- Make word chits and put them in a box.
- Each child gets a turn to pick a chit and read the word.
- If they read correctly, they get a point.
- If they are not able to read, they have to give the chit back.
- When the teacher has no chits left, the child with the most chits wins.
- Practise till all the children can read the words.

Wordwall

Cut	if	low	seven
eight	after	again	every
buy	cold	does	fast
gave	goes	pull	sing

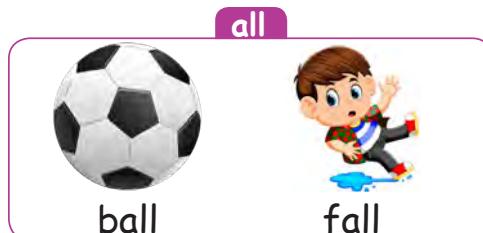
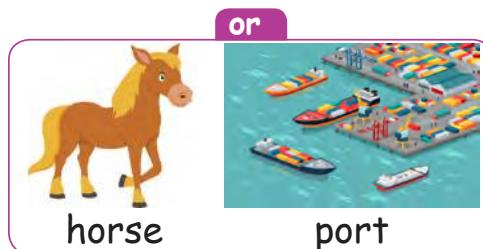




Let us say

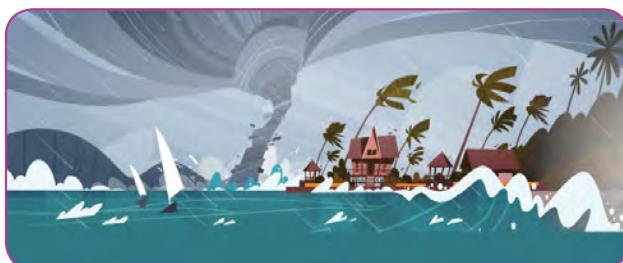


Listen to the sound and repeat.



lord	fawn	law	ball	bore
born	lawn	paw	fall	shore
short	yawn	raw	call	score
storm	dawn	jaw	hall	store
horse	pawn	flaw	small	snore

Read aloud.



The **storm** hits the **shore**.



The **fawn** runs in the **lawn**.



The **prawn** is sold in the **store**.



The **horse** stands in the big **hall**.

Note to the teacher: First teach the sound /ɔ:/ to the children. Then, introduce the letter clusters for the sound to the children. Help the children relate the sound to the letter cluster.





Let us do



- Prepare one set of flash cards for each of the letter clusters.
- Make children pick up a card.
- Give one flash card to each child.
- Children with letter cluster **or** must read the word and clap.
- Children with letter cluster **aw** must read the word and jump.
- Children with letter cluster **all** must read the word and snap.
- Children with letter cluster **ore** must read the word and stomp.
- Practise till the children can read the words clearly.
- Continue with all the children.



Let us practise



Circle and fill the correct letter cluster.



or ore

f k



aw all

f



aw all

j



or ore

sn

Fill in the blanks.



c k



l n



sh l



sc





Let us use



When you meet someone for the first time, you should say 'Nice to meet you'. It is used to express that you are happy to meet her/him. You can reply by saying 'Nice to meet you too'.

Circle Time Activity

- Divide the children in pairs.
- Make a child greet 'Nice to meet you.' and ask the other child to respond saying 'Nice to meet you too'.
- Reverse their roles. Change the pair and practise the structure.

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



Let us practise



Arrange the words and write the sentence.

you nice meet to

Fill in the blanks.



Nice to meet you.	_____



Let us know

Look at the words below in red.



It is a flower.



It is a **pink** flower.

Mandria is a girl.



Mandria is a **clever** girl.

Rithik is a boy.



Rithik is a **tall** boy.

What is the use of the words **pink**, **clever** and **tall**?

The word **pink** tells us more about the flower.

The word **clever** tells us more about the girl, Mandria.

The word **tall** tells us more about the boy, Rithik.

The words that tell more about the naming words are called
describing words.

You can find the describing words by asking "How is the _____?"

Tick (✓) the best describing word for the picture.



How is the light?

bright **dull**



How is the man?

fat **thin**



How is the rock?

hard **smooth**

The light is **bright**.

The man is ____.

The rock is ____.





Tick (✓) the correct describing word.



cloudy

windy

snowy



green

little

barren



angry

sad

funny

Look at the picture and tick (✓) the suitable describing sentences.



- a] Prithinga has a **green** bag.
- b] Prithinga has a **yellow** bag.
- c] Prithinga has a **blue** bag.



- a] He is a **weak** and **thin** man.
- b] He is a **strong** and **bold** man.
- c] He is a **dull** and **lazy** man.



- a] Millet porridge is a **junk** food.
- b] Millet porridge is a **nutritious** food.
- c] Millet porridge is a **modern** food.



Let us read



A Winter Morning

The sun rises. The birds sing. Banu and Janu are ready to play!



Brr, it
is cold!

Yes, so
cold.

Let me wear
my warm hat
as it is cold.



Where did the
hat go? It was
here. Where
has it gone now?

I can't find my
warm socks!
Where are my
warm socks?



Note to the teacher: This is a supplementary story. Encourage the children to read the story on their own.



Let us think and do



Match the following pictures with the words.

socks



hat



sweater



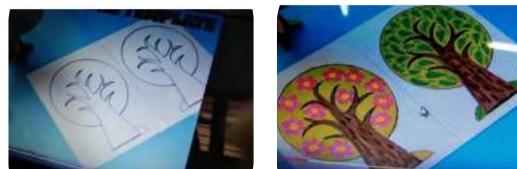
blanket



Choose the correct word to complete the sentence.

1. The girls shivered due to the _____. [hot, cold]
2. They found their socks and hat in the _____. [hole, cupboard]
3. They felt numb in their _____. [teeth, feet]

Let us make



- Take a white chart .
- Draw three trees with a pencil on a sheet.
- Paint the first tree brown with no leaves.
- Paint the second tree green with a lot of leaves.
- Paint the third tree with yellow leaves and full of pink flowers.
- Cut the coloured trees one by one.
- Stick it and name the seasons.

Note to the teacher: Read the instructions one by one. Encourage the children to listen and follow the instructions to make the trees.





Big Picture



1. How is the boy with blue shirt?
2. How is the boy with red shirt?
3. How is the watermelon?
4. How is the banana?
5. How is the balloon vendor?
6. How is the ice vendor?
7. How is the dog?
8. How is the man with the dog?
9. How is the ball?
10. How is the bat?

The boy is tall.

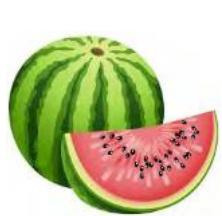
Note to the teacher: Encourage the children to answer the questions with "How...?" orally. Encourage the children to use adjectives like tall, short, heavy, light to answer. Practise the structure contextually in the class.



I Can Do



1. Tick (✓) the pictures related to summer.



2. Match the picture with the season.

summer



rainy



winter



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

Malar and her friends sing songs everynight. Usually Malar goes there at six. Today it is very cold. So Malar doesn't join even after seven. She runs fast and atlast joins with them.

Note to the teacher: Read the words sing, goes, cold, after, seven and fast one more time to the children.

4. Listen to the teacher and answer.

What would you say when you meet someone?





5. Recite the poem “**Welcoming Spring**” with intonation.

6. Circle the odd word.

- a. horse dance storm born
- b. jaw flaw plow law
- c. fall hill call ball
- d. shoe store shore score

7. Circle the word that completes each sentence.

- a. This is a ----- shirt.

red green



- b. It is a ----- animal.

wild domestic



8. Look at the pictures and tick (✓) the suitable describing sentences.

(a)



a. He is an active boy.

b. He is a lazy boy.

c. He is a naughty boy.

(b)



a. It is a black dog.

b. It is a white dog.

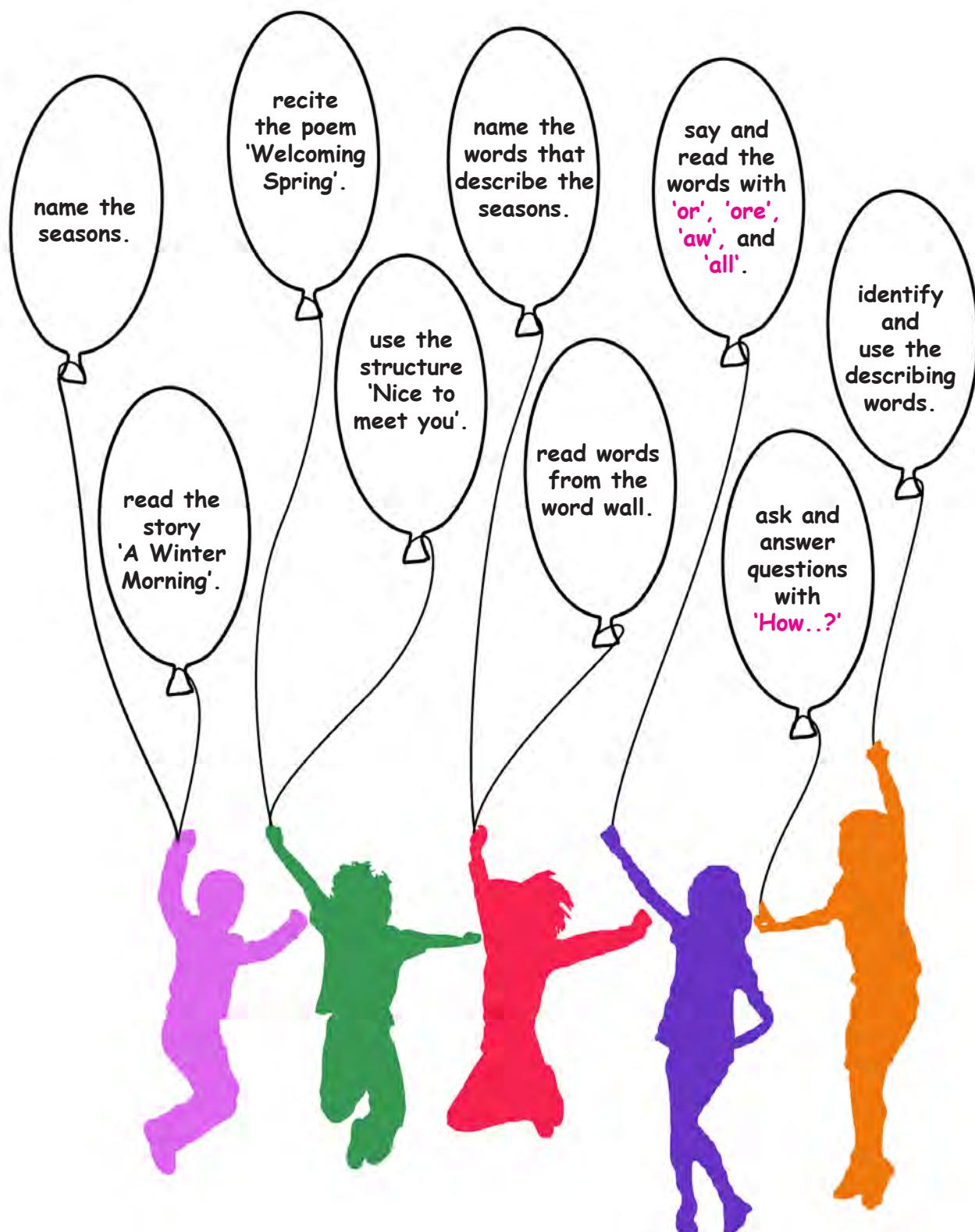
c. It is a brown dog.





Learning Outcome

Now I can...



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

2 Trip to the Store



Let us recall

1. Name the pictures.





2. Choose the correct describing word.



round/flat



blue/green

3. Fill in the blanks.



f k



sc

4. Read the words aloud.

yawn

born

fall

bore

jaw

small

snore



Look and say



rice



ragi



wheat



sugar



bengal gram



green gram



black gram



cardamom



chickpeas



garlic



onion



ginger



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





Let us sing

At the Grocery store



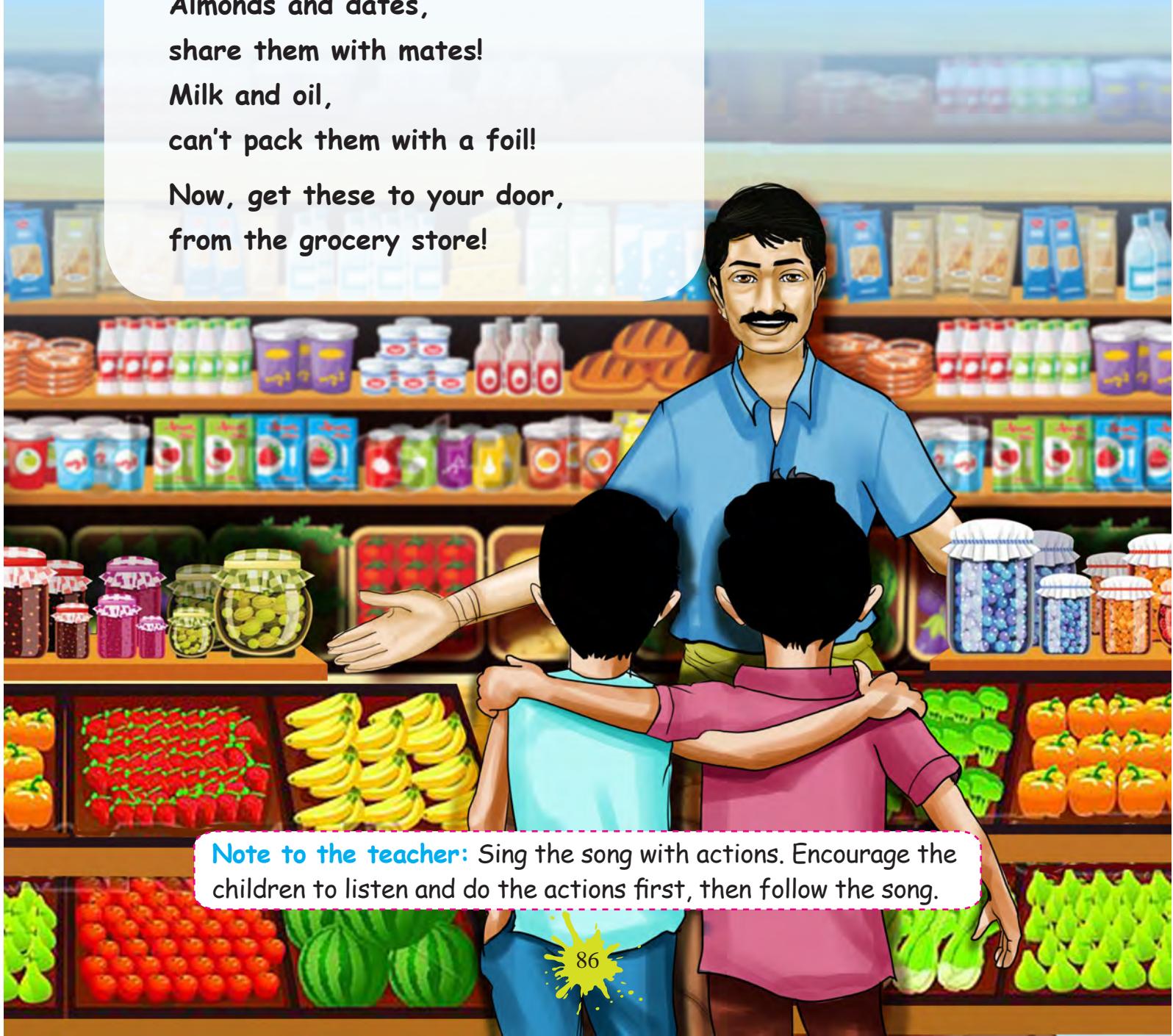
At the grocery store,
find everything you need and more!

Saffron and cinnamon,
are not very common!
Grains and sprout,
eat them without a doubt!

Almonds and dates,
share them with mates!

Milk and oil,
can't pack them with a foil!

Now, get these to your door,
from the grocery store!

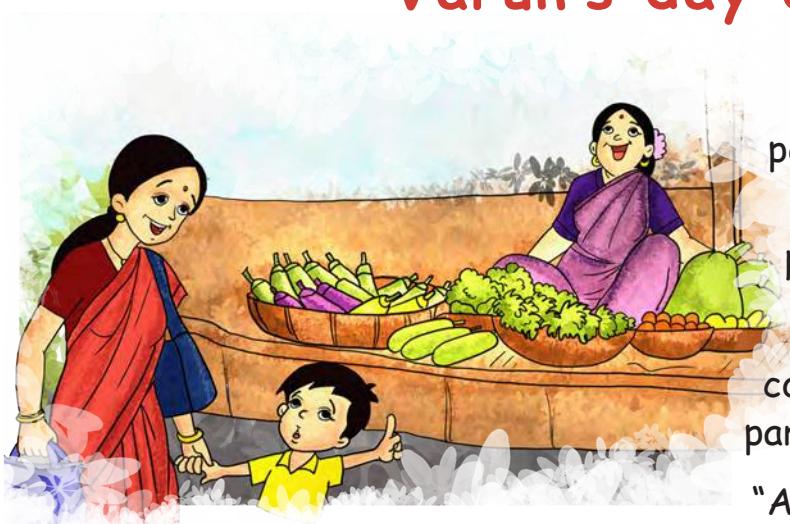


Note to the teacher: Sing the song with actions. Encourage the children to listen and do the actions first, then follow the song.



Let us learn

Varun's day out!



It was a warm sunny day, perfect for a picnic.

"Amma, I am bored at home.", said Varun.

His mother said that they could go out for a picnic in the park.

"A picnic? Sounds exciting!", said Varun.

They sat down and made a list of things to do and a list of things to eat. Then, they took an auto to the market to buy groceries.

At the vegetable shop, Varun asked, "Can we buy fresh carrots? We can make a tasty salad."

Amma smiled, "Sure."

Varun was curious at two similar looking vegetables and asked, "What are they called?"

Amma smiled, "The one that is white inside is called ash gourd and the other is called pumpkin."

Then, Varun and Amma crossed the fruit shop. Varun said, "Amma, do we need some fruits for the picnic?"

Varun had already decided which fruit he wanted. He wanted the big, green and juicy watermelon. Not just that, he also wanted the reddish yellow ripe mango from the stalls.

"Amma, there are so many types of rice and cereals here. Should we buy some?"





Amma then bought some maida, rice and black gram.

After coming back home, Varun helped Amma to store the vegetables, fruits and cereals in their place.



She then washed the rice and black gram to clean it. She then mixed and soaked them in water for some time.

"Amma, Can I grind them with you?"

Amma and Varun made the batter together for making delicious dosas for lunch. They also packed coriander chutney and tomato chutney to eat with them. They packed the dosas in a round tiffin box and the chutneys in two small square boxes.

They grated the carrots, squeezed lemon and added salt to make a salad that they can eat as a snack.

"Amma, Can I taste some salad now?", asked Varun.

Amma gave Varun some salad. "Yummm!" said Varun.

Now, they started to cut the watermelon and mango to pack them. Varun could not resist. He took a big bite of the mango and the juice of the mango dripped and fell on his shirt.

Amma saw Varun and burst into laughter. Varun joined his mother.

Now that all the food was ready and packed, both left to the park. Varun played on the swing and slide. After some time, Amma and Varun spread a cloth on the grass and laid out all the food they had packed.



"Thank you Amma. I had a wonderful day!", said Varun and hugged his mother.

Note to the teacher: Read the story to the children. Encourage them to know the names of the groceries and their uses.



Let us understand



1. Match the words to the pictures.



coriander

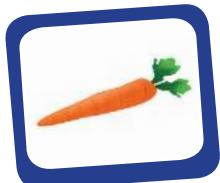


ash gourd



black gram

2. Make a shopping list from the below pictures.



c

r

i

3. Listen, think and write.

- Where did they plan to go?
- What did they buy in the vegetable shop?
- What did they cut?
- Why did they go to picnic?
- How will you get ready for a picnic?



Tick (✓) the odd one





Let us talk



- Show a flash card with the action word "break".
- Ask the children "What do you break?" with action.
- Make the children answer "I break the coconut" with action.
- Repeat the steps with a set of flash cards of action words like peel, taste, spread etc.
- Practise with all the children.



Let us practise



break



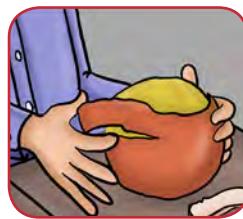
spread



sprinkle



saute



peel

Fill in the blanks with the actions.









Let us do



- Make 2 sets of flashcards with words from the wordwall.
- Divide children into two groups.
- Give one set of flashcards to each group.
- Say a word and ask the children to get the card and raise their hands.
- The child who raises hand first gets chance to read.
- Give the group one point if the child reads the word correctly.
- The group with the most points at end of the game wins.
- Practise with all the children.



Let us say



Listen to the sound and repeat.

ar
as in



dollar



sugar

or
as in



mirror



doctor

Listen and repeat.

collar
caterpillar
sugar
polar
solar

visitor
sailor
actor
tractor
donor



Let us practise



Read aloud.

This is a green caterpillar.



Actor donates in dollars.



The sailor sails the ship.



Sugarcane is carried by tractor.



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



Let us do



Wordwall

major solar
tailor sugar
author collar
creator polar
collector popular

- Make two flash cards for "ar" and "or".
- Make a child pick a card.
- If a child picks a card with "ar", make the child read all the words with "ar".
- Ask other children to repeat.
- Practise with all the children.



Let us practise



Circle and fill the "ar" "or" sounds.

	ar or		ar or
	ar or		ar or

act coll

sail sol

Fill in the blanks.

	tract		sug
	tail		doct



Let us use



We use **Let** for asking permission or give someone permission.



In the above sentence, **Let me** is used for asking permission to play.

You can answer using 'Yes, you can' or 'No, you cannot'.

Circle Time Activity

- Divide the class into two groups A and B.
- Make the child from group A ask "Let me take rest".
- The child from group B should say, "Yes, you can or No, you cannot".
- The children should act according to the permission.
- Practise with all the children.
- Reverse the roles of the groups and practise again.



Let us practise



taste the soup?

throw the ball?

Yes,

No,





Let us know



Look at the pictures and follow the conversation.



John cried loudly.



How did John cry?



Loudly.



Shyam will meet his friend tomorrow.



When will Shyam meet his friend?



Tomorrow.

The words help us know more about the action and describes it.

How	happily	really	gently	slowly
when	tomorrow	today	now	yesterday

Tick the correct word that helps us know more about the action.



sadly

angrily

happily



roughly

carefully

peacefully

Circle the words that help us know more about the action.

1. He came yesterday.

2. She speaks gently.

Write two words that help us know more about the action.

beautifully softly fast loudly

dance

Four horizontal lines for writing 'dance':

speak

Four horizontal lines for writing 'speak':

Note to the teacher: Explain children the words that describe how and when the actions take place. Make children know the uses of adverb.





Let us read



THE GREAT COOKING CONTEST

Gayathri was a cute girl. She liked to cook and make crafts.

She helped in the kitchen but she was not allowed near the stove.

One day, her school posted a note with the name "THE GREAT COOKING CONTEST." It said that children must cook without fire. All in Gayathri's class took part in the contest.

She told her mom about the contest and asked her help. Gayathri said, "A fruit salad will not make me win." Mom said, "Why don't you try AVAL LADDU? It is easy and tasty." She learned to make AVAL LADDU.

She was ready for the contest. On the day, all were busy with peeling and cutting. Gayathri did not panic and took her time to start.





She took a cup of AVAL and soaked it in water. Then, she added nuts and honey. She mixed them well and rolled them into eight LADDUS.

Gayathri's name was called. She took the AVAL LADDUS and ran. CRASH! She fell down and her LADDUS got crushed.



She was sad. She took it to the school head. The head tasted the crushed LADDUS and said, "Your AVAL BOONDHI is really tasty!"

The time had come to name the winner. The school head on the mike said, "Gayathri of class 3, is the winner." Gayathri was very happy.





Let us think and do



Circle the correct word.



nuts water



sugar honey

Tick (✓) the correct picture and fill in the blanks.

1. _____ is prepared without fire.



○

○

2. Her mom taught, how to prepare _____.



○

○

Let us make



Anjaraipetti

Paste mustard seeds in box no.1

Paste black gram in box.2

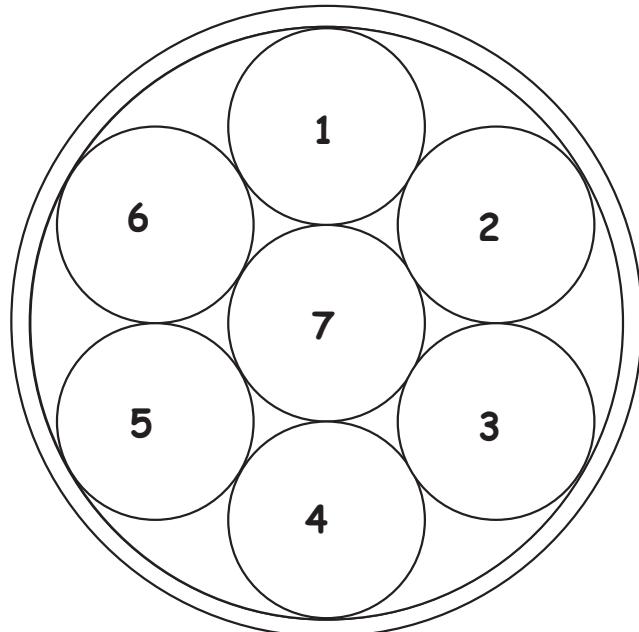
Paste fenugreek seeds in box 3

Paste black pepper in box 4

Paste cumin seeds in box 5

Paste cardamom in box 6

Paste clove in box 7



Note to the teacher: Read the instructions one by one. Encourage children to paste the grocery item after listening to the instructions.





Big Picture



1. Which book is under the table? **Red book is under the table.**
2. Which ball is out of the box?
3. Which pen is longer?
4. Which apple is cut into two?
5. Which toy is bigger?
6. Which cat has the collar?
7. Which pillow is near the telephone?
8. Which bottle is filled with water?

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



I Can Do



1. Write the names of the groceries.

ragi, pepper, bengalgram







2. Circle the word with or.

regular sailor sugar tractor polar visitor

3. Circle the word with ar.

dollar mirror sugar polar doctor regular

4. Recite the poem 'At the grocery store' with intonation.

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

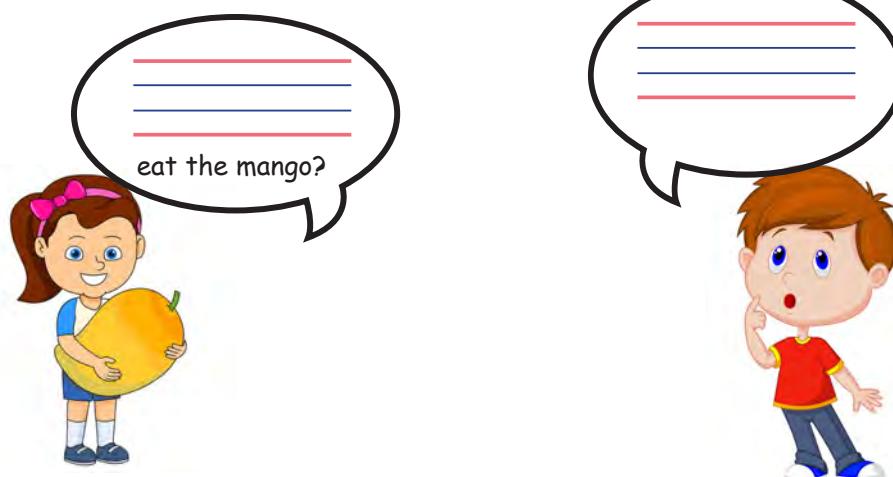
I am six years old. I fly a small kite. My sister is ten years old.
I write her name in the kite. Always I love her.

Note to the teacher: Read the words six, fly, small, ten, write and always one more time to the children.





6. Fill in the blanks with structure.



7. Tick (✓) the correct picture.

happily



silently



8. Look at the picture and tick (✓) the suitable describing sentences.



- a. The boy goes to school **happily**.
- b. The boy goes to school **angrily**.
- c. The boy goes to school **sadly**.



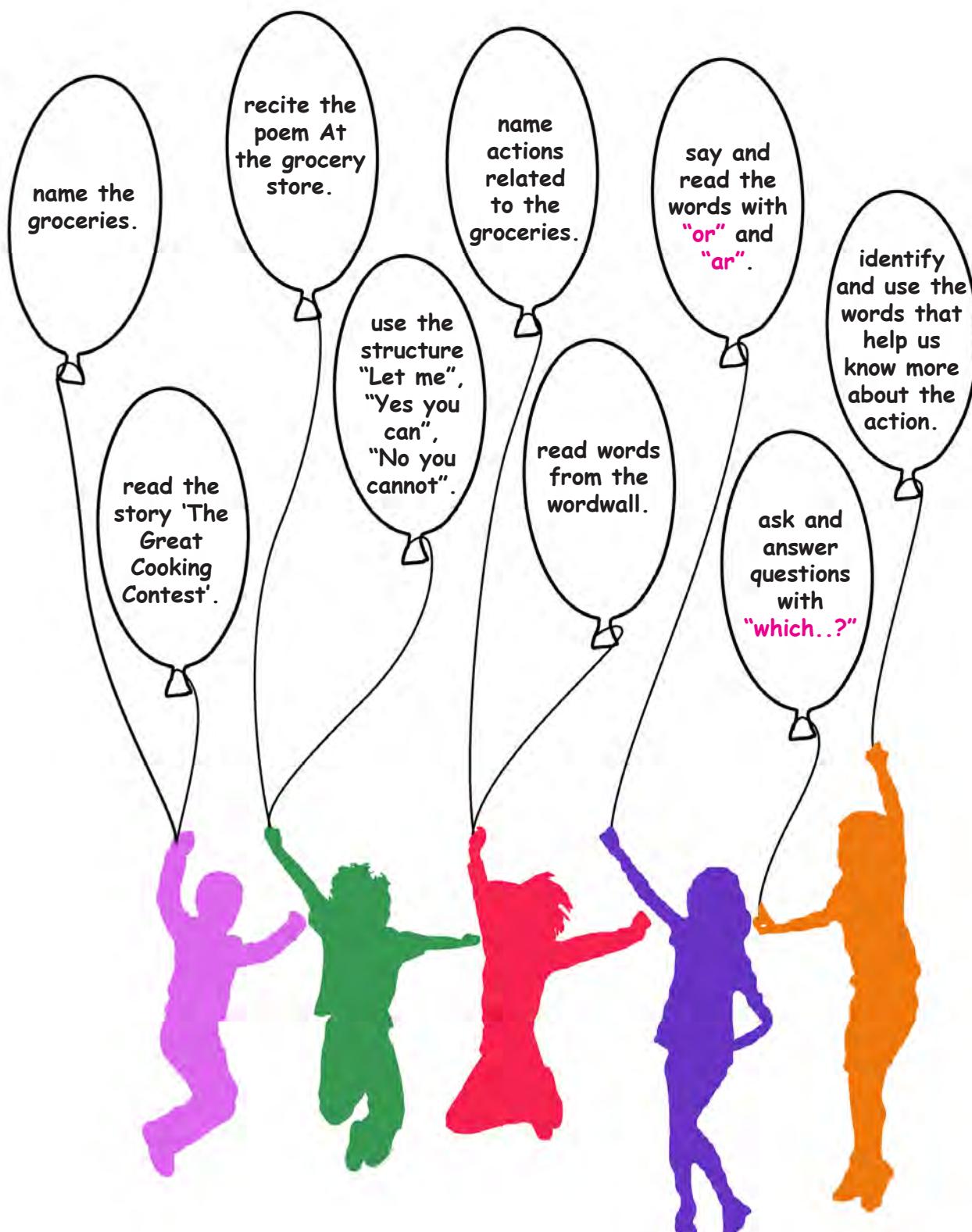
- a. They **quietly** celebrate their function.
- b. They **cheerfully** celebrate their function.
- c. They **sadly** celebrate their function.





Learning Outcome

Now I can...



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



Acknowledgement

We express our gratitude to the writers and publisher whose contributions have been included in the book. These stories are openly licensed under Creative Commons. The content that has been used is licensed under CC BY 4.0. This license allows us to distribute, remix, tweak, and build upon their work.

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