

ENGLISH



STANDARD THREE

TERM - I



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 - I English book for standard 3 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 Utensils, the insects and the landforms.
- 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 exercises, grading from simple to challenging task for comprehension of the content.
- **Let us know** provides scope for teaching grammar in a context. It helps learn grammar concepts inductively.
- **Let us read** is a self-reading text which develops the reading ability of the children.

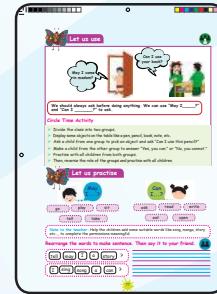


- **Let us use** develops the ability of using structure.
- **Circle time activity** provides opportunity for the teacher to practise the structure through the games and activities.
- **Word wall** can be used to know the sight words and the phonic words.
- **Let us make** develops listening skill of the children by following instructions and acting accordingly. This fun oriented activity provides opportunity to enhance their creativity.
- **Big Picture** is designed to enrich to ask and answer questions with "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 Kitchen

- Children are always eager to play with toy utensils for making fun filled community lunch. This unit enables them to know the names of the utensils.
- Look and say** page helps children to visualize the things in the kitchen and enriches their vocabulary.
- Let us practise** insists on the action words related to the kitchen.
- Let us use** focuses on the structure "**May I/Can I?**" to help children ask permission properly.

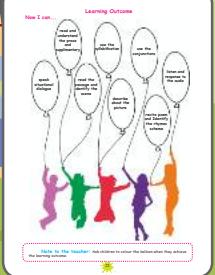
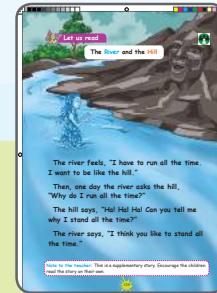


Unit 2 – Small Creatures

- Children are always eager to know about the small creatures around them.
- Look and say** page helps children to name some common insects around them.
- Let us practise** teaches action words related to insects.
- Let us use** focuses on the structure "**Here it is.**"

Unit 3 – The World Around Us

- Children are always interested in exploring many places. This unit explains various land forms.
- Look and say** page helps children to name some landforms.
- Let us practise** teaches children to describe landforms.
- Let us use** focuses on the structure "**Would you please...?**" to help children request politely.



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.



Contents

Unit	Title	Page No.	Month
1	Our Kitchen	67	June
2	Small Creatures	87	July
3	The World Around Us	107	August



E-Book



Assessment



Digilinks

1

Our Kitchen





Look and say

funnel

strainer

mixie

pot

stove

tablespoon

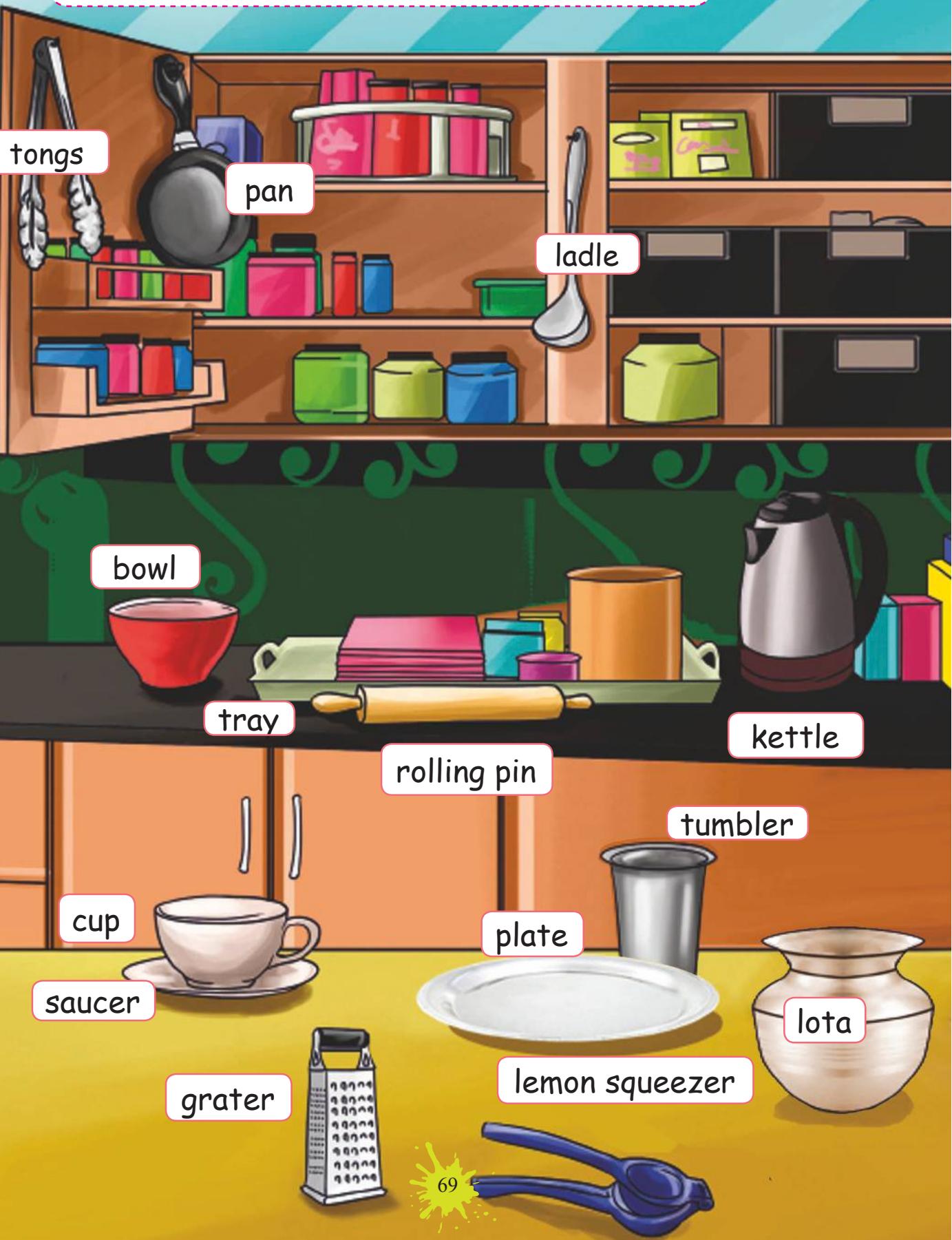
cutting-board

knife

churner

peeler

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



tongs

pan

ladle

bowl

tray

kettle

rolling pin

tumbler

cup

plate

saucer

lota

grater

lemon squeezer



Let us sing



BENDER THE BLENDER

There once was a blender,

His name was Bender,

When no one was home,

He would come alive and roam.

All his friends would be there soon,

The knife, the fork and the spoon,

They would gather around,

And run all over the ground.

Soon everyone is glum,

Hearing the car - Vroom! Vroom!

They have to draw the line,

And wait until next time.



FCH9VT



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

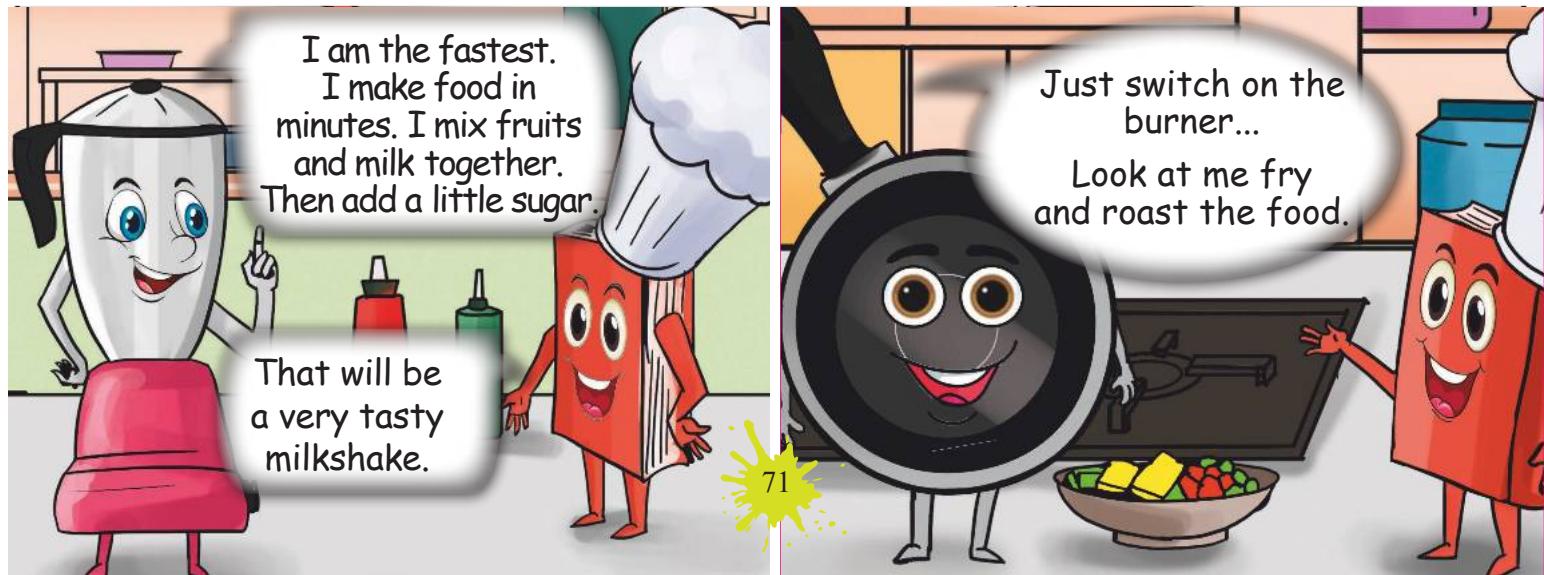
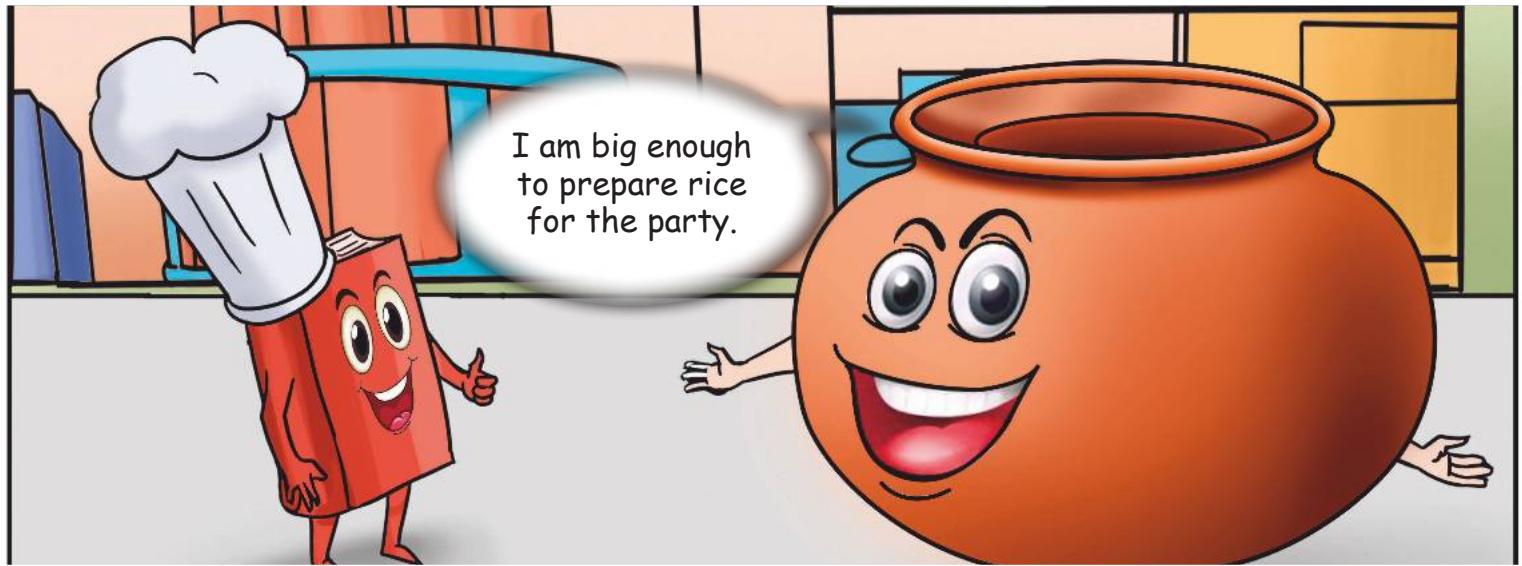


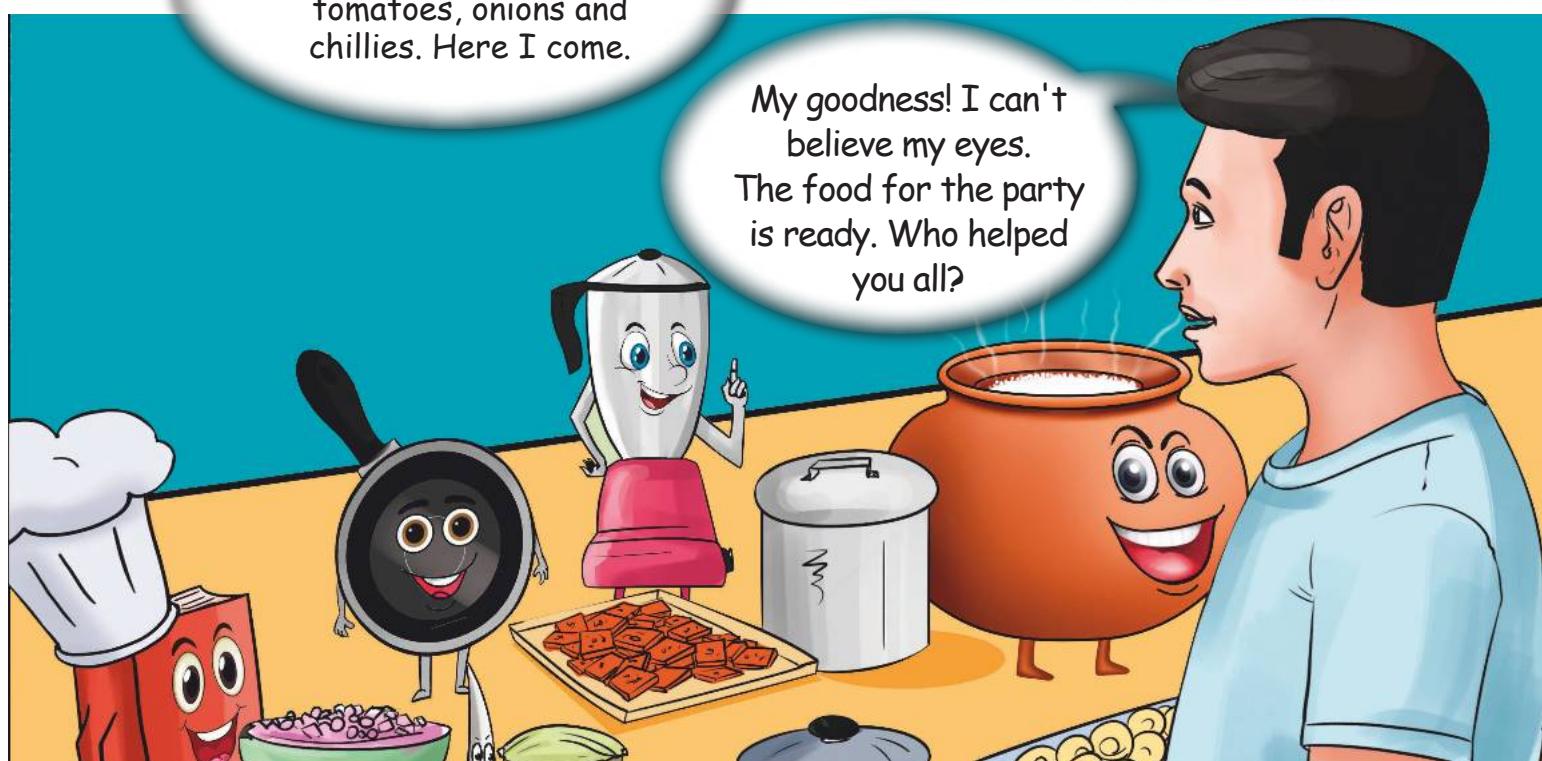
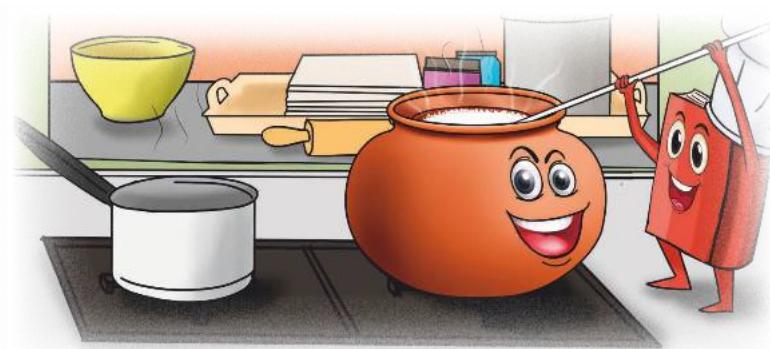
Let us learn



The Big Offer

Ramu runs a small restaurant that makes very tasty food. One day he gets an order to cook dinner for the biggest party in his town. However, he cannot cook because he is very sick.







Let us understand



1. Circle the right word.



knife
recipe book



fork
spoon



mixer
pot



ladle
pan

2. Match the following.

milkshake



rice



cutting



frying



3. Listen, think and write.

Recipe book

Ramu

food

delicious

- Who runs the restaurant? _____ runs the restaurant.
- Who was the chef? _____ was the chef.
- How was the food? The food was _____.
- Why was Ramu happy? Ramu was happy because _____ was ready.

Choose the correct one.



a



b



c

Let us talk



- Show a flashcard with the action word "stir".
- Ask children "What do you stir?" with action.
- Make children answer, "I stir sambar." with action.
- Repeat the steps with flashcards of action words like chop, pour and peel.
- Practise with all the children.



Let us practise



Show the actions and say it to your friend.



grate



stir



pour



boil

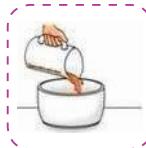


chop



whisk

Look at the pictures and write the actions.









Let us do



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



Let us say

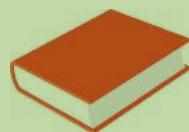


Listen to the sound and repeat.

oo
as in



foot



book



hook

Listen and repeat.

book

hook

good

nook

foot

rook

cook

wool

wood

stood

look

shook

Circle the words with oo.

n	i	u	b	g	o	o	d	z	c
c	k	e	w	s	n	k	b	z	e
d	u	e	m	y	j	h	i	y	f
l	f	o	o	t	s	t	o	o	d
t	w	c	z	o	n	r	j	e	n
m	i	m	s	t	h	c	o	o	k
v	l	o	o	k	e	b	o	o	k
f	f	s	v	o	s	g	b	y	u
g	g	l	i	p	v	a	f	h	h
t	z	o	w	g	w	o	o	d	a

Note to the teacher: First teach the sound /ʊ/ 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



- Make one set of flashcards.
- Make the children stand in a circle.
- Give one flashcard to each child.
- Ask any child to read the word in the flashcard.
- If they read correctly, they turn around, and the next child has to read.
- If a child is not able to read, then all children will turn back, and we start from the first child again.
- The game ends if all children in the circle have turned around.
- Practise till children can read the words easily.



Let us practise

Read it to your friend.



This is my book.



I make toys with wood.



My dad likes to cook.



I shook his hand.



Fill in the blanks.



w

d



r

k



b r

m

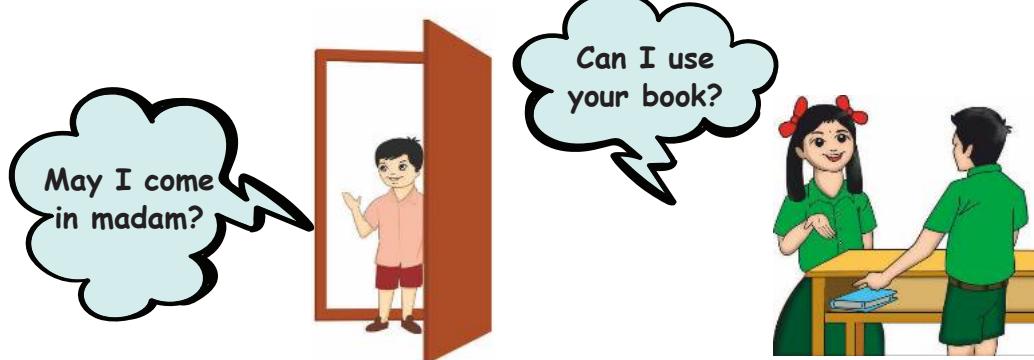


b r

k



Let us use



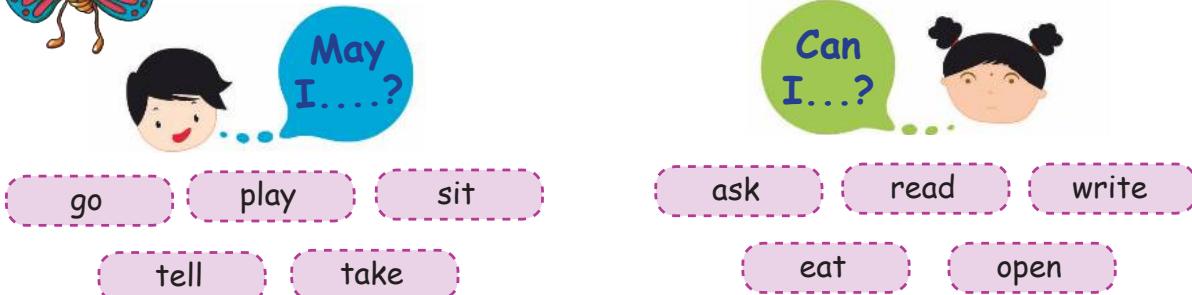
We should always ask permission before doing anything. We can use "May I _____?" and "Can I _____?" to ask permission.

Circle Time Activity

- Divide the class into two groups.
- Display some objects on the table like a pen, pencil, book, note, etc.
- Ask a child from one group to pick an object and ask "Can I use this pencil?"
- Make a child from the other group to answer "Yes, you can." or "No, you cannot."
- Practise with all children from both groups.
- Then, reverse the role of the groups and practise with all children.



Let us practise



Note to the teacher: Help the children add some suitable words like sing, mango, story etc. to ask permissions in different contexts.

Arrange the words to make sentences. Say them to your friend.



tell may I a story ?

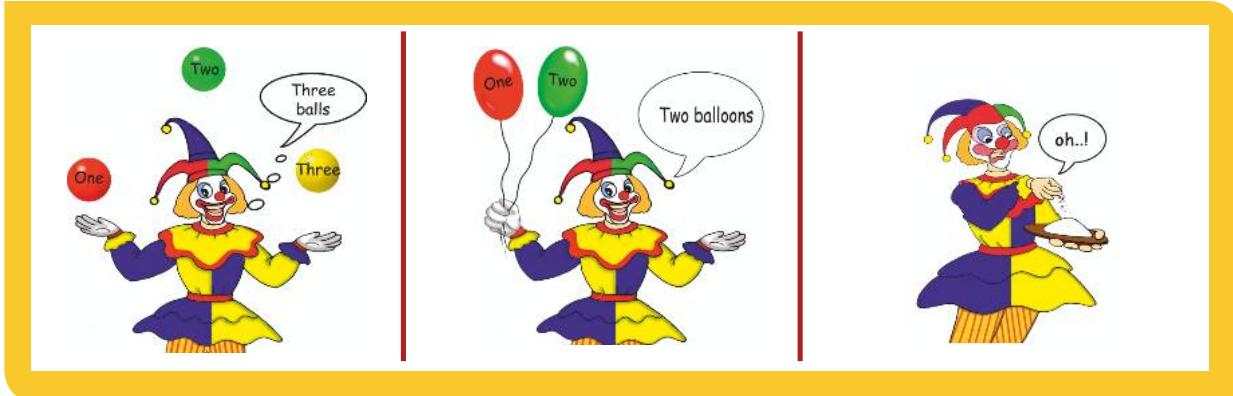
I sing song a can ?



Let us know



Let us see how the clown counts the things.

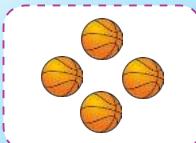


He is confused. He cannot count the last one.



Do you think you can count 'salt'?

There are some things that we can count like,



balls



pencils



babies



chairs



houses

When we ask about things that we can count we ask - **How many _____?**

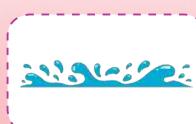
There are some things we cannot count like,



sugar



metal



water



rice

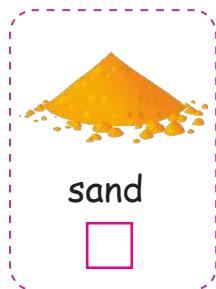


oil

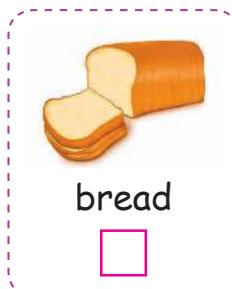
When we ask about things that we cannot count we ask - **How much _____?**

Note to the teacher: Explain children that there are some things we can count and some things we cannot count. Encourage children to use **many** for things they can count and **much** for things they cannot count.

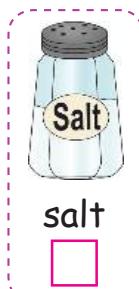
Look at the things below and tick (✓) if you can count and cross (✗) if you cannot count.



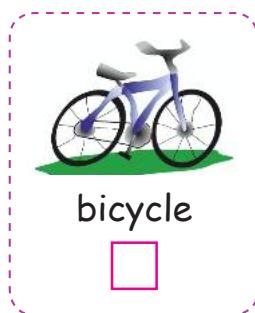
sand



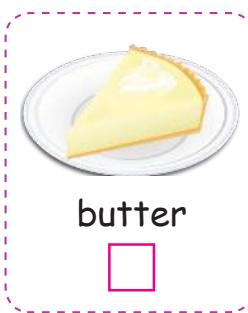
bread



salt



bicycle



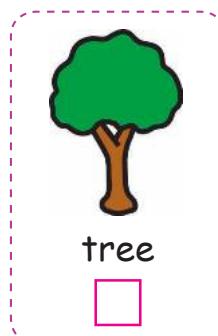
butter



rice



bat



tree



meat

Read the words and tick (✓) the correct box.

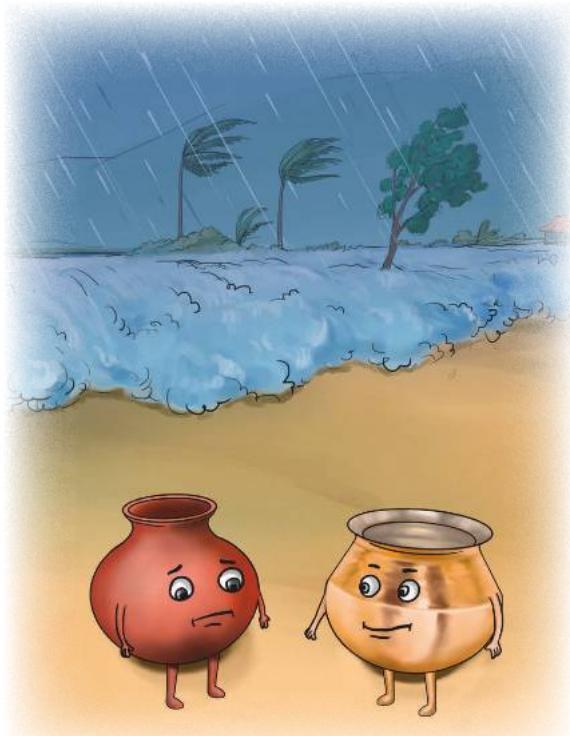
	can count	cannot count
1. juice		
2. sugar		
3. water		
4. pen		
5. ball		



Let us read



The Two Pots



Mud said, "Let me try."

Mud and Brass start to swim in the river.

Brass said, "Let us swim deeper."

Mud said, "No, let us go back to the river bank."

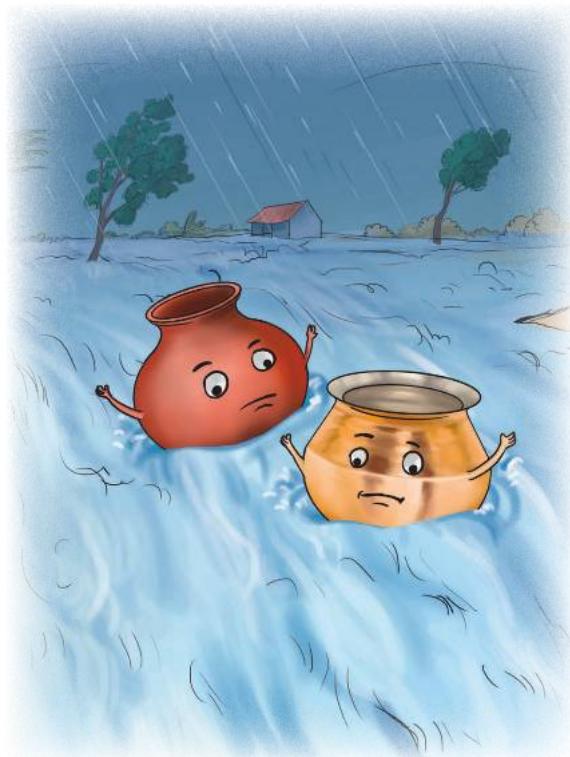
There are two pots, Mud and Brass.

Mud and Brass go to the river to play.

Brass said, "I will swim in the river but you cannot."

Mud said, "Why?"

Brass said, "If you hit on a rock you will break."





Mud went back to the river bank. But, Brass went on.

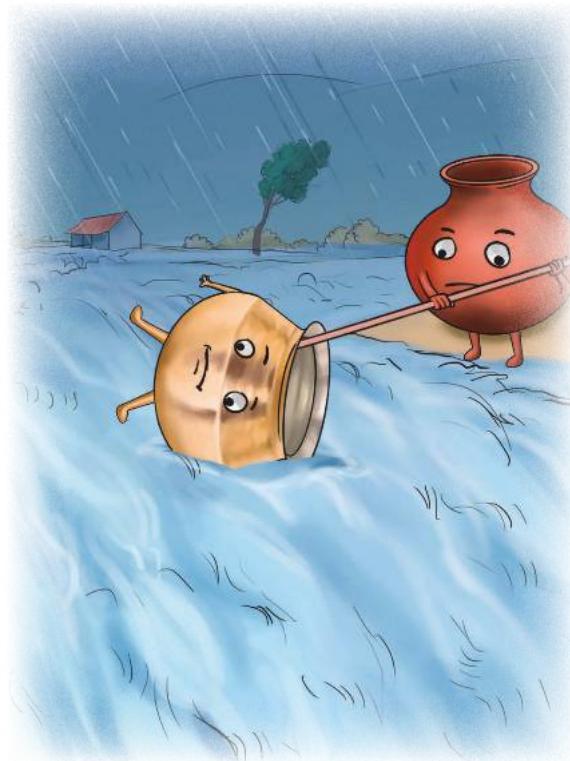
Soon, the river was deep, and Brass was not able to swim.

"Help! Help!" said Brass.

Mud used a stick from the river bank to help.

After that, Mud and Brass do not play in the river.

They only play by the river.



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

Let us think and do



Circle the correct word.



river sea



tape stick



pot top

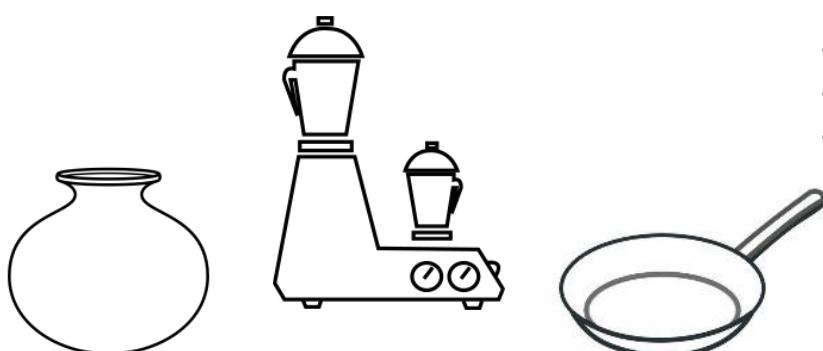
Tick (✓) Yes or No.

1. There are two pots. Yes No
2. They play in a park. Yes No
3. The mud pot helps the brass pot. Yes No

Arrange the story in the correct order using numbers from 1 to 3.



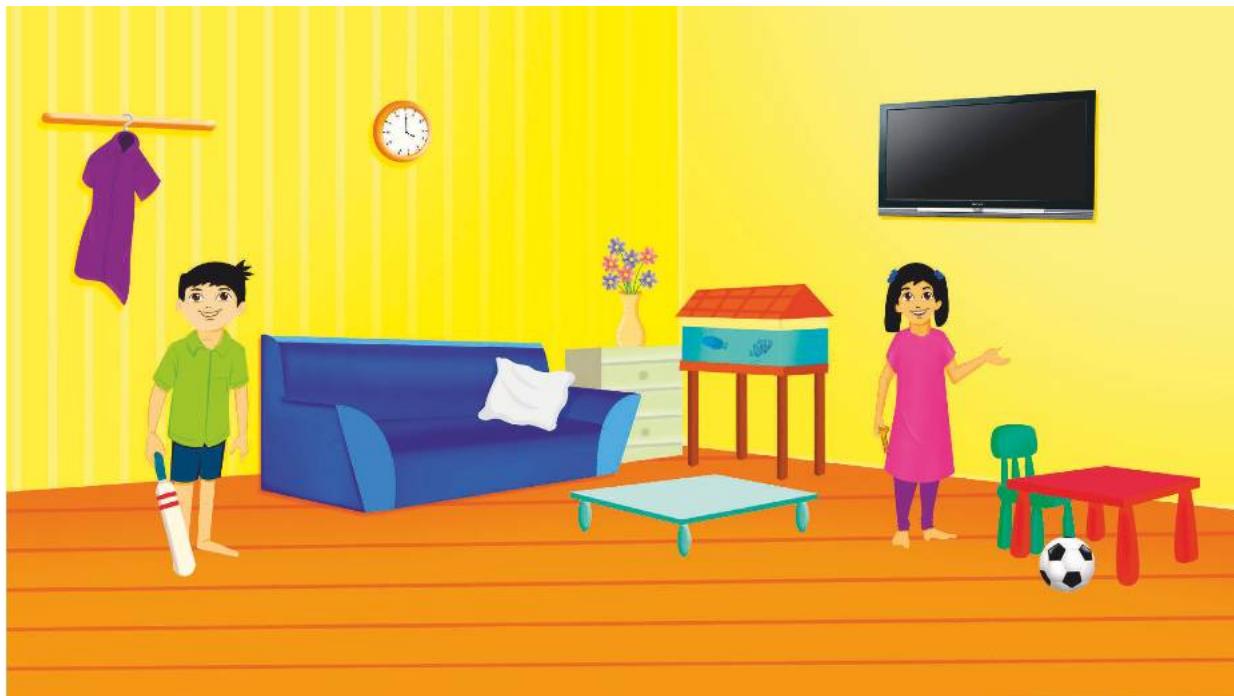
Let us make



- Colour the pot **brown**.
- Colour the mixie **red**.
- Colour the pan **black**.

Note to the teacher: Read the instructions one by one. Encourage children to colour after listening to the instructions.

Big Picture



1. What is in the girl's hand? **A key is in the girl's hand.**
2. What is in the boy's hand?
3. What is on the wall?
4. What is under the table?
5. What is in the tank?
6. What is on the sofa?
7. What is on the cupboard?
8. What is on the hanger?
9. What is the colour of the wall?
10. What is the time by the wall clock?

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

I Can Do



1. Write the names of the utensils.

knife bowl mixer







2. Read the sentence and write True (T) or False (F).

We cut with knife. ()

We mix with recipe book. ()

We make milkshake with mixie. ()

We fry with pan. ()

3. Match the word with picture.

Stir



Chop



Boil



4. Arrange the letters and write the correct word.

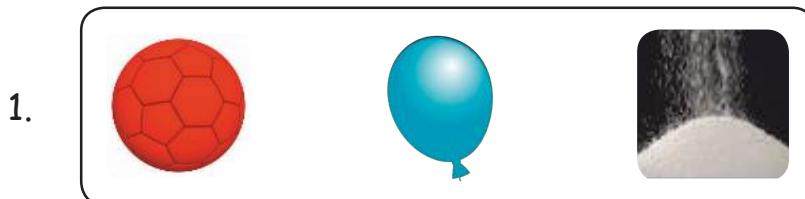
- Beat with a . (khisw)
- the carrot for salad. (egrat)

5. Recite the poem 'Bender the Blender'.

6. Listen to the teacher and ask a question.

- a. Ask a pen from your friend.
- b. Ask a notebook from your brother/sister.

7. Circle the odd one.

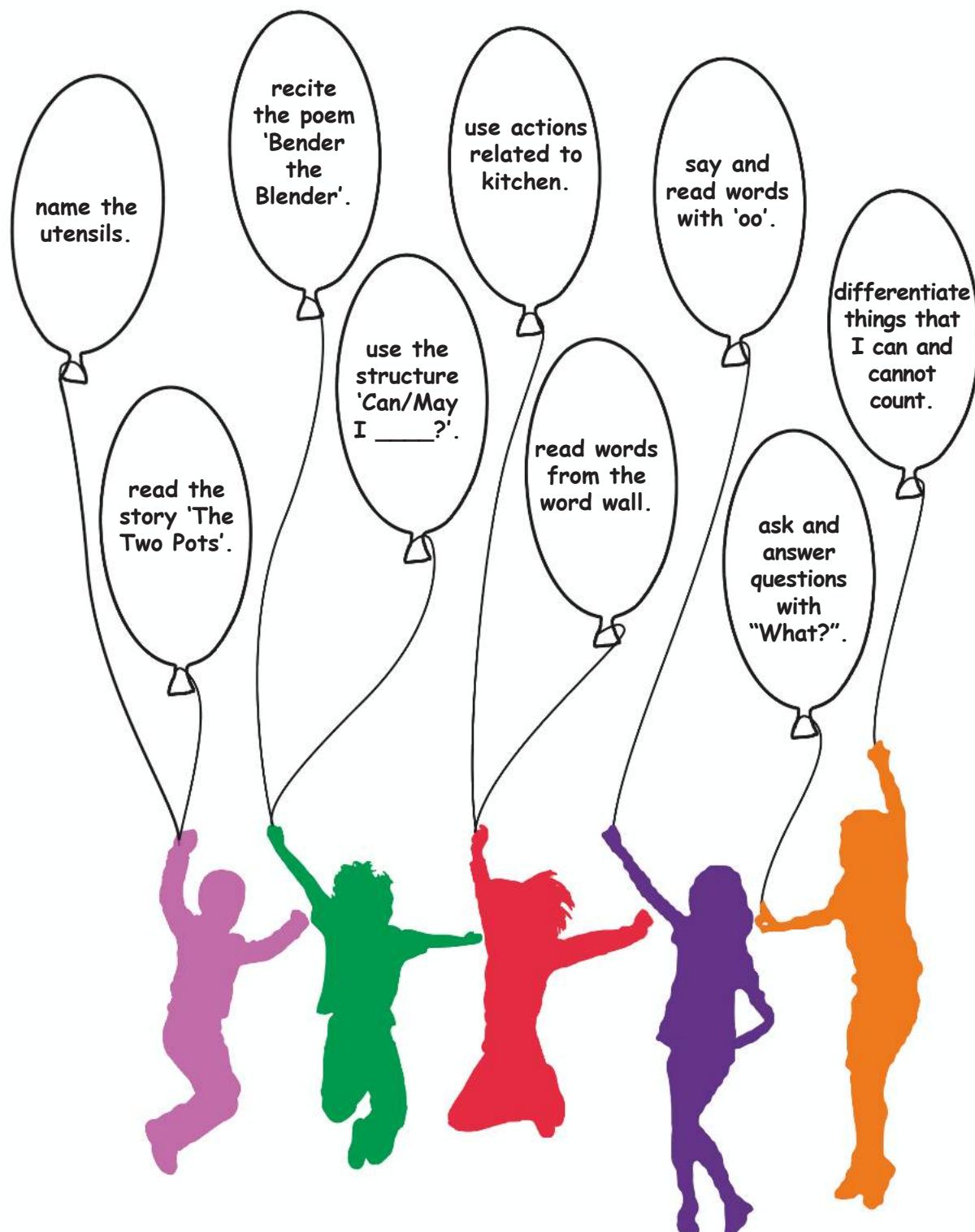


8. Write **C for things you can count and **U** for things you cannot count.**



Learning Outcome

Now I can...



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

2

Small Creatures

I keep
away from
the insects.
Do you?





Look and say

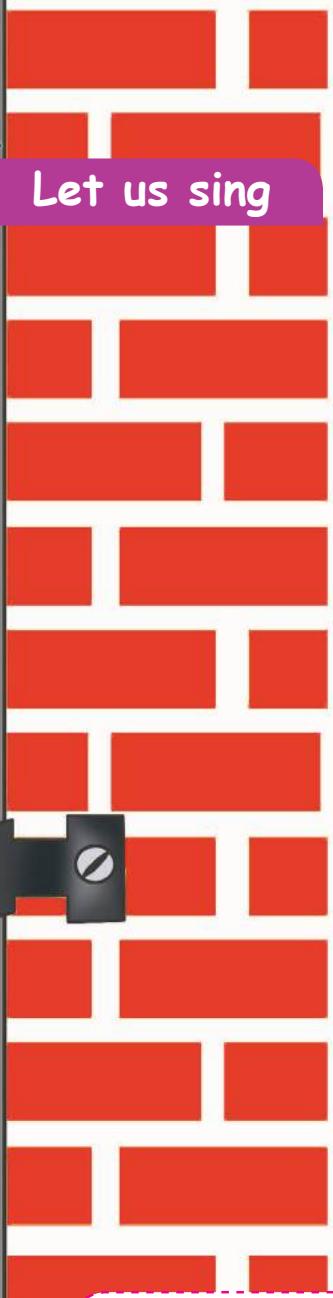


Note to the teacher: Practise vocabulary using the picture.
Ask children to name the things seen in the picture.





Let us sing



Incy Wincy Spider

Incy wincy spider
Climbed up the water spout,
Down came the rain
And washed poor Incy out.

Out came the sunshine
And dried up all the rain,
And Incy wincy spider
Climbed up the spout again.

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 Proud Dragonfly



A blue dragonfly lives near a pond with his friends. He is a proud insect. One morning as he was enjoying the sun sitting on a lotus leaf, a butterfly comes by.

Hello, Butterfly!
You look sad. Is it
because my wings
shine in the sun?

What? Why should
I feel sad? I know
that I am a very
beautiful and colourful
insect.

An ant speaks as he is on his way to his anthill, carrying food for the winter.

Surely you can find
some work to do,
can't you? All that
you do all day is to
sit there and feel so
proud of yourself.

Ah, Ant! You
poor little fellow!
You have to walk
around on your
thin legs all day.
You don't have
beautiful shiny
wings like mine.
How sad!

A ladybug flies low, near the pond.

Hey, ladybug.
Don't you wish
you were as slim
as me?

Ha! Ha! I am
happy as I am.

A bumblebee buzzes by happily.

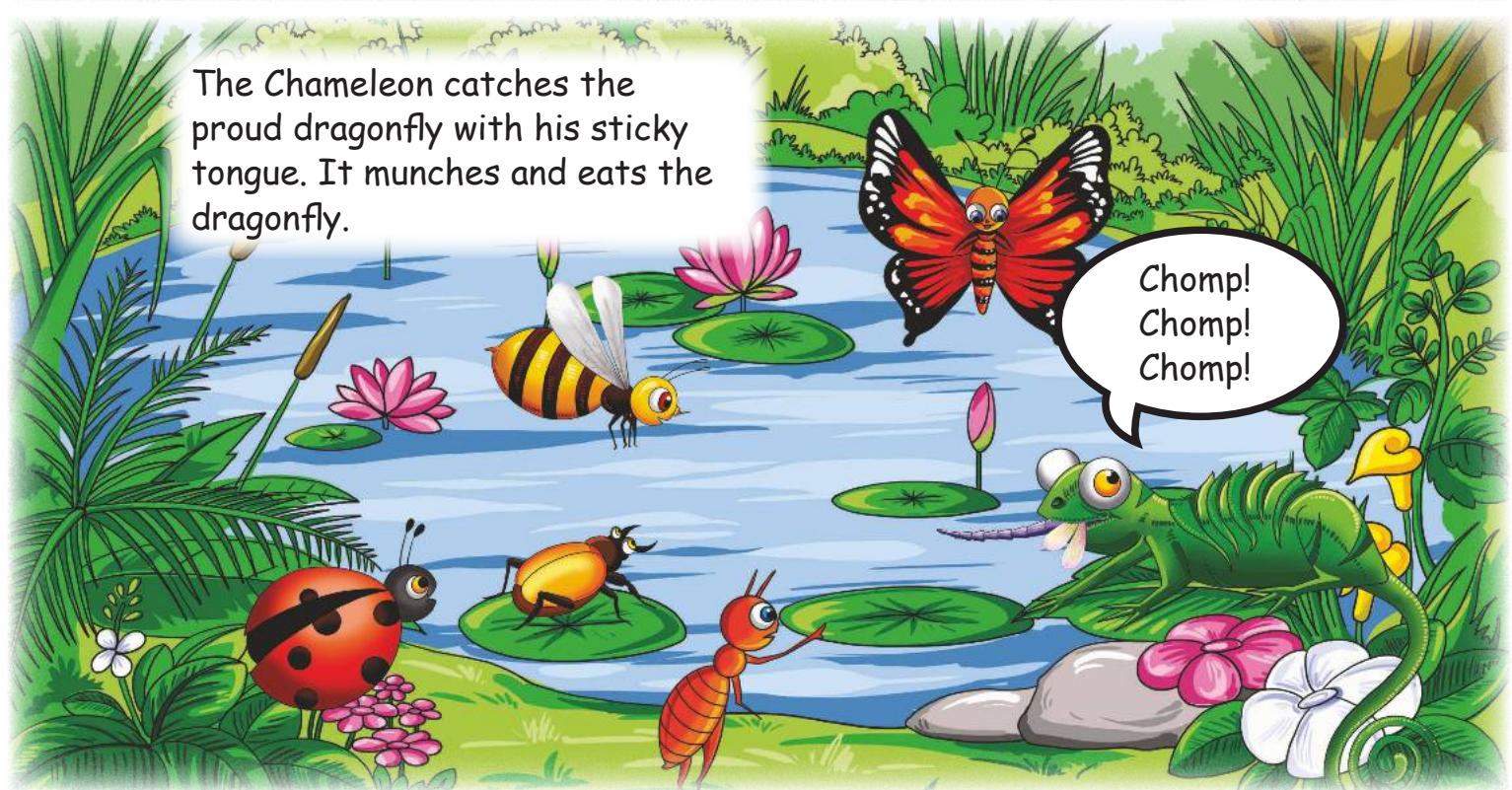
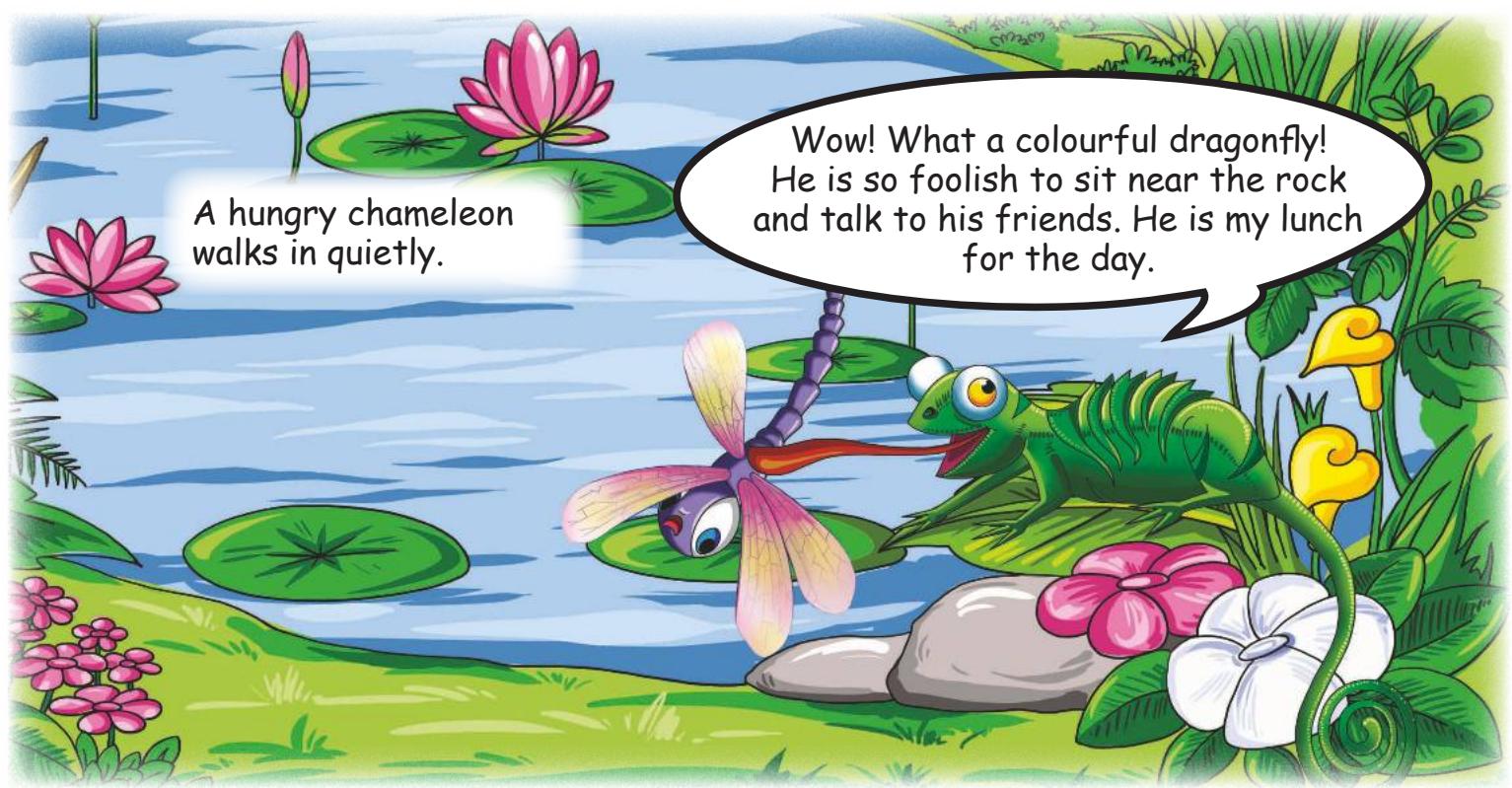
You better stop
boasting about your
looks, Dragonfly.
My wings are good
enough for me.

Bumblebee, you must
be so bored with your
yellow and black colour
body. My wings change
colour during day!

Beetle squeaks as it comes by.

Ah! Beetle,
you scared me. Please
do not come near me
like that again.

We are all
wonderful in
our own way, just
as you are.





Let us understand



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

All the insects in the story lived near _____.



_____ is too proud of itself.



2. Match the words to the pictures.

buzzes

squeaks

colourful

shiny



3. Listen, think and write.

food blue black yellow hungry

- What colour is the dragonfly? The dragonfly is _____.
- What is the ant carrying? The ant is carrying _____.
- What colour is the bumblebee? The bumblebee has stripes of _____ and _____.
- Why did the chameleon eat the dragonfly? The chameleon eats the dragonfly as it was _____.

What comes next? Tick (✓) the correct picture.



Let us talk



- Make flashcards with pictures of insects.
- Divide the class into two groups.
- Call a child from one group and ask him/her to pick a card.
- The child with the card will enact the action of the insect. (e.g. Flying for butterfly.)
- The group should be able to name the insect and the action. (e.g. Butterfly flies.)
- Repeat the activity with the other group.
- The group with the most correct answers wins.



Let us practise



crawl



march



fly



slide



jump

Circle the insects.

lion
horse
caterpillar

butterfly
elephant
dragonfly

snail
ant
tiger

camel
grasshopper
firefly

Fill in the blanks with the actions of the insects.









Let us do



- Display the words on the word wall.
- Make 4 sets of 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 to keep the chit.
- If they are not able to read, they give the chit back.
- When there are no more chits with the teacher, the student with the most chits wins.
- Practise till all the students are able to read the words.



Let us say



Listen to the sound and repeat.

ar
as in



car



jar

ast
as in



blast



fast

Listen and repeat.

car
jar
far
tar
star

mark
park
bark
dark
shark

art
arm
farm
march
spark

blast
fast
past
last
vast



Let us practise



Read aloud.

The car is fast.



We have fun in the park.



The ants march.



The star is far.



The dog barks at me.



The shark eats the fish.



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



Let us do



- Make a set of flashcards.
- Invite a child to pick a flashcard.
- Ask the child to show the word to the class and read the word.
- If the child reads correctly, they get to keep the card.
- Ask all children to repeat the word.
- The child with most card wins.
- Practise with all the children.



Let us practise



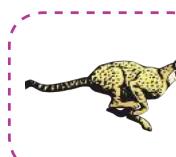
Circle the correct letter cluster.



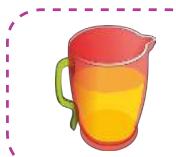
ar ast



ar ast



ar ast



ar ast

Fill in the blanks.



s t



p k



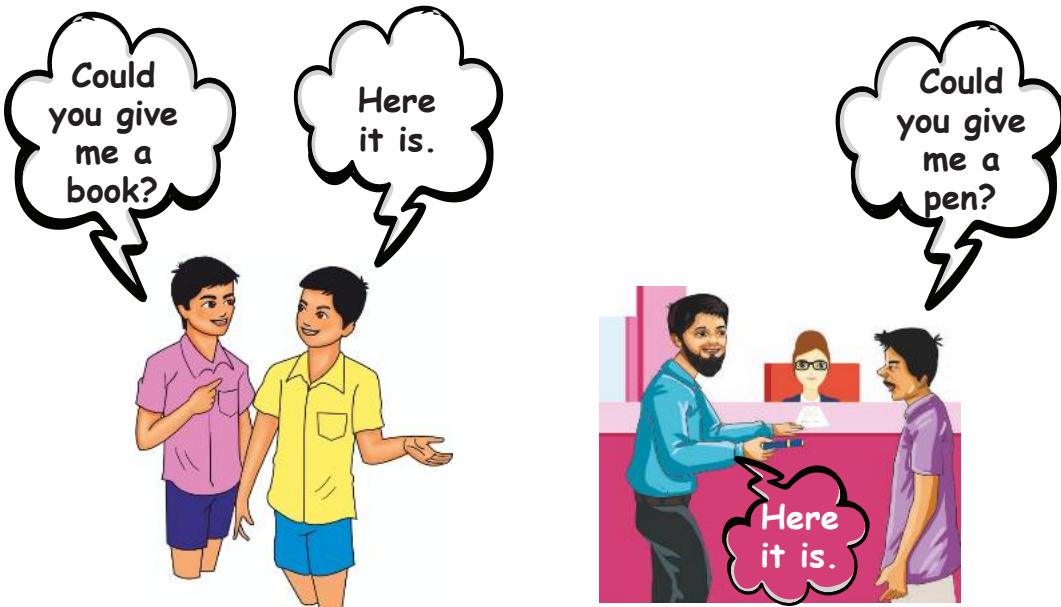
b l



f



Let us use



Circle Time Activity

- Divide the class into two groups A and B.
- Each child is given an object like a pen, pencil, ID card, book etc.
- Make a child from group A ask, "Could you give me a book?"
- The child from group B with the book should say "Here it is."
- Practise with other objects like pen, pencil, ID card.
- Reverse the roles of the groups.
- Practise with all the children.



Let us practise



Arrange the words to make sentences. Say them to your friend.



me could the toys give you?

bag could you me a give?





Let us know

Look at the caterpillar in the following pictures.



The caterpillar is **in** the shoe.



The caterpillar is **on** the shoe.



The caterpillar is **under** the shoe.



The caterpillar is **near** the shoe.

The words **in**, **on**, **under** and **near** help us know where the caterpillar is.

Tick (✓) the correct word.



- in
- near
- under



- in
- near
- under

1. The cockroach is ___ the shoes. 2. The lady bug is _____ the box.



- in
- on
- under

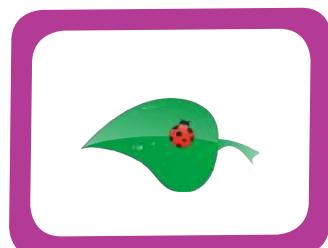


- in
- on
- under

3. The ant is _____ the chair. 4. The butterfly is _____ the ball.

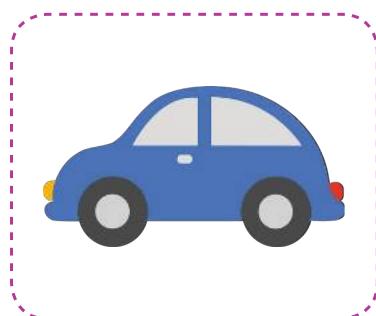
Fill in the blanks.

in under near on

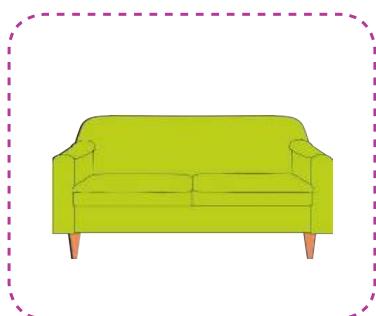


The fish is _____ the bowl. The ladybug is _____ the leaf.

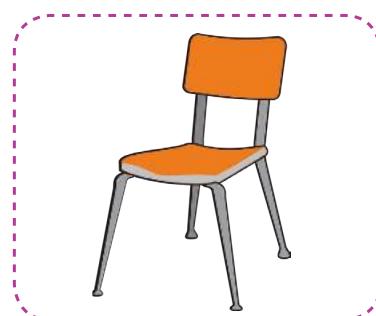
Read the following sentences and draw the insects.



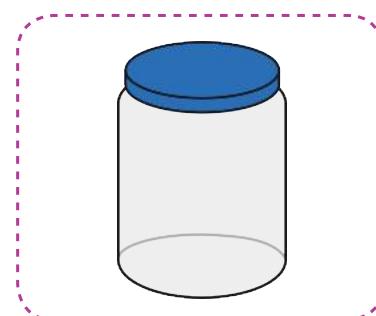
A dragonfly is
on the car.



A bug is near the
sofa.



A spider is under
the chair.



A bee is in the bottle.

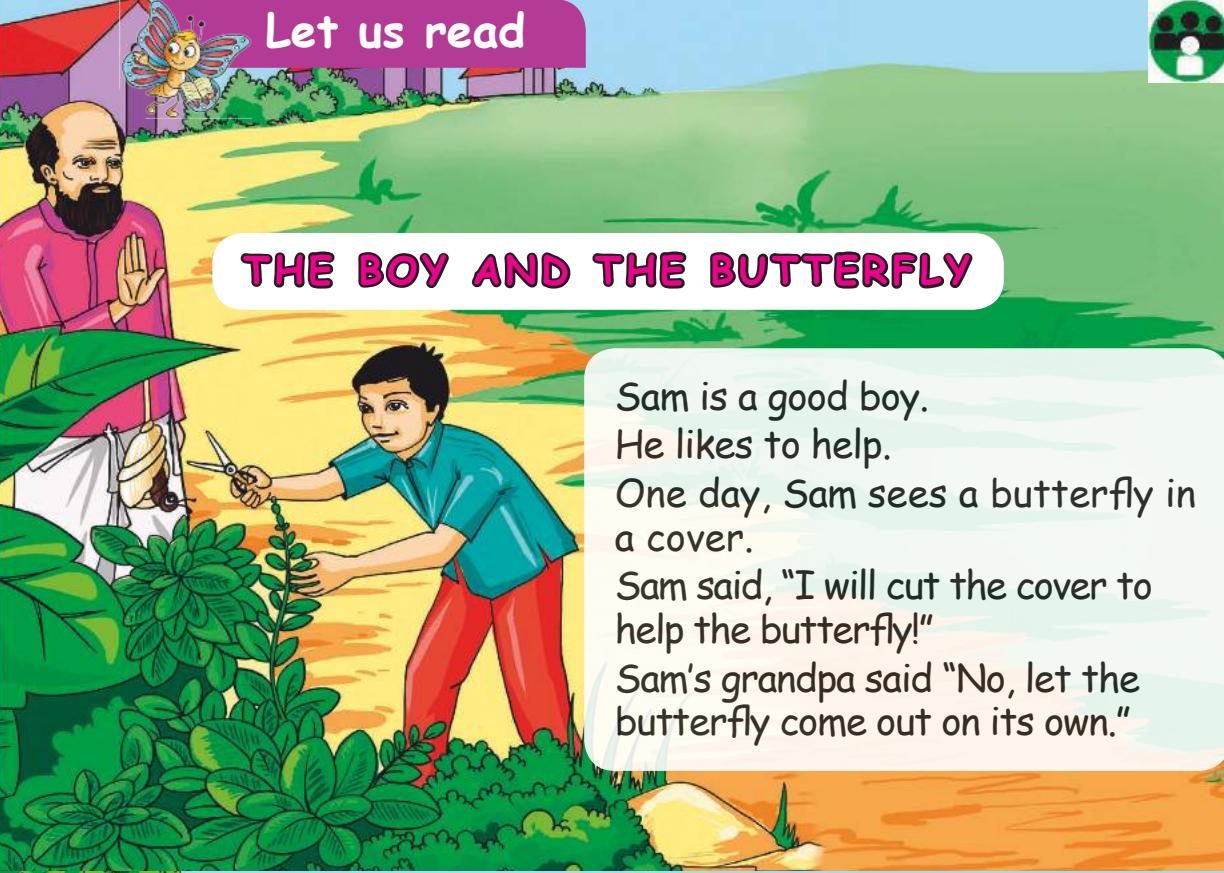
Look at the word and circle the correct picture.

on	An illustration of a red apple next to a small yellow cube.	An illustration of a red apple placed directly on top of a small yellow cube.
in	An illustration of a red apple with a worm crawling out of its side.	An illustration of a caterpillar crawling on a green leaf.
near	An illustration of a small brown cardboard box positioned near a red apple.	An illustration of a red apple positioned near a small brown cardboard box.

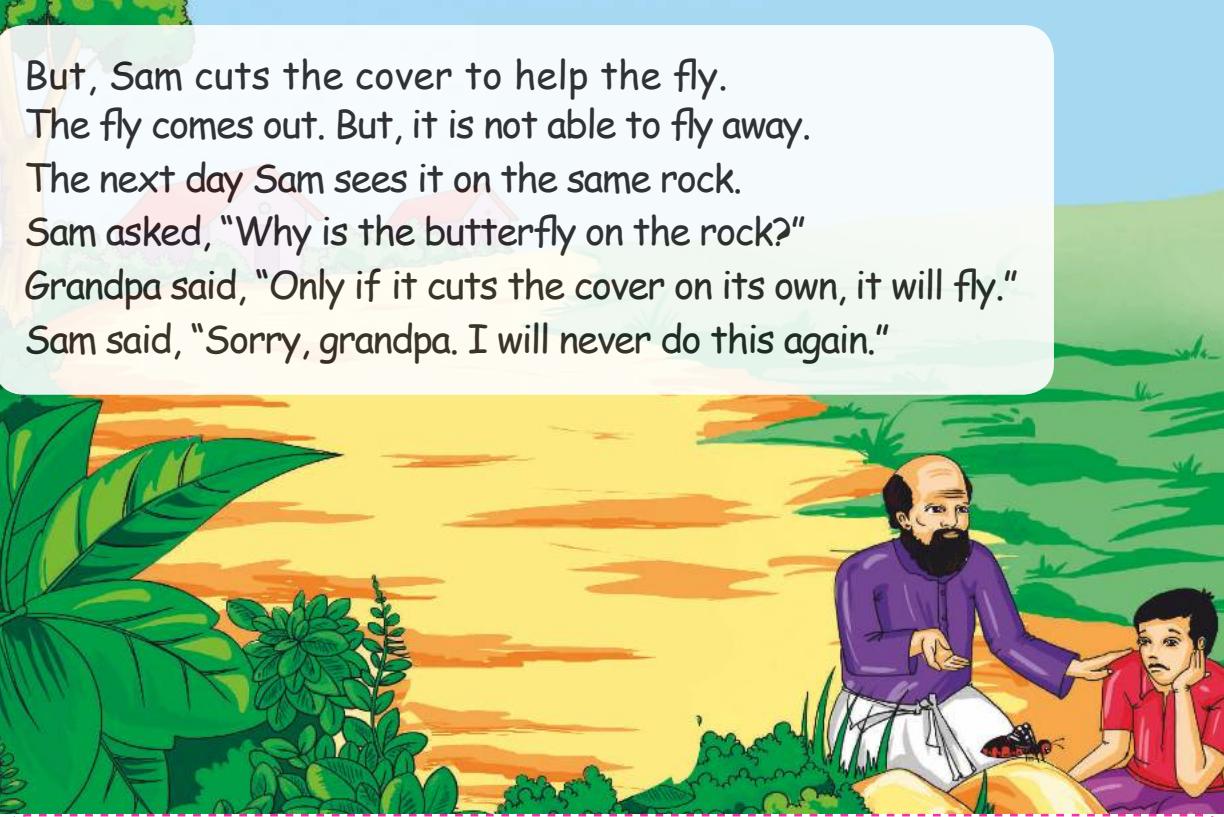
Let us read



THE BOY AND THE BUTTERFLY



Sam is a good boy.
He likes to help.
One day, Sam sees a butterfly in
a cover.
Sam said, "I will cut the cover to
help the butterfly!"
Sam's grandpa said "No, let the
butterfly come out on its own."



But, Sam cuts the cover to help the fly.
The fly comes out. But, it is not able to fly away.
The next day Sam sees it on the same rock.
Sam asked, "Why is the butterfly on the rock?"
Grandpa said, "Only if it cuts the cover on its own, it will fly."
Sam said, "Sorry, grandpa. I will never do this again."

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

Let us think and do



Circle the correct word.



cuts eats



butterfly snail

Choose and complete the sentences.

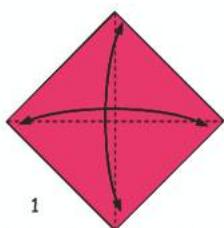
cut help rock

Sam likes to _____ .

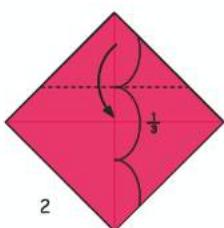
Sam saw it on the _____ .

Grandpa said not to _____ .

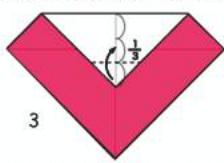
Let us make



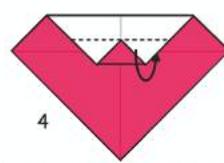
1 Fold in the dotted lines to make cross and fold back



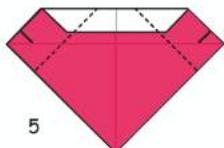
2 Fold in the dotted line



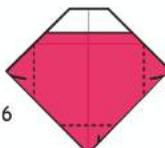
3 Fold in the dotted line



4 Fold inside in the dotted line



5 Fold backward in dotted line

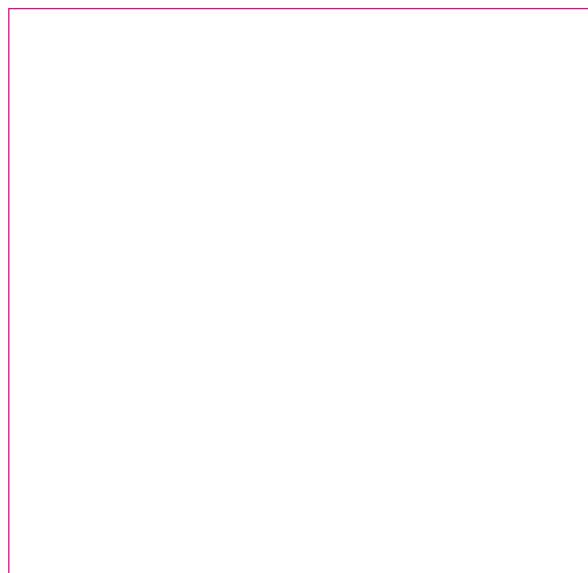


6 Fold backward in the dotted line



7 Draw eyes and spots and finish

Stick your ladybug below.



My ladybug is

Big Picture



1. Where is the ant? **The ant is in the hill.**
2. Where is the snail?
3. Where is the bee?
4. Where is the beetle?
5. Where is the caterpillar?
6. Where is the butterfly?
7. Where is the dragonfly?
8. Where is the mosquito?
9. Where is the grasshopper?
10. Where is the spider?

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

I Can Do

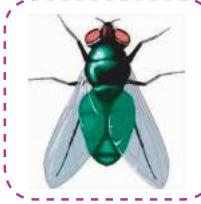


1. Write the names of the insects.

housefly bumblebee spider







2. Tick (✓) the correct one.

- Dragonfly is red blue .
- Ant walks with its wings legs .
- The insects live near the sea pond .
- The bumblebee has stripes of yellow and red black .
- The tongue of the chameleon is sticky smooth .

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

Lalitha is a star. She makes very nice art. Last time, she drew a farm to win the first prize. Today, she is drawing a park. Her friend Dina has asked her to draw a shark as gift.

Note to the teacher: Read the words - shark star art park farm

4. Match the following.

ant	crawl
caterpillar	slide
snail	march

5. Recite the poem '**Incy Wincy Spider**' with intonation.

6. Listen to the teacher and answer.

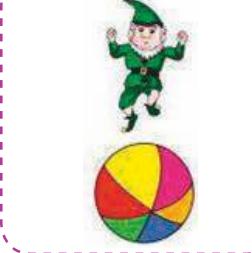


7. Tick (✓) the correct picture for the given word.

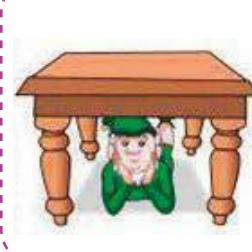
in



under

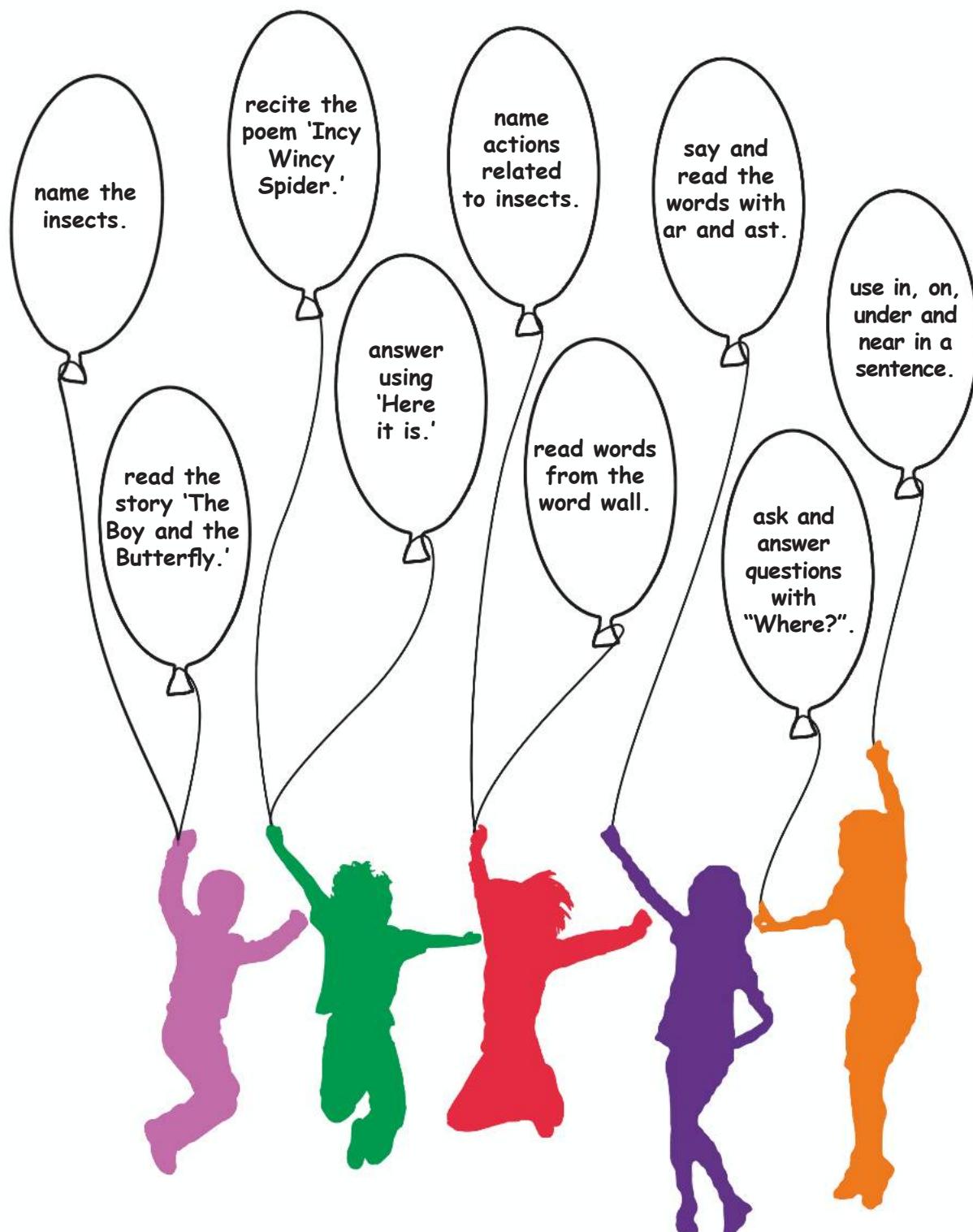


near



Learning Outcome

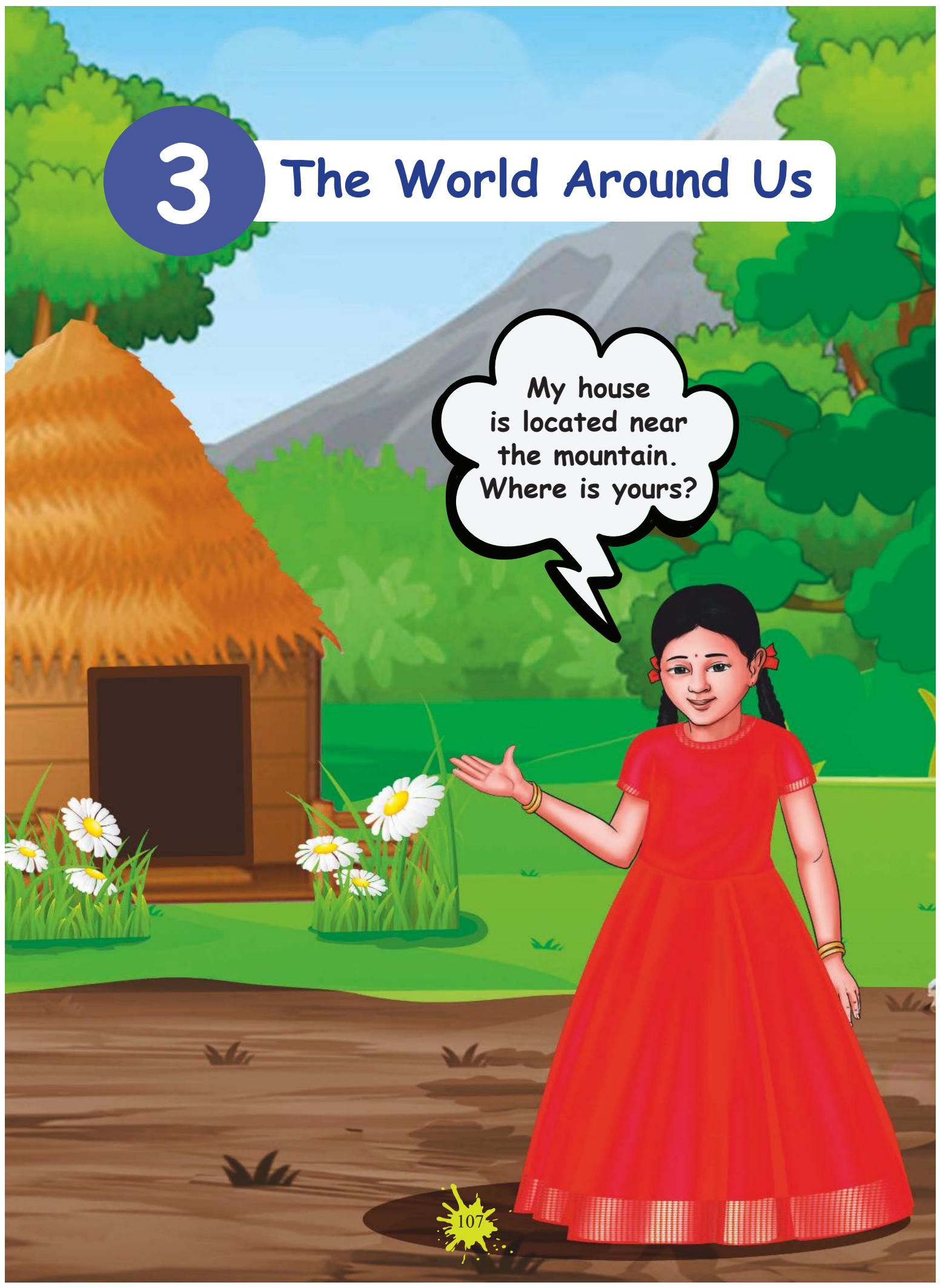
Now I can...



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

3

The World Around Us

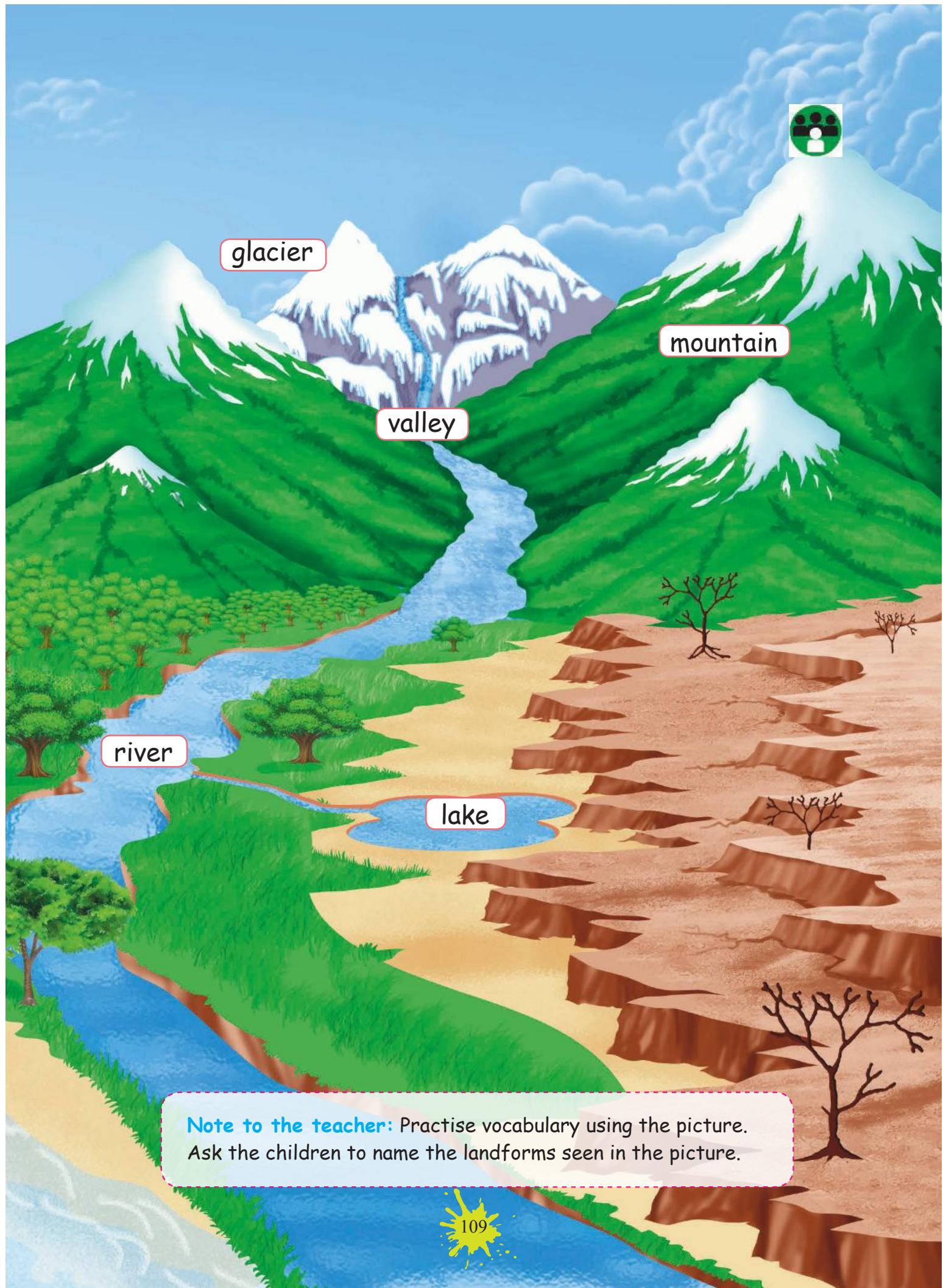


My house
is located near
the mountain.
Where is yours?



Look and say





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



Let us sing



Beauty of Nature

Mountains are the highest,
Valleys are the lowest.
Plains are flat like a mat,
Don't we all know that?

Islands have water all around,
Thousands of these can be found.
Deserts have sand and palm trees,
Oceans have waters from many seas.

Beautiful is the planet that I live in,
There is no other place that is akin!

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



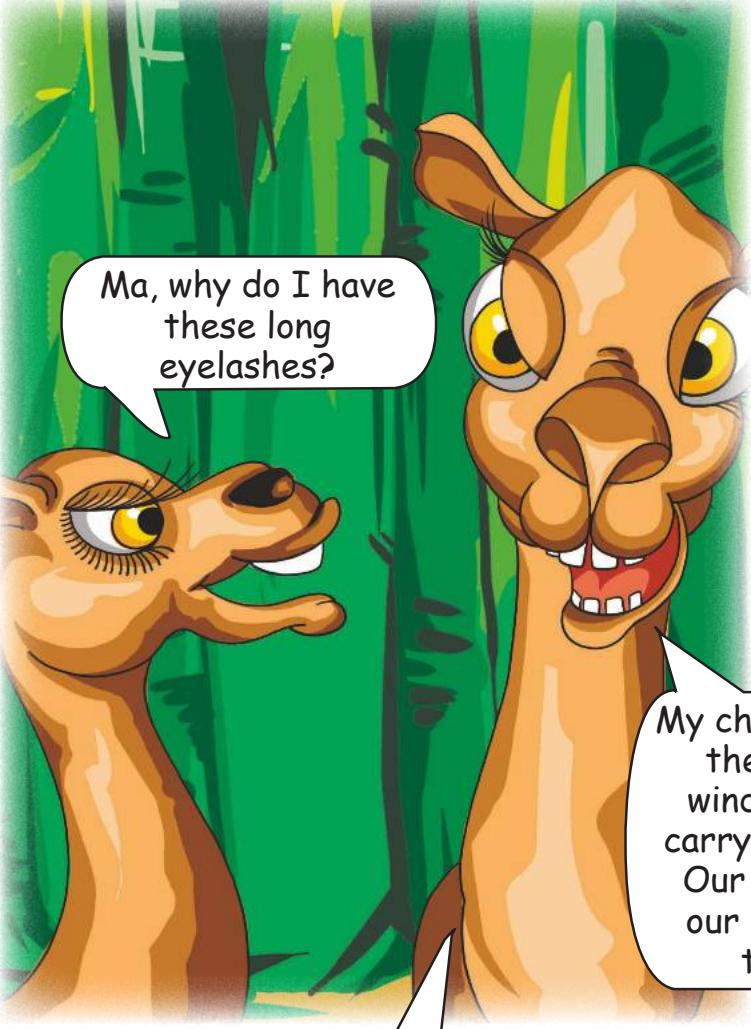
Let us learn



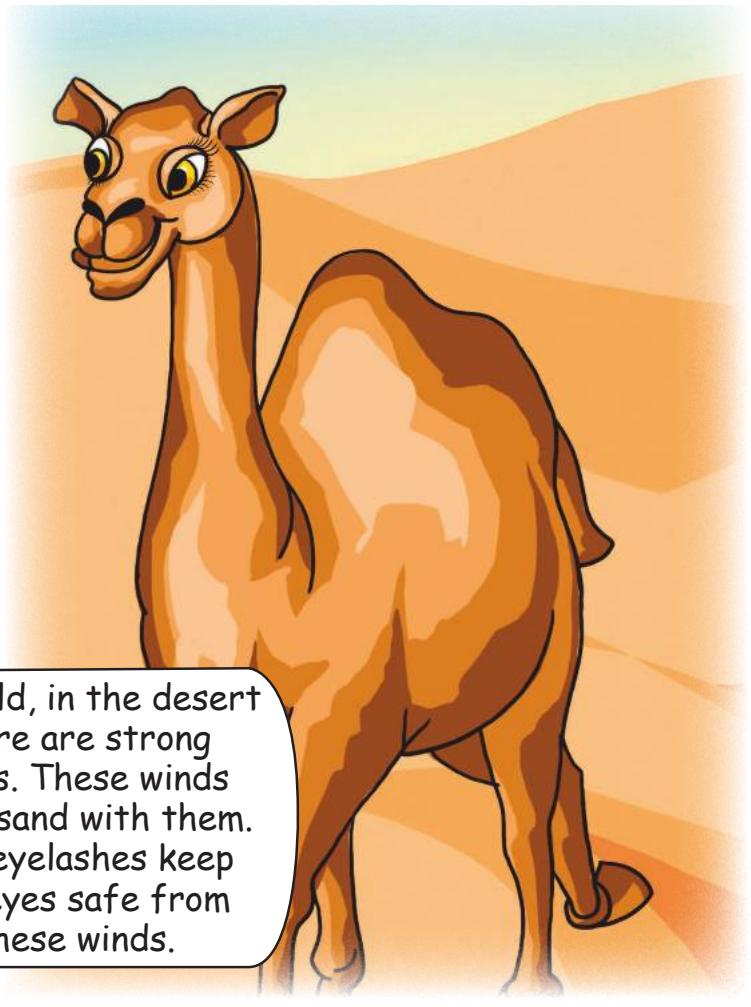
The Right Place



Note to the teacher: Read the story to the children. Encourage them to know the features of the camel's body and the desert.



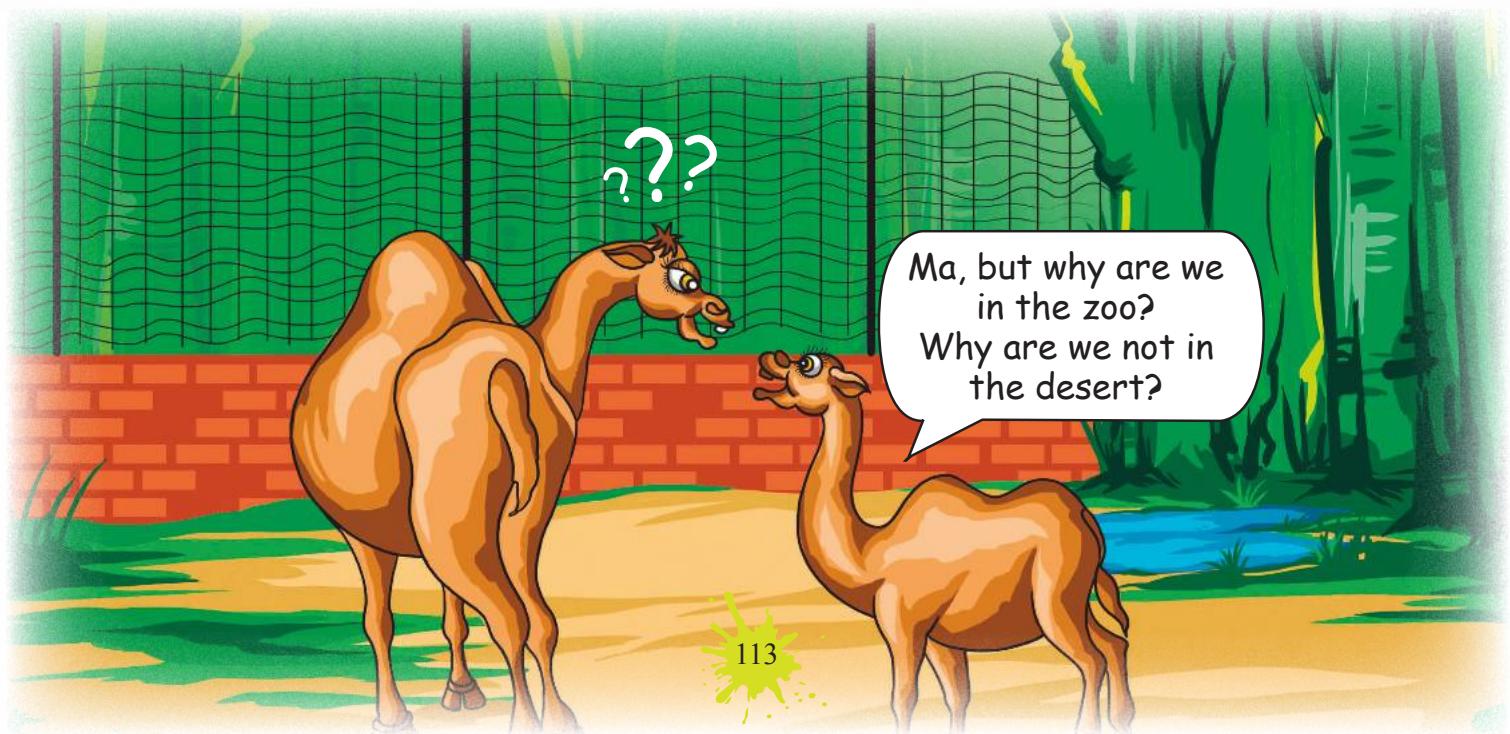
Ma, why do I have these long eyelashes?



My child, in the desert there are strong winds. These winds carry sand with them. Our eyelashes keep our eyes safe from these winds.



Do you know, why we have humps on our back? In the desert, it's hard to find food and water. Our humps store food, so that we can use the food in the hump if we cannot find it in the desert.





Let us understand



1. Tick (✓) the correct one.



eyelashes

foot



toe

neck



desert

mountain

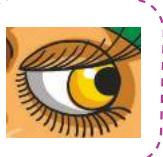
2. Match the picture with its use.



protects
from hot
sand



protects
from
cactus



stores
food



protects
from sandy
winds

3. Listen, think and write.

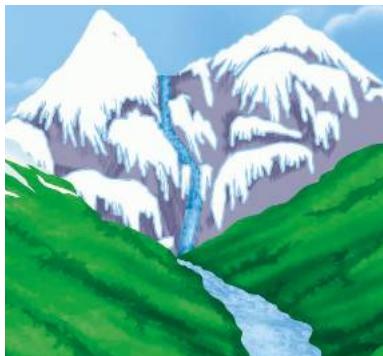
walk hump winds camel zoo

- Name the animal in the story. The animal in the story is _____.
- Why does camel have long legs? The long legs help to _____ in the sand.
- Why does camel have long eyelashes? The eyelashes protect it from sandy _____.
- Where does the camel store food? The camel stores food in its _____.
- Where are the camels in the story? The camels in the story are in the _____.

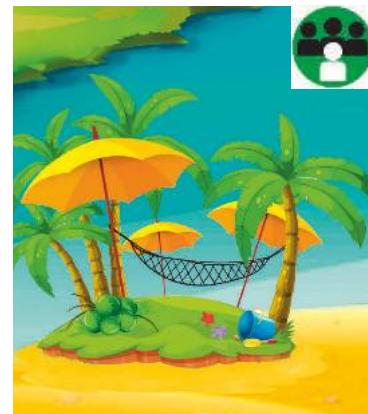
Circle the odd one.



Let us talk



Mountains are tall and high,
Hills are low and round,
Valleys are deep and low.
Plains are flat,
Plateaus are also flat on top,
Deserts are sandy.
Islands have water around,
Oceans, are large and brine,
Rivers gush to the sea.



Circle Time Activity

- Teach the rhyme to the class.
- Make a set of flashcards with pictures of the landforms.
- Now, divide the class into two groups A and B.
- Call a child from group A to pick a card. Ask them to sing the line related to the landform and ask 'Who am I?'
- Ask the children from group B to guess the landform using the structure 'You are the _____.'
- Practise with all the children.

Read and write the correct landform.

tall and high -

deep and low -

water all around -



Let us do



- Make one set of flashcards with words from wordwall.
- Write the words on the board.
- Ask the children to pick a flashcard.
- Ask them to read and circle the word on the board.
- Practise with all the children.



Let us say



Listen to the sound and repeat.

ir
as in



girl



bird

ur
as in



nurse



purse

Listen and repeat.

girl
dirt
bird
stir

birth
shirt
skirt
mirth

blur
burn
burst
curve

fur
curd
turn
nurse



Let us practise



Read aloud.

The girl is a nurse.

Stir the curd.

Dirt on the shirt.



Colour the words with ir in blue and ur in green.

curb

turn

girl

burn

third

dirt

fur

first

stir

churn

Note to the teacher: First teach the sound (/ɜ:/) 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



- Display the words on the wordwall.
- Make the children stand in a circle.
- Read out one word with **ir** or **ur**.
- Motivate the children to say another word with the same sound.
- Practise with all the children.



Let us use

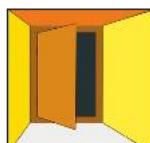
Let us learn how to request politely.



Circle Time Activity

- Divide the class into two groups A and B.
- Give a situation to group A. (e.g. borrowing water, at the market etc.)
- Make a child from group A ask, "Would you please give/move/open ____?"
- A child from group B should say "Yes, I can." or "No, I cannot."
- Reverse the roles of the groups.
- Practise with all the children.

Fill in the blanks and say it to your friend.



please close the door?



please pass the pencil?





Let us know

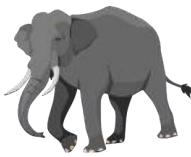


Fill in the blanks using a or an.



This is _____ ball.

This is _____ elephant.



Let us see how to use 'the'.



The boy in red shirt is a cricketer. This is an ant.

We use 'the' for boy as we are talking of a particular boy, but ant is common so we use 'an'.



This is a box.

The box is blue.

This is an umbrella.

The umbrella is pink.

We use 'the' when we talk of the same thing again.

So, we use 'the' for



Do you know?



the sun



the moon



the Earth



the stars



the sky

We use the for unique things.



Try these.



1. This is _____ car. _____ car is green.
2. This is _____ egg. _____ egg is big.
3. This is _____ bulb. _____ bulb is not working.
4. This is _____ ice-cream. _____ ice-cream is sweet.
5. This is _____ apple. _____ apple is red.
6. This is _____ cycle. _____ cycle is blue.

Fill in the blanks.

1. _____ sky is blue.



2. _____ stars shine at night.



3. _____ moon is bright.



4. _____ tree is tall.

5. _____ dog has a long tail.



Note to the teacher: Revise when to use a/an with children. Teach the children when to use 'The'. Encourage the children to use articles a, an and the in sentences.



Let us read



The River and the Hill



The river feels, "I have to run all the time.
I want to be like the hill."

Then, one day the river asks the hill,
"Why do I run all the time?"

The hill says, "Ha! Ha! Ha! Can you tell me
why I stand all the time?"

The river says, "I think you like to stand all
the time."

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



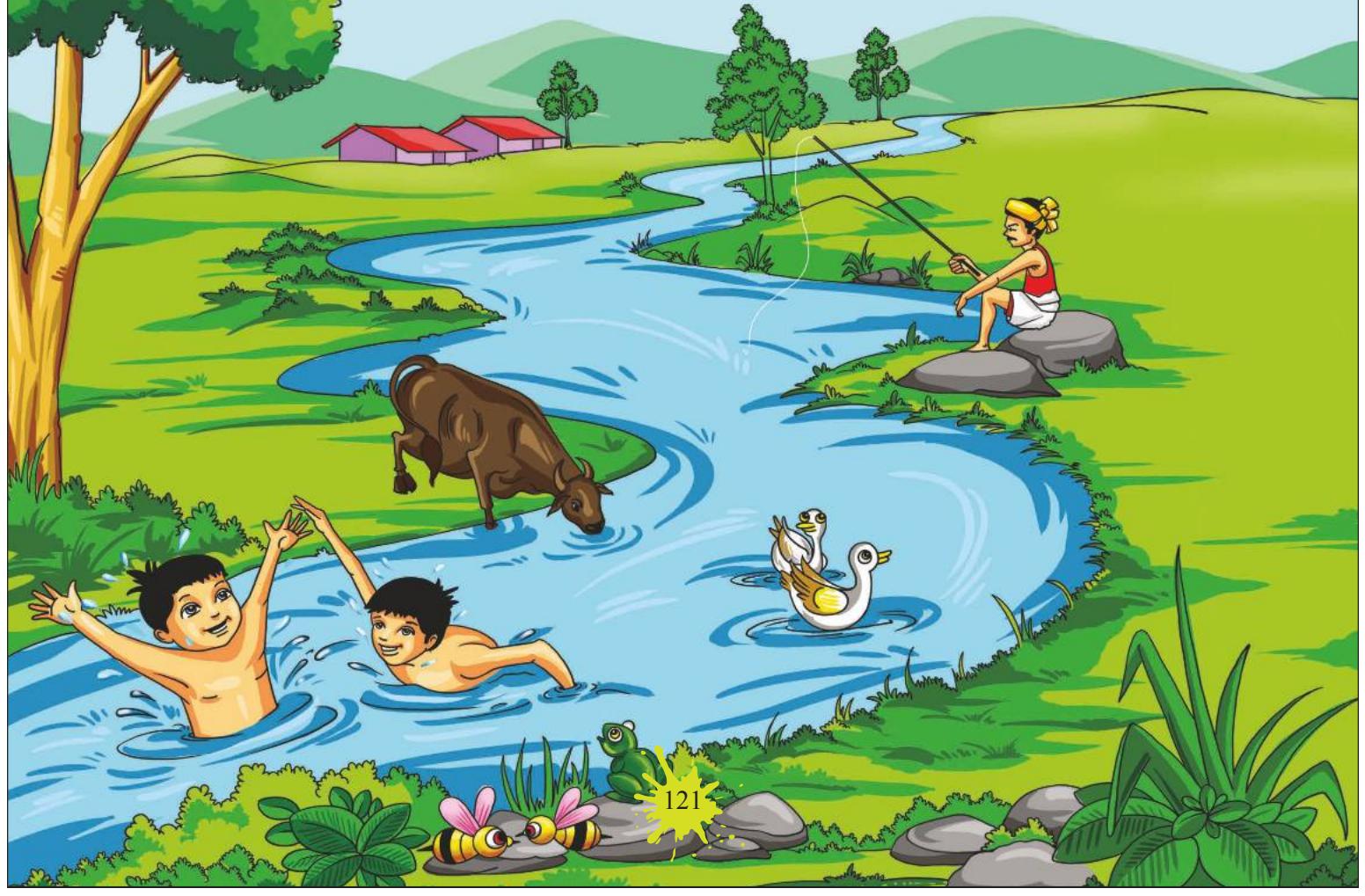
The hill says, "No, I have to see the same trees every day. I wish to see new hills and trees!"

The river says, "I get to see new hills and trees every day. Do you want to come with me?"

The hill says, "No, I help many lives here. Just as you help many lives on your way."

The river says, "Thank you for your help!"

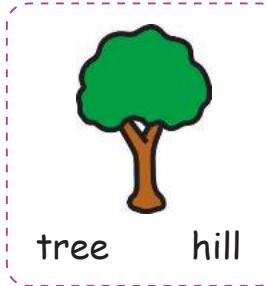
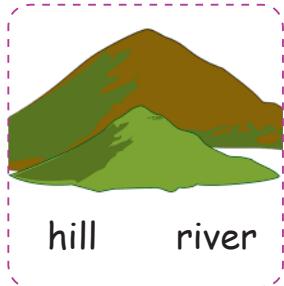
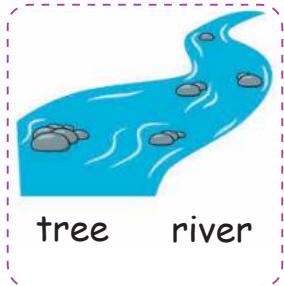
The river runs and the hill stands.
Both the river and the hill are happy.



Let us think and do



Circle the correct word.



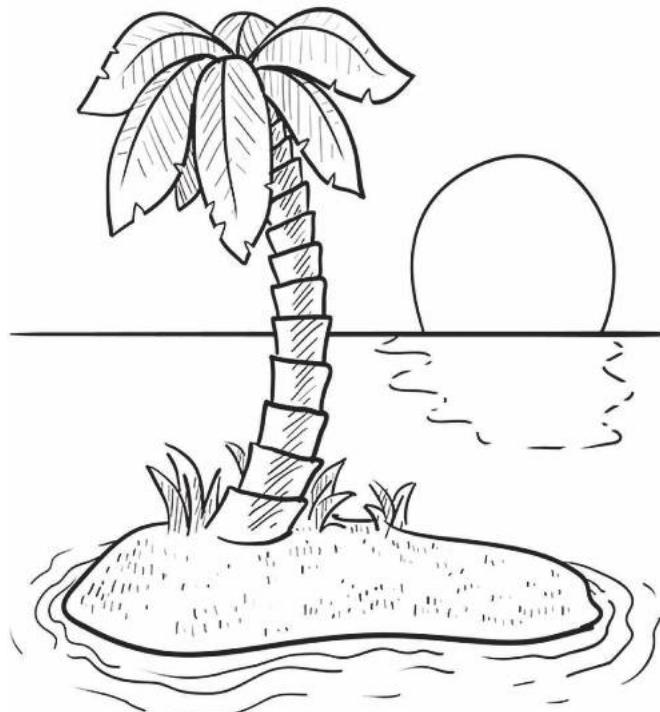
Arrange the words to make sentences.

do I run the time all why?

come with me you will?

Let us make

Colour the landform.



Colour the leaves **green**.

Colour the sun **yellow**.

Colour the water **blue**.

Colour the tree **brown**.

It is an

It is surrounded by

Big Picture



1. Who rides bicycle? **John rides bicycle.**
2. Who swims in the river?
3. Who plays with the dog?
4. Who flies kite?
5. Who is on the tree?
6. Who has the balloons?
7. Who rides on the camel?
8. Who climbs up the mountain?

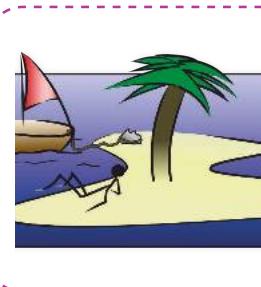
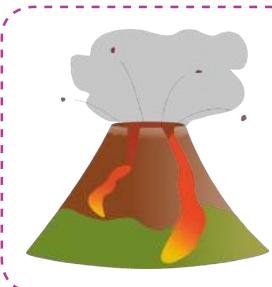
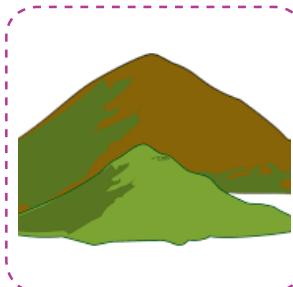
Note to the teacher: Encourage the children to answer orally. Teach them to ask and answer questions with "Who...?" Practise the structure contextually in the class.

I Can Do



1. Look at the pictures and write its name.

island hill volcano



2. Match the following.

Tall and High - Plain

Sandy - Mountain

Flat - Desert



3. Recite the poem 'Beauty of Nature'.

4. Circle the words with **ir** and **ur**.

a) art, part, girl b) jug, burn, mug c) turn, short, shirt

5. Fill in the blank with **a**, **an**, and **the**.

I met _____ oldman. _____ oldman came from _____

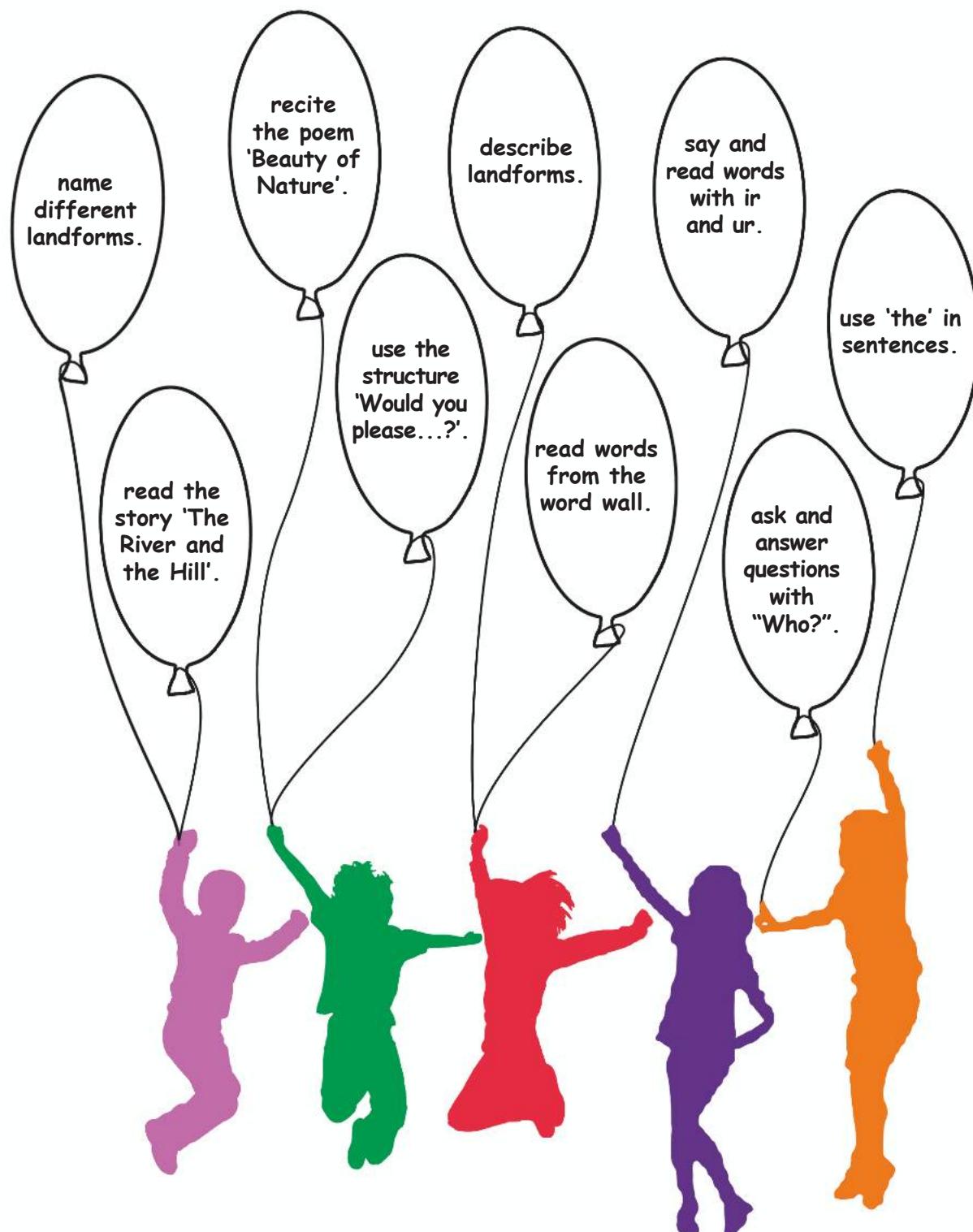
village. He told me about _____ Sun and _____ Moon.

6. Use the structure 'Would you...?' to ask your friend to move his/her bag.



Learning Outcome

Now I can...



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

English – Standard Three, Term - I

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