



ENGLISH

STANDARD THREE

TERM - 3





Preface

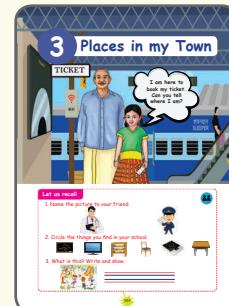
The English Language textbook has been designed to enable a fun filled and engaging experience in learning the language. The approach allows for a plenty of practices in the four language skills. It focuses on structure practice and vocabulary enrichment through a variety of language learning activities.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

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

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

How to use the textbook

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



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





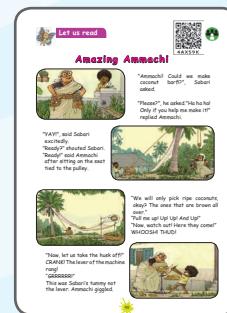
Unit 1 – Our Leafy Friends



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

Unit 2—Tools We Use

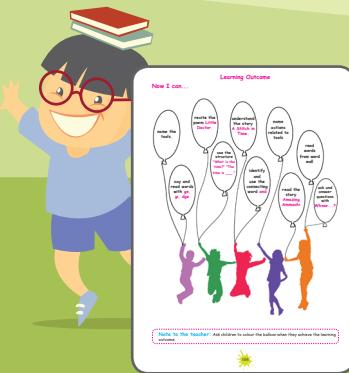
- Children see many tools around them. This unit teaches about various tools.
 - **Look and say** page helps children name some simple tools.
 - **Let us practise** teaches children the actions done with the tools.
 - **Let us use** focuses on the structure "**What is the time?**"



Unit 3—Places in my Town



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



Learning outcomes

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



Lets use the QR code in the textbook ! How?

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



Contents

Unit

Page No.

Month

1. Our Leafy Friends

65

January

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February - March

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March - April



e-Book



Assessment



Digilinks

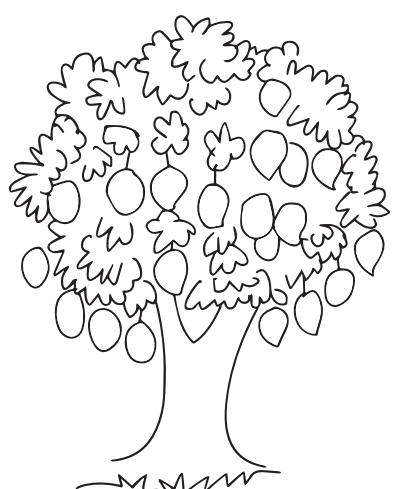
1

Our Leafy Friends



Let us recall

1. Name and colour the picture.



2. Read the words to your friend.

jug

jam

jack

jade

jet

jump

jill



Look and say



Coconut tree



Jack tree

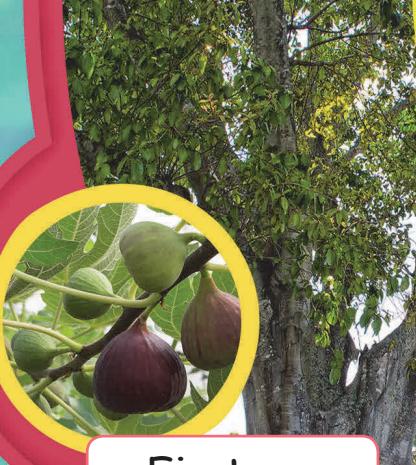


Fig tree



Peepal tree



Tamarind tree





Palm tree



Banyan tree



Neem tree



Mango tree



Plantain tree



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



Let us sing



Wonderful tree



I am a wonderful tree
In the heart of seed
Buried deep, so deep,

My mighty plant, lay asleep.

"Wake up", said the sun

"Rise and shine"

"Wake up", said the rain

"So, we may sustain"



My little plant heard

And rose to see,

How wonderful

The outside world might be!



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



Let us learn



The Coconut Grove

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

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

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



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

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

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

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





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

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

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

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

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

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



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

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

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



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



Let us understand



A. Tick (✓) the correct word.



turtle / fish



pond / lake



coconut leaves / fiber

B. Match by writing the number.

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

C. Listen, think and write.

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

Circle the odd pair.



flower



tree



man



Let us talk



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



Let us practise



climb



sprout



water



plant



pluck

Fill with the correct action.









Let us do



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





Let us say



Listen to the sound and repeat.

ce
as in



cereal

ci
as in



cement

cy
as in



city



circus



cyclone



cycle

Listen and repeat.

cent

city

cycle

twice

circle

fancy

voice

recipe

mercy

cement

decide

spicy

ceramic

medicine

cyclone



Let us practise



Read aloud.



I saw the **circus** in the **city**.



The **mice** are eating the **slice**.



Put **ice** in the **juice**.



The **cyclone** takes the **cycle**.

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





Let us do



Wordwall

cent
cement
century
ice
nice
twice
spice
voice

cider
circle
city
circus
decide
pencil
medicine
recipe

cyclone
cycle
fancy
mercy
spicy
icy
cyber

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



Let us practise



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



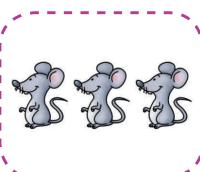
ce ci

ramic



ce cy

lone



ce ci

mi



ci ce

ty

Fill in the blanks.



medi ne



cle



rcus



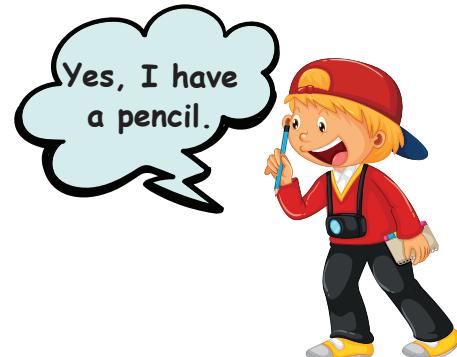
fan



Let us use



Do you have
a pencil?



Yes, I have
a pencil.

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

Circle Time Activity

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

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



Let us practise



Fill in the blanks.

pen?

Yes,

crayons?

No,





Let us know



Let see what Arif and Shobana are talking.



I met the new **teacher** today.

You met **him**? Really?

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



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

I hope we will like **him**.

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

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

We saw above that:

Teacher (he) becomes **him**.



Arif (I) becomes **me**.



Jayanthi (she) becomes **her**.



Class (we) becomes **us**.





A. Match the picture to the word.

him



her



us



B. Circle the words that receive the action.

David **sings** to her.

Abu **got** me a toy!

Don't **lie** to me!

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

The teacher **called** him.

Janu **likes** to play with him.

The bus driver **took** us home.

He **danced** with her.

C. Choose the correct word.

I saw _____. (him/ her)



Tom plays with _____. (her/I)



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



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



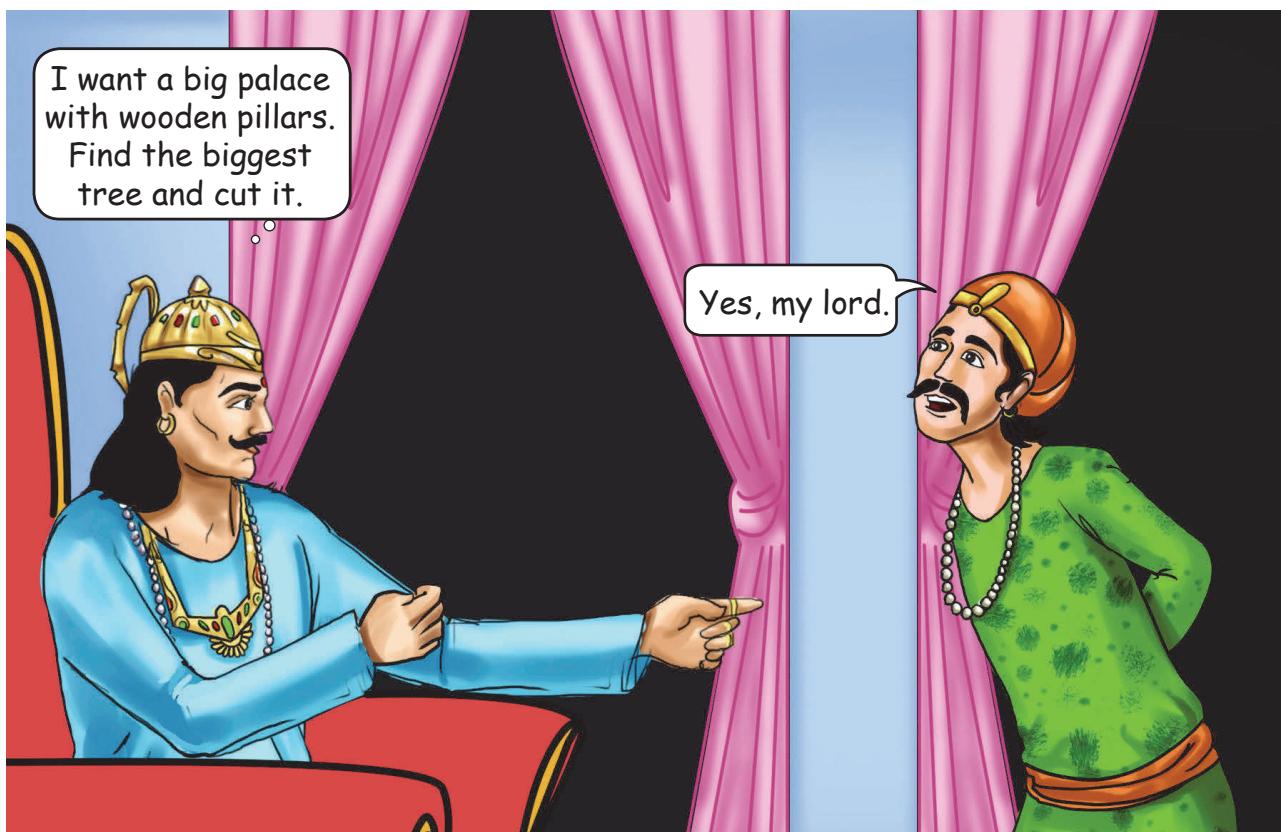


Let us read



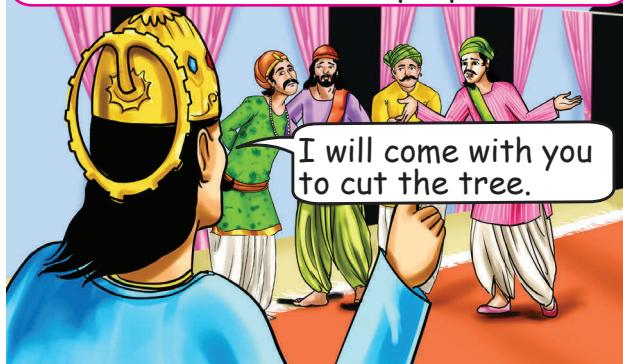
THE KING AND THE ANGEL

A king wanted to build a new palace.

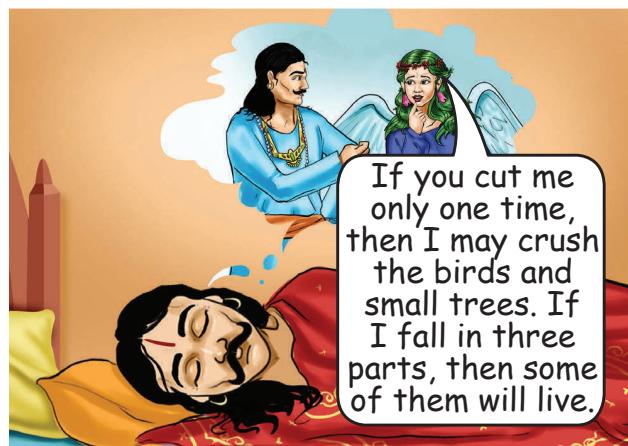
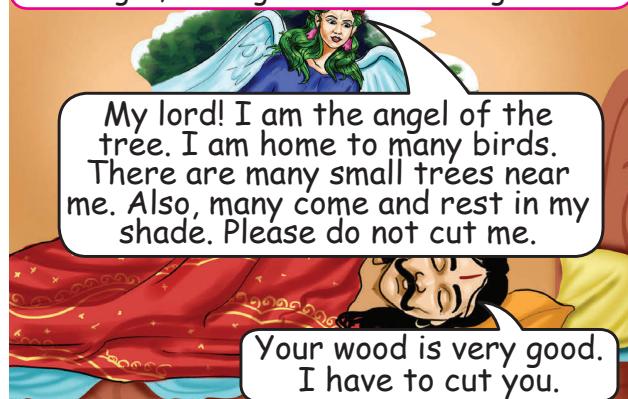




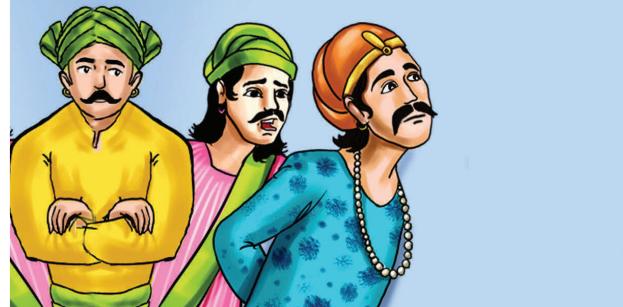
They went to the king and told about the tree and the people.



That night, the angel came in the King's dream.



The King woke up. He felt bad for the tree.



Dont cut the tree. We should save all the trees. I will build my palace with rocks.



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



Let us think and do



Circle the correct word.



palace / house



people / angel

Fill in the blanks.

1. The king wants to build a palace with _____.



2. The tree angel came in the king's _____.



Let us make



Let us make prints with leaves.

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

My leaf is _____.

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





Big Picture



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

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



I Can Do



1. Look at the pictures and name it.

coconut fiber

turtle

coconut leaves



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

cement cider ice nice policy



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

city civil spice pencil spicy

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

cycle mercy twice circus fancy

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

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

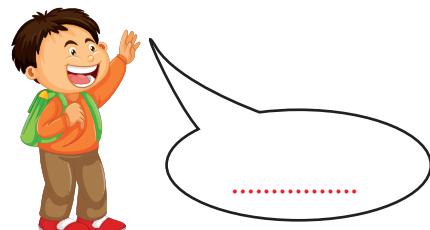
Kavi and I visit the palace. It is very big. It has big wooden doors. The pillars are big and round. We could not hug the pillar fully. Soon, it will dark outside so we go home.

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



7. Listen to the teacher and answer.

How will you ask me for a pen?



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

a. She danced with _____.



b. My dad went to market without _____.



c. Our teacher helps _____.



d. Gowri always makes _____ laugh.



9. Write the correct word.

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

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

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

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

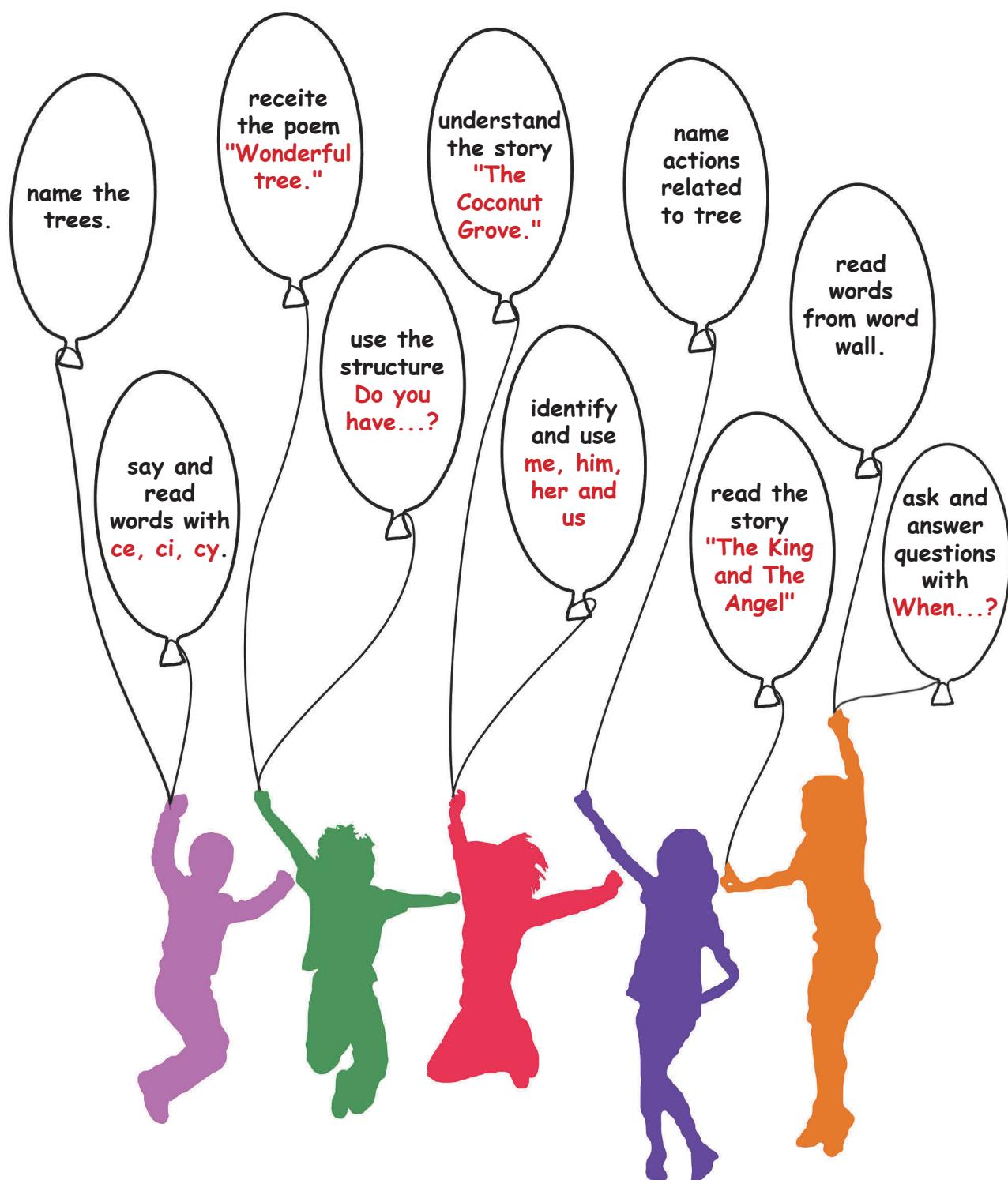
e. Selvi brought _____ delicious food. (I/me)





Learning Outcome

Now I can...



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



2

Tools We Use

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



Let us recall

1. Name the picture to your friend.



2. Read it and do it.

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





Look and say



Drill



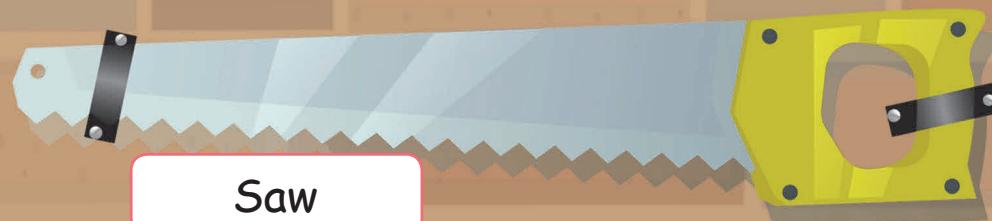
Hammer



Screwdriver



Plier

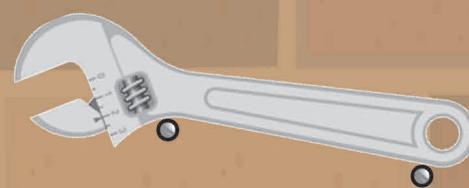


Saw



Nail

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



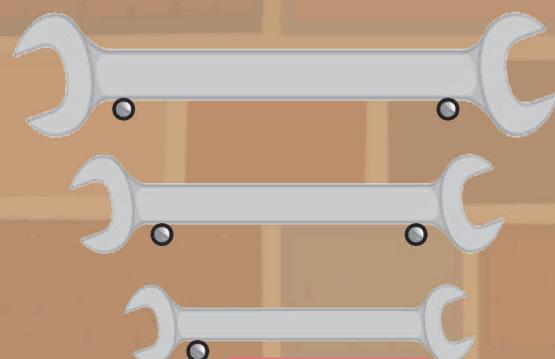
Wrench



Scissors



Axe



Spanner

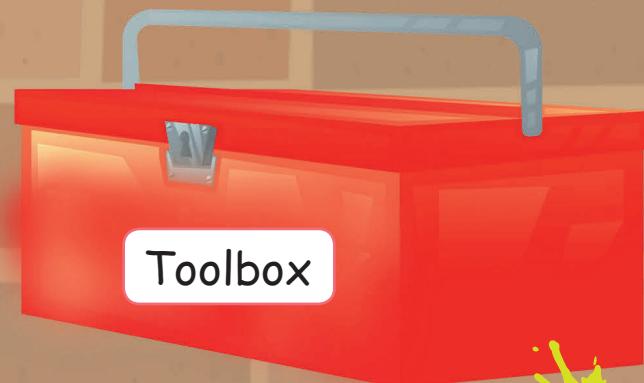
Bolt



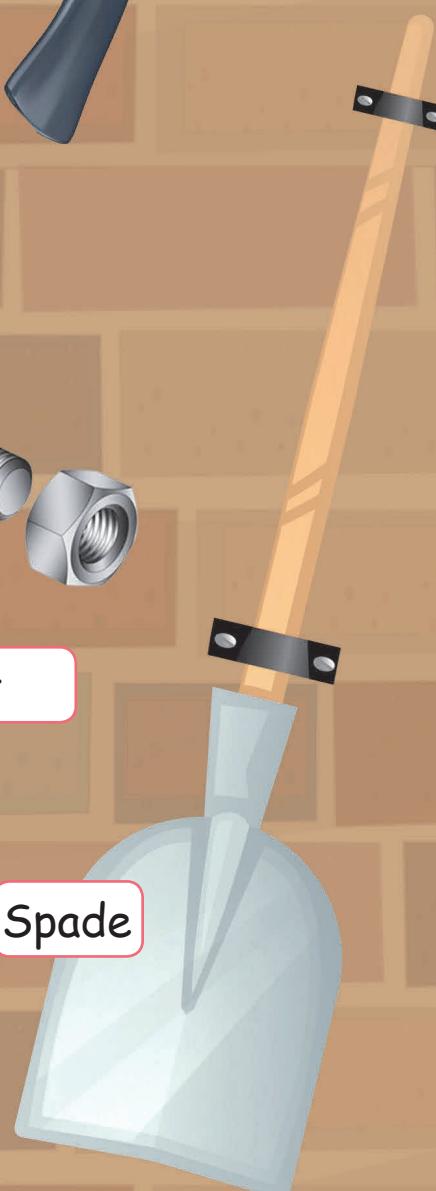
Nut



Tape



Toolbox



Spade



Let us sing



The Little Doctor

I am a doctor

Holding a stethoscope

"Thud! Thud!", says your chest

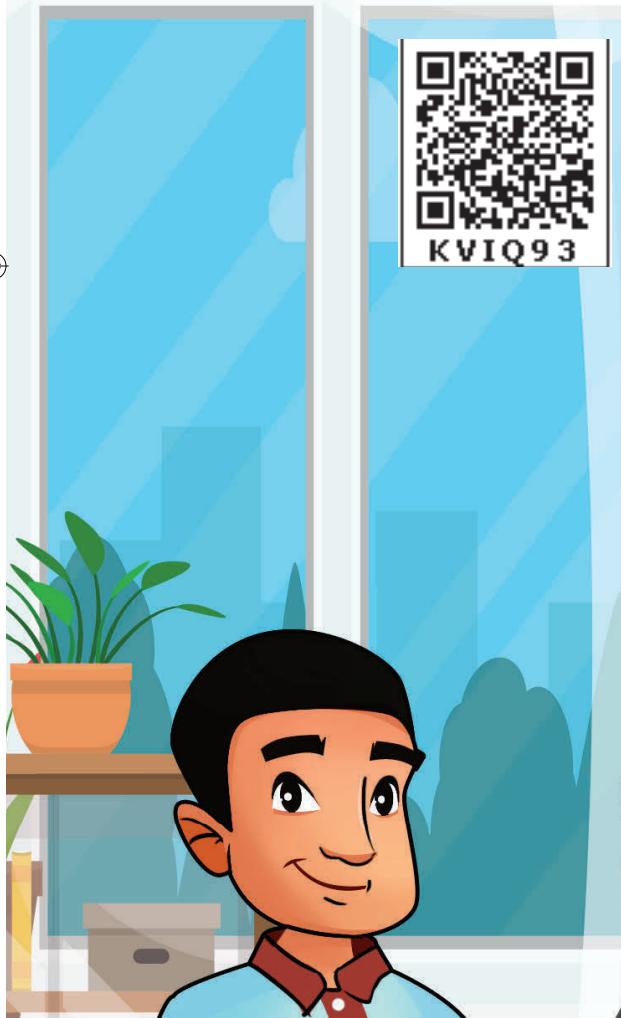
Your heart is never at rest!

I am a doctor

Holding a stethoscope

"Thud! Thud!", let me hear

All is well, no need to fear!



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



Let us learn



A stitch in time

"Oh no," wails Shyam.

The seams of his favourite shirt have come apart.

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

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

"We can fix it!"

Thatha takes a needle and some blue thread.

He shows Shyam how to stitch.



Shyam's friend Veni has come home.

"Let's go cycling," Veni says.

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

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

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

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

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





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

"What's wrong?" asks Shyam.

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

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

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

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

"What's wrong with it?"

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

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

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

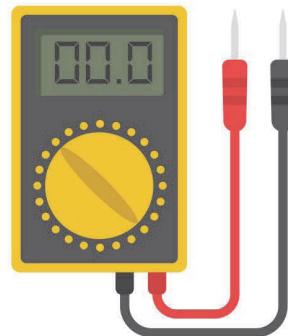
She tests all the parts, until she comes to a small wire.

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

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

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

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



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



Let us understand



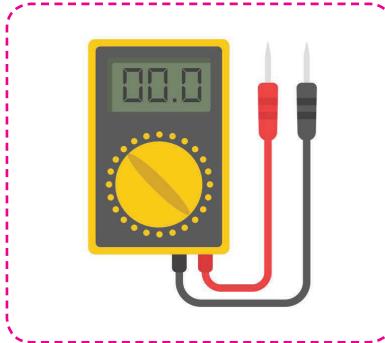
A. Look at the picture and tick (✓) the correct word.



needle



iron box



knob

screwdriver

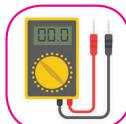
thread

multimeter

B. Match the tool with its use.

Open and close things

-



Test electrical things

-



Stitch clothes

-



C. Listen, think and write.

1. Who is the main person in the story?
2. What happened to Shyam's shirt?
3. Why did Veni visit Shyam?
4. What was wrong with the iron box?
5. What was the last broken thing that you or someone else fixed?
How did you do it?

What will come next?





Let us talk



- Prepare a set of flashcards for following the words: wind, fix, open, close, join, dig, strike etc.
- Divide the children into two groups and teach them the words with action.
- Call a child from group A to pick a card and do the action.
- Then, call a child from group B to guess the word.
- Ask the class to repeat the word.
- Practise with all children.



Let us practise



Look at the picture and name it to your friend.



wind



drill



fix



dig



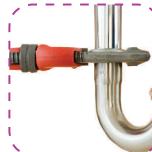
strike

Look at the picture and write the correct action.



Let us do







Let us do



- Display the words on the word wall.
- Make 5 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 a clap.
- 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.
- Practice till all the children can read the words.





Let us say



Listen to the sound and repeat.

ge
as in



germs

dge
as in



gems

gi
as in



ginger



bridge



judge



giraffe

Listen and repeat.

gem

germs

gender

gentle

danger

edge

judge

badge

fridge

bridge

gist

magic

ginger

giraffe

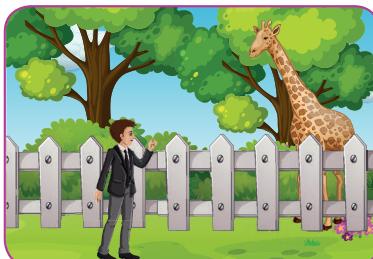
imagine

Read aloud.



The judge is a gem of a person.

The ginger is on the table.



The giraffe eats the leaves.

The magician is a genius.

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





Let us do



- Make one set of flashcards for each letter cluster.
- Ask a child to pick a card.
- If a child picks a card with **ge**, ask the child to read all the words with **ge**.
- Ask other children to repeat with the child.
- Continue for all letter clusters
- Practise with all the children.



Let us practise



Circle and fill the correct letter cluster.



ge

dge

ba



gi

ge

nger



dge

ge

m

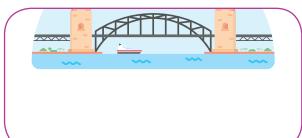


gi

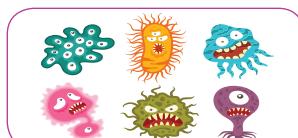
dge

fri---

Look at the picture and fill with ge, dge and gi.



bri



rms



lo---



raffe



Let us use



When we want to ask time, we can use "What is the time?"
If someone asks us the time, we can reply by saying "The time is ____."

Circle Time Activity

- Make flashcards with clock showing different time.
- Group children in the class as pairs.
- Make one child in the pair ask "What is the time?"
- Now, show any one flashcard to the class.
- Make the other child say, "The time is _____."
- Practise with all the flashcards.
- Reverse their roles and practise again.



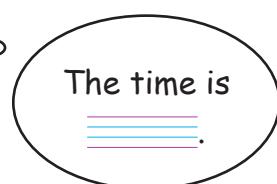
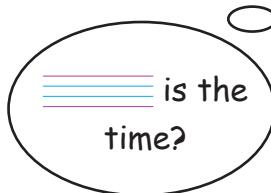
Let us practise



What is the time?



Fill in the blanks.





Let us know



Look at the pictures and words given below.



I like orange.



I like apple.



I like orange **and** apple.



She saw a lion.



She saw a tiger.



She saw a lion **and** a tiger.

Let us see how to do this.

When we want to join two sentences that are the same we use **and**.

Step 1: Write the two sentences.

I like apple. I like orange.

Step 2: Strike the words that repeat.

I like apple. ~~I like~~ orange.

Step 3: Put **and** where you cut the words. I like apple **and** orange.

Here the word **and** has joined the two sentences. Such words are called **joining words**.

Here are some examples:

1. I like jelly **and** ice cream.
2. We went on the slide **and** on the swings.
3. My daddy is my hero **and** my friend.





A. Join the pair of words using and.



B. Strike the common words and join the sentences with and.

1. Kalai rides a bicycle. Kalai rides a bike.

2. We go to shop. We go to park.

3. He bought a book. He bought a pen.

4. Malar is writing. Malar is reading.

C. Look at the picture to create a title using and



The crow and the fox.



Let us read



Amazing Ammachi



"Ammachi! Could we make coconut barfi?", Sabari asked.

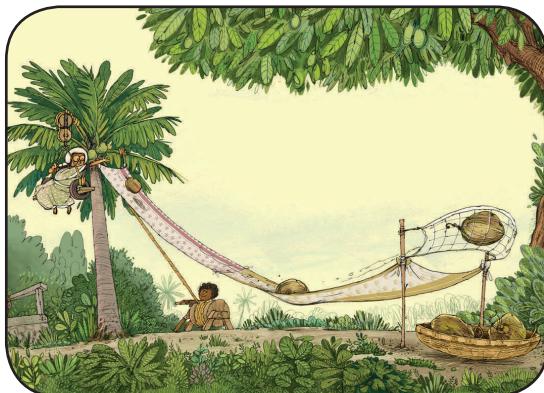
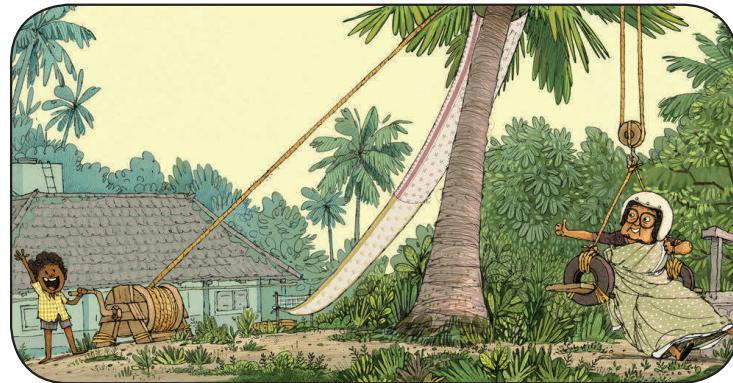
"Please?", he asked.

"Ha ha ha! Only if you help me make it!" replied Ammachi.

"YAY!", said Sabari excitedly.

"Ready?" shouted Sabari.

"Ready!" said Ammachi after sitting on the seat tied to the pulley.



"We will only pick ripe coconuts, okay? The ones that are brown all over."

"Pull me up! Up! Up! And Up!"

"Now, watch out! Here they come!"

WHOOSH! THUD!

"Now, let us take the husk off!"

CRANK! The lever of the machine rang!

"GRRRRRR!"

This was Sabari's tummy not the lever.
Ammachi giggled.





"Then we crack the shell with the cleaver. Like THIS!"

KHATAK!



"Toss it into the pan with sugar and all the other things!" said Ammachi.

"It smells SO good, Ammachi!" said Sabari.

"Then we pour it all out on to a tray. Let us wait for it to cool."



"Now cut it into neat little pieces! YAY!
Our coconut barfi is ready to eat."

"YUM! Thank you Ammachi."

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



Let us think and do



A) Match the pictures with the words.

coconut

knife

tray



B) Choose the correct word to complete the sentence.

1. Sabari asked his Ammachi to prepare _____.
[cake , barfi]
2. They picked _____ coconut.
[tender, ripe]
3. They poured the barfi all out on to a _____.
[plate, tray]

Let us make



- Take an old cardboard box.
- Cut the lids and make it a tube.
Now, cut two long strips of cardboard.
- Stick each of the strips on one end of the box and on each side.
- Now, cut two short strips of cardboard.
- Stick each of the strips on the other end of the box and on each side.
- Cut a small cardboard square.
- Stick it in the middle of small strip.

I used _____ to make this.

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





Big Picture



1. Whose house is near the pond? **Joe's house is near the pond.**
2. Whose house is far from the pond?
3. Whose bag is this?
4. Whose bat is this?
5. Whose shirt is red in colour?
6. Whose cycle is bigger?
7. Whose cycle is smaller?

Note to the teacher: Encourage the children to answer the questions with "Whose...?" orally. Practise the structure contextually in the class.



I Can Do



1. Match the words with the pictures.

spade

toolbox

drill

plier

spanner



2. Circle the word with **ge**.

gender

gem

magic

badge

gentle



3. Circle the word with **gi**.

ginger

giraffe

judge

magic

genius

4. Circle the word with **dge**.

badge

edge

gist

gem

fridge

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

Kanth is feeling warm inside his home. He did not understand why it was so hot today. He steps out to buy some juice. It was hotter outside. Finally, he buys the juice and returns home. He opens the fridge to keep the juice. He sees that he already has juice at home.

Note to the teacher: Read the words - **warm, already, finally, understand** and **outside** one more time to the children.

6. Answer your teacher and write it.

What is the time ?





7. Recite the poem "The Little Doctor" with intonation.

8. Join the sentences using **and**.

a. She likes to run. She likes to play.

b. He eats mango. He eats pear.

c. I draw a car. I draw a bus.

d. Chitra met her uncle. Chitra met her aunty.

e. Amali can sing. Amali can dance.

9. Look at the picture and create a title for the story using **and**.

lion mouse



crane crab



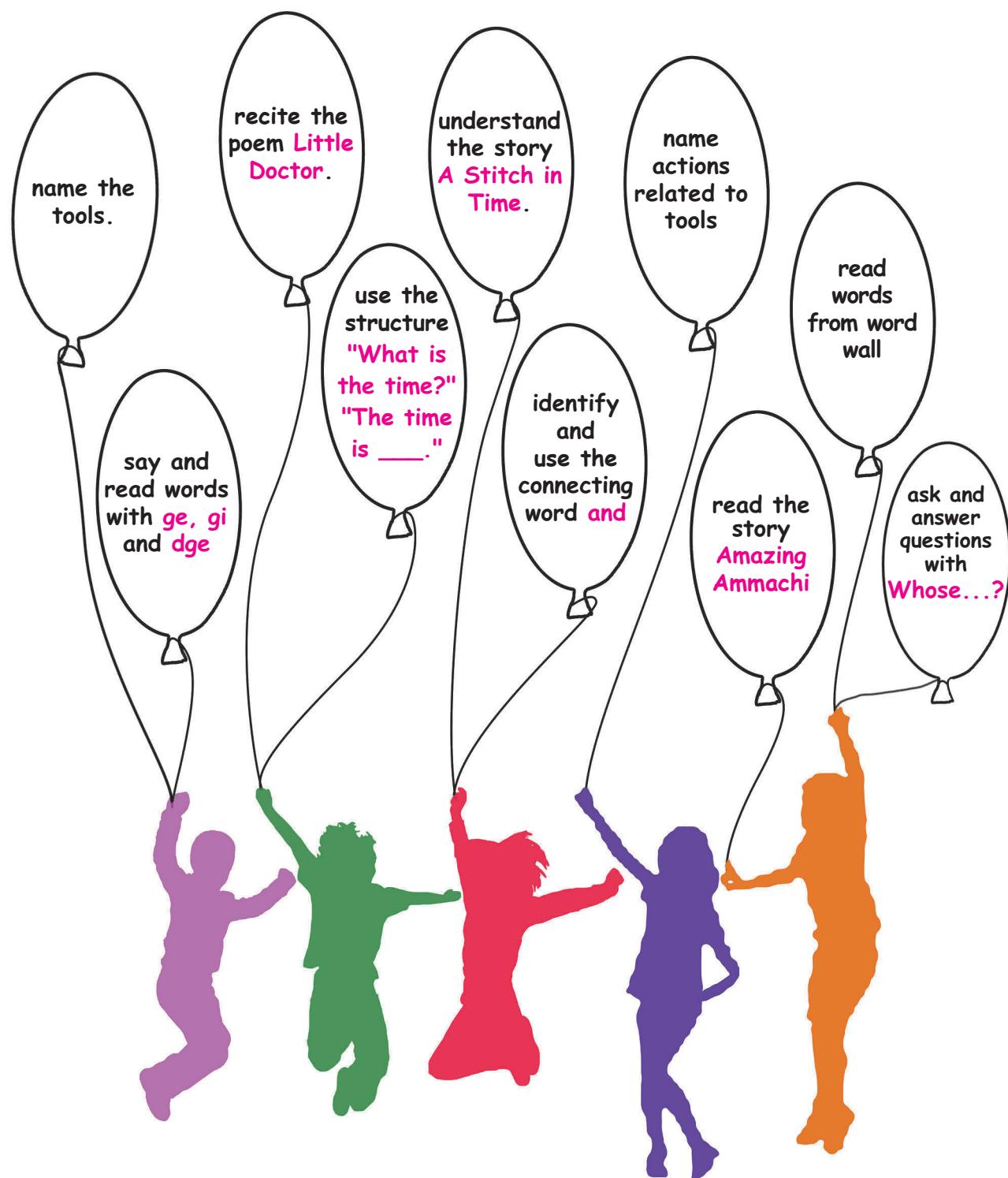
hare tortoise





Learning Outcome

Now I can...



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

3

Places in my Town



Let us recall

1. Name the picture to your friend.



2. Circle the things you find in your school.



3. What is this? Write and show.





Look and say



School

Post office



Library



Hospital

HOSPITAL



Police station

POLICE STATION







Let us sing



Breezy Beach

Breezy wind in the morning,
Dark clouds keep growing,
For it could start raining,
Daya and his father go horse riding!



A98JLI

The sea is so vast and blue,
The waves come running to you,
He built a castle on the sand,
And decorated it with the shells in his hand!



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



Let us learn



A Cloud of Trash

Charu was a smart and bright girl. She always was kind to all but, she was the unhappiest girl among her friends. She was certainly the unhappiest girl in her entire class. She was perhaps the unhappiest girl in the world, or at least that's what she felt.

What about her friends?

Charu had no friends any more. No one wanted to play with Charu, because she had a cloud hanging over her head.

The cloud had orange peels and biscuit packets, broken toys and pencil shavings, twisted plastic bottles and colourful plastic bags. All surrounded by a swarm of buzzing flies.



Nobody wanted to play with a girl who had a cloud of trash hanging over her. What if a rotten banana peel fell on your head? YUCK!

Charu couldn't even play hide-and-seek any more. The cloud would always give her away. "Let's walk to school together," she said to Sona. Sona ran off in the opposite direction.

She asked, "May I borrow your pencil?"

Jancy made a face and changed her seat to go sit with Asha.

Charu even had to eat her lunch alone.





Charu knew that she should have listened to her Amma. Amma always told her not to litter.

"Don't throw the banana peel on the road!"

"Throw the empty biscuit packet in the dustbin."

But, Charu never listened. She only laughed and kept littering. She did not care about her surroundings.

Then one day, Amma became very angry and said, "Soon, all this trash will start following you!"



Charu just laughed.

The next morning, Charu woke up to a foul smell and the sound of buzzing flies. A cloud of trash was hanging over her head. Amma's words had come true!

Charu tried to run away, but the trash cloud followed her everywhere.

She tried to sweep the cloud down with a broom, only to find the cloud over her head.

Charu tried EVERYTHING.

She screamed and asked the cloud to leave her alone. She even tried to throw it into the dustbin, but it just wouldn't go. So, Charu became very unhappy. Then something happened! Charu saw Bala throwing a banana peel on the road near the park.

Charu was annoyed.

Could he not see the cloud over her head?

She yelled, "Don't throw the peel on the road. Someone will slip!"

Bala, scared of the trash cloud, threw the peel in the dustbin.



The next day, the trash cloud had become smaller!

"How did that happen?" Charu wondered.

Then, Charu saw Amutha Aunty throwing away plastic bags near the hospital.

"Aunty!" Charu said. "Please pick up these bags. I am sure you can reuse them."

Amutha aunty picked up the bags and left.

The next day when Charu woke up, the cloud was much smaller. Charu smiled. She knew what she had to do.

When someone threw away a biscuit packet or pencil shavings in the school, Charu stopped them.

She picked up every twisted plastic bottle near the hotel and put it in the dustbin.

The village became cleaner and cleaner, and Charu's cloud became smaller and smaller.

Until one day, it had gone.

COMPLETELY GONE!

Charu was now perhaps the happiest girl in the world.

Charu never littered again. Secretly, she liked having the village clean. But, she was also scared that the trash cloud would come back, some day.

Who knew!

Do you litter things in your village?



Note to the teacher: Read the story to the children. Encourage them to know the names of the public places.



Let us understand



A. Circle the right word.



litter

letter



rain

trash cloud



hospital

hotel

B. Write the correct letter to match.

- a. Amutha - cloud of trash
- b. Charu - plastic covers
- c. Jancy - ran off
- d. Amma - changed her seat
- e. Sona - Angry at Charu



C. Listen, think and write.

1. Why did no one play with Charu?
2. Name the things in the trash cloud.
3. What did Charu's Amma tell her?
4. How did Charu's cloud become smaller?
5. What will you do to keep places around you clean?

Circle the odd one.





Let us talk



- Make picture cards describing the words post, paste, inject, deposit etc.
- Divide the students into two groups.
- Call a child from group A to pick a card.
- Now, call a child from B group to name the action in the picture and the public place it is used in.
- Ensure all the children participate in the activity.



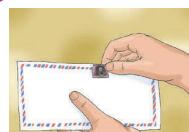
Let us practise



Show the actions and say it to your friend.



post



paste



inject



deposit

Fill in the blanks with the picture related to public places.



i t



p t



d t



Let us do



- Make two sets of flashcards with the words from the word wall.
- Divide the class into two groups.
- Give one set of flashcards to each group.
- Pick a word from the word wall and ask a child who has the card, to raise his/her hand.
- The child who raises hand first gets the chance to read.
- If the child reads correctly the group gets one point. If the child is not able to read, another child can help the child read the word.
- The group with the most points wins.
- Practise till all children can read the words.





Let us say



Listen to the sound and repeat.

ear
as in



pear

are
as in



bear

air
as in



chair

care



care



share



dairy

Listen and repeat.

pear
wear
bear
tear
shear

rare
dare
care
aware
share

air
hair
fair
pair
stair

Read aloud.



This is a big brown bear.

Blue gems are rare.



The pear is green.



The chair is made of wood.

Note to the teacher: First teach the sound / eə / 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 flashcards for each of the letter clusters.
- Make every child pick a card.
- Children with letter cluster **ear** must read the word and jump.
- Children with letter cluster **are** must read the word and clap.
- Children with letter cluster **air** must read the word and snap.
- Practice till the children can read the words clearly.
- Shuffle and continue with all the children.



Let us practise

Circle and fill the correct letter cluster.



ear

are

prep ___



ear

air

st ___



air

ear

w ___



air

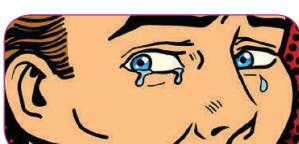
are

p ___

Fill in the blanks.



h ___



t ___



h ___



f ___ y



Let us use



When you want to end a conversation you can say, 'Goodbye, _____.
If someone says goodbye to you, you can reply by saying, 'Goodbye, _____.
It was nice talking to you.'

Circle Time Activity

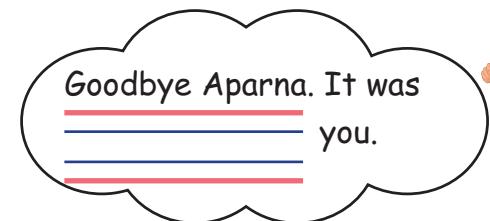
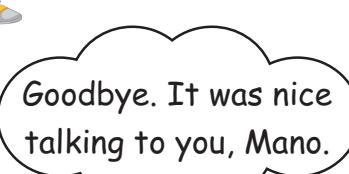
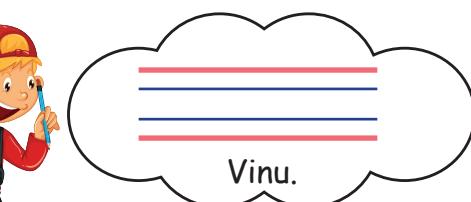
- Ask children to form pairs.
- Ask one of the children to say, "Goodbye, _____."
- The other child should say, "Goodbye, _____. It was nice talking to you."
- Practise with all the children.
- Reverse the roles. Change the pair and practise the structure.

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



Let us practise

Fill in the blanks.





Let us know

Look at the pictures and words given below.



Hi, Mubina.

Mubina, Let's play a game. I will do something now, you have to see and name it.

Hi, Kumar.

Super!

You **give** teddy to Joe.

You **throw** the can into the bin.

You **jump** in the park.

Can you write the words in pink?

_____, _____ and _____.

What do these words tell us? These words tell us the action that the person/thing does. Such words are called **action words**.

We can find action words by asking the question:

What does she/he/it do?



Look at the picture and circle the correct action word.



play work



write give



walk draw



hear draw



play sit



think dance

Look at the words and tick (✓) the box, if it is an action word or put a cross (✗) if it is not.

1. I **read** a story every day.
2. We **open** the door.
3. The birds **sit** on the **tree**.
4. They play **football** in the ground.
5. You **eat** the mango.

These action words will have different forms when it is used in different sentences. Let's see how it changes.

Kumar : I **see** a parrot on the tree now.

Reeta : I **saw** a sparrow there in the morning.

Here the same action has a different words. This change occurs when the time of the action changes. Let's see the forms:

Here are some examples:-

Present		past	past participle	present participle
walk	walks	walked	walked	walking
jump	jumps	jumped	jumped	jumping
run	runs	ran	run	running
sing	sings	sang	sung	singing
give	gives	gave	given	giving





Let us read



A Day in the Park

Let's go to the park!
I love to play with my
friends in the park.



Let's play on the slide!
My friends and I take
turns on the slide.



Let's swing!
How high can we fly? We
are high up in the air!



Let's play with the ball.
My friends and I love to
play with the ball.



I kick the ball
far. We run very
fast to get it.



Let's rest now! as we are
tired. My friend and I lie
down on the grass.





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



Let us think and do



Circle the correct word.



slide / monkey bars



swing / sliding



swing / seesaw

Choose the correct word to complete the sentence.

1. He loves to play in the _____.

_____.
 2. They first play on the _____.

_____.
 3. They eat snacks like _____.

_____.
- (park, beach)
(slide, swing)
(sweets, fruits)

Let us make



- Take a piece of paper and fold it to make a square.
- Stick the paper on the book.
- Colour the paper red.
- Take a thin strip of paper.
- Colour the paper blue.
- On the blue paper, write the word "POLICE" using white paint.
- Blow the paper dry.
- Stick the blue paper on top of the red paper.
- Draw a door with white paint.

This is a _____.

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



Big Picture



1. Why does he wear helmet?
He wears the helmet to be safe.
2. Why does he need the stool?
3. Why does he run fast?
4. Why does he put waste in the dustbin?
5. Why does he wear the sweater?
6. Why does the pot leak?
7. Why does he have the umbrella?

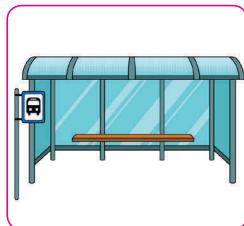
Note to the teacher: Encourage the children to answer the questions with "Why...?" orally. Practise the structure contextually in the class.



I Can Do



1. Tick (✓) the correct word.



Bus stop market



park zoo



bank post office



school library

2. Put tick (✓) for the do's and cross (✗) for the dont's.



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

Janu and I are friends. We laugh together. We cry together.
We even clean together. We help each other carry our bags.
I wish all my friends are like Janu. She is the best.

Note to the teacher: Read the words - **friends, together, carry, clean** and **laugh** - one more time to the children.

4. Write your reply to the teacher.



Goodbye teacher.
It was _____.





5. Recite the poem **Breezy Beach** with intonation.

6. Circle the odd word.

- | | | | |
|---------|-------|-------|-------|
| a. tear | wear | rat | pear |
| b. rare | share | cheer | dare |
| c. fair | hair | chair | shore |

7. Circle the correct action word.



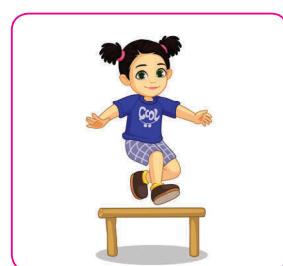
- a) sing b) drink c) cut



- a) stand b) hear c) sit

8. Look at the picture and write identifying the action word.

run jump sleep sing dance write





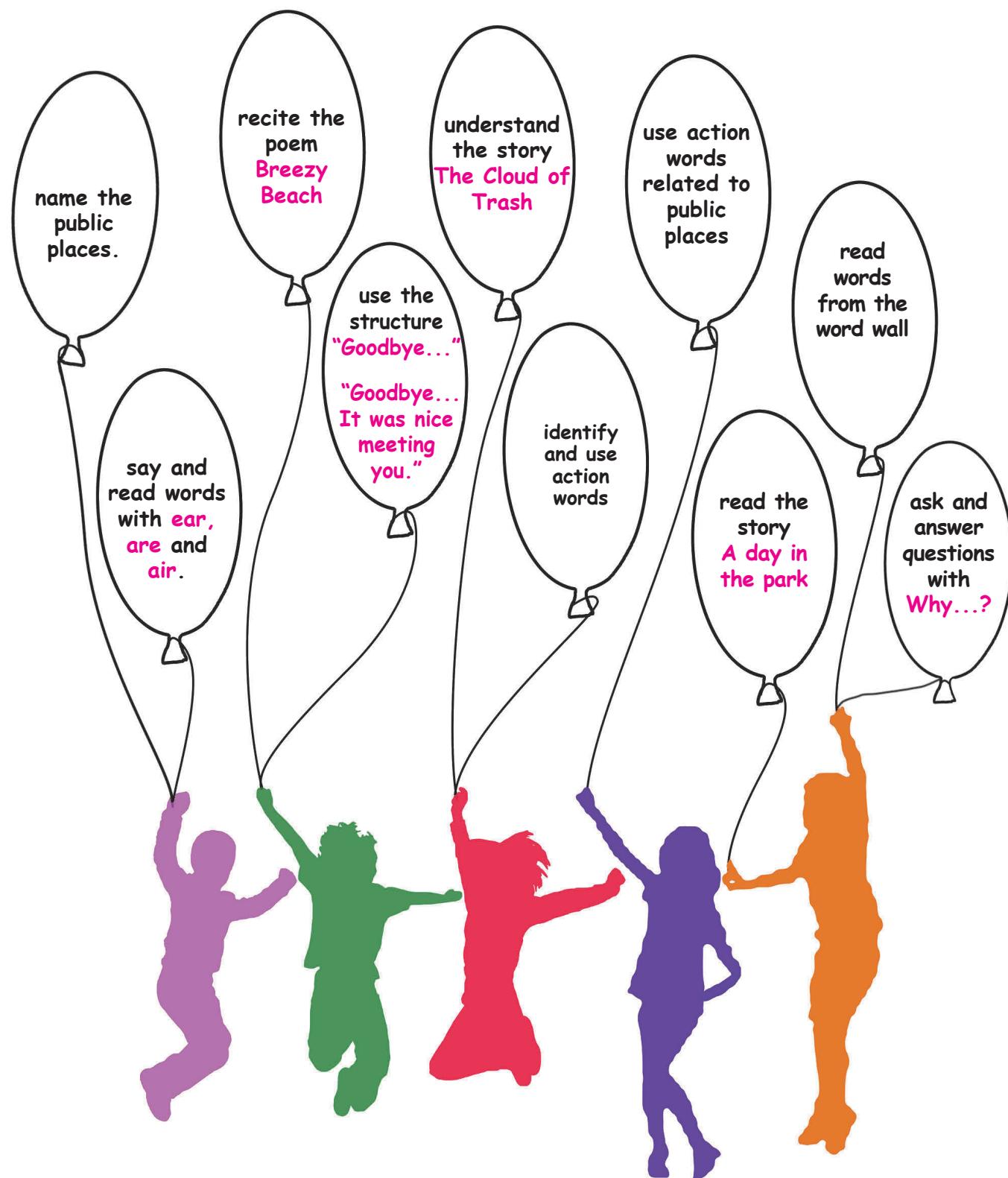






Learning Outcome

Now I can...



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



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English – Standard Three, Term - III List of Authors and Reviewers

Academic Advisor

Dr. P. Kumar
Joint Director, SCERT,
Chennai.

Domain Expert

Dr. Mala Palani
Director,
Indus Training and Research Institute,
Bangaluru.

Reviewers

Dr. Ravinarayan Chakrakodi
Professor, RIE, Bengaluru.

Dr. Balasundari
Associate Professor
Gandhigram Rural Institute Dindigul.

Academic Co-ordinators

Dr. Mozhiyarasi K.S.
The Principal, DIET,
Ariyalur.

Vimala Devi D
Lecturer, DIET,
Chennai.

Authors

Rajeshpandi M
B.T. Asst., Govt. High School,
Maravarperungudi, Virudhunagar.

Sathiyaraj M
B.T. Asst., Govt. Hr. Sec. School,
Chakkaramallur, Vellore.

Srivathsan Ramaswamy
Madhi Foundation, Chennai.

Vairamuthu D
B.T. Asst., Govt. Hr. Sec. School,
Thirumanur, Ariyalur.

Aruna K
B.T. Asst., PUMS,
Nattarmangalam, Perambalur.

Balamurugan K
B.T. Asst., PUMS
KeelaEsanai, Ariyalur.

Uthirapathi K
BRTE, Jayankondam, Ariyalur.

QR Code Team
R. Jaganathan, SGT
PUMS, Ganesapuram, Polur,
Tiruvannamalai.

M. Murugesan, B.T. Asst.,
PUMS, Pethavelankottagam,
Muttupettai, Thiruvarur.

S. Albert ValavanBabu, B.T. Asst.,
G H S, PerumalKovil,
Paramakudi, Ramanathapuram.

Layout Design and Illustration Team

Graphics and Layout
Yesu Rathinam Mariyalasar
Pakkirisamy Annadurai
Yuvraj Ravi
Stephen

In Hose QC
Rajesh Thangappan
Jerald Wilson

Wrapper Design
Kathir Arumugam

Illustration
Promoth
Shalini R
Frank Duff V. M
Mathan

Coordination
Ramesh Munisamy

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