

# ENGLISH

CLASS - 3

सत्र 2021-22



## DIKSHA एप कैसे डाउनलोड करें?

- विकल्प 1 : अपने मोबाइल ब्राउज़र पर [diksha.gov.in/app](http://diksha.gov.in/app) टाइप करें।  
विकल्प 2 : Google Play Store में DIKSHA NCTE ढूँढें एवं डाउनलोड बटन पर tap करें।



मोबाइल पर QR कोड का उपयोग कर डिजिटल विषय वस्तु कैसे प्राप्त करें ?

DIKSHA App को लॉच करे → App की समस्त अनुमति को स्वीकार करें → उपयोगकर्ता Profile का चयन करें।



1

पाठ्यपुस्तक में QR Code को Scan करने के लिए मोबाइल में QR Code tap करें।



2

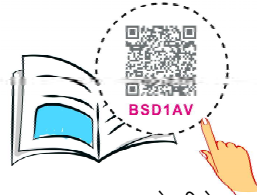
मोबाइल को QR Code पर केन्द्रित करें।



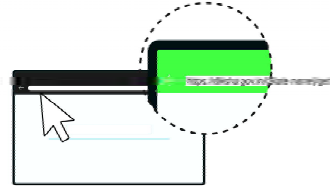
3

सफल Scan के पश्चात् QR Code से लिंक की गई सूची उपलब्ध होगी।

डेस्कटॉप पर QR Code का उपयोग कर डिजिटल विषय-वस्तु तक कैसे पहुँचे ?



1 QR Code के नीचे 6 अंक का Alpha Numeric Code दिया गया है।



2 ब्राउज़र में [diksha.gov.in/cg](http://diksha.gov.in/cg) टाइप करें।



3 सर्च बार पर 6 डिजिट का QR CODE टाइप करें।



4 प्राप्त विषय-वस्तु की सूची से चाही गई विषय-वस्तु पर क्लिक करें।

राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद् छत्तीसगढ़, रायपुर

निःशुल्क वितरण हेतु

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प्रकाशन वर्ष – 2021

**मार्गदर्शक**

संचालक

एस.सी.ई.आर.टी.छ.ग., रायपुर

**संयोजक**

डॉ. विद्यावती चन्द्राकर

**मुख्य समन्वयक**

श्री आर. के. वर्मा

**समन्वयक**

सुशील राठोड़

**लेखन मण्डल**

अनिल चतुर्वेदी, अनिल कुमार श्रीवास्तव, अंशुबाला ठाकुर, एल.एन.पाण्डेय,  
मिनी श्रीवास्तव, संध्यारानी, शकुन्तला श्रीवास्तव, शीजा जौंशी, शिशिरकना भट्टाचार्य,  
श्रीधर रूक्मांगद, वल्सा जॉन, वरोनिका मॉडल

**सहयोग**

जेस्सी कुरियन, अर्चना वेरूलकर, मोहम्मद सईद,  
सुकांतो बनिक, रेखारानी मिश्रा, हरीश शर्मा, प्रीति शर्मा, आशिष तिवारी

**चित्रांकन**

राजेन्द्र सिंह ठाकुर

**आवरण एवं ले आउट डिजाइनिंग**

रेखराज चौरागड़े

**प्रकाशक**

छत्तीसगढ़ पाठ्यपुस्तक निगम, रायपुर

**मुद्रक**

मुद्रित पुस्तकों की संख्या – .....

## आमुख

अंग्रेजी हमारे देश की भाषा नहीं है किन्तु वर्षों से प्रयोग में लाए जाने के कारण यह हमारी बहुभाषिता में रची-बसी प्रतीत होती है। बच्चे अपने परिवेश से कई अंग्रेजी शब्दों को अनायास ही सुनते और उपयोग करते हुए बड़े होते हैं। विश्व पटल पर अंग्रेजी भाषा की उपयोगिता की दृष्टि से छत्तीसगढ़ राज्य निर्माण पश्चात् प्रदेश में कक्षा पहली से ही अंग्रेजी भाषा के अध्यापन की पहल की गई।

पूर्व में अंग्रेजी विषय का अध्ययन-अध्यापन कक्षा छठवीं से एवं कालान्तर में कक्षा तीसरी से प्रारंभ किया गया था। छत्तीसगढ़ निर्माण पश्चात् अंग्रेजी भाषा का अध्यापन कक्षा पहली से प्रारंभ किया गया। अतः कक्षा तीसरी से पाँचवीं की पुस्तकों में और अधिक उन्नयन अर्थात् अपग्रेडिंग की आवश्यकता थी। 2012-13 में कक्षा पहली एवं दूसरी की पुस्तकों का पुनःलेखन किया गया किन्तु कक्षा तीसरी, चौथी एवं पाँचवीं की किताबें यथावत् प्रचलन में रही, NCERT द्वारा प्रत्येक कक्षा हेतु निर्धारित अधिगम प्रतिफल को ध्यान में रखते हुए पुस्तकों की प्रस्तुति, अभ्यास एवं विषय वस्तु की विविधता के साथ वर्तमान पुस्तकें तैयार की गई हैं। कक्षा छठवीं से आठवीं के लिए तैयार पुस्तकें संप्रेषण कौशल आधारित हैं। प्रयास यही है कि विद्यार्थी अपने अध्ययन के प्रारंभिक पाँच वर्षों में सामान्य भाषाई दक्षताओं को प्राप्त करने में सक्षम हो सकें।

कक्षा तीसरी से पाँचवीं की अंग्रेजी पाठ्यपुस्तकों में अभ्यास के अधिक अवसर देते हुए NCERT द्वारा तैयार पुस्तकों से भी पर्याप्त पाठों को शामिल किया गया है। पुस्तकों की विषय वस्तु को रुचिकर, परिवेशीय एवं बाल-मन अनुरूप बनाने का प्रयास किया गया है। चित्रों एवं मनोरंजक गतिविधियों के माध्यम से भाषा को भी अधिक सुगम एवं सुबोध बनाने का प्रयास किया गया है। हम आशा करते हैं कि बच्चे इन पुस्तकों को स्वतः पढ़ने की कोशिश करेंगे।

शिक्षकों और अभिभावकों से हमारा निवेदन है कि पाठ में आए हुए शब्दों और अभ्यासों की पुनरावृत्ति के लिए वे बच्चों को प्रेरित करेंगे ताकि बच्चे सहजता के साथ भाषा को सीख पाएँ और अपनी मातृभाषा के साथ-साथ अंग्रेजी भाषा का भी दैनिक जीवन में उपयोग कर सकें। इससे भाषा के प्रति उनकी झिझक और भय दोनों दूर होंगे। शिक्षक सतत् मूल्यांकन के साथ-साथ कक्षा अध्यापन को उन्नत बनाने एवं बच्चों की सक्रिय सहभागिता को सुनिश्चित करने का प्रयास करेंगे।

स्कूल शिक्षा विभाग एवं राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, छ.ग. द्वारा शिक्षकों एवं विद्यार्थियों में दक्षता संवर्धन हेतु अतिरिक्त पाठ्य संसाधन उपलब्ध कराने की दृष्टि से Energized Text Books एक अभिनव प्रयास है, जिसे ऑन लाईन एवं ऑफ लाईन (डाउनलोड करने के उपरांत) उपयोग किया जा सकता है। ETBs का प्रमुख उद्देश्य पाठ्यवस्तु के अतिरिक्त ऑडियो-वीडियो, एनीमेशन फॉरमेट में अधिगम सामग्री, संबंधित अभ्यास, प्रश्न एवं शिक्षकों के लिए संदर्भ सामग्री प्रदान करना है।

इस पुस्तक के संदर्भ में समीक्षात्मक सुझावों का हम सदैव स्वागत करते हैं और आपकी प्रतिपुष्टियों के माध्यम से विद्यार्थियों के लिए इसे और अधिक लाभप्रद बनाने का प्रयास जारी रहेगा।

### संचालक

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किताबें कुछ कहना चाहती है,

आपके साथ रहना चाहती हैं।

बच्चे अपने आस-पास को बहुत नज़दीक से जानते हैं। शाला की प्रारंभिक कक्षाओं में अध्ययनरत बच्चों के मानस पटल को दृष्टिगत रखते हुए उन विषयवस्तु का चयन किया गया है जो उनके आस-पास उपलब्ध है, या उनके दैनिक जीवन से संबंधित है।

हमने बच्चों के सीखने की प्रक्रिया और उनके मनोविज्ञान के परिप्रेक्ष्य में भाषायी उद्देश्यों को प्राप्त करने की कोशिश की है। सुनने, बोलने, पढ़ने एवं लिखने के कौशलों को विकसित करने की दृष्टि से दैनिक जीवन के जीवंत उदाहरणों के द्वारा भाषा उपयोग के अधिकाधिक अवसर उपलब्ध कराते हुए इसके प्रति बच्चों का भय दूर करने का प्रयास किया गया है।

इस किताब में हमने कविताओं एवं कहानियों को सम्मिलित किया है। विभिन्न संदर्भों, अभ्यास एवं Fun time जैसी गतिविधियों के माध्यम से अंग्रेजी को प्रयोग में लाने का प्रयास किया है।

शिक्षक, बच्चों एवं किताबों के बीच की सबसे मजबूत कड़ी है इसलिए किताब की सफलता या भाषा के उद्देश्यों की पूर्ति तभी संभव हो पाएगी जब शिक्षक इसे बेहतर तरीके से बच्चों तक पहुँचाएँगे। बच्चों को अंग्रेजी भाषा के प्रयोग के अधिकाधिक अवसर प्रदान करेंगे। शिक्षकों से हमारी अपेक्षा है कि वे शब्दों के सही उच्चारण हेतु Dictionary का उपयोग अवश्य करें। Flash cards, Authentic materials, Class activities एवं यथासंभव Multimedia उपयोग द्वारा कक्षा वातावरण को अधिक सजीव एवं आनंददायी बनाये। आशा है कि इस किताब में दिये गये अभ्यास एवं गतिविधियों के माध्यम से बच्चे अंग्रेजी को Minimum शाब्दिक स्तर पर बोलना प्रारंभ करते हुए अंग्रेजी की सामान्य संरचनाओं के प्रयोग तक पहुँचेंगे।

गतिविधियाँ कराते समय प्रत्येक बच्चे की सक्रिय सहभागिता सुनिश्चित करें। उद्देश्यों की पूर्ति हेतु शिक्षक स्वयं कुछ अन्य गतिविधियाँ भी करवा सकते हैं। अंग्रेजी शिक्षण में अधिगम प्रतिफलों की समझ एवं उनको अध्ययन-अध्यापन के माध्यम से प्रस्तुत करने की अपेक्षा के साथ अधिगम प्रतिफल की सूची संलग्न की गई है।

आशा करते हैं कि यह किताब अंग्रेजी भाषा के प्रति बच्चों में रुचि जागृत करने एवं उनमें भाषायी कौशल विकसित करने में सहायक होगी। आपके विचारों एवं सुझावों से हमें अवश्य अवगत कराएँ।

**संचालक**

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छत्तीसगढ़, रायपुर

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</b></p> <ul style="list-style-type: none"> <li>• sing songs/ recite poems in English with intonation.</li> <li>• participate in role-play, enactment of skits.</li> <li>• read aloud short texts/ scripts on the walls, with pronunciation and pause</li> <li>• listen to and communicate oral / telephonic messages</li> <li>• collect books for independent reading in English and other languages/Braille with a variety of themes (adventure, stories, fairy tales, etc.)</li> <li>• read posters, tickets, labels, pamphlets, newspapers etc.</li> <li>• take dictation of words/phrases/sentences short paragraphs from known and unknown texts.</li> <li>• draw and write short sentences related to stories read, and speak about their drawing or writing work.</li> <li>• raise questions on the text read.</li> <li>• enrich vocabulary in English through listening to and reading stories/folk tales.</li> <li>• use nouns, pronouns, adjectives and prepositions in speech and writing.</li> <li>• use terms such as 'add', 'remove', 'replace', etc., that they come across in Maths, and words such as 'rain', 'build' in EVS.</li> <li>• identify opposites and use in communication, for example 'tall/short', 'inside/outside', 'fat/thin' etc.</li> </ul>	<p><b>The learner:</b></p> <p>LE301. recites poems individually/ in groups with correct pronunciation and intonation.</p> <p>LE302. performs in events such as role-play/ skit in English with appropriate expressions</p> <p>LE303. reads aloud with appropriate pronunciation and pause</p> <p>LE304. reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English.</p> <p>LE305. expresses orally her/his opinion/understanding about the story and characters in the story, in English/ home language.</p> <p>LE306. responds appropriately to oral messages/ telephonic communication.</p> <p>LE307. writes/types dictation of words/phrases/sentences.</p> <p>LE308. uses meaningful short sentences in English, orally and in writing, uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class.</p> <p>LE309. distinguishes between simple past and simple present tenses</p> <p>LE310. identifies opposites like 'day/night', 'close-open', and such others.</p> <p>LE311. uses punctuation such as question mark, full stop and capital letters appropriately.</p> <p>LE312. reads printed scripts on the classroom walls: poems, posters, charts etc.</p> <p>LE313. writes 5-6 sentences in English on personal experiences/events using verbal or visual clues.</p> <p>LE314. uses vocabulary related to subjects like Maths, EVS, relevant to class III.</p>

# CONTENTS

NO.	LESSONS	SUGGESTIVE LOs	PAGES
	REVISION		1-6
1.	GOD BLESS YOU	LE301, LE302, LE303 LE308	7-9
2.	LET'S KNOW EACH OTHER	LE302	10-14
3.	WHO IS WHO	LE303, LE305, LE308, LE313	15-16
4.	HELLO! HELLO!	LE301, LE314	17-21
5.	GOD MADE ALL	LE301, LE308, LE314	22-24
6.	THE WEEK	LE301, LE308, LE314	25-26
7.	IN THE YEAR	LE301, LE308, LE314	27-29
8.	PARTS OF THE BODY	LE301, LE304, LE305, LE308	30-32
9.	DOING THINGS	LE303, LE304, LE305, LE308	33-37
10.	DEAR.....DEAR	LE304, LE305, LE308, LE309, LE311, LE313	38-40
11.	MILK-MAID	LE302, LE303, LE304, LE305,LE311, LE313	41-44
12.	A BAD CAT	LE308, LE313, LE305, LE314	45-49
13.	A HAPPY CHILD	LE301, LE305, LE308, LE310	50-54
14.	LET US HURRY	LE302, LE303, LE304, LE305, LE306, LE308, LE314	51-61
15.	THE SWING	LE301, LE304, LE306, LE310, LE313	62-65
16.	WHO IS CLEVER	LE302, LE303, LE304, LE305, LE308, LE312	66-73



# REVISION-1



I. Look at the picture. How many things can you name ? Write them in English.



**Example**

cat

kite

.....

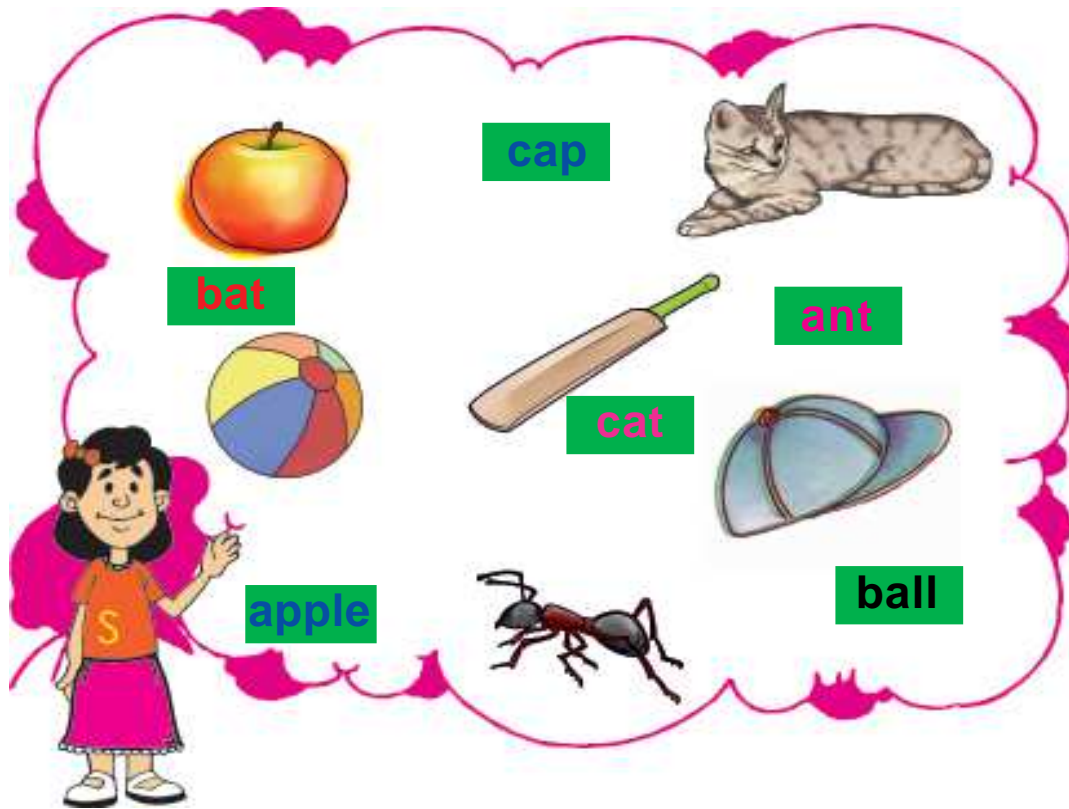
.....

.....

.....

## REVISION-2

I. Match the pictures with the words.



II. Look at the pictures and write their names.





REVISION-3

I. Look at the picture and put a tick (✓) against the right word.



- boy ( )
- girl ( )
- joker (✓)



- woman ( )
- teacher ( )
- king ( )



- dog ( )
- lion ( )
- cat ( )



- jar ( )
- jug ( )
- bottle ( )



- kite ( )
- paper ( )
- kind ( )

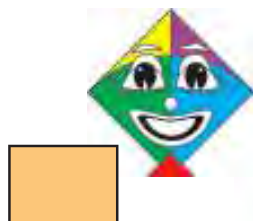


- egg ( )
- leg ( )
- bag ( )

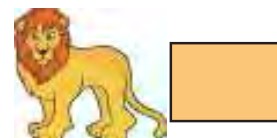
II. Write the correct number of the word for the pictures and cross the word in the box.

Example

उदाहरण



1.	<del>K</del>	<del>I</del>	<del>N</del>	<del>G</del>
2.	K	I	T	E
3.	K	E	Y	
4.	J	U	G	
5.	L	I	O	N
6.	J	E	E	P



### REVISION-4

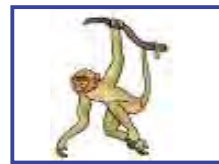
I. Look at each picture and say 'Right' or 'Wrong'. Cross the words that do not go with the pictures.



Example : ~~an owl~~

a mango

an orange

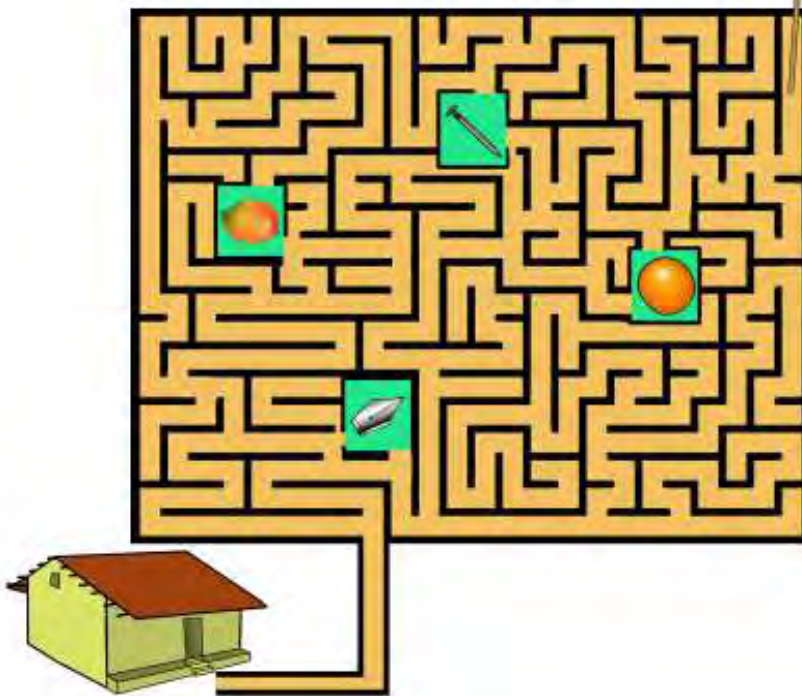


a nest

an ox

a monkey


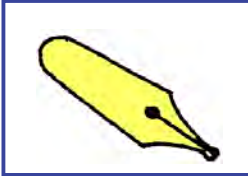






II. The grandmother has lost a mango, an orange, a nail and a nib on her way home. Trace the way on which she would find them.



## REVISION-5

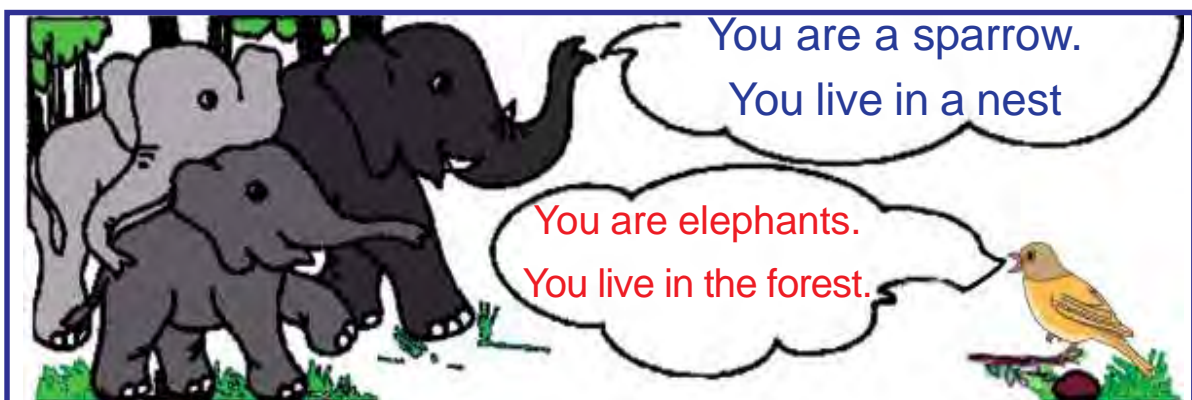
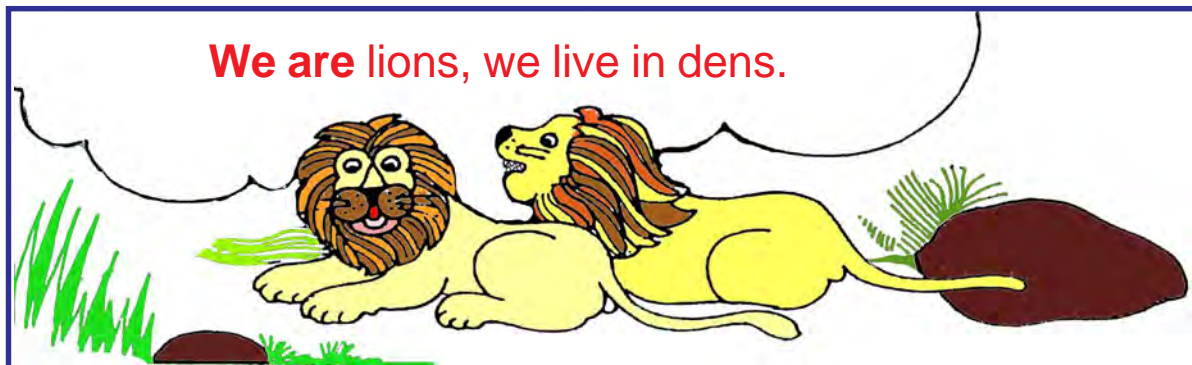
I. Recognise the picture and find the words for them in the puzzle.

Example :

							
	M	N	I	B	M	O	
	O	N	F	D	A	R	
	N	A	U	E	N	A	
	K	I	O	X	G	N	
	E	L	V	W	O	G	
	Y	N	E	S	T	E	
							

## REVISION-6

I. Look at the pictures and say these sentences.



Lesson 1

**GOD BLESS YOU**



dear, friend, little, love, pretty, gay, God, smile, nice,  
happy, wise



*Dear little friends,  
I love you.  
You are so pretty  
Who made you ?*

*We are flowers.  
We are gay  
God made us  
To smile every day.*

*You are a little one,  
you are nice.  
God bless you,  
Be happy and wise.*



**EXERCISE**

I. Look at the pictures and fill in the boxes.



We are .....

We are .....



We are .....

We are .....



We are .....

II. Look at the pictures and say.



1. These are stars.  
They shine at night.



2. These are farmers.  
They work in the fields.

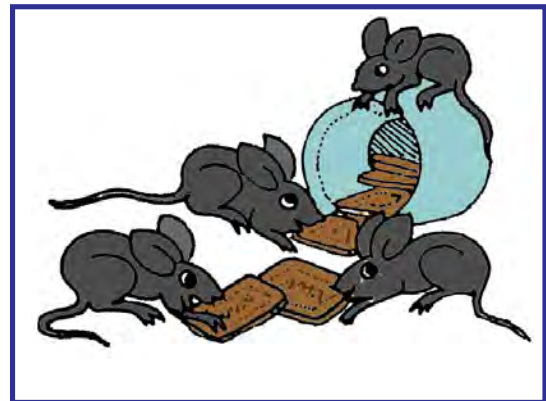
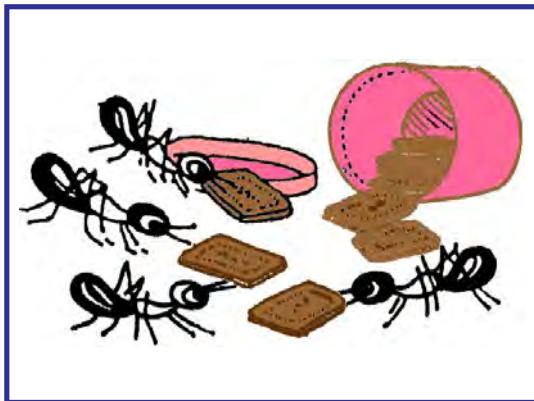


3. These are students.  
They are playing.

4. She is a teacher.  
She teaches in my school.

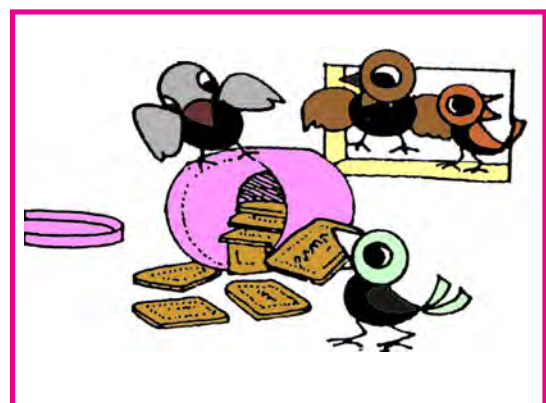
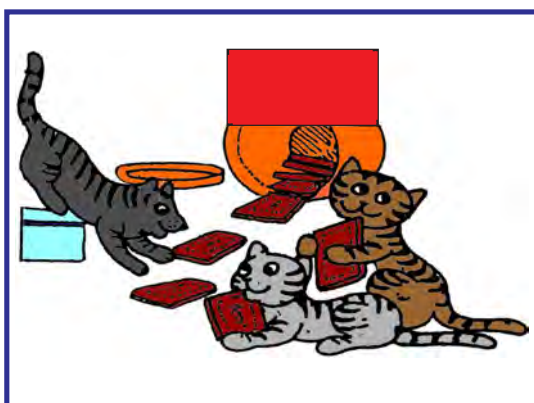


III. Look at the pictures and complete the sentences.



We are .....  
We like biscuits too.

We are .....  
We also like biscuits.



We are .....  
We also like biscuits.

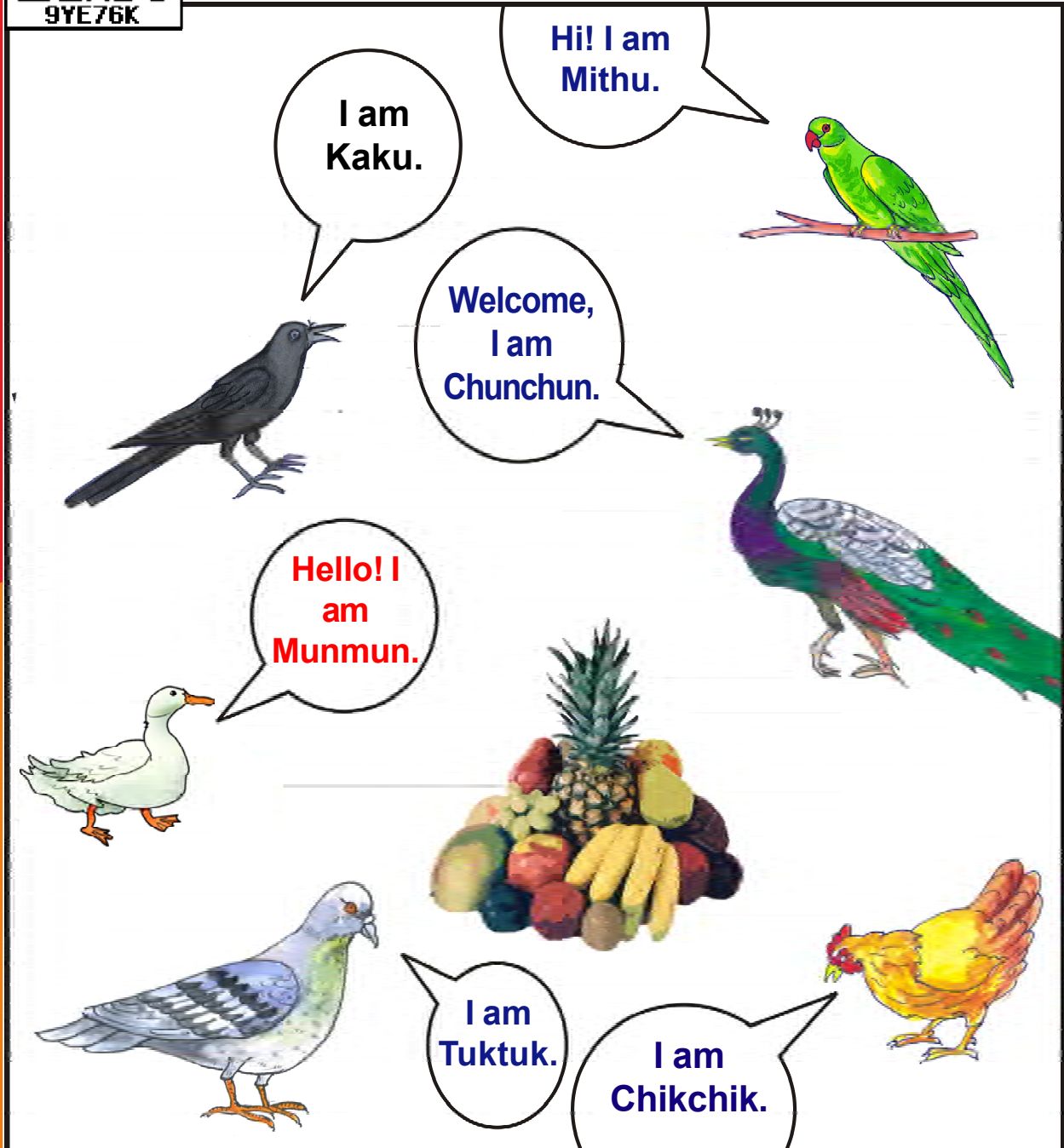
We are .....  
We also like biscuits.



9YE76K

## Lesson 2

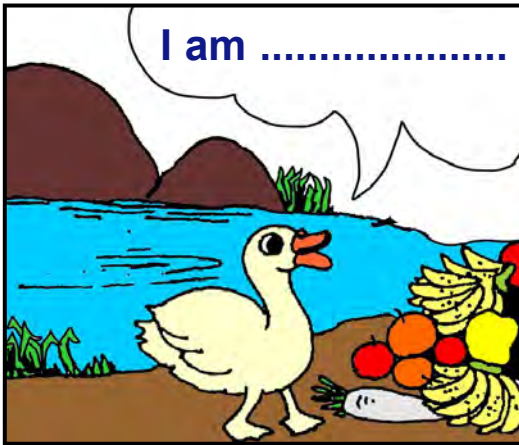
# LET'S KNOW EACH OTHER



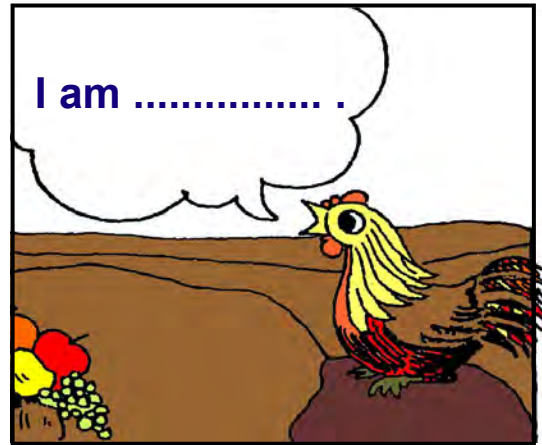


EXERCISE

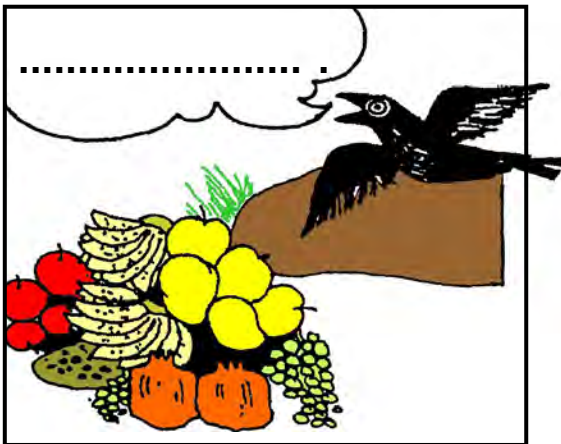
Fill in the blanks.



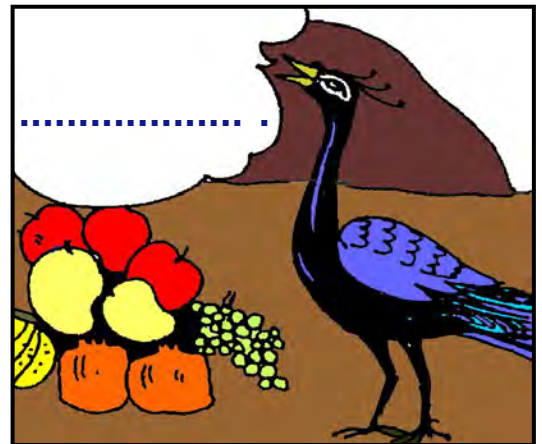
Munmun is a .....



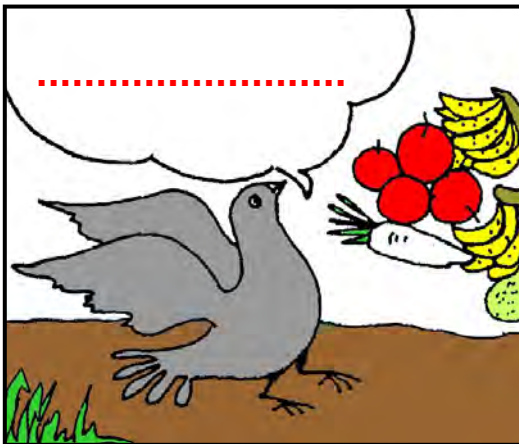
Chikchik is a .....



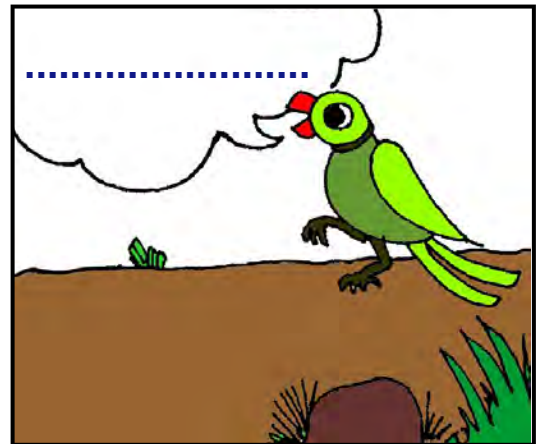
Kaku is a .....



Chunchun is a .....

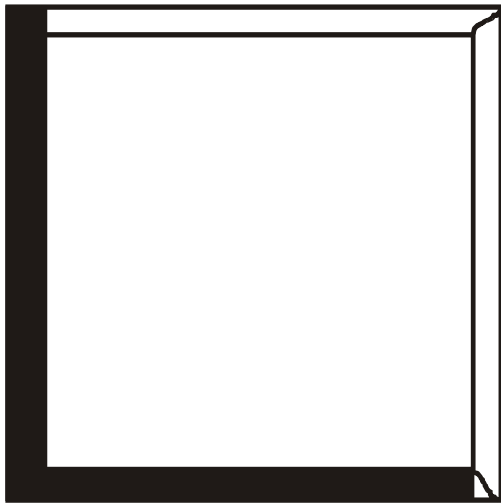


Tuktuk is a .....



Mithu is a .....

II. Draw your picture and write your name.



I am .....

III. Give names to these pictures and say how they will introduce themselves.

A



Example - Sheru  
(I am Sheru)

B



.....  
(I am .....)

C



.....  
(I am .....)

D



.....  
(I am .....)

E



.....  
(I am .....)

F



.....  
(I am .....)

IV. Read aloud.



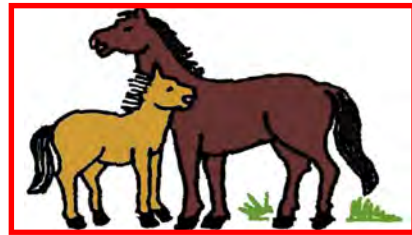
A goat and kids.



A tiger and cubs.



A sheep and a lamb.



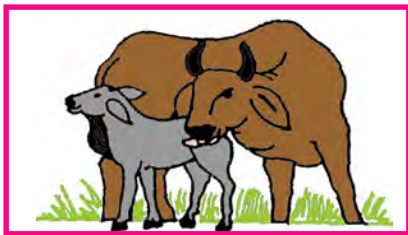
A horse and a foal.



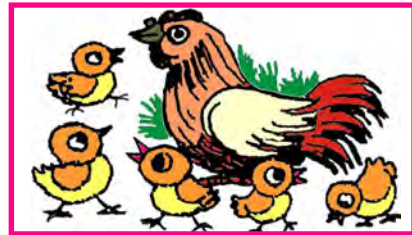
A dog and puppies.



A cat and kittens.



A cow and a calf.



A hen and chicks.

V. Choose and say.

(lions, cows, crows, red, mangoes, parrots, blue, oranges)





1. .... and .... are fruits.




2. .... and .....are colours.

3. .... and .... are animals.

4. .... and .... are birds.

VI. Search and encircle for the young ones and match them with the pictures.

	P	U	P	P	Y	L	
	B	F	O	A	L	A	
	C	H	I	C	K	M	
	A	C	A	L	F	B	
	K	I	T	T	E	N	
	K	I	D	C	U	B	



## Lesson 3

## WHO IS WHO



doctor, teacher, lawyer, nurse, postman, typist



This is Mr. Sinha.  
He is a doctor.  
His father is a shopkeeper.

This is Mr. Sahu.  
He is a lawyer.  
His son is a teacher.



This is Mrs. Mishra.  
She is a teacher.  
Her brother is a farmer.

This is Miss Ekka.  
She is a nurse.  
Her mother is a typist.



This is Mr. Ram Prasad.  
He is a postman.  
His daughter is an artist.

This is Mr. Kunjam.  
He is a police inspector .  
His father is a tailor.



this  
he

miss  
she

sis  
me

EXERCISE

I. Look and say.



Mrs. Naik  
teacher

This is Mrs. Naik.  
She is a teacher.



Mr. Abdul  
painter

This is .....  
..... is a .....

Look and fill in the blanks : (He/She)



Mr. Dileep  
farmer

This is .....  
..... is a farmer.



Mr. Gangadhar  
tailor

This is .....  
..... is a .....

2. Look and fill in the blanks : (He/She)



Mr. Verma teaches us.  
..... is a teacher.



Ramdas mends shoes.  
..... is a cobbler.



Gopal brings milk for us.  
..... is a milkman.

Read aloud. Write about your friend in your notebook.

For example:

1. She is Kamla.
2. She is a tall girl.
3. She works in a shop.
4. Her father is a teacher.
5. Her mother is a typist.

---



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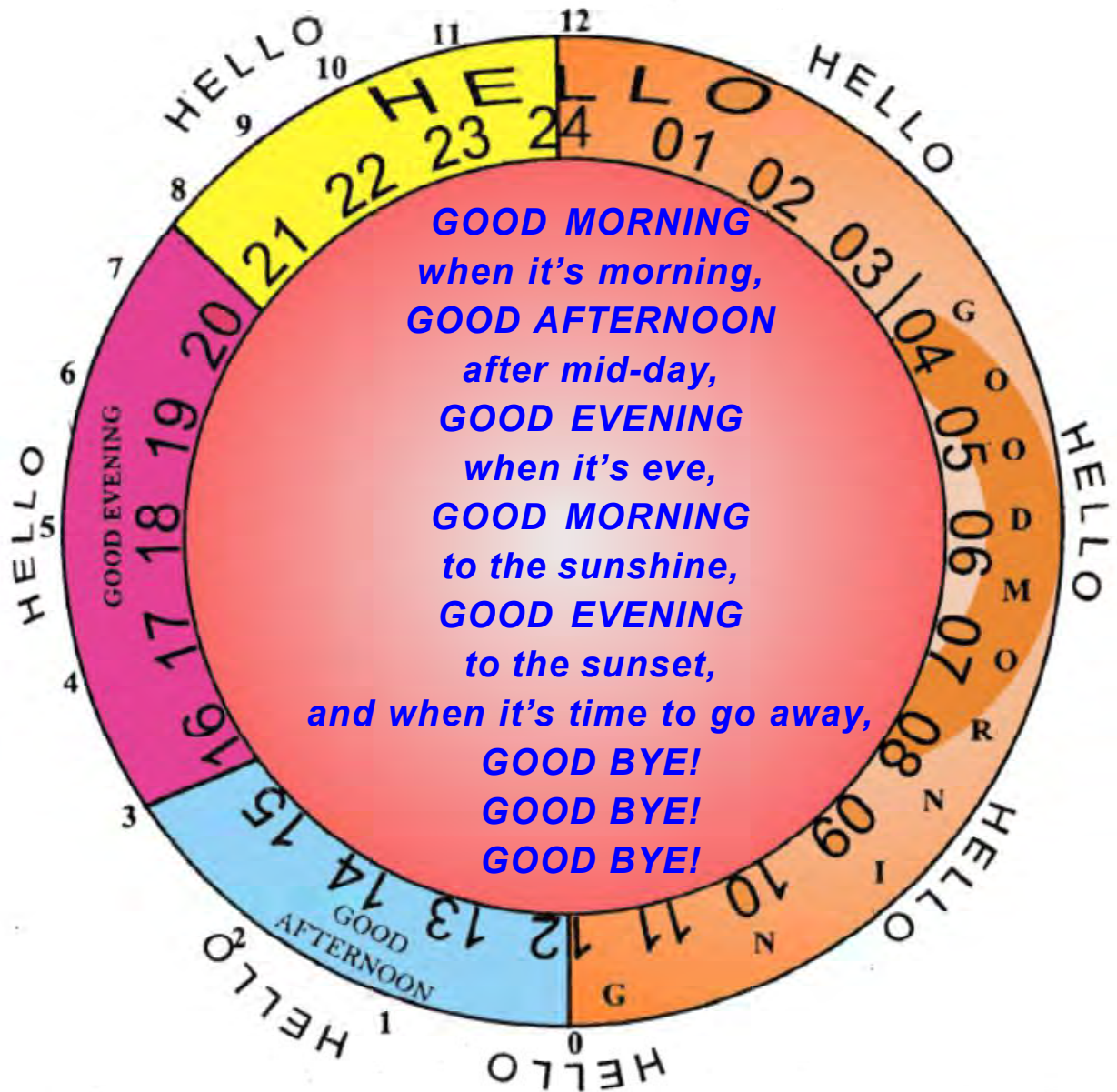
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Lesson 4

HELLO ! HELLO !



morning, evening, afternoon, good, eve, sun shine,  
sun set, good bye, hello.



**GOOD MORNING**  
*when it's morning,*  
**GOOD AFTERNOON**  
*after mid-day,*  
**GOOD EVENING**  
*when it's eve,*  
**GOOD MORNING**  
*to the sunshine,*  
**GOOD EVENING**  
*to the sunset,*  
*and when it's time to go away,*  
**GOOD BYE!**  
**GOOD BYE!**  
**GOOD BYE!**

# LEARN TO TELL THE TIME



3 o'clock



8 o'clock



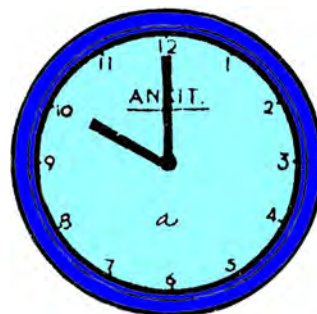
1 o'clock



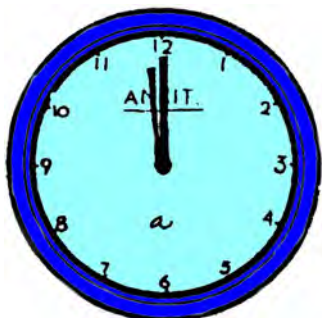
9 o'clock



4 o'clock



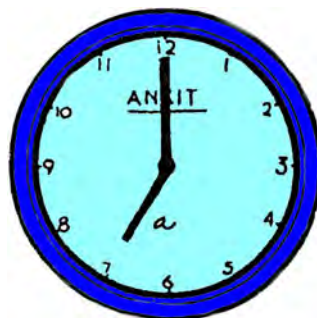
10 o'clock



12 o'clock



6 o'clock



7 o'clock



EXERCISE

I. What will you say to greet someone?

- (1) in the morning .....
- (2) in the evening .....
- (3) in the afternoon .....

II. What will be the greetings for the time in the clocks? Put the correct number of the greetings below the clocks.

- (1) Good morning
- (2) Good afternoon
- (3) Good evening



3 p.m. ....



5 a.m. ....



Example: (1)  
11a.m. Good morning

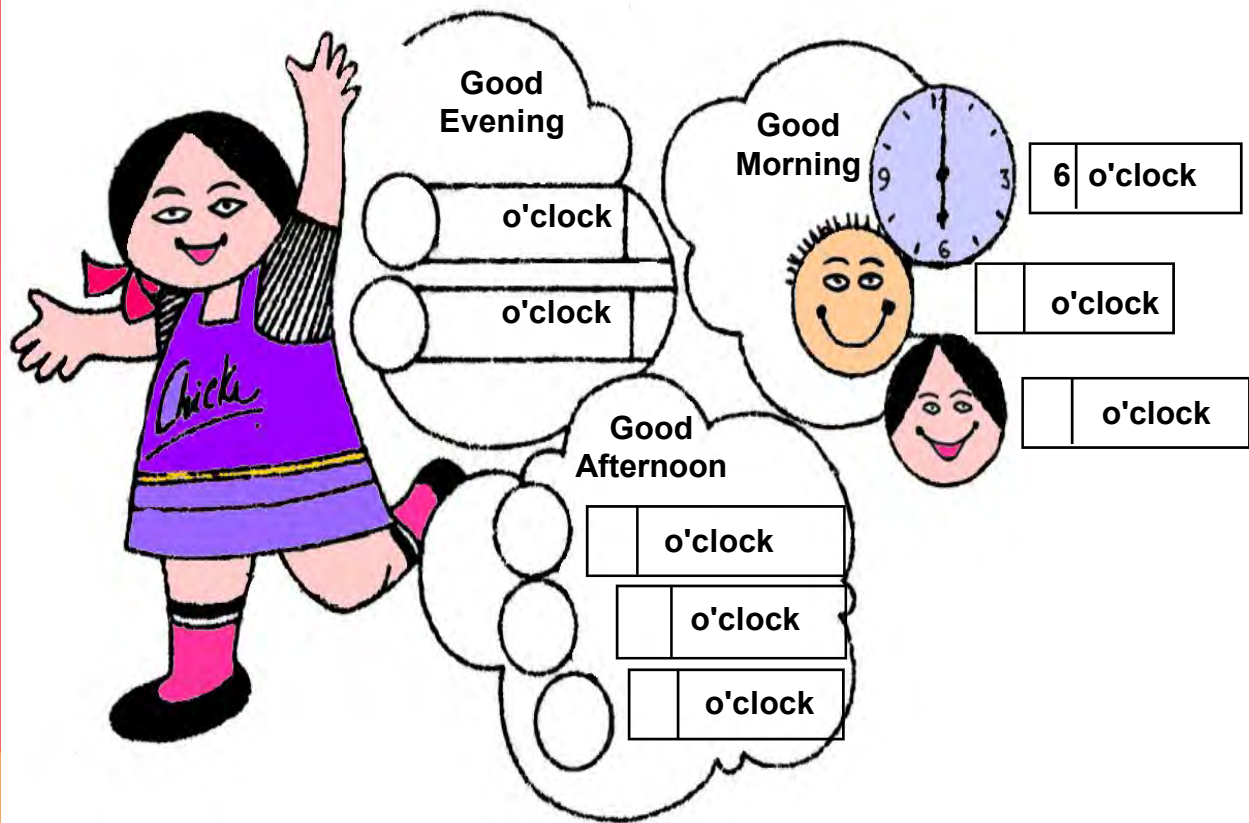


7 p.m. ....



2 p.m. ....

III. Study the picture. Fill in the time (numbers) in the given circles.



IV. Look at the clock and write the time.



2 o'clock



..... o'clock



..... o'clock



..... o'clock



..... o'clock



..... o'clock

V. Put a tick (✓) mark against the correct answers.



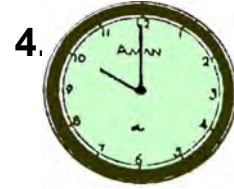
8 o'clock ✓  
5 o'clock



12 o'clock  
6 o'clock



7 o'clock  
4 o'clock



8 o'clock  
10 o'clock

VI. See the time and draw the other hand of the clock.



2 o'clock



4 o'clock



10 o'clock



7 o'clock

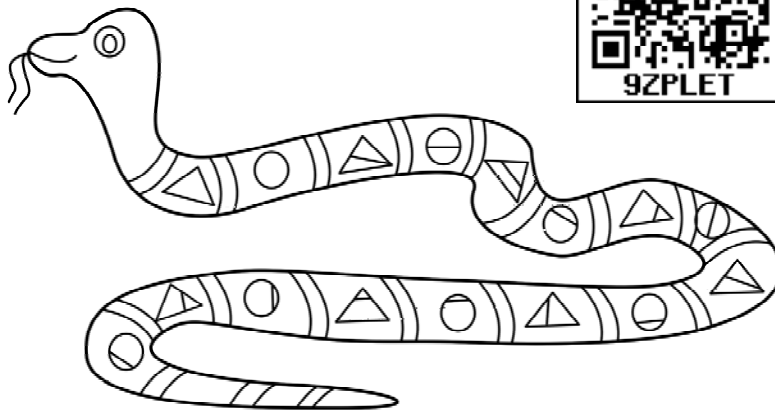



6 o'clock

### Fun time


Let's colour   

Find the shapes



1. How many  s are there in the picture?

2. How many  s are there in the picture?

3. How many  s are there in the picture?



Lesson 5

GOD MADE ALL

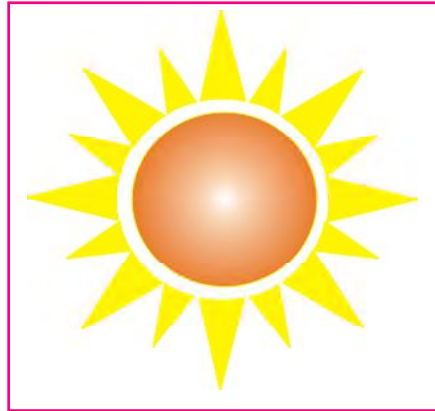


*All things bright and beautiful,  
All creatures great and small,  
All things wise and wonderful,  
The Lord God made them all.*

**Exercise**

1. Choose the words that match the pictures.

bright, small, creatures, beautiful



2. Add 'ful' to make new words.

wonder = wonderful

help = .....

meaning = .....

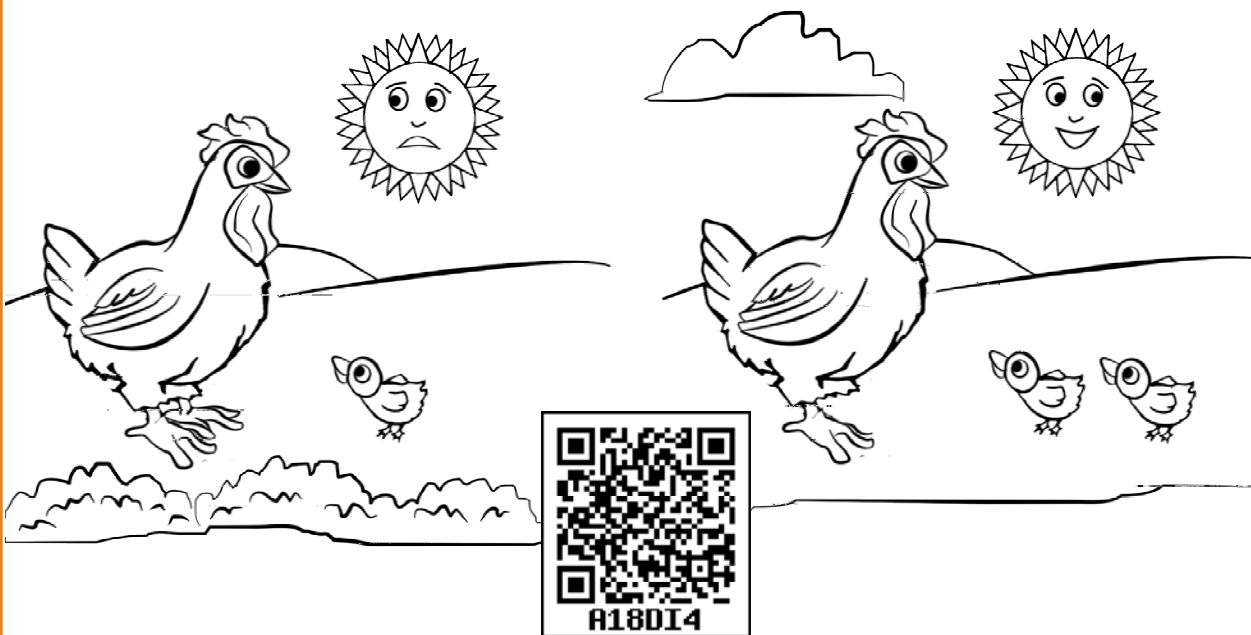
**(3) Write the name of things that you think are beautiful.**

- |             |          |
|-------------|----------|
| 1. my frock | 2. ....  |
| 3. ....     | 4. ....  |
| 5. ....     | 6. ....  |
| 7. ....     | 8. ....  |
| 9. ....     | 10. .... |

**(4) Complete the gaps.**

- |                         |       |       |
|-------------------------|-------|-------|
| 1. Two bright things    | sun   | ..... |
| 2. Two small creatures  | ..... | ..... |
| 3. Two big creatures    | ..... | ..... |
| 4. Two wonderful things | ..... | ..... |

**(5) Spot the differences and colour the pictures.**



## Lesson 6

## THE WEEK



Sunday, Monday, Tuesday, Wednesday, Thursday,  
Friday, Saturday, first, time, last, way.

**Sunday** is a holiday

Monday begins the week.

**Tuesday** and **Wednesday**

Work is at the peak,

**Thursday** and **Friday**

Get along the way.

And before we take a break,

It's the lovely Saturday!



EXERCISE

I. Number them serially.

SATURDAY

TUESDAY

THURSDAY

SUNDAY

FRIDAY

WEDNESDAY

MONDAY

II. Circle the day which comes first in each pair.

Example :

Monday or Tuesday

Thursday or Wednesday.

Saturday or Sunday

Friday or Thursday

Tuesday or Wednesday





## Lesson 7

## IN THE YEAR



R211N2

January, February, March, April, May, June, July, August,  
September, October, November, December, clear,  
alone, leap year

January

February

March

April

May

June

July

August

September

October

November

December

Thirty days have **September**,  
**April**, **June** and **November**.

All the rest have thirty-one,  
Except **February** alone.

Which has twenty-eight days clear,  
And twenty-nine in a leap year.

I. Match the words.

JANUARY	February
FEBRUARY	April
MARCH	September
APRIL	May
MAY	March
JUNE	June
JULY	July
AUGUST	August
SEPTEMBER	December
OCTOBER	January
NOVEMBER	October
DECEMBER	November

II. Match the number of days with the months.

<u>Months</u>		<u>Months</u>
January	28/29  30  31	July
February		August
March		September
April		October
May		November
June		December


III. Write the names of the months serially :

IV. Search the months :

M	O	C	T	O	B	E	R	J	F
A	J	U	L	Y	M	A	Y	U	E
R	A	U	G	U	S	T		N	B
C		A	P	R	I	L		E	R
H	J	A	N	U	A	R	Y		U
D	E	C	E	M	B	E	R		A
S	E	P	T	E	M	B	E	R	R
N	O	V	E	M	B	E	R		Y

## EXERCISE

## I. A. Study the calendar and answer.



2005		JANUARY					
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

**Example :** 1. The month started on a Saturday.

उदाहरण 2. There are \_\_\_\_\_ Sundays in the month. (count)

3. The month is \_\_\_\_\_.

4. The month has \_\_\_\_\_ days.

5. The 21<sup>st</sup> of the month is a \_\_\_\_\_.

6. There are five Sundays, five \_\_\_\_\_ and four \_\_\_\_\_.

7. The next page in the calendar is of the month of \_\_\_\_\_.

**B. Circle the dates (numbers) in the calendar.**

11 28 23 31 5 2 25 18

**C. Write down how many these days are in the calendar.**

1. Fridays

2. Mondays

3. Saturdays

4. Wednesdays

5. Tuesdays



R29HPP

Lesson 8

PARTS OF THE BODY



nose, eyes, ears, hands, legs, teeth, smell, see,  
hear, work, walk, bite



*Two little eyes that open and close,  
Two little ears and one little nose,  
Two little cheeks and one little chin,  
Two little lips and teeth within.*

*This is my nose, I smell with it.*

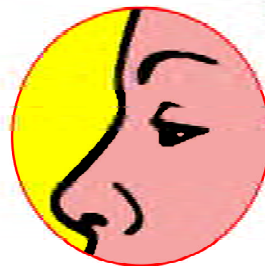
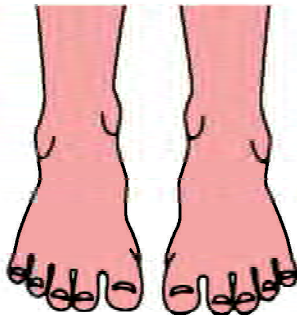
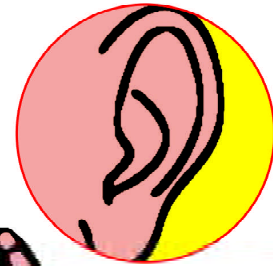
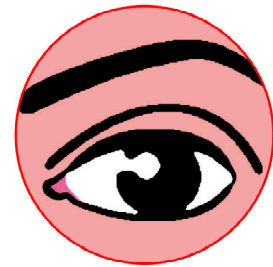
*These are my ears, I hear with them.*

*These are my hands, I work with them.*

*These are my legs, I walk with them.*

*These are my teeth.*

*I chew and bite with them.*



legs	those	ear
begs	close	dear
pegs	nose	near

## EXERCISE

## I. Match the following.



rose



eye

pen and  
paper

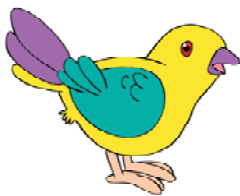
hand



book



ear



bird's song



nose

## II. Who am I ? Write the answer.

a. In number we are two;  
you can see with me through. ....

b. In number we are ten;  
we can hold a pen. ....

c. I can breathe.  
I can smell.  
Who am I , can you tell ? .....

III.

**ACTIVITY**

(1) **Teacher : I can jump. Am I the legs?**

**Students : Yes, you are.**

(2) **Teacher : I can clap. Am I the feet ?**

**Students : No, you are not. You are the hands.**

(3) **Teacher : You brush me. Am I the face ?**

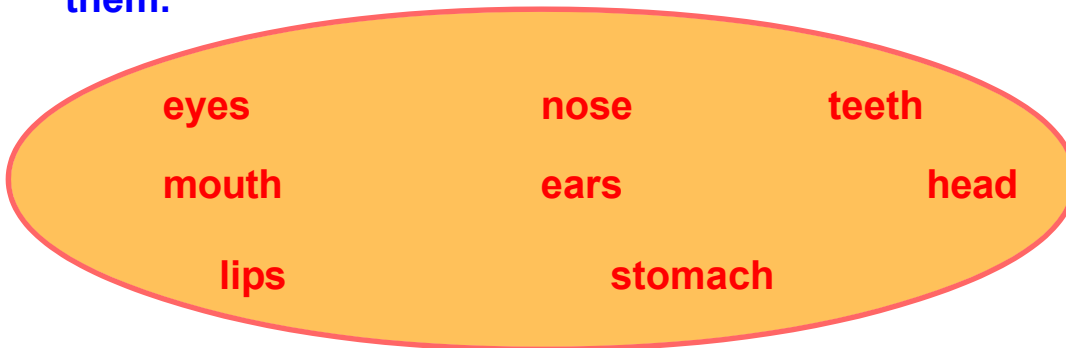
**Students : No, you are not. You are the teeth.**

(4) **Teacher : I am black. Am I the hair ?**

**Student : Yes, you are.**



IV. **Which of these are more than one. Put a tick (✓) mark on them.**



V. **Name the parts of the body used when you do the following :**

1. pray .....

2. run .....

3. dance .....

4. write .....

5. drink .....

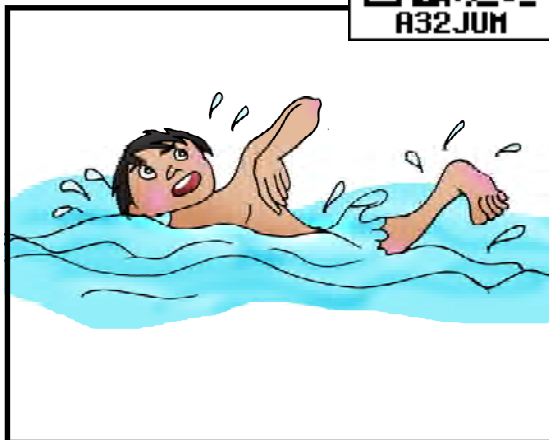
6. smell .....

Lesson 9

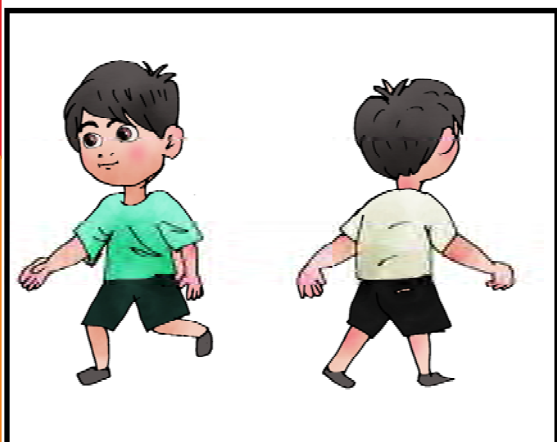
DOING THINGS



play



swim



walk



run



eat



drink



**read**



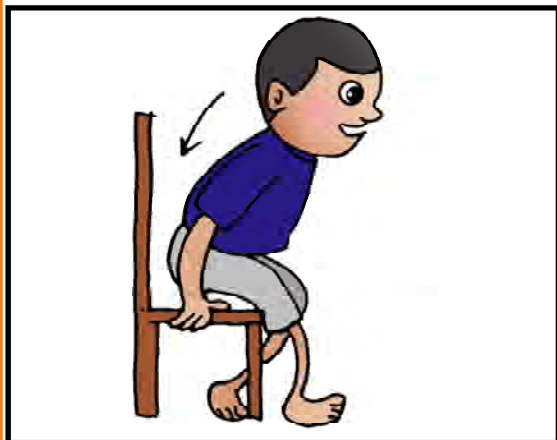
**write**



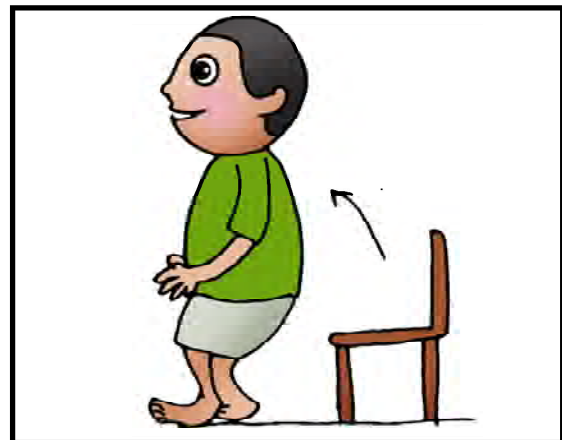
**sing**



**dance**



**sit**









**stand**








EXERCISE

I. Match the picture with the word.

	<b>sit</b>		<b>drink</b>	
<b>sleep</b>				<b>fly</b>
				
<b>swim</b>				<b>stand</b>
	<b>eat</b>			

II. What are they doing ?

Hints: playing, writing, flying, running

		
<b>Example :</b> The girl is reading	The boy is .....	The deers are .....
		
The Butterflies are .....	The pups are .....	

## DOING THINGS-II

Read, learn, act and colour the pictures.



**drink**



**open**



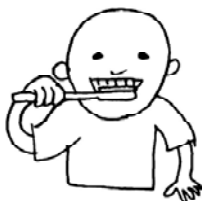
**comb**



**wash**



**swim**



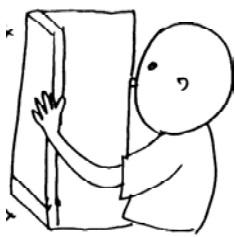
**brush**



**clap**



**eat**



**read**



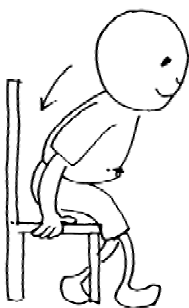
**walk**



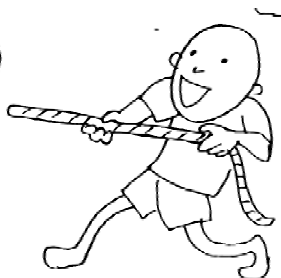
**run**



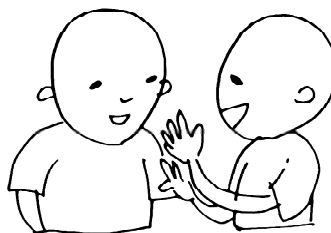
**jump**



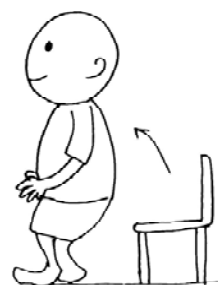
**sit**



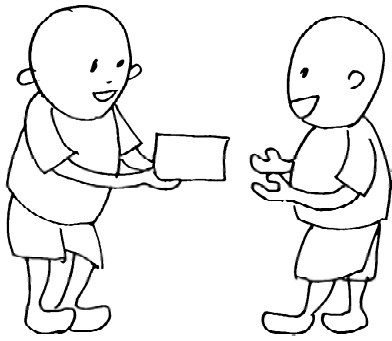
**pull**



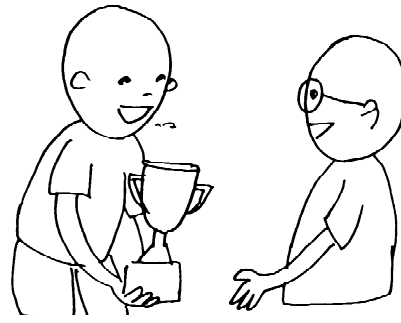
**tell**



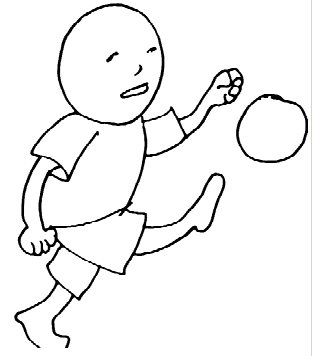
**stand**



give



take



play



push



sweep



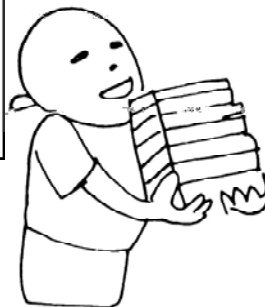
catch



weep



cook



carry



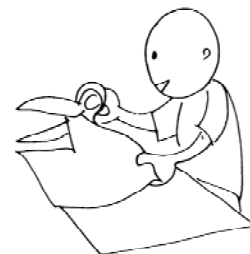
climb



clean



sleep



cut

Lesson 10

Dear ..... Dear



**Dear Grandmother,**

**I am a good boy.  
I wake up in the morning.  
I brush my teeth.  
I take bath.  
I drink milk.  
I go to school.  
I don't cry.  
I help Mother.**

**Yours lovingly,  
Aman**

**EXERCISE**

I. Tell what you do in the evening.

(1) .....

(2) .....

(3) .....

II. Say about your daily routine.

III When do you do these?

go to school	
brush	evening
take bath	morning
go to bed	night
wake up	afternoon
take dinner	
do my home work	
take breakfast	

IV. What do you do daily and when ?

I	read	story books	in the	morning.
	do	home work		evening.
	take	television		afternoon.
	watch	breakfast		night.
	play	lunch		
		dinner		
	cricket			
	kabaddi			

**V. Write your daily routine in your notebook.**

**VI. Complete the table.**

**Hints:** get up - got up, have - had, go - went,  
return - returned

Things I do everyday.	Things I did yesterday.
1. I get up at .....	I got up at .....
2. I have a bath at .....	I had a bath at .....
3. I go to school at .....	I went to school at .....
4. I have lunch at .....	I had lunch at .....
5. I return home at .....	I returned home at .....
6. I go to sleep .....	I went to sleep .....

**VII. Put comma (,) fullstop (.) question mark (?) and use capital letters where necessary.**

1. i am mukesh
2. my mother bought bananas apples and oranges
3. can you play with me
4. you are my friend
5. is your father in the house
6. meena tina and reena are sisters



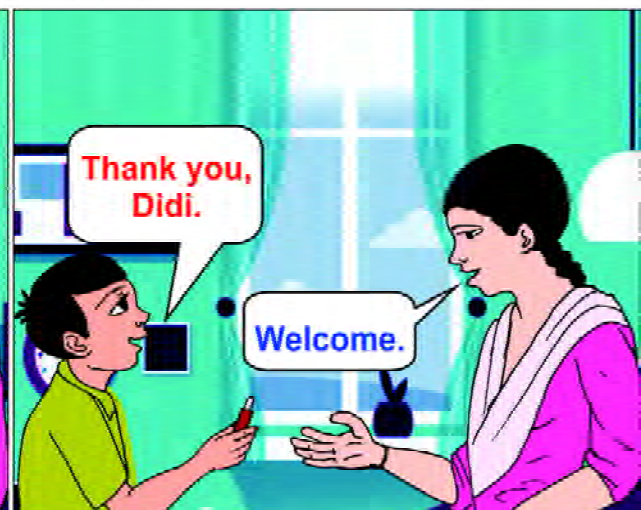
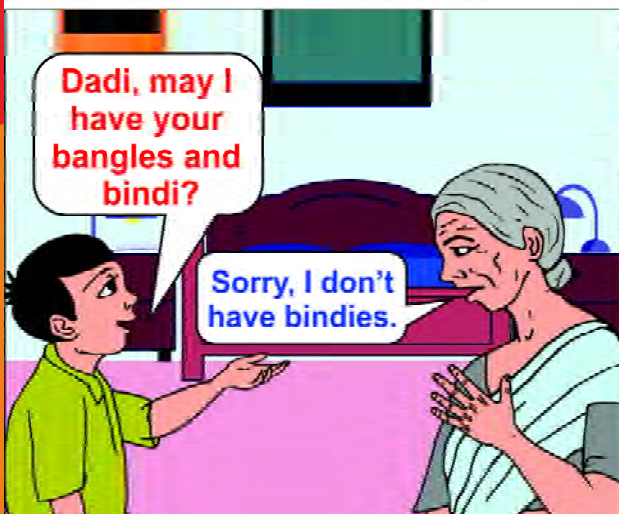
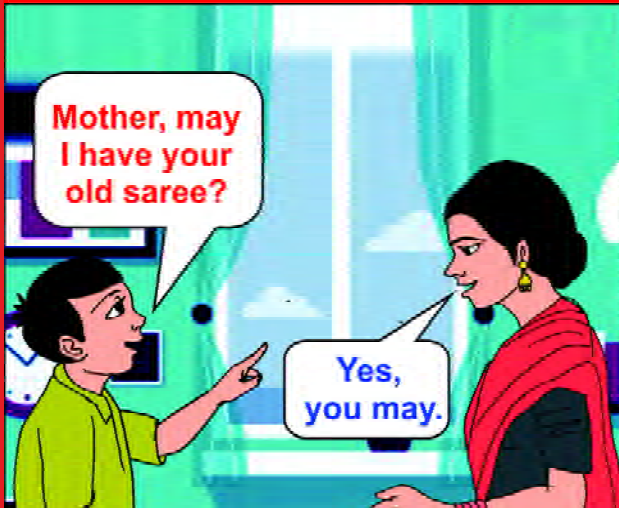
## Lesson 11

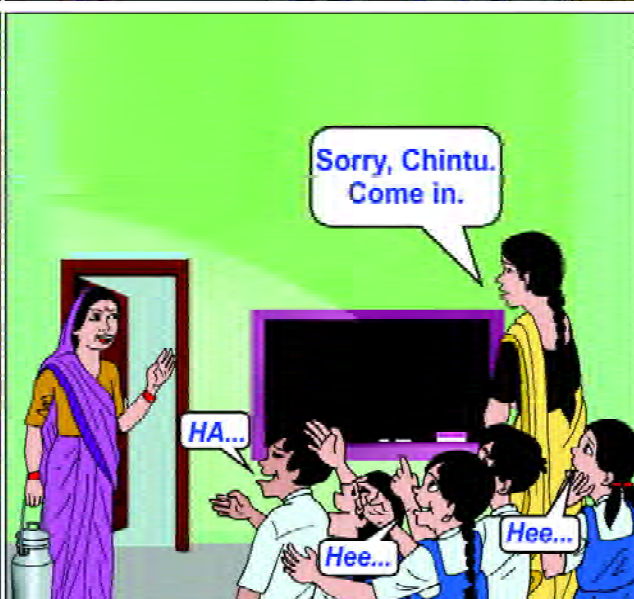
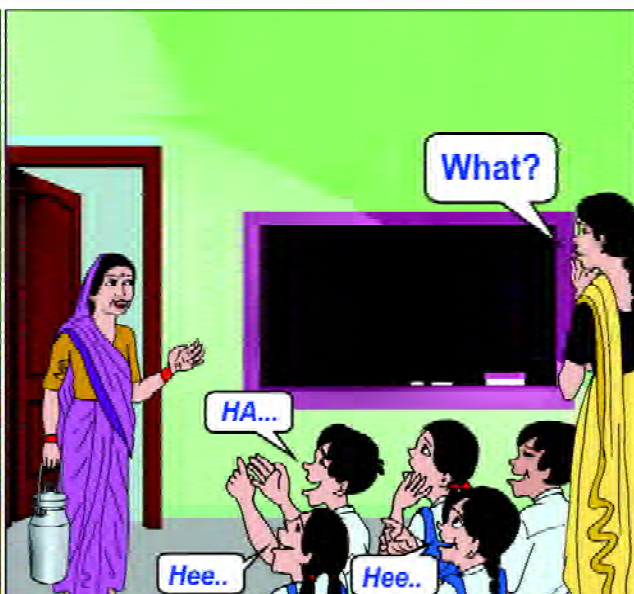
## MILK - MAID



A9NVGG

may, thank you, welcome, sorry, alright, fancy dress







## EXERCISE

I. What would you say when you want to go out of the class room?

**Example :** Madam, may I go out ?

1. to come inside the class room

2. to go home

3. to take

(a) Radha's book.

(b) Ravi's scale.

(c) Sudha's balloons.

II. Manu, Annie and Somu are your friends. Look at the table below and tell how you would ask your friend for the things that he has.

	Cap	bat	ball	cup	car	watch
Manu	✓	✓	x	✓	✓	x
Annie	x	✓	✓	x	✓	✓
Somu	x	x	✓	✓	✓	x

**Example :** Annie, may I have your bat ?

Yes, you may.

III. Look at the picture. There are many things to eat. Ask for the things you like.

**Example :** May I have an icecream ?

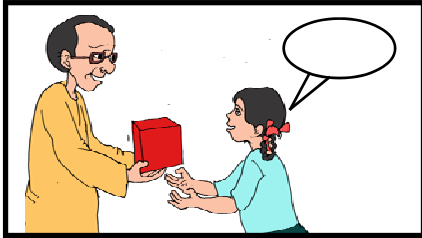
May I .....

May I .....

May I .....



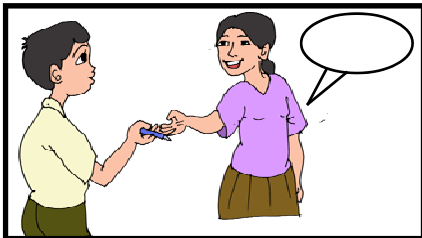
II. Look at the picture and tick (✓) what the boy or the girl would say :



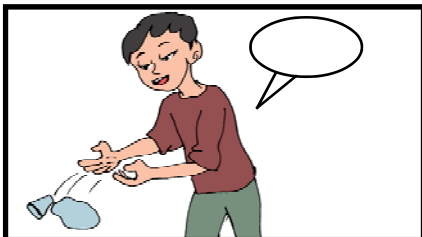
Sorry. ( )  
Thank You. (✓)



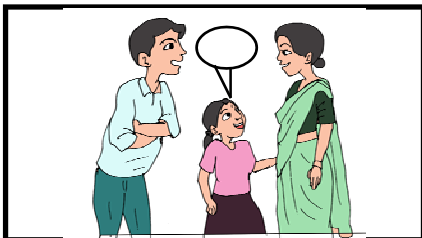
Thank You. ( )  
Sorry. ( )



Thank you. ( )  
Sorry. ( )



Sorry. ( )  
Thank you. ( )



Sorry. ( )  
Excuse me. ( )



Sorry. ( )  
Thank you. ( )



Lesson 12

A BAD CAT



Look at the pictures and watch the activities.



EXERCISE

I. Look at the picture in the lesson and say after the teacher.

1. The birds are flying in the sky.
2. The eggs are lying in the nest.
3. The man is resting under the tree.
4. The frog is sitting on the log.
5. The ducks are swimming in the pond.
6. The dog is standing under the tree.
7. The man is looking at the bad cat.
8. The fishes .....
9. The vegetables are .....
10. The nest is .....

II. Say where the doll is ?



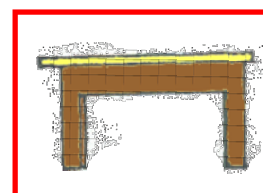
on the T.V.          ..... the chair          ..... the mat



..... the box          ..... the table

III. Complete the pictures as instructions given below.

1. a ball on the table



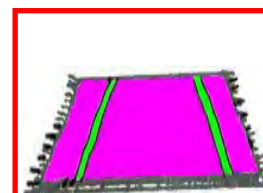
2. a bat in the basket



3. a pen in the glass

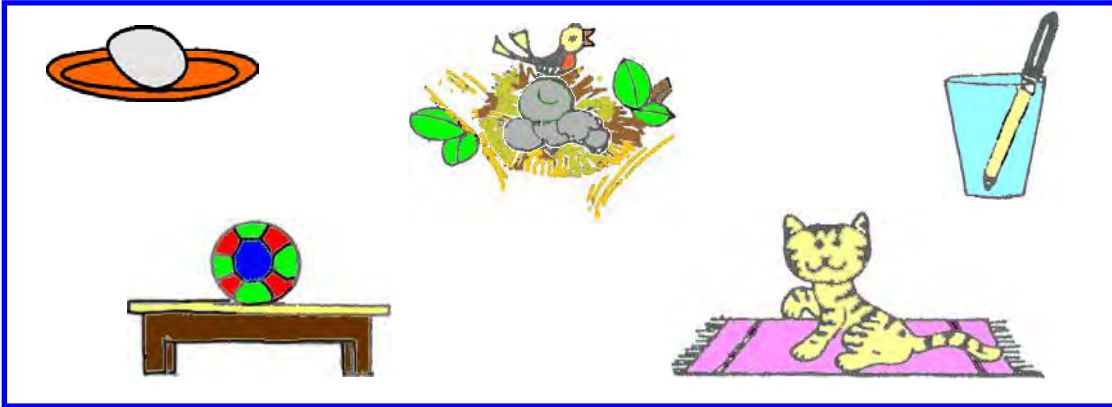


4. a stick on the mat



IV. Fill in the blanks given below and say what you see in the picture.

Example :



1. an egg .....in..... the plate
2. a bird ..... the nest
3. a pen ..... the glass
4. a ball ..... the table
5. a cat ..... the mat

V. **Activity**

Do as your teacher says.

- (1) Put your notebook in the bag.
- (2) Put your cap on the head.
- (3) Put your book on the table.
- (4) Put your pen in the pencil box.

V. Tick (✓) mark on what these animals can do.

animals	climb trees	work in fields	give us milk	carry loads	run fast
cat					
dog					
ox					
monkey					
elephant					
goat					
horse					

VI. Look at the picture and write the verbs that you can think about.

- birds : fly
- cat : .....
- dog : .....
- man : .....
- duck : .....
- frog : .....
- egg : .....



Lesson 13

# A HAPPY CHILD



My house is red - a little house,  
A happy child am I.  
I laugh and play the whole day long,  
I hardly ever cry.

I have a tree, a green, green tree,  
To shade me from the sun,  
And under it I often sit,  
When all my play is done.



**I. New words**

**whole , hardly ever, shade, often**

**II. Read and write**

- (A)** 1. The happy child lives in a little ..... house.  
 2. She laughs and..... the whole day long.  
 3. The green tree shades her from the ..... .

**(B)** Tick (✓) the correct sentences.

1. The happy child always cries.
2. She plays the whole day.
3. There is no shade under the green tree.
4. The happy child likes to sit under the tree.

**III. Say aloud**

little, whole, hardly, shade, often, when

**IV. Let's talk**

- (a) Are you happy today?
- (b) Are you sad today?
- (c) What makes you happy?
- (d) What makes you sad?
- (e) Name the colours with which you like to paint your house.

**V. Vocabulary**

**(A) Choose the words from the box to complete the paragraph given below :**

***hardly, shade, whole, often***

Bunty and his sister play under the \_\_\_\_\_ of the Neem tree every afternoon. Today his sister brought a big

guava. Bunty was hungry, so he ate the \_\_\_\_\_ guava. The old milkman \_\_\_\_\_ sits under the tree and tells them stories. They like him and \_\_\_\_\_ miss any chance of listening to the stories.

**(B) Read the poem and complete the sentence with the correct word :**

1. The child is ..... (happy / sad)
2. I ..... and play. (laugh / cry)
3. I have a ..... tree. (green / little)
4. I sit under the tree when my play .....  
(is done / begins)

**VI. Structures in context**

**(A) Circle the naming words (nouns) in the poem.**

My house is red - a little house,

A happy child am I.

I laugh and play the whole day long,

I hardly ever cry.

I have a tree, a green, green tree,

To shade me from the sun,

And under it I often sit,

When all my play is done.

**(B) Give the plural forms of the given words :**

house

child

day

tree

**(C) Seperate the words into countable and uncountable nouns.**

teeth leaves roses hair mangoes water

**VII. Listen and repeat**

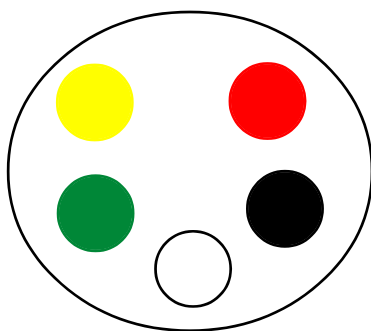
a red red house

a green green tree

pink pink flowers

the blue blue sky

a white white cloud

**Now use the colours and the words given below to make new phrases.**

a yellow

a red

a green

black

white

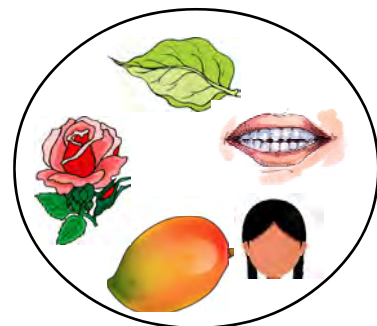
teeth

leaves

hair

rose

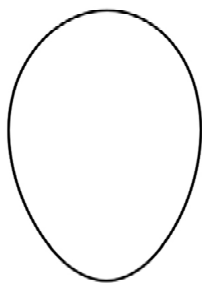
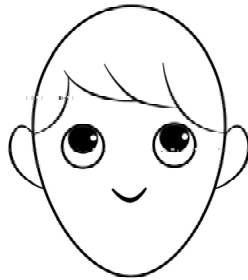
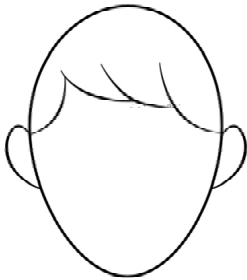
mango



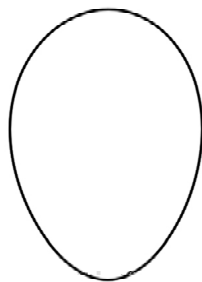
### VIII. Fun time



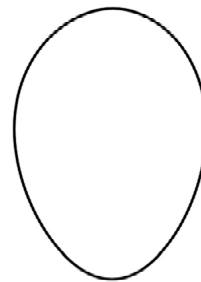
Let's draw some faces.



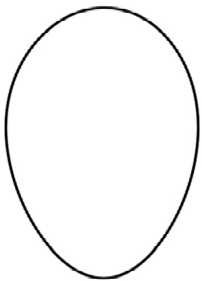
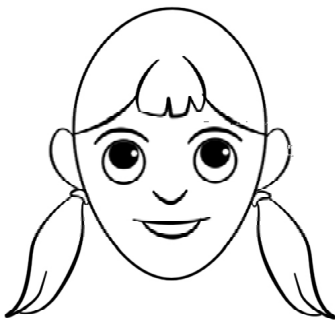
Draw hair  
and ears



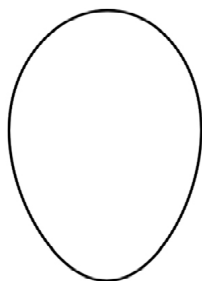
Draw two eyes  
and a mouth.



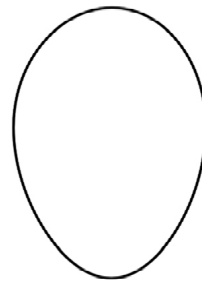
Draw a nose.  
Draw lines  
over the eyes



glad



sad



mad

## Lesson 14

## LET US HURRY



Ravi and Ali are going to school. It is fifteen minutes to eight by Ravi's watch. The school-bell rings at eight o'clock.



**Ravi** : It's fifteen minutes to eight. But we must reach school five minutes before eight. Come, let's rush to school.

*(Ali and Ravi run to school.)*

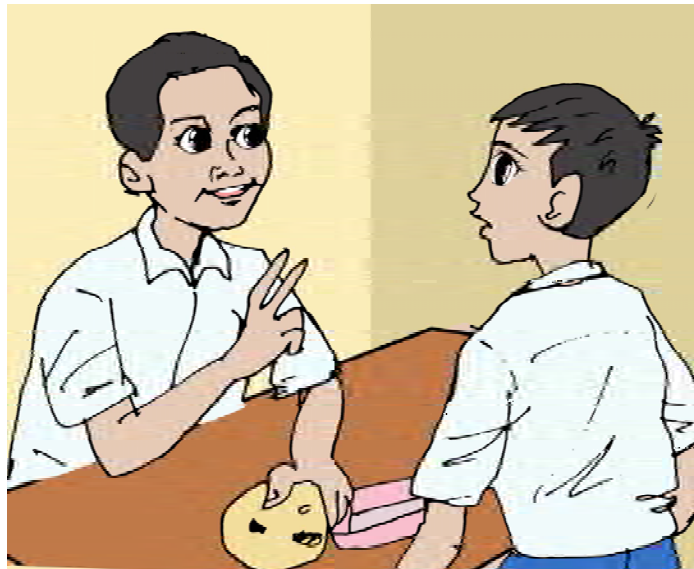
**Ali** : Good. We are in time.



(After three hours)

**Ali** : It is recess now.

**Ravi** : Ali, I'm very hungry. I got up late today. I had no breakfast. I didn't have time even for a bath. That makes me unhappy.



**Ali** : I got up early. I had a bath . I had breakfast. I always get up early. Get up early like me and you'll be happy.

**I. New words**

**minutes, today, hungry, breakfast, reach, rush**

**II. Read and write**

**Answer the following questions :**

1. Who are going to school?
2. When does the school - bell ring?
3. Why was Ravi hungry?
4. What is the recess time of the school?

**Choose the correct answers :**

**1. Ali was happy because he ..... :**

- (a) did not have a bath.
- (b) did not have breakfast.
- (c) gets up early.

**2. Ravi and Ali wanted to reach the school ..... :**

- (a) five minutes before eight.
- (b) fifteen minutes before eight.
- (c) five minutes past eight.

**III. Say aloud**

minutes, rings, hours, recess, hungry, always, early

**IV. Let's talk**

*When do you get up?*

*Why is getting up early good for us?*

When do you take a bath?

Do you wash your legs when you come back from school?

When do you sleep?

**Here is a telephonic conversation between Ravi and Ali. Do a Role-play of it in pairs.**

Ali makes a phone call to Ravi.

**Ravi's father** : Hello!

**Ali** : Good morning, uncle!

**Ravi's father** : Good morning!

**Ali** : May I speak to Ravi.

**Ravi's father** : Oh Yes, Please wait. I call him.

*(Ravi's father calls Ravi.)*

**Ravi** : Hello, Ali!

**Ali** : Hi, Ravi!

Are you ready for school?

**Ravi** : Yes, I am.

**Ali** : Bring my English notebook.

**Ravi** : Sure, I have put it in my bag.

**Ali** : See you at school!



**Fill in the words from the box and complete the telephonic communication**

welcome, 6 o'clock, message, sure, Thank you aunty, Hello, Good evening.

*Ravi makes a phone call to Ali.*

**Ali's mother** : .....

**Ravi** : Good evening, aunty

**Ali's mother** : ....., may I know who is speaking?

**Ravi** : I am Ravi. May I speak to Ali?

**Ali' mother** : Ali is not at home. Is there any ..... for him?



**Ravi** : Oh! Yes  
 It is Raju's birthday today. We will attend his birthday party at .....Please ask him to call me when he is back.

**Ali's mother** : ....., I will give your message to him.



**Ravi** : .....

**Ali's mother** : .....

**V. Vocabulary**

**(A) Select words from lists A and B and put them together. Example bread and butter**

<b>A</b>	<b>B</b>
bread	clean
hungry	white
birds	butter
black	thirsty
neat	animals

(and)

**(B) Fill in the blanks with suitable words :**

**(rushed, hungry, reach, breakfast, rings)**

1. The school bell \_\_\_\_\_ at half past nine.
2. I \_\_\_\_\_ school at quarter past nine.
3. Ravi was late so he \_\_\_\_\_ to school.
4. I often have poha or upma or porridge for \_\_\_\_\_.
5. I am very \_\_\_\_\_ as I could not have breakfast in the morning.

## VI. Structures in context

### (A) Match the opposite sentences :

I had no breakfast	I got up early
I got up late	I have time
I did not have time	We are not in time
You will be happy	I had breakfast
We are in time	You will be unhappy

### (B) Make sentences and read them aloud :

Let's	rush	English.
	play	for a picnic.
	go	together.
	learn	cricket.
	sing	to the station.

I/We/You	have	breakfast	at 9:00 p.m.
He/She/ It	has	lunch	at 8:00 a.m.
		dinner	at 1:00 p.m.

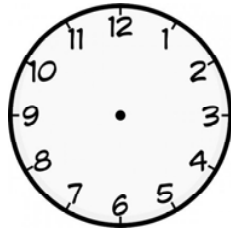
## VII. Fun time

### (A) Sing with your teacher.

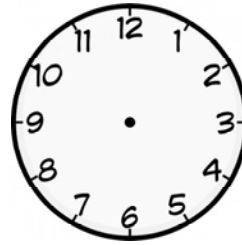
Cobbler, cobbler, mend my shoe  
 Get it done by half past two  
 Half past two is much too late  
 Get it done by half past eight



**(B) Show the time as mentioned in the poem.**

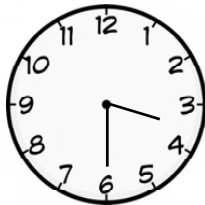


half past two

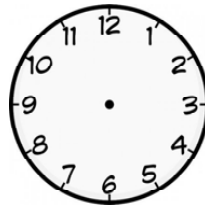


half past eight

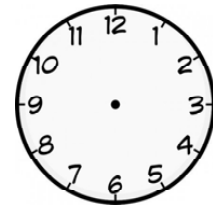
**(C) Show the time in the clocks.**



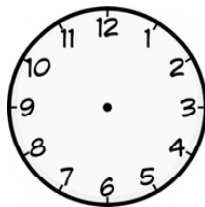
half past three



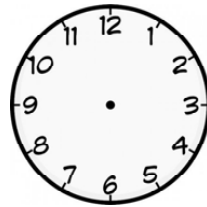
a quarter past four



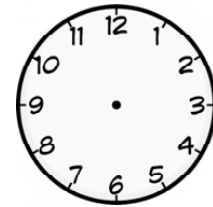
nine o'clock



a quarter to six



twenty minutes  
past eight



a quarter  
past four

**(D) Practise the dialogues in pairs.**

**Sita** : Excuse me, Mummy!

**Mother** : Yes my child!

**Sita** : What's the time by your watch?

**Mother** : It's half past eight.



Lesson 15

THE SWING



Now so high,  
Now so low,  
Up in the air,  
Then down I go.

Up to the sky,  
Down to the grass,  
I watch birds fly,  
I see worms pass.

With feet in front,  
And hair behind,  
I race the birds,  
I race the wind,

Over the world,  
Under the tree,  
Nobody knows  
What things I see.

Wonderful lands  
Where children play  
From early morn  
All through the day.



## I. New words

**watch, worms, front, behind, world, swinging, wonderful, through**

## II. Read and write

### (A) The girl says :

I watch \_\_\_\_\_ .

I see \_\_\_\_\_ .

I race \_\_\_\_\_ .

### (B) Choose the correct options :

(1) The girl in the poem is *flying/ swinging*.

(2) With feet in front and hair behind means:

The child is swinging *very high/ very low*.

(3) The girl sees *wonderful lands/ the sea and sands*.

(4) The girl swings *only at night/ all through the day*.

### (C) Put numbers to show the sequence in which the given words come in the poem.

lands \_\_ children \_\_ grass \_\_ birds \_\_ wind \_\_ world \_\_ hair  
\_\_ sky \_\_ air \_\_ feet \_\_ worms \_\_ free \_\_

## III. Say aloud

low, worms, world, knows, front, behind, wonderful, lands,  
morn, early, all, day

## IV. Let's talk

- (1) Do you like to swing?
- (2) Who swings with you?
- (3) Where do you swing?
- (4) How do you prepare a swing?

## V. Vocabulary

### (A) Match the antonyms:

- (1) high - night
- (2) in front of - down
- (3) day - above
- (4) under - behind
- (5) up - low

### (B) Fill in the blanks with suitable words choosing from the help box.

*(world, worms, sky, low, now, down, wonderful, wind)*

1. If your homework is over, you can go \_\_\_\_\_.
2. The temperature is very \_\_\_\_\_ in winter.
3. I can not come \_\_\_\_\_ without a ladder.
4. Birds are flying in the \_\_\_\_\_ .
5. A kite cannot fly without \_\_\_\_\_
6. Fishermen use \_\_\_\_\_ in their hooks to catch fish.
7. Where is India in the map of the \_\_\_\_\_ .
8. It was a \_\_\_\_\_ magic show.

### (C) Make the pairs of rhyming words which you find in the poem.

#### Example:

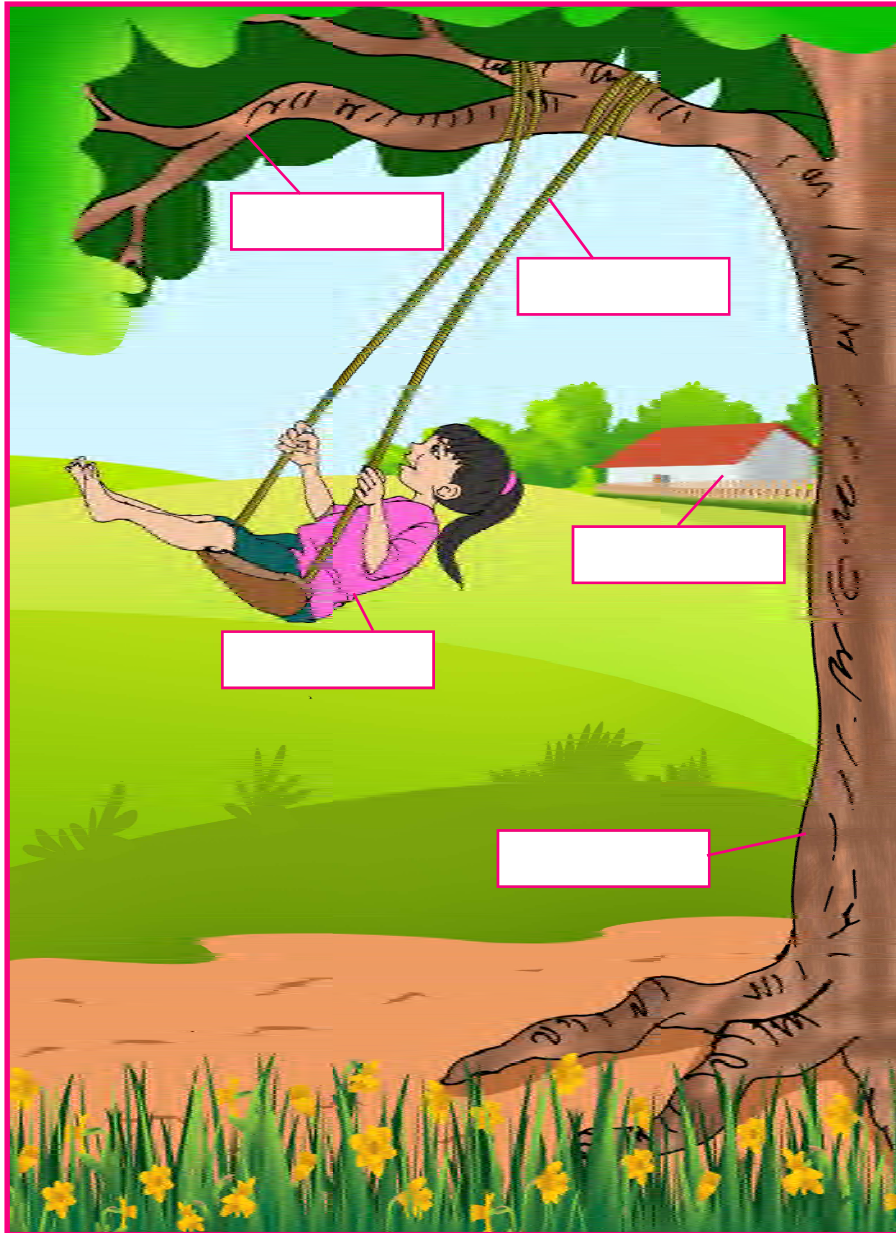
- low - go
- .....
- .....
- .....
- .....

**VI. Listening**

Listen to the poem and give a single clap whenever you hear the word 'I'.

**VII. Fun time**

**Label the Diagram**



Write three lines about what you see in this picture.

.....  
.....  
.....

Lesson 16

WHO IS CLEVER ?



The lion has invited all the animals to a grand feast.



**Lion :** (Loudly)



Good morning, everybody. You are welcome to the feast. I'm very happy to have you here. Let's introduce ourselves. I'm Lion, the King of the jungle.

**Weaver bird :**



(humbly) I'm Weaver bird. I'm a small bird. I can weave a nest. My nest is very strong. Rain and storm cannot break it.



**Peacock**

: (proudly) I'm Peacock. I've colourful feathers. I'm a great dancer. I'm the national bird.

**Cheetah**

: (jumping up and down) I'm Cheetah. I run very fast. No body among you can race with me?

**Tiger**

: (growling) I'm Tiger. I'm strong. I'm brave. I look grand. I'm the national animal.

**Camel**

: (feeling superior) I'm Camel. I'm the ship of the desert. I can walk on hot sand. I can live without water and food for many days.

**Fox**

: (calmly) I'm Fox. I've nothing to say about me. But I want to have a friendly race. Let's see who wins the race.



All the animals are ready to run. The weaver bird and the peacock are ready to fly.

Where is the fox?

He is having a good meal all alone. Who is clever?

### I. New words:

**invite, introduce, colourful, feathers, national**

### II. Read and write

#### (A) Answer these questions :

1. Which animal is called 'The ship of the desert'?
2. Which bird is a great dancer?
3. Which animal is a good runner?
4. Which is our National animal?
5. Which is our National bird?
6. How many birds introduced themselves? Name them.

7. Why did the lion invite the animals?

**(B) Who said this :**

1. "Rain and storm can not break my nest." (.....)
2. "I am very happy to have you here. Let's introduce ourselves." (.....)
3. "I am the national animal.' (.....)
4. "I can live without food and water for many days."  
(.....)
5. "I am a great dancer." (.....)
6. " I want to have a friendly race." (.....)

**III. Say aloud**

invited, grand, feast, weaver, peacock, feathers, animals, superior, national

**IV. Let's talk**

1. Who is clever among all the animals?

(Hint) I think .....is clever because .....

**V. Vocabulary**

**(A) Fill in the blanks with suitable words :**

**( humbly, grand feast, all alone, national, friendly, introduce)**

1. I am a new student in your class.Let me..... myself.
2. Everyone gave me a ..... smile.
3. Our village people give a feast to all the students of our village on Independence day.

4. 'Vande matram' is our ..... song.
5. Be polite and talk ..... with everyone.
6. I don't need help, I can lift this table .....

**(B) Read the lesson carefully and complete the table given below :**

Name	Weaver bird	Lion	Peacock	Tiger	Camel	Fox
Type	bird					
Size	small					
Special qualities	It can weave a strong nest.					

**(C) Use the table given above. Write about the animals given in the table.**

**Example :** Weaver bird : It is a small bird. It can weave a strong nest.

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**(C) Find one word for the following from the help box.**

**colourful, invite, introduce, national**

1. To call someone for a party function
2. To tell about oneself
3. Having many colours
4. Belonging to the country (of the country)

#### **IV. Structures in context**

Make three sentences following the same structure.

1. Let's play outside.

Let's celebrate your birthday.

\_\_\_\_\_ .  
 \_\_\_\_\_ .  
 \_\_\_\_\_ .

2. We are ready to help you.

They are happy to see him.

\_\_\_\_\_ .  
 \_\_\_\_\_ .  
 \_\_\_\_\_ .

**Match the sentences which give the same sense.**

I want to tell you about myself.	I am happy to have you here.
You must be polite.	He is having a good meal.
I am happy that all of you have come.	I have nothing to say.
He takes a good meal.	Let me introduce myself.
I don't have anything to say.	Be humble.

**Make negative sentences.**

1. I am a student of class 3.
2. We are ready to run.
3. I can walk on hot sand.
4. She will play with us.
5. I am strong.

**Make interrogative sentences.**

1. You can play with me.
2. You will call him.
3. He is strong.
4. Peacock is our national bird.
5. We shall see him tomorrow.

**VII. Activity**

Divide the students in groups. Each group should have seven students. Do a 'Role Play' based on the lesson 'Who is Clever'.

**VI. Fun time**

The pictures given below are in jumbled order. Think about their sequence and write the number to make a picture story. Tell the story to your class.



Write the names of the animals that you see in the pictures.



### **If there are mentally challenged students in your class:**

1. Break the lesson into small portions. Explain difficult concepts with examples and in simple language. Try and relate difficult concepts with experiences from daily life.
2. Pay constant attention to these students while teaching so that they do not lose their focus. Encourage them to answer questions in class and reward them when they answer properly.
3. Encourage the other students to be friendly and helpful towards their mentally challenged classmates.