

FREE

MY ENGLISH WORLD

CLASS III



The State Council of Educational Research and Training (SCERT)
Telangana.



Published by
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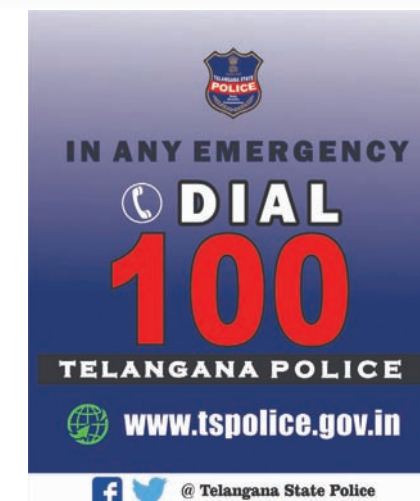
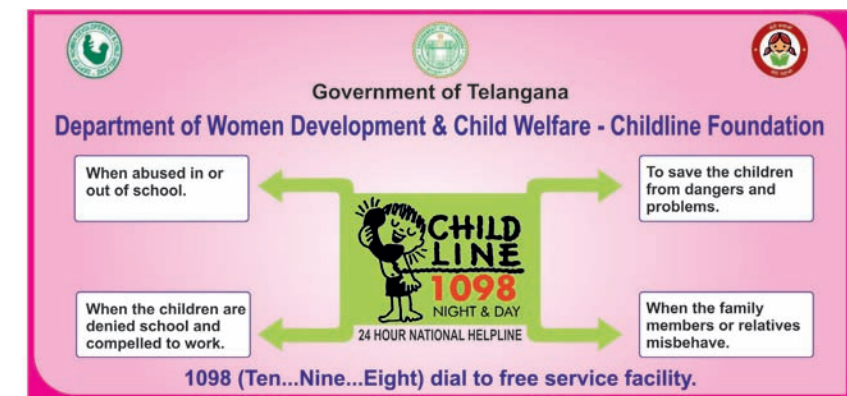
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About me...



1. My name :
2. My father's name :
3. My mother's name :
4. My date of birth :
5. My village/ town :
6. My school :
7. My class :
8. My section :
9. My favourite fruit :
10. My favourite flower :
11. My favourite colour :
12. My pet animal :



MY ENGLISH WORLD

Class III

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Preface

The State Council of Educational Research and Training has developed the State Curriculum Framework - 2011 and Position Papers in tune with the National Curriculum Framework - 2005 and the Right to Education Act - 2009. Accordingly a new set of textbooks has been designed to be introduced in a phased manner. In the year 2012-13, the first of this series of textbooks has been developed for classes I, II, III, VI, and VII. Practising teachers have been involved in the production of the books along with the state level and national level experts.

Hitherto, English was introduced in Non-English Medium Schools in class III. The State Government introduced English for the first time in class I in 2011-12 in all Non-English Medium Schools. This year, i.e., 2012-13, English is being introduced in class II in all Non-English Medium Schools. With this, all the classes from I to X will have English as one of the subjects, irrespective of the medium of instruction. Therefore, in order to have parity among students of English and non-English medium, a common English Textbook is introduced in all media from June - 2012. Moreover, since IT enabled learning, multilingualism, and language across the curriculum would greatly enhance the child's learning, it would not be a problem for the non-English medium child to learn English as effectively as the one in English medium does. This single textbook norm is already in practice in many states including Tamilnadu, Bihar, and Kerala.

The primary Textbooks titled '**MY ENGLISH WORLD**' are prepared based on holistic approach of language learning. The language skills namely listening, speaking, reading, and writing are integrated in the larger context of the themes suggested in NCF - 2005. The activities are designed as per children's knowledge and experiences which ensure their active participation in Teaching Learning Process.

The main aim of teaching English is to help learners evolve themselves as independent users of English. I hope this textbook will help teachers and students achieve this by making the teaching-learning process effective.

Inclusion of Gender Sensitivity and Child Sexual Abuse in School Text Books published by School Education Department with support of UNICEF is taken up to ensure protection of children through various interventions like personal safety rules, gender sensitivity, child sexual abuse, self esteem and life skills. In these areas safety mechanisms and laws related to child protection are taken care of. Hence, the teachers must know about these things and bring awareness among all the stakeholders.

I thank all the institutions and experts at the state and national level, the members of the textbook production committee, the staff members of SCERT and all others who have contributed directly or indirectly for the successful production of this textbook.

Any suggestions for the improvement of this book are welcome.

29-02-2012
Hyderabad.

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OUR NATIONAL ANTHEM

- *Rabindranath Tagore*

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga.
Tava shubha name jage,
Tava shubha aasisha mage,
Gahe tava jaya gatha,
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

PLEDGE

- *Pydimarri Venkata Subba Rao*

“India is my country. All Indians are my brothers and sisters.
I love my country, and I am proud of its rich and varied heritage.
I shall always strive to be worthy of it.
I shall give my parents, teachers and all elders respect,
and treat everyone with courtesy. I shall be kind to animals.
To my country and my people, I pledge my devotion.
In their well-being and prosperity alone lies my happiness.”



Bridging Gap Activity

Picture - 1



1. Who do you see in the picture?
2. What are they doing?
3. Where are they playing?
4. What are they playing with?

Note to the teacher:-

The pictures given for bridging activities are meant for classroom interaction in order to equip the children to acquire basic language competencies and familiarise with the primary discourses i.e., description, conversation and story writing. The transaction process suggested is - whole class, group and individual activity. These pictures can be used for writing descriptions, conversations and stories.

The teacher can also make use of some more pictures which have scope for interaction. The teacher may refer the teacher's handbook for detailed process.

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Bridging Gap Activity

Picture - 2



Interactive questions for description:

1. Who do you see in the picture?
2. Where are they?
3. What are they doing?
4. What things do you see in the picture?

Interactive questions for conversation:

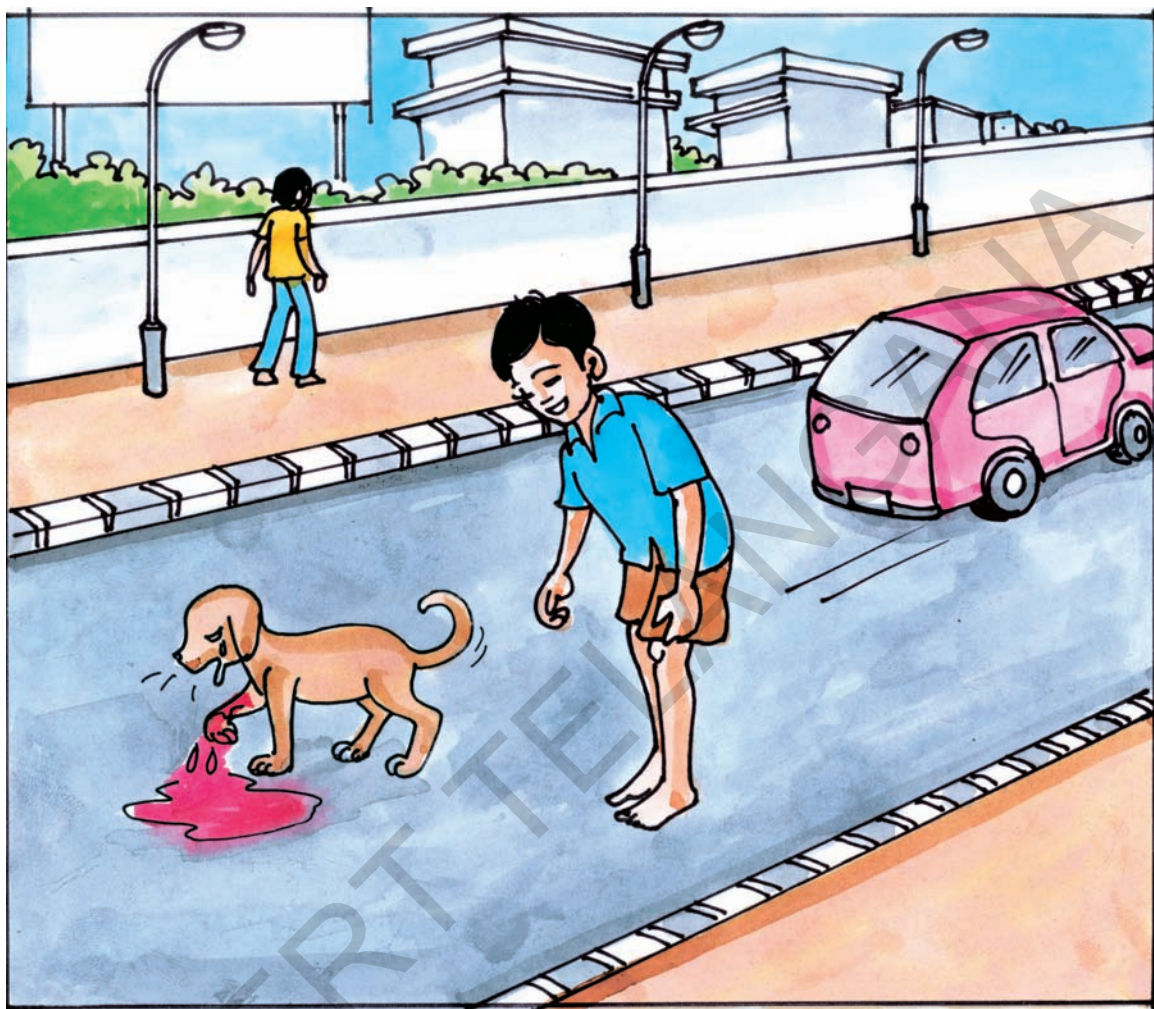
1. Who are the characters speaking? (select any two characters from the picture)
2. Who would speak first?
3. What would the first character say?
4. What would be the second character's response?

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Bridging Gap Activity

Picture - 3



Interactive questions for description:

1. Who do you see in the picture?
2. What happened to the dog in the picture?
3. What would the boy do now?

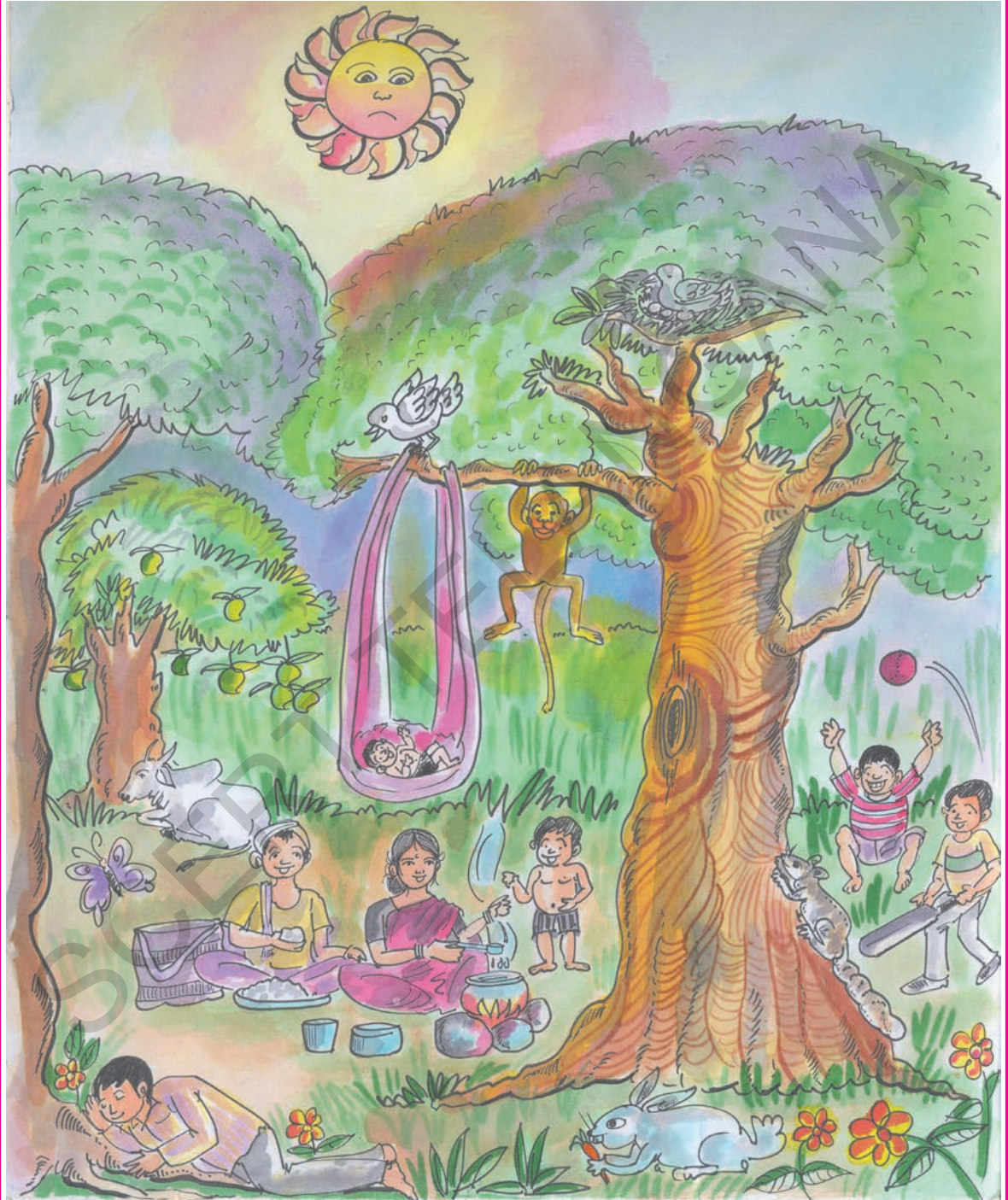
Interactive questions for story:

1. What is happening in the picture?
2. What would have happened before?
3. What would happen next?
4. What title would you suggest to this story?



Bridging Gap Activity

Picture - 4



Note: Use this picture for producing description, conversation and story.

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