



ENGLISH
BALBHARATI
STANDARD THREE



The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India—

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

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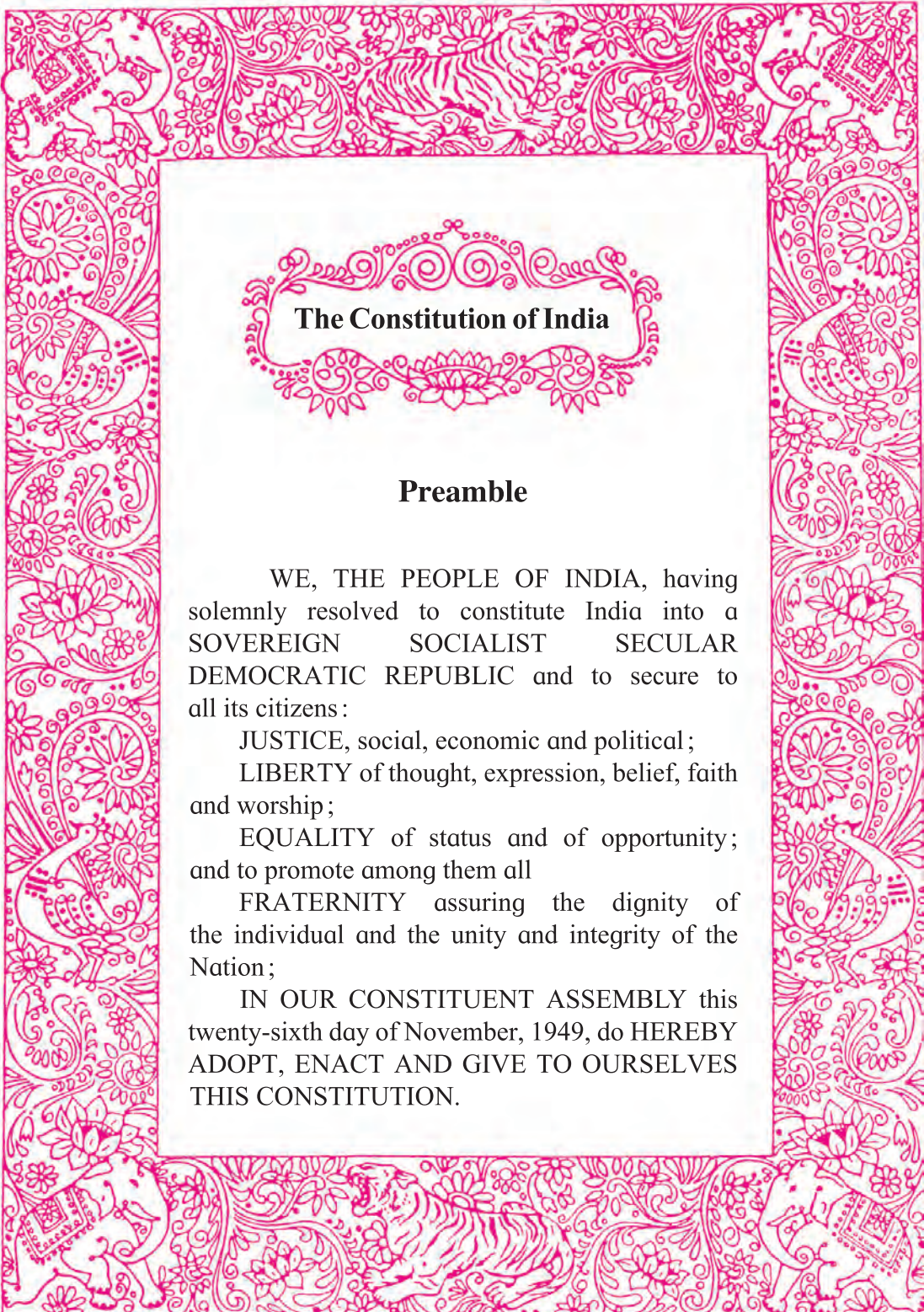
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The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

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.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

Preface

The **Right of Children to Free and Compulsory Education Act, 2009** and **National Curriculum Framework 2005** are two of the most important events that have influenced the field of primary education in the country. In the State of Maharashtra, too, primary education curriculum was revised to reflect their guidelines and expectations. We are happy to place this **English Balbharati** for Standard Three based on '**Primary Education Curriculum 2012**' in your hands.

The RTE Act emphasizes all round development of the child, as also learning through activities, discovery and exploration in a child-friendly and child-centred manner; making the child free of fear, trauma and anxiety and helping the child to express views freely. We have tried to design our textbooks so that these principles become a part of the teaching-learning process.

Language plays a very important role at the primary level as other subjects, too, are learnt through language. A child learns language from all sources - in school, at home and from his/her environment. Teaching and learning of languages in school is designed to provide a series of graded activities in a suitable environment with a view to developing the child's language skills and sensibilities to their full potential. The curriculum expects a balanced development of all the four skills of listening, speaking, reading and writing in the proper sequence. The emphasis in the initial years is on developing the child's confidence and expression.

This textbook presents a number of activities in a particular sequence which will allow the child to learn language actively and in an enjoyable manner. Some important suggestions have been given for teachers and interested parents to help them motivate and guide the children while learning English. Teachers should handle the various items given in this book within the framework provided by the instructions.

The English Language Committee and the artist have taken great pains to prepare this textbook. It was reviewed by teachers and experts and their comments and suggestions have helped us to give it a better shape. The Bureau is grateful to all of them.

We hope that the textbook will receive a warm welcome from students, parents and teachers.



(C. R. Borkar)

Director

Maharashtra State

Bureau of Textbook Production and
Curriculum Research, Pune.

Pune

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For Teachers

Before you take up the textbook in the classroom –

- ⌘ Go through the entire book to get an overall idea of the contents.
- ⌘ All passages and activities are important. Don't 'drop' any of them.
- ⌘ When you plan your year's work, note the activities which can be used again and again (A String Song, A Skit, etc.), and those which have to be done over a period of time (Festival Album). Keep enough time for them in your teaching plans. Some of them can be used as projects. See 'Things to do' number 5 on page 12, Festival Album on pages 42-43, 'Things to do' number 7 on page 50 and 'Design your own Robot!' on page 68.
- ⌘ Every passage is followed by '**Things to do**' which involve a variety of activities and exercises. Note that many of the activities and question types can be repeated with other passages. Use them to design additional interesting exercises.

For Teachers / Parents

Create an atmosphere that facilitates language learning –

- ⌘ At this stage, oral work is in fact, more important than written work. Get the students to do a lot of oral work.
- ⌘ Let the students speak and write a lot. Do not focus on accuracy all the time.
- ⌘ Many activities in the book require group work. Train the students to form groups quickly. They should get used to working with their friends without creating problems of discipline.
- ⌘ See that every student gets many opportunities to use his/her imagination. Make maximum use of the exercises and activities given here for this purpose.
- ⌘ Do not expect or encourage stereotyped or uniform responses. Accept and appreciate originality in students' work.
- ⌘ Encourage students to present their work in front of the class (or guests). Display their written work regularly and provide many opportunities for presenting monologues, speeches and recitations.
- ⌘ Encourage students to collect jokes, riddles, puzzles and other interesting material.
- ⌘ Let each child keep a colourful pictorial file of his writings and other work done during the year. Allow children to display the files from time to time.

English Balbharati–Standard Three – Learning Outcomes

Suggested Pedagogical Processes	Learning Outcomes
The learner may be provided opportunities in pairs/groups/individually and encouraged to– • sing songs or recite poems in English with intonation • participate in role play, dramatisation, enactment of skits • read aloud short texts/ scripts on the walls, with pronunciation and pause • listen to and communicate oral / telephonic messages • collect books for independent reading in English and other languages with a variety of themes (adventure stories, fairy tales, folk tales, etc.) • read posters, tickets, labels, pamphlets, newspapers etc. • take dictation of words/phrases/ sentences/ short paragraphs from known and unknown texts • draw and write short sentences related to stories read and speak about their drawing or writing work • raise/ask questions on the text read • enrich vocabulary in English through listening to and reading stories/folk tales • use nouns, pronouns, adjectives and prepositions in speech and writing • use terms such as ‘add’, ‘remove’, ‘replace’, etc., that they come across in Maths and words such as ‘rain’, ‘build’ in EVS • identify opposites and use in communication, for example, ‘tall/short’, ‘inside/outside’, ‘fat/thin’ etc.	The learner: 03.03.01 Recites poems individually / in groups / in pairs with correct pronunciation and intonation with actions. 03.03.02 Performs / Participates in events such as role play / skit / playlets and monologues in English with interest. 03.03.03 Reads aloud with appropriate pronunciation and pause. 03.03.04 Reads small texts in English with comprehension. 03.03.05 Uses meaningful short sentences in English, in orally and in writing. Uses a variety of nouns, pronouns, adjectives and prepositions. 03.03.06 Uses punctuation such as question mark, full stop and capital letters appropriately. 03.03.07 Writes dictation of words, phrases, sentences, etc. 03.03.08 Writes 5-6 sentences in English on personal experiences/events. 03.03.09 Uses vocabulary related to subjects like Maths, EVS, Sports, etc., relevant to class III. 03.03.10 Describes things and events imaginatively. 03.03.11 Frames different questions on various situations. 03.03.12 Reads and understands charts, tables, maps, etc. 03.03.13 Enjoys reading dialogues, skits, playlets, etc. 03.03.14 Writes short descriptions of incidents, pictures, etc. 03.03.15 Writes an imaginary story. 03.03.16 Writes a description of a given process. 03.03.17 Collects the describing words, action words, proverbs, idioms and uses in their own language.

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