



English

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PREPARATORY LEVEL
Class
3

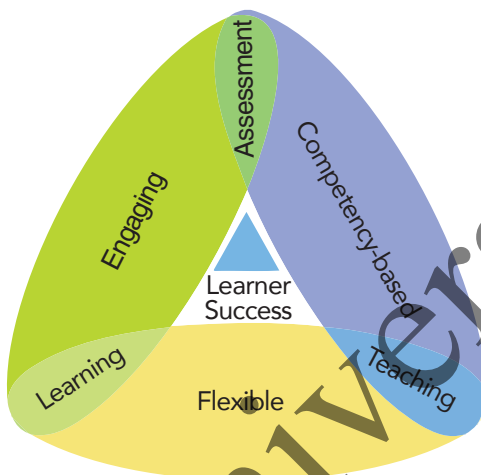


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UNIVERSITY PRESS

Welcome to **Oxford Inspire**, an NEP-aligned, blended, competency-based programme with learner success at its heart

Key Pillars

High **learner engagement** using game-based concepts like rewards, competition and visible achievement through leaderboards

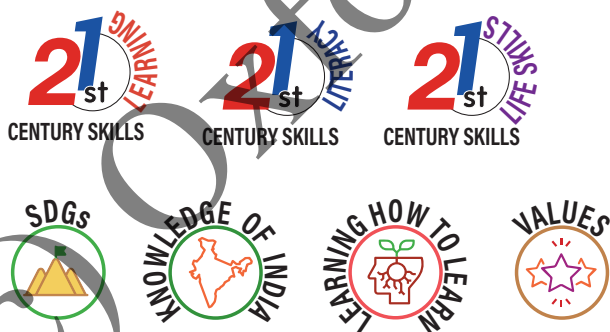


Progress is determined by demonstration of mastery or **competence** (knowledge, abilities and skills)

Focus on outcomes and real-world application, and meaningful data on learner progress for all stakeholders

Easily move back and forth between the textbook and **MyInspire**
Continue learning at home with anytime, anywhere access

NEP Focus



Cross-curricular and art-integrated learning

From prose to science
From prose to art

Step-by-step approach and periodic self-assessment checks to aid competency-based learning

Now I can...

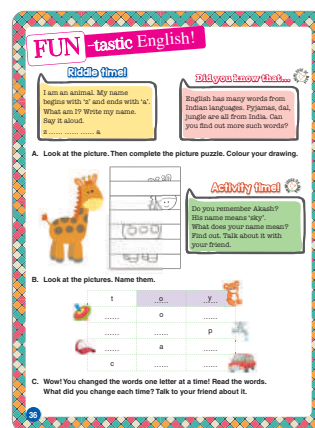
- name the shops in my neighbourhood.
- name the shops to buy different things with my friends.

Yes ☐ No ☐

Yes ☐ No ☐

Joyful learning through play-based activities

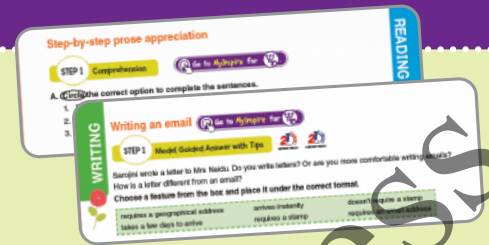
CROSS-CURRICULAR



Unique Learn Journey



Tune In and The Big Picture in print and on MyInspire to prepare the learners for the chapter



Step-by-step appreciation/Literacy Skills (Reading and Writing) in print and on MyInspire

I am the Bengal Tiger, and I will be your Learn Buddy in this journey.

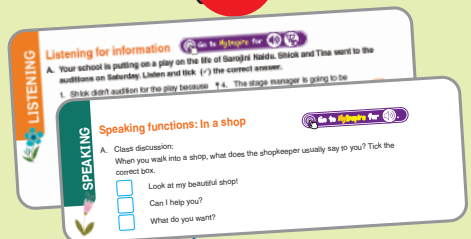
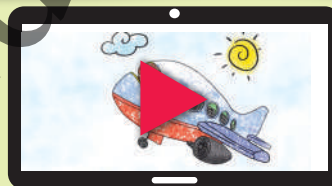


1

3

4

Stories and poems in print with read-along audio, animations and in-video questions on MyInspire



Oracy Skills (Listening and Speaking) in print and on MyInspire

MyInspire Resources



Audio



Animations



Interactivities



Concept videos



PDFs

Online assignments

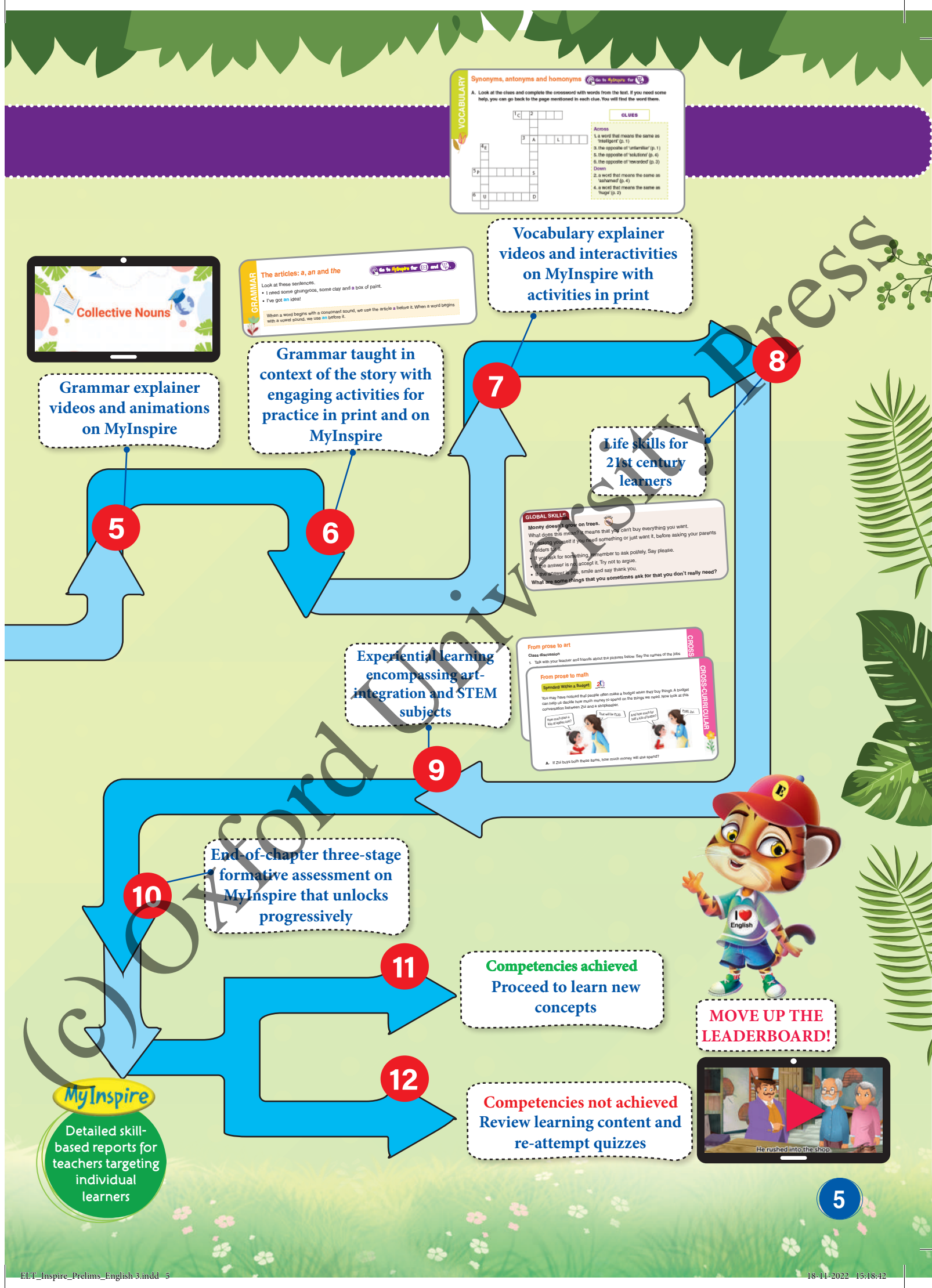
Live classroom

Test Generator



Speech Buddy

Subscribe to our NLP tool for better pronunciation, fluency and diction





2

The Art Project

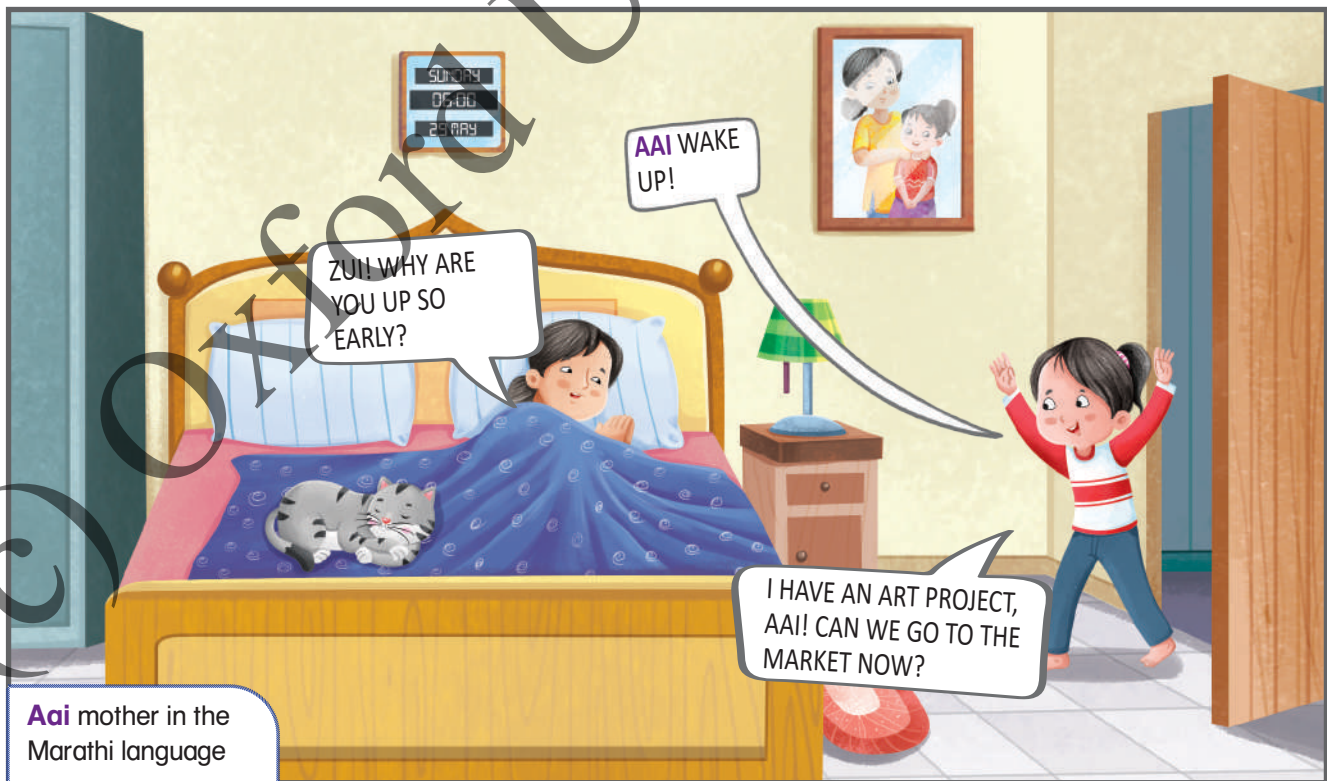
Tune In

Go to **MyInspire** for

Watch a video on MyInspire about the things you need to make a bunny buddy at home. Make a list of the things you already have, and the ones you may need to buy.



Go to **MyInspire** to read along with and . Use to record in your own voice.









TA-DAAAA!!
IT'S READY!

OF COURSE, AAI! THE TWINE
AND THE STICKS FOR THE FRAME.
THE CLAY AND THE PAINTS FOR
MY MODELS. THE HOOK AND
THE STRING TO PUT THEM ALL
TOGETHER! I'M SO EXCITED TO
TAKE IT TO SCHOOL!

OH, IT IS THE MOST BEAUTIFUL WIND
CHIME! I THINK THE GHUNGROOS MAKE
THE SWEETEST SOUND I'VE EVER HEARD!
WHAT A GRAND ART PROJECT, ZUI!
YOU'VE USED EVERY SINGLE THING WE
BOUGHT FROM THE MARKET!

AND I AM SO
EXCITED TO
HANG IT UP
WHEN YOU
BRING IT
BACK!

jingle to make
a soft, beautiful
sound like small
bells ringing

AAI AND ZUI WATCH THE WIND CHIME
SWAY AND **JINGLE**, FEELING HAPPY!

Now I can...

- read and understand a picture story.

Yes

☐

No

☐

Comprehension



A. Class Discussion: In groups of four, ask and answer these questions.

1. Do you like art projects? Why/Why not?
2. What would you make for your art project? How?

Cool Tip



Read the whole story. Then look at the exercise to understand the task type of every question. After answering each question in part B, write the correct word to describe how you answered it. Did you need to write, tick, cross, circle or match?

B. Answer the questions and mention how you answered them. One has been done for you.

1. The hook the girl buys is long/shiny. *circle*
2. Match the following.
a. thread i. strongest
b. twine ii. thinnest
3. The girl calls her mother
4. What is the name of the shopkeeper from whom Zui buys paint?
a. Ms Holkar ☐
b. Mr Kadam ☐

C. Fill in the blanks to complete a summary of the story 'The Art Project'.

Zui wakes her mother early to go to the for her school art project.
First, they buy four sticks, thread, twine and a Then they go
to to buy some ghungroos. At home, Zui starts
making something. Aai helps her make a tighter.
What did Zui make? She made a ! When she
brings it back from , Aai will hang it up.



Now I can...

- answer questions based on a picture story.
- talk about how to answer questions.

Yes

☐

No

☐

Yes

☐

No

☐

Step-by-step writing: When to use capital letters

STEP 1 Revising the Rules



A. Look at the rules of using capital letters. Match the rules to the examples.

One has been done for you. We use a capital letter:

1. for titles of people	a. Hindi
2. at the beginning of a sentence	b. Goa
3. for names of places	c. <i>The Stories of Birbal</i>
4. for names of languages	d. Mr
5. for titles of books	e. Let's go for a walk.

STEP 2 Writing Sentences

A. Rewrite these sentences using capital letters in your notebook.

- i live in chennai.
- can you call me on monday?
- my english teacher is miss srinivas.
- his birthday is in the summer, in august.

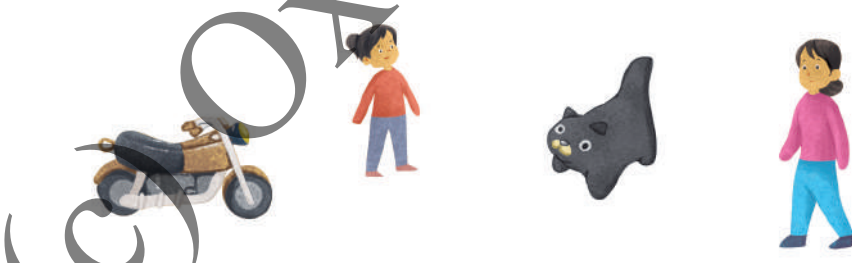
Cool Tip

Remember, 'I' is the only pronoun that is always written in capital letters.

- Bhoomi and I are nine years old.
- Days of the week and months begin with a capital letter, but not seasons.
- The summer season falls in **March**.

STEP 3 Your Voice!

A. Look at the clay models Zui made. Write a short paragraph in your notebook explaining why you think she included them. One has been done for you.



Zui made a model of the bike because she likes riding on it.

Now I can...

- understand when to use capital letters.

Yes

☐

No

☐

The articles: *a, an* and *the*



Look at these sentences.

- I need some hungroos, some clay and **a** box of paint.
- I've got **an** idea!

When a word begins with a consonant sound, we use the article **a** before it. When a word begins with a vowel sound, we use **an** before it.

A. Fill in the blanks with *a* or *an*.

1. Do you have cat?
2. Ayub wants ice cream.
3. Zui is wearing red shirt.
4. elephant is big animal.

Now look at these sentences:

- Do you have **a** list of things you need from the market?
- Yes, **the** list is in my bag.

We use **the** if we already know what we are talking about or if the naming word has already been mentioned.

In the first sentence, Aai talks about Zui's list of art supplies for the first time. So it is **a** list. In the second sentence, Zui is talking about the list already mentioned, so she uses **the**.

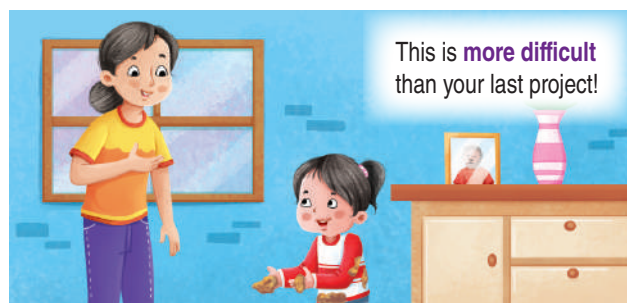
B. Circle the correct article to be used in these sentences.

1. Can I wear a/the dress I got for my birthday?
2. Is there a/the supermarket near your house?
3. Can I have a/the glass of water?
4. What's a/the time now?

Adjectives: Degrees of comparison



When we compare two objects, we add **-er** to the adjective and use **than** after it.



For some long adjectives, we do not add **-er**. Instead, we use the word **more** before them.

Now read these sentences from the story.



When we compare three or more objects, we add **-est** to the adjective. We always use **the** with this form. We do not use than.



When the adjective is a long word, we do not add **-est** to the adjective. Instead, we use the words **the most** before the adjective.

A. Complete the sentences by writing the words that compare two things.

1. Anjana is (short) than Shetty.
2. Gold is (expensive) than silver.
3. The puppy is (friendly) than the kitten.
4. Sunny days are (warm) than rainy days.

Spelling tip

Sometimes when we add **-er/-est** to an adjective, the spelling changes. Look at these examples:

- fat—fatter
- tasty—tastier
- large—largest

B. Write the words that compare three or more things. One has been done for you.

1. fast **the fastest** 3. large
2. colourful 4. heavy

C. Circle the correct option in the given sentences.

1. Our cat is older/the oldest than me!
2. My hair is curlier/the curliest than your hair.
3. Who is better/the best singer in the world?
4. He is more popular/the most popular actor in India.
5. This bed is more comfortable/the most comfortable than my bed.

Now I can...

- understand and use articles correctly.
- understand and use comparative adjectives correctly.

Yes

☐

No

☐

Yes

☐

No

☐

Words related to shopping



- A. In the story 'The Art Project', Zui goes to two shops—Holkar Stores and Kadam Arts and Crafts. Write the names of some shops that you know in your notebook.
- B. With your partner, take turns to say where you can buy the following things.

cricket bat	biscuits
books	laptop
pencils	cake
fruits	vegetables
water bottle	school uniform

Where can I buy jeans?

In a clothes' shop.



C. Answer these questions.

- Which shops are near your house?
.....
- Which is your favourite shop? Why?
.....
- If you have money, what do you like to buy?
.....



GLOBAL SKILLS

Money doesn't grow on trees.



What does this mean? It means that you can't buy everything you want.

Try asking yourself if you need something or just want it, before asking your parents or elders for it.

- If you ask for something, remember to ask politely. Say please.
- If the answer is no, accept it. Try not to argue.
- If the answer is yes, smile and say thank you.

What are some things that you sometimes ask for that you don't really need?

Now I can...

- name the shops in my neighbourhood.
- name the shops to buy different things with my friends.
- understand the importance of spending money wisely.

Yes

☐

No

☐

Yes

☐

No

☐

Yes

☐

No

☐

Listening and answering



A. Zui and her mother are making a shopping list. Listen and complete the list.

Cool Tip

You may hear words in the audio that you do not need in your answer. Listen very carefully to make sure you get only the words you need.

B. Now Zui and Aai are shopping. What do they buy? Listen and tick the things on the shopping list from exercise A. Write any extra items you hear. Do they forget anything?

C. Listen again and circle the correct answer.

1. What does Aai have?
 - a. a trolley
 - b. a shopping basket
2. How many tomatoes do they get?
 - a. two kilos
 - b. ten
3. What do they buy that are not on the list?
 - a. bananas
 - b. oranges
4. What is the problem at the checkout?
 - a. There is a long queue.
 - b. They don't have money.

Now I can...

- listen and complete the tasks given.
- complete the listening tasks with my friend.

Yes

☐

No

☐

Yes

☐

No

☐

Speaking functions: In a shop

A. Class discussion:

When you walk into a shop, what does the shopkeeper usually say to you? Tick the correct box.

- ☐ Look at my beautiful shop!
- ☐ Can I help you?
- ☐ What do you want?

B. Listen to three conversations in a shop. Write a number in each box to show the order in which you hear them.

- ☐ Not at the moment, thank you. I'm just looking.
- ☐ Yes please, I would like to buy...
- ☐ Yes please, I am looking for ...

C. You and your friend are the customer and the shopkeeper. Take turns to ask about things you want to buy.



D. With your friend, write your own short dialogue between a shop assistant and a customer in a shop. Practise the dialogue together. Then present it to the class.

Go to *MyInspire* for  consonant blends 'cl', 'ck' and 'dr'.

Now I can...

- do group tasks.
- discuss and answer questions with my friends.
- write and present a dialogue with my friends.

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

From prose to math

Spending Within a Budget



You may have noticed that people often make a budget when they buy things. A budget can help us decide how much money to spend on the things we need. Now look at this conversation between Zui and a shopkeeper.



- A. If Zui buys both these items, how much money will she spend?
- B. Look at these trays and the canteen menu at Zui's school. Then add up and write the total cost of each tray in your notebook.

1. <ul style="list-style-type: none"> Vegetable sandwich Fruit juice 	3. <ul style="list-style-type: none"> Porridge A banana Salad
2. <ul style="list-style-type: none"> Two apples Two bananas 	4. <ul style="list-style-type: none"> Soup Two vegetable sandwiches A banana

Canteen Menu 	
Vegetable sandwich	₹ 20
Fruit juice	₹ 15
An apple	₹ 5
A banana	₹ 8
Soup	₹ 20
Salad	₹ 25
Porridge	₹ 30




Now I can...

- understand why a budget is helpful.
- answer questions about money.
- complete the learn journey in the book and on *MyInspire*.

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>