

English Series Pre Year 3





## English Series Pre Year 3

Story Writing and Editing

Illustration and Designing

Managing Director

Special Thanks

**EAST Research Department**

**EAST Designing Department**

**Rayed Afzal**

**All EAST Staff Members**



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**Head office:**

B-29, Block-3, Gulshan-e-Iqbal, Karachi.

021-34990387, +92 335 2030338

<http://east.education>

Karachi: 021-34970331, +92 334 1009838

Lahore: 042-37111256, +92 312 4685035

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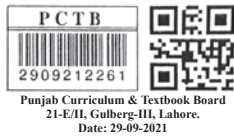
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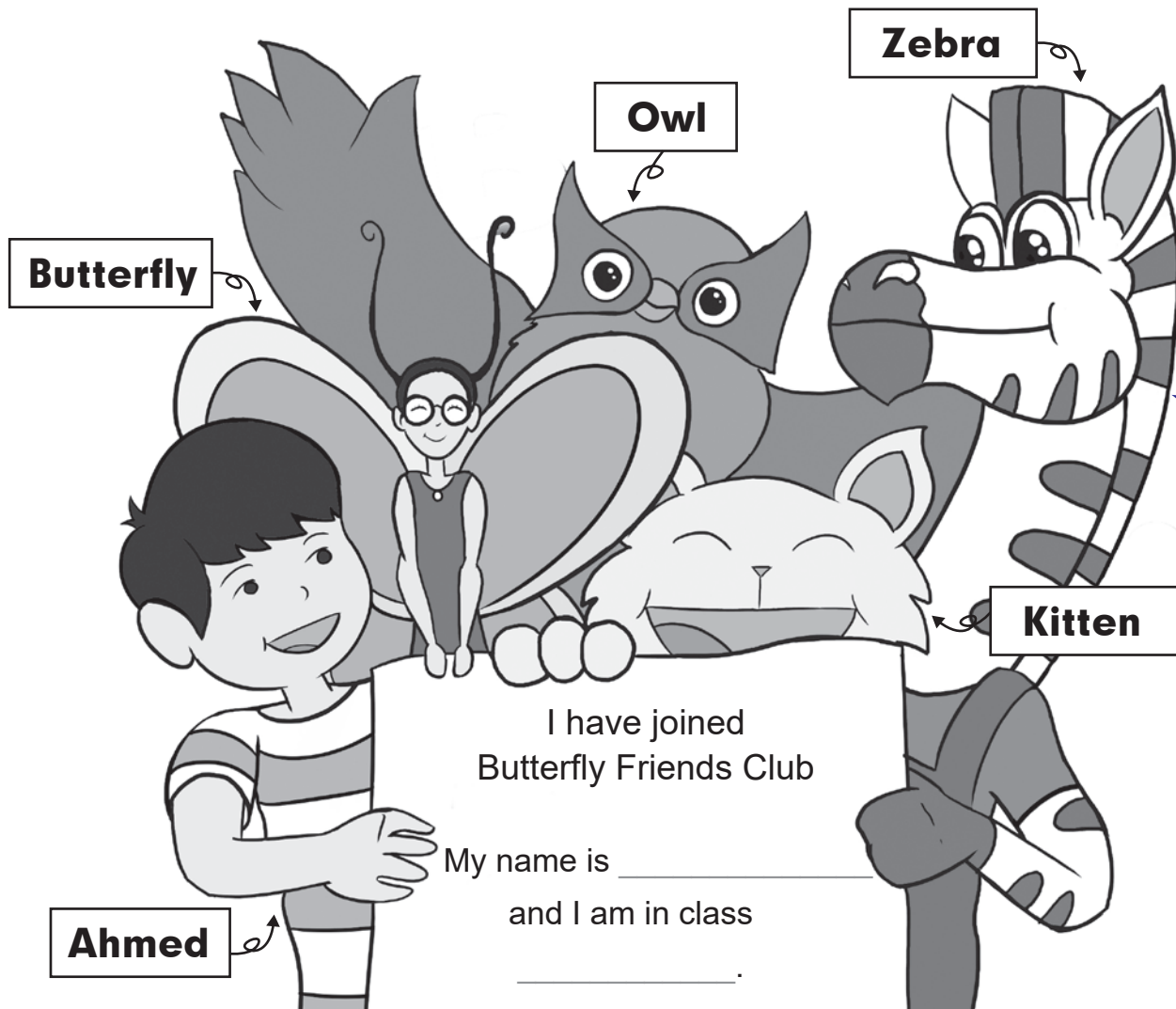
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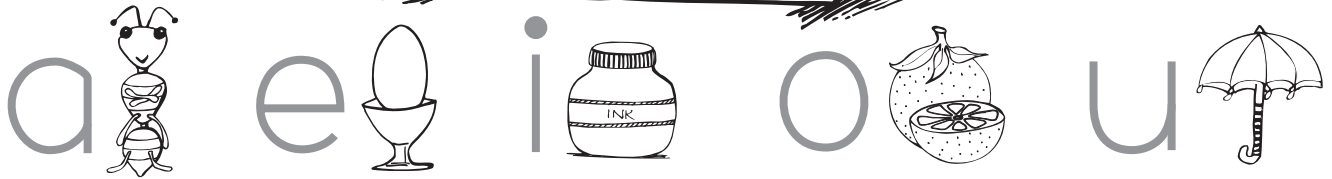
## English Series Pre Year 3



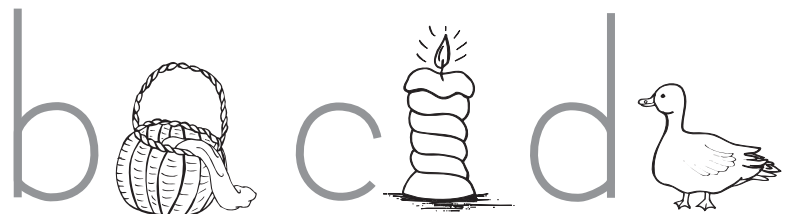


Date: \_\_\_\_\_

# Vowels



# Consonants



**Objective:** Identification of vowels and consonants

**Instructions:** Tell children that 'a, e, i, o, u' are vowels, and letter other than vowels are consonants.



Date: \_\_\_\_\_

## Spellings of Words

in

\_\_\_\_\_

of

\_\_\_\_\_

We

\_\_\_\_\_

to

\_\_\_\_\_

our

\_\_\_\_\_

now

\_\_\_\_\_

for

\_\_\_\_\_

like

\_\_\_\_\_

have

\_\_\_\_\_

Please

\_\_\_\_\_



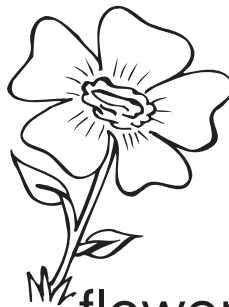
red

\_\_\_\_\_



football

\_\_\_\_\_



flower

\_\_\_\_\_



play

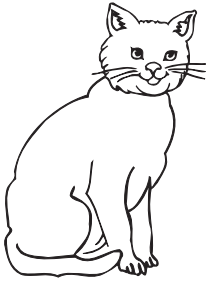
\_\_\_\_\_

**Objective:** Introduction of spellings of words

**Instructions:** Ask children to learn the spellings of given words. For their convenience, break the words into syllables where necessary.



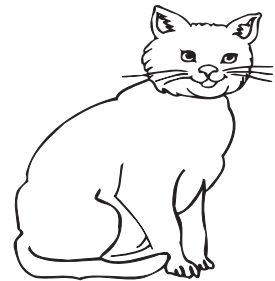
Date: \_\_\_\_\_



**a** cat



**an** owl



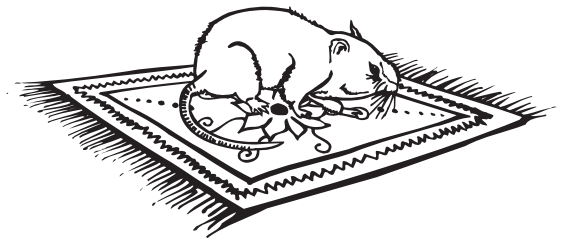
**The** cat is fat.



**a** rat



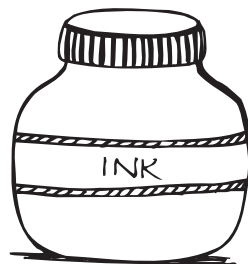
**an** egg



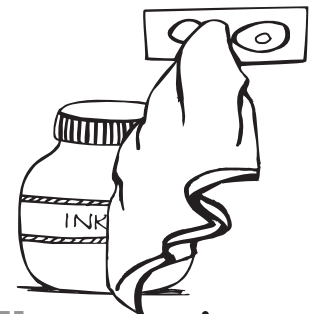
**The** rat sat  
on **the** mat.



**a** rag



**an** inkpot



**The** rag is on  
**the** inkpot.

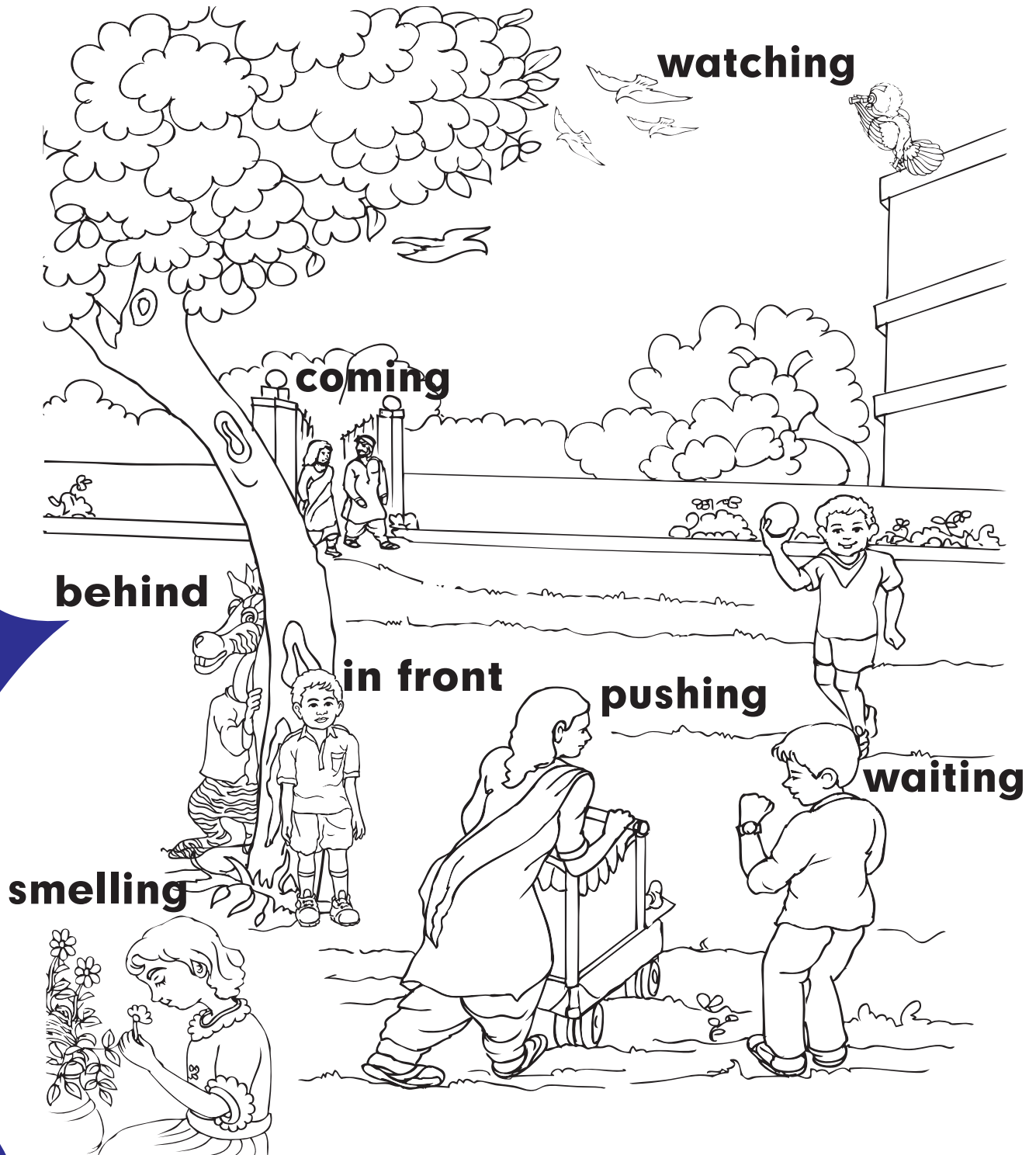
**Objective:** Introduction of articles (a, an, the)

**Instructions:** Explain to children that the words that begin with a vowel have 'an' before them, and words beginning with consonants have 'a' before them. Article 'the' comes before words that are special.





Date: \_\_\_\_\_



**Objective:** Introduction of action words

**Instructions:** Ask children to recognise the action words in the given picture. Also, give practical exposure of action words.



Date: \_\_\_\_\_

1. Ahmed is \_\_\_\_\_.
2. Mom is \_\_\_\_\_ the pram.
3. Sana is \_\_\_\_\_ the flower.
4. People are \_\_\_\_\_ into the park.
5. Owl is \_\_\_\_\_.
6. Zebra is \_\_\_\_\_ the tree.
7. Ahmed is \_\_\_\_\_ of the tree.

**smelling** I like smelling a flower.

**pushing** \_\_\_\_\_

**waiting** \_\_\_\_\_

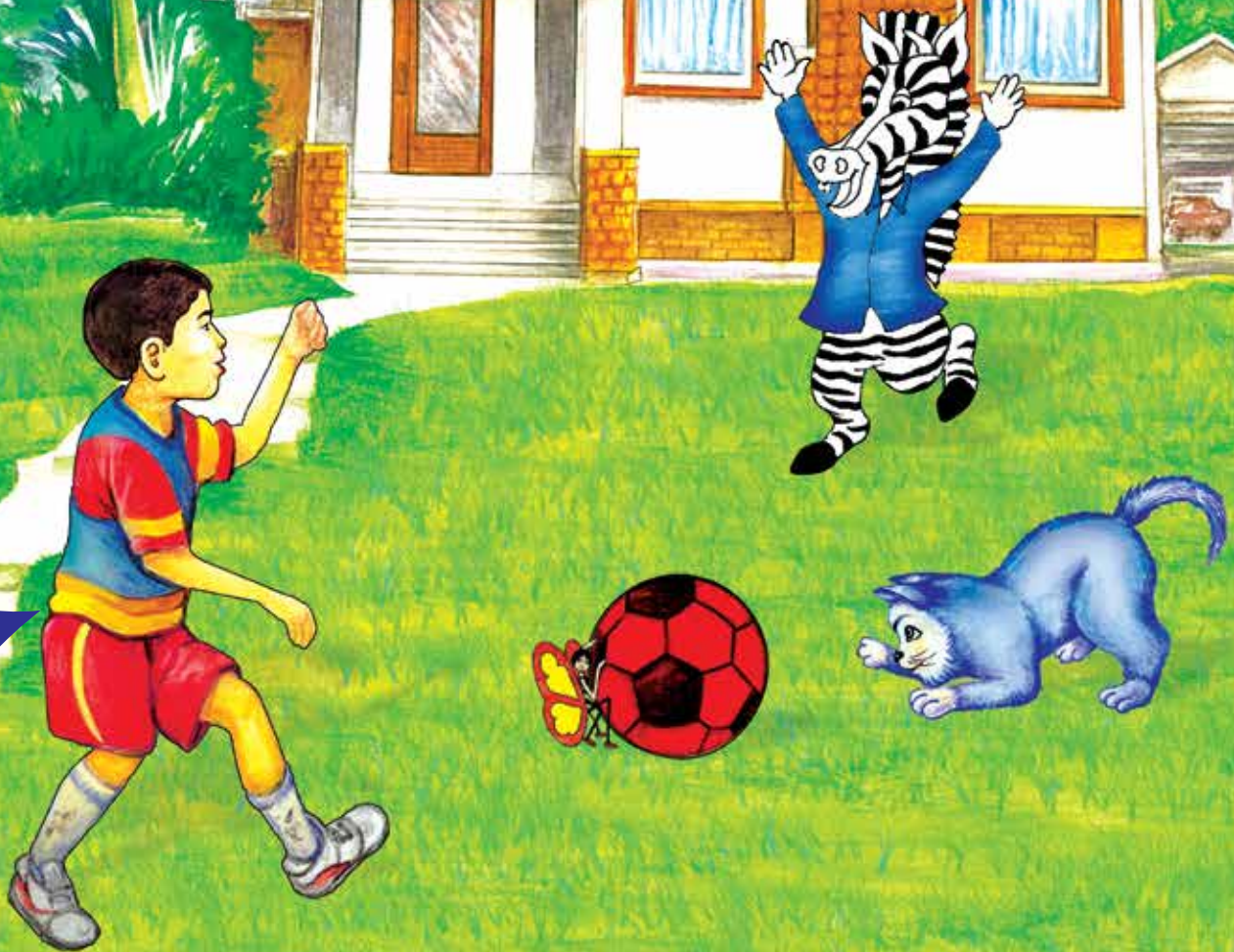
**Objective:** Practice of action words

**Instructions:** Ask children to recognise the action words of characters in the picture; then, ask to fill in the blanks. Make plenty of sentences orally with children, then write anyone sentence on the board and ask children to copy it here.





# The Red Ball

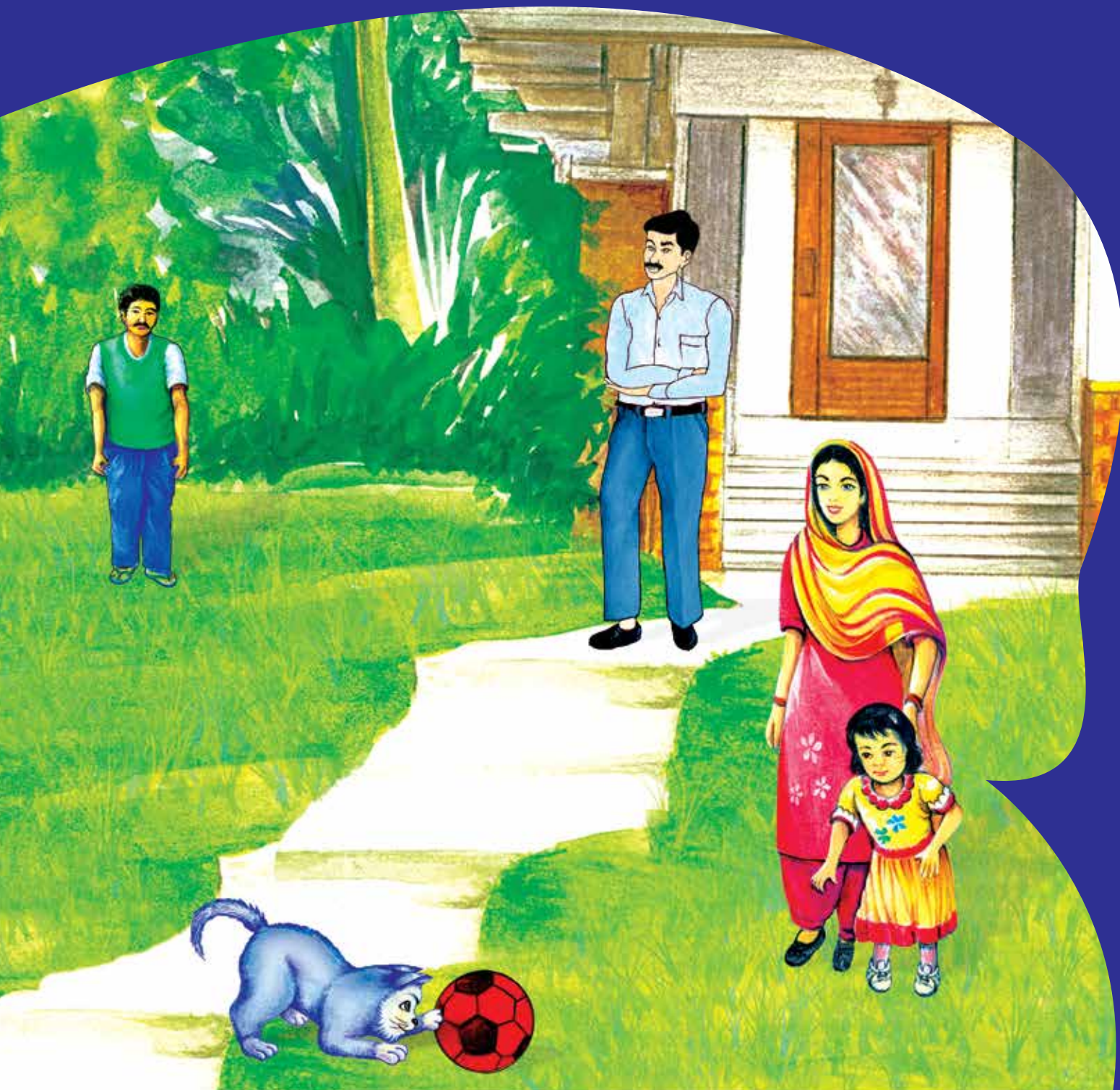


I have a red football. I like the football. Butterfly is smelling it. "Flower?" she asks. Kitten is in front of the football. Zebra is looking at Kitten. He says, "Please, give me the football."

**Objective:** Reading development

**Instructions:** First, read the story aloud a few times. Then, ask children to read individually.





My sister is coming. Mom is behind her. Dad is waiting for our neighbour. He is Uncle Ali. Kitten is pushing the ball to me. Now we play.

**Focused Life Skills:** Nurturing Relationship

**Objective:** Reading development

**Instructions:** First, read the story aloud a few times. Then, ask children to read individually.



read



write



colour

Date: \_\_\_\_\_

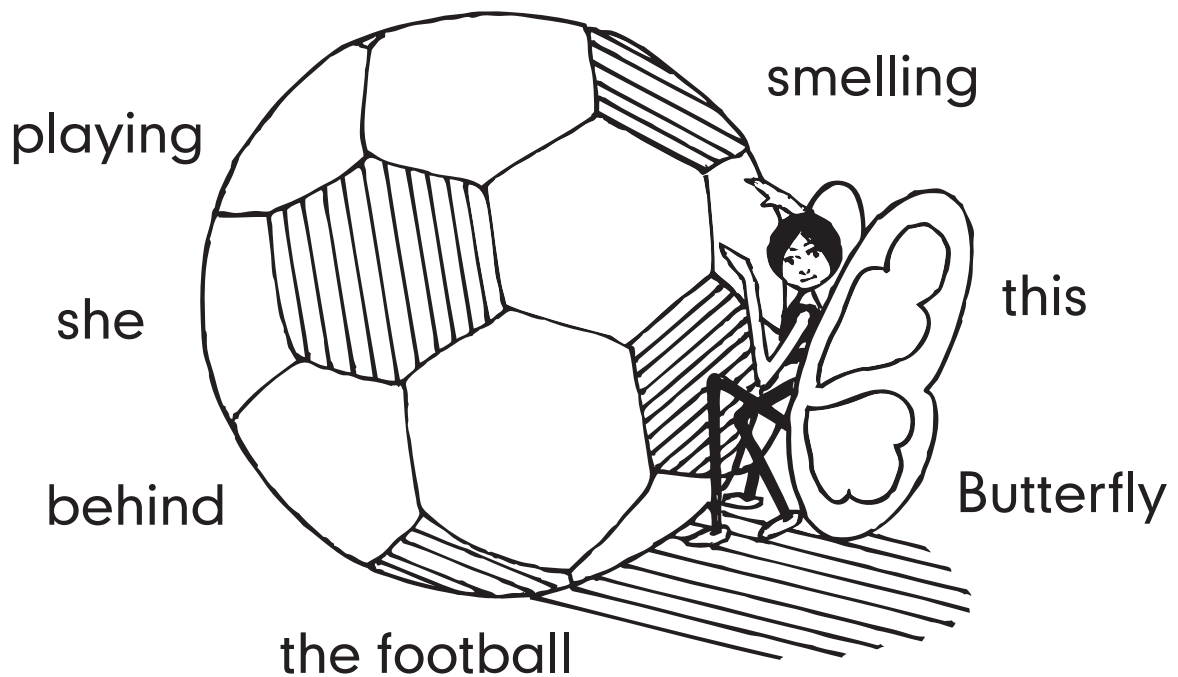
- Q. What is this?
- Q. What is Mom doing?
- Q. What is Ahmed doing?
- Q. What is this?



**Objective:** Introduction of 'what'

**Instructions:** First, ask oral questions; then, write the questions and answers on the board.

Think and write creatively



**Objective:** Introduction of creative writing

**Instructions:** First, discuss the picture with children. Make sentences with the given words. Repeat sentences with children. Write three sentences on the board and ask children to copy it.





# Senses

I can touch

plant

pot

headphones

I can taste

snack

I can smell

fish

bowl

I can see

newspaper

I can hear

**Objective:** Introduction of five senses

**Instructions:** Give practical exposure of the five senses. Ask children to relate the senses with parts of body. Then, ask to fill in the blanks.



read

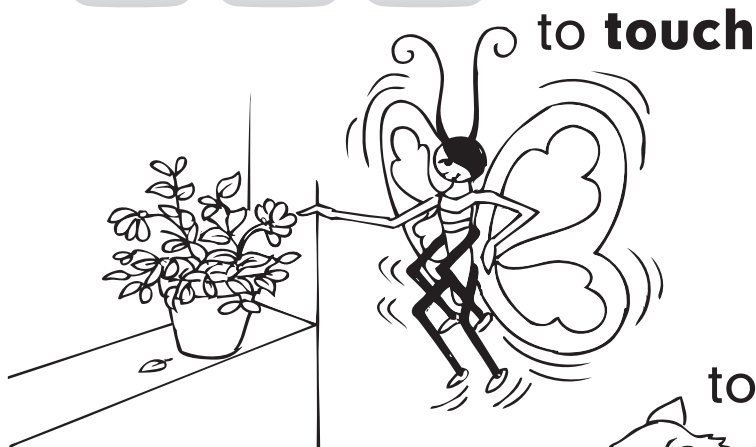


write



colour

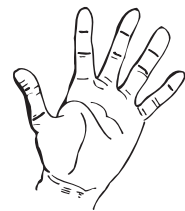
Date: \_\_\_\_\_



# Senses



1. We touch with our hand.
2. We \_\_\_\_\_ with our nose.
3. We \_\_\_\_\_ with our eyes.
4. Butterfly is \_\_\_\_\_ ing the flower.
5. Owl is \_\_\_\_\_ ing at the picture.
6. Kitten is \_\_\_\_\_ ing the fish.



**Objective:** Introduction of five senses

**Instructions:** Give practical exposure of the five senses. Ask children to relate the senses with parts of body. Then, ask to fill in the blanks.



read



write



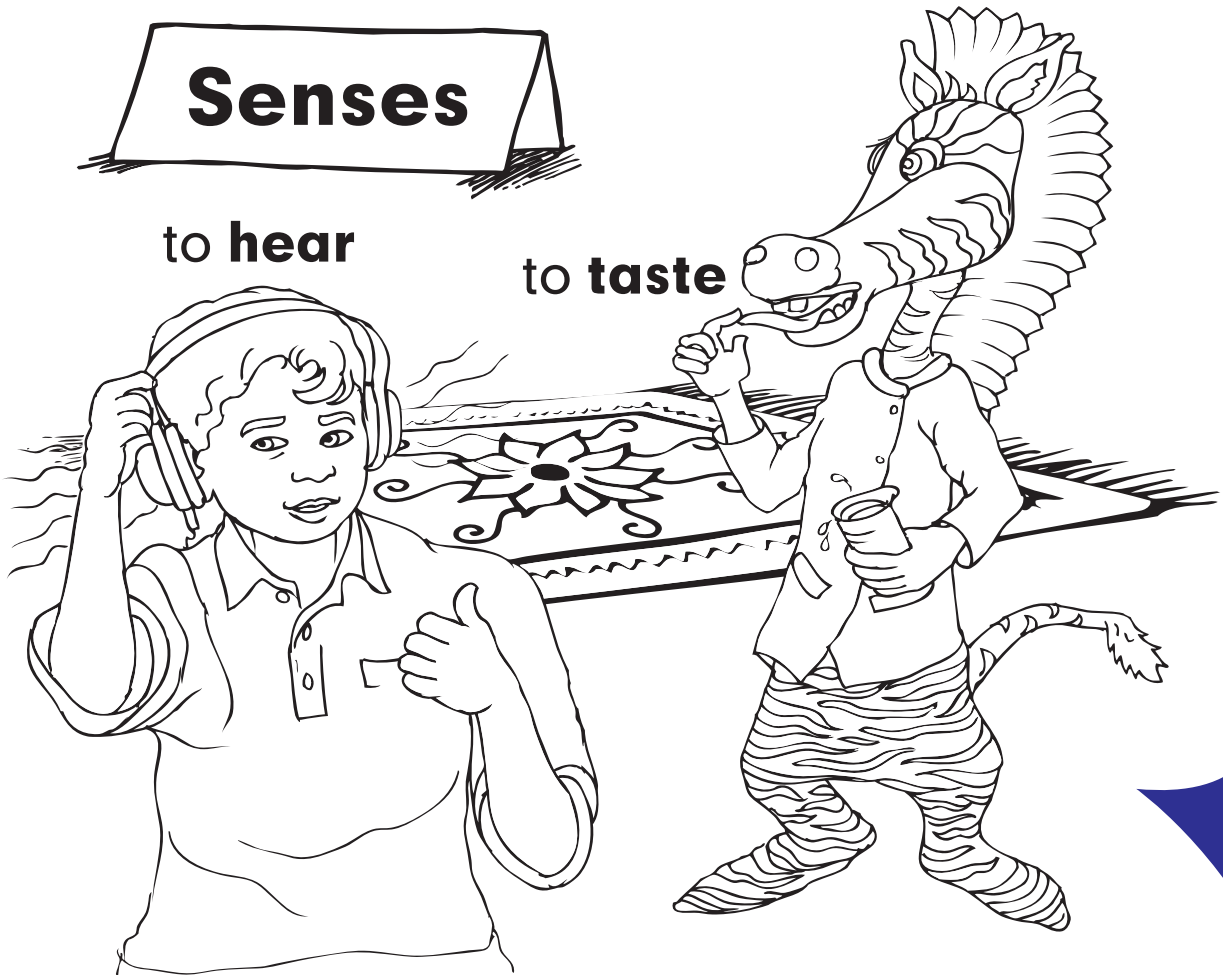
colour

Date: \_\_\_\_\_

# Senses

to hear

to taste



1. We \_\_\_\_\_ with our tongue.
2. We \_\_\_\_\_ with our ears.
3. Zebra is \_\_\_\_\_ a snack.
4. Ahmed likes to \_\_\_\_\_ the music.



**Objective:** Introduction of five senses

**Instructions:** Give practical exposure of the five senses. Ask children to relate the senses with parts of body. Then, ask to fill in the blanks.





read

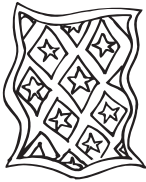


write

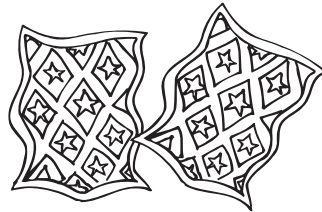


colour

Date: \_\_\_\_\_



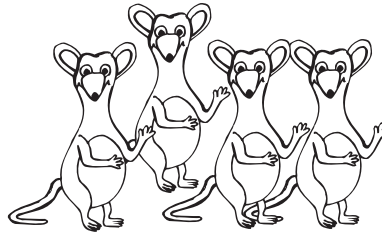
**a** mat



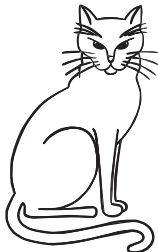
**2** mats



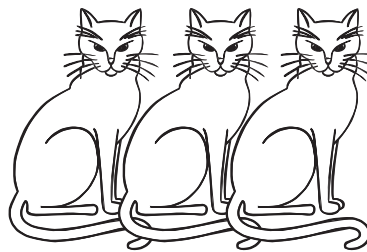
**a** rat



**4** \_\_\_\_\_



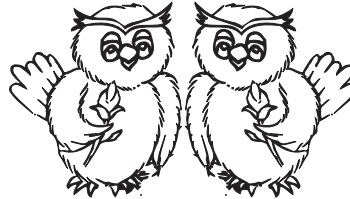
**a** cat



**3** \_\_\_\_\_



**an** owl



**2** \_\_\_\_\_

**Objective:** Introduction of 'one' and 'many'

**Instructions:** Explain to children that we use the article 'a' with the name of one object and the ending '-s' with many objects .



read



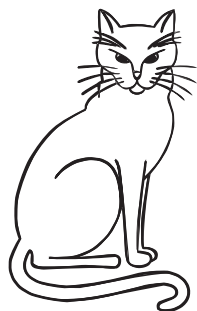
write



colour

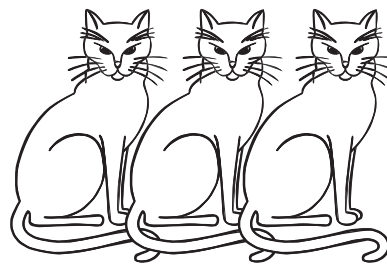
Date: \_\_\_\_\_

**This is**

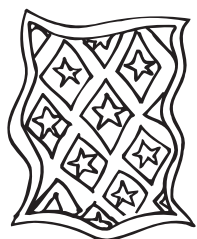


**This is** a cat.

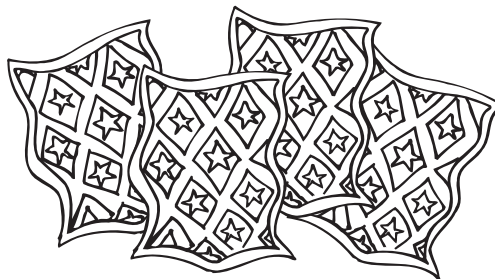
**These are**



**These are** 3 cats.



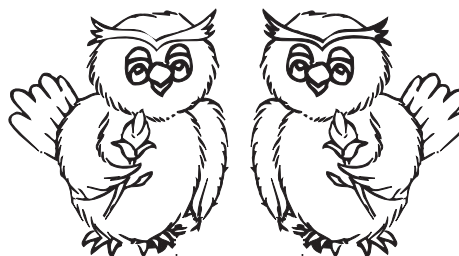
\_\_\_\_\_ a mat.



\_\_\_\_\_ 4 mats.



\_\_\_\_\_ an owl



\_\_\_\_\_ 2 owls.

**Objective:** Introduction of 'this is' and 'these are'

**Instructions:** Explain to children that we use 'this is', when pointing at one object, and 'these are', when pointing at many objects.



Date: \_\_\_\_\_

# Make Plurals

**Singular**

**Plural**

1. cat

\_\_\_\_\_

2. mat

\_\_\_\_\_

3. star

\_\_\_\_\_

4. window

\_\_\_\_\_

5. tree

\_\_\_\_\_

6. flower

\_\_\_\_\_

**Objective:** Introduction of plural

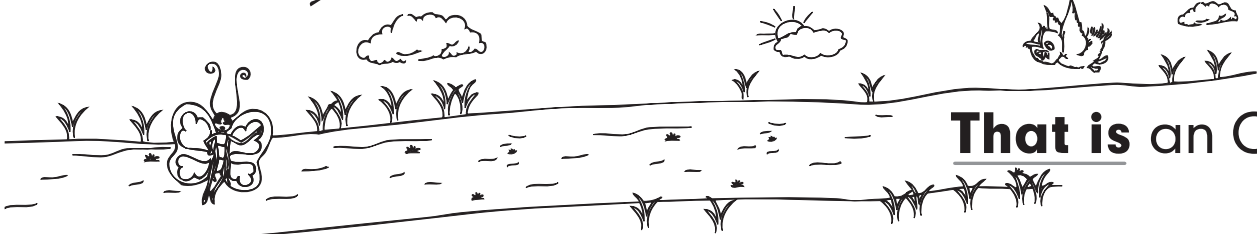
**Instructions:** Explain to children that to make a word 'Plural' we have to add an 's' at the end of the word.



Date: \_\_\_\_\_

**This is**

**That is**



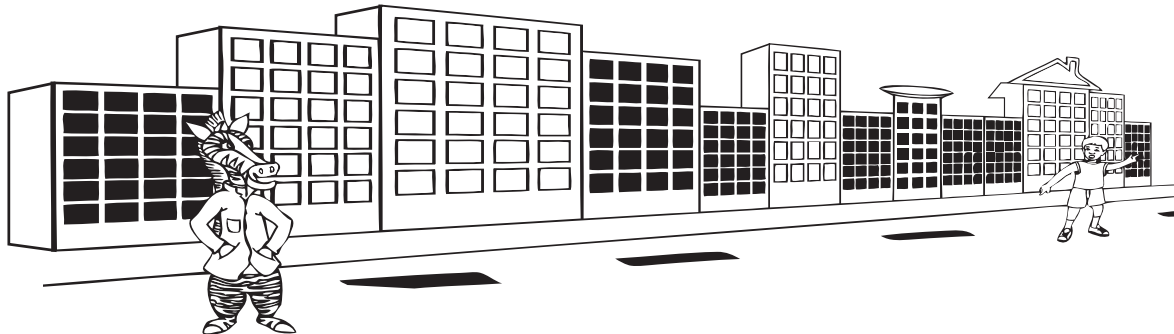
This is a Butterfly.

That is an Owl.



\_\_\_\_\_ a Kitten.

\_\_\_\_\_ a Zebra.



\_\_\_\_\_ is Zebra.

\_\_\_\_\_ is Ahmed.

**Objective:** Introduction of 'this is' and 'that is'

**Instructions:** Explain to children that we use 'this' with object near us and 'that' with objects far from us.

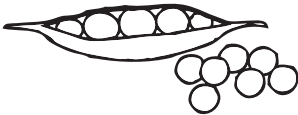


Date: \_\_\_\_\_

# Vegetables

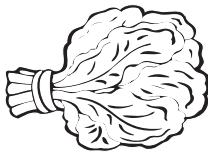


peas



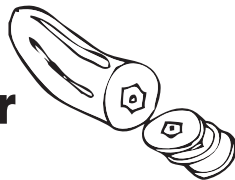
\_\_\_\_\_

spinach



\_\_\_\_\_

cucumber



\_\_\_\_\_

carrot



\_\_\_\_\_

potatoes



\_\_\_\_\_

**Objective:** Introduction of vegetables

**Instructions:** Ask children to learn the spelling of given names.



Date: \_\_\_\_\_

# Fruits



**apple**



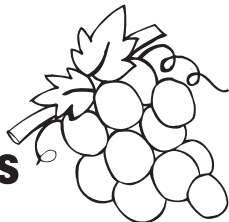
\_\_\_\_\_

**mango**



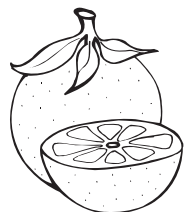
\_\_\_\_\_

**grapes**



\_\_\_\_\_

**orange**



\_\_\_\_\_

**peach**



\_\_\_\_\_

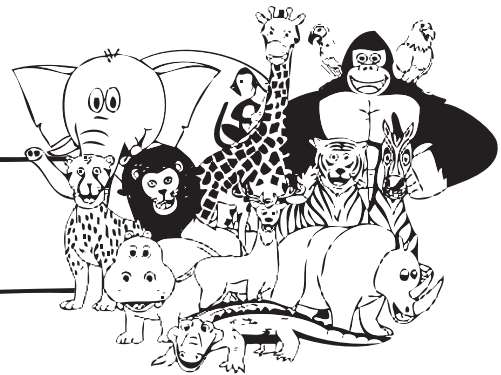
**Objective:** Introduction of fruits

**Instructions:** Ask children to learn the spelling of given names.



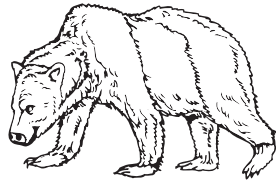


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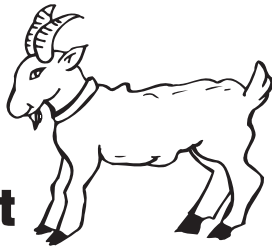
# Animals

**bear**



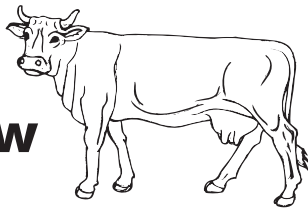
\_\_\_\_\_

**goat**



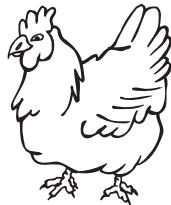
\_\_\_\_\_

**cow**



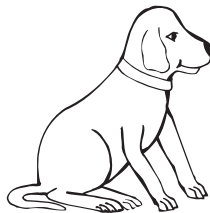
\_\_\_\_\_

**hen**



\_\_\_\_\_

**dog**



\_\_\_\_\_

**Objective:** Introduction of animals

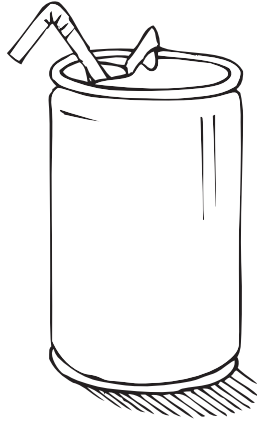
**Instructions:** Ask children to learn the spelling of given names.



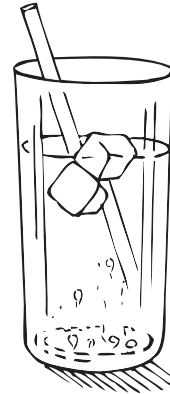
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**before**



**between**



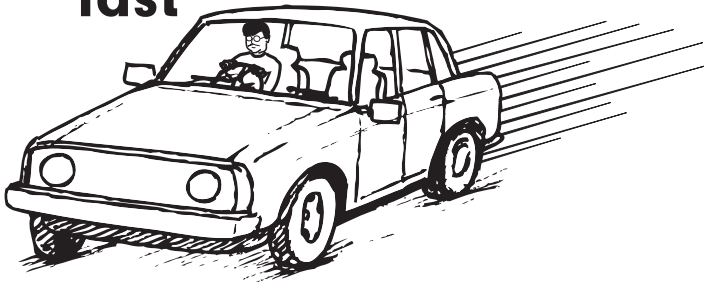
**after**

The can is \_\_\_\_\_ the bowl and the \_\_\_\_\_.

The bowl is \_\_\_\_\_ the \_\_\_\_\_.

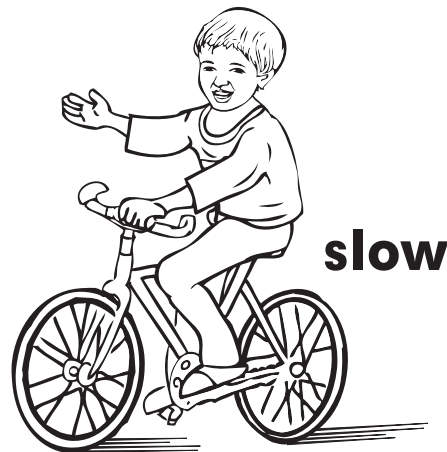
The glass is \_\_\_\_\_ the \_\_\_\_\_.

**fast**



The car is \_\_\_\_\_.

The bicycle is \_\_\_\_\_.



**slow**

**Objective:** Introduction of spatial concept

**Instructions:** Ask children to recognise the opposites in the given picture. Give practical exposure, too. Then, ask to complete the sentences with the appropriate opposites.



read



write



colour

Date: \_\_\_\_\_

**He, his**



**He** is Ahmed.  
Sana is **his** sister.

**She, her**



**She** is Sana.  
Ahmed is **her** brother.



\_\_\_\_\_ is dad.  
Sana is \_\_\_\_\_ daughter.



\_\_\_\_\_ is mom.  
Ahmed is \_\_\_\_\_ son.

**Objective:** Introduction of 'he, his' and 'she, her'

**Instructions:** Tell children that we use 'he' for a boy and a man and 'she' for a girl and a woman.  
If something belongs to a boy or a man, we use 'his'. If something belongs to a girl or a woman, we use 'her'.

Date: \_\_\_\_\_



## Names of days

Monday, Tuesday,  
I would like to sat,

Wednesday, Thursday,  
we go out to play,

Thursday, Friday  
We must pray every day,

Saturday, Sunday,  
in the home we stay,

And that's all there is  
I had to say!

Q. How many days in a week? Name them.

A. \_\_\_\_\_

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_

Q. What is the first day of the week?

Q. What comes between Wednesday and Friday?

**Objective:** Introduction of days of the week

**Instructions:** Sing poem along with children; then, ask them to read and learn the spelling of week days.



read



write



colour

Date: \_\_\_\_\_

**I am**

**You are**

I am a boy.

You are a girl.

\_\_\_\_\_ tall.

\_\_\_\_\_ short.

\_\_\_\_\_ fast.

\_\_\_\_\_ slow.



**Objective:** Introduction of 'I am' and 'You are'

**Instructions:** Tell children that we use 'I am' for ourselves and 'You are' for others to whom we are talking.



Date: \_\_\_\_\_

## Months of a Year

January, February  
birds are on the tree.

March, April, May,  
plate is on the tray.

June and July,  
I wish I could fly.

August, September,  
it's the end of summer.

October, November,  
can I have a cucumber?

Last one is December,  
that's twelve months of a year

Q. How many months in a year? Name them.

A. \_\_\_\_\_

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

9. \_\_\_\_\_ 10. \_\_\_\_\_ 11. \_\_\_\_\_ 12. \_\_\_\_\_

Q. Which is the first month of the year?

Q. Which is the last month of the year?

**Objective:** Introduction of months of a year

**Instructions:** Sing poem along with children; then, ask them to read and learn the spellings of months.





Date: \_\_\_\_\_



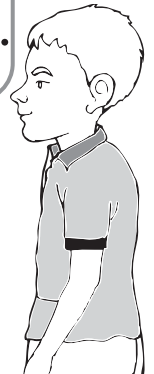
**My** hair is long. **Your** hair is short.



**My** drink is cold. \_\_\_\_\_ drink is hot.



\_\_\_\_\_ shirt is dark. \_\_\_\_\_ shirt is light.



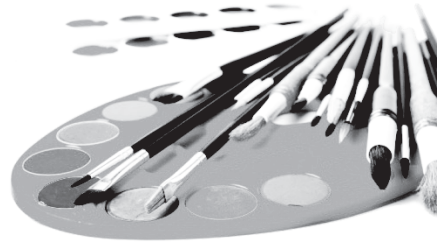
**Objective:** Introduction of 'my' and 'your'

**Instructions:** Explain to children that we use 'my' with the things that belong to us, and we use 'your' with the things that belong to somebody else.



Date: \_\_\_\_\_

# Colours



**red**



\_\_\_\_\_

**blue**



\_\_\_\_\_

**yellow**



\_\_\_\_\_

**green**



\_\_\_\_\_

**orange**



\_\_\_\_\_

**purple**



\_\_\_\_\_

**black**



\_\_\_\_\_

**brown**



\_\_\_\_\_

**grey**



\_\_\_\_\_

**Objective:** Introduction of colours

**Instructions:** Ask children to learn the spelling of given names.



in

of

we

to

have

please

red

football

flower

smelling

behind

infront

butterfly

hear

it

thank

little

bowl

window

one

many

this

inside

touch

color

put

ran

make

dress

yellow

funny

that

tall

short

long

tree

nest

anthill

kennel

barn

no

not

down

those

loud

soft

front

back

frog

turtle

home

water

boat

on

well

today

big

look

ride

fast

slow

standing

reading

sleeping

hospital

will

find

small

house

washroom

she

her

open

closed

right

left

shop

cart

fresh

vegetable

day

week

what

am

are

wet

dry

hot

cold

clothes

mom

over

under

saw

floor

tidy up

bedroom

bedsheet

toys

toolbox

dark

light

wiping

picking





our

now

for

like

play

waiting

looking

coming

pushing

was

you

let

said

from

good

these

holding

listening

talking

near

far

outside

with

went

want

they

away

pan

cooking

eating

laughing

wearing

mixing

pudding

den

be

did

see

white

brown

black

playing

cleaning

sitting

singing

lying

live

fish

so

can

out

had

soon

tracks

road

is

between

before

after

him

me

help

time

tell

into

two

tap

door

he

his

cutting

pouring

digging

smiling

leaking

sells

good

month

sad

happy

sleep

book

I

walking

folding

carrying

shawl

feels

bird

screw driver

spanner

screw

turning

fix

buckle

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#### Head office:

B-29, Block-3, Gulshan-e-Iqbal, Karachi.  
021-34990387, +92 335 2030338  
<http://east.education>

Karachi:	021-34970331, +92 334 1009838
Lahore:	042-37111256, +92 312 4685035
Islamabad:	+92 343 3552713
Sialkot:	+92 332 8600983
Faisalabad:	+92 321 6677645
Multan:	+92 334 6126479
Gujranwala:	+92 301 8645707
Skardu:	+92 346 8484149
Hyderabad:	+92 336 1863665



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