

# WORDS-WORTH

## ENGLISH READER



ARMY EDITION

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# Preface

The **Words-Worth** series of **English Reader** is specially structured for young learners. The books cover all the essentials of English Grammar and are primarily multi-skilled course books that focus on a holistic approach and are designed to develop linguistic competence.

The aim of this series has been to provide **Learner Centric Education** with emphasis on the young learners' needs and interests. Our objective throughout the series has been to develop students' basic ability to appreciate English through a creative and innovative approach.

The **Reader** series presents a blend of integrated literary and communicative methods of studying the English language. This will help the students develop the basic skills to comprehend a language other than their mother tongue and give them tools to express themselves confidently, thereby developing their listening, speaking, reading and writing skills. The series encourages students to foster a positive attitude towards communicating in English.

The books in this series highlight the basic phonetic structure and its usage for communication and expression. The exercises at the culmination of each topic are meant to teach and not to test the ability of students. They have been designed to urge students to develop a sense of inquiry and ability to think from more than a single point of view. The entire course material encourages the learners to formulate and express their own ideas and offers ample scope for creativity.

We are grateful to the Editorial Team of the Avichal Publishing Company for giving us this opportunity of giving shape to our ideas and for reaching out to students. This series could not have achieved its objective without their support.

Suggestions for the improvement of the book are always welcome.

**Authors**

## Detailed Contents

Lessons	Reading Skills (Comprehension)	Vocabulary (Language Structure)	Grammar (Grammar Glee)	Listening Skills (Listen and Tell)	Writing Skills (Be Creative)	Speaking Skills (Talk Time)
1. The Boy Who Cried Wolf	<ol style="list-style-type: none"> <li>Q Ans</li> <li>Fill ups</li> <li>True/False</li> </ol>	<ul style="list-style-type: none"> <li>Word Building</li> <li>Alphabetical Order</li> </ul>	<ul style="list-style-type: none"> <li>Kinds of Sentences</li> <li>Parts of a Sentence</li> </ul>	Sit and Stand	Story completion using given phrases	Sharing any story in the class
2. The Inauspicious Justice	<ol style="list-style-type: none"> <li>Rearrange the sentences</li> <li>Q Ans</li> <li>Find words having similar meanings from the lesson</li> </ol>	<ul style="list-style-type: none"> <li>Synonyms</li> <li>Word Building</li> </ul>	Material Nouns	Match the neighbours	Story Writing (Rearranging sentences)	Role Play
Poem 1: The Coming of Spring	<ol style="list-style-type: none"> <li>MCQ</li> <li>Q Ans</li> </ol>	—	—	—	—	Discussing about favourite season
3. True Friends	<p><b>Literary Appreciation</b></p> <p>Imagery</p> <ol style="list-style-type: none"> <li>Match</li> <li>Q Ans</li> <li>Complete the given table</li> </ol>	<ul style="list-style-type: none"> <li>Spellings</li> <li>Countable and Uncountable Nouns</li> </ul>	<ul style="list-style-type: none"> <li>Articles</li> <li>Punctuation</li> </ul>	Vacation Time	Story Writing (Cap Filling)	Describing your Friend
4. Sikkim	<ol style="list-style-type: none"> <li>Fill ups</li> <li>Rewrite the sentences</li> <li>Q Ans</li> </ol>	<ul style="list-style-type: none"> <li>Antonyms</li> <li>Compound Words</li> </ul>	Pronouns	Snack Time	Short Paragraph	Describing your city
Poem 2: Palanquin Bearers	<ol style="list-style-type: none"> <li>MCQ</li> <li>Think and answer</li> </ol>	—	—	—	Poem Writing	Reciting favourite poem
5. Jack and the Beanstalk	<p><b>Literary Appreciation</b></p> <p>Simile</p> <ol style="list-style-type: none"> <li>Q Ans in Yes/No</li> <li>Give reasons</li> <li>True/False</li> </ol>	<ul style="list-style-type: none"> <li>Singular and Plural</li> <li>Spellings</li> </ul>	Comparison of Adjectives	Drawing Fun	Short Paragraph	Framing Sentences
6. Jack Discovers a New Land	<ol style="list-style-type: none"> <li>Complete the sequence of events</li> <li>Q Ans</li> <li>Find the opposites from the lesson</li> </ol>	<ul style="list-style-type: none"> <li>Masculine and Feminine</li> <li>Spellings</li> </ul>	Use of <ul style="list-style-type: none"> <li>is/am/are</li> <li>was/were</li> <li>has/have/had</li> </ul>	Rearrange the sentences	Story Writing using given clues	Imaginative Description

Lessons	Reading Skills (Comprehension)	Vocabulary (Language Structure)	Grammar (Grammar Glee)	Listening Skills (Listen and Tell)	Writing Skills (Be Creative)	Speaking Skills (Talk Time)
Poem 3: The Fairy at the Zoo	1. MCQ 2. Think and answer 3. Find words with similar meanings from the poem <b>Literary Appreciation</b> Rhyming Words	—	—	Who am I? (Riddles)	Poem Writing	Picture Description
7. The Clever Crab	1. Q Ans 2. Who said to whom? 3. Find words with opposite meanings from the lesson 4. Describe characters of the story	<ul style="list-style-type: none"> <li>• Synonyms</li> <li>• Contractions</li> </ul>	Tenses (Simple Present, Past and Future)	Verb Magic	Dialogue Writing	Conversation
8. Ace Swimmer – Mihir Sen	1. Q Ans 2. Fill ups 3. Rearrange the sentences in the correct order	<ul style="list-style-type: none"> <li>• Homophones</li> <li>• Spellings</li> </ul>	Tenses (Present, Past and Future Continuous Tense)	Identify the action	Writing a Biography	Benefits of Sports
Poem 4: Mother Moon	1. Yes/No 2. Q Ans 3. Think and write <b>Literary Appreciation</b> Personification	—	—	—	—	Poem Recitation
9. The Magic Sheet	1. MCQ 2. Q Ans 3. Find words with similar meanings from the lesson	<ul style="list-style-type: none"> <li>• Antonyms</li> <li>• Spellings</li> </ul>	Conjunctions (and, or, but, so, because)	Spell-O-Mania	Poster Making	Picture Discussion
10. Our Universe	1. True/False 2. Answer in one word 3. Q Ans	Prefix and Suffix	Prepositions	Complete the table	Diary Entry	Chain Story
11. Garima Goes to School	1. Q Ans 2. Yes/No 3. Rearrange the sentences	People and Professions	Adverbs (Adverbs of manner, Adverbs of time)	Listen and then speak in your own words	Application to the Principal	Conversation
Poem 5: Daisies	1. MCQ 2. Fill ups <b>Literary Appreciation</b> Rhyming Words	—	—	—	Complete the story with given beginning	Describing your favourite flower

# Contents

## Chapters

## Page No.

1. The Boy Who Cried Wolf	7
2. The Inauspicious Justice	14
<i>Poem 1: The Coming of Spring</i>	21
3. True Friends	24
4. Sikkim	31
<i>Poem 2: Palanquin Bearers</i>	39
5. Jack and the Beanstalk	43
6. Jack Discovers a New Land	51
<i>Poem 3: The Fairy at the Zoo</i>	60
7. The Clever Crab	64
8. Ace Swimmer—Mihir Sen	72
<i>Poem 4: Mother Moon</i>	81
9. The Magic Sheet	84
10. Our Universe	90
11. Garima Goes to School	99
<i>Poem 5: Daisies</i>	107

## 1

# The Boy Who Cried Wolf

**Before You Read:** Have you ever told a lie? What do your parents do when you tell a lie and they find out?

Read the following story to find out what happened to the shepherd boy when he told a lie.

Once upon a time, there lived a shepherd boy in a village. He used to take his sheep to graze in the nearby pasture. He stayed with the sheep the whole day and returned to the village in the evening.

One day, the shepherd boy took his sheep to graze in the pasture near a dense forest. After he had left the sheep to graze in the pasture, he felt very lonely and bored. Therefore, he thought of a trick. He ran towards the village and shouted, “Wolf, Wolf!” Feeling very scared and panicked, all the villagers came running to the pasture.

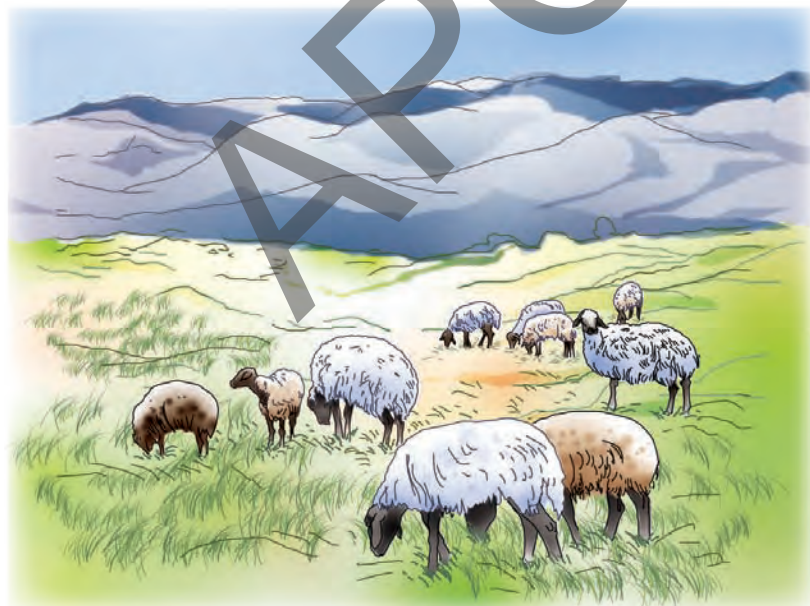
However, when they reached there, they didn't find any wolf in the pasture. Instead, the shepherd boy started laughing at them.

**graze:** to eat grass in a field

**pasture:** a land covered with grass

**dense:** thick

**panicked:** to be afraid



They all got very angry when they realised that the shepherd boy had fooled them. The villagers scolded the boy and left from there but the boy was extremely pleased with his **prank**.



After a few days, the shepherd boy again wanted to have some fun. He tried the same trick. He again shouted, “Wolf, Wolf!” Feeling **frightened**, some villagers came to help him again. But there was no wolf. They were **enraged** at the boy.

After a week, a wolf actually came out from the forest and started **attacking** the sheep. The shepherd boy got very scared and shouted at the top of his voice<sup>1</sup>, “Wolf, Wolf! Please help! Wolf, Wolf!” However, no villager came out to help the boy. They remembered the earlier times and thought that the boy was fooling them again.

**prank:** trick  
**frightened:** scared  
**enraged:** very angry  
**attacking:** to jump on someone

The wolf killed many of his sheep. The shepherd boy was very upset. When he came back home, he asked the villagers, “Why didn’t you come out to help me?” They all answered, “Nobody



<sup>1</sup> **shouted at the top of his voice:** to call out loudly



believes a liar even when he speaks the truth.” Thus, the shepherd boy regretted his actions and was in great sorrow about his lost sheep.

**regretted:** felt sad and sorry about something  
**sorrow:** sadness

— A story adapted from the Aesop’s Fables

*About the Story: Aesop’s Fables are stories written by Aesop, an ancient Greek storyteller, which have been passed down over the years and usually contain a moral.*



## COMPREHENSION

**A** Based on your reading of the story, answer the following questions:

1. Where did the shepherd boy take his sheep for grazing?
2. How did he feel there?
3. What did the shepherd boy plan to do? How?
4. Who attacked the sheep?
5. Why didn’t the villagers come to help the shepherd boy the third time?

**B** Fill in the blanks with the words given below:

voice	liar	dense	trick	towards
-------	------	-------	-------	---------

1. The shepherd boy took his sheep to graze in the pasture near a ..... forest.
2. The boy ran ..... the village.
3. He tried the same ..... after a few days.
4. He shouted at the top of his .....
5. Nobody believes a .....

**C** State True (T) or False (F) against the following statements:

1. The shepherd boy took his cows for grazing.
2. Many shepherd boys went with him.
3. The shepherd boy tried his trick two times.
4. The villagers came to help him the third time.
5. The villagers killed the wolf.



## LANGUAGE STRUCTURE

### Word Building

**A** Unscramble the following letters to form words from the story:

- |                   |                  |
|-------------------|------------------|
| 1. atpsrue: ..... | 5. osrorw: ..... |
| 2. rpakn: .....   | 6. onelly: ..... |
| 3. renaegd: ..... | 7. ezgra: .....  |
| 4. eeshp: .....   | 8. srcade: ..... |

### Alphabetical Order

**B** Arrange the following words in alphabetical order:

- |           |       |          |       |
|-----------|-------|----------|-------|
| 1. ball   | fish  | apple    | catch |
| 2. duster | box   | elephant | mouse |
| 3. orange | snake | lion     | nest  |
| 4. monkey | meet  | music    | man   |
| 5. fan    | fun   | fruit    | found |



## GRAMMAR GLEE

### KINDS OF SENTENCES

We already know about statements and questions. The other types of sentences are:

**Imperative sentences** give commands, make requests or give advice and end with a full stop (.).

- For example* – 1. Please give me your pen.  
2. Never tell a lie.

**Exclamatory sentences** are used to express strong feelings of joy, wonder, shame, surprise, etc. and end with an exclamation mark (!).

- For example* – 1. Hurray! We have won the match.  
2. How beautiful this rose is!

**A** Identify and write whether the following sentences are exclamatory or imperative:

1. Congratulations! You won the first prize. ....
2. Put your books on the table. ....
3. Oh! This is so shameful. ....
4. Please do not drive the car very fast. ....
5. Take care of your health. ....
6. I am so proud of you! ....

### PARTS OF A SENTENCE

A sentence has two parts, the **subject** and the **predicate**.

The person or the thing spoken about is called the **subject** of the sentence.

The part of the sentence which talks about the subject is called the **predicate** of the sentence.

**Read the following sentences.**

1. **Sonali** sings a song.
2. **Ravi and Aman** go for a walk every morning.

In the above two sentences, the highlighted words are the subjects whereas underlined ones are the predicates.

**B** Match the correct predicates from Column 2 to the subjects given in Column 1.

Column 1	Column 2
1. Tuesday	are shining in the sky.
2. Are you	broke the window?
3. The Wright brothers	a pleasant surprise!
4. Stars	comes after Monday.
5. Who	built and flew the first aircraft.
6. What	teaching English to the students?
7. Is	a beautiful day!
8. What	this your notebook?



## LISTEN AND TELL

### Sit and Stand

*Listen carefully to the questions asked by the teacher.\* If the answers to the questions are yes, stand up; and if the answers are no, sit down.*

#### \*Note for the teacher:

Listening Text is given on page no. 110. This fun activity can be effectively played as a game in the classroom to engage the learners and capture their interest. It will also help to enhance their listening and comprehension skills. You can add more such questions relevant to your students.



## BE CREATIVE

We know that a *phrase* is a group of words. Complete the following story using the phrases from the box:

wanted a box

became good friends

was too short for

was too tall

sleeping on the floor

another box

a small puppy

just the right box

### Jimmy and the Box

Jimmy was ..... . He felt cold. He ..... to make his home. He looked everywhere and finally found a box. But the box ..... him.



Soon he found ..... This box was too big for him. So he looked for another box and found one. But this box



Jimmy was sad. Sometime later, a kind boy found Jimmy ..... He brought an empty box his home. This box was ..... for him. Jimmy thanked the boy. The boy and Jimmy



## TALK TIME

Do you remember any story that you may have heard in your childhood? Speak aloud and share your story with the class.

# 2

## The Inauspicious Justice

**Before You Read:** Akbar, the Mughal ruler, was well-known for his just rule. But sometimes, he made mistakes and that is when his witty and intelligent minister, Birbal, would step in. Birbal was one of the nine gems of Akbar's court and though Akbar valued Birbal's advice, he would often put his intelligence to test. There are many such incidents. Given below is an abstract of one such incident.

One morning, when Emperor Akbar was looking out of his window, he saw a **hawker** pushing his loaded cart. The hawker, on noticing the Emperor, quickly bowed his head and then went on his way. Akbar did not pay any attention to him and proceeded for his daily bath.



On completing his bath, he **unfortunately** tripped and fell down. He was in great pain with a swollen ankle and had to be helped back to rest. He had to miss an important meeting with his **courtiers**.

He decided to conduct his affairs<sup>1</sup> from home and enjoy the company of his trusted courtier, Birbal. However, unfortunately, Birbal had also decided to take that day off and hence, could not be contacted.

**hawker:** seller  
**unfortunately:** sadly  
**courtiers:** advisers

<sup>1</sup> **conduct his affairs:** do his work

Feeling **dejected**, Akbar asked for something to drink. However, before he could even take a sip, a fly fell into his juice. Thus, Akbar remained thirsty.

Sometime later, Emperor Akbar got the news that his wife's brother had been hurt in an accident and that she had rushed to see him. As the day **progressed**, he felt quite lonely and nothing seemed to work right.

Things came to a head<sup>2</sup> in the evening, when he **quarrelled** with his wife and threw a **tantrum** at all his helpers. Tired and upset, he went to bed and wondered why he had had such a bad day.

That's when he suddenly remembered seeing the hawker. He was soon **convinced** that the **inauspicious** face of the hawker had been the cause of all his trouble.

**dejected:** sad  
**progressed:** continued  
**quarrelled:** fought  
**tantrum:** display of bad temper  
**convinced:** to be very sure  
**inauspicious:** unfortunate  
**gallows:** a structure where people are killed by hanging

The next day, he called for a meeting. He ordered his men to search for the hawker and sentenced him to death<sup>3</sup>.

The poor hawker, surprised and shocked at being sent to the **gallows**, begged for a meeting with Birbal before being hanged.



<sup>2</sup> **things came to a head:** a situation becoming very bad

<sup>3</sup> **sentenced him to death:** punished someone by being killed

Birbal came to meet him. Soon, the day of his hanging arrived and the executioner asked him his last wish.

The hawker said that he wished to make a proclamation to the people of the city. He wished to warn them not to see the Emperor's face early in the morning or else they would be sentenced to the gallows just like him.



The executioner was surprised at this unique request and informed Emperor Akbar about the hawker's proclamation. Akbar immediately sent for the hawker<sup>4</sup>. The courtiers were surprised to see him free the hawker and give him a bag of gold coins.

**executioner:** hangman  
**proclamation:** public announcement  
**unique:** one of a kind



<sup>4</sup>sent for the hawker: asked the hawker to come



Akbar had realised that this proclamation could only have been thought out by Birbal. He immediately thanked him for preventing an **innocent** person's hanging and also opening his eyes<sup>5</sup> to the **injustice** of his order.

**innocent:** not guilty  
**injustice:** unfair act

*About the Story: The stories of Akbar and Birbal are folktales that have been passed on through generations using oral story-telling methods.*



## COMPREHENSION

**A** Rearrange the following sentences in the correct order of the events as they happened in the story:

1. Akbar quarrelled with his wife.
2. He tripped and fell down and had to stay at home.
3. Emperor Akbar saw a hawker with a cart loaded with goods.
4. A fly fell into his juice, so Akbar remained thirsty.
5. His wife's brother met with an accident.
6. Birbal had also taken the day off and Akbar felt very dejected.
7. He sent the hawker to the gallows.
8. The Emperor wondered why he had had such a bad day.

**B** Answer the following questions:

1. Why did Akbar miss an important meeting?
2. Why did Akbar send the hawker to the gallows?
3. What proclamation did the hawker wish to make?
4. Why do you think Akbar set the hawker free?
5. What lesson do you learn from this story?

<sup>5</sup> **opening his eyes:** to make a person realise his/her mistake

**C** Find words from the story that have similar meanings as the following:

seller: h \_ \_ \_ \_ \_

continued: p \_ \_ \_ \_ \_

sad: d \_ \_ \_ \_ \_

stopping: p \_ \_ \_ \_ \_

unfortunate: i \_ \_ \_ \_ \_



## LANGUAGE STRUCTURE

### Synonyms

Synonyms are words that have similar meanings.

*For example:* famous is a synonym for the word popular.

**A** In each of the following group of words, three words have a similar meaning and one word is different from the rest. Circle the word that has a different meaning.

- |          |          |           |          |
|----------|----------|-----------|----------|
| 1. speak | chant    | utter     | talk     |
| 2. joy   | pleasure | happiness | sadness  |
| 3. girl  | boy      | child     | lad      |
| 4. dawn  | sunrise  | evening   | daybreak |
| 5. few   | little   | scanty    | tall     |
| 6. plain | hill     | hillock   | mountain |

### Word Building

**B** Make as many words as you can from the following word:

ENCYCLOPEDIA



## GRAMMAR GLEE

### MATERIAL NOUNS

A **material noun** is the name given to a material or substance of which things are made.

*For example* – 1. The utensils are made of steel.

2. The table is made of wood.

In the above examples, steel and wood are the material nouns.

*Choose suitable material nouns from the help box for the following words:*

wood	silk	glass	cotton	paper
wheat	iron	gold	water	marble

- |              |         |               |         |
|--------------|---------|---------------|---------|
| 1. books     | : ..... | 6. thread     | : ..... |
| 2. flour     | : ..... | 7. sarees     | : ..... |
| 3. furniture | : ..... | 8. earrings   | : ..... |
| 4. windows   | : ..... | 9. rainfall   | : ..... |
| 5. nails     | : ..... | 10. Taj Mahal | : ..... |



### LISTEN AND TELL

*Listen carefully.\* Match the pictures with the names of Suhana's neighbours.*



1. Vishal's grandmother



2. Mrs. Jain



3. Mr. Jain



4. Vishal

5. Vishal's grandfather



6. Surbhi



**\*Note for the teacher:**

Listening Text is given on page no. 110.



## BE CREATIVE

Rearrange the following sentences in the right order to form a story. Rewrite the story in your notebooks after putting them in the correct order. Suggest a suitable title for the story as well.

- But greed overtook him.
- It laid a golden egg every day.
- The farmer sold the eggs and soon he became very rich.
- Once there was a farmer.
- The farmer was very happy.
- One day, he thought that he would have all the golden eggs at once.
- He had a wonderful goose.
- So the farmer cut open the goose.
- He repented over his foolishness.
- But he found no egg inside the bird.



## TALK TIME

With the help of the teacher\*, assign the roles of Akbar, Birbal, the hawker, the courtiers, etc. and enact the story that you have read in this lesson in the classroom.

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### \*Note for the teacher:

Help the children by assigning roles for the different characters. Encourage them to speak in English while enacting the scenes. You can also allow them to use the book while speaking.

# The Coming of Spring

**Before You Read:** Do you know how many seasons do we experience in a year? Which season do you like the most?

In the following poem, the poet is expressing his joy at the arrival of the spring season.



*How do I know that spring is here?*

*Because the world is full of happiness and cheer.*

*The beautiful roses, lilies and daffodils,*

*Peep out of everyone's window sills.*

*The grass starts getting soft and green,*

*The garden makes a very pretty scene.*

*Tall bushes all start to unfold,*

*And introduce the sun's morning serene gold.*

—Sanchit Saluja

**About the Poet:** Sanchit Saluja is a budding poet who likes to express his thoughts and ideas through simple and interesting rhymes.



## NEW WORDS

arrival	: coming
cheer	: joy
peep	: a quick look
sills	: the edges of windows
pretty	: beautiful
unfold	: to spread out, bloom or grow
introduce	: to announce

## Phrases

serene gold : the golden-yellow light of the sun



## COMPREHENSION

**A** Choose the correct options to answer the following questions:

1. What is the feeling in the world on the arrival of the spring season?
  - (a) A feeling of sadness
  - (b) A feeling of anger
  - (c) A feeling of happiness
  - (d) A feeling of fear
2. Which flowers has the poet mentioned in the poem?
  - (a) sunflowers and pansies
  - (b) marigold and roses
  - (c) lilies and lotuses
  - (d) roses, lilies and daffodils
3. How does the garden look during the spring season?
  - (a) pretty
  - (b) dirty
  - (c) unclean
  - (d) terrible

4. What does the poet mean by the phrase '*the sun's morning serene gold*'?
- (a) The sky
  - (b) The golden-yellow light of the sun in the morning
  - (c) Little clouds
  - (d) The rainbow

**B** Answer the following questions:

1. How does the poet know that spring has arrived?
2. What do the beautiful flowers do in the spring season?
3. What happens to the grass on the arrival of the spring season?
4. How do the tall bushes announce the arrival of the spring season?



## LITERARY APPRECIATION

Notice how the poet has used different words like roses, lilies, etc., in the poem so that you can actually imagine a beautiful garden in the spring season. What all can you imagine in this garden?



## TALK TIME

Divide the class into pairs. Discuss about your favourite season with your partner.

# 3

## True Friends

**Before You Read:** You must have many friends. Do you help your friends when they need you? Or do you leave them alone?

Read the following story about four friends and their true friendship.

Once upon a time, four friends, namely, a sparrow, a deer, a mouse and a turtle lived together in a forest. They were very good friends and always played and stayed with each other.



One day, while the four friends were playing near a pond, they saw a hunter with a big net coming towards them. The animals became very scared and tried to think of ways to save themselves. The deer ran away to the nearby bushes to hide itself, the sparrow flew away to the highest branch of a neighbouring tree and the mouse hid himself in a small hole at the foot of a

**neighbouring:** nearby  
**foot:** bottom



nearby tree. The turtle also tried to quickly move back into the pond but since he walked slowly, the hunter caught and trapped him in his net.

The sparrow, the deer and the mouse were very **troubled** to see their friend trapped in the hunter's net. They quickly thought of a plan to save the turtle.

The sparrow flew high up in the sky to locate where the hunter had gone. When he found the hunter, he told the deer, who ran quickly to **overtake** the hunter, taking care not to be seen by him. The deer went and lay down on the hunter's path, **pretending** to be dead. When the hunter saw the dead deer, he became very happy on seeing the big animal which he could take back instead of the small turtle. He dropped the trapped turtle on the ground and went towards the deer.



The mouse quickly went towards the turtle, cut the net with his sharp teeth and **freed** the turtle. The turtle and the

**troubled:** worried

**overtake:** to go past someone

**pretending:** showing fake behaviour

**freed:** to set free

mouse then quickly **escaped** from the place. As soon as the hunter reached the deer, it got up **abruptly** and ran away into the forest. The hunter was **astonished**. Feeling **disappointed**, he turned back to pick up the trapped turtle. However, to his surprise, the net had been cut and the turtle had escaped.

The hunter **cursed** his **misfortune** and went back home. The turtle thanked his friends for saving him and the four friends lived happily together in the forest.

**escaped:** ran away  
**abruptly:** suddenly  
**astonished:** surprised  
**disappointed:** sad and upset  
**cursed:** speaking bad words in anger  
**misfortune:** ill-luck

— A story adapted from the Panchatantra

**About the Story:** The Panchatantra is an age-old Indian collection of animal stories that have been believed to be written by the Sanskrit scholar, Vishnu Sharma, and which usually contain a moral.



## COMPREHENSION

**A** Match the words from the story with their meanings:

	Words	Meanings
1.	troubled	upset
2.	neighbouring	nearby
3.	disappointed	bad luck
4.	abruptly	surprised
5.	misfortune	caught
6.	scared	suddenly
7.	astonished	disturbed
8.	trapped	afraid

**B** Answer the following questions:

1. Who were the four friends? Where did they live?
2. How did the sparrow, the deer and the mouse save themselves from the hunter?
3. Why was the turtle caught by the hunter?
4. Why was the hunter happy on seeing the dead deer?
5. What did the mouse do to save the turtle?

**C** On the basis of your reading of the story, write the characteristics of the four friends and complete the following table:

Characteristics of the Four Friends			
Sparrow	Mouse	Turtle	Deer



## LANGUAGE STRUCTURE

### Spellings

**A** Encircle the words which are spelt correctly:

1. swimming      swiming      6. wether      weather
2. fourtunate      fortunate      7. childhood      childrenhood
3. branchhes      branches      8. enemy      enmy
4. writting      writing      9. diferrent      different
5. eighty      eigthy      10. trooly      truly

## Countable and Uncountable Nouns

- B** Identify the countable and uncountable nouns from the box and complete the given table by writing them under the correct categories:

sandwiches	sugar	stone	tea
truth	girl	book	hen
water	wood	beauty	sheep
cities	story	laughter	juice

Countable Nouns	Uncountable Nouns



## GRAMMAR GLEE

### ARTICLES

**a**, **an** and **the** are called **articles**. We have already studied about them in class 2. Let us know more about the use of 'the'.

**the** is used before both singular and plural common nouns and before the names of rivers, mountains and mountain ranges, famous buildings, things which are one of a kind, etc.

*For example:* the Ganga, the Himalayas, the Sun, etc.

- A** Complete the following sentences using 'a', 'an' or 'the':
1. I would like to eat ..... egg and ..... banana for breakfast.
  2. .... moon is hidden behind ..... clouds.
  3. .... apple a day keeps ..... doctor away.
  4. Is someone at ..... door?
  5. .... Sun rises in ..... east.
  6. Please get me ..... pencil, ..... pen, ..... eraser and ..... ruler from the market.

## Punctuation

**B** Punctuate the following sentences using capital letters, full stops, question marks, commas, exclamation marks, apostrophe, etc., wherever necessary:

1. why arent you eating the vegetables on your plate
2. my parents got me a train set a pencil-box a school bag and a toy car for my birthday
3. the boys shoelace isnt tied
4. congratulations you have won the competition
5. where is your house
6. the char minar is located in hyderabad andhra pradesh
7. wow thats great news
8. when will you complete the project



## LISTEN AND TELL

### Vacation Time

Listen carefully to the passage told by the teacher.\* Choose the correct options to answer the following questions:

1. Where does the child go during vacations?  
(a) To his village                      (b) To his play house
2. Which animal does the child like?  
(a) Dogs                                      (b) Rabbits
3. Where does the child play?  
(a) In the garden                      (b) In the fields
4. Which birds does grandfather have in the farmhouse?  
(a) Crows and sparrows              (b) Ducks and hens

**\*Note for the teacher:**

Listening Text is given on page no. 110.



## BE CREATIVE

Complete the following story with the help of the given pictures:

### The Lion and the Mouse

There was a lion in a forest. He was old. He did not move around. Once he felt very tired. He fell asleep under a tree.

A mouse living in the hole of the tree-trunk was playing around. He ran over the lion. The lion woke up.



The lion fell into a hunter's trap. He was caught in a strong net. The lion tried to free himself but he could not. He cried for help. But no one came. Suddenly, a mouse

The lion thanked the mouse and said, "You may be a small mouse but you have the heart of a lion".



## TALK TIME

Describe your best friend. Tell about his/her likes, dislikes, hobbies, favourite food, book and so on.

# 4

## Sikkim

**Before You Read:** Do you know the names of all the states of India? Which are the eight north-eastern states of India? Read on to find out more about one such state.

*When Riya reached her school in the morning, she found a new girl sitting on her seat. Riya smiled and sat next to her. Soon the teacher entered and introduced the new girl to the class.*

**Teacher:** Good morning students! I want to introduce you all to your new classmate, Bodhi. Bodhi belongs to Sikkim, which is one of the most fascinating states of India. Situated in the eastern Himalayas, it spreads below Kanchenjunga, the third highest mountain in the world.

**Students:** Hello Bodhi! Welcome to our class.

**Bodhi:** Thank you all.

**Teacher:** Students, you all have read about some of the states in north-east India. Sikkim is one of them. It is one of the smallest states of India. Shaped in the form of a thumb, this state is land-locked. West Bengal, Bhutan and Nepal are some of its neighbours. Gangtok is the capital and the largest town of Sikkim.



**fascinating:** attractive, charming

**situated:** located

**spreads:** covers the area

**land-locked:** surrounded by land on all sides

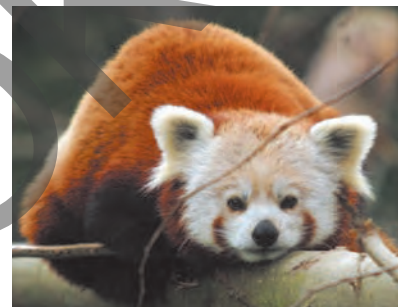
*The students listened carefully to the new information they had received.*

**Raja:** Miss, Sikkim must be a beautiful land.

**Teacher:** Yes Raja, in fact the entire state is hilly and has plenty of forests with wonderful flowers and trees. The main river in the state, the Teesta, flows from north to south and is known as the lifeline of Sikkim.

**Misha:** Miss, What about the animals?

**Teacher:** Yes Misha, Sikkim is also home to some rare animals and birds. The Snow Leopard, Himalayan Black Bear, Red Panda, Musk Deer and Blue Sheep are some of the rare animals found there. Birds like vultures, eagles, the whistling thrush, bulbuls, pheasants, etc. can also be spotted in the forests.



*The bell rang for recess. Riya and Bodhi started having lunch together.*

**Riya:** Hey, what have you brought for lunch, Bodhi? Noodles! Wow! That's my favourite food.

**Bodhi:** Please have it Riya. What have you brought?

**Riya:** It's *aloo ka parantha*, Bodhi. Please taste it. Hope you'll find it delicious. The noodles are also very tasty.

**Bodhi:** Thanks Riya! The *aloo ka parantha* is very soft and delicious. I really miss my friends in Sikkim. We used to play in the recess and share our food. Our diet is mainly non-vegetarian. Noodle-based dishes like *thukpa*, *chowmein*, *wontons*



**plenty:** many

**lifeline:** something on which you depend very much

**rare:** unusual



and *fakthu* are common in Sikkim. I really love *momos* that are served with soup, and they are also one of the most popular dishes in Sikkim.

And you know Riya, we have *chang* which is a famous Sikkim drink. It is served in bamboo containers and with bamboo straws.

**Riya:** That's very unique and so eco-friendly!

**Bodhi:** Yes Riya, even our houses are very simple. They are made from bamboo and lined with cow dung. In some places higher on the mountains, the houses are made of wood.



**Riya:** Bodhi, what is Sikkim famous for?



**Bodhi:** Sikkim is famous for its beautiful arts and crafts which include carpets and articles made from woven bamboo. You must have heard about Sikkim's famous masked dance. The people dress up in **gaily**-coloured costumes, masks, swords and **sparkling** jewels. They dance to the sound of drums and the **trumpeting** of horns.

**Riya:** I'm really getting curious about your state, Sikkim. It must be a good place to visit.

**Bodhi:** It is indeed Riya. Though Sikkim is a small state but it

**gaily:** brightly  
**sparkling:** shining  
**trumpeting:** to make a loud sound like that of a trumpet

attracts many tourists. People visit Sikkim not only to enjoy the view but also for mountaineering, trekking, river rafting, yak safari, mountain biking and hang-gliding.

**Riya:** My father told me that Sikkim got its first airport recently.

**Bodhi:** Yes Riya, it's called the Pakyong Airport. Now many more people will be able to visit my beautiful state.

**Riya:** Wow Bodhi! I'm wondering how exciting it would be to visit Sikkim.

**mountaineering:** the activity of mountain climbing

**trekking:** to go on a long journey, typically on foot

**rafting:** the sport of travelling down a river on a raft

**safari:** a journey taken to observe animals in their natural habitat

**hang-gliding:** a sport in which you fly in the sky using an instrument



## COMPREHENSION

**A** Fill in the blanks with the correct words given in brackets:

- ..... is the capital of Sikkim. (Kolkata/Gangtok)
- The third highest mountain in the world is the ..... . (Everest/Kanchenjunga)
- A famous drink of Sikkim is ..... . (lassi/chang)
- The people dress up in bright-coloured costumes, masks, ..... and sparkling jewels for the famous masked dance. (swords/knives)
- ..... -based dishes like *thukpa*, *chowmein*, *wontons* and *fakthu* are common in Sikkim. (Noodle/Macaroni)

**B** Rewrite the following statements after correcting them:

1. Sikkim is an island.
2. River Kaveri is the lifeline of Sikkim.
3. Momos are served with paranthas.
4. Mumbai and Goa are some of the neighbours of Sikkim.
5. The diet of the people of Sikkim is purely vegetarian.
6. Sikkim is one of the largest states of India.

**C** Answer the following questions:

1. What did the teacher tell the students about the geographical location of Sikkim?
2. Which river flows from the north to the south of Sikkim?
3. Why are the houses in Sikkim considered to be eco-friendly?
4. What is Sikkim famous for?
5. What is the name of the airport in Sikkim?
6. Name three adventure sports people can enjoy in Sikkim.



## LANGUAGE STRUCTURE

### Antonyms

Antonyms are words that have opposite meanings.

*For example:* Weak is the antonym for the word strong.

**A** Write the antonyms of the following words:

- |           |   |       |          |   |       |
|-----------|---|-------|----------|---|-------|
| 1. big    | : | ..... | 5. sharp | : | ..... |
| 2. day    | : | ..... | 6. black | : | ..... |
| 3. friend | : | ..... | 7. tall  | : | ..... |
| 4. win    | : | ..... | 8. quick | : | ..... |

## Compound Words

**B** Match the words given in the two columns to make new words. Write the compound words formed in the given space.

A	B	Compound Word
1. air	board	1. ....
2. bath	lid	2. ....
3. black	cart	3. ....
4. chest	craft	4. ....
5. eye	nut	5. ....
6. life	room	6. ....
7. hand	lace	7. ....
8. shoe	eat	8. ....
9. no	boat	9. ....
10. over	body	10. ....



## GRAMMAR GLEE

### PRONOUNS

Words which are used in place of nouns are called **pronouns**.  
*For example:* I, he, she, it, we, you, they, etc.

Pronouns may be singular or plural. The chart below shows singular and plural pronouns:

Singular	Plural
I, me, mine	we, us, ours
you, yours	you, yours
he, him, his	they, them, theirs
she, her, hers	they, them, theirs
it, that, its	these, those

**A** Complete the following sentences by choosing the correct pronouns from the brackets:

1. Are ..... going to the market? (you/I)
2. Samir and Rahul are my friends. I go to school with .....  
(they/them)
3. .... will give you a glass of water. (I/Me)
4. Rohit is my brother. I play with ..... (her/him)
5. .... live in my colony. (They/Them)
6. .... is my class teacher. (I/She)

**B** Use suitable pronouns for the underlined nouns in each of the following sentences and then rewrite the sentences:

1. Diya plays in the park.
2. Rahul and Shweta are sitting under a tree.
3. The guard is walking down the street.
4. The river is flowing silently.
5. My parents and I are going to the mall. My parents and I will enjoy there.



## LISTEN AND TELL

### Snack Time

You have read about how momos are commonly eaten in Sikkim in this lesson. What is commonly eaten in your city?

Have you ever eaten a vegetable sandwich? Listen carefully to the recipe of a vegetable sandwich spoken by your teacher\*. As you listen, write the numbers of each ingredient in the space given as follows:

**\*Note for the teacher:**

Listening Text is given on page no. 110.

Bread slices : .....  
Butter : .....  
Cucumber slices : .....  
Tomato slices : .....  
Onion slices : .....  
Salt and pepper : .....



## BE CREATIVE

*Write a short paragraph describing the city of your dreams.*



## TALK TIME

*Discuss in the class about the city in which you live. You can talk about the location, the climate, the food, the places to visit, the vegetation, the wildlife, etc.\**

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### **\*Note for the teacher:**

Ask each student to come to the front of the classroom and speak one-two sentences about different aspects of his/her city as mentioned above. Encourage and motivate the students to speak in English, even if grammatically inaccurate, so that they gain confidence for public speaking.