

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

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8. The Missile Man of India	1. Q Ans 2. Think and write 3. Complete the given table	• Prefix • Suffix	Tenses (Present, Past and Future Perfect Tense)	MCQ based on Listening Text	Biography Writing	Sharing views in the class
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9. Unusual Friends	1. Fill ups 2. Think and answer 3. Find words having similar meanings from the lesson	• Compound Words • Analogy	• Conjunctions • Punctuation (? and !)	Story Discussion	Story Writing (using beginning and picture clues)	Story Narration
10. The World of Sports - Basketball	1. Q Ans in brief 2. Q Ans 3. Find words having similar meanings from the lesson	• Homonyms • Related Words	Adverbs (Adverbs of Manner & Time)	Running Commentary	E-mail	Discussing rules of games
11. The Bully in the Class	1. Tick the correct sentences 2. Who said to whom? 3. Q Ans	• Formation of Adverbs and Adjectives • People and Professions	• Prepositions of Movement • Punctuation (inverted commas)	Q Ans based on Listening Text	Letter Writing	Poem Recitation
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1

The Clever Jackal

Before You Read: Have you ever found yourself in a difficult situation? How did you come out of it?

Read the following story to find out how the clever jackal got out of a difficult situation.

Once upon a time, there lived a cruel and **ferocious** lion in a deep forest. He killed and ate any animal that came his way¹. All the animals of the jungle were afraid of him.

One day, all the animals decided to hold a meeting in order to solve this problem. The wise old owl **proposed** that each day one animal should go to the lion as his meal. This was not the best solution. But since the animals were tired of living in fear² all the time, they **reluctantly** agreed. They all went to the lion and told him about their proposal. The lion agreed.

The animals decided among themselves to take turns to go to the lion. The first day, a deer was sent to the lion. His wife, the doe, cried all day.



ferocious: violent, inhuman
proposed: suggested
reluctantly: unwillingly

¹ **came his way:** to meet someone unexpectedly

² **living in fear:** to always think about a scary thing/event

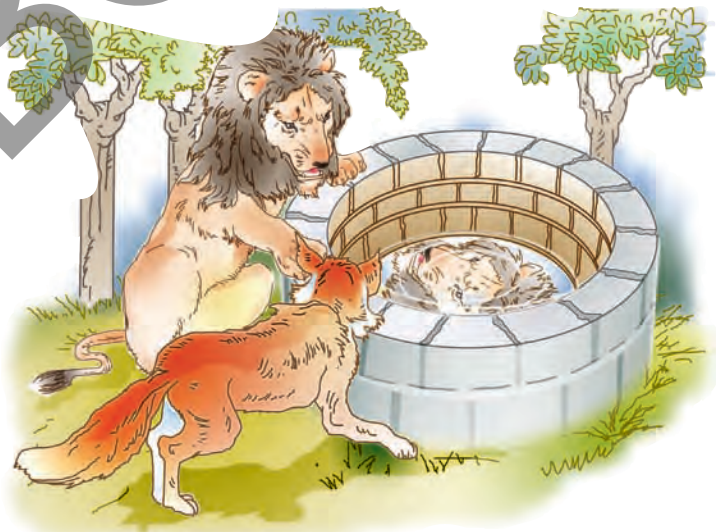
The next day, a rabbit was sent. Her little children were very upset and did not eat anything for three days. A whole month went by in this way. The animals were sad to see their friends and family members leaving one by one but there seemed no solution in sight³.



One sunny morning, it was the turn of the jackal. His entire family came to say their final goodbyes⁴. Like all the other animals, he also did not want to go to the lion but he left all his friends and family members **half-heartedly**. As he was walking towards the lion's den, he came up with an idea. He **deliberately** walked very slowly and reached late. The lion was hungry and hunger had made him angrier than **usual**.

half-heartedly: unwillingly
deliberately: knowingly
usual: normal
apologised: said sorry

By the time the jackal arrived, the lion was ready to eat him up at once. The jackal very respectfully **apologised** for being late and informed him that he had set off⁵ with two of his friends as part of the lion's meal. However, on their way, they were attacked by another lion who said that he was the king of their jungle. The other lion had then eaten both his friends. It was with great difficulty that he had managed to escape.



³ **no solution in sight:** when no answer can be found

⁴ **to say their final goodbye:** to say goodbye for the last time

⁵ **had set off:** to begin a journey

The lion was **furious** on hearing this. He ordered the jackal to take him to the place where the other lion was. The jackal took him to a well. The lion saw his reflection in water and thought that it was the other lion. He was so angry that without thinking, he **pounced** at his own reflection and fell into the well. He **struggled** for some time but finally **drowned**.

The clever jackal's intelligence had saved all the other animals of the forest. They were very thankful to him and lived in the forest peacefully ever after.

furious: angry
pounced: jumped, attacked
struggled: fought, made an effort
drowned: died by suffocating in water

— 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. The animals in these stories are usually given certain qualities which help them in different situations.



COMPREHENSION

A Fill in the blanks using the words given in the help box.

intelligence	pounced	apologised	reluctantly	deliberately
--------------	---------	------------	-------------	--------------

1. The animals of the forest agreed to send one animal every day to the lion as his meal.
2. The jackal walked slowly towards the lion's den.
3. The jackal very respectfully for being late.
4. The lion was very angry. In his anger, he into the well to kill the other lion.
5. The jackal's saved the other animals of the forest.

B Answer the following questions in one or two sentences:

1. What kind of a king was the lion?
2. What did the animals of the forest decide to do?
3. What did the jackal do when it was his turn?
4. What excuse did the jackal give for being late?
5. What was the lion's reaction to the jackal's story?
6. How did the jackal save the lives of the animals of the forest?

C Write the qualities of the following animals as they have been described in the story:

1. lion:
2. owl:
3. jackal:



LANGUAGE STRUCTURE

Unscramble

A Unscramble the letters to form words with the help of the meanings given.

Meanings	Jumbled Letters	Words
1. good luck	orunfatte
2. impressive, splendid	faginicment
3. information or skill	dlkegenow
4. a small hill	koclihl
5. dangerous	cerofoius
6. great surprise or wonder	zaaming

Singular and Plural

We have already learnt how to change singular nouns to their plural forms. Now, let us discuss about the plural forms of nouns that:

- (i) are totally different from their singular forms, *e.g.*, child - children
- (ii) are same in the plural as in the singular form, *e.g.*, deer, sheep
- (iii) do not exist, *e.g.*, advice, information
- (iv) do not have their singular forms, *e.g.*, trousers, pants, scissors

B In the following sentences, change the nouns in colour into their plural forms and rewrite the sentences. Make other necessary changes, wherever needed.

1. Keep your **knife**, **fork** and **spoon** ready for use.
2. The **tiger** has eaten up the **sheep**.
3. Can you shoot that **deer** on the **hill-side**?
4. The **nurse** looks after the **baby**.
5. What **reply** have you received from your **uncle**?
6. I need a new pair of **trousers** by this Sunday.
7. This **boy** along with that **child** plays with a **toy**.
8. This **mouse** is too clever to get into that **trap**.



GRAMMAR GLEE

KINDS OF SENTENCES

We already know that a group of words making complete sense is called a sentence. There are four types of sentences:

Statement: It is very hot today.

Question: Where are you going?

Request or Command: Please give me a pen.

Exclamation: What a lovely house!

Let us know more about them.

The simple statements beginning with a capital letter and ending with a full stop are called **assertive sentences**.

The sentences that ask questions are called **interrogative sentences**.

The sentences that begin with a capital letter and end with an exclamation mark are called **exclamatory sentences**. They express feelings of happiness, sadness, anger, shock or surprise.

Imperative sentences make requests, give orders, make suggestions or give advice. They begin with a capital letter and usually end with a full stop.

A Write the kind of sentence against each of the following:

1. Don't disturb me.
2. Won't you come to school?
3. It is raining outside.
4. Never tell a lie.
5. Oh! I have hurt myself.
6. Put the books on the table.
7. The Earth revolves around the Sun.
8. Where is my new dress?

CONVERTING ASSERTIVE SENTENCES TO INTERROGATIVE SENTENCES

A statement can be turned into a question by changing the order of words and by using words such as **do, does, did, or was**.

B Change the following statements into questions.

1. Statement : You have a pen.

Question : *Do you have a pen?*

2. Statement : He likes playing football.

Question :

3. Statement : Mr Das has a new computer.

Question :

4. Statement : Ali was late for school.

Question :

5. Statement : She enjoyed reading the story.

Question :



LISTEN AND TELL

Say True or False

Listen to the sentences spoken by the teacher*. If the sentence is true, clap your hands and if the sentence is false, raise your hands.



BE CREATIVE

You have read in the story how the animals in the forest were decreasing in number because the lion kept eating them. Similarly, there are many animals whose numbers have diminished greatly and they have become extinct. Work with your partner and write a slogan for protecting animals in your notebooks.



TALK TIME

Describe any wild animal in the class other than a jackal. You can talk about its colour, size, where it lives, what it eats, etc.

***Note for the teacher:**

Listening Text is given on page no. 111.

2

Mayur—the Peacock

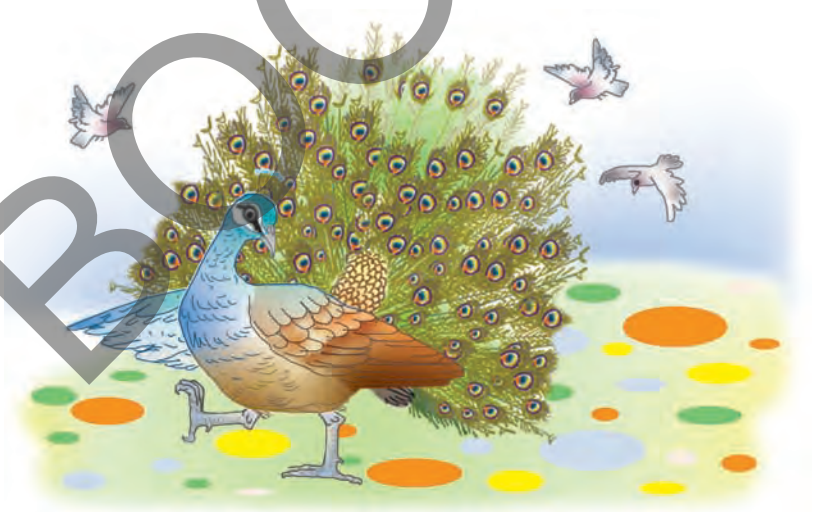
Before You Read: Some people are very self-centered. They think only about themselves all the time. Often, because of this, they miss the simple pleasures of life.

Let us understand this by reading the story of Mayur, the peacock.

Mayur was a peacock. He lived in Pakshi Vihar, but he kept to himself¹ most of the time. He thought of his looks all day. He never got tired of **admiring** his beautiful **plumage**.

Once, he had noticed a tourist combing her hair and he had loved the idea of **maintaining** his plumage all the time. Thus, he had made a comb with a few sticks and carried it everywhere he went. He used it so often that it had almost become toothless now. He sometimes wished he had a mirror to admire himself in but then, he **reasoned** to himself that at least, he could see himself in the clear water of the pond.

Everyday, he **strutted** down to the pond, opened his tail wide and **gazed** at himself. “What a beautiful bird I am!” he would



admiring: appreciating
plumage: feathers of a bird
maintaining: continuing to look after something
reasoned: gave suitable reasons about something
strutted: to walk in a proud way with one's back straight and head up
gazed: stared, looked fixedly

¹ **kept to himself:** to spend a lot of time alone, without talking to other people

exclaim. Then, he would take out his comb and start **preening** again.

The other birds were tired of asking him to join them in their games.

Hansa, the **handsome** heron, called out to him one day and said, “Shut your tail and play **water polo** with us.” “No, thank you,” said Mayur, “My feathers will get wet and smelly.” He then continued to comb his hair.

exclaim: to shout in excitement or happiness

preening: cleaning the feathers with the beak

handsome: good-looking

water polo: a game played in water with a ball

flattened: became flat

Another time, a brood of ducklings begged Mayur to be their goalkeeper, till the time their original goalkeeper, the duck arrived.

At first, Mayur was shocked at such a suggestion but the ducklings begged him to play with them, so he agreed reluctantly. He didn't like his job though. Each time the ball hit his tail, it **flattened** his feathers. He left the goal wide open every time and rushed to the pond to see how badly his feathers had been damaged. He brushed his feathers all afternoon, till they shone again. “I look smarter than ever,” he thought to himself.



All the other birds were tired of his behaviour. They could never make Mayur join in any of their games.

One morning, Mayur woke up with the first rays of the sun. He made a dash² for the pond as usual to admire himself in the crystal-clear water.

² **made a dash:** ran quickly towards something

However, something unexpected happened. Somebody had eaten a banana and had **accidentally** thrown away the banana peel on the ground. Mayur slipped on the banana peel and fell down. He **slid** right down the bank into the pond with a big SPLASH!

All the other birds watched in silence, wondering how Mayur would react. To their **astonishment**, instead of being angry, Mayur was actually enjoying the water.

“That banana skin slide was fantastic! I never knew I could **whiz** so fast! This water feels wonderful. I must take a dip more often.”

The other birds could hardly believe their ears! “What about your tail, Mayur?” the heron asked. But Mayur wasn’t listening. He was busy splashing around in the water. As he was playing, Mayur realised his foolishness. He decided to stop thinking about his looks so much and start playing and enjoying like the other birds.

accidentally: by chance
slid: slipped
astonishment: surprise
whiz: to move quickly through the air with a whistling or buzzing sound

All the other birds were very happy. At last, Mayur had stopped thinking about his appearance. He had realised the fun in enjoying the simple pleasures of life. He now played with the other birds and had a lot of fun.





COMPREHENSION

A Answer the following questions briefly:

1. How did Mayur spend all his time?
2. What had Mayur made? What did he use it for?
3. How did the other birds feel about Mayur?
4. What did Hansa ask Mayur to do?
5. Was Mayur a good goalkeeper? Why/Why not?
6. What happened when Mayur slipped on the banana skin?

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

1. Mayur refused to play any games with the other birds.
2. He was very proud of his beautiful plumage.
3. One morning, Mayur rushed to the river to admire himself.
4. He kept on admiring his looks throughout the day.
5. He played with the other birds and had a lot of fun.
6. He slipped on a banana peel and fell into the water.
7. Mayur, a peacock, lived in Pakshi Vihar.
8. The other birds were surprised to see Mayur enjoying in the water instead of being angry.
9. The other birds were tired of asking Mayur to join in their games.
10. Mayur realised his foolishness and decided to enjoy the simple pleasures of life.

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

1. pretty and attractive :
2. watched :
3. unwillingly :
4. amazement :



LANGUAGE STRUCTURE

Compound Nouns

Compound nouns are the nouns that are made up of two or more words. These words may or may not include space or a hyphen between them.

For example: keyboard, son-in-law, hot dog

A Circle the correct compound nouns.

- | | | | |
|------------------|---------------|----------------|-------------|
| 1. full moon | fullmoon | 6. airport | air port |
| 2. checkin | check-in | 7. sea-food | seafood |
| 3. swimming pool | swimming-pool | 8. runnerup | runner-up |
| 4. haircut | hair-cut | 9. dining room | dining-room |
| 5. dry-cleaning | drycleaning | 10. handbag | hand-bag |

Plural Forms of Compound Nouns

Compound nouns generally form their plurals by adding 's' to the:

- (i) **main word**, e.g., passer-by passers-by
 son-in-law sons-in-law
 blackboard blackboards
- (ii) **last word**, e.g., grown-up grown-ups

B Fill in the blanks with the correct plural forms of the compound nouns from the brackets:

- Hari has bought two (tool boxes, tools box)
- Put four of sugar into the glass.
 (spoonsful/spoonfuls)
- Their are not joining the party tonight.
 (mother-in-laws/mothers-in-law)

4. Priya advised me to get off after two

(buses stop/bus stops)

5. I love watching on warm summer nights.

(fireflies/fires flies)



GRAMMAR GLEE

POSSESSIVE NOUNS

A possessive noun shows ownership, that is, it names who or what belongs to something or someone.

Most singular possessive nouns are made by adding an apostrophe (') and -'s' to their ends.

For example: 1. The baby's toy, meaning, the toy belonging to the baby
2. My friend's cap, meaning, the cap of my friend

When a plural noun ends in -'s', we just add an apostrophe (') at the end of the noun to show ownership.

For example: 1. The birds' nests
2. The trees' leaves

A Write the possessive nouns for the following:

1. the axe of the woodcutter :
2. the wands of the fairies :
3. the shoes of the boys :
4. the ring of the queen :
5. the pages of the book :
6. the balloons of the babies :

COLLECTIVE NOUNS

Collective Nouns are nouns that indicate a collection or a group of animals, persons or things. *For example:* A collection of puppies is called a **litter** and a group of cows is called a **herd**.

B Now find out what a group of the following animals is called by matching the columns:

Animal

horses
dogs
sparrows
oxen
bees

Collective Noun

host band
team brood
pack zeal
hive troop
yoke school

Animal

zebras
gorillas
chickens
dolphins
baboons



LISTEN AND TELL

Listen carefully* and complete the following sentences:



..... is running.



..... is dancing.



..... are playing cricket.



..... is walking with her father.



I and Rahul are

***Note for the teacher:**

Listening Text is given on page no. 111.



BE CREATIVE

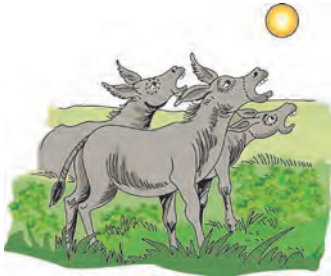
Write a story with the help of clues given under each picture. Suggest a suitable title.



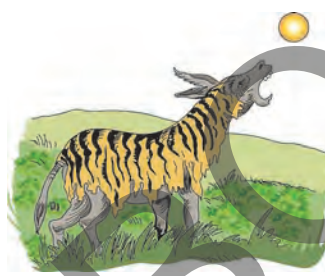
donkey – found – tiger's
skin – put it on – looked like a tiger



animals ran away – scared



night – other
donkeys braying



donkey – not stop
himself – starts
braying



all animals said –
“you are only a
donkey.”



TALK TIME

Sometimes, it takes an embarrassing situation or a funny incident to make us realise our foolishness or stupidity. The story of Mayur, the peacock, was a good example of that. Imagine that something similar happened with you. Tell your friends about this funny incident. You may narrate by using the following guidelines:

- What had happened?
- Who was with you?
- Where did it happen?
- How did you get out of that situation?

The Wind

Before You Read: You must have felt the wind blowing in the sky. Have you ever seen the wind?

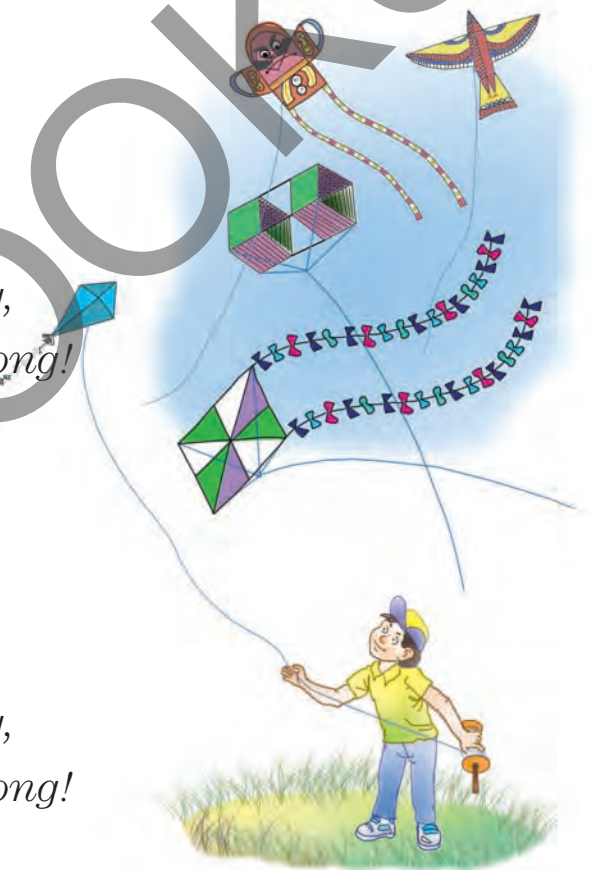
This poem has been written from a child's point of view. The child wonders how the wind that **tosses** his kites in the sky has been created. Is it a person or a thing?

I saw you toss the kites on high
 And **blow** the birds about the sky;
 And all around I heard you pass,
 Like ladies' skirts across the grass—
 O wind, a-blowing all day long,
 O wind, that sings so loud a song!

I saw the different things you did,
 But always you yourself you hid.
 I felt you push, I heard you call,
 I could not see yourself at all—
 O wind, a-blowing all day long,
 O wind, that sings so loud a song!

O you that are so strong and cold,
 O blower, are you young or old?
 Are you a **beast** of field and tree,
 Or just a stronger child than me?
 O wind, a-blowing all day long,
 O wind, that sings so loud a song!

—Robert Louis Stevenson



About the Poet: Robert Louis Stevenson (1850-1894) was a Scottish novelist and travel writer. He is also the writer of the famous books 'Treasure Island', 'Kidnapped' and 'The Strange Case of Dr Jekyll and Mr Hyde.'



NEW WORDS

- toss : throw or move something casually
 blow : move quickly and loudly
 beast : animal



COMPREHENSION

A Complete the summary of the poem with the help of the words given below:

beast	birds	calling	see	strong	kites
cold	young	pushing	old	child	hides

The child poet watches the tossed in the sky, the flying in the sky and listens to the sound of the wind like the rustling of ladies' skirts across the grass. At times, he can feel the wind him and out to him, but cannot it. He wonders where it itself. He asks the wind if it is and or if it is a or a He asks the wind if it is a from the jungle or just a stronger than him.

B Answer the following questions by selecting the correct options:

1. Who is singing the song?
a) A woman b) A child c) A man d) An animal
2. In the last stanza, the wind has been compared to a
a) bird b) kite c) beast d) strong man
3. Which word has been used in the last stanza to refer to the wind?
a) A kite b) A tree c) A child d) A flower



LITERARY APPRECIATION

A paragraph in a poem is called a stanza. You must have noticed that two lines are repeated at the end of each stanza in this poem. This repetition of lines is usually put by the poet for creating rhythm in the poem. Sometimes, it also helps to emphasise a point that the poet wants to make.

Read the poem carefully again and write the two lines that have been repeated at the end of each stanza.



LISTEN AND TELL

Let's Sing Along!

Listen to the poem about the mango as recited by the teacher*. As you listen, fill in the missing words of the poem. You can listen to the poem twice.

The Mango

The mango is known as the king of

To the mango, this position really suits

It is so very



*Note for the teacher:

Listening Text is given on page no. 111.

For eating it, all are ever ready
 It is so to eat
 Gives competition to chicken and meat
 You can never ever This super-tasty mate
 I wish I had a
 With mangoes in each and every barn
 The mango is known as the of fruits
 To the, this position really suits.
 — Sanchit Saluja



BE CREATIVE

Read the newspaper and write the weather report for the day in your own words in the given box.

Weather Report

Date: Day:

Maximum Temp. Minimum Temp.

Sunrise Sunset

.....

.....

.....

Is the day windy? Yes/No



TALK TIME

Discuss with your partner what will happen if there is no wind. Share your views in the class.

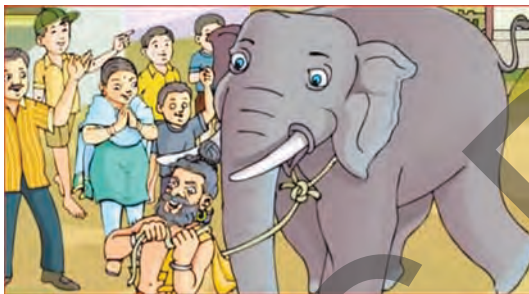
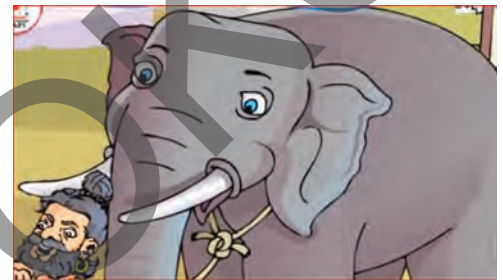
3

The Blind Men and the Elephant

Before You Read: Have you ever seen an elephant? What do you think it looks like? You must know that a blind person is one who cannot see. How will you describe the elephant to them?

Read the story to find out how the blind men described the elephant.

Once upon a time, a wise man came to a village with his elephant. The elephant's name was Gajju. It was very large and looked like a mountain.



Many people came to see and touch him. Gajju was a **tame** animal, so no one was afraid of him.

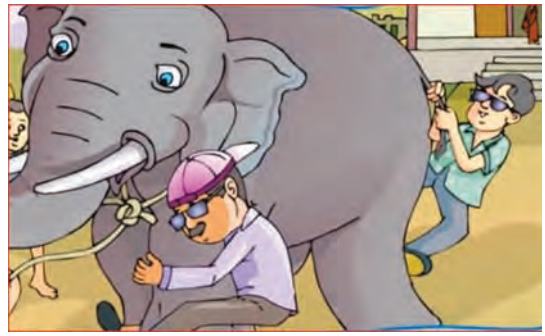
tame: gentle

Four friends also came to see the elephant. As none of them had seen an elephant before, they were very eager to see one. However, something was very different about the four friends. All of them were blind.



The first one touched the elephant's leg and said, "The elephant is like a tree."

The second person touched the tail of the elephant and said, “No... this elephant is like a rope.”



The third friend came and he touched the trunk of the elephant and opined, “You both are wrong. The elephant is like a snake.”

The fourth friend came forward and found the elephant’s ear and said, “All of you are wrong. The elephant is very much like a fan.”



Thus, they all began to argue among themselves and started fighting. They all had their own views of what the elephant was like. Each of them thought that he was right.

opined: gave an opinion
argue: quarrel

On seeing the friends fighting, the wise man came forward and told them, “Dear friends, each one of you is saying the right thing. But when your views are put into contest¹, then none of you is right because each one of you is describing only a part of the big animal.”



“How’s that?” asked the friends.

The wise man explained, “The elephant’s leg looks and feels like a pillar; the tail is like a rope; the trunk does feel like a snake and the ears are like fans. You all should have pooled your information instead of arguing over who is right.”

The four friends realised their mistake and did as advised by the wise man. Thus, they were finally able to get a clear picture of the animal in their mind.

They understood that one should examine a matter from all sides and only then give his/her opinion.



Therefore, we should not quarrel with others who have different opinions because everybody looks at things from different angles. We should always appreciate other people’s opinions. This will go a long way in improving our relations with them.

***About the Story:** The parable (short story with a moral) of the blind men and an elephant started in the ancient Indian subcontinent and has been passed down through time in various forms.*

¹ **put into contest:** to argue about something



COMPREHENSION

A Answer the following questions briefly:

1. Who had brought the elephant to the village? What was the elephant's name?
2. Why weren't people afraid of the elephant?
3. What was different about the four friends?
4. Did the four friends describe the elephant in the same manner?
5. What did the wise man tell the four friends?
6. What did the four friends realise finally?

B Each blind man touched a different body part and formed an impression of the elephant. In the exercise given below, write the body part of the elephant that the blind man touched when he gave the following description:

1. It is like a tree.



.....

2. It's like a snake.



.....

3. It's like a rope.



.....

4. It's like a fan.



.....

C Think and answer the following questions:

1. Why was there a difference of opinion among the four friends?
2. Do you agree that the four friends represent people who are inflexible in their thinking?
3. Is it a good thing to be rigid in our thinking?



LANGUAGE STRUCTURE

Synonyms

A Write the synonyms for the underlined words in the given sentences. Use words from the help box given below if you can't think of one.

1. I am a sincere pupil at school.
2. The postman gave the letter at my father's office.
3. We did not carry enough water with us for the picnic.
4. One can see many poor children in the slums.
5. The cat quietly pounced on the rat.

deprived	sufficient	student	delivered	silently
----------	------------	---------	-----------	----------

Spell Check

B Check the spellings of the following words and make corrections, where required:

- | | |
|---------------------|-------------------|
| 1. axeclaimed | 6. hurried |
| 2. aproprate | 7. cylinder |
| 3. routin | 8. voiage |
| 4. convinse | 9. interven |
| 5. argueing | 10. creture |



GRAMMAR GLEE

DEFINITE AND INDEFINITE ARTICLES

A and *an* are **indefinite articles**. They are used before nouns that are general or which have been mentioned for the first time in a piece of writing.

The is referred to as a **definite article** as:

- *The* is used with the names of mountains, rivers, newspapers, oceans, seas and holy books.
- *The* is used with the things that are only one of a kind.
- *The* is used with the things we have already talked about.

A Complete the following sentences using *a/an/the*:

1. I always carry umbrella. umbrella with the red stripes is my favourite one.
2. Is man wearing a checked shirt your brother?
3. We saw ant carrying small piece of cake.
4. She bought some apples. As she took bite of apple, she found that apple was rotten.
5. The children were left alone on island. island had many palm trees.
6. We met Australian. Australian could speak Hindi fluently.
7. Ganga originates from Himalayas.
8. Have you read news in Times of India?

PUNCTUATION

The Apostrophe (')

The Apostrophe is used:

1. To show that a letter or letters have been omitted, i.e., left out. These are also called **contractions**. The two words are then placed together.
For example: do not as don't; should not as shouldn't
2. When we use nouns in their **possessive forms**.
For example: Sheetal's pencil; Ramesh's toy

B Use apostrophe and rewrite the following sentences.

1. I do not like butter sandwiches.
2. I have done my homework.
3. The trunk of the elephant is very long.
4. Are not there any toffees to distribute?
5. The mother of Suman told her to do her homework.



LISTEN AND TELL

Listen carefully and answer the following questions in Yes/No:*

1. Are there many points of view when we work in a team?
2. Do we agree with every point of view when we work in a team?
3. Do we have to be tactful when we want to bring out the best in our joint efforts?
4. Should we be upset if we do what everyone agrees on in a team?
5. Are the results always according to our liking in a team?
6. Do our team-mates also feel like us sometimes?

***Note for the teacher:**

Listening Text is given on page no. 111.



BE CREATIVE

You've lost the pen gifted to you by your grandfather. Write a notice to be put up on the school notice board describing the pen. Your description should be so accurate that the person who finds it, gets in touch with you immediately.

.....

..... (Name of the school)

NOTICE

DATE:

LOST! LOST! LOST!

Lost a

.....

.....

.....

.....

..... } (Name and Class of the
..... } person writing the notice)



TALK TIME

Chain Story

Frame a story using the following beginning:

Once upon a time, there lived a kind king.....

Each student in the class should add one sentence each after the above sentence in order to form a meaningful story. Speak aloud your sentences and the story in the class.

4

Why Do Bees Buzz?*

Before You Read: Have you ever tried to listen carefully to the sounds around us? When we feel that everything is quiet, we can still hear the sounds of animals, insects or birds around us, especially when we are near a tree or a garden. Different animals, insects or birds make different kinds of sounds and for different reasons.

Read the following story to know more about one such sound.

Bzzz...Hey, what's all that **buzz** about?

Is it a **code word** used by bees to call their friends? Or a **hum** of excitement when honey is spotted?



Bees, particularly bumble bees, make a loud buzzing sound as they fly. The sound is made when the wings **beat** up and down. The smaller the wings, the faster the bees have to beat them in order to fly. And the quicker they beat, the louder the buzz.

Bees also buzz to do something very useful; they carry pollen from one flower to the other like postmen delivering letters.

buzz: sound made by the bees
code word: secret word
hum: a low continuous sound
beat: to move

Attribution: Why Do Bees Buzz? (English), written by Nabanita Deshmukh, illustrated by Zainab Tambawalla, supported by Oracle, published by Pratham Books (© Pratham Books, 2015) under a CC BY 4.0 license on StoryWeaver (www.storyweaver.org.in)

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Pollen is the powdery grain on flowers. Pollen helps plants to make seeds. Bees are excellent **pollinators**. Thanks to them, many new plants grow and **sprout** all around. How do

those tiny grains of pollen stick to the bees' feet?

When bees sit on a flower to suck honey, the grains of pollen stick to their feet and bodies.

Then, when the same bees buzz near a flower and perform a **lively** dance, the **quivering** shakes the pollen

off on other flowers. The bees then fly to other flowers

where they leave the pollen behind to pick up new ones and this process continues. Bees are the **buzzing godfathers** of many new plants that grow away from the parent tree.



Can you hear your own breath?

Usually not. But you can hear a bee breathing. That is because the buzz is also the sound of the bee breathing. It has a small, **segmented** body so when it breathes, the air gets on a roller coaster ride through all those **bumpy** parts inside and creates a buzz.

Sounds pretty exciting, doesn't it?

Aren't those busy bees truly amazing?

pollinators: animals or things that help in pollination
sprout: start to grow
lively: energetic
quivering: shaking
godfathers: people who help in developing something
segmented: having different parts
bumpy: uneven

About the Author: Nabanita Deshmukh is an Indian writer who has written many rhymes and short stories for children. Her works have been published in various children's magazines like Chandamama, Bal Vihar and Children's World.



COMPREHENSION

A State whether the following statements are True (T) or False (F):

1. Bees make a buzzing sound when they carry pollen.
2. Pollen helps plants to make seeds.
3. Pollen sticks to the wings of the bees when they suck pollen from flowers.
4. Bees breathe through the segmented body.
5. Bees are harmful to us.
6. The smaller the wings, the slower the bees have to beat them in order to fly.

B Answer the following questions:

1. Which bees make a loud buzzing sound?
2. How is the buzzing sound made?
3. What is the reason for a louder buzz?
4. Why are bees compared to postmen?
5. How do bees help in pollination?
6. Why does the author call bees as '*the buzzing godfathers*'?
7. List the reason given by the author for the buzzing sound made by bees.

C Find words from the story which are opposite in meanings to the following:

1. quiet :
2. slower :
3. large :
4. smooth/even :



LANGUAGE STRUCTURE

Antonyms

A Write the antonyms of the following words from the help box:

sorrow	shrink	lost	deep	foolish
early	noisy	blunt	guilty	plenty

- | | |
|--------------------|---------------------|
| 1. silent - | 6. joy - |
| 2. clever - | 7. innocent - |
| 3. sharp - | 8. grow - |
| 4. limited - | 9. found - |
| 5. shallow - | 10. late - |

Sound Words

You have just read about how bees move by producing a buzz sound. The sounds produced by some objects have special names.

For example: leaves rustle; thunder claps; snakes hiss, etc.

B Identify the sounds of the following objects and fill in the blanks:

- fire
- guns
- wings
- drums
- swords



- swish
- flutter
- crackles
- boom
- beat



RELATIVE PRONOUNS

Pronouns that refer or relate to some nouns that go before and join two sentences are called **relative pronouns**.

For example: that, who, whose, which, etc.

that is used in reference to persons though it can be used for referring to things as well.

who, as a rule, is used for persons only. It can be both singular as well as plural. Sometimes it is used for referring to animals.

whose is used in speaking of persons, but sometimes of things without life. It is also sometimes used as a substitute for 'of which'.

which is used in case of non living-things and for animals. It may refer to a singular or plural noun.

A Insert the appropriate relative pronouns in the sentences given below:

1. The crowd had gathered was rowdy.
2. I sent for the child, appeared at once.
3. The moon, gentle light is a relief from the sun, is regarded as a mother.
4. He said he had seen me running, is a big lie.
5. This is the house Jack built.
6. The girl lost her ring was made of gold.
7. The tiger was caught last week, has been sent to the zoo.
8. I saw a man head was bald.

INDEFINITE PRONOUNS

The pronouns that do not refer to any specific nouns are referred to as **indefinite pronouns**.

For example: some, any, each, everyone, nobody, somebody, etc.

B Choose the correct Indefinite pronouns from the brackets and fill in the blanks to complete the following sentences:

1. I didn't see my friend at the gym. In fact, I didn't see there. (someone/anybody)
2. Please tell the salesman at the door that we don't want to buy (something/anything)
3. was invited to the party but only a came. (Everyone/all; All/few)
4. has the same book. (Nobody/Some)
5. Although they looked for the rare flower, they found it (everywhere/none; somewhere/nowhere)
6. is here to see you. (Anyone/Someone)



LISTEN AND TELL

Listen carefully* and fill in the blanks to complete the given paragraph:

My Garden

This is my garden. There are flowers in the garden. There are trees too. The flowers in the garden have butterflies sitting on them. A is sitting on the branch of a tree. There are also little birds in in the other trees. The garden is covered with fresh and grass. My garden looks beautiful. I play in the garden.

***Note for the teacher:**

Listening Text is given on page no. 112.



BE CREATIVE

Imagine that you are a bee and you are describing how you collect pollen from flowers and drop it at other places. Write a short paragraph. Begin the paragraph as follows:

People are scared of me because I sting them when they try to hurt me. But they don't know what useful work I do for them.....



TALK TIME

Divide into groups of four students each and discuss about why do you think insects are important for us. Share your views in the class.

APC BOOKS