

WORDS-WORTH

ENGLISH READER



ARMY EDITION

Saba Siddiqui
Mugdha Bhargava

Illustrations
Gautam Roy



AVICHAL PUBLISHING COMPANY

Industrial Area, Kala Amb 173 030, Distt. Sirmour (HP)

Delhi Office: 1002 Faiz Road (opp. Hanumanji Murti) Karol Bagh, New Delhi 110 005

Published by:
AVICHAL PUBLISHING COMPANY

Industrial Area, Trilokpur Road
Kala Amb 173030, Distt. Sirmour (HP)
Ph.: 01702-238688, 238832

Delhi Office:

1002 Faiz Road (opp. Hanumanji Murti)
Karol Bagh, New Delhi 110 005 (India)
Ph.: 011-28752745, 28752604, 28755383 **Fax:** 011-28756921
Email: info@apcbooks.co.in **Website:** www.apcbooks.co.in

© Publishers

ISBN-978-81-7739-205-0
ISBN-978-81-7739-209-8 (Series)

First Edition: 2009
Reprint: 2010, 11, 12
Reprint: 2013, 14, 15, 16, 17
Special Edition: 2018
Third Edition: 2019
Fourth Edition: 2020

Price: ₹ 83.00
[For Army Schools]

Typeset & Designed at
Laser Tech Prints (D)

Printed at
Delite Offset
Okhla Industrial Area, Delhi

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

Lessons	Reading Comprehension	Grammar	Vocabulary	Listening Skills	Speaking Skills	Writing Skills
Poem 1: A Prayer	1. Fill ups 2. Complete the answers Let us Enjoy the Poem 1. Recite with action 2. Rhyming words 3. Think & write	—	—	—	—	—
1. My Mother and I	1. True/False 2. Character sketch 3. Identify picture & write	Sentence and Punctuation	<ul style="list-style-type: none"> Alphabetical Order Common Name 	-ck, -ke	Introduction	Descriptive Writing (A Person)
2. Try, Try, Try Again	1. Tick the correct answer 2. Q Ans 3. True/False	<ul style="list-style-type: none"> Kinds of Sentences Question Words 	Make more words from one word	-ous, -us	Wh Questions	Story Writing (Gap Filling)
Poem 2: The Magic Words	1. Fill ups 2. Q Ans Let us Enjoy the Poem 1. Recite with action 2. Rhyming words 3. Find & write	—	—	—	Good Manners	—
3. Bake a Cake	1. Reordering of sentences 2. Q Ans	Noun (Common and Proper)	Singular and Plural (One-Many)	-ph, -gh	Lunch Time	Descriptive Writing (A Recipe)
4. The Ant and the Dove	1. Complete the table 2. Match 3. Q Ans	Pronoun	Gender	Listening Text (Q Ans)	Doctor Visit	Poem Writing
Poem 3: If I could be an Astronaut	1. Q Ans Let us Enjoy the Poem 1. Recite with action 2. Rhyming words	—	—	—	Telling Time	—
5. Bird Watching	1. Fill ups 2. Answer in one word	Articles	Compound Words	-sion, -tion	Guess Game	Descriptive Writing (A Bird)

Lessons	Reading Comprehension	Grammar	Vocabulary	Listening Skills	Speaking Skills	Writing Skills
6. The Magic Paintbrush	1. Q Ans 2. Reordering of sentences 3. Fill ups	Verbs	Similar Words (Synonyms)	Listening Text (Q Ans)	Discussing Future Plans	Creative Writing (Imagination)
7. The Polite Goldilocks	1. Q Ans 2. Find & write 3. Match	Adjectives	Opposite Words (Antonyms)	-dge, -ge	Discussing Likes and Dislikes	Dialogue Writing
Poem 4: Twenty Froggies	1. Q Ans 2. Match Let us Enjoy the Poem 1. Recite with action 2. Rhyming words 3. Think & write	—	—	—	—	—
8. Blackie, the Clever Crow	1. Match 2. Complete the given sentences 3. Think & write	Prepositions	Homophones	Poem on Homophones	Riddles	Story Writing (Reordering)
9. India, My Country	1. True/False 2. Fill ups 3. Q Ans	Conjunctions (And, But, Or)	Professions	Listening Text (Riddles)	Role Play (Can, Can't)	Paragraph Writing (A place)
10. The Three Little Pigs	1. Complete the table 2. Q Ans 3. Find & write	Tense	One Word for Many	-sure, -ture	Role Play (Has, Have)	Picture Composition
Poem 5: Oh! Look at the Moon	1. Tick the correct answer 2. Complete the given phrases 3. Q Ans Let us Enjoy the Poem 1. Recite with action 2. Rhyming words	—	—	—	—	—

Contents

Chapters

Page No.

<i>Poem 1: A Prayer</i>	7
1. My Mother and I	10
2. Try, Try, Try Again	18
<i>Poem 2: The Magic Words</i>	25
3. Bake a Cake	29
4. The Ant and The Dove	36
<i>Poem 3: If I could be an Astronaut</i>	44
5. Bird Watching	47
6. The Magic Paintbrush	55
7. The Polite Goldilocks	63
<i>Poem 4: Twenty Froggies</i>	71
8. Blackie, the Clever Crow	75
9. India, My Country	84
10. The Three Little Pigs	91
<i>Poem 5: Oh! Look at the Moon</i>	101

A Prayer



READ AND RECITE

*Father, we thank thee for the night,
And for the pleasant morning light,
For rest and food and loving care,
And all that makes the world so fair.
Help us to do the thing we should,
To be to others kind and good,
In all we do, in all we say,
To grow more loving every day.*





COMPREHENSION

A Fill in the blanks using the words given below.

care good loving pleasant

1. We should be kind and to others.
2. The children thank for the morning light.
3. The children pray to grow more every day.
4. The children thank for the loving

B Complete the answers to the following questions.

1. What all are the children thankful for?

Ans. The children are thankful for the morning, night, rest, food, care and

2. When should we be good to others?

Ans. We should be good to others in all we

3. What do the children ask for help to do?

Ans. The children ask for help to do the



LET US ENJOY THE POEM

- A** Recite the poem with actions and expressions.
- B** Write the rhyming words used in the poem.

night -

fair -

should -

day -

- C** Who do you think the father is?

.....



FUN CORNER

Colour the following picture.



My Mother and I

Hello! My name is Pihu, and I am seven years old. I live in Mumbai with my mother and younger sister. You can see them in this picture. That is my sister, sitting with my mother holding her favourite doll.



My mother's name is Pallavi. I call her Mummy. She is thirty-six years old. She has short, black hair, and brown eyes. My eyes are brown too!

Mummy works very hard. She wakes up early in the morning to cook for us, and gets ready for work. Some days, she also takes me to school. You can see her making juice for us in this picture.





My mother is a teacher, but she doesn't teach children. She teaches **grown-ups** who want to become teachers. Mummy is at her workplace in this picture.

Mummy gets back home at four in the afternoon. She picks up my sister from her play-school on the way back. Sometimes, I help her cook dinner. That is me, **shelling** peas for her, in this picture.



In the evening, she helps me with my homework. She is helping me with Maths here. I enjoy doing Maths!

Before we go to bed, the three of us watch T.V. or my mother reads stories **aloud** for me and my sister. We love stories, and we enjoy reading them too.



grown-ups: the adults
shelling: removing the outer covering
aloud: clearly, not silently



Over the weekend, we spend time together, doing things that we enjoy. Sometimes, we go to the library. You can see me here, choosing a book for myself.

weekend: Saturday and Sunday

Other times, we go to the cinema or theatre. My mother loves to watch plays; she loves music too. I don't enjoy plays much, but I love music.

Life is fun, with my mother and sister.



COMPREHENSION

A Write True or False for the sentences given below.

1. Pihu lives with her mother and brother.
2. Her mother has black eyes.
3. Pihu's mother teaches children.
4. Pihu and her mother love reading books.
5. Pihu's sister helps their mother in cooking.

B Write about Pihu's mother.

1. Name – Her name is Pallavi.
2. Age – She
3. Hair –
4. Likes –

C Write the correct word under each picture.

cook

help

watch TV

read

library



GRAMMAR GLEE

Sentence

We know that

- A sentence is a group of words that makes complete sense.
- A sentence always begins with a capital letter and ends with a full stop (.).
- A sentence that asks a question, ends in a question mark (?).
- A sentence that expresses our feeling or is a sudden reaction, ends in an exclamation mark (!).

A Unjumble the words and rewrite them in correct order to make meaningful sentences. Use punctuation marks.

1. garden I play to like the in

.....

2. book is where your

.....

3. God my oh

.....

4. late are you why

.....

5. won we match the hurrah

.....

B *In the paragraph below, put a full stop, a question mark or an exclamation mark where needed.*

I found a kitten below my bed this morning... What a cute animal it was... But where did it come from... I picked it up and held it close to me... It mewed softly... Was it hungry... I took it to my mother to show her what I had found... She poured some milk in a saucer for it to drink... How quickly it lapped it all up... I decided to call it Mimi.



WORD BUILDING

A *The words given below are in alphabetical order. Circle the word which breaks the sequence.*

- | | | | |
|-------------|-----------|--------|---------|
| 1. dinosaur | engine | flower | popular |
| 2. eagle | river | smooth | tasty |
| 3. money | neighbour | laugh | orange |
| 4. paint | garden | house | igloo |
| 5. jackal | zoo | kite | lemon |

Common Name

Fruits is a common name for the words like apple, mango, guava, etc. and vehicles is a common name for the words like car, bus, truck, van, etc.

B Give a common name to the following set of words.

1. lion, tiger, dog, cow, cat

2. red, blue, yellow, white, green

3. rose, lily, lotus, sunflower, jasmine

4. crow, pigeon, sparrow, eagle, parrot

5. cricket, football, hockey, badminton

6. frock, shorts, pants, shirt, skirt



LISTEN AND SAY ALOUD

Listen to the sound of 'ck' and say each word aloud.

stick

pack

pluck

peck

clock

sack

tuck

neck

socks

pickle

bucket

chicken

Add 'ck' to the following and say each word aloud.

bla.....

clo.....

si.....

ki.....

Think and Write

Notice that some words like take, poke, hike, etc., have 'k' but still sound like 'ck'. Can you guess the reason?

These words end with the letter 'e'.

Think of four other words that end with 'ke' and write them in the space given below.

.....

.....



TALK TIME

Let us make new friends.

**Enact a scene like the one below, with a new student in your school, and make him/her comfortable.*

Rohit: Hi! My name is Rohit. What is your name?

Aman: Hello! My name is Aman.

Rohit: Are you new to this school?

Aman: Yes. I do not know anyone.

Rohit: Do not worry. I will introduce you to some of my classmates and you can play with us.

Aman: Thank you for being a friend.



***Suggestive ideas for teacher/parents:**

Divide students in different groups and help them enact similar situations.



WRITING SKILLS

Write about anyone in your family or a dear friend using the clues* given below. Also, paste or draw a picture of him/her in the given space.

My dear

Name:

Age:

Likes:

Dislikes:

Hobbies:

***Note for the teacher:** Encourage the students to write in complete sentences.

2

Try, Try, Try Again

Once upon a time, there lived a king in Scotland whose name was Robert Bruce. He was very **brave** and wise.

The king of England wanted to make Scotland a part of England. So, he led a large army into Scotland.

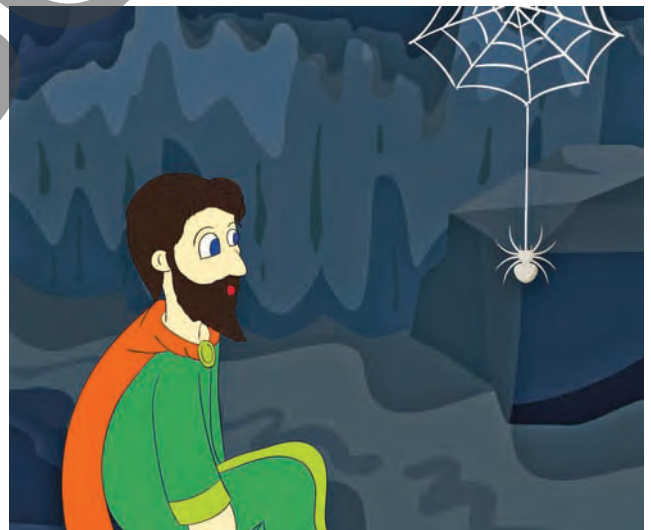
Though the Scottish army was small, king Bruce bravely fought the English six times. But, he was **defeated** each time. Finally, he had to run away to a forest to save his life, where he hid himself in a cave.

King Bruce was tired and sick of fighting. He had **given up** all **hope**. He thought, 'There is no use trying any more.'

As he lay thinking, he saw a spider. It was trying to reach the roof of the cave. It failed again and again.

But each time it fell, it would try again. It did not give up. At last, it reached the roof of the cave.

King Bruce was surprised. He cried, "Wow! If a little spider



brave: without fear

defeated: lost the war

given up: stopped trying to do something

hope: a feeling of wanting something good to happen

does not give up, I too can try. I will fight the war again and I will win.”

He came out of the cave. He **gathered** his army and **marched** to the **battlefield**. This time he fought with a new courage and won.

A little spider had taught him a lesson—try, try, try again. You will surely win.

gathered: came together in a group

marched: walked like a soldier

battlefield: a place where battle is fought



COMPREHENSION

A Tick (✓) the correct answer.

- Robert Bruce was the king of
England ☐ Scotland ☐
- The king of Scotland was
brave ☐ timid ☐
- King Bruce was defeated in war
six times ☐ seven times ☐
- The spider in the cave was ready to
give up ☐ try again ☐

B Answer the following questions.

- Who fought the battle against Robert Bruce?

.....

2. Why did king Bruce run away from the battlefield?

.....

3. Where did Robert Bruce hide?

.....

4. What lesson did king Bruce learn from the spider?

.....

C Write True (T) or False (F) for the sentences below.

1. The king of Scotland had a large army.

☐

2. King Bruce won the war the seventh time.

☐

3. The spider was trying to win the war.

☐

4. Robert Bruce was very brave and wise.

☐

5. One must not give up hope and keep trying.

☐

GRAMMAR GLEE

Kinds of Sentences

Read the following sentences.

1. She likes to paint.

2. Where do you live?

3. The cake is so delicious!

The first sentence is a **statement**, the second is a **question** and the third is an **exclamation**. The statement ends with a full stop (.), question with a question mark (?) and exclamation with an exclamation mark (!)

A Write 'S' for statements, 'Q' for questions and 'E' for exclamations for the sentences below.

1. Hello! ☐
2. He likes to sing. ☐
3. Who is that tall man? ☐
4. The roses are red. ☐
5. What a lovely bouquet of flowers! ☐
6. We went to the park yesterday. ☐
7. Where did you buy that book from? ☐
8. Thank you, Preeti! ☐

Question Words are words like where, who, why, when and what, that are used for asking questions.

- **Where** asks for place or position.
- **Who** asks for person.
- **Why** asks for reason.
- **When** asks for time.
- **What** asks for a particular object.

B Choose the correct question word for each of the following.

1. is your best friend? (What/Who/How)
2. are you going to Shimla? (What/When/Who)
3. do you like to eat now? (Who/What/Why)
4. are you crying? (Who/What/Why)
5. is my pencil? (Where/Who/Why)



WORD BUILDING

Make as many words as you can from the given words. You can also change the order of the letters.

bowl *bow, owl, low, blow*

golden

slipped

heard



LISTEN AND SAY ALOUD

Listen to your teacher read out the words that end with 'ous'. Say them aloud.

curious	famous	jealous	adventurous
fabulous	generous	dangerous	poisonous

Think and Write

Notice the sound of 'us' as in cactus. Does it sound similar to the 'ous' as in 'famous'?

Think and write some more words that end with -us. You can use the picture hints.



.....

.....

.....

.....

.....



TALK TIME

Meet Aman and Rohan. You can read their conversation in pairs or in groups.



Aman: Who is standing there in the dark?

Rohan: It's me, Rohan.

Aman: What are you doing there?

Rohan: I came out to see the moon.

Aman: Where is it? I can't see the moon.

Rohan: It is behind the clouds.

Aman: What does it look like tonight?

Rohan: It looks like a big silver plate.

Aman: When does the moon look like a plate or a round O?

Rohan: When it is a full moon.

Aman: Why do the stars twinkle in the sky?

Rohan: I think they blink their eyes. Ha! Ha!

***Suggestive ideas for teacher/parents:**

Ask students to frame some more questions using different question words and speak them aloud in the class.



WRITING SKILLS

Fill in the blanks to complete the story "A greedy dog."

Hint: Use the words given in the box.



hungry
take
fell
crossing
piece
reflection
bone
river
water
dog
eat

Once, a dog was looking for food. He found a piece of He wanted to it all alone. Holding it in his mouth, he started a bridge over a He happened to see his in the water. He mistook it to be another who also had a of bone in his mouth. He opened his mouth to try and the other bone too. But his own piece down into the

The Magic Words



READ AND RECITE

*There are three little magic words,
That can open any door with **ease**
One little word is 'Thanks',
Another little word is 'Please'.*



*'Thanks' shows you are **grateful**,
And helps set everything right.
'Please' makes you **respectful**
And shows you are **polite**.*



*'Sorry' is the third little word,
That can save a friendship dear.
It can change a **frown** to a smile,
And stop the **shedding** of a tear.*

ease: no difficulty
grateful: thankful
respectful: the one who respects others
polite: well-mannered
frown: unhappy look
shedding: falling

Oh! You will be **surprised**,
What these three little words can do.
They work like a **charm** for me
And they work like a charm for you.

surprised: feeling or showing surprise
charm: something that brings you good luck



COMPREHENSION

A Fill in the blanks.

1. The magic words work like a for me and you.
2. 'Thanks' shows you are and 'please' shows you are
3. 'Sorry' changes a to a smile.
4. The magic words can open any door with
5. The word 'sorry' can stop the of a tear.

B Answer the following questions.

1. Name three little magic words.

.....
.....

2. What can be saved by saying 'Sorry'?

.....
.....

3. How can the word 'thanks' help us?

.....

.....

4. What makes us respectful?

.....

.....



LET US ENJOY THE POEM

A Recite the poem with actions and expressions.

B Write the rhyming words used in the poem.

dear - ease -

right - you -

C Two describing words have been used for the word 'words' in the poem. Find them.

..... words

..... words



TALK TIME

Good Manners:

Use the words: *sorry*, *please*, *thank you* and *excuse me*.

**Read the following dialogue.*

Mona: Excuse me, can you lend me a pencil? I have forgotten to get one.

Tina: Sorry, but I have misplaced my pencil box. Please, can you help me look for it?

Aman: Is this your box?

Tina: Yes, it is. Thank you for finding it. Here you go, Mona. Take any pencil you wish from my pencil box.

Mona: Thank you, Tina. I shall return it to you later.



*Suggestive ideas for teacher/parents:

Divide students in different groups and help them enact similar situation.

3

Bake a Cake

It was Mr. Ali's birthday. His daughters Shifa and Nida wished to make it special for him. They decided to bake a cake.



They pulled out their mother's **recipe** book and together went through all the cake recipes. There were recipes for chocolate cake, vanilla cake, strawberry cake, carrot cake, walnut cake and a raisin cake. Since both liked the colour pink, they decided to bake a strawberry cake. They **followed** the recipe carefully.

Nida took four eggs and beat them well. Shifa took two cups of flour, added one teaspoon of baking powder and mixed the two. Next, she mixed one cup of butter and two cups of sugar together. To this, Nida added the flour and then the eggs. Then, Shifa added a cup of fresh strawberry juice and **stirred** to mix it well. Nida chose a heart-shaped cake tin. She poured the mixture into it and put it in the oven to

recipe: method on how to prepare a dish

followed: acted according to

stirred: moved the spoon round in order to mix properly

bake. Twenty minutes later, a **delicious** **aroma** filled the kitchen. They opened the oven to find a yummy cake for their loving father.

delicious: tasty
aroma: sweet smell

Together they decorated it with strawberry jam and cream and set it on a lovely tray. They took it to their father and wished him for his birthday.

What a perfect way to start the day!



COMPREHENSION

A *The steps for baking a strawberry cake are all mixed up. Can you number them correctly in the given boxes?*

- Add the strawberry juice and mix well.
- Beat the eggs well.
- Beat the butter and sugar.
- Mix the flour and baking powder.
- Pour the cake mix into a tin.
- Add the flour and then eggs to the butter and sugar.
- Bake in a hot oven for twenty minutes.

B *Answer the following questions.*

1. Why did Nida and Shifa wish to bake a cake?

.....

.....

2. Name the different types of cakes as mentioned in the lesson.

.....

.....

3. Which cake would you like to bake?

.....

.....

4. What were the things required for baking the cake?

.....

.....



GRAMMAR GLEE

We know—

Names of people, places, animals, birds and things are called naming words. The naming words are known as **Nouns**.

Some nouns are special names of a particular person or place. These are called **Proper Nouns**. They always begin with a capital letter.



Some nouns are general or common names of persons, places, animals or things. These are called **Common Nouns**. They do not begin with a capital letter.

For example: **Riya** is a good **girl**.

Here, Riya is a proper noun and girl is a common noun.

Some words are given below. Select **proper nouns** and **common nouns** and write them in the correct columns.
Cross (X) out the words which are not nouns.

apple	lion	fat	Mike	garden	Ganga
Delhi	walk	bag	fell	fast	pencil
quickly	Raunak	London	run	swing	Bruno

 Common Nouns	 Proper Nouns



WORD BUILDING

Singular and Plural (One and Many)

Singular refers to one thing. Plural refers to more than one thing. Remember these **rules** for changing singular words to their plural forms:

- Add 's' to most of the nouns to form plurals.
- Add 'es' to the nouns that end with 'sh/ch' and 's'.
- Add 'ves' to the nouns that end with 'f' or 'fe'.
- Add 'ies' to the nouns that end with 'y'.

Tick the correct plural of the words given below.

ship	—	ships	<input type="checkbox"/>	shipes	<input type="checkbox"/>
brush	—	brushs	<input type="checkbox"/>	brushes	<input type="checkbox"/>
church	—	churches	<input type="checkbox"/>	churchs	<input type="checkbox"/>
bus	—	buses	<input type="checkbox"/>	bus	<input type="checkbox"/>
watch	—	watches	<input type="checkbox"/>	watches	<input type="checkbox"/>
knife	—	knifes	<input type="checkbox"/>	knives	<input type="checkbox"/>
lady	—	ladys	<input type="checkbox"/>	ladies	<input type="checkbox"/>
leaf	—	leaves	<input type="checkbox"/>	leafs	<input type="checkbox"/>



LISTEN AND SAY ALOUD

Listen to your teacher read aloud the following words.

phone dolphin
elephant nephew
photo autograph

In these words, 'ph' sounds like 'f'.

Now, listen to these words read by your teacher.

cough laugh
rough enough

In these words, 'gh' sounds like 'f'.

Think and Write

Think of some 'gh' words that do not sound like 'f'. One has been done for you.

..... eight

.....

.....

.....



TALK TIME

**Read the following dialogue and enact it in your class.*

Meenu: Oops! I have forgotten my lunch at home today.

Tina: You must be hungry. Share my lunch with me.

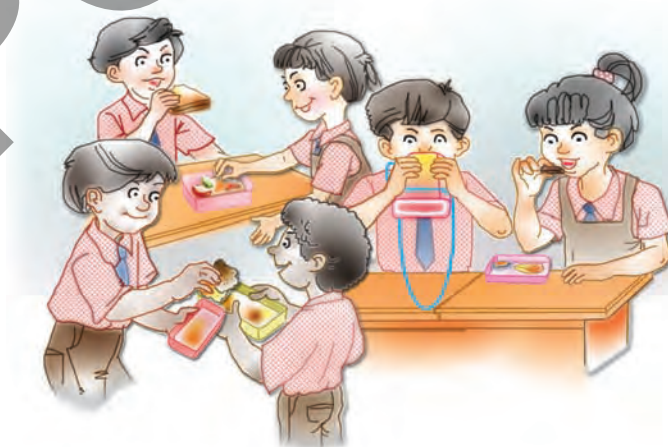
Aman: You can have some of mine too.

Riya: Would you like to try my sandwiches?

Varun: And I have some cake. You can have a slice.

Meenu: Thank you all for sharing your lunch with me.

Tina, Aman, Riya and Varun: That's what friends are for.



***Suggestive ideas for teacher/parents:**

Divide students in groups and help them enact similar situations.



WRITING SKILLS

Shifa and Nida baked a wonderful cake. Would you like to make something on your own? Given below is the recipe of the fruit salad. The steps of the recipe are not in order. Rearrange them and write the correct recipe below.

How to make a Fruit Salad

- ☐ Add all the fruits together in a big bowl.
- ☐ Add salt and *chaat masala* on top of the fruits.
- ☐ Take one cup each of grapes, chopped apples, bananas and guavas and pomegranate seeds.
- ☐ Mix them well.
- ☐ Use a big spoon to serve the fruit salad into small bowls.
- ☐ Squeeze the juice of one lemon into the bowl.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

4

The Ant and The Dove

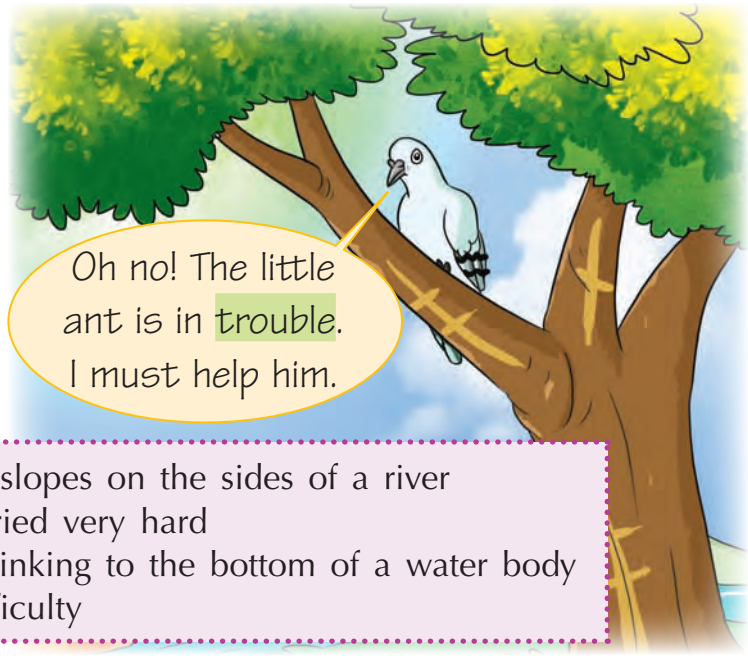
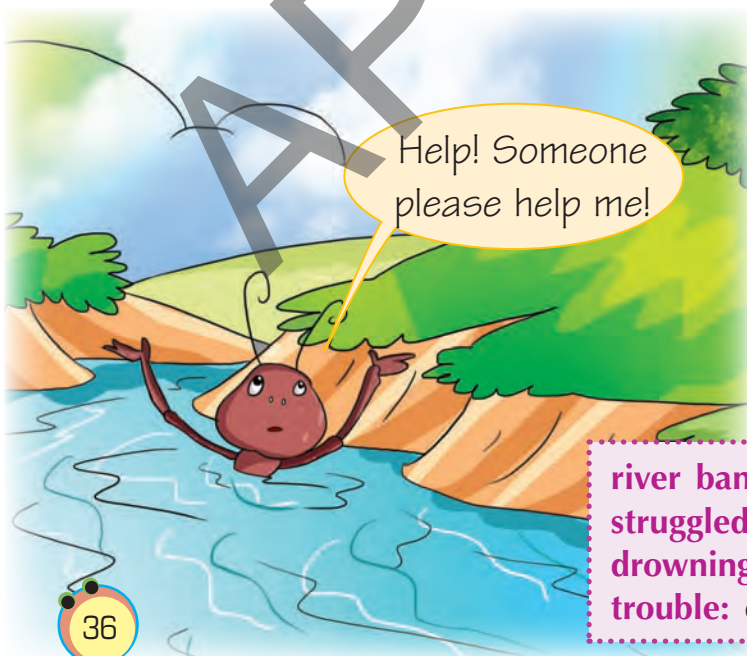
One day, an ant was busy looking for food on a **river bank**.

Just then, a strong wind blew him into the river.



The ant **struggled** to save himself from **drowning**.

A dove, sitting on a nearby tree, heard him.



river bank: slopes on the sides of a river
struggled: tried very hard
drowning: sinking to the bottom of a water body
trouble: difficulty

The dove quickly plucked off a leaf and dropped it into the river near the ant.



The ant managed to crawl on to the leaf, and reached the river bank safely.



A few weeks later, the dove was resting on a tree, when a hunter saw her.

The hunter hid behind a bush, and aimed his gun at the dove.

At the same time, the ant spotted the hunter, with his gun pointed towards the dove.





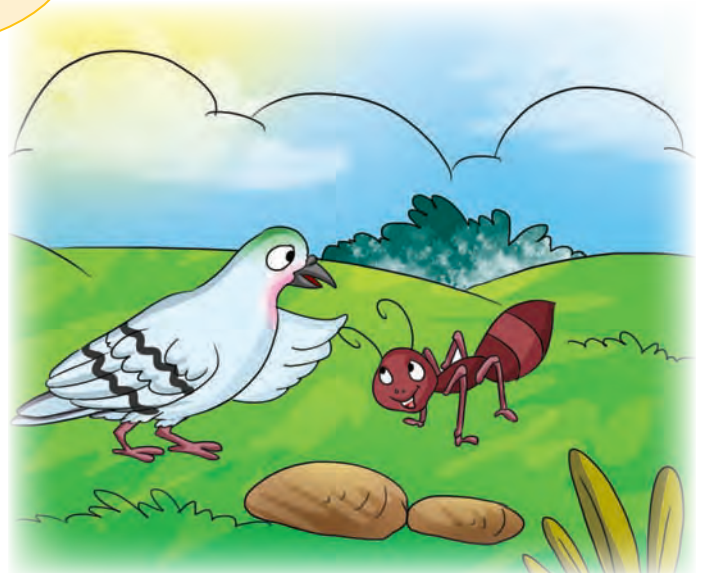
He quickly crawled inside the hunter's boots and **stung** his ankle.

The hunter lost his balance and missed the aim. The dove heard the noise and quickly flew away.



stung: pricked
beast: animal
inseparable: always together

From that day on, the ant and the dove became **inseparable** friends.





COMPREHENSION

A Complete the following. One has been done for you.

	looked for food on the river bank.
The wind	blew the ant into the water.
	plucked off a leaf.
	wanted to shoot the dove.

B Match the words with their meanings.

- | | |
|----------------|-------------------|
| 1. struggle | • always together |
| 2. grateful | • saw |
| 3. inseparable | • animal |
| 4. spotted | • try very hard |
| 5. beast | • thankful |

C Answer the following questions.

1. What happened to the ant?

.....

.....

2. How did the dove help the ant?

.....

.....

3. What did the ant do when he saw the hunter take aim?

.....

.....

4. Can you think of a moral for this story? Write it down.

.....

.....



GRAMMAR GLEE

Do you remember when to use **he, she, I, they, we, my** and **it**?
These words are used instead of repeating the noun. These are called **Pronouns**.

Fill in the blanks with the correct pronoun.

1. Sheena is on her way to school. uses the bus to reach school.
2. Michael will not be playing today. isn't well.
3. Nita and Mona are friends. are classmates.
4. I have a big balloon. is red in colour.
5. Nitin and I stay close by. are neighbours.
6. Is that Tina's bag? has left here.
7. Mona and I are neighbours. like to play together.
8. sister and share all our toys.



WORD BUILDING

Gender

A noun is said to be in the masculine gender if it refers to a male and the feminine gender if it refers to a female.

Given below are some masculine and feminine gender words. Join the words in the two columns to form correct pairs.

Column A

1. boy
2. prince
3. lion
4. husband
5. peacock
6. gentleman
7. bull
8. nephew
9. actor
10. sir

Column B

- peahen
- girl
- wife
- lioness
- niece
- cow
- princess
- actress
- madam
- lady





LISTEN AND SAY ALOUD

Listen to the questions asked by your teacher. Choose the answer given in the following box and say it aloud.*

Yes!	Sure!	Yes. Here you are!
Yes, No problem.		Sure, Here you go.
Sorry, I don't have but you can have a		
Yes, but don't forget to give it back.		



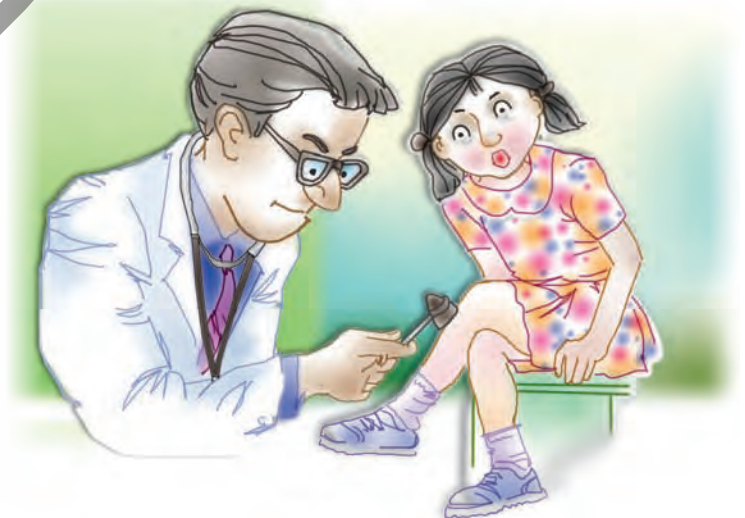
TALK TIME

***Enact the following scene in small groups in your class. One child could be the doctor and the rest his/her patients.*

Mona: Good morning, doctor. May I come in?

Doctor: Good morning, Mona. Do come in. What's the matter?

Mona: I have hurt my knee.



Suggestive ideas for teacher/parents:

- * Listening Text is given on page no. 104.
- ** Form small groups of students and help them enact similar situations using dialogues.

Doctor: Let me have a look. Does it hurt?

Mona: Yes, it does. Ouch!

Doctor: Don't be scared. I'll just clean it so that there aren't any germs left on the wound. We will bandage it now. Do you feel better?

Mona: Yes, doctor. Thank you.

Doctor: Bye, Mona, and take care.



WRITING SKILLS

Complete the poem with the help of correct pairs of rhyming words given in the box below.

I love my Cat

She has soft

And a lovely

Her eyes are

She can see at

She can climb any

Much faster than



me-tree fur-purr night-bright

If I could be an Astronaut



READ AND RECITE

*If I could be an astronaut,
I would like to go
To a planet full of colours,
With flowers in the snow.*



*I wouldn't go to Venus,
I wouldn't go to Mars,
I'd find a special place
Somewhere among the stars.*

astronaut: a person who can travel in space
special: better or different from the usual or common thing



*A place where fish have feathers—
A place where trees can talk—
That's where I'll land my spaceship
And take a weightless walk.*

spaceship: a vehicle
used for travel in space,
a spacecraft
weightless: light weight

—Bobbi Katz



COMPREHENSION

Answer the following questions.

1. Name the planets that the child would not like to visit.

.....

2. The child in the poem wishes to go to a planet that is different from the Earth. Mention two strange things of that planet.

.....

.....

3. Name the vehicle that astronauts use to go to the space.

.....

4. Name the planet which we live on.

.....



LET US ENJOY THE POEM

A Read the poem aloud, with actions and expressions.

B Write words from the poem that rhyme with these words.

wish

hand

know

face

there

cars



TALK TIME

Nitin and Vaishali are talking about the time.

**Read their conversation in pairs or in groups.*

Nitin: What time is it?

Vaishali: It's 9 o'clock, Nitin.

Nitin: Is it exactly 9?

Vaishali: It's 5 minutes to 9 o'clock.

Nitin: But my watch is showing 20 minutes past 9.

Vaishali: Oh, we're late! We must reach school at half past 9.

***Suggestive ideas for teacher/parents:**

Divide students in pairs. Help them enact similar situations using dialogues.