

# 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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# 1

## The Pandavas' Last Year in Exile

**Before You Read:** You must have heard stories from the Mahabharata from your parents or grandparents. The Mahabharata tells the story of the struggle for supremacy between two groups of cousins, the Kauravas and the Pandavas. Many myths and legends have been woven into the Mahabharata which have passed down through the generations.

Read to find out about one such story.

The Pandavas had already spent twelve years in exile, having lost the game of dice to their cousin, Prince Duryodhana. As per the terms of the game, they had to spend the last year of their exile in disguise. However, if they were caught during this period, they would have to spend another twelve years in exile.

**supremacy:** superiority, control

**myths:** stories, fables

**legends:** tales

**exile:** to be sent out of one's native country for a period of time

**terms:** requirements or conditions laid down or agreed upon (in this case in the game of dice)

**disguise:** to hide one's identity



The Pandavas chose the kingdom of Virata to spend their last year of exile. Before entering the capital of Virata, they changed their names and put on different disguises. They then **secured** different posts in the service of<sup>1</sup> the King of Virata.

Yudhishtira was **well-versed** with the **scriptures**, rules of royal court and the skills of dice, so he decided to serve<sup>2</sup> the king as his adviser and **assumed** the name of Kanka. Bhima, being fond of eating, decided to work in the **guise** of a cook assuming the name of Ballava. Arjuna took the name Brihannala, and became a dance and music teacher to the king's daughter, Princess Uttara. Nakula became Granthic, the caretaker and the guard to the horse stable, as he was an expert in the training and treatment of horses. Sahadeva was appointed to look after the cattle and was called Tantipala.

Draupadi was appointed as the chief maidservant to Queen Sudeshna. She was known as Sairandhri.

This is how, without the knowledge of the people, all the Pandavas entered into the service<sup>3</sup> of King Virata, in the hope that the men

**secured:** obtained  
**well-versed:** to be experienced or skilled in or to be knowledgeable about something  
**scriptures:** the sacred writings of a religion  
**assumed:** took on  
**guise:** disguise



<sup>1</sup> **in the service of:** to work for someone

<sup>2</sup> **to serve:** to work for

<sup>3</sup> **entered into the service:** started working for



of Duryodhana would not be able to spot them. Thus, the thirteenth year was passing by with the Pandavas and Draupadi fulfilling their duties sincerely.

Towards the end of the year, Duryodhana and his aides encroached upon the territory of King Virata's kingdom and stole cattle belonging to the king. When the king learned of this, he sent his son Uttar Kumar, the crown prince, to fight the Kaurava army. Arjuna, in the guise of Brihannala, requested the king's permission to accompany Uttar Kumar as his charioteer. The king agreed. At the battlefield, Uttar Kumar got frightened on facing the huge and powerful Kaurava army and tried to flee in fear. At this point, Arjuna gave away<sup>4</sup> his true identity and instructed Uttar Kumar to take over the chariot while he fought the battle. He single-handedly defeated the Kaurava army and brought back the cattle.

By this time, the thirteenth year of exile was over. The Pandavas revealed their identity to King Virata. He was surprised and pleased with the happy turn of events<sup>5</sup>. Thus, the exile for the Pandavas ended.

**aides:** assistants to political leaders

**encroached:** slowly entering on another person's territory

**crown prince:** a male heir to the throne

**charioteer:** a person driving/riding a two-wheeled horse-drawn vehicle, used in ancient warfare

**flee:** run away

**chariot:** a two-wheeled horse-drawn vehicle, used in ancient warfare

**About the Story:** The Mahabharata is an epic poem of India which was composed in Sanskrit. The sage Vyasa, who lived in the 5th century, is believed to be its author. Along with the many myths and legends, the Mahabharata is also considered to be the storehouse of diverse stories dealing with all aspects of human nature and emotions like cheating, hatred, jealousy, friendship, responsibilities, truthfulness and revenge.

<sup>4</sup> **gave away:** revealed

<sup>5</sup> **happy turn of events:** good happenings



## COMPREHENSION

**A** On the basis of your understanding of the story, answer the following questions:

1. Write the names of the Pandavas.
2. Against whom did the Pandavas lose in the game of dice?
3. What were the terms and conditions of the game of dice that the two sets of cousins had played?
4. Write one special quality or skill of each of the Pandavas.
5. What did Duryodhana and his aides do to trouble King Virata?
6. What did Uttar Kumar, the crown prince, do during the battle and why?
7. Who saved the day for King Virata's army and how?

**B** Complete the table given below:

Name	New Name	Occupation
1. Yudhishtira	.....	.....
2. ....	.....	cook
3. ....	Brihannala	.....
4. Nakula	.....	.....
5. ....	Tantipala	.....
6. ....	.....	chief maidservant to the queen

**C** Find antonyms from the story for each of the following words:

1. won × l.....

4. save × s.....

2. entering × l.....

5. conceal × r.....

3. displeas × p.....

6. weak × p.....



# LANGUAGE STRUCTURE

## Using Dictionary

**A** Find meanings of the following words from the dictionary:

1. fascinated : .....
2. oppressed : .....
3. hoax : .....
4. chuckle : .....
5. impulsive : .....
6. gesture : .....

## Spell Well

**B** Read the words given in the box carefully. Practice their spellings by filling in the missing letters.

etiquette	strengthen	recommend	enthusiasm
gorgeous	environmentalists	enormous	pronunciation

1. r . . . . o . . . . e . . . .
2. . . . . v i . . . . n . . . . n . . . . l i . . . . .
3. p . . . . . u . . . . . i . . . . . o . . . .
4. . . . . . q . . . . . t . . . . .
5. . . . . r e . . . . . t h . . . . .
6. . . . o . . . . . o . . . . .
7. . . . . . h . . . . s i . . . . . m
8. . . . . o . . . . m o . . . . .



# GRAMMAR GLEE

## Parts of Speech

**A** Name the eight parts of speech.

1. ....

5. ....

2. ....

6. ....

3. ....

7. ....

4. ....

8. ....

**B** Identify the parts of speech of the coloured words in the following sentences:

1. Hari and Vijay are brothers. ....

2. She gave me sweet mangoes. ....

3. Mary is on leave because she had to go out of town. ....

4. The children jumped on the trampoline. ....

5. The sun shines brightly. ....

6. There is a cockroach in the cupboard. ....

7. Akash and Ambar play cricket. ....

8. Oh no! The sparrow is dead. ....

## ARTICLES

We know that 'a' and 'an' are called indefinite articles as they do not specify a particular noun.

'The' is called a definite article as it is used before the names of definite things such as the mountains, rivers, seas, newspapers and holy books. It is also used with the things that are only one of a kind, *e.g.*, the sun.

Some more uses of 'The' are:

1. It is used for a countable noun only if the noun has already been mentioned before.  
*For example:* A girl was carrying a balloon. **The** balloon burst.
2. It is used with a noun representing a class.  
*For example:* **The** cow is a gentle animal.
3. It is used before a noun to show a person's rank, title or profession.  
*For example:* **The** Principal/**The** doctor
4. It shows a quality.  
*For example:* **The** brave soldier fought bravely.

**C** Complete the following passage using appropriate articles, wherever necessary:

As ..... boy watched, ..... horse turned into ..... unicorn. It galloped away into ..... bushes. We searched for it all night.

In ..... morning, ..... student, on his way to ..... university informed us that ..... animal had been seen on ..... outskirts of town.

We dashed out into ..... bright sunshine. .... sight that greeted us was breathtaking. .... mare stood in ..... shade of ..... tree and alongside stood the cutest little foal we had ever seen. It was no ordinary foal—it was ..... unicorn.



## LISTEN AND TELL

### Nod or Shake your Head

*Listen carefully to the teacher.\* If she speaks a sentence, nod your head up and down and if she doesn't speak a sentence, shake your head left and right.*



## BE CREATIVE

*With the help of the clues given below, write a story in your own words. Give a suitable title to the story as well.*

Androcles, a Greek slave—runs away from his master—meets a lion in the forest—the lion crying in pain, thorn in lion's paw—takes out thorn—live like friends—slave caught by soldiers—taken to magistrate—his punishment—to be fed to the lions—thrown into cage of lion—same lion whose thorn he had removed—lion licks his hand—everyone surprised—both released.



## TALK TIME

*Think about any other story or incident from The Mahabharata which you might have read or heard. Share it in the class.*

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

Listening Text is given on page no. 118. This task can also be performed by asking the students to say 'Yes' or 'No' accordingly. Make sure they maintain discipline in the class.

# 2

## Nani's Walk to the Park

**Before You Read:** Do you go to the park near your house to play? What all do you see on the way there?

Let us read about Venki and his Nani and their walk to the park.

Once a week, Nani goes to the park. Today, Venki wants to go with her. "I walk slowly," says Nani. "And I take my time getting there." "I don't mind," says Venki. So Nani picks up her shopping bag and starts to cross the road. "But Nani," says Venki, "the park is that way!"



**Nani:** maternal grandmother  
**lane:** road, street  
**treasures:** valuable things



"We'll go this way," says Nani, "through the Lane of Treasures."

The Lane of Treasures? What a wonderful name for the market. The shops here sell everything!

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When Nani finishes shopping, Venki points to a gate and asks, “Shall we take a shortcut, Nani? We’ll be at the park in no time<sup>1</sup>.”

“No,” says Nani. “We’ll go through the Lane of Beauty.”

In the Lane of Beauty, the people stitch amazing *goddhis*. A lady gives Nani a *goddhi* in which Venki sees a piece of her favourite *saree* and a bit of his Ma’s *kurta*.

**goddhi (pronounced as go-the-dee):** a traditional hand-stitched quilt made of recycled material, usually soft, old cotton sarees



“Shall we go to the park now?” asks Venki.

“Yes,” says Nani. “We’ll take the Lane of Happiness.”

“Come, come,” Nani calls softly and Venki laughs as dogs and cats tumble out from everywhere! Nani pours the milk she bought at the market and they watch as the

animals lick their bowls clean. Venki doesn’t want to leave the Lane of Happiness but Nani reminds him that they are on their way to the park.

Next, Nani and Venki walk through a lane behind a little school.

The children are playing *langdi*, *lagori* and *sakhli*<sup>2</sup>.

<sup>1</sup> **in no time:** quickly

<sup>2</sup> **langdi, lagori and sakhli:** These are some traditional games played in India.



“Is this the Lane of Noise?” asks Venki.

“No, it’s the Lane of **Mischief**. It **reminds** me of you and your friends!” laughs Nani.

“Have you named all the lanes in the city?” asks Venki.

“Not all,” smiles Nani, “only the ones that are important to me!”

“The park is not far now, but you will have to be a little **patient**. I want to stop at the Lane of Friendship.”



**mischief:** naughtiness  
**reminds:** to cause to remember  
**patient:** tolerant  
**whisper:** to speak in a low voice  
**giggle:** to laugh lightly



In the Lane of Friendship, Nani visits her dear friend. They were girls together and they have grown old together. They **whisper** and they **giggle**.

Then, Nani gives her friend a hug and says, “It is time to leave. We will now walk through the Lane of Dreams.”

The Lane of Dreams has more books than Venki’s school library. The bookseller sells old books for very little money and buys the ones people have finished reading. Nani chooses a book and says, “Let’s go, we are almost at the park now.”



And they walk down the Lane of Magic. Venki looks up at the big trees that offer shade, and feels a cool breeze. Nani shows him Gulmohar, Amaltas and Jarul<sup>3</sup> trees. The flowers on the road look like a magic carpet.

**breeze:** a gentle wind



At last they are at the park. It has been a long time since they left home.

Venki looks around and thinks of all the people and places he has seen that morning. “I like your lanes, Nani,” he says. “May I come with you next week too?”



**About the Author:** Deepa Balsavar is an Indian writer and illustrator of children's books. Her book titled 'The Seed' was selected as an Outstanding International Book for children in the White Ravens Catalogue in 2007.

<sup>3</sup> **Gulmohar, Amaltas and Jarul:** These are some trees found in India.



## COMPREHENSION

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

1. Nani goes to the park every day.
2. Nani takes a lot of time to reach the park.
3. The Lane of Treasures had a lot of shops.
4. Venki quickly left the Lane of Happiness as he was scared of animals.
5. Venki called the lane behind the school as the Lane of Noise.
6. The bookseller in the Land of Dreams sold new books for a lot of money.

**B** Answer the following questions:

1. What does Nani do in the Lane of Treasures?
2. What happens in the Lane of Beauty?
3. Who does Nani call out in the Lane of Happiness? What do Nani and Venki do there?
4. What are the children doing in the Lane of Mischief?
5. Had Nani named all the lanes in the city? Which lanes had she named?
7. Whom did Nani meet in the Lane of Friendship? What did they do together?
8. What can be found in the Land of Dreams? Why is it called so?
9. Why is the Lane of Magic called so?
10. Does Venki like Nani's walk to the park? How do we know?

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

1. Nani feeds milk to the animals in the Lane of Happiness.
2. Nani then went to the Lane of Dreams and chose a book for herself.
3. Nani and Venki reached the park at last.
4. A lady gave Nani a *goddhi* in the Lane of Beauty in which Venki saw a piece of her favourite saree and a bit of his mother's *kurta*.

5. Nani showed Venki the Gulmohar, Amaltas and Jarul trees in the Lane of Magic.
6. They then went to the Lane of Mischief which reminded Nani of Venki and his friends.
7. Venki wanted to go with Nani to the park.
8. Venki looked around and thought of all the people and places he had seen that morning. He asked Nani if he could come with her the following week too.
9. Nani met and hugged her friend in the Lane of Friendship.
10. Nani first went to the Lane of Treasures.



## LANGUAGE STRUCTURE

### Synonyms

Synonyms are words which have the same meanings, *e.g.*, thief-burglar, angry-furious, etc.

- A** Complete the following sentences using synonyms of the words given in the help box:

feeble	pal	narrate	strong	hastily
breadth	help	open	cunning	odour

1. She could finish her work due to my ..... *assistance* ..
2. My grandfather has become .....
3. What is the ..... of this box?
4. I am very ..... with my mother.
5. Anisha is my .....
6. The fox is a very ..... animal.
7. A very bad ..... was coming from the room.

8. They came to ..... a story.
9. King Bikram was very .....
10. She can complete any given task .....

## Using Dictionary

**B** Use a dictionary to know the meanings of the following words and then write the synonyms for each on your own. You may write more than one synonym.

1. conceal - .....
2. deceive - .....
3. cautious - .....
4. eminent - .....
5. drowsy - .....
6. abrupt - .....



## GRAMMAR GLEE

## Subject and Predicate

**A** Write suitable predicates to the given subjects to make complete sentences:

1. Anant.....
2. Karnataka.....
3. The school principal.....
4. It.....
5. The villagers.....
6. My bag.....

## SUBJECT AND OBJECT

A predicate further constitutes different parts. *For example:*

We	met a friend in the theatre.
↓	↓
Subject	Predicate

The predicate consists of the verb, the object and the remaining part of the sentence.

We	met	a friend	in the theatre.
↓	↓	↓	↓
Subject	verb	object	rest of the sentence

**B** Identify and underline the different parts of the given sentences and write 'S' for subject, 'V' for verb, 'O' for object and 'R' for the remaining part:

1. The cobbler made me a pair of sandals.
2. Sonu paid him the money.
3. Ram sent us a box of sweets.
4. Alok bought Rachna a car.
5. Uncle presented Aman a wrist watch.
6. I poured a cup of tea for myself.

## Punctuation

### More About Comma and Full Stop

We also use a **comma** to set off introductory words.

*For example:* Walking towards the garden, he realised that his hands were dirty.

We also use **full stop** in abbreviations, e.g., a.m., p.m.

#### **Full stop is not used**

1. with acronyms and names of places, e.g., NASA, USA, etc.
2. in abbreviations that appear in uppercase letters, e.g., CEO, MD, etc.
3. in academic degrees, e.g., LLB, PhD, MA, etc.
4. after names' initials, e.g., Mr, Dr, etc.

**C** Rewrite the following sentences after correcting the use of comma and full stop:

1. The long exhausting journey, seemed never-ending.
2. At a recent meeting the workers, decided to ask for better salary.
3. Meera is the C.E.O. of a company in Delhi
4. Has your sister completed M.A.?
5. Latha is being promoted as the V.P. of the company she works for
6. Sitting in the park she was thinking, about her father.
7. Ms. Jina is our English teacher
8. Looking, at the sky she saw just a cloud of smoke.



## LISTEN AND TELL

Listen carefully\*. Fill in the blanks to complete the following sentences:

1. .... likes the different coloured flowers.
2. Mohan likes the .....
3. .... likes to know more about the little shrubs with flowers.
4. Nelson likes to look at the .....
5. .... likes to water the plants.



## BE CREATIVE

Look at the picture given below and complete the given dialogues:



**\*Note for the teacher:**

Listening Text is given on page no. 118.

Teacher : What are the children doing?

Students : .....

Teacher : Where are the children playing?

Students : .....

Teacher : Who is hiding behind a tree?

Students : .....

Teacher : How many children are near the tree?

Students : .....

Teacher : How many children are running?

Students : .....

Teacher : Are there any elders in the picture?

Students : .....

Teacher : What are they doing?

Students : .....



### TALK TIME

*In the story that you have just read, you can see that Nani was very kind to animals. She used to buy milk from the market and feed them. Now, divide into groups of five students each and discuss about how you can be kind to animals. Share your suggestions in the class.*



## How Beautiful is the Rain!

**Before You Read:** The pleasure of rain after a scorching summer is something we all have experienced in India. Read the poem and notice how aptly the poet describes the rain in the simplest of language.

How beautiful is the rain!  
 After the dust and heat,  
 In the broad and fiery street,  
 In the narrow lane,  
 How beautiful is the rain!

How it clatters along the roofs,  
 Like the tramp of hoofs!  
 How it gushes and struggles out  
 From the throat of the  
 overflowing spout!  
 Across the window pane  
 It pours and it pours;  
 And swift and wide,  
 With a muddy tide

Like a river down the gutter roars  
 The rain, the welcome rain.

—H. W. Longfellow



**About the Poet:** Henry Wadsworth Longfellow (1807–1882) was an American poet and educator. His most famous works include 'Paul Revere's Ride' and 'The Song of Hiawatha'.



## NEW WORDS

scorching	: burning
fiery	: extremely hot
clatters	: to move with a rattling sound
tramp	: to walk noisily
hoofs	: the horny part of the foot of a horse
gushes	: to flow out in a rapid stream
struggles out	: to move out with difficulty
spout	: a stream of liquid issuing from somewhere with great force
swift	: fast
gutter	: drain
roars	: to flow with a loud sound



## COMPREHENSION

**A** Complete the following sentences using words from the poem:

1. The rain is welcomed because it comes after a long spell of .....
2. It rains in all the ..... and the .....
3. The sound that the rain makes on the roof is compared with the sound of .....
4. The rain ..... and pours across the .....
5. During the rainy season, even gutters seem like .....

**B** Think and answer the following questions:

1. Why does the rain seem beautiful to the poet?
2. Who all welcome the rain?
3. Do you like the rainy season? Why/Why not?



## LITERARY APPRECIATION

**A** Find five pairs of rhyming words from the poem.

**B** Words like 'boom', 'bang', 'splash' are called sound words\* that mimic the sounds that they describe. Find such words from the poem.

.....

.....

.....

.....



## LISTEN AND TELL

You must know that peacocks love the rainy season. Listen carefully to the teacher\*\* as she speaks some lines about peacocks. Put a tick (✓) against each of the correct sentences and a cross (X) against the incorrect sentences:

1. Peacocks are small, blue coloured birds.
2. The tail feathers of a peacocok are more than 60 percent of the bird's total body length.
3. Peacocks cannot fly for long distances.
4. Peacocks have colourful feathers which are of blue, white, black and orange colours.
5. A peahen's tail is longer than that of the peacock.
6. Peacocks eat insects and plants.
7. The blue peacock is found in Java.
8. The green peacock can be found in Mynamar.

### Note for the teacher:

\*The sound words that actually look like the sounds they make are called onomatopoeia.

\*\*Listening Text is given on page no. 118.



## BE CREATIVE

You recently experienced a rainy day when you had to stay at home. Write a diary entry describing your experience.



## TALK TIME

Most people like the rainy season but some do not. Let us now read and recite the poem 'Monsoon' by the poet Sanchit Saluja where he has described why he doesn't like the rainy season. Recite the poem with proper tone, expression and rhythm. Listen to your classmates reciting the poem and learn new ways of expressing tone and rhythm. You can also colour the picture.

### Monsoon

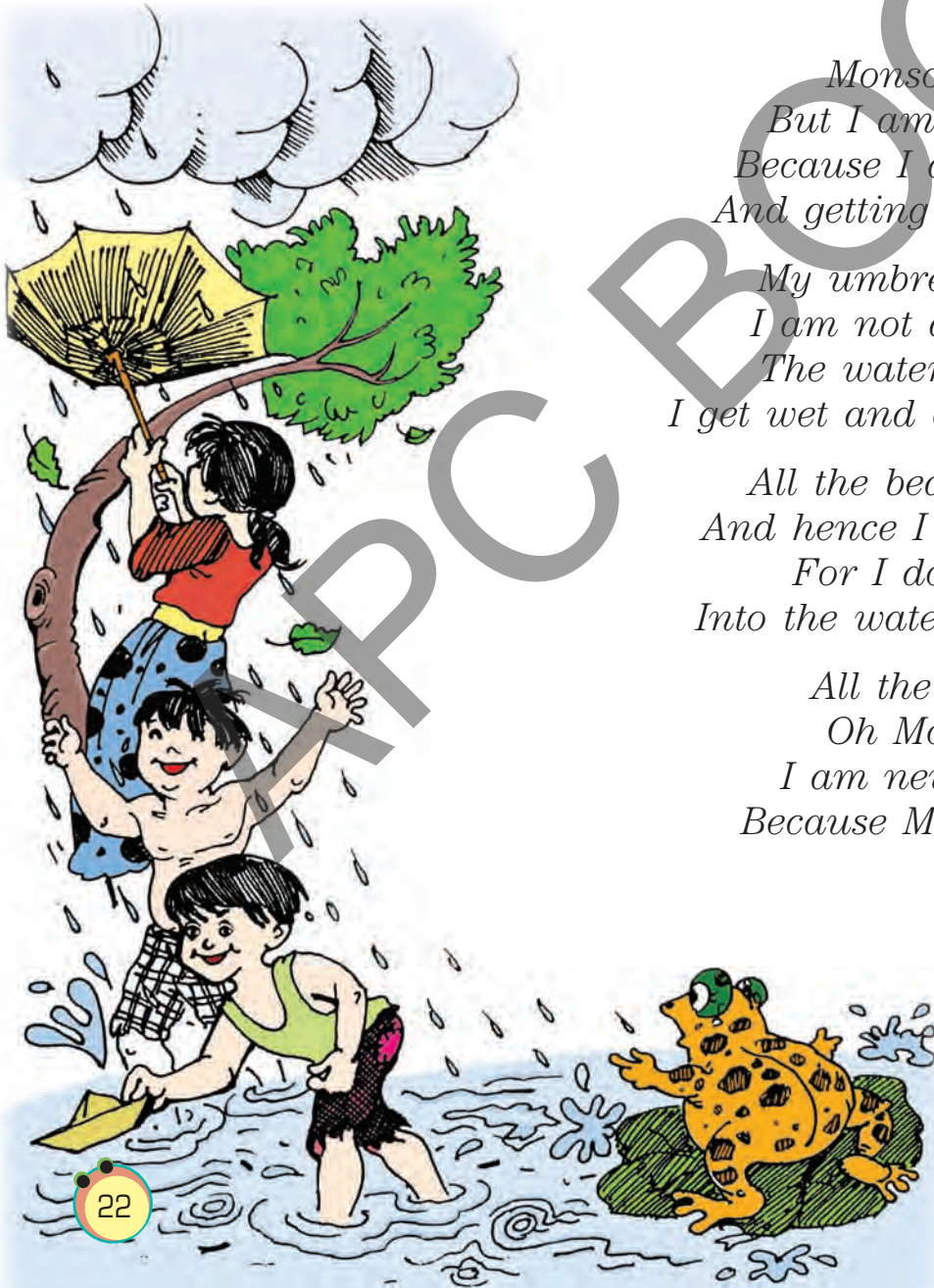
*Monsoon is on its way  
But I am not happy and gay  
Because I do not like the puddle  
And getting into a watery muddle.*

*My umbrella, oh it blew away  
I am not at all happy and gay  
The water rises above my feet  
I get wet and cold with chattering teeth*

*All the beautiful birds go away  
And hence I am not happy and gay  
For I don't want to drown  
Into the water, so muddy and brown*

*All the poor people pray  
Oh Monsoon, go away!  
I am never happy and gay.  
Because Monsoon is on its way.*

— Sanchit Saluja



# 3

## Cleanliness is Godliness

**Before You Read:** Did you know that every year, 8 million tons of garbage is added to our oceans and 80% of it is from wastes from the mainland? This is a serious issue but not everyone is aware about it. We need to stand up against the global trash problem and clean up waste, in order to keep our planet clean and healthy. This can only happen once we take the small step to clean up our homes, classes and schools regularly.

Let us read how Mohit of Class V tried to maintain cleanliness in his class.

Aman was the class monitor of Class V. The class teacher was very particular that everyone should attend the assembly in the morning. Missing it would lead to serious punishment.

**mainland:** land, continents  
**global:** worldwide  
**maintain:** to keep  
**particular:** strict

That day, Aman found that Mohit did not attend the morning assembly.

On returning to the class, Aman asked Mohit why he had skipped the assembly. They knew that their teacher was very strict about it. Before Mohit could answer, the teacher entered the class. The teacher asked Aman if everyone had attended the assembly that day. Aman replied that except Mohit, everybody had attended the assembly.

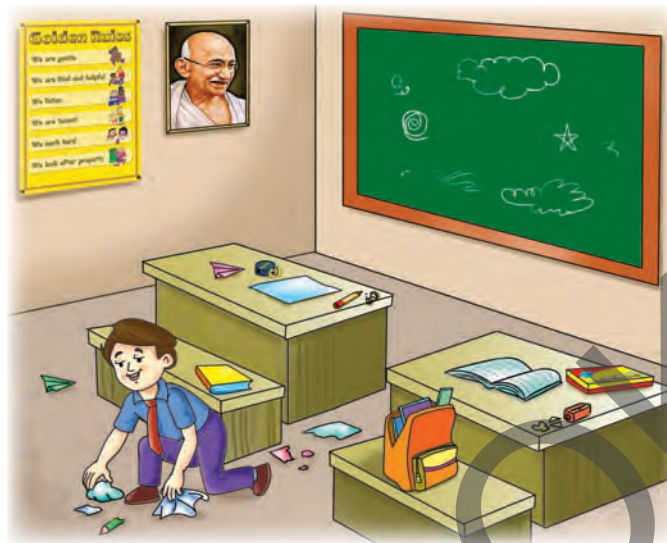
The teacher was surprised and asked Mohit, “Is it true what Aman has said? Did you stay away from assembly today?” Mohit said yes in a low voice and stood hanging his head<sup>1</sup>.

The teacher said, “Mohit, you know whoever misses the assembly is punished. Before giving you the punishment, I would like to know why you stayed away.”

Mohit told the teacher that he had come to the school in time only, but the others had already gone for the assembly. So he came inside the

<sup>1</sup> **hanging his head:** to be ashamed of something

class to keep his bag. When he was about to leave for the assembly, he noticed that the classroom was in **shambles** with dust, **rubbish** and other wastes. The whole place was dirty and **unhygienic**.



The teacher had always told them that cleanliness is next to Godliness<sup>2</sup>. So, Mohit cleaned the room and therefore, could not attend the morning assembly. He said to the teacher, “Since you have taught us the dignity of labour<sup>3</sup>, I **volunteered** to **tidy** the classroom. If I have done something wrong, please **pardon** me, Ma’am. I’m ready to accept any punishment by you.”

**shambles:** mess, disorder  
**rubbish:** garbage  
**unhygienic:** unclean and impure  
**volunteered:** willingly offered to do something  
**tidy:** to clean  
**pardon:** to forgive

The teacher was moved by Mohit’s words and said, “Mohit, you have done a wonderful job. If everyone thinks and acts according to your views, our school will become the best. I’m very proud to have you as my student. There is no punishment.”



<sup>2</sup> **cleanliness is next to Godliness:** the idea that people have a moral duty to keep themselves and their homes clean

<sup>3</sup> **dignity of labour:** the idea that all types of jobs should be respected equally; no particular occupation is considered superior and no job should be considered inferior on any basis

Mohit was highly appreciated by the teacher who pointed him out as a model to be copied by all others.



## COMPREHENSION

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

1. Aman was the class monitor of Class VI.
2. The class teacher was very strict that everyone should attend the assembly in the morning.
3. Aman asked Mohit why he had skipped the morning assembly.
4. Mohit made an excuse about missing the assembly.
5. The teacher punished Mohit.
6. Everyone was in the class when Mohit had come in the morning.
7. Mohit came inside the class to keep his bag.
8. The classroom was quite clean.

**B** Answer the following questions briefly:

1. Why did Mohit not attend the morning assembly that day?
2. What did Mohit notice in the classroom? What did he do to rectify it?
3. Did the teacher scold Mohit? Why/why not?
4. How did the teacher appreciate Mohit?
5. How did Mohit become a role model for others?

**C** Think and answer the following questions:

1. If you see your classmates littering the classroom, what action will you take?
2. How important is cleanliness for you?



## LANGUAGE STRUCTURE

### Words used both as Nouns and Verbs

There are some words that are used both as nouns and verbs.

For example:

Verb	Noun
1. He <b>insults</b> other.	I could not bear the <b>insult</b> .
2. Can you <b>decrease</b> the volume?	There is a sharp <b>decrease</b> in the price of petrol.
3. Rahul <b>exports</b> leather garments.	The <b>export</b> of rice has been stopped.
4. He is <b>progressing</b> in an impressive manner.	His <b>progress</b> is impressive.

**A** Read the following sentences. If the highlighted word is used as a verb, write V. If it is used as a noun, write N.

1. My **answer** to your question is correct.
2. A mother's **love** surpasses everything.
3. You cannot **progress** without hard work.
4. The **heat** is unbearable.
5. Please **increase** the speed.
6. I will not **drink** that strange red **drink**.

**B** Make two sentences each of the following words used as noun and verb.

1. light  
Noun .....
- Verb .....
2. benefit  
Noun .....
- Verb .....
3. attack  
Noun .....
- Verb .....



4. present

Noun .....

Verb .....

5. wish

Noun .....

Verb .....



## GRAMMAR GLEE

### ABSTRACT NOUN

An abstract noun is the name of some quality, state, idea, feeling, etc. which we can only think of or feel but cannot touch or see.

*For example:* honesty, patience, knowledge, advice, etc.

**A** *Underline the abstract nouns in the following sentences.*

1. My father is known for his strictness.
2. Happiness is something that all people like to have.
3. We shall admire kindness and not cruelty.
4. Sudhir, tell the teacher the whole truth.
5. The length of this sheet is perfect for my bed.
6. Honesty is the best policy.

### FORMATION OF ABSTRACT NOUNS

Abstract nouns are formed from common nouns, adjectives and verbs.

*For example:*

#### Abstract nouns from

	Common nouns	Adjectives	Verbs
1.	friend-friendship	long-length	think-thought
2.	child-childhood	true-truth	move-movement

**B** Form abstract nouns of the words given in the brackets:

1. The ..... of the salesman was obvious to all. (dishonest)
2. It was a ..... to meet my teacher after two years. (please)
3. The train's ..... was delayed due to bad weather. (arrive)
4. The ..... of weeds choked the plants. (grow)
5. During ..... we are incapable of looking after ourselves. (sick)



**LISTEN AND TELL**

Listen carefully to the teacher\*. Write the names of the children who do the following things regularly to keep their surroundings clean and healthy:



.....



.....



.....



.....

**\*Note for the teacher:**

Listening Text is given on page no. 118.



## BE CREATIVE

Encircle the unhealthy aspects in the picture given below (e.g. garbage, pollution, etc.). Write a short paragraph explaining why these aspects are harmful.



## TALK TIME

Rahul and Raj have been to a fort. The fort is in a bad shape as people write on the walls and litter everywhere. They are concerned about it. Read their conversation as follows:

**Raj** : Rahul, it is so sad that we are not taking care of monuments such as the fort. They are the treasure of our country.

**Rahul** : I agree with you. Such monuments not only look beautiful but also bring tourists to our country. We must take steps to protect them.

Pair up with a friend and continue this conversation.

# 4

## The Royal Bengal Tiger

**Before You Read:** Have you heard of dinosaurs? Why can't we see them today? Name some animals or birds that will soon vanish from the earth. Why do you think animals and birds vanish?

Do you know why tiger is the national animal of India? Read and find out.

Tiger was chosen as the national animal of India due to its **grace**, strength, quick movement and **enormous** power. As the tiger is also considered a mighty animal of jungle, it was an obvious choice for the national animal category. Tiger has always been considered as a royal animal. The tiger, as the national animal of India, symbolises the power, strength, **elegance**, alertness, intelligence and **tolerance** of the nation.



However, what is **alarming** is that there has been a **steep** fall in the population of tigers in the world. Due to illegal **smuggling** of tiger skin and other body parts, there are very few tigers left in the world today. There are only 5000-7000 tigers in the world today. Out of which, Bangladesh, Nepal, Bhutan, China and Myanmar claim to have a population of 3000 to 4500 and India alone claims to have a population of 2500 to 3750 tigers. In India, out of the eight known types of tiger, the Royal Bengal

**grace:** smoothness and elegance of movement

**enormous:** very large in quantity or size

**mighty:** fearsome

**elegance:** style, refinement

**tolerance:** patience

**alarming:** worrying, disturbing

**steep:** high

**smuggling:** the illegal movement of goods into or out of a country

Tiger is found throughout the country except in the north-western region.

As there was a fear that tigers might be wiped out<sup>1</sup> from the Indian soil, the Indian Government launched the Project Tiger in the year 1973. Project Tiger focuses



on **preserving** the remaining tiger population in the country as well as increasing the population of the tigers. Under this Project, 23 tiger reserves were **established** throughout the country, providing safe and comfortable shelter to the tigers in the natural environment. By 1993, there was much improvement in the tiger population in the country. However, despite the increase in population, the population of tigers in the country is still not satisfactory as compared to the effort and money put in the project. This is due to the illegal **poaching** of the tigers and **negligence** of **authorities** towards the alarming situation of the tiger population in the country.

**preserving:** keeping alive, saving  
**established:** set up, created  
**poaching:** hunting illegally  
**negligence:** failure to take care of something  
**authorities:** officials, people in charge, government

However, the latest estimates show that 2,226 tigers roamed through the forest reserves in the country in 2014. This shows an increase in the numbers of the national animal of India. With this, India has around 70% of the world's around 3,000 tigers. The efforts for the protection of tigers are slowly showing results. In the coming years, the population of tigers will hopefully increase due to the efforts of the government and the people of our country.

<sup>1</sup> **wiped out:** finished



## COMPREHENSION

A

Choose the correct options to answer the following questions:

- Which of these is not the reason for the Bengal Tiger to be chosen as the national animal of India?  
(a) It is graceful      (b) It is powerful      (c) It looks beautiful.
- Which country has the maximum number of tigers?  
(a) India      (b) Bhutan      (c) China
- In which country was Project Tiger launched? When was it launched?  
(a) It was launched in India in 1973.  
(b) It was launched in Bhutan in 1973.  
(c) It was launched in Myanmar in 1963.
- Which tiger is found throughout India except in the north-western region?  
(a) The white tiger  
(b) The Royal Bengal Tiger  
(c) The cheetah
- How many tiger reserves were established throughout the country under the Project Tiger?  
(a) 25      (b) 23      (c) 21

B

Complete the following table using the information given in the lesson that you have read:

PROJECT TIGER	
Year of establishment and the country	
Aim of the project	
Reason for starting it	
What was the plan?	
What was the effect of the plan?	
Is the plan good?	
How can we improve it?	

**C** Answer the following questions:

1. Why do people kill tigers?
2. What does the Royal Bengal Tiger symbolise as the national animal of India?
3. Why is the population of tigers still not satisfactory? Give three reasons.
4. Why has there been a fall in the population of tigers?
5. How can we say that the efforts made to protect the tigers are showing results?



## LANGUAGE STRUCTURE

### Antonyms

Antonyms are words which are opposite to each other in meaning, *e.g.*, junior-senior, kind-cruel, etc.

**A** Rewrite the following sentences after replacing the underlined words with their antonyms. Make the necessary changes in the sentences wherever required.

1. The story was very interesting.  
.....
2. She got upset after talking to Sunil over phone.  
.....
3. The king was arrogant to his people.  
.....
4. The axe of the woodcutter was blunt.  
.....
5. This bread is not fresh.  
.....
6. Maria has a thick notebook.  
.....

**B** A list of words and their antonyms is given below. Find the pairs and write them in the space provided.

freedom	follower	peace	descend
leader	dead	departure	slavery
destroy	alive	rise	create
ascend	arrival	fall	war

Word	Antonym	Word	Antonym
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....



## GRAMMAR GLEE

### REFLEXIVE PRONOUNS

The words, **myself**, **herself**, **himself**, **ourselves**, **themselves** and **yourselves** refer to the **subject of the sentence**. They are called **reflexive pronouns**.

For example:

1. I made this painting **myself**.
2. We made this painting **ourselves**.
3. Did **you** make this painting **yourself**?

**A** Complete the following sentences using the correct reflexive pronouns:

1. She decided to go to the accident spot .....
2. I don't want help from anyone. I want to do it .....
3. Zora and her family intend to paint their house .....



4. Why don't we try doing it .....
5. Do you think Harry can do it ..... , without anyone's help?
6. Shetal and Megha decided to plan the trip .....

### KINDS OF PRONOUNS

*(A recapitulation)*

Let us classify all the pronouns as:

*Personal Pronouns:* I, me, you, they, them, he, him, she, her, it, our, us

*Reflexive Pronouns:* myself, yourself, herself, himself, themselves

*Demonstrative Pronouns:* this, that, these, those

*Interrogative Pronouns:* who, whose, which

*Relative Pronouns:* which, who

*Possessive Pronouns:* mine, their, your, ours, theirs

*Indefinite Pronouns:* anything, everything, everyone

**B** Complete the following sentences with appropriate pronouns:

1. This is the house ..... Jack built. (who/that)
2. The blue bouncing ball is not ..... , it is .....  
(your/mine, his/my)
3. Ravi asked ..... mother if she would buy him a remote controlled car. (him/his)
4. Whose shoes are ..... ? (these/there)
5. You can make a paper boat ..... . (their/yourself)
6. In the confusion, I couldn't see ..... car it was. (who/whose)
7. These are the people ..... create trouble. (who/whose)
8. These trousers are not ..... , they are .....  
(yours/their, your/mine)



## LISTEN AND TELL

*Listen carefully\*. State whether the following statements are True (T) or False (F):*

1. Sparrows were not commonly found in the past.
2. Sparrows are as big as tennis balls.
3. The male sparrow is dark brown in colour.
4. The female sparrow has a white-coloured body.
5. Sparrows can usually be found in groups.
6. Sparrows have slow movements and take a lot of time to move from one place to another.



## BE CREATIVE

*Imagine you saw some students of your school hitting stray dogs with stones. Write an application to the principal of your school complaining about the issue.*



## TALK TIME

*Divide into pairs. Assign roles of two different animals to each and work together to prepare an interesting conversation between the two. Enact your conversations in the class.*

---

**\*Note for the teacher:**

Listening Text is given on page no. 119.