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.

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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.
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.

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 – ................................................................. .
Write the correct word under each picture.

cook     help     watch TV     read     library

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.

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.
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
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.

**COMPREHENSION**

A  **Tick (✓) the correct answer.**

1. Robert Bruce was the king of ................. .
   - England
   - Scotland

2. The king of Scotland was ................. .
   - brave
   - timid

3. King Bruce was defeated in war ................. .
   - six times
   - seven times

4. The spider in the cave was ready to ................. .
   - give up
   - try again

B  **Answer the following questions.**

1. 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?

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 a exclamation mark (!)
Write ‘S’ for statements, ‘Q’ for questions and ‘E’ for exclaimations 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.

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.
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.

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**Definitions**

- **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.

**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
**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.*