WORDS-WORTH
ENGLISH READER

3

ARMY EDITION

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Illustrations
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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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The Boy Who Cried Wolf

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

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

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

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

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

**graze:** to eat grass in a field  
**pasture:** a land covered with grass  
**dense:** thick  
**panicked:** to be afraid
They all got very angry when they realised that the shepherd boy had fooled them. The villagers scolded the boy and left from there but the boy was extremely pleased with his prank.

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

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

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

---

1 shouted at the top of his voice: to call out loudly
believes a liar even when he speaks the truth.” Thus, the shepherd boy regretted his actions and was in great sorrow about his lost sheep.

— A story adapted from the Aesop’s Fables

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

COMPREHENSION

A Based on your reading of the story, answer the following questions:
1. Where did the shepherd boy take his sheep for grazing?
2. How did he feel there?
3. What did the shepherd boy plan to do? How?
4. Who attacked the sheep?
5. Why didn’t the villagers come to help the shepherd boy the third time?

B Fill in the blanks with the words given below:

<table>
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<th>voice</th>
<th>liar</th>
<th>dense</th>
<th>trick</th>
<th>towards</th>
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</table>

1. The shepherd boy took his sheep to graze in the pasture near a ................. forest.
2. The boy ran ................. the village.
3. He tried the same ................. after a few days.
4. He shouted at the top of his ................. .
5. Nobody believes a ................. .
State True (T) or False (F) against the following statements:

1. The shepherd boy took his cows for grazing.  
   T

2. Many shepherd boys went with him.  
   F

3. The shepherd boy tried his trick two times.  
   T

4. The villagers came to help him the third time.  
   F

5. The villagers killed the wolf.  
   T

**LANGUAGE STRUCTURE**

**Word Building**

Unscramble the following letters to form words from the story:

1. atpsrue: ......................  
   True

2. rpakn: ......................  
   False

3. renaegd: ......................  
   False

4. eeshp: ......................  
   False

5. osrorw: ......................  
   True

6. onelly: ......................  
   True

7. ezgra: ......................  
   False

8. srcade: ......................  
   False

**Alphabetical Order**

Arrange the following words in alphabetical order:

1. ball  
2. duster  
3. orange  
4. monkey  
5. fan  

fish  
box  
snake  
meet  
fun  

apple  
elephant  
lion  
music  
fruit  
catch  
mouse  
man  
found
KINDS OF SENTENCES

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

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

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

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

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

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

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

PARTS OF A SENTENCE

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

The person or the thing spoken about is called the **subject** of the sentence.
The part of the sentence which talks about the subject is called the **predicate** of the sentence.

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

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

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

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<th>Column 2</th>
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<td>are shining in the sky.</td>
</tr>
<tr>
<td>2. Are you</td>
<td>broke the window?</td>
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<tr>
<td>3. The Wright brothers</td>
<td>a pleasant surprise!</td>
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<td>5. Who</td>
<td>built and flew the first aircraft.</td>
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<td>6. What</td>
<td>teaching English to the students?</td>
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<td>7. Is</td>
<td>a beautiful day!</td>
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<td>8. What</td>
<td>this your notebook?</td>
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**LISTEN AND TELL**

**Sit and Stand**

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

**Note for the teacher:**

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

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

wanted a box  became good friends  was too short for
was too tall  sleeping on the floor  another box
    a small puppy  just the right box

Jimmy and the Box

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

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

.........................

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

Jimmy thanked the boy. The boy and Jimmy
........................ .

TALK TIME

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

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

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

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

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

\(^1\) conduct his affairs: do his work
Feeling dejected, Akbar asked for something to drink. However, before he could even take a sip, a fly fell into his juice. Thus, Akbar remained thirsty.

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

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

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

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

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

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2 things came to a head: a situation becoming very bad
3 sentenced him to death: punished someone by being killed

dejected: sad
progressed: continued
quarrelled: fought
tantrum: display of bad temper
convinced: to be very sure
inauspicious: unfortunate
gallows: a structure where people are killed by hanging
Birbal came to meet him. Soon, the day of his hanging arrived and the executioner asked him his last wish.

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

The executioner was surprised at this unique request and informed Emperor Akbar about the hawker’s proclamation. Akbar immediately sent for the hawker. The courtiers were surprised to see him free the hawker and give him a bag of gold coins.
Akbar had realised that this proclamation could only have been thought out by Birbal. He immediately thanked him for preventing an innocent person’s hanging and also opening his eyes\(^5\) to the injustice of his order.

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

**COMPREHENSION**

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

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

**B** Answer the following questions:

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

\(^5\) *opening his eyes:* to make a person realise his/her mistake
LANGUAGE STRUCTURE

Synonyms

Synonyms are words that have similar meanings. For example: famous is a synonym for the word popular.

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

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

Word Building

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

ENCYCLOPEDIA
GRAMMAR GLEE

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

*For example* – 1. The utensils are made of **steel**.
   2. The table is made of **wood**.

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

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

<table>
<thead>
<tr>
<th>wood</th>
<th>silk</th>
<th>glass</th>
<th>cotton</th>
<th>paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>wheat</td>
<td>iron</td>
<td>gold</td>
<td>water</td>
<td>marble</td>
</tr>
</tbody>
</table>

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

LISTEN AND TELL

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

1. Vishal’s grandmother
2. Mrs. Jain
3. Mr. Jain
4. Vishal
5. Vishal’s grandfather
6. Surbhi

*Note for the teacher:*
Listening Text is given on page no. 110.
BE CREATIVE

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

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

TALK TIME

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

*Note for the teacher:
Help the children by assigning roles for the different characters. Encourage them to speak in English while enacting the scenes. You can also allow them to use the book while speaking.
The Coming of Spring

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

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

How do I know that spring is here?

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

The beautiful roses, lilies and daffodils,

**Peep out of everyone’s window sills.**

The grass starts getting soft and green,

The garden makes a very **pretty** scene.

**Tall bushes all start to unfold,**

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

—Sanchit Saluja

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

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

Phrases

serene gold : the golden-yellow light of the sun

COMPREHENSION

Choose the correct options to answer the following questions:

1. What is the feeling in the world on the arrival of the spring season?
   (a) A feeling of sadness
   (b) A feeling of anger
   (c) A feeling of happiness
   (d) A feeling of fear

2. Which flowers has the poet mentioned in the poem?
   (a) sunflowers and pansies
   (b) marigold and roses
   (c) lilies and lotuses
   (d) roses, lilies and daffodils

3. How does the garden look during the spring season?
   (a) pretty
   (b) dirty
   (c) unclean
   (d) terrible
4. What does the poet mean by the phrase ‘the sun’s morning serene gold’?
   (a) The sky
   (b) The golden-yellow light of the sun in the morning
   (c) Little clouds
   (d) The rainbow

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

LITERARY APPRECIATION

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

TALK TIME

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