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

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

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

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

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

---

ferocious: violent, inhuman
proposed: suggested
reluctantly: unwillingly

came his way: to meet someone unexpectedly
living in fear: to always think about a scary thing/event
The next day, a rabbit was sent. Her little children were very upset and did not eat anything for three days. A whole month went by in this way. The animals were sad to see their friends and family members leaving one by one but there seemed no solution in sight.3

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

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

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3 no solution in sight: when no answer can be found
4 to say their final goodbye: to say goodbye for the last time
5 had set off: to begin a journey
The lion was furious on hearing this. He ordered the jackal to take him to the place where the other lion was. The jackal took him to a well. The lion saw his reflection in water and thought that it was the other lion. He was so angry that without thinking, he pounced at his own reflection and fell into the well. He struggled for some time but finally drowned.

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

— A story adapted from the Panchatantra

About the Story: The Panchatantra is an age-old Indian collection of animal stories that have been believed to be written by the Sanskrit scholar, Vishnu Sharma and which usually contain a moral. The animals in these stories are usually given certain qualities which help them in different situations.

COMPREHENSION

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

intelligence | pounced | apologised | reluctantly | deliberately

1. The animals of the forest .................... agreed to send one animal every day to the lion as his meal.

2. The jackal ........................................ walked slowly towards the lion’s den.

3. The jackal very respectfully ............................ for being late.

4. The lion was very angry. In his anger, he ......................... into the well to kill the other lion.

5. The jackal’s ....................... saved the other animals of the forest.
**Answer the following questions in one or two sentences:**

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

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

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

**LANGUAGE STRUCTURE**

**Unscramble**

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

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<th>Words</th>
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<td>orunfatte</td>
<td>.............................</td>
</tr>
<tr>
<td>2. impressive, splendid</td>
<td>faginicment</td>
<td>.............................</td>
</tr>
<tr>
<td>3. information or skill</td>
<td>dlkegenow</td>
<td>.............................</td>
</tr>
<tr>
<td>4. a small hill</td>
<td>koclihl</td>
<td>.............................</td>
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<td>5. dangerous</td>
<td>cerofoius</td>
<td>.............................</td>
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<td>6. great surprise or wonder</td>
<td>zaaming</td>
<td>.............................</td>
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</table>
Singular and Plural

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

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

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

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

GRAMMAR GLEE

KINDS OF SENTENCES

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

**Statement:** It is very hot today.
**Question:** Where are you going?
**Request or Command:** Please give me a pen.
**Exclamation:** What a lovely house!

Let us know more about them.
The simple statements beginning with a capital letter and ending with a full stop are called **assertive sentences**.
The sentences that ask questions are called **interrogative sentences**.
The sentences that begin with a capital letter and end with an exclamation mark are called **exclamatory sentences**. They express feelings of happiness, sadness, anger, shock or surprise.

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

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

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

B  **Change the following statements into questions.**

1. Statement : You have a pen.
   Question : **Do** you **have a pen?**

2. Statement : He likes playing football.
   Question : .............................................................

3. Statement : Mr Das has a new computer.
   Question : .............................................................

4. Statement : Ali was late for school.
   Question : .............................................................

5. Statement : She enjoyed reading the story.
   Question : .............................................................

LISTEN AND TELL

**Say True or False**

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

BE CREATIVE

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

TALK TIME

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

*Note for the teacher:

Listening Text is given on page no. 111.
Mayur—the Peacock

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

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

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

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

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

---

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

**Adjectives:**

- **admiring:** appreciating
- **plumage:** feathers of a bird
- **maintaining:** continuing to look after something
- **reasoned:** gave suitable reasons about something
- **strutted:** to walk in a proud way with one’s back straight and head up
- **gazed:** stared, looked fixedly
exclaim. Then, he would take out his comb and start preening again.

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

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

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

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

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

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

²made a dash: ran quickly towards something
However, something unexpected happened. Somebody had eaten a banana and had accidentally thrown away the banana peel on the ground. Mayur slipped on the banana peel and fell down. He slid right down the bank into the pond with a big SPLASH!

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

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

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

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

A

Answer the following questions briefly:

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

B

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

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

C

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

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

**Compound Nouns**

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

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

**A Circle the correct compound nouns.**

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

**Plural Forms of Compound Nouns**

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

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

(ii) **last word**, e.g., grown-up 
    grown-ups

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

1. Hari has bought two ...................... . (tool boxes, tools box)
2. Put four ...................... of sugar into the glass.
   (spoonsful/spoonfuls)
3. Their ...................... are not joining the party tonight.
   (mother-in-laws/mothers-in-law)
4. Priya advised me to get off after two ...................... .
   (buses stop/bus stops)

5. I love watching ......................... on warm summer nights.
   (fireflies/fires flies)

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**GRAMMAR GLEE**

**POSSESSIVE NOUNS**

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

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

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

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

*For example:* 1. The birds’ nests
   2. The trees’ leaves

---

A **Write the possessive nouns for the following:**

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

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**COLLECTIVE NOUNS**

Collective Nouns are nouns that indicate a collection or a group of animals, persons or things. *For example:* A collection of puppies is called a litter and a group of cows is called a herd.
Now find out what a group of the following animals is called by matching the columns:

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<th>Collective Noun</th>
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<tr>
<td>horses</td>
<td>host</td>
</tr>
<tr>
<td>dogs</td>
<td>team</td>
</tr>
<tr>
<td>sparrows</td>
<td>pack</td>
</tr>
<tr>
<td>oxen</td>
<td>hive</td>
</tr>
<tr>
<td>bees</td>
<td>yoke</td>
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</table>

Animal
- zebras
- gorillas
- chickens
- dolphins
- baboons

LISTEN AND TELL

Listen carefully* and complete the following sentences:

………………………………… is running.
………………………………… is dancing.
………………………………… are playing cricket.
………………………………… is walking with her father.
I and Rahul are ……………………………….

*Note for the teacher:
Listening Text is given on page no. 111.
**BE CREATIVE**

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

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

*animals ran away – scared*

*night – other donkeys braying*

*donkey – not stop himself – starts braying*

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

**TALK TIME**

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

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

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

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

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies’ skirts across the grass-

O wind, a-blowing all day long,
O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all-

O wind, a-blowing all day long,
O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?

O wind, a-blowing all day long,
O wind, that sings so loud a song!

—Robert Louis Stevenson
**NEW WORDS**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>toss</td>
<td>throw or move something casually</td>
</tr>
<tr>
<td>blow</td>
<td>move quickly and loudly</td>
</tr>
<tr>
<td>beast</td>
<td>animal</td>
</tr>
</tbody>
</table>

**COMPREHENSION**

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

<table>
<thead>
<tr>
<th>beast</th>
<th>birds</th>
<th>calling</th>
<th>see</th>
<th>strong</th>
<th>kites</th>
</tr>
</thead>
<tbody>
<tr>
<td>cold</td>
<td>young</td>
<td>pushing</td>
<td>old</td>
<td>child</td>
<td>hides</td>
</tr>
</tbody>
</table>

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

1. Who is singing the song?  
   a) A woman  
   b) A child  
   c) A man  
   d) An animal

2. In the last stanza, the wind has been compared to a ................. .  
   a) bird  
   b) kite  
   c) beast  
   d) strong man

3. Which word has been used in the last stanza to refer to the wind?  
   a) A kite  
   b) A tree  
   c) A child  
   d) A flower

LITERARY APPRECIATION

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

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

LISTEN AND TELL

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

The Mango

The mango is known as the king of .................

To the mango, this position really suits

It is so very .................

*Note for the teacher:  
Listening Text is given on page no. 111.
For eating it, all are ever ready
It is so .................... to eat
Gives competition to chicken and meat
You can never ever .................. This super-tasty mate
I wish I had a ....................
With mangoes in each and every barn
The mango is known as the .................. of fruits
To the ...................., this position really suits.
—Sanchit Saluja

BE CREATIVE

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

Weather Report

Date: ................................. Day: .................................
Maximum Temp. ......................... Minimum Temp. .........................
Sunrise ................................. Sunset .................................

Is the day windy?  Yes/No

TALK TIME

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