WORDS-WORTH
ENGLISH READER

1

ARMY EDITION

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Illustrations
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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 an 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
<table>
<thead>
<tr>
<th>Lessons</th>
<th>Reading Comprehension</th>
<th>Writing Skills</th>
<th>Speaking Skills</th>
<th>Listening Skills</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Poem 1:</strong> Alphabet Song</td>
<td>1. Match 2. Enrich</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>1. Let us be Friends 2. Little Birdie</td>
<td>1. Fill ups 2. Introduce Yourself</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td><strong>Poem 2:</strong> A Box of Crayons</td>
<td>1. True/False 2. Q Ans</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Let us Enjoy the Poem</td>
<td>1. Rhyming words 2. Think and discuss</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td><strong>Poem 3:</strong> A Little Frog</td>
<td>1. Fill ups 2. Circle the correct picture</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>1. Write Yes or No 2. Complete the given sentences</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
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**Grammar:***
- Alphabet - Vowels and Consonants
- A/An
- Is/Am/Are
- One and Many (Singular-Plural)
- Opposite Words (Antonyms)

**Writing Skills:***
- Composition using pictures
- Story Writing (Gap filling)

**Speaking Skills:***
- Making Request (Please)
- Meet Mona & Nitin
- This and That

**Listening Skills:***
- Word Chain 'A' sound
- Make more words from one word

**Vocabulary:***
- Complete the words by putting vowels
- Encircle

**Reading Comprehension:***
- Match
- Fill ups
- True/False

**Others:**
- Opposite Words (Antonyms)
- Pronoun
- Similar Words (Synonyms)

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**APC BOOKS**
<table>
<thead>
<tr>
<th>Lessons</th>
<th>Reading Comprehension</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Listening Skills</th>
<th>Speaking Skills</th>
<th>Writing Skills</th>
</tr>
</thead>
</table>
| 5. A Visit to the Vegetable Shop | 1. MCQ  
2. Odd one out  
3. Q Ans | Describing Words (Adjectives) | Vegetable Names | ‘U’ sound (u, oo) | Father and children (us, him, her, our, their) | Story Writing (Rearranging sentences) |
|                           |                       |                          |                   |                        |                   |                |
| 6. Neha’s Birthday Invitation | 1. Fill ups  
2. Rearrange the words  
3. Write your address | Doing or Action Words (Verbs) | Animal Names | • ‘Qu’ sound  
• Words with ‘z’ and ‘x’ | Describing the Weather | Invitation Letter (Gap filling) |
|                           |                       |                          |                   |                        |                   |                |
| Poem 4: Where is the Caterpillar? | 1. Yes or No  
2. Complete the given sentences  
3. Unjumble the letters | — | — | — | Asking and replying politely | — |
| Let us Enjoy the Poem | 1. Recite with actions | — | — | — | — | — |
| 7. A Fun Weekend | 1. Q Ans  
2. Fill ups  
3. Word Search | Position Words (Prepositions) | Compound Words | • Listening Text  
• Words with no vowels | Role Play (has/have) | Paragraph Writing (Fill ups) |
|                           |                       |                          |                   |                        |                   |                |
| 8. Jingo and Tingo | 1. Tick the correct sentences  
2. Q Ans | Joining Words - and, but (Conjunctions) | -ing Words | T, ph, gh sound | Today and Yesterday Words (is/am/are, was/were) | Story Writing (Fill ups) |
|                           |                       |                          |                   |                        |                   |                |
| 9. It’s Children’s Day | 1. MCQ  
2. Fill ups  
3. Think and write | Present and Past – s/es, d/ed (Tense) | Animals and their Babies Names | • Listening Text  
• Group game | Role Play (Vegetable Vendor and buyers) | Picture Composition |
|                           |                       |                          |                   |                        |                   |                |
| Poem 5: The Ferryman | — | — | — | — | — | — |
# Contents

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poem 1: Alphabet Song</td>
<td>1</td>
</tr>
<tr>
<td>1. Let us be Friends</td>
<td>5</td>
</tr>
<tr>
<td>2. Little Birdie</td>
<td>11</td>
</tr>
<tr>
<td>Poem 2: A Box of Crayons</td>
<td>19</td>
</tr>
<tr>
<td>3. Little Red Hen</td>
<td>22</td>
</tr>
<tr>
<td>4. My School</td>
<td>32</td>
</tr>
<tr>
<td>Poem 3: A Little Frog</td>
<td>41</td>
</tr>
<tr>
<td>5. A Visit to the Vegetable Shop</td>
<td>44</td>
</tr>
<tr>
<td>6. Neha’s Birthday Invitation</td>
<td>53</td>
</tr>
<tr>
<td>Poem 4: Where is the Caterpillar?</td>
<td>63</td>
</tr>
<tr>
<td>7. A Fun Weekend</td>
<td>67</td>
</tr>
<tr>
<td>8. Jingo and Tingo</td>
<td>77</td>
</tr>
<tr>
<td>9. It’s Children’s Day</td>
<td>87</td>
</tr>
<tr>
<td>Poem 5: The Ferryman</td>
<td>97</td>
</tr>
</tbody>
</table>
Alphabet Song

READ AND RECITE

A – B – C – D – E

The school is the best place for me

F – G – H – I – J

We will learn and play all day

K – L – M – N – O

Reading writing here we go

P – Q – R – S – T

Let us be friends you and me


Learning is fun, let us go ahead.
Match the capital letters with their small letters.

<table>
<thead>
<tr>
<th>A</th>
<th>D</th>
<th>F</th>
<th>G</th>
<th>M</th>
<th>P</th>
<th>Q</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>d</td>
<td>f</td>
<td>g</td>
<td>m</td>
<td>p</td>
<td>q</td>
<td>z</td>
</tr>
</tbody>
</table>

Let us sing

I know the famous five friends. Do you?
They are five vowels A–E–I–O–U.
Try them out and sing them too.

There are 26 letters in English Alphabet.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<td>F</td>
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<td>H</td>
<td>I</td>
<td>J</td>
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<td>K</td>
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<td>M</td>
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<td>O</td>
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<td>T</td>
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<tr>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
<td>Y</td>
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</tbody>
</table>

Encircle the vowels.

Count and write the number of consonants.
A and An are used when you mean only one of something. For example: a hat, an egg, a butterfly, an owl.

We write an before a word beginning with a vowel.

While we write a before the rest of the letters of the alphabet.

Draw a green colour line joining the words using a before them and blue line for the words using an before them.
**WORD BUILDING**

Given below are some words from the poem ‘Alphabet Song’. Fill in the vowels to complete the words.

b…st  d…y  f…n  
pl…y  sch……l  fr……nds

Fill in the vowels to make more new words.

b…ll  c…ty  b…rd  
j…mp  w…t  cr…w  
b…by  b…dy  d…sk

m…th …r  f…th…r

**TALK TIME**

We always use *Please* when we request someone. Practise the following requests with your friends.

• Please give me a storybook.
• Please shut the door.
• Please come inside.
• Please be quick.
• Please hold my bag.
Let us be Friends

My name is Tia.
I am a girl.
I am 5 years old.

I have many toys.
My favourite toy is a beach ball.
My beach ball is very colourful.
My best friend is Mona.
Every evening Mona and I play on the swings.
We play with my ball too.
I want to be friends with you.
Will you be my friend?

favourite: dearest
beach: seaside
colourful: full of colours
friend: one who likes you
A Fill in the blanks with the words given in the box below.

| beach | colourful | friend | toys |

1. I have many .................. .
2. My favourite toy is a .................. ball.
3. My beach ball is very .................. .
4. My best .................. is Mona.

B Write about yourself. Paste your picture in the given box.

My name is .................. .
I am a .................. . (boy/girl)
I am .................. years old.
My best friend is .................. .
My favourite toy is .................. .

GRAMMAR GLEE

We use

- **am**—with ‘I’, e.g. I am a girl.
- **is**—with one person or thing, e.g. Saloni is a girl.
- **are**—with two or more persons or things, e.g. They are girls.
Complete the following sentences using—is, am and are.

1. I ................. a tall boy.
2. Priya ................. my friend.
3. They ................. late.
4. She ................. my younger sister.
5. Hari and Rita ................. my friends.

WORD BUILDING

Complete the following word chains. Make a new word with the last letter of each word.

fall — loud — drum — ................. — ................. — .................
plate — egg — goat — ................. — ................. — .................
ear — ring — gold — ................. — ................. — .................
sharp — pond — dog — ................. — ................. — .................
dream — men — nose — ................. — ................. — .................
LISTEN AND SAY ALOUD

Fun with the sound of ‘a’

Listen to the sound of ‘a’ in the following words. Complete the remaining words by adding ‘a’ and say each word aloud.

plate stay
plane rain
g...te pl...y g...me pl...in
r...te d...y f...me pr...y
train sk...tes

Think and Write

Listen to the sound of ‘a’ in words like hat, man, band. Think and write some more words with similar sounds.

hat, man, band, ...........................................................
.................................................................
Note: The word ‘am’ is used with the word ‘I’ and the word ‘are’ is used with ‘you’.

Meet Mona and Nitin

*You can read their conversation in pairs or in groups.

I am a girl.
I am a boy.
You are tall.
You are short.
I am wearing a blue frock.
I am wearing a red shirt.
You are strong.
You are pretty.
We are wearing black shoes.

*Suggestive ideas for teacher/parents:
Form small groups of students and help them enact similar situation.
Tia wants to describe her visit to the zoo. Write what you see in the pictures to complete the sentences.

1. Yesterday, I went to the __________ with my friends.

2. I saw a __________, a __________, a __________, a __________, and a __________ in the zoo.

3. There were many colourful __________ too.

4. We went for an __________ ride.

5. We enjoyed very much.
One day Jaya was playing in the garden. She saw a tiny bird lying on the ground. She picked it up gently. The bird had hurt her wing.

Jaya ran home to her mother. Her mother quickly cleaned the injured wing of the bird and bandaged it.

Her mother then put some cotton into a basket to make a soft bed for the bird.

Every day Jaya and her mother fed her crumbs of food. Slowly, the bird grew strong and her wing healed.

On a bright sunny morning, the little bird flew away. Jaya felt sad. She missed her little friend.
But then one day, she saw the little bird singing on her window. How happy Jaya was!

She looked out and saw that the little bird had made a nest on a tree in her garden. There were four tiny eggs in the nest.

Jaya was very excited. She wondered how long it would take for the eggs to hatch!

**COMPREHENSION**

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

<table>
<thead>
<tr>
<th>hatch</th>
<th>healed</th>
<th>wing</th>
<th>injured</th>
<th>nest</th>
</tr>
</thead>
</table>

1. Jaya’s mother cleaned the .................. wing of the bird.
2. The little bird had made a ................ on a tree.
3. The bird had hurt her ....................... .
4. Jaya wondered when would the eggs ................ .
5. The bird’s wing ......................... slowly.
B Rewrite the following sentences in the correct order.

- Then she put the bird into a basket.
- They fed the little bird some crumbs of food.
- A little bird was lying on the ground.
- The bird soon grew strong and flew away.
- Jaya’s mother bandaged the injured wing.
- Jaya picked it up gently and ran home to her mother.

1. ........................................................................................................................
2. ........................................................................................................................
3. ........................................................................................................................
4. ........................................................................................................................
5. ........................................................................................................................
6. ........................................................................................................................

C Answer the following questions.

1. Where was Jaya playing?

2. What did Jaya and her mother feed the injured bird?

3. Why was Jaya happy?

4. How many eggs were there in the nest?
Sentence

Read these group of words.
love parents my me much very

Now, read these—
My parents love me very much.

A sentence is a group of words that makes complete sense.

A Tick (√) the group of words that are sentences.

1. in air the birds fly.
2. I love my country.
3. Ria is
4. Ria is a tall girl.
5. This is a lovely jacket.

Punctuation

- Each sentence starts with a capital letter and ends with a full stop.
- The word ‘I’ is always written in capital.

B Use the capital letter and full stop wherever necessary.

1. neha is a pretty girl

2. i like to eat ice-cream
3. nitin goes to the market

4. mona likes to play in the park

WORD BUILDING

Make as many words as you can from the following word. You have 5 minutes to complete this exercise.

hat
ant
LISTEN AND SAY ALOUD

Fun with the sound of ‘e’

Listen to the sound of ‘ee’ as in see and ‘ea’ as in eat. Don’t they sound similar?

Fill in the blanks with ‘ee’ or ‘ea’ to form different words.

- gr...n
- kn...
- f...l

Listen to the sound of ‘ey’ as in key. Doesn’t it sound like ‘ee’ as in see and ‘ea’ as in treat.

Can you think of one rhyming word for each of the following words?

- honey
- monkey

Think and Write

Listen to the sound of ‘ea’ as in head. It sounds different as in heat.

Think of one more word with the sound of ‘ea’ as in head.

- bread
**TALK TIME**

*Look at the picture carefully and read what Meenu has to say about the two houses.

This is my house. That is Rahul’s house.

This house has a red door. That house has a blue door.

This house has a big tree. That house does not have a tree.

This house does not have a chimney. That house has a chimney.

I like this house. That house is nice too.

Now colour the picture.

*Suggestive ideas for teacher/parents:
Divide students in pairs and help them talk about different situations using this/that.
Once there was a                        . He had a piece of                        . He sat on the                        of a tree to eat the bread. A hungry                        saw him. He said, “Mr. Crow, your voice is so                        . Please sing a                        for me.” The                        crow opened his mouth to sing. The bread fell                        . The fox picked it up and                        away.
I had a box of crayons
All shiny, straight and new.
I lent a friend one crayon
And oops! It broke in two.

My friend said, “I am sorry.”
But I said, “It is fine.
Because we both can share,
Now half is yours and half is mine.”
COMPREHENSION

A. Write True or False for the given statements.

1. The child had a box of chocolates. ....................... 
2. The child’s friend broke the crayon in two pieces. ....................... 
3. Now they can share the crayon. ....................... 
4. The child’s friend said, “It is fine.” ....................... 

B. Answer the questions in a complete sentence.

1. What did the child lend? ........................................................................ 
2. What happened to the crayon? ........................................................................ 
3. Was the child happy or sad? ........................................................................ 

LET US ENJOY THE POEM

A. Write two words from the poem that rhyme with new — ....................... fine — ....................... 

B. What do you think friends are for? Discuss with your partner two things that friends should do together.
WORD BUILDING

Singular and Plural (One and Many)

one car  two cars  one flower  many flowers

Write the plurals for the following words.

- bat
- star
- dog
- chair
- kitten
Once upon a time, there was a Little Red Hen. She lived on a farm, with a lazy dog, a sleepy cat and a noisy duck.

One day the Little Red Hen found some grains of wheat.

“Who will plant the grains?” she asked.

“Not I,” said the lazy dog who was sitting under the table.

“Not I,” said the sleepy cat who was on the tree.

“Not I,” said the noisy duck who was resting near the pool.

“Then, I will,” said the Little Red Hen. She buried the wheat in the ground. After some time, the wheat plant grew up yellow and ripe.
“The wheat is ripe now. Who will cut and thresh it?” asked Little Red Hen.

“Not I,” said the lazy dog.

“Not I,” said the sleepy cat.

“Not I,” said the noisy duck.

“Then I will,” said the Little Red Hen. She cut it with her bill and threshed it with her wings.

“Who will take this wheat to the mill?” she asked.

“Not I,” said the lazy dog who was sitting behind the cat.

“Not I,” said the sleepy cat who was jumping over the bench.

“Not I,” said the noisy duck who was swimming in the pool.

“Then, I will,” said the Little Red Hen. She took the wheat to the mill for grinding it. Then she carried the flour back to the farm.

“Who will make bread with this flour?” she asked.

thresh: to separate the grains from the plant by beating
bill: a tool to cut
“Not I,” said the lazy dog. “Not I,” said the sleepy cat. “Not I,” said the noisy duck. “Then I will,” said Little Red Hen. She made and baked the bread.
Then she asked, “Who will eat this bread?”
“I will,” barked the lazy dog.
“I will,” purred the sleepy cat.
“I will,” quacked the noisy duck.
“No,” said the Little Red Hen. “I will eat it all by myself.” And she ate the bread herself.

**COMPREHENSION**

**A** Answer the following questions.

1. Where did the Little Red Hen live?

2. What did the Little Red Hen find?

3. Who planted, cut and threshed?
4. Why did the Little Red Hen take wheat to the mill?

5. Who ate the bread?

B Fill in the blanks using the words given below.

| bill | eat | buried | wings | ripe |

1. Little Red Hen .......... the wheat in the ground.
2. The wheat plant grew up yellow and ............... .
3. Little Red Hen cut the wheat plant with her ............... and threshed it with her ............... .
4. The dog, the cat and the duck wanted to ............... the bread.

C Match the animals to the words that describe them correctly.

- sleepy
- noisy
- hardworking
- lazy
Let us sing a poem—
Everybody has a name.
Some are different, some are same.
Some are short, some are long,
All are right, none are wrong.

The names of persons, places, animals or birds, and things are called **Naming Words**.

We always begin the names of persons and places with a capital letter.

*For example: *Samar lives in Jaipur.

A **Now write any four**—

<table>
<thead>
<tr>
<th>Names of your friends</th>
<th>Names of the places you know</th>
<th>Names of animals/birds</th>
<th>Names of things you play with</th>
</tr>
</thead>
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</tr>
</tbody>
</table>
Rearrange the letters to get the names of different colours and then colour the balloons accordingly.

pnik ........................... orngae ...........................
dre ..............................
bule ............................
geren .............................
yleolw ...........................
WORD BUILDING

All living things are male or female. We call them by different names.

Match the following to make pairs.

1. boy    wife
2. king  girl
3. husband madam
4. brother  queen
5. father  aunt
6. uncle woman
7. prince  daughter
8. man  mother
9. sir sister
10. son  princess

LISTEN AND SAY ALOUD

Fun with the sound of ‘i’

Listen to the sound of ‘i’ as in sit, fish and the sound of ‘y’ as in happy, lady. Do they sound similar? The latter sound represents long ‘i’ sound.
Fill in the blanks in the word tree with similar sounding words from the box given below.

| lazy | chin | lick | honey | baby | bill |

Think and Write

Listen to the sound of ‘i’ as in kite and ‘y’ as in cry. Don’t they sound different from the sound of ‘i’ and ‘y’ as in sit and happy?

Add an ‘i’ or a ‘y’ to the following words and then say aloud each word.

night  fl...  write  tr...
Yes, it is. No, it is not.

*You can play this game in pairs or groups.

Is it an animal?
Yes, it is.

Is it a big animal?
Yes, it is.

Is it a hippopotamus?
No, it is not.

Is it a whale?
No, it is not.

Have I seen this animal?
Yes, you have.

Is it an elephant?
Yes, it is.

*Suggestive ideas for teacher/parents:
Divide students in pairs and help them enact similar situations using dialogues.
## WRITING SKILLS

*Let us write a poem with the help of the words given below.*

| write | done | bright | smart | one | heart |

My teacher is caring, kind and ............
She resides deep in my .............
She teaches me to read and .............
She helps me grow .................
I thank her for what she has ............
For me she is always number .............
Thank you teacher, thank you, once again.