

# WORDS-WORTH

## ENGLISH READER



ARMY EDITION

Saba Siddiqui  
Mugdha Bhargava

*Illustrations*  
Gautam Roy



**AVICHAL PUBLISHING COMPANY**

Industrial Area, Kala Amb 173 030, Distt. Sirmour (HP)

*Delhi Office:* 1002 Faiz Road (opp. Hanumanji Murti) Karol Bagh, New Delhi 110 005

*Published by:*  
**AVICHAL PUBLISHING COMPANY**

Industrial Area, Trilokpur Road  
Kala Amb 173030, Distt. Sirmour (HP)  
Ph.: 01702-238688, 238832

**Delhi Office:**

1002 Faiz Road (opp. Hanumanji Murti)  
Karol Bagh, New Delhi 110 005 (India)  
**Ph.:** 011-28752745, 28752604, 28755383 **Fax:** 011-28756921  
**Email:** info@apcbooks.co.in **Website:** www.apcbooks.co.in

© Publishers

ISBN-978-81-7739-204-3  
ISBN-978-81-7739-209-8 (Series)

First Edition: 2009  
Reprint: 2010, 11, 12  
Reprint: 2013, 14, 15, 16, 17  
Special Edition: 2018  
Third Edition: 2019  
**Fourth Edition: 2020**

Price: ₹ 83.00  
**[For Army Schools]**

*Typeset & Designed at*  
**Laser Tech Prints (D)**

*Printed at*  
**Delite Press**  
Okhla Industrial Area, Delhi

# 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**

Lessons	Reading Comprehension	Grammar	Vocabulary	Listening Skills	Speaking Skills	Writing Skills
Poem 1: Alphabet Song	1. Match 2. Encircle	<ul style="list-style-type: none"> <li>Alphabet – Vowels and Consonants</li> <li>A/An</li> </ul>	Complete the words by putting vowels	—	Making Request (Please)	—
1. Let us be Friends	1. Fill ups 2. Introduce Yourself	Is/Am/Are	Word Chain	'A' sound	Meet Mona & Nitin (I am/You are)	Composition using pictures
2. Little Birdie	1. Fill ups 2. Rewrite the sentences in correct order 3. Q Ans	<ul style="list-style-type: none"> <li>Sentence</li> <li>Punctuation</li> </ul>	Make more words from one word	'E' sound (ee, ea, ey)	This and That	Story Writing (Gap filling)
Poem 2: A Box of Crayons	1. True/False 2. Q Ans  <b>Let us Enjoy the Poem</b> 1. Rhyming words 2. Think and discuss	—	One and Many (Singular-Plural)	—	—	—
3. Little Red Hen	1. Q Ans 2. Fill ups 3. Match	Naming Words (Noun)	Pairs (Gender)	'I' sound (i, y)	Yes, it is. No, it is not.	Poem Writing
4. My School	1. Write 'Yes' or 'No' 2. Complete the given sentences	Pronoun	Similar Words (Synonyms)	'O' sound (ou, au, ow)	Asking Questions	Thank You cards with description
Poem 3: A Little Frog	1. Fill ups 2. Circle the correct picture  <b>Let us Enjoy the Poem</b> 1. Rhyming words 2. Find and write 3. Think and write	—	Opposite Words (Antonyms)	—	—	—

Lessons	Reading Comprehension	Grammar	Vocabulary	Listening Skills	Speaking Skills	Writing Skills
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 <b>Let us Enjoy the Poem</b> 1. Recite with actions	—	—	—	Asking and replying politely	—
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	f, 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

## Chapters

## Page No.

<i>Poem 1: Alphabet Song</i>	1
1. Let us be Friends	5
2. Little Birdie	11
<i>Poem 2: A Box of Crayons</i>	19
3. Little Red Hen	22
4. My School	32
<i>Poem 3: A Little Frog</i>	41
5. A Visit to the Vegetable Shop	44
6. Neha's Birthday Invitation	53
<i>Poem 4: Where is the Caterpillar?</i>	63
7. A Fun Weekend	67
8. Jingo and Tingo	77
9. It's Children's Day	87
<i>Poem 5: The Ferryman</i>	97



# 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

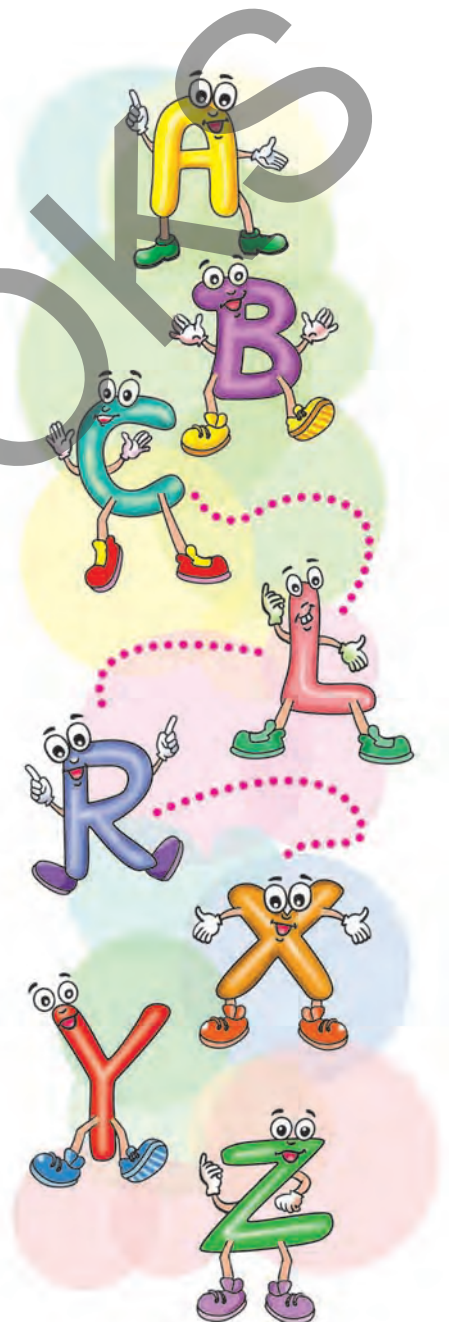
Reading writing here we go

P – Q – R – S – T

Let us be friends you and me

U – V – W – X – Y – Z

Learning is fun, let us go ahead.



Match the capital letters with their small letters.

A	D	F	G	M	P	Q	Z
d	f	a	p	q	z	m	g

### 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

A-E-I-O-U

A-E-I-O-U



There are 26 letters in English Alphabet.

A	B	C	D	E	
F	G	H	I	J	
K	L	M	N	O	
P	Q	R	S	T	
U	V	W	X	Y	Z

Encircle the vowels.

Count and write the number of consonants.





## GRAMMAR GLEE

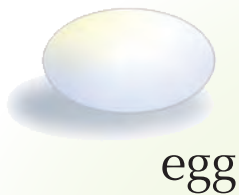
**A** and **An** are used when you mean only one of something.

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.



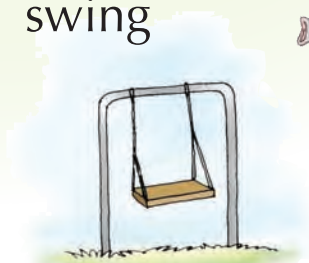
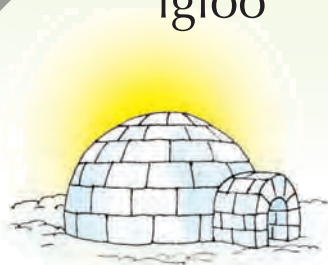
**a**  
**an**



elephant

igloo

swing





## 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



## COMPREHENSION

**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.

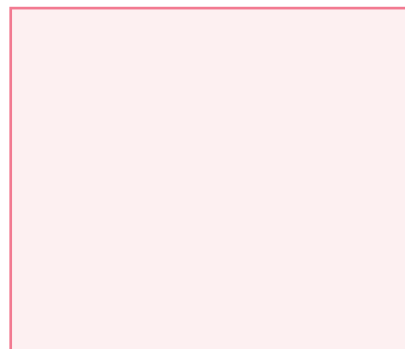
My name is .....

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

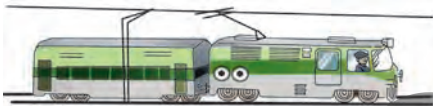
pl...in

r...te

d...y

f...me

pr...y



tr...in

sk...tes



n...me

gr...in

### 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, ....., .....

....., ....., .....

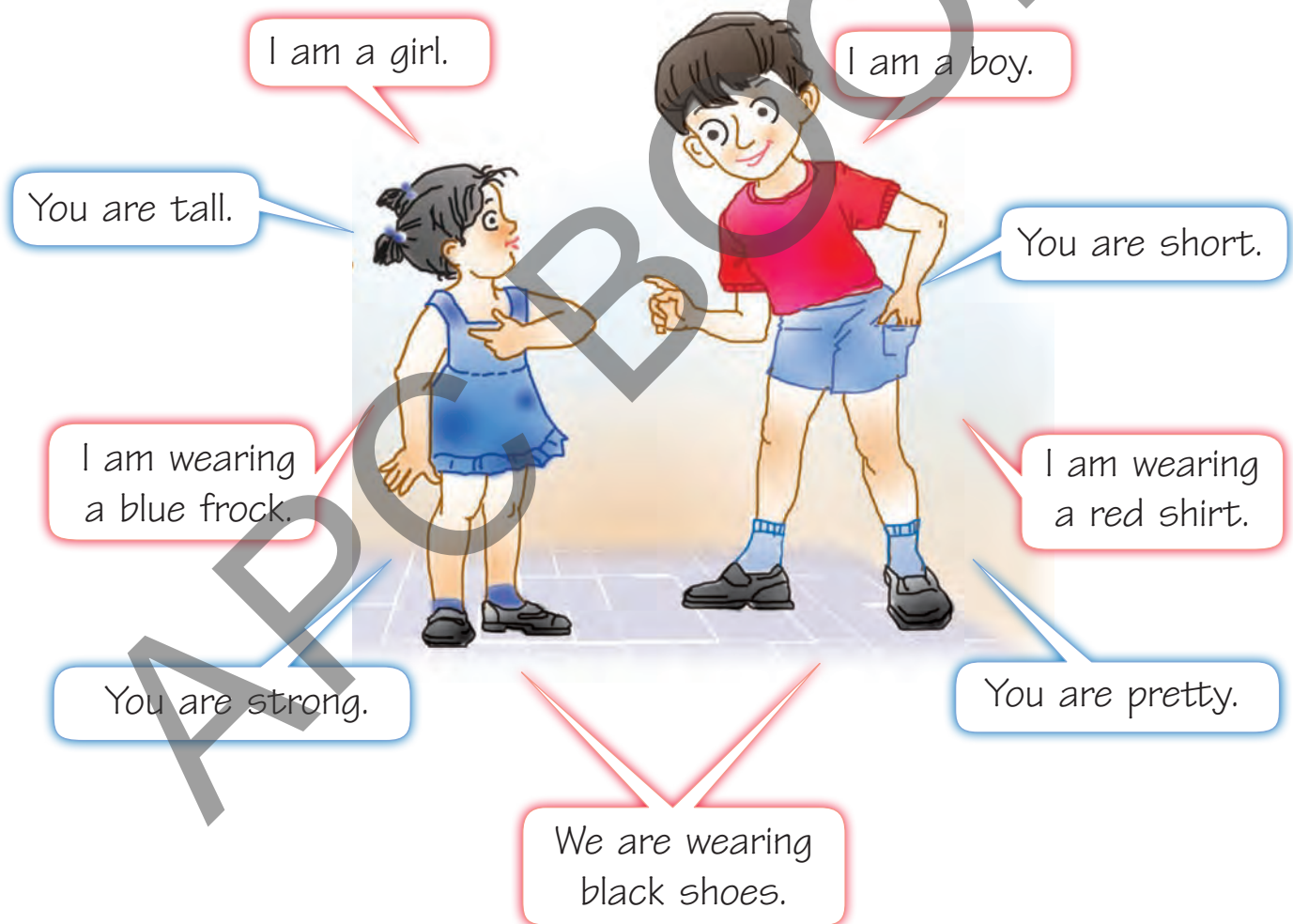


## TALK TIME

**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.*



#### **\*Suggestive ideas for teacher/parents:**

Form small groups of students and help them enact similar situation.





## WRITING SKILLS

*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 .....



and a ..... in the zoo.



3. There were many colourful  
too.



4. We went for an ..... ride.



5. We enjoyed very much.

# 2

## Little Birdie

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.



**tiny:** very small  
**gently:** softly  
**injured:** hurt, wounded  
**bandaged:** tied a bandage to protect the injury  
**crumbs:** fine pieces of breads or biscuits  
**healed:** cured, became healthy again



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!



**hatch:** break open



## COMPREHENSION

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

hatch      healed      wing      injured      nest

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?  
.....



## GRAMMAR GLEE

### 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

.....



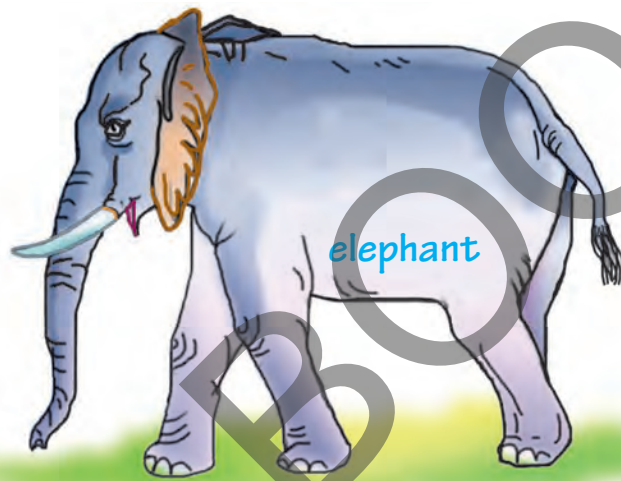
3. nitin goes to the market

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.

g r ... n

n ... t

s ... t

k n ...

p ... l

s ... d

f ... l

p l ... s e

c l ... n

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.*



*Now colour the picture.*



**\*Suggestive ideas for teacher/parents:**

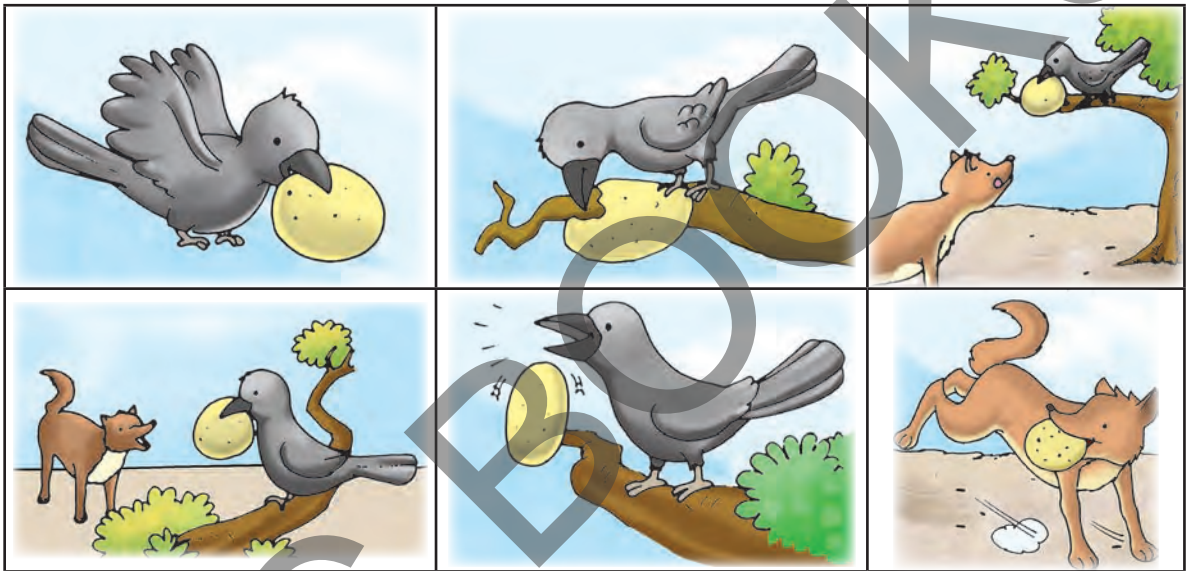
Divide students in pairs and help them talk about different situations using this/that.



## WRITING SKILLS

Look at the pictures and complete the sentences. You can use the following words.

branch	ran	crow	fox	bread
foolish	song	down	sweet	



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.

# A Box of Crayons



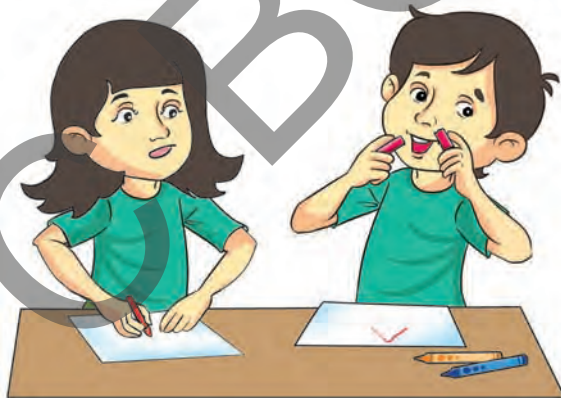
## READ AND RECITE

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.

Beause we both can share,

Now half is yours and half is mine."

**shiny:** bright  
**straight:** not bent  
**lent:** allowed to use  
**share:** enjoy something with others



## 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



.....



# 3

## Little Red Hen

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.

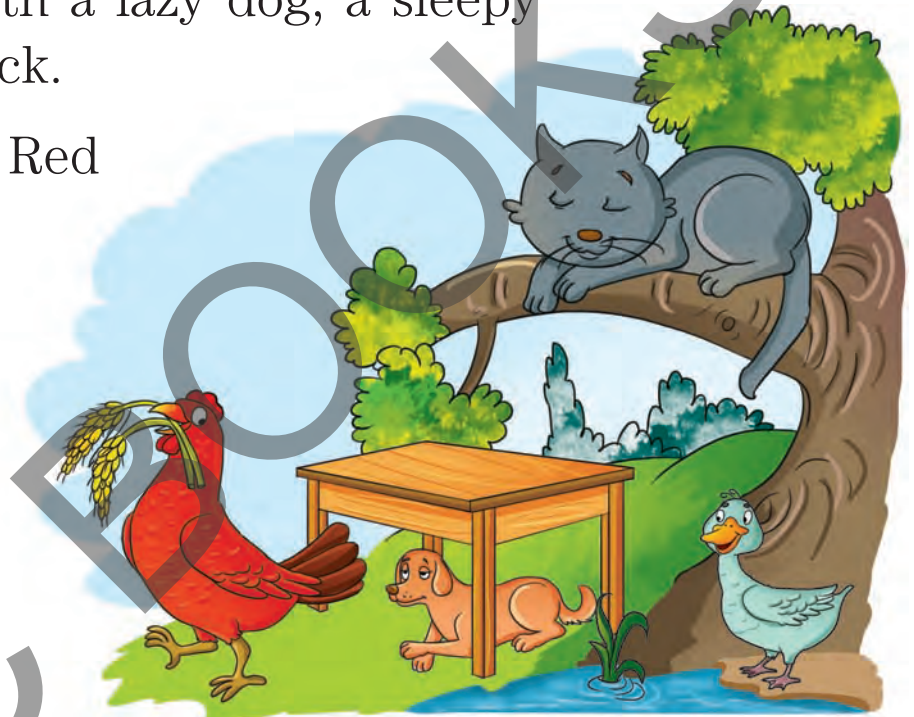
“Who will plant the grains?” she asked.

“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.



**noisy:** one who talks too much

**buried:** put under the ground

**ripe:** full grown, ready to eat



“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



## GRAMMAR GLEE

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: **S**amar lives in **J**aipur.



**A** Now write any four—

Names of your friends	Names of the places you know	Names of animals/birds	Names of things you play with
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

**B** Rearrange the letters to get the names of different colours and then colour the balloons accordingly.

pnik .....

orngae .....

dre .....

bule .....

geren .....

yleolw .....

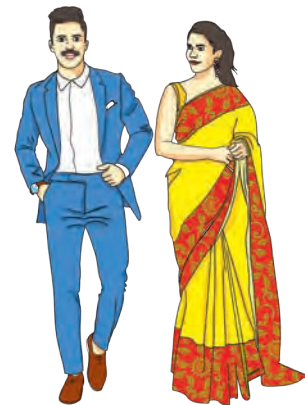


## WORD BUILDING

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

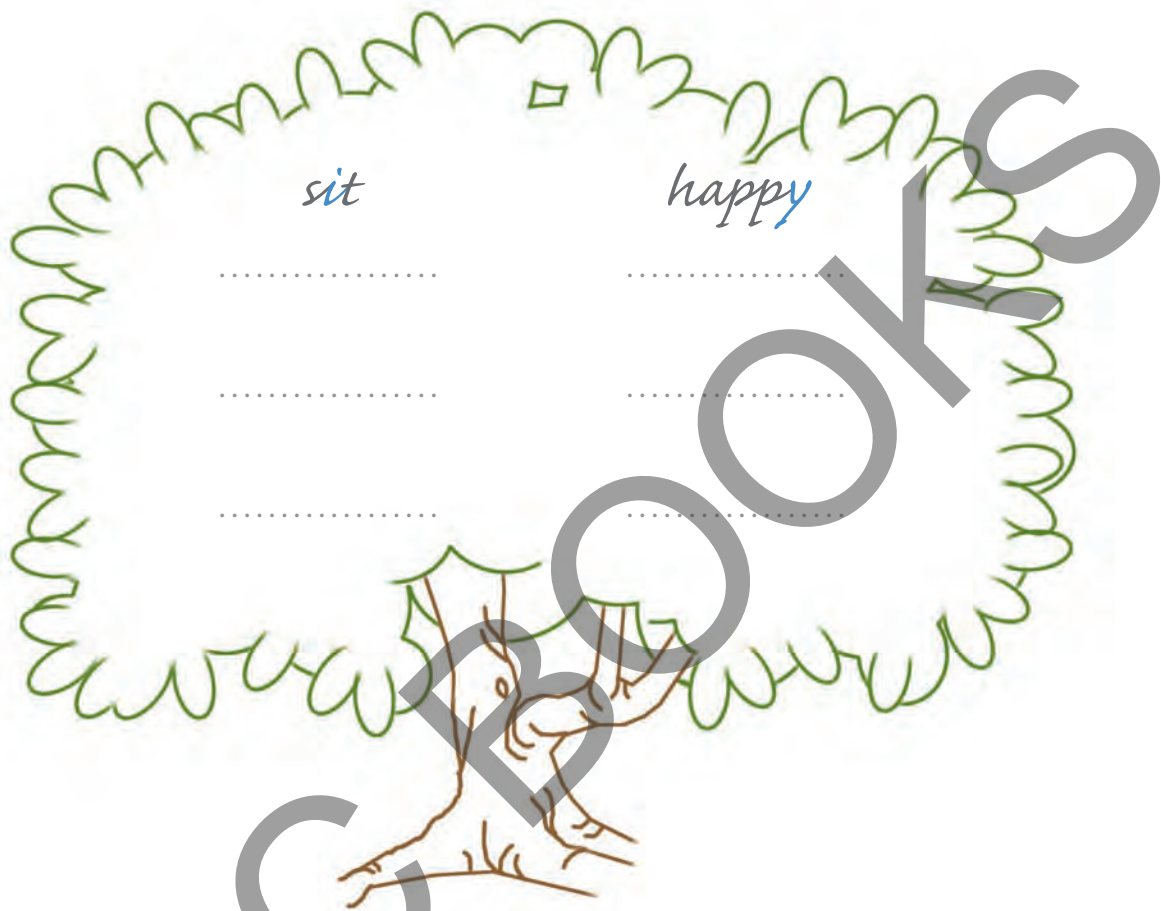
chin

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.

n ... g h t

f l ...

w r ... t e

t r ...

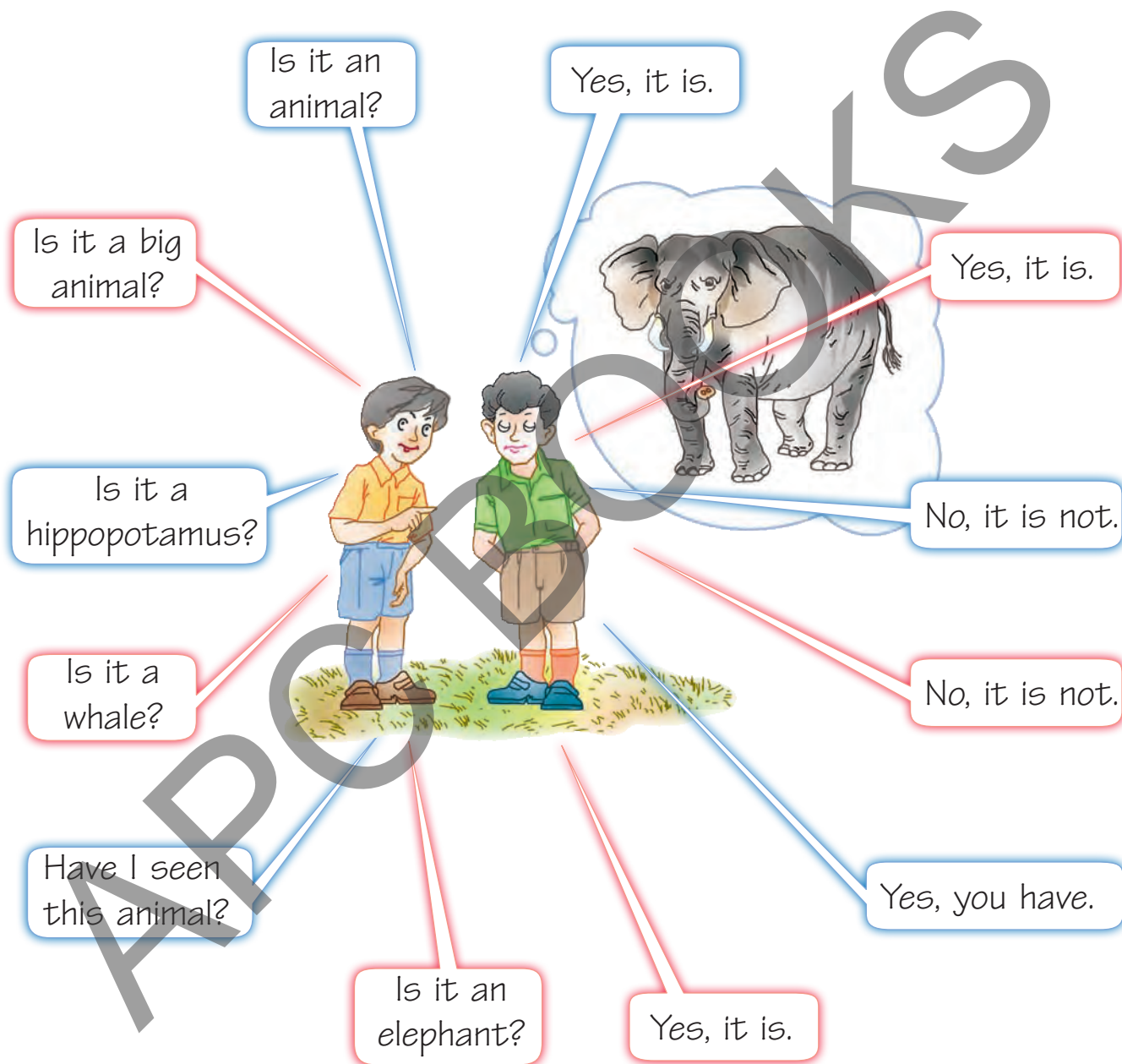




## TALK TIME

Yes, it is. No, it is not.

*\*You can play this game in pairs or groups.*



**\*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.