



Government of Karnataka

ENGLISH READER FIRST LANGUAGE (Revised)



4

Fourth Standard Part - II

Karnataka Textbook Society (R.)

6th Cross, Malleshwaram,
Bengaluru - 560 003.



Dear teacher,

This book has been prepared based on the guidelines of NCF 2005. This is a Reader - Workbook for class four children who study English as their first language. There are ten prose lessons with simple poems that match the themes. Simple and interesting materials are given for supplementary reading. A list of vocabulary used in the texts is given at the end of the Reader for your reference.

The texts are chosen and activities are designed keeping the child's interests, age and level in mind. Every lesson is followed with a number of activities and exercises to encourage the child to engage independently. Simple instructions for activities and exercises are used to make it more learner friendly. There is a good integration of all four language skills, vocabulary and language functions, with a focus on developing communicative competence in the learners.

You, as a teacher, need to play the role of a facilitator and develop the quality of independent learning among children. Enrich the text by bringing in the child's experiences into the classroom. Make use of locally available resources and make the teaching-learning experience more enriching.



Make use of the words given in the list at the end of the text book wherever feasible, to help learners understand and learn to use them. Use strategies to help children read the supplementary materials and do the activities independently.

The children are slowly introduced to writing in a graded manner from simple copying to filling, and gradually leading them to creative writing. Many such activities may be given as follow-ups to be done in their exercise books.

Happy teaching!

Vijayalakshmi.K

Chairperson

vijayalakshmi.k@azimpremjifoundation.org

**"Tell me and I forget.
Teach me and I remember.
Involve me and I learn."**

- Benjamin Franklin



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UNIT - VII

Let us do:

Here is a picture of a man, make him a king by using the clues given in the box.



Draw a crown, a sword, a shield, pointed shoes, waist band, rings, necklace, ear studs and colour the picture



Let us read:

WHO'S THE BEST ?

Once upon a time in a kingdom, far away in Arabia, there lived an old king. He had a beautiful daughter called Jasmine. The king and the princess were full of love for their people. The king had no sons. So, he decided to give his kingdom to the person who would marry his daughter.

Many princes wanted to marry the princess. But, the king wanted a suitable match for his daughter and an able prince to protect





his people. So, he decided to test them. From among the princes who proposed, he selected three, namely, Prince Faris, Prince Anush and Prince Zeeshan.

He told them, “I shall give you all a month’s time. Whoever brings the best gift for my daughter, shall marry her. But, the gift should be good for my kingdom too.” All the three princes went their way to bring the best gift for Princess Jasmine.

After a month, all the three returned to the king’s palace. The king and the princess were curious to see the gifts. Everyone was interested to know who their king would be.

Prince Faris stood up and showed diamonds and rubies. He said, “I have brought these precious stones for princess Jasmine. A king had them with him. I fought with him, killed him and brought these diamonds and rubies.”

Next, prince Anush got up and showed a gun. He said, “I have brought a gun to protect ourselves from our enemies. This gun can kill many people from a distance.”

Now, it was prince Zeeshan's turn. He had brought nothing. He bowed to the king and said. "I could not bring anything for the princess as I was busy the whole month."

"What made you so busy?" Asked the king. The prince replied politely, "My Lord, there is a village in our neighbouring kingdom. Some thieves entered it and took away the cows and corn of the villagers. I attacked the thieves and returned the cows and corn to the villagers. Then, I handed over the thieves to the king and requested him to protect his people."

The king said, "The first prince thinks only about wealth. The second one wants to protect himself. But the third one is brave and kind too. He can protect my kingdom and people. So, he shall marry my daughter and rule my kingdom."

All the people in the palace were very happy with the king's decision. "Long live the king, Long live Prince Zeeshan" they all cheered.

New words and their meanings:

suitable : having the right qualities for a particular person

propose : to ask someone to marry

curious : eager to know about something

precious : something that is valuable or important

protect : to keep someone or something safe from harm

bow : to bend down to show respect

politely : behaving or speaking in a decent manner

attack : to hurt a person or damage a place



Let us understand:

I. Put a tick mark on the correct answer :

1. The name of the princess was _____ (Yasmin / Jasmine)
2. The king gave a test to the _____ princes. (two / three / four)
3. The princes had to bring a gift within a _____ (week / month / year)
4. The king chose Prince _____ to marry his daughter.
(Anush / Faris / Zeeshan)

II. Write True (T) or False (F) for the following statements:

1. The king loved his people. ()
2. Prince Faris brought a gun as a gift. ()
3. Prince Zeeshan fought with the thieves. ()
4. Prince Anush did not bring any gift for the princess.()

III. Complete the following sentences:

1. The king had a beautiful _____
2. He decided to give away his kingdom because _____
3. He wanted to test which prince would _____
4. The names of the princes selected by the king were _____, _____
5. The princes had to bring _____

IV. Answer the following questions:

1. What did the king ask the princes to do?
2. What did Prince Faris bring for the princess?
3. What did Prince Anush bring?
4. What did the thieves take away from the village?



5. Why did the king give his daughter in marriage to Prince Zeeshan?

Let us practise language:

V. Use the following words in sentences of your own.

1. gift –
2. beautiful –
3. curious –
4. protect –
5. busy –

VI. “one and many”

Fill in the blanks with the correct word:

e.g. : We say one pen, but many pens.

1. We say one king, but many _____
2. We say one prince, but many _____
3. We say one princess, but many _____
4. We say one cow, but many _____
5. We say one thief, but many _____
6. We say one deer, but many _____
7. We say one sheep, but many _____

Let us practise language:

VII.a) Fill in the blanks with “a”, “an” or “the”

1. Once there was _____ old king.
2. _____ king had _____ beautiful daughter.
3. Many princes wanted to marry _____ princess.



4. Each prince had to bring _____ gift for _____ princess.
5. They were given _____ month's time.
6. Everybody was curious to see _____ gifts brought by _____ princes finally.
7. _____ king selected _____ able prince.

b) Pick out atleast three words for each column from the lesson which are followed by "a", "an" or "the" and write in the correct box below:

One is done for you.

a	an	the
village		

VIII. Match the words in column 'A' with their counterparts in column 'B'. One is done for you.

A

B

e.g.: **2) father**

d) mother

1. king

a. princess

2. father

b. niece

3. prince

c. queen

4. son

d. mother

5. uncle

e. daughter

6. brother

f. aunt

7. nephew

g. sister



IX. Read the following sentences and understand the meaning of the underlined words:

1. Everyone wants justice. Now-a-days, people's wants are unlimited.
2. The king is kind to his subjects. What kind of a machine is this?
3. All the three princes bow to the king. Bow and arrow are important in archery.

You must have noticed from the above sentences that many words in English have more than one meaning.

Now, make sentences using the following words showing the difference in meaning :

1. bat
2. bear
3. orange
4. spring
5. bank

X. Let us learn to do:

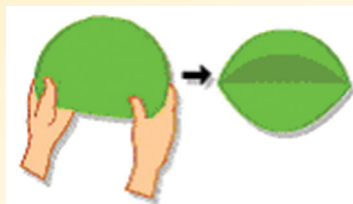
This frog may not be a prince, but he is certainly charming! So be ready to be wooed by this Jumping Jack's Charm.



The things you need:

1. paper plate
2. green and black paint
3. brush
4. scissors
5. red felt paper
6. green and white chart paper
7. glue





Step 1: Paint the paper plate green. When it's thoroughly dry, fold the plate in half.

Step 2: Cut out a 3 x 7 inch 'tongue' from the red felt paper. Stick it on the centre of the fold.



Step 3: For the eyes, cut out a pair of 1 x 2 inch white rectangles and round the upper edges. Fold each rectangle in half and glue the lower portion to the top of the plate. Add black eyeballs with black paint.

Step 4: Cut frog legs out of green chart paper, a shorter set for the front, and a long, bent pair for the back.

Your frog prince is ready to take a long leap and charm all your friends.

Let us learn to recite:



ANTS AND SPIDERS

Cheryl Sandberg

Behind the bush upon the mound,
ants are moving with no sound.
Leaves are passed along the chain,
ants as one, a single brain.

Strands of silver make a net,
unseen web, a silent threat.
Fly is caught; it's far too late,
spider comes to seal his fate.



Ants march on to feed the queen,
deep below she is unseen.
Workers feed the silent drones
in their capsule breeding zones.

Spider shoots its web to reach
across the ever widening breach.
Swinging on a single thread
beyond the gap the web is spread.

Let us understand:

I. Answer the following questions:

1. How do the ants move?
2. Why do the ants collect food ?
3. Where is the ants' queen?
4. Why is the spider's web a silent threat for the fly?

II. Pick and write the pairs of rhyming words from the poem:

III. What does the poet mean by

“spider comes to seal his fate”

“ants as one, a single brain”

IV. Let us write:

1. Which creature do you like the most?
2. Write at least three sentences on why you like it the most.



UNIT - VIII



Let us know:

Flags of different countries are given below; identify and tick (✓) the flag of India.



Describe the flag of India looking at the picture.

Let us read:

KNOW YOUR NATION

Teacher : Tomorrow is August 15. All of you should come early by 7.30 am. Let us celebrate the day by hoisting our National flag.

Ramya : Teacher, what is the importance of August 15?

Teacher : A good question! You have to know about August 15. We, Indians became free on 15th August. Before that, Indians were under British rule. So Tilak, Gokhale, Bhagat Singh, Gandhi, Savarkar, Nehru, Bose, Patel and others fought for many years to make India a free country.



Rahim : Did they really have to fight?

Teacher : Yes, they fought for our independence and were sent to prison. We must remember them always.

Deepika : Teacher, why do we hoist the flag?

Teacher : Flag means the nation itself. It represents our motherland. As a mark of respect to the country we are born in, we hoist the flag to show our gratitude

Margaret : Teacher, our flag has three colours. Saffron, white and green.

Teacher : Yes, and do you know what these colours represent?

Saffron stands for sacrifice. White for peace and green for prosperity.

Harsha : Teacher, and the white stripe has the chakra. It is blue in colour.

Jayashree: Teacher, what does the chakra signify?

Teacher : It is the Ashoka Chakra and it is the symbol of progress.

Abdul : Other than a flag, are there any other symbols for our country?

Teacher : Yes, our national animal is tiger. Our national bird is peacock. Our national flower is lotus.

Aparna : Teacher, our national anthem is Janaganamana..... and Gurudev Ravindranath Tagore wrote this.

Teacher : Good. Have you noticed our national emblem in our currency?

Jayashree: No Teacher.

Teacher : (Takes out a hundred rupee note and shows the national emblem). This is the Lion Capital with a Chakra (flanked by a horse and a bull) taken from the Sarnath pillar of Ashoka, the Great.



Arjun : Thank you, Teacher. I did not know these things. From now on, I'll love and respect my motherland like my own mother.

Teacher : Good. We should not only respect our national symbols but also protect them from abuse.

Varsha : I stand at attention whenever our National Anthem is being sung.

Teacher : That's fine. Even though August 15 is a holiday, we can pay tribute to our country by taking an active part in national festivals.

Students : We love our country. We are proud to be Indians.

Teacher : Now, let us all say- "Jai Hind"

Students : Jai Hind.



New words and their meanings:

hoist : to raise or pull up something using ropes

prison : a building where people are kept as punishment for a crime

represent : to be a sign or mark of something

gratitude : a feeling of being thankful to someone

signify : to mean or be a sign of something

progress : to get better at doing something

symbol : a picture or a shape that has a particular meaning or idea

abuse : to say rude things or treat someone or something badly

tribute : something you do or say to show respect for others

Let us understand:

I. Answer the following questions:

1. When do we celebrate Independence Day?
2. Who were ruling India before 15th August, 1947?
3. Where is the National Emblem taken from?

II. Who am I ?

I grow in muddy water and float. I'm pinkish red. I'm the national flower.

A potter needs me to give shape. Vehicles cannot run without me. I'm the symbol of progress. You can see me at the centre of the Indian flag.

I'm known for loyalty. I hunt thieves. I guard your house. I'm your friend.

III. a) Photographs of some of our national leaders are given below; recognize and write their names in the space provided.



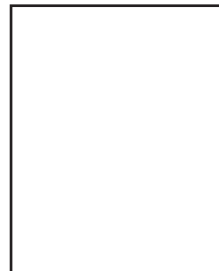
b) The names of some leaders are given. Paste their pictures against their names.



Bhagat Singh



Lal Bahadur Shastri



Dr. S. Radha Krishnan



Dr. Abdul Kalam



Maulana Azad

Let us write:

IV. Write the full names of our National leaders with the help of clues given. One is done for you.

1. Gandhiji : _____ Karamchand
_____ Mohandas Karamchand Gandhi.
2. Shatri : _____ Bahadur Shastri.
3. Nehru: Pandit _____
4. Patel : Sardar _____
5. Lal : Lala _____ Roy
6. Bal : Bala Gangadhara _____
7. Gokhale : Gopala _____
8. Maulana Azad _____

Let us do:

V. Draw a neat picture of our national flag and colour it.

Let us recite:



A NATION'S STRENGTH

Ralph Waldo Emerson

Not gold, but only men can make
A people great and strong;
Men who, for truth and honour's sake
Stand fast and suffer long;



Brave men who work while others sleep
Who dare while others fly;
They build a nation's pillars deep
And lift them to the sky.

Let us understand:

I. Fill in the blanks with the suitable rhyming words picking them from the poem.

make : sake

strong :

deep :

sky :

II. Answer the following questions:

1. What makes a nation great and strong according to the poet?
2. What do the brave men do while others sleep?



UNIT – IX



Let us know:

Let us know our neighbours.

Look at the map and write the names of our neighbouring countries. Your teacher will help you.



How should we be with our neighbours?

Let us read:

Dr. KOTNIS

We all remember great men and women born in our country. Very rarely are people remembered in other countries. Here is a story of one great Indian who is remembered and respected in China for his service even today.

Dwarakanath Shantharam Kotnis was born on 10 October, 1910 in Solapur, a Kannada



speaking area in Maharashtra. After his matriculation, he wanted to become a doctor and serve people, but his family was not in a position to bear the expenses for his medical education. With a lot of hard work and help from others, he was able to pursue his dreams. His determination to study medicine and help the needy brought him success. He studied Bachelor of Medicine at G.S. Medical College of the University of Mumbai.

There was a war between China and Japan in 1937. Many Chinese soldiers were injured. China requested India to send doctors to treat the injured soldiers. Dr. Kotnis was one among the five Indian doctors who went to China. Only Dr. Kotnis remained there when the others returned to India. He used an ambulance as a mobile clinic to treat the wounded soldiers.

There were times when he carried the wounded soldiers on his shoulders. Once he happened to work for 72 hours continuously without rest or sleep. The hardships of military life and stress made him weak. He died of epilepsy in 1942 at a very young age of 32. His body was buried in the courtyard of Heroes. The President of China, mourned the death of Kotnis by observing that “The army has lost a helping hand, the nation has lost a friend. Let us always bear in mind his international spirit.”

Even today, Dr. Kotnis is revered by the Chinese. In April 2005 on the occasion of the ‘Ancestors Commemoration Day’ flowers were sent to the statue of Dr. Kotnis from all parts of China, even by school children. The story of his life was the subject of a Hindi film. *Dr. Kotnis Ki Amar Kahani* directed by V. Shantharam, who was a Kannadiga. Any Chinese top level delegation to India never misses to honour the family of Dr. Kotnis. The gratitude of Chinese towards him is highly remarkable.



New words and their meanings:

- matriculation** : a level of examination to be passed to enter a college or university
- bear** : to deal with a painful or difficult situation
- expenses** : the amount of money spent on something
- determination** : the quality of trying to do something even when it is difficult; will to do something
- injured** : having a wound or damage to a part of the body
- wounded** : to be hurt or injured
- hardship** : something that makes life difficult
- epilepsy** : a medical condition affecting the brain that can make one suddenly unconscious or unable to control their movements for a short time
- courtyard** : an open space that is completely or partly surrounded by buildings
- mourned** : to feel very sad and to miss someone after they have died
- revered** : to respect or admire someone or something very much
- ancestors** : members of family who lived a long time ago
- commemoration** : a day in the past that makes you remember and respect someone or something important
- delegation** : a group of people who represent a company, country, etc
- honour** : the respect you receive from other people
- remarkable** : something that is unusual or surprising which gets praised

Let us understand:

I. Answer the following questions:

1. When was Dwarakanath Kotnis born?
2. Where did he study his medicine?
3. Who invaded China in 1937?
4. How old was Dr. Kotnis when he went to China?
5. Where was his body buried?
6. Name the movie directed by V. Shantharam on the life of Dr. Kotnis.

II. Choose the right word given in brackets and complete the sentences:

1. The military life and stress made Kotinis _____. (week/weak)
2. Dr. Kotnis is revered _____ (by/buy) the Chinese even today.
3. School children _____ (too/two) offer flowers to Dr. Kotnis' statue.
4. On "Ancestors Commemoration Day" flowers _____ (where/were) offered to the statue of Dr. Kotnis.
5. Dr. Kotnis has _____ (one /won) the hearts of many Chinese.

Let us learn some new words:

III. Find at least ten words related to sickness from the grid.

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

IV. Set of words are given below; circle the odd one that doesn't belong to the group.

One is done for you;

- life progress dull grow active
- war fight bullets love wound
- rest sleep relax travel peaceful
- rever honour forget respect tribute
- movie shooting theater book actor
- medicine clinic ambulance injection movie
- death active bury mourn sad

Let us write:

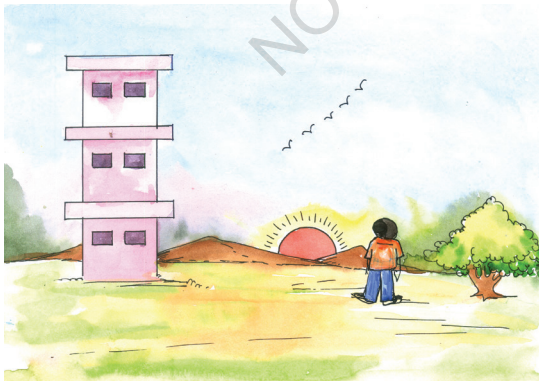
V. Talk to your friends and find out how they helped others. Here is an example for you.

Name	helped whom	where	what help
Kotnis	wounded soldiers of war	in the ambulance	treatment

VI. Imagine you are walking to school, on the way you see a small child wounded and crying. Write a few lines about what you would do:

Let us practise language:

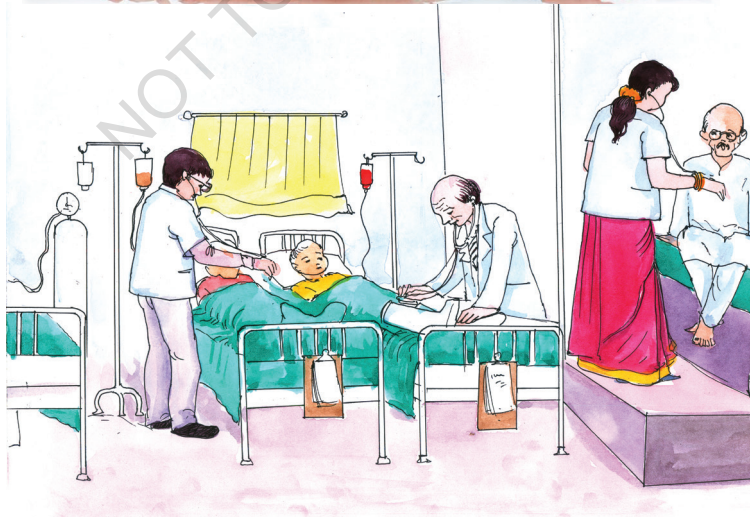
VII. Identify the differences in the picture 'B' and complete the sentences given below:



example: The bird is bigger

1. The building is _____
2. The playground is _____
3. The trees are _____
4. The man is _____
5. The sun is _____

VIII. Look at the pictures and complete the sentences given below. One is done for you.



1. The hospital is bigger than the ambulance. (big/huge)
2. There are _____ number of beds in the hospital _____ the ambulance. (more/much)
3. There are _____ number of doctors in the ambulance _____ in the hospital. (little/fewer)
4. The facility in the ambulance is _____ the hospital. (less/small)
5. There is _____ one room in the hospital. (much/more)

Let us speak:

IX. Complete the blanks with suitable responses and make it a meaningful dialogue.

You : _____ ?

Seema : I have fever.

You : _____ ?

Seema : Yes.

You : _____

Seema : Thank you.



Let us recite:

FOR ALL WE HAVE

Roger J Robicheau

A table with chairs, that welcome sight
Our family, our friends, pure delight

A caring kiss with a gentle smile
Each tender hug lasts that country mile



The presence of love so fills the air
This gift of God brings our hearts so near

Reflections of past bring nurtured thought
Great visions come by, what life has taught

In thankful ways we embrace this day
And often think of loved ones away

Those serving us proud are often gone
But their spirit remains, closely drawn

Our Nation should praise each special one
For all we have is through what they've done

The freedom to have Thanks giving Day
Keeps certain plates bare, please truly pray.

Let us understand:

I. Write a rhyming word from the poem for each of the following words and add one more of your own.

The first one is done for you.

- | | | |
|----------|-------|-------|
| 1. smile | mile | file |
| 2. day | _____ | _____ |
| 3. sight | _____ | _____ |
| 4. one | _____ | _____ |

II. Underline the correct words in the brackets.

1. The presence of love fills _____ (the air/our hearts)
2. We should remember our loved ones who are _____ (away/near)
3. Our nation should _____ (hate/praise) all people for what they have done for us.

UNIT - X



Let us Know:

Look at the pictures, they show how Bengaluru was 25 years ago and how it is now. Compare both the pictures and construct as many sentences as possible using 'Then' and "Now". See the example given.



Bengaluru 25 years ago



Now

example : Bengaluru then had pleasant weather, but now it is hot.

Trees _____
Houses _____
Vehicles _____
Roads _____

Let us read:

THIMMAKKA

Thimmakka was born in a very poor family in Hulikal village in Magadi taluk near Bengaluru, and so she could not go to school. Even today, she does not know how to read or write.

When she grew up, she married Chikkaiah, who was a cowherd. She herself began to



work as a labourer. Soon after their marriage, Thimmakka learned that she would not be able to have a child. She was very unhappy. However, with no children around, she had a lot of free time. So she decided to do something to keep herself busy. She decided to grow something.



Thimmakka began to plant trees along the road connecting her village with the neighbouring village. She had only one aim – to create life. She and her husband together planted 10 saplings in the first year. Next year they planted 15 saplings and 20 in the third year. They continued planting more and more saplings year after year.

They also began spending a lot of time looking after the saplings – just the way parents would look after their children. Chikkaiah carried water in large pots for a distance of four kilometres to water the saplings. Thimmakka carried one pail of water on her waist and another on her head for the same distance. They planted the saplings mainly when the rains started and watered each new sapling twice a week for one full year. By the end of the year, the plants would take roots. At times when one or two died, Chikkaiah made sure that they

planted fresh ones in their place. The two of them together have planted 284 trees already.

One day Thimmakka was shocked to learn that some of the villagers were planning to cut a few of her trees. With the help of the local police she stopped them from cutting the trees. This made news. Many people read about Thimmakka's efforts to grow plants. Her love for plants earned her many awards. Her hut looks like a gallery. The walls of the hut display; National Citizen's Award of 1995, Indira Priyadarshini Vrikshamitra Award of 1997, Veera Chakra Prashasthi Award of 1997, a certificate of honour from the Women and Child Welfare Department of the Government of Karnataka, and a certificate of appreciation from the Indian Institute of Wood Science and Technology, Bengaluru.

Thimmakka has spent a major part of her life looking after trees and plants. It is sad that she has no one to look after her in her old age.

New words and their meanings:

cowherd	: someone whose job is to care for cattle
labourer	: Workers; Physical work
saplings	: young trees
effort	: hard work
earn	: to get money for the work that you do
award	: a prize or money given to someone for something they have done
gallery	: a large building where people can see works of art or pictures of famous people
appreciation	: a feeling of being thankful to someone for doing something good
display	: Show



Let us understand:

I. Underline the correct answer:

1. Thimmakka could not go to school because;
 - a. There was no school in her village.
 - b. Her parents were very poor.
2. Thimmakka earned many awards for _____
 - a. being illiterate.
 - b. planting trees.

II. How many times are the following words repeated in this lesson?

THIMMAKKA : _____
TREES : _____
PLANTS : _____
SAPLING : _____

III. Answer the following questions:

1. What did Thimmakka do to keep herself busy?
2. Why did Thimmakka want to plant trees?
3. When did Thimmakka and Chikkaiah plant trees mostly?
4. How did people come to know about Thimmakka and her love for plants?
5. How have people shown their appreciation of her work?
6. What kind of a woman is Thimmakka?

IV. Identify the trees and write their names.



V. Some plants / trees grow from the seeds and some others grow just by planting the cuttings. Names of some trees and plants are given below, put them in their right boxes.

guava, neem, drumstick, coconut, rose, mango, cactus, hibiscus, papaya, black neem

Trees/plants grow from seeds	Plants/trees grow from cuttings

Let us practise language:

VI. There are many action words (verbs) used in this lesson that come after the word 'to'. These verbs do not specify number and tense.

For example : I like to play.

Identify such verbs and write them in the space provided. Follow the example.

1. to read and write
2. _____
3. _____
4. _____
5. _____

VII. Identify the correct phrases and complete the statements given below.

read and write, plant trees, water the plants, stop villagers from cutting the trees, ride a bicycle, keep herself busy.

1. Thimmakka knows how to plant trees.
2. Thimmakka knows how to _____
3. Thimmakka doesn't know how to _____
4. Thimmakkka knows how to _____
5. Thimmakka doesn't know how to _____
6. Thimmakka knows how to _____

VIII. By adding 'not', we can change the meaning of the sentences. Change the following sentences. One is done for you.

1. Villagers could cut the trees.
Villagers could not cut the trees.
2. Thimmakka could go to school.

3. Thimmakka learnt that she would be able to have a child.

IX. Let us do:

Want to have a family of your own? A green family? All it takes is a little water and sunshine to entice this green family to spread its roots!

The things you need:

1. empty containers of different sizes
2. wheat / ragi / corriander seeds
3. soil
4. water
5. poster colours
6. brush



Step 1: Fill three-fourths of all the containers with garden soil.

Step 2: Spread a handful of wheat seeds on the soil. Cover the seeds with another layer of soil. (You may even use ragi or corriander)

Step 3: Sprinkle some water over the newly sown seeds. Place the pots in a sunny place. Twice a day, spray water generously on the seeds.

It will take 7-14 days for the shoots to appear. After that, spray as much water needed to keep the grass moist.



Once the grass becomes really thick, the 'hair' of each member of the family, is ready. Now it's time to paint faces on the containers!



How big a family do you want? And naming all the family members should be fun, don't you think so? Have your green fingers started itching?

Let us speak:

X. Complete the blanks with suitable responses and make it a meaningful dialogue. Practise it with your classmate.

Seenu : When do you get up in the morning?

You : _____

Seenu : Who wakes you up?

You : _____

Seenu : I study for some time in the morning, What do you do?

You : _____



XI. Questions play an important role in any conversation. We ask questions to seek information. Ask questions for the sentences given below to get the underlined words as answers.

1. I'm eight years old.
2. My mother helps me with my homework.
3. I study for four hours a day.
4. No, I watch only cartoons, on T.V.
5. Yes, I read a lot of comics.

Let us learn to recite:

TREES ARE A LOT LIKE US



Michael Mitchell

I'd like to take a walk in the woods
Come with me, do you think you could
We'll find a tree that we can climb
We'll have fun all afternoon

Little trees need a chance to grow
It takes time and care
They're a lot like us you know

So many kinds of different trees
They look like one big family
Big ones, short ones, baby ones too
I'll name this one after you

It'll be a long time before he
Is tall and strong like a grown up tree
For now he's just a kid like us
Playing out in woods.



Let us learn:

I. Underline the correct answer:

1. The poet compares the tree to _____
a. God b. a human being c. an animal
2. We'll have fun all afternoon. 'We' here refers to _____
a) The poet and the reader
b) You and the teacher
c) The reader and the tree
3. "I'd like to take a walk in the woods" means _____
a) The poet likes to take a walk on the wooden board
b) The poet likes to take a walk in the forest
c) The poet likes to walk with wooden shoes.

II. Answer the following:

1. What will be fun all afternoon according to the poet?
2. What do the little trees need to grow?
3. What looks like a big family to the poet?

III. Identify and write the words from the poem that end with the same sounds as the words given below:

grow :

he :



LET US LEARN SOMETHING NEW

Beena and Zoheb are playing a game of word building. Each one has to make a word beginning with the last letter of the word by another person.

Beena : paper

Zoheb : read

Beena : daydream

Zoheb : What do you mean by daydream, Beena?

Beena : Hmm....why don't you look up in the dictionary and see it for yourself?

Zoheb : But I don't know how to look up in the dictionary, will you help me?

Beena : Sure, look, all the words in the dictionary are arranged in an alphabetical order, that is, from A to Z.

Zoheb : Okay, but there are many words that begin with the same letter. How are they written?

Beena : Yes, let us take the examples; dark, dear and down. All these words begin with the letter "d." In such a case, we need to see the second letter of these words. Then, which word do you think will come first?

Zoheb : "dark", because the second letter is "a."

Beena : That's right! Now, what are the words that would follow?



Zoheb : “dear”, and then “down”, “e” comes before “o.”

Beena : Good! Now, how do you think words would be arranged if the first two letters are the same?

Zoheb : Simple... the third letter is also written in the same alphabetical order.

Beena : Wonderful! For example, the words “dear”, “deer” “dentist” and “desk” are in an alphabetical order. The same order is followed for words having the same first three letters and so on.

Zoheb : How about words like “do” and “door” which one comes first?

Beena : “do” comes first because it does not have third letter. So, “door” comes next.

Zoheb : Emm...I understood how words are arranged in a dictionary. Wait! Let me tell you the meaning of “daydream” now. Here it is... it means, “dreaming of things when you are awake!.”

Beena : Wow! So you have learnt how to find the meanings of words in a dictionary. Such words whose meanings are explained are called “head words.” Daybreak, do, door, dear, deer, etc are all called headwords. And also, remember one more thing... The first headword on the left hand page is mentioned on the top left corner of the page. And the last headword of the page is mentioned on the top right corner of the page.

Beena : What is the headword on the top left corner of the page?

Zoheb : paper

Beena : That's right! And what is the headword on the top right corner of the page?

Zoheb : passer-by

Beena : Good!

Zoheb : Oh! Thank you so much for teaching me something new. From now on I shall find out the meaning of all difficult words in the dictionary.

Beena : You're welcome!

I. Arrange the following set of words as they occur in the dictionary.

1. biscuits, aeroplane, education, call, dictionary.
2. oil, monkey, new, letter.
3. clear, clerk, clean, cleft
4. green, gem, gobble, grid.

11. Underline the headword in the following set of words:

1. market, mark, maroon
2. pie, pierce, piece

III. Write the meaning of the following words using the dictionary.

1. breeze :
2. crime :
3. arrow :
4. decease :
5. tiny :

Now, just take a look at these pages from dictionary....

pa-per /'peɪpə/ *noun*

1 (no plural) thin material used for writing on or wrapping parcels: *I haven't got any writing paper. a paper bag*

2 a newspaper: *Here's today's paper.*

3 **papers** official pieces of paper which give information about who you are and what you are allowed to do: *At the airport they asked for his papers.*

pa-per-back /'peɪpəbæk/ *noun*

a book with a thin cardboard cover

pa-per clip /'peɪpə klɪp/ *noun*

a small curved piece of wire used to hold sheets of paper together

par-a-chute /'pærəʃu:t/ *noun*

a large round piece of cloth that fills with air, and lets someone or something fall slowly to earth from an aircraft

pa-rade /'pə'reɪd/ *noun*

a number of people walking or marching in a long line on an important occasion

parade² *verb* (present participle **parading**, past **paraded**)

to walk or march together, in a long line: *The soldiers paraded through the town.*

par-a-dise /'pærədəɪs/ *noun*

1 heaven

2 a place of complete happiness: *Paradise for me is lying on the beach all day.*

par-af-fin /'pærəfɪn/ *noun* (no plural)

a colourless oil that can be burnt and used for cooking and lighting

par-a-graph /'pærəgrɑ:f/ *noun*

one part of a piece of writing that begins on a new line and deals with one particular idea: *Read from your book, starting at the second paragraph.*

par-al-lel /'pærələ/ *adjective*

running side by side, but always the same distance away from each other: *The railway runs parallel to the road. parallel lines* — see picture at **shape**

pa-ral-y-sis /pə'reləsɪs/ *noun* (no plural)

being unable to move

par-a-lyze /'pærəlaɪz/ *verb* (present participle **paralyzing**, past **paralyzed**)

to prevent someone from being able to move some or all of their body: *The climber was paralyzed in a fall and couldn't walk.*

par-cel /'pɑ:sl/ *noun*

something wrapped in paper and tied, for posting or carrying: *She sent a parcel of books to her brother.*

par-don¹ /'pɑ:dən/ *noun* (no plural)

a word used to ask someone to say something again, because you did not hear them the first time: *Pardon. How much did you say it costs?*

pardon² *verb*

pardon me excuse me: *Pardon me, could you tell me the time?*

par-ent /'pærənt/ *noun*

a father or mother: *My parents live in London.*

par-ish /'pærɪʃ/ *noun* (plural **parishes**)

an area looked after by one Christian priest or served by one church

park¹ /pɑ:k/ *noun*

a large piece of ground in a town, usually covered in grass and used by the public for pleasure

park² *verb*

to leave a car, bus, etc. somewhere for a time: *She parked the car near the bank.*

park-ing /'pɑ:kɪŋ/ *noun* (no plural)

1 the leaving of a car, bus, etc. in a particular place for a time

2 **No parking** a phrase used on a sign to show that you are not allowed to leave your car somewhere

parking me-ter /'pɑ:kɪŋ ,mɪ:tə/ *noun*

a small machine at the side of the street into which you put money to pay for parking a car next to it

par-li-a-ment /'pɑ:lɪmənt/ *noun*

a group of people chosen by the people of a country to make laws

par-rot /'pærət/

noun

a brightly coloured tropical bird with a short curved beak



parrot

pars-ley /'pɑ:slɪ/

noun (no plural)

a small plant with strong-tasting leaves, often used in cooking

part¹ /pɑ:t/ *noun*

1 some of a thing or things, but not all of

READING IS FUN
(SUPPLEMENTARY READER)

NOT TO BE REPRODUCED

CHIMPU MONKEY



Chimpu was a clever little monkey. He had lots of friends in the forest and they all loved him. One day, Jumbo the elephant went to meet Chimpu. "Chimpu, look what I found in the forest! A man's coat. I will give it to you as it will look good on you," said Jumbo. Chimpu took the coat and looked at it and said; "Hey! It's beautiful, I will wear it at once."

Just then Perky Parrot flew to them and cried out "Chimpu...! Chimpu...! Tiggy Tiger has chased a little monkey up a small tree. And Tiggy and his friend Billu Bear are now waiting below the tree to catch him. Poor little monkey! Please save him, Chimpu."

Chimpu was quiet for a while. Then, he quickly put on the coat, jumped on to Jumbo's back and said, "Perky, you fly ahead and shout, 'A hunter is coming...! A hunter is coming!' I will take care of the rest."

Perky quickly flew to the tree and shouted, "A hunter is coming!" A hunter is coming! Tiggy Tiger heard the cry. "Is Perky telling the truth?" He wondered and looked around. Suddenly, in the distance,

he saw someone wearing a coat and sitting on an elephant coming towards them. Foolish Tiggy thought Chimpu dressed in a coat was a man, a hunter. He was terrified. He shouted “Billu! Look! A hunter! Run! And Tiggy Tiger and Billu Bear turned and ran for their lives. When they were out of sight, the little monkey got down from the tree. He thanked Chimpu, Perky and Jumbo for saving his life and ran to his mother who was in a nearby tree.

Glossary :

ahead : distance in front of someone or something

terrified : very frightened

wondered: to think about something you are not sure and try to guess what is true

Answer the following questions:

1. What did Jumbo the elephant give to Chimpu the monkey?
2. Who were waiting to catch the little monkey?
3. How did Chimpu and his friends save the little monkey?

NITHIN'S TRICYCLE

Nithin got a little tricycle as a gift on his birthday, it was a cute little tricycle with three wheels. It also had a horn which went “Pom! Pom! Pom!” Nithin sat on it and cycled round and round the compound.



One day, the cycle told Nithin, "Nithin, I am tired of going round and round in the same place. Let's go to the main road and have a race with the cars and buses." "What are you saying?" cried Nithin, shocked. "The big cars and buses will knock us down. No, I will ride only in the compound." The little cycle got angry with Nithin and decided to go out of the compound alone.

The next day, when Nithin was away at the play-school, the little cycle rolled out of compound. It rolled on into a narrow lane feeling very happy. Suddenly, a big bicycle came from behind ringing its bell "Tring Tring." "Who's left this silly little tricycle in the middle of the road?" shouted the big fat man on the big bicycle. The little tricycle shook with anger. "Hmmmmph! I am not a silly little tricycle I, too, have wheels and pedals and a beautiful seat!" it shouted after the man and rolled on.

After a while, an autorikshaw came rattling along. It stopped and said to the cycle, "Little one, you should not roll about here. It's dangerous." The little cycle was not ready to listen. "I too have three wheels. Why shouldn't I move around like you?" it asked and then rolled on and reached the main road. What a sight it saw! Cars and buses and lorries! The road was full of them. "Wow! It's fun to roll on like this," it cried.

At that moment, a car came to a screeching halt behind the little tricycle. "Roll home before you get knocked down," it told the tricycle and moved on. The little tricycle got very angry. It got on to the main road and started rolling with the other vehicles.

Just then two huge lorries came, one in front of and one behind the little cycle. "I am finished, they'll crush me!" Cried the terrified little cycle, closing its

eyes tight. The next moment, the cycle felt itself being lifted and thrown away, it fell upside down. It opened its eyes to see what had happened. The lorries had stopped and carefully pushed it to one side! Both the lorries scolded the cycle and drove away. The little cycle slowly turned right side up, onto its wheels. Its whole body was aching but it somehow slowly rolled back homewards.

The car on the road asked the little tricycle, "Are you tired of the road?" The little tricycle kept quiet. "Nithin was right," it thought and decided never to roll out of the compound ever again.

Glossary:

knock : to hit

narrow : measuring only a small distance from one side to another

lane : a path or a narrow road

rattling : a short repeated sound when something shakes

dangerous : something that may harm you

huge : extremely large in size

finished : not able to continue

crush : to press something so hard that it breaks or is damaged

aching : paining continuously

Answer the following questions:

1. How was Nithin's tricycle to look at?
2. Why was the tricycle angry with Nithin?
3. What did the tricycle do when Nithin was away at the playschool?
4. What lesson did the tricycle learn that day?



THE TOOTH FAIRY

Once there lived a little boy called Abdullah who loved to eat banana chips. He was so fond of them that he could never have enough of them.

One night, Abdullah was busy munching and crunching his chips when he suddenly heard a loud “Carrack!” in his mouth. One of his teeth had fallen off as he was biting the chips! Abdullah remembered what his grandmother had once told him. “A tooth that has fallen has to be thrown over the roof.” He held the tooth in his hand and ran out of the house. “Go away, go away, big old tooth! Come out, come out, tiny new tooth! Go away, go away, dirty broken tooth! Come out, come out, clean white tooth!” he sang, and threw the tooth over the roof.

Then he went to his room and lay down to sleep. As he fell asleep, he had a dream. A fairy, whose head had the shape of a tooth, stood before him. Her hands were full of teeth of different shapes and sizes. “Which of these teeth do you want?” She asked Abdullah. Abdullah chose a long pointed tooth, like the ones tigers have. Abdullah opened his mouth and stuck the long, sharp tooth into his gum. Then he tried to close his mouth. But the tooth was so long, that he could not close it. Besides, the sharp end was poking into his lip. “No, I don’t like this sharp tooth,” he told the fairy. “Please let me choose another one.” The fairy held out her hand once again. This time, Abdullah chose a tooth that had the shape of a rabbit’s tooth.

Then he opened his mouth and stuck the bunny tooth into his gum. But when he closed his mouth,



the tooth was sticking out. All his friends teased him about it. Abdullah got very angry. He pulled out the tooth and gave it back to the fairy. "I don't want this tooth either." She smiled and showed him other teeth to choose from. Suddenly Abdullah spotted a large tooth among them. He picked it up, opened his mouth and tried to fix the giant tooth in his gum. But it was so big that he could not even push it in. "Hey! This must be an elephant's tooth!" he cried. "My dear fairy, none of these teeth suit me, please, could you choose the right one for me?" He asked.



The fairy smiled, and held out her hand. This time there was just one small tooth in it. Abdullah fixed it in his mouth and it fit him just right. Abdullah was delighted. "It's not as sharp as nails, it doesn't stick outside, it isn't too big, it fits my mouth just right," he cried. He sang and jumped up and down with joy. The fairy smiled and told him, "A tiger's or rabbit's or elephant's tooth can never suit you, dear Abdullah. I have given you a tooth meant for humans. Take good care of it." Abdullah nodded his head and agreed to do as she said. As the fairy slowly disappeared,

Abdullah woke up with a start. It was morning. He jumped up from his bed and looked into the mirror to see if the tooth that the fairy had given him was in his mouth. Yes indeed! In the place of the fallen tooth, a tiny little tooth peeped out! Abdullah remembered the fairy's words and quickly went to the bathroom to brush his teeth.

Glossary:

fond of	:	to like someone or something very much
munching	:	eating noisily
crunching	:	a noise like the sound of something being crushed
roof	:	a structure that covers the top of a building
besides	:	in addition to
spotted	:	to notice someone or something especially when they are difficult to be seen
delighted	:	a feeling of great pleasure or happiness
indeed	:	surely, certainly
peep	:	to look through a small opening or from a hidden location to be in a position where a small part of something or somebody can be seen
suits	:	something that fits; useful

Answer the following questions:

1. What did Abdullah do with the fallen tooth?
2. Whom did he see in his dream?
3. Why did he feel happy when the fairy gave him a small tooth?

OBEY YOUR PARENTS

There lived a little fawn with his mother. The fawn thought that he always had to go everywhere with his mother. Now he was grown up. He could go alone to places, but his mother did not allow him. The fawn found it very frustrating and decided to sneak off alone without informing anyone.



On a hot summer day, when the fawn's mother was asleep, he slipped out from there. He went to an open field and began to play hither and thither and found it very thrilling. After some time he felt thirsty.

He went to a nearby stream to drink water. After he had finished drinking water, he saw a lion staring at him from the upper side of the stream. The lion was licking his lips and planning to eat him. The fawn was aghast to see a lion with red and burning eyes, lolling his tongue with a clear intention to devour him. He began trembling with fear. He did not know what to do.

The lion called him and said, "You have spoilt the water. You know I am drinking the water that has been made dirty by you."

The fawn started moving backward slowly and said, "Sir, how can I spoil the water? It is flowing from your side towards me."

The lion did not know what new blame to put on him again. Suddenly he heard a deer calling the fawn. The fawn ran quickly to his mother. Within a few seconds, they were out of sight. The lion was disappointed.

It is correctly said that children should obey their parents in order to avoid getting into difficulties.

Glossary:

fawn	: young one of a deer.
frustrating	: causing anger
sneak off	: to leave a place quietly without being seen or heard
hither and thither:	here and there in a disorderly manner
thrilling	: causing great pleasure and excitement
aghast	: frightened, terrified
lolling	: hanging out from the mouth
intention	: goal or purpose
devour	: to eat quickly, greedily or hungrily

QUESTIONS:

1. Why did the fawn feel frustrated?
2. What did the fawn do when its mother was asleep?
3. What answer did the fawn give to the lion?

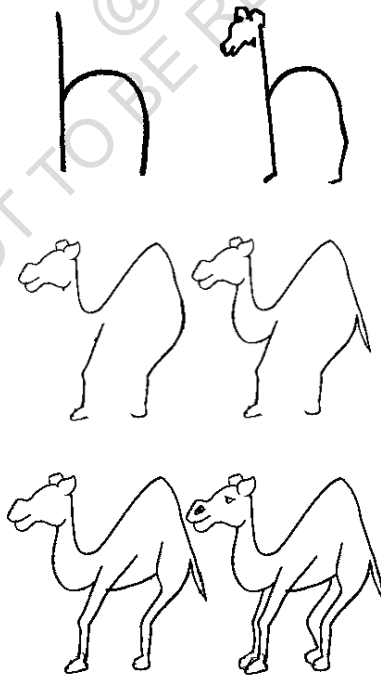
I can Draw too

I. Sajan the Pigeon in eight steps:

1. Start with an “O” for Sajan’s head.
2. Now add an “U” for his body.
3. Two black dots and he has eyes.
4. A triangle for his beak.
5. Two upside down V’s for his feet.
6. With a “W” and a “U”, Sajan has his tail.
7. Now let’s give him wings to fly in the sky.
8. And with two curves, Sajan has hills to fly over!

Check your answers on page no. 106

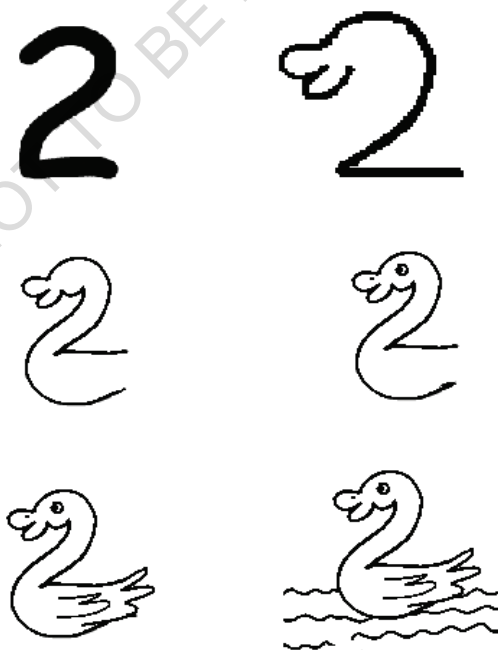
II. There can be so many figures hidden in a single letter of the alphabet. All you need is a little imagination.

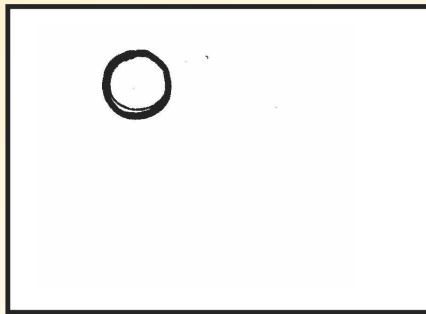


III. Sudheer is very fond of the letter S. Perhaps because his name begins with it. But when the letter S sleeps, Sudheer can see a mouse creeping out of it. You, too, can see and draw it.

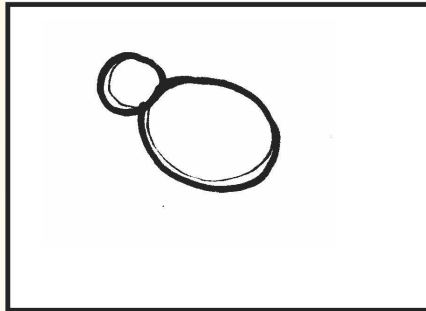
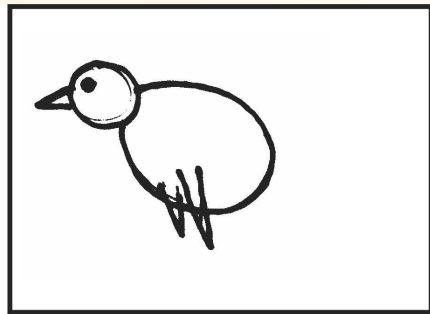


IV. Yes, there are many magical shapes hidden in numbers. Sudheer the magic man first drew the number 2 and ended up drawing a duck.. You too can do it. Begin now.

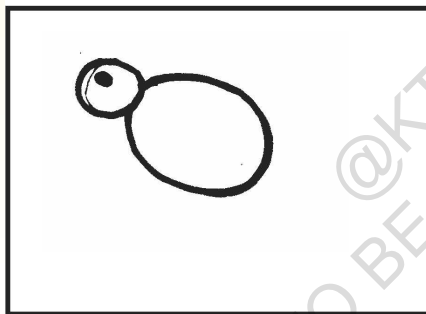
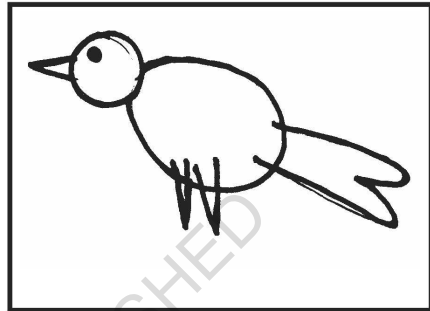




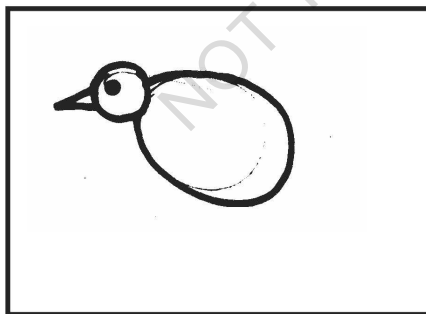
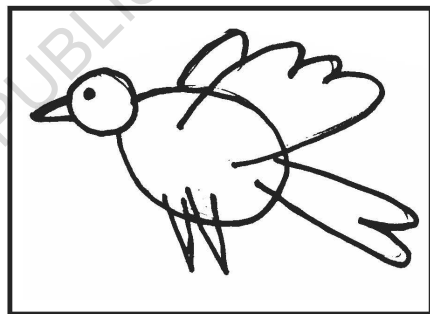
1 5



2 6



3 7



4 8



Does your drawing look something like this ?

WORDS LIST

Check for yourself and see how many of these words you have learnt to use.

absent	ashamed	bow (v)
according to	attack	bow (n)
action	attendant	brave
additional	available	break
admit	avoid	breath
advice	award	breathe
advise	bank	breed
agent	bat	breeze
agree	bath	bring
alone	bathe	broom stick
along	beam (n)	brush (n)
alphabet	beam (v)	brush (v)
announce	bear	busy
appear	behind	butterfly
appreciate	behold	cactus
appreciation	bend	cage
appropriate	black neem	calm
archer	bleed	carry
archery	blow(n)	cause
arrange	blow (v)	charge (v)
arrow	borrow	charge (n)
as usual	bottom	charming

chase away	cook (v)	dictionary
cheerful	corn	different
cheerily	corner	difficult
chirping	corridor	dirty
cholera	cousin	disagree
choose	cowhand	disappoint
chrysanthemum	create	disease
circle	creature	distance
clay	creep	ditch
climb	cricket	dragon fly
clue	crime	dream
cockroach	cuckoo	drown
comb	curious	dull
combine	decision	during
concentration	deed	eagerly
concern(n)	deep	earn
concern(v)	delicious	edge
confess	depart	effort
confession	describe	either
connect	desert (n)	elastic
construct	desert (v)	empty
contain	desire	enemy
container	develop	enter
continue	dialogue	entice
cook (n)	diamond	excuse(n)

excuse(v)	glue	incident
expert	grass(n)	inculcate
extremely	graze(v)	indicate
eyeball	greatness	insect
facilities	grow up	itch
faithful	guava	jack fruit
famous	guide (v)	jasmine
far away	guide (n)	justice
fever	gutter	kid
field	handover	kind(n)
fight	harm	kind(adj)
fly (n)	herd	kingdom
fly (v)	hibiscus	kinship
fold	hide	kneel
forehead	honour	labourer
fought	hop	layer
free time	hoper	leap
fresh	housefly	leave
frog	humane	lick
full of	hunt	lie(n)
gallery	hurry	lie(v)
gender	hurt	lift
generous	identify	live(n)
gift	illustration	live(v)
glory	immediately	look

lower	pelt	request (n)
malaria	petal	request (v)
maze	petty	respond
meat	plant (n)	response(n)
mention	plant (v)	respond(v)
message	plasticine	responsible
minister	politely	rest of
moist	ponder	return
mosquito	poster	rhyme
moth	precious	ring
nail	present	roll
neem	previous	root
neighbouring	problem	royal
nephew	punish	ruby
nervous	quiver	rule
niece	rabies	rush
objectives	race	sapling
omnipotent	receive	scissors
omnipresent	rectangle	search
onwards	refer	seed
pail	refuse	shade
palm	regularly	shawl
pardon	repeat	shelter(n)
patiently	reply	shelter(v)
paw	represent	shoot (n)

shoot(v)	surrounding	under go
shout	swim	unite
sick	takeaway	used to
skill	tall	visit
smallness	tasty	waist
soil	tear	wakeup
solve	tear off	want(n)
soon	tears	want (v)
sow	telecast	way
specify	thick	wheat
spend	thief	wide
spray	thorn	will (n)
spring	thorough	will (v)
sprinkle	tiny	win
stem	tired	wing
stick	title	wipe
strike	to feel very bad	wipe away
strive	to get rid of	woo
stroke	to look after	wood
stroll	together	wound
strong	tongue	yield (n)
succeed	top	yield (v).
suitable	trim	
sunny	tuberose	
surely	twice	

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

CONSTITUTION OF INDIA

Part III (Articles 12 – 35)

(Subject to certain conditions, some exceptions
and reasonable restrictions)

guarantees these

Fundamental Rights

Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

Right to Constitutional Remedies

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.



NOTE

NOT TO BE REPUBLISHED

