



Government of Karnataka

English

Second Language

(Revised)



Seventh Standard

Part - I

Karnataka Textbook Society (R.)

6th Cross, Malleshwaram,
Bengaluru - 560 003.

Foreword

In the pursuit of fostering a healthier and more balanced educational journey, we present this initiative aimed at reducing the weight of school bags. Education is the cornerstone of progress and it is our responsibility to ensure that the pursuit of knowledge is accompanied by the wellbeing of students.

As a first step, to reduce the burden of heavy bags, the School Education Department, Government of Karnataka has decided to print semester-wise textbooks in 2 parts i.e., Summative Assessment 1 and 2. This intervention will help significantly in reducing the weight of school bags.

This Endeavour signifies a paradigm shift, acknowledging the strain posed by bulky bags on students.

Manjushree. N. IAS

Managing Director
Karnataka Textbook Society (R.)

Preface

The Textbook Society, Karnataka has been engaged in producing new textbooks according to the new syllabi which in turn are designed on NCF – 2005 since June 2010. Textbooks are prepared in 12 languages; seven of them serve as the media of instruction. From standard 1 to 4 there is the EVS, Mathematics and 5th and 10th there are three core subjects namely Mathematics, Science and Socialscience.

NCF – 2005 has a number of special features and they are:

- connecting knowledge to life activities.
- learning to shift from rote methods.
- enriching the curriculum beyond textbooks.
- learning experiences for the construction of knowledge.
- making examinations flexible and integrating them with classroom experiences.
- caring concerns within the democratic policy of the country.
- making education relevant to the present and future needs.
- softening the subject boundaries- integrated knowledge and the joy of learning.
- making the child is the constructor of knowledge.

The new books are produced based on three fundamental approaches namely, Constructive approach, Spiral Approach and Integrated approach.

The learner is encouraged to think, engage in activities, master skills and competencies. The materials presented in these books are integrated with values. The new books are not examination oriented in their nature. On the other hand they help the learner in the all round development of his/her personality, thus help him/her become a healthy member of a healthy society and a productive citizen of this great country, India.

The most important objectives of teaching language are listening, speaking, reading, writing and reference work. These skills have been given a lot of importance in all the language textbooks. Along with the inculcation of these skills, fundamental grammar, opportunities for learners to appreciate beauty and imbibe universal life values have been integrated in language textbooks. When learners master these competencies, they would stop studying textbooks for the sake of passing examinations. In order to help the learners master these competencies, a number of paired and group activities, assignments and project work have been included in the textbooks. It is expected that these activities would help learner master communicative skills. Ultimately, it is expected that students master the art of learning to learn and make use of these competencies in real life.

The Textbook Society expresses grateful thanks to the chairpersons, writers, scrutinisers, artists, staff of DIETs and CTEs and the members of the Editorial Board and printers in helping the Text Book Society in producing these textbooks. A few works of some writers and poets have been included in these textbooks. The textbook society is extremely grateful to them for giving their consent for the inclusion of these pieces in the textbooks.

Narasimhaiah
Managing Director

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Prof. G.S. Mudambadithaya
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A note to the Teacher

Dear teacher,

The English Reader for the Seventh Standard is before you. This is prepared in compliance with the principles and norms set by the department for the study of English as second language for the seventh standard.

All the ten units have similar, organized method of introducing the content of the teaching text. Variety in the 'Before You Read' task is maintained to enable the teacher introduce the subject of the teaching content. But if the teacher wants to adopt any other activity to enhance the understanding of the content it can be done along with the ones provided in the text. Examples for the same are as follows:

1. Healthy Life

*Before you read:

Ask the students to carefully follow the reading of the outline while they see the pictures.

*There are different ways to write the date in English. They vary from formal to informal, and there are differences between British and American English. The following table shows some typical formats.

Format British: Day-Month-Year	American: Month-Day-Year
A. the Fourteenth of March, 2011	March the Fourteenth, 2011
B. 14th March 2011	March 14th, 2011
C. 14 March 2011	March 14, 2011
D. 14/3/2011	3/14/2011

2. Avoid Plastics:

* Before you read: Usage of Kannada can be allowed in the III main.

*Information about Global Warming:

The slow increase in temperature of the Earth caused partly by the greenhouse effect increasing the amount of carbon dioxide in the atmosphere.

Greenhouse effect is the process in which heat is unable to escape from the atmosphere causing the temperature of the Earth to rise.

*Poem **Awareness**: Before you read note the importance of the dates mentioned.

- **Feb. 13**· Sarojini Naidu's Birth Anniversary, World Radio Day (UNESCO) ● **Apr 22**· World Earth Day
- **Dec. 03**· World Disability Day, World Day of Handicapped

You are welcome to add your own dates.

All materials for Listening Text are provided at the end of the book (page nos. 146-150).

The small dictionary provided at the end of the book assists the children develop independent reading.

It has to be acknowledged that the members of the committee have worked very hard to bring out this book.

The members of the committee of 7th standard Second Language English, hope that this book will be interesting and useful to the students.

T V Vasuki

Chair Person

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About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: “The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment”, he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers’ Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and

science related organisations were also invited for discussions. Thus, on the basis of inputs received from various sources, the textbooks have been revised where ever necessary.

Another important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central schools. Besides, these textbooks have been examined along side with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society, who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also to the subject experts and to the associations who gave valuable suggestions.

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7th Std Second Language - English syllabus Grid

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Unit No.	Theme	Text	English	Listen well	Speak well	Read and comprehend	Practise Respond	Grammar Writing	Reference through	Do the Skill Project
1	Health	Healthy Life The Gymnastic Clock	Antonyms	Daily schedule	Interviewing	Short Story	Diary entry	Action Words and Uncountable nouns	British and American Methods of Writing Dates	
2	Environment	Avoid Plastic Awareness	Suffixes		Word Chain, Comparing ideas	Studying Pictures	Slogans	Interrogatives	Dictionary Information on pollution	Survey
3	Gratitude	Ekalavya Why God Made Teachers	Words related to archery	Listen and fill up	Seeking information of words with silent letters	Reading a signboard	Filling a form Narration	Types of sentences	Stories of epic characters	
4	Bravery	Leg Trap Froth and Bubble	Crossword		Roleplay	Comprehending a passage	Newspaper report Story writing	Past tense Articles	Information about bravery awards for children	Preparing an album Displaying sayings of great people

Supplementary Reading

1 The Never Ending Story

Listening Text

4 A Mornig Walk

UNIT - I

HEALTHY LIFE

- Pedro Pablo Sacristan



Before you read:

OUTLINE: Listening Text

A Morning Walk

Step 1 The teacher reads the outline relating to 'A Morning Walk'.



Step 2

Look at the pictures and the outline. With the teacher's help prepare a passage and write it. You can start the paragraph like this.

I get up early in the morning. My friend Richard meets me. We go out for a walk.

Healthy Life

- Pedro Pablo Sacristan

1. Many years ago, everyone was strong and healthy. They ate varieties of food and loved fruits and vegetables. They took daily exercises and enjoyed walking, running, playing and leaping about. The earth was the healthiest place you could imagine, and it was clear that both adults and children were full of joy and were in good moods.

2. All this made one of the witches furious. She suggested that all the witches should come together to prepare a potion. One who drinks it would lose the desire to live. So, that night all the witches gathered in the forest.

They all needed to put all their energy to make the potion, which would have a powerful spell on people. During the collection of energy, one of the witches made a mistake in uttering the words. As a result, there was a big explosion. It was so big that it completely destroyed the forest.

<i>furious</i>	:very angry
<i>potion</i>	:a liquid with healing, magical or poisonous properties
<i>spell</i>	: a form of words or action used as a charm/ magical effect



a witch

Check your understanding

C1 Answer the following questions in a sentence each:

1. Which was the healthiest place that you could imagine?
2. Who was furious?
3. What made the potion go wrong?
4. What happened after the explosion?

3. As a result, it turned all the witches into tiny creatures like germs. They were trapped in liquid in a small bottle which was lying in a swamp. One day a little boy found this bottle. Thinking it contained a nice new drink, he swallowed it fully. The germ-like witches took advantage of this situation. Though they could not physically harm anyone, they learned to change the boy's likes and dislikes. In a few days a funny feeling started in the boy's mouth. He no longer wanted to eat vegetables, fruits and good food. All he wanted to do was to ask for pizza, burger

trap – a bad situation from which one cannot escape
swamp – an area of soft wet land.

and wait for them at home. He wasted his time waiting for food from hotels or restaurants and watching television, eating ice cream and chips.

4. No longer did he enjoy fruits and vegetables. He did not feel like walking, running and playing with his friends. Eventually, he stopped going out of the house and was sitting or lying about. He started feeling ill. Before long he had no desire to do anything. The evil potion had worked! And the worst thing of all was that the witches had learnt to jump from one person to another like virus. They managed to turn the effect of the potion into one of the worst diseases - the disease of wasting life.

virus : an infective agent

vaccine : a treatment which makes the body resist an infection

sneeze : to expel air from the mouth and the nose forcibly/involuntarily,
ಸೀನು

Check your understanding:

- 1. What happened to the witches after the explosion?*
- 2. What did the boy do with the new drink?*
- 3. How did the boy change after drinking the potion?*
- 4. Mention the worst thing that the witches learnt to do?*

5. It was a long while before, with the help of his microscope, Doctor Fitton-Healthy discovered that the little witches were causing this disease. There were no vaccines or cough mixtures to get rid of them. The doctor found out that the witches could not tolerate joy and good health. It turned out that the best cure was to make a strong effort to live a healthy, joyful and happy life. When a person became healthy, the witches had to leave that body as soon as they could, riding off on a sneeze!



Dr. Fitton-Healthy

6. From then on, the best remedy was neither pills nor injections, but just a little bit of effort to eat some fruits and vegetables, and to do some exercise. Whoever came to see Doctor Fitton-Healthy and took his advice, ended up totally well, being cured of the wasting life disease.

Check your understanding:

1. Who discovered the witches?
2. What did the patients do before they went to Dr. Fitton- Healthy?
3. What was the advice of Dr. Fitton- Healthy?

Vocabulary :

V1. Fill in the blanks using suitable words from the words given in brackets:

 **One is done for you.**

Mini ate a variety of food items and loved fruits and vegetables. (burgers / vegetables)

1. The earth was the _____ place where adults and children enjoyed good life. (dirtiest/ healthiest)
2. One of the witches was _____ about people being healthy. (powerful / furious)
3. There was a big _____ that destroyed the forest. (thunder/ explosion)
4. The witches were _____ in a small bottle. (trapped / gathered)
5. There was no _____ to get rid of the witches. (mixture / vaccine)
6. When a person became healthy the witches had to leave the body riding on a _____ (cough / sneeze)

V 2. Find fruits and vegetables from the word grid and shade them, using suitable colours. Compare your answers with those of your partner. One is done for you.

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

C2. Discuss with your partner and answer the following questions:

1. What made people strong and healthy in olden days?
2. How would the potion change the people?
3. Why were the witches not able to make the kind of magic potion they wanted to prepare?
4. Describe the change in the boy's attitude after he drank the potion.
5. What was Dr. Fitton-Healthy's best remedy?

C3. Discuss with your teacher and answer the following questions :

1. "The message the story gives is not only for children

but also for the grown-ups”. Do you agree?

2. With the help of paragraphs four and five describe the illness and the cure.

L-Listen well S-speak well :

L1 Listen and S1 Speak

Work in pairs and collect information about what your friends do and do not do:

Find out a few details about your friends.

“Do you dance?” Priya asked Sharath.

“No, I don’t” Sharath answered.

Then Sharath asked,

“Can you dance?”

“Yes, I can” answered priya.

“Does Altaf dance?” asked Sharath.

Priya answered, “No, he doesn't, but he sings well.”

“Do you

Now discuss with your partners. Interview your friends and write what your friends can do and cannot do. Put (✓) or (✗) against the column provided.

 **One is done for you.**

Some of the topics are:

Topics	Names	(✓)	(✗)
a) swimming	Vani	✓	
b) playing games			
c) painting			
d) clay modeling			
e) telling stories			
f) reading books			
g) watching television			

**Speak about what your friend can do and can not do.
You can start the conversation with -**

Nirmal can swim, paint and tell stories. He can also play cricket. What does Nidhi do?

L2. Time Game – Activity

Children stand in a circle. There is a list of phrases which the teacher reads out slowly. If the phrases indicate time, students clap their hands. If it does not indicate time, they don't clap. Those who make mistakes are not to clap any more.

List of Phrases

last week	at the back of	long ago
in front of	at the bottom of	this year
at the top of	next month	by the side of
this hour	every hour	on the banks of
late night	next year	to do it

S1. What changes do you need to bring in your food habits and hobbies after listening to your friends? Talk to your group and write a few points.



One is done for you.

*stop watching TV/play outside the house/ finish homework/eat regularly-these are suggestions for Damu.

Language Work

G1. Read the paragraph.

One of the witches suggested that they should prepare a magic potion. They gathered all the energy they could put together to change the human beings. But they failed. So they waited for a very long time. They managed to get into the body of a boy in the form of liquid and caused a sort of illness.

The underlined words are action words.

(suggested, gathered, failed, waited, managed, caused)

Make sentences using the following words to form a meaningful paragraph. You can use the fifth paragraph for your reference.

1. discovered _____

2. found _____

3. prepared _____

4. cured _____

5. injected _____

G2. Match these opposite words:



One is done for you.

difficult	×	easy
1. day	×	disadvantage
2. more	×	short
3. advantage	×	waste
4. long	×	dark
5. sad	×	less
6. save	×	night
7. light	×	happy

Writing practice :

W1. Each one of us has a different work pattern. Discuss your daily schedule with your partner and write about it.

- a) 6.00 A.M. : Wake up, brush my teeth
- b) 8.00 A.M. : _____
- c) 9.30 A.M. : _____
- d) 1.00 P.M. : _____
- e) 5.00 P.M. : _____
- f) 8.30 P.M. : _____
- g) 10.00 P.M. : _____

After writing, compare it with your partner's and find out what is common between you.

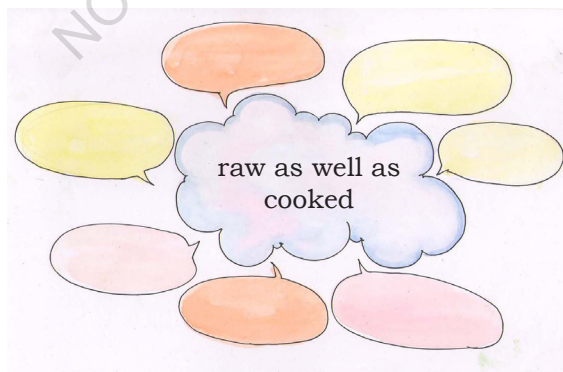
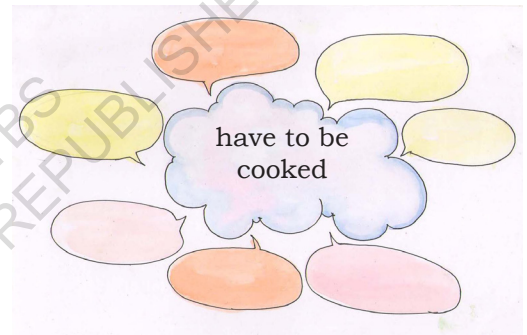
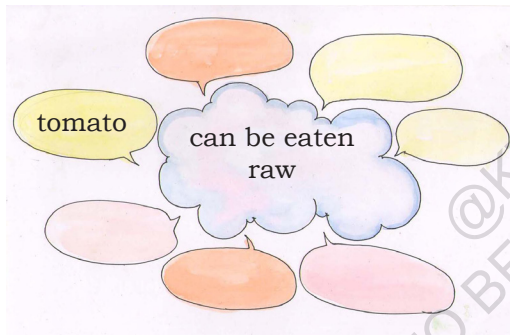
W2. More Food

Some food items can be eaten raw. Some others have to be cooked before they can be eaten. Put the different food items below in the correct balloons.



One is done for you.

eggs	tomatoes	potatoes	rice	oranges
milk	mutton	dal	bananas	onions
beans	chicken	carrots	fish	wheat
cucumber	mangoes	ladiesfinger	cereals	ragi



W3. Pick out good and bad food habits for living that you find in this lesson.



One is done for you.

Healthy living

eating a variety of foods

Unhealthy living

refusing to eat vegetables

W4. Here is an application form for joining a health club. Fill it up.

1.	Name:
2.	Father's Name :
3.	Mother's Name :
4.	Date of Birth :
5.	Age:
6.	Gender :
7.	Class:
8.	Name of the School :
9.	School Address:
10.	Residential Address:

Place: _____

Date: _____

Signature with date

Language in use:

Singular is one, and **Plural** is more than one. Such nouns are called countable nouns. But the other kind of noun which has no plural form is called an uncountable noun.

G3 Nouns can typically be divided into two categories: COUNTABLE and UNCOUNTABLE nouns. Nouns that are countable (e.g. “one house,” “two houses” or “one deer,” “two deer” are called “countable nouns.” The plural forms of these nouns are usually made by adding an s, - es, - ies and - ves to the singular forms.

Example:

Singular	Plural	Singular	Plural
horse	horses	wolf	wolves
train	trains	class	classes
boy	boys	cry	cries
egg	eggs	knife	knives

However, some countable nouns have irregular plural forms:

person	people
sheep	sheep
man	men
fish	fish
tooth	teeth

Uncountable nouns are things which cannot be counted by themselves because they are always treated as a group, volume, mass or quantity. Some common mass nouns are:

liquids	water, oil, gasoline
materials	coal, steel, wood
food	bread, fruit, butter
ideas	love, knowledge, advice

In order to count mass nouns you must use “amount words.” Some examples are: a pound of bread, three baskets of fruit, four slices of bread, two litres of oil, a glass of water, a grain of sand, two pairs of eyeglasses.

During the collection of energy, one of the witches made a mistake in uttering the words.

In the sentence above, four nouns are underlined. ‘Energy’ is an uncountable noun; witches, mistake and words are countable nouns.

During famine rice, sugar and food became unaffordable.

Uncountable nouns are used in the sentence above.

G4 Look at the pictures and write whether they are countable or uncountable, in the space provided:

















Countable nouns are formed in different ways. The table below gives a few examples.

by adding 's'	by adding 'es'
snake — snakes	mango — mangoes
dog — dogs	witch — witches
fruit — fruits	box — boxes
vegetable — vegetables	hero — heroes
friend — friends	potato — potatoes
pizza — pizzas	bus — buses
burger — burgers	gas — gases

Plurals are formed when the word changes with

- ves	- ies
wolf — wolves	family — families
leaf — leaves	baby — babies
shelf — shelves	country — countries
self — selves	

Some words have irregular plurals

deer	—	deer
child	—	children
man	—	men
woman	—	women
foot	—	feet
mouse	—	mice

Poem

THE GYMNASTIC CLOCK



Before you read:

The Spider Game

I. Listen to the piece of text that your teacher reads out to you.

II. Fill in the blanks with the words you have heard:

The little spider

Crawled down the wall

By using its _____

So it wouldn't _____

It crawled to the bottom

And back up again

Then thought to himself

What a _____

So he called his _____

To join the game

And they played all day

Till night-time _____

And when they had finished

They went off to _____

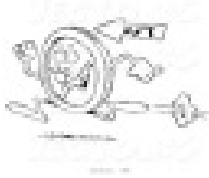
And left all the wall

Covered over in _____

How many words do you remember?

Observe the rhyming words.

The Gymnastic Clock



- *M. C. Davies*

The little clock is friends with me,
It talks as plain as plain can be,
And says, each morning as it rises,
“Now, don’t forget your exercises!
Both hands above your head, you know!
Then lower them very slowly, so;
Oh! don’t get tired and stop, that way!
I exercise like this, all day!”
Right in its face then, I say, “Pooh!
I wouldn’t boast of it, like you,
But I can swing my arms round, too!”
And so the clock then looks at me,
And I look back, and I and he
Each single morning, when we rise,
Just exercise and exercise!

C1. Answer the following questions in one or two sentences each:

1. Name the two characters in the poem.
2. What does the clock tell the speaker each morning?
3. Does the clock stop its exercise any time?
4. What similarity do the speaker and the clock share?

C2. Complete the following:

Make a list of the words that are repeated in the poem.

1. plain
2. _____
3. _____
4. _____

C3. Read the poem again and answer the following:

1. "I exercise like this, all day!"

- a. Who is referred to as 'I'?
- b. What is the exercise?
- c. When does it do it?

2. "Pooh! I wouldn't boast of it like you"

- a. Who is referred to as 'you'?
- b. What is he boasting about?
- c. Is there a competition between the one who says this line and the clock?

Know more about the poem:

Study the words given below and pick out rhyming words from the poem :



One is done for you.

me	be
rises	
know	
you	
way	

Personification:

When you make a thing, an idea, or an animal do something that only human beings can do.

Example, “Wind **yells** while blowing.”

This is an example of personification because wind cannot yell. Only a human being can yell.

1. Identify two examples for personification in the poem.

Know about the poet

As the picture of the poet is not available, her signature copy is given.



Mary Carolyn Davies was born and educated in California. In 1918 she published “The Drums in Our Street”, a book of war poems, and in 1919 brought out a collection of her poems under the title, “Youth Riding”. Miss

Davies has also written several one-act plays, one of which, “The Slave with Two Faces”, has had successful presentation.

Look at the signature of the poet. What does **10/17/21** mean? Discuss with your partner about the difference between the American and the British methods of writing the date.

You have to grow from the inside out. None can teach you, none can make you spiritual. There is no other teacher but your own soul.

Swami Vivekananda

AVOID PLASTICS



Before you read:

I. Observe the pictures given below and draw a circle around the picture you would like to choose and say why you have chosen it.



snake skin bag



earthen pot



leaf plate



cloth bag



plastic tumbler



ivory necklace



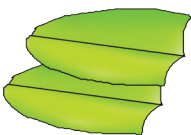
plastic stool



plastic plates



crocodile skin belt



banana leaves



jute mat



plastic bags

II. Clay pots have been in use for centuries. Discuss how they are made. Write what else can be made with clay.

a. _____

b. _____

c. _____

III.



Jute bags (ಸೆಣಬಿನ ಚೀಲ) are more in demand now in comparison with cloth bags. Discuss the reasons.

AVOID PLASTICS

“It is time to say no to plastic”

1. Plastic is not a strange product to anyone. It's everywhere in the present world and it has become a part of our life. Alexander Parkes created the first man-made plastic. He demonstrated it in an International Exhibition in London. He named it as Parkesine.

C1. Check your understanding:

Answer the following questions:

1. Who invented plastic?
2. What did he name it ?

2. The common and wide use of plastic is mainly because it is inexpensive, it is long-lasting and it is easy to make. This substance can be moulded into any form by heating and it can be retained in that particular form when cooled. It can be made into thin and light material which is now widely used to make hard and disposable carry bags or packing materials.

mould : give a shape to, ರೂಪ ನೀಡುವುದು
disposable : meant to be used once and thrown

3. These qualities cause threat to the environment. As it is cheap and easily available, people dispose plastic everywhere. Plastic stays on the earth's surface for many centuries as it is long-lasting and is impossible to decompose.

<i>non-biodegradable</i>	- <i>not capable of being decomposed</i>
<i>enormous</i>	- <i>very large, huge</i>
<i>hazards</i>	- <i>risky, dangerous</i>
<i>migration</i>	- <i>move from one place to another</i>

It ultimately causes enormous environmental hazards. Due to migration, plastic pollution is highly concentrated in big cities. When these are thrown after use, they remain in the soil in the same form as they are non-biodegradable.

Check your understanding

1. *Why do people dispose plastic everywhere?*
2. *Give reason for plastic pollution.*
3. *Where is plastic pollution seen more?*
4. *Where does the plastic so disposed remain?*

4. Plastic causes serious damage to the environment at every stage of its production or even in its disposal. To reduce the risks involved in plastic, the usage should be minimized which can result in production. The chemical that is used in the production of plastics is toxic and can cause serious damage to all living beings.

<i>toxic</i>	- <i>poisonous</i>
<i>recycling</i>	- <i>convert waste to reusable material</i>
<i>global warming</i>	- <i>the increase in temperature of earth's atmosphere</i>

Even recycling of plastic causes problems. The worst thing is that recycling degrades the quality of plastic and demands the production of more plastic to make an original product. A single plastic sheet can take about thousand years to rot. It also has bad impact on the food chain. Plastic is one of the causes for **global warming**.

Check your understanding

1. *How does plastic cause pollution at every stage of its production?*
2. *How long can plastic take to decompose?*
3. *How does it have a bad impact on the earth?*

5. Rivers have become the main dumping ground for plastics which pollute water, marine life and also the air that we breathe. Many are being profited by plastic. Those who get profit from plastics are trying to dispute the harm that it causes. You can't completely stop the use of plastic but can definitely minimize its production. For a healthy future, the use of plastic should be minimized at any cost.

marine - found in sea

Vocabulary:

V1. Read the following passage:

People are foolish to use plastic extensively. Some people think that the argument against the use of plastic is meaningless. Only when people come to know about its threats, it will be a remarkable achievement. This awareness has to be created.

Suffix:

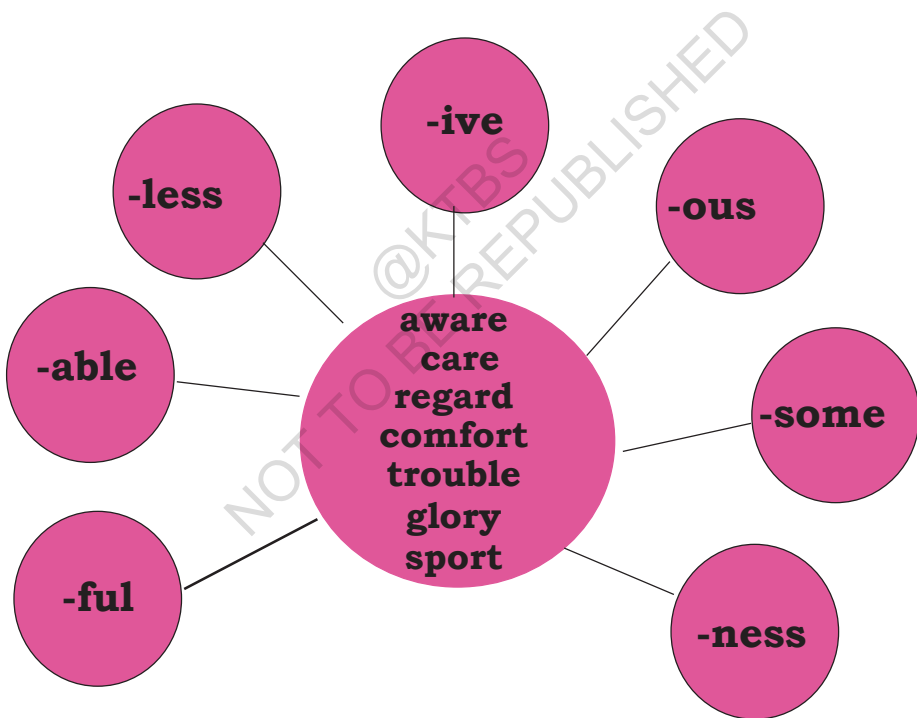
Look at the syllables underlined in the paragraph above.

The addition of a syllable at the end of a word is called a suffix. Here suffixes are used to change words into adjectives or nouns. Suffixes like -able, -less, -some, -ous, -ful etc., are used to make the words adjectives. Use the words in the cloud to make your own words with suffixes.



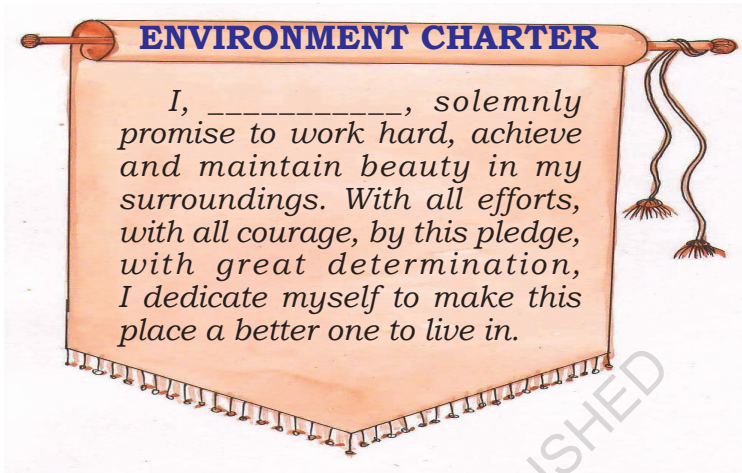
One is done for you.

comfort-comfortable



Read and respond:

Make a resolution by taking this oath. (Let all students say it aloud after the teacher)



C2. Answer each of the following questions in two or three sentences:

1. Why is plastic widely used today?
2. How does plastic cause environmental hazards?
3. What are the problems caused by recycling plastic?

C3. Discuss with your friends and compare your ideas with theirs about what should be used instead of plastic.

G. Language in use:

Read the questions.

1. Who are you?
2. Why are you laughing?
3. Which pen do you want?
4. When do you get up?
5. How tall are you?

There are some **question words** in the English language which begin with the letters “wh”, except the word “how”. They are used for asking questions. They are also called interrogatives. Some of them are listed below:



why, which, when, where, what, who, whom and how.

G1. Fill in the blanks with suitable question words:



One is done for you.

* Why is plastic pollution concentrated in big cities?

1. _____ did the train leave?



2. _____ do you want from me?

3. _____ of the roads is shorter?

4. _____ will you reach there?

5. _____ did you come? (by bus or by train?)

6. _____ is your sister crying so loudly?

G2. Some action words can be changed into noun forms.

The word ‘furnish’, a verb, becomes ‘furniture’ when it is used as a noun. In the same way, ‘add’ becomes ‘addition’.

A. Find out the noun forms of the words given below. Use a dictionary if necessary:

One is done for you.

- | | |
|-------------|-------|
| 1. born | birth |
| 2. marry | _____ |
| 3. graduate | _____ |
| 4. high | _____ |
| 5. impress | _____ |
| 6. inspire | _____ |
| 7. perform | _____ |

B. Now fill in the blanks with the suitable noun forms mentioned above:



One is done for you.

The birth of a girl child made everybody happy in the family. After she grew up, her _____ was arranged with a boy, who had a _____ in computer science. He had reached a very great _____ in his career. His friends had a good _____ about him. His _____ was his grandfather whose _____ as a scientist was recognized by the Government.

Writing Practice :

- W1.** A. Positive attitude brings strength and energy.
B. 'Think positive and be optimistic about earth'.
Discuss these statements and write four sentences about them in your notebook.

W2. Write a few slogans to save Mother Earth. [English/ Kannada]



One is done for you.

Petrol saved is petrol conserved.

ಮರದ ಹಸಿರು ನಮ್ಮ ಉಸಿರು.

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

Dictionary work:

D1. Rearrange the words in alphabetical order as you find them in the dictionary:



One is done for you.

agony, exchange, discover, knock, inlet

agony, discover, exchange, inlet, knock.

1. plastic, cheap, mould, dispose, hazard.
2. decompose, enormous, reduce, damage, marine.
3. create, degrade, compel, abolish, cause.
4. retain, reduce, remain, recycle, river.
5. product, present, pollute, problem, profit.

Read more:

Read books on the causes and effects of water, air, soil and noise pollution.

Project work:

Put these questions to your neighbours and write 'Yes' and 'No' in the space provided.

A Green Survey

Questions	Name 1	Name 2	Name 3	Name 4
1. Do you reuse old newspapers, boxes etc.?				
2. Do you plant trees in your neighbourhood or at school?				
3. Do you ask your friends and parents not to use plastic bags?				
4. Do you use the unused pages of your notebooks when you go to the next class?				
5. Do you close taps properly in your house?				
6. Do you tell people to be kind to animals?				
7. Do you switch off lights and fans when you leave a room?				

8 When you visit a zoo, do you tell people not to tease the animals?

Speak well

S1. Pair work: Students make a word chain of nouns. Each noun should begin with the last letter of the previous word. Write some of them.

Ice - cream - music - cupboard _____

S2. Work in pairs:

Look at the words below for three minutes. Now close your book and see how many you can recall.

some milk

many computers

less work

a lot of dust

an egg

a few chairs

some news

more money

some wasps

little furniture

some luggage

a lake

more fruits

a table

more play

all girls

Poem

AWARENESS



Before you read:

I. We celebrate World Water Day on March 22nd. In the same way, what do we celebrate on these days?

i. February 4th _____

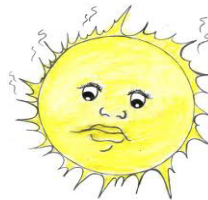
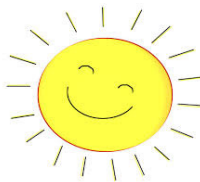
ii. April 22nd _____

iii. December 3rd _____

1. Why do we celebrate these days?

2. Is there any need for the celebration? Give two reasons to support your answer.

II. Study the pictures given below and write two sentences about global warming in your notebook:



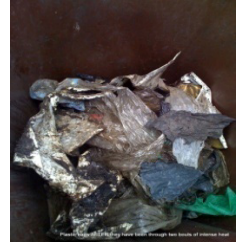
AWARENESS

- Sylvia Stults

Broken bottles and charred pieces of glass
Wadded up newspapers tossed on the grass
Pouring of concrete and tearing out trees
This is the environment that surrounds me? 4



Poisons and insecticides sprayed on our food
Oceans filling with thick oil crude
All sea life destined to a slow awful doom
These are the things we are to consume? 8



Mills pumping out iron expelling yellow fumes
Airlines emitting caustic gases from fuels
Weapons of destruction tested at desolate sites
And this is the air that's to sustain life? 12



There has to be something that someone can do
Like raise the awareness to those around you
That if we don't heed the problem at hand
It's your life that's at stake - the destruction of man. 16



Glossary:

charred	: half-burnt
wadded	: papers bundled together
toss	: throw carelessly
insecticides	: chemical used to kill insects/ಕ್ರಿಮಿನಾಶಕಗಳು

crude	: not refined
destined	: determined earlier
awful doom	: great destruction
fume	: a gas or vapour that smells strongly
emitting	: giving out
desolate	: empty/lonely
caustic	: burning by chemical action
awareness	: having knowledge of
heed	: pay careful attention
stake	: put at risk

C1 Answer the following questions in one sentence each:

1. Name the things that are tossed on the grass.
2. What are sprayed on our food?
3. What pollution is mentioned in the third stanza?
4. What risk are we taking by staying in such a world?

C2 Answer the following after discussing with your group/ partner:

1. What damage to nature is discussed in the first stanza?
2. How is our food contaminated?
3. Describe the way the air is being polluted.
4. In what way can we solve these problems?

C3 Answer the following after discussing in groups:

1. What message does the poem give?
2. Write at least five environmental awareness statements displayed in public places.

Learn more about the poem:

1. Read the following:

broken bottles, thick oil

Here, the expressions 'broken' and 'thick' tell us about the existence of some qualities of bottles and oil respectively.

There are a few more 'qualifying words' in the poem. Pick them up and write in the space provided.

1. _____
2. _____
3. _____
4. _____

2. How many trees are there in your school? Count them and try to know their names. Discuss the different uses of the trees.

3. Form an environmental club:

- a. Plant a sapling in your school. Give it a name. Take care of it as you take care of a friend.
- b. Give awareness to the young ones in your school about:
 - i. re-use of water, rain water harvesting.
 - ii. avoiding the use of plastic.
 - iii. separating biodegradable waste from non-biodegradable waste before dumping it into the dustbin.

4. Think of a world without plants. Discuss the problems you face as a student if all the plants on the earth die.

Read and enjoy.

I WAS DREAMING!

It was beautiful !!

It was green and clean

The smell of fresh air

The sound of the river flowing

I love everything happening there

I pinched myself to see if it was real

That was when I realized I was dreaming

Couldn't it be real?

Now all wasted

The color is just awful

The smell of pollution is killing me

The sound of traffic is giving me a headache

I wanted my perfect dream to come through

But again, I was dreaming!

- **Surega Rajan**

** color: American spelling for the word 'colour'*

Unit 3

EKALAVYA



Before you read:

The Teacher

Murillo was a Spanish artist. He found some of his students' sketches that were great. They were done during the night and he was unable to find out who had painted them. One morning, he found his pupils standing in a group before



a beautiful painting of the Blessed Virgin. They seemed to be lost in surprise and wonder. He asked them who had painted it. Each one said 'Not me'. After admiring it, he said, "He who has done this will one day be the master of us all". Finally Murillo found out that his young slave Sebastian had painted the picture. Murillo asked him who his master was! Sebastian replied that Murillo was his master! Murillo in a shock

told him that he had not taught him. Sebastian said that when Murillo taught others he had overheard him and practised on his own. Murillo was greatly impressed. He released Sebastian and his father from slavery.

1. "He who has done this, will one day be master of us all"-in this sentence

- a. 'he' refers to _____
- b. 'this' refers to _____
- c. 'us' refers to _____

2 Choose the correct answer :

A. The passage is mainly about

- a. the Blessed Virgin b. Sebastian c. Murillo d. father

B. Sebastian was Murillo's

- a. student
- b. slave
- c. friend
- d. master

C. The way Sebastian learnt his art secretly is similar to the story of _____ in the Mahabharata.

- a. Arjuna b. Drona c. Ekalavya d. fawns

EKALAVYA

Scene I

Dronacharya's ashram

(Drona is standing under a tree surrounded by the Pandava and the Kaurava princes)

Drona: I am very glad, my dear boys. You have learnt all the tricks of archery that I taught. Practise them well. 1

Arjuna: But we know only to aim at an object seen at a distance. You have not yet taught us the art of shooting at an unseen object. 2



Drona: Yes, **Shabdavedhi**, it is the most skilful trick in archery - aiming at an object merely by the sound. You shall learn it by and by.... But who comes here? 3

(A boy enters and bows to Drona)

The boy: Great Acharya, Ekalavya, the son of Hiranyadhanus, prostrates before you. 4

Drona: Long live, boy! Hiranya Dhanus? Is he not the hunter chief of the southern forest? 5

<i>Drona</i>	- The archery teacher for both the Pandava and the Kaurava princes
<i>prostrate</i> (ಸಾಷ್ಟಾಂಗ ನಮಸ್ಕಾರ)	- lie flat on the ground before a person to show respect
<i>fawn</i>	- young deer

Ekalavya: Yes, Acharya. But he is no more. 6

Drona: Oh, what a pity! He was a bold hunter. Indeed you look equally bold! What brings you here, my boy? 7

Ekalavya: Wolves have increased in my forest and the fawns have no safety. I cannot bear to see the poor animals troubled by the greedy wolves. I must learn archery in order to protect the fawns in the surroundings. So, I have come to you, great Acharya, please take me as one of your pupils. 8

Drona: Your thought is indeed noble. 9

Arjuna: Noble indeed! But Acharya, he is not a prince. How can you have him as your pupil? 10

Drona: That is true. But I am sure he will prove a worthy pupil. 11

Ekalavya: Acharya, teach me archery just enough to save my dear fawns. Take pity on the poor animals. 12

Check your understanding

C1. Answer the following questions in a word, a phrase or a sentence each:

1. Who was Ekalavya?
2. Where did he go to learn archery?
3. Why did he want to learn archery?

Drona: My vow binds me my boy. I cannot take as my pupil anyone other than a Kshatriya or a Brahmin. But my blessings go with you. May you prosper! 13

Ekalavya: Great Acharya, keep your vow. Your blessings shall be my guide and shall help me to reach my goal. You are my guru, though I may be far away from you. I will learn archery with your blessings. 14

vow – promise

(Ekalavya prostrates and goes out)

Scene II

Forest Scene

Two years later.

Drona's idol decorated with flowers on a platform under a tree. Ekalavya bowing before the idol and some deer grazing peacefully at a distance.



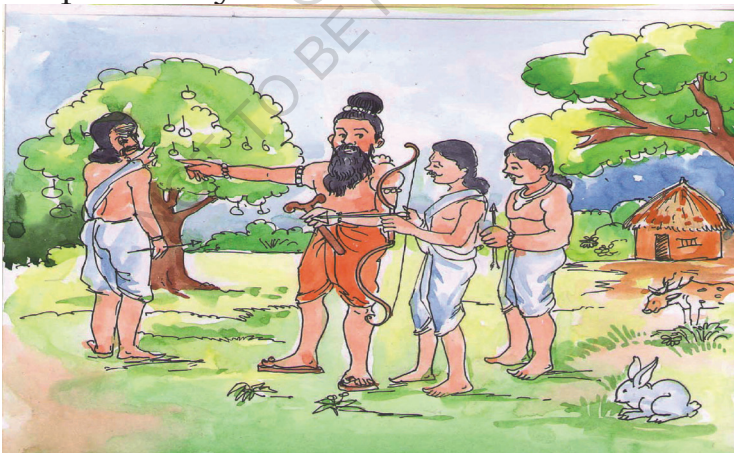
Ekalavya: (addressing the idol) Great Acharya. How kind you are! You have taught me archery well within these two years. What good luck is mine to have you as my guru! I have achieved my goal. My dear fawns are now free from trouble. (Looking at the deer in the distance). How peacefully they are grazing! 15

Ekalavya: (Hears the barking sound of dogs at a distance). Ha! This is not the howl of wolves. The sound is coming nearer! *(The deer lift up their heads in fear and run to him)*. Have no fear, my dear animals! No dog or wolf shall disturb your peace as long as I live. *(He shoots arrows in the direction of the barking. The sound stops)*. Oh! Quite a big party of hunters! How wicked they are to set their dogs against the innocent animals of the forest! Oh, what do I see! My guru with his pupils! 16

howl – sound made by a wolf
wicked – evil, morally wrong

(Enter Drona with Arjuna and other princes and a dog with arrows in its mouth. The poor dog whines helplessly. Ekalavya prostrates before Drona).

Ekalavya: Acharya, Ekalavya, the son of Hiranyadhanus, pays his respects to you. 17



Drona: Arise, my boy! God bless you! What a skill you have gained in archery in this short period! Your teacher must indeed be a great one. 18

Arjuna: Really! This boy has mastered the art of shooting arrows by detecting the source of sound. 19

Ekalavya: It is all the result of your blessings, great acharya. I learnt all the tricks of archery under your kind guidance.

whine – cry with pain
abode – a house or home
humble – modest

How kind of you to visit this poor abode of your humble pupil. 20

Arjuna: Acharya! You promised to make me the greatest archer in the world. But here is a boy who excels me and he says you are his guru! 21

Drona: Arjuna, you know I have been with you always. It is the devotion of this boy that has made him a good bowman. 22

devotion – deep love and respect

Check your understanding

1. Why did Ekalavya shoot arrows at the approaching noise?
2. Pick out the line in which Drona praises the teacher of Ekalavya.
3. What made Drona appreciate Ekalavya's skill?
4. How, according to Drona, did Ekalavya become a good archer?

Arjuna: Whatever it may be, Acharya you have not kept your word. 23

Drona: Ekalavya, if you claim that I am your teacher, you will have to give me a Gurudakshina. 24

Arjuna: Acharya, so was it really you? You have not kept your promise! 25

Drona: Dear Ekalavya, if you say that I am your teacher, I deserve Gurudakshina. Can you give your right thumb as Gurudakshina? 26

Ekalavya: Do not accuse the great Acharya, Oh, prince! I cannot bear it. His promise to you shall be kept. *(Goes to the idol, bows before it, takes his knife from his belt, cuts off his right thumb, puts it at the feet of the idol, takes it again and comes back to Dronacharya).* My noble master, here is my gurudakshina. I request you to accept it and bless me. This forest is now free from wolves and other cruel beasts and my dear fawns are safe. I have no more need of my bow. *(Turning to Arjuna)* Prince, you are now the greatest archer as you will not have a competitor in me. The Acharya's promise to you is fulfilled. 27



Drona: What a noble Soul! God bless you my dear boy! 28

Vocabulary

V1. Read the following sentence:

The girls in the class were 🙊 quiet while the boys were  noisy.

The underlined words are opposites.



Match the words in list 'A' with their opposites in list 'B'

One is done for you.

increase

×

decrease

A

B

1. increase

a. kind

2. worthy

b. loss

3. gain

c. decrease

4. humble

d. unworthy

5. cruel

e. short

6. long

f. poor

7. rich

g. proud

V2. Study the following sentence:

I must learn archery in order to protect the fawns in our surroundings. (surround)

In this sentence, the word 'surrounding' is the noun form of the verb 'surround'.

Fill in the blanks with suitable noun forms:

Use a dictionary if needed.



One is done for you.

Is there any _____ (mean) in what you are saying?

Is there any meaning in what you are saying?

1. Children's _____ (choose) is playing cricket.
2. The _____ (teach) of Krishna is found in the Bhagavad Geetha.
3. Don't take hasty _____. (decide)
4. The teacher's _____ (correct) in my homework helped me to score better than Peter.
5. I will be happy to have you as my _____. (teach)
6. Narayan was considered the best boy for his _____ (intelligent) in solving the problem.

Now complete the following paragraph using the words given below:

Belling the Cat

The mice in the grocer's shop ate plenty of grains and he had to suffer a great _____ (lose). So, he bought a cat for the _____ (detect) of the mice's hiding place. During the _____ (meet) of the mice, one of them said that the cat's _____

(move) was soft and swift. So, there was a need for _____
(bell) the cat. All the mice agreed that it was a good _____
(decide). Someone asked, "Who will bell the cat?" No answer
came. As yet, the decision has not seen _____ (execute).

(movement, detection, meeting, loss, execution, belling,
decision)

C2. Answer each of the following questions and compare your answers with those of your partner:

1. Why did Drona refuse to teach archery to Ekalavya?
2. How did Ekalavya learn archery?
3. What made Drona appreciate Ekalavya's skill?
4. How, according to Drona, did Ekalavya become a good archer?



C3. Answer the following questions after discussing with the other groups in the class:

1. Is it the duty of a student to protect the honour of the teacher?
2. Narrate briefly the circumstances that made Ekalavya offer his right thumb as gurudakshina to Drona.
3. Discuss with your partner/teacher about Ekalavya's Gurudakshina.

G. Language work

Read the following sentences and see what kind of sentences they are:

a. The moon goes round the earth. (*Assertive/Declarative*)



b. Do you know his phone number? (*Interrogative*)



c. How lucky you are! (*Exclamatory*)



d. Switch off the TV. (*Imperative*)



e. Get me some water please. (*Imperative*)



There are mainly four kinds of sentences. They are:
i) *Assertive / Declarative which states a fact and ends with a fullstop.* ii) *Interrogative a question which ends with question mark.* iii) *Exclamatory expresses surprise, wonder or pity and ends with an exclamatory mark.* iv) *Imperative expresses commands or requests and ends with a full stop.*

G1. Look at these sentences. They have no punctuation marks at the end. Put the punctuation marks and classify the sentences. Write assertive, interrogative, exclamatory or imperative in the blanks given.



One is done for you.

1. Can you ride a motorbike? Interrogative
2. Open the window _____
3. Sugar is bad for your teeth _____
4. Please be quiet _____
5. How hot it is _____
6. We went to Shirdi last month _____
7. What a rude man he is _____
8. What are you doing there _____

9. Don't speak to me like that again _____
10. How quickly the holiday has passed _____
11. Shall I help you with your shopping _____
12. The flight for Mumbai takes off at 11.30 p.m. _____
13. Ekalavya went to the forest _____
14. How happy he was to see Drona _____
15. Get out of the way, my boy _____
16. Clean the blackboard, please _____

Pronunciation

P1 A. Each word in this list contains a silent letter. Underline the silent letter in each word. Practise saying the words aloud.



One is done for you.

kn i f e w r i s t c l i m b d e b t w r i t e
 c o m b k n o c k t o m b k n i t w r e c k
 d o u b t k n o b w r o n g w r i g g l e

P1 B. Now put each word in the right column in this table.

Silent 'b'	Silent 'k'	Silent 'w'

Writing Practice

Pair Work

W1. A friend of yours wants to apply for a bus pass and wants you to fill the form for him. What questions will you ask him to get the information needed?

Student's Bus Pass

Photo

Name: _____

Age: _____ Date of birth: _____

Father's name: _____

Residential address: _____

Name of the school and address: _____

Starting point of journey _____ Destination _____

Bus route No.: _____

Signature of the student _____

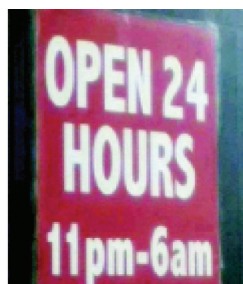
Headmaster's signature with seal _____

Ask your friend, and fill in the form.

W2. Look at the signboards.

Check Your Grammar...
Because You
Never Know What ^{You're} Missing

It isn't fair
that people
judge
other people
by their
grammar



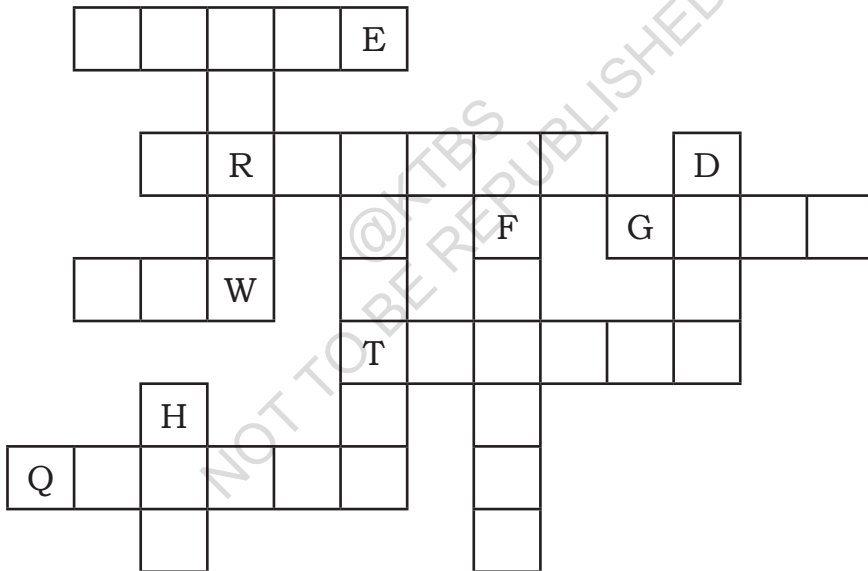
How many grammatical and spelling and factual mistakes can you spot in these signboards? Correct and rewrite them.

1. _____ 2. _____ 3. _____

W3. Word Puzzle

Try if you can shoot the '11' archery words into position in the puzzle given below.

bow quiver forest hit chase hunter
 game dart arrow archery target



*** Imagine that you are Ekalavya. Narrate your version of the story.**

Further reading

1. Epic Characters of Mahabharatha - Prof. Mudambadithaya
2. Read the story of Ekalavya - Shanta Rameshwar Rao

POEM

WHY GOD MADE TEACHERS



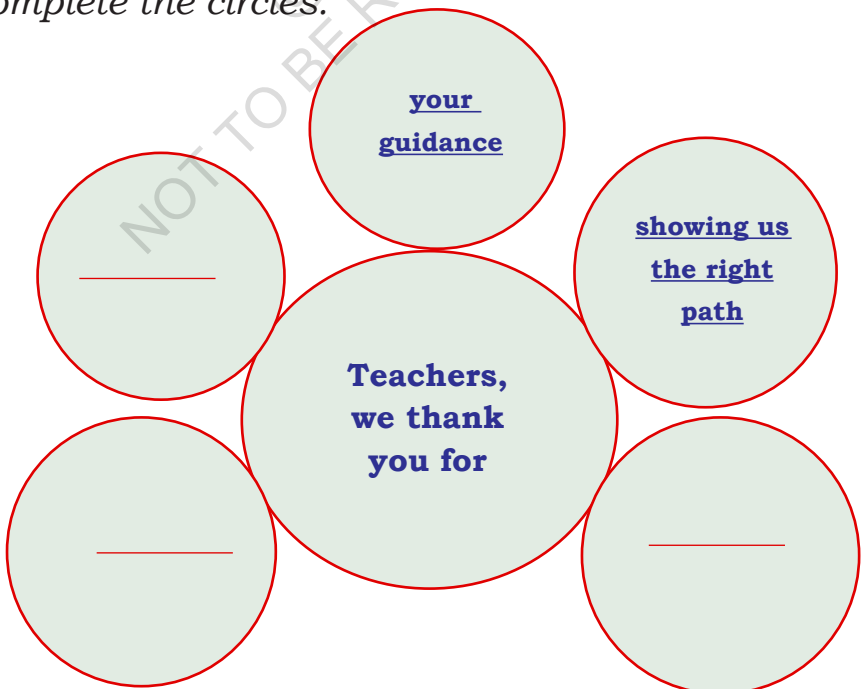
Before you read:

Consider the statements given below and discuss in the class with your partner and the teacher.

Each one of you can directly speak, with the assistance of your teacher.

1. Teachers remain guiding stars throughout our lives.
2. They show us the right path.
3. They help us understand the world around us.
4. They teach us to appreciate nature and all living beings.
5. They help us to develop respect for others.

Now complete the circles.



WHY GOD MADE TEACHERS

- *Kevin William Huff*

When God created teachers,
He gave us special friends
To help us understand His world
And truly comprehend 4
The beauty and the wonder
Of everything we see,
And become a better person
With each discovery. 8

When God created teachers,
He gave us special guides
To show us ways in which to grow
So we can all decide 12
How to live and how to do
What's right instead of wrong,
To lead us so that we can lead
And learn how to be strong. 16

Why God created teachers,
In His wisdom and His grace,
Was to help us learn to make our world
A better, wiser place.

Glossary:

comprehend	:	to understand something that is complicated or difficult
wonder	:	something that causes surprise or amazement
discovery	:	a fact or thing that someone learns or finds out for the first time
wisdom	:	good sense and judgment, knowledge
grace	:	The kindness that God shows to the human race.

Check your understanding:

C1. Answer the following in a word, a phrase or a sentence each:

1. Whom does the word 'His' refer to in the poem? Why does it begin with a capital 'H'?
2. What do we become after discovering the beauty and wonder of this world?
3. What quality would we develop when teachers guide us?
4. What should we do for our world with the help of our teachers?

C2. Discuss in your group and answer in a sentence or two each:

1. How do teachers help us by becoming our special friends?
2. How does God want teachers to guide us?

C3. Discuss the following statement in the class:

The guidance of the teachers has helped us so far. Remember an event when your teacher has helped you even outside your classroom.

Now, write a few lines about that incident.

- ***Read and enjoy:***

To Laugh Often and Much

To win the respect of the intelligent people
and the affection of children;

To earn the appreciation of honest critics
and endure the betrayal of false friends;

To appreciate beauty,
To find the best in others,

To leave the world a bit better,
whether by a healthy child,

a garden patch or a redeemed social condition;

To know even one life has breathed easier
because you have lived.

This is to have succeeded.

Ralph Waldo Emerson

LEG TRAP

**Before you read:**

Read this story:

1. Ask your friends who they admire and what they want to become when they grow up. Then fill in this table.

No.	Name of your friend	person he admires	wants to become when he grows up
1			
2			
3			

2. Amar is my friend. We walk together to school. We pass by a pond on our way. One evening when we were returning home from school, we saw a baby drowning in the pond. Suddenly Amar jumped into the water and saved the baby.

a. What does this show about Amar?

b. What would you have done if you had been in that situation?

- c. Write about a brave act of someone known to you in about two to four sentences.

- d. You can also start your narration with the sentence.

The boy was _____

LEG TRAP

Manorama Jafa

1. Dhira was a shoeshine boy. He lost his father when he was very young and lived with his mother and sister. He was a hard working boy. After school, he would sit near a cinema hall and polish shoes for a living.



Check your understanding.

C1. Answer the following in a word, a phrase or a sentence each:

1. What is the name of the shoeshine boy?
2. Who was he living with?
3. Where did he sit to earn a living?

2. One day it was very hot. Dhira sat under a tree counting his day's earnings and humming a popular tune when he overheard a passerby say, "A thief has just robbed and escaped from the jewellery shop." Dhira stopped counting. He quickly put his money back in his pocket and asked the

passer by, “When? Where?” “Just now. He stole a gold necklace and managed to run away. They say he has a beard”. So saying the passer-by went on his way.

Check your understanding.

1. What was Dhira doing when he was humming a tune?
2. What made him stop it?
3. The passer by gave Dhira three pieces of news. They were
 - a. _____
 - b. _____
 - c. _____

3. Dhira was about to go towards the jewellery shop to find out more details when a customer came to him. “Boy, polish my shoes nicely. There’s no hurry.” he said, looking at his wristwatch. The customer was wearing a pink shirt and a red tie. He looked like a rich man.

<i>temper</i>	- <i>anger</i>
<i>glance</i>	- <i>a quick look</i>
<i>hum</i>	- <i>sing with closed lips</i>
<i>theft</i>	- <i>stealing</i>

4. Dhira sat down immediately to polish his shoes, though his mind was still on the theft. The man first put his left foot on the stand. With his yellow cloth, Dhira dusted the shoe quickly. Then he opened a tin, took out some polish and smeared it on the shoe with his brush and started shining the shoe.



Check your understanding.

1. Who stopped Dhira from going to the shop?
2. The stranger asked Dhira to do his work slowly as he had a lot of _____.
3. What made the man look like a rich man?

5. Through the corner of his eye, Dhira saw two policemen approaching. He was eager to ask them about the theft, but the customer seemed to have lost his temper. "You, silly boy! You're not doing your job well," he cried glancing quickly at the policemen. "Polish my shoes, till they shine. There are still five more minutes for the show to be over."

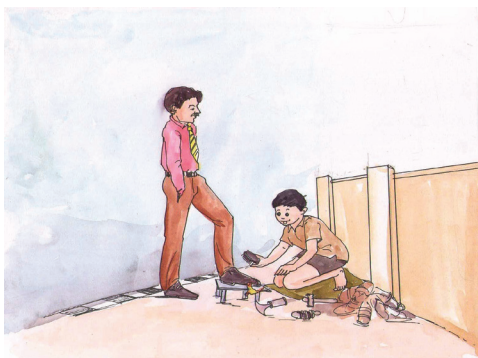
Check your understanding.

1. Which sentence in paragraph 5 shows the impatience of the customer?
2. How long did the customer ask Dhira to polish his shoes?

6. Dhira was disturbed. "He must be an influential man. He may even complain about me to the policemen", he thought. So he concentrated his attention on polishing the shoe. As soon as he was done with the left shoe, Dhira said, "The other shoe, sir." The man put his other foot on the stand, "Hurry up, fellow; there are only two more minutes for the show to begin."

concentrate – to give all your attention to something.

7. "Funny!" Dhira said to himself. "A moment ago he was in no hurry, but now he is in a great hurry." Dhira dusted the shoe quickly and applied some polish to it. As he was about to shine it with the cloth, he found something sticking out of it at the back.



"What can it be?" Dhira wondered. He bent his head to take a closer look. "My goodness!"

fumble : search about awkwardly
yell : shout, cry shrilly
wallet : a small folding case for carrying money and credit cards

8. "That'll do boy. It's time," the man said, taking his foot off the stand. Dhira continued to shine the shoe with the cloth, while the man fumbled in his wallet for change.

9. The boy quickly tied the ends of the laces of the two shoes and got up without taking the coin the man held out and rushed to the policemen. He could hear the man yelling, "Hey, I'll get you! But what's happening?"

10. The man fell flat on his face when he tried to walk. While he was struggling to get up, Dhira was back with the two policemen. They caught hold of him.

11. Yes, he was the jewel thief!

12. The gold necklace was found in his shoe and his 'beard' in his pocket. He was taken to the police station.

Check your understanding.

1. What did Dhira find in the shoes?
2. Where was the 'beard' of the thief?
3. How did Dhira make the thief fall?

13. Of course, Dhira was praised for his presence of mind. He was also rewarded by the police and by the jeweller. His school, too, honoured him with a medal for his bravery.

Vocabulary

**V1. Complete the story using the words given in brackets.
One is done for you.**

Two women who were on their morning walk, were _____ by two friends riding on a scooter. The women had heard of the frequent _____ in the area. Fearing that the riders would snatch their neck chains, they immediately shouted for help. One of them _____ in her purse to get the mobile. But the men lost their _____ and told them that they were searching for an address. When the women _____ at the address they realized that it was their own.

(fumbled, glanced, temper, stopped, thefts, shouted)

C2. Answer in two or three sentences each:

1. What do you understand from Dhira's story?
2. Describe the customer who approached Dhira.
3. How did Dhira polish the customer's shoes?
4. Why did Dhira concentrate on polishing?
5. How was Dhira rewarded and honoured for his bravery?

C3. Discuss with your partner and answer.

1. Is Dhira's attempt to trap the thief the best one? Give reasons for your answer.
2. How did Dhira help the police to catch the thief?
3. Do you agree that it takes courage to do the right thing? Discuss keeping Dhira as an example.

C4. Project work

- 1. How do you help your parents after or before school hours? Tell your partner sitting next to you.**
- 2. Discuss in the class and know more about courage.**

1 – Every year on children's day many children receive bravery awards for the courage they have shown in some particular situation and saved somebody's life. Collect information about those children and read it in your class.

2 – Make it a habit to read English newspaper every day. Cut interesting news items you like and make an album.

Grammar in use:

G. Read the following sentence:

My brother went to the market to buy an umbrella from a shop. The underlined words are articles.

Article 'a' is used before a word beginning with consonant letters/sounds like c, s, t etc.

Example: a car, a flower, a saint, a trick.

Article 'an' is used before a word beginning with a vowel sound. Some consonant letters also give vowel sounds.

Example: an eye, an apple, an honest person, an MLA.

Article 'the' is used before an already mentioned noun, with the superlative degree and with common names which are unique.

Example: the Earth, the Quran, The Times of India, the Himalayas, The United States of America.

G1. A. Fill in the blanks with 'a', 'an', 'the':



One is done for you.

There was a marriage in our village last week. ____ bridegroom and his friends went around ____ village in ____ old cart drawn by ____ old horse. ____ cart fell into ____ ditch. We managed to pull ____ people out. ____ bridegroom was hurt but ____ others were unhurt. ____ bridegroom went through ____ wedding with ____ bandage on his forehead.

B. Fill in the blanks with suitable articles:

Once there was ____ poor merchant. He had ____ small shop. He sold bananas and other things in his shop. One day an old man came to his shop. He was poor and in rags. ____ shopkeeper took pity on him and gave him some money. ____ poor man was pleased. He thanked ____ shopkeeper for his help.

C. More articles:

I went to **the** airport at 6:00 a.m. yesterday. I had to catch ____ flight to Paris. The queue at ____ airport was very long. So I had to wait for ____ long time. Once ____ plane took off I ate ____ good meal, ____ rare occurrence on an aeroplane! Later, I fell asleep for about ____ hour. After I woke up, I felt refreshed. Generally it was ____ smooth flight.

G2. Let us know about tenses.

Fill in the blanks with the past tense form of the verbs given in brackets. Then rearrange the jumbled sentences to form a story:



One is done for you.

1. A milk-maid went (go) to the meadow to milk her cows.
2. She _____ (think) that she would make a lot of money.
3. She also _____ (dream) of buying eggs and waiting for them to hatch.
4. _____ (lose) in such thoughts, she _____ (forget) about the pot she was carrying on her head.
5. Her plan was to sell the cream and butter that she _____ (get) from the milk.
6. When all the fowls in the poultry farm were ready to be sold, she _____ (decide) to sell them.
7. She then _____ (plan) to buy a fine dress.
8. She _____ (decide) to sell them.



9. She _____ (toss) her head in pride and the pot of milk _____ (fall) down.

10. She cried, "Oh! I have lost all my milk! Let alone a new dress, I will not _____ (has) even money to have food!



Moral: Don't count your chickens before they are hatched.

G3. Fill in the blanks with the past tense form of the verbs given in brackets:

The Lark in the Cornfield.

Once a lark _____ (make) her nest in a cornfield. Soon she _____ (lay) eggs in it. After a few days small babies _____ (hatch) out of them. One day the baby-larks _____ (overhear) the farmer say, "I will call my servants to reap this field". The baby-larks got alarmed to hear this and _____ (tell) their mother about it. "Don't worry," _____ (say) the mother. Some days later, the farmer _____ (come) again and _____ (say), "I will call my son to reap this field." The baby-larks were afraid again. "Fear not," _____ (say) the mother. But the next day the farmer came there and _____, (say) "I will reap this field tomorrow." "Now is the time to go. When a man says he will do the work himself, he will certainly do it," _____ (say) the mother lark.

MORAL: Don't fear hollow threats.

G4. Complete each sentence by changing the verbs in brackets into past tense verb forms and then complete the crossword puzzle.

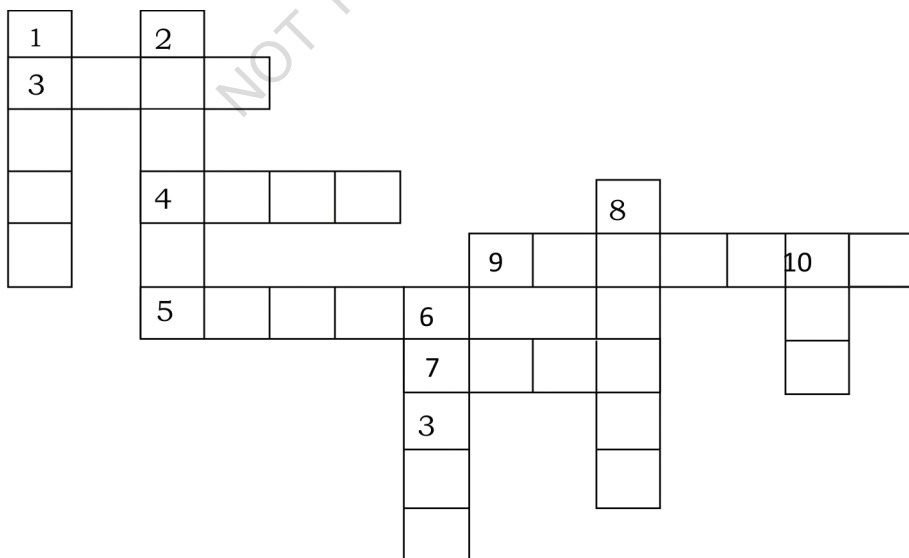
a. Across

3. Tony (read) _____ his book after dinner.
4. I (give) _____ Anand a computer game for his birthday.
5. Dinakar (throw) _____ the ball.
7. Jony (ring) _____ the bell after school.
9. He (bring) _____ his mobile to school.

b. Down

1. We (drink) _____ banana milkshake after dinner last night.
2. Asha (catch) _____ the ball quickly.
6. Esha (write) _____ a letter to his friend in Mumbai.
8. Bindu (buy) _____ a new dress at the mall.
10. The frightened cat (hide) _____ under the bed.

Now, complete the cross-word puzzle:



Writing Practice

W1. Read the instructions given in each box and complete the boxes :

1. A book on courage that you recently read	
2. A character who displayed courage (historical)	
3. People who have displayed courage that you know.	
4. Synonyms for courage	
5. According to me courage is	
6. Antonyms for courage	
7. A time when I have shown courage was	
8. A time when I wish I had more courage was	

W2. Imagine that you are a newspaper reporter. Write an article on an act of bravery you have witnessed.

W3. Read the lesson carefully and make a list of the main incidents that happen in the story. One is done for you.

1. One evening Dhira overheard that a thief had escaped with a jewel.

2. _____

3. _____

4. _____

5. _____

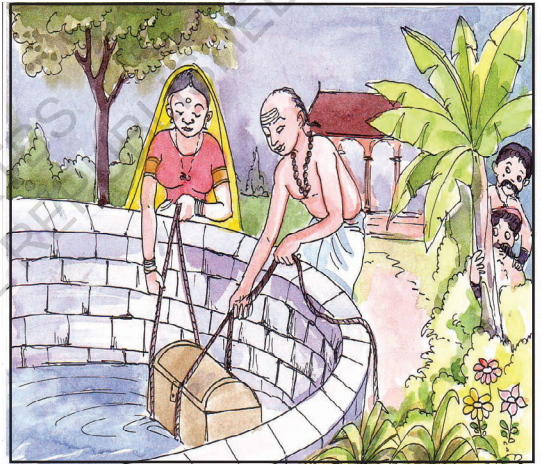
6. _____
7. _____
8. _____
9. _____
10. _____

W4. Study the pictorial story and write the story in the space provided.

1)



2)



Tenali Rama told his wife that as thieves were around the place they would put all the jewels in the trunk.

Later with his wife, he

3)



4)

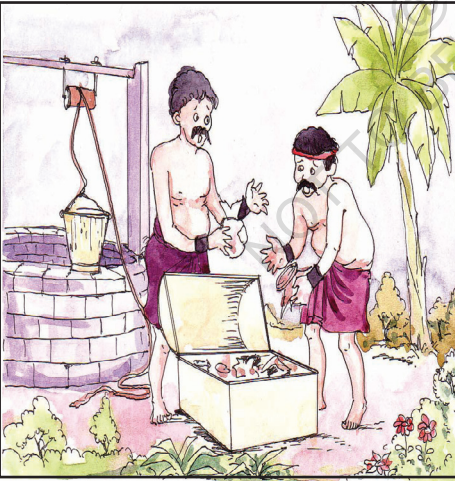


The thieves happily started

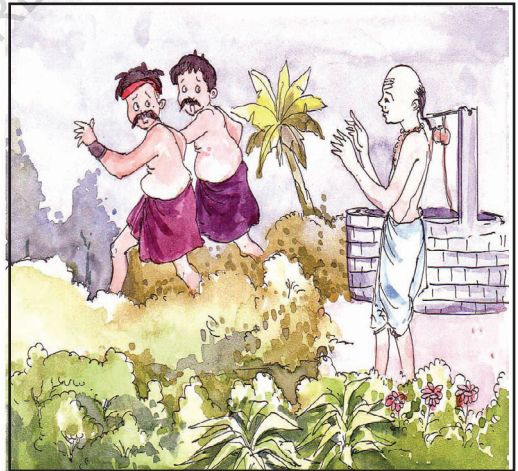
They were tired as they had

till the morning

5)



6)



"Thank you for watering
my garden."

Moral :

Speaking

S1. Dialogue Practice

Sharat : Hello Sagar, where are you going?

Sagar : I'm going to the market to buy vegetables.

Sharat : Why isn't your mother going to the market?

Sagar : She isn't well today, so I am doing it.

Sharat : Come and play cricket with us, I'm on my way to the field.

Sagar : Sorry Sharat, I can't, I promised to get the vegetables. It's getting late. See you later, bye.

S2. Discuss the following topics in groups:

1. My role in controlling theft
2. Creating awareness about crimes
3. Following traffic rules.

S3. Role-Play

Imagine that you are the reporter of some well known newspaper. You have heard about Dhira's courage shown in catching the thief. You want to report this to your newspaper and through this you want to inspire many young ones. You may act as the reporter and your friend as Dhira. Interview him in front of your classmates and then fill up the blanks.

Reporter : Hello Dhira, how are you?

Dhira : I am fine Sir, thank you.

Reporter : _____

Dhira : _____

Reporter : _____
Dhira : _____
Reporter : _____
Dhira : _____

Dictionary work

D1. Read this interesting story:

A Fisherman and a Sprat

A fisherman had been fishing for a long time but without luck. At last he tugged at his net and saw a small fish caught in it.

“Please let me go,” begged the fish, “I will grow bigger in a few days and then you can catch me again.”

The fisherman said, “Now that I have caught you I won’t let you go. If I leave you, I may never see you again.”

MORAL : A bird in the hand is worth two in the bush.

Glossary

sprat : a kind of small  fish

Now, refer a dictionary and find out the meanings of the words that are underlined in the story.

Use the words in your own sentences in your note books.

Riddle

I have smooth scales but I cannot weigh things.

I am as slippery as ice.

I have a mouth but I cannot breathe air.

I can be as quick as a dart.

What am I?

Ans.: Fish

Poem

FROTH AND BUBBLE



Before you read :

We face many things that scare us. Development takes place when we try to overcome fear. Each time we face those fears we become more courageous.

“Courage is doing the right thing with confidence.”

- Who comes to your mind when you hear the word “courage”?
-

- Name a few people from history who have shown courage/kindness.

Example: Jhansi Rani Laxmi Bai and Bhagath Singh

- Kindness : **Example:** Mother Theresa and Florence Nightingale
-

Froth And Bubble

— *Adam Lindsay Gordon*

Question not, but live and labour

Till your goal be won,

Helping every feeble neighbour,

Seeking help from none;

Life is mostly froth and bubble,

Two things stand like stone:

Kindness in another's trouble,

Courage in your own.

This stanza is a part of the long poem ‘Froth And Bubble’ by Adam Lindsay Gordon.

Glossary:

goal - aim

labour - hard work

feeble - weak



froth - a mass of small bubbles on the top of a liquid



bubble - a floating ball of air, ನೋರೆ

courage - the quality that makes a person able to meet danger without fear.

seeking - try to find/ get

Check your understanding

C1. Answer in a sentence each:

1. What should not be done, according to the poet?
2. Who should be helped?
3. What should not be asked for?
4. Life, says the poet, is _____ and _____.
5. In the poem, ‘stone’ means
a. rock b. bubble c. strong feelings.

C2. Discuss in pairs and answer.

1. According to the poet, what is life?
2. When do the two things stand like stone?
3. What should we do till our goal is won?

C3. Discuss with the teacher and answer.

1. What is the message of the poem?
2. According to this poem what is our duty in this life?
3. Why do you think the poet, has compared life to froth and bubble?
4. Why does the poet compare gentle emotions to stone?

C4. Learn more rhyming words:

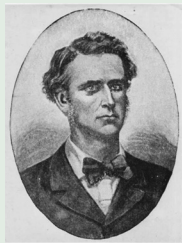
Fill in the blanks by picking the rhyming words from the poem and add more words to the list. One is done for you.

a word in the poem	the word which rhymes	other words that rhyme
labour		
won	none	done, son
bubble		
stone		
certain		

C5. Think about the poem:

1. Which line do you like in this poem and why?
2. Discuss kindness and courage with your friend.
3. "Arise, awake, stop not till the goal is reached". Do you know who said this? This inspiring statement is given by the great saint of India, Swami Vivekananda. Collect the sayings of great people of India and display them in your classroom.

Know your poet.



Adam Lindsay Gordon (1833 – 1870) :
Adam Lindsay Gordon was an Australian. He was honoured on a postage stamp bearing his portrait issued by Australia Post. (A government business Enterprise). His selected works are A Song of Autumn (1868), The Stick Stock Rider (1870) and The Swimmer (Ca. 1881).

Read and enjoy

“A Bravery Pledge”

Some think bravery is living without fear,
But that is not true
Bravery is living despite the fear
And doing what needs to be done
Even though you're scared to death.
Some can stand on the sidelines of life
And be content with what could have been, but
never was.
That is not me.
I will not look back at the end of my life
Thinking of what could have been.
I vow to live my dreams no matter what;
I will stand up and be counted
Even when I'm one of the few or standing all by
myself.

I will proudly state before God and all who see
This is who I am and what I want to be
I will stand proudly in the batter's box
On the baseball field of my dreams
And I will not cower at the thought of being hit
Or feel ashamed if I should strike out.
If I do not achieve all that I desire
It will not be for lack of courage or effort
I will go down swinging as if my life depended on it
But if all I want is meant to be,
Then I will hit a home run
That will not only echo in my heart and mind
But in all of those who were destined to witness
my success
And maybe in that moment
Courage will be found in another
Searching for the strength to be brave

- **Lynn C. Johnston**

Lynn C. Johnston is an award-winning poet and author of
"Angel's Dance: A Collection of Inspirational Poetry."

Supplementary Reading

The never ending story

1. Once Emperor Akbar fell ill. Though the illness was not very serious, it prevented the Emperor from sleeping till the early hours of the morning.
2. The royal physicians tried various medicines, but without any effect.
3. In the end, a hakim suggested that the Emperor should hear a story before retiring to bed every night, so that his mind might remain cheerful and enable him to sleep peacefully.
4. "It seems a good suggestion," said the Emperor, "But how shall I get a man who will tell me a story every night?"
5. "That's easy," remarked the hakim. "You have in your durbar a number of courtiers, Huzoor. You could certainly ask each one of them to tell you a story every night."
6. Now, it became a real problem for the durbaris to tell a tale to their Master every night. For, though they managed to tell a story, as the emperor would not sleep, the minister had to add on another tale to the first and go on with it.
7. And this went on till, not the listener, but the story teller began to feel sleepy!
8. In the end, not knowing how to get out of this situation, the durbaris consulted Birbal. He agreed to tell a story to the Emperor to put him to sleep.

9. The Emperor welcomed Birbal, and the latter narrated a story to him, at the end of which the Emperor, as was his habit, asked "What happened then?"
10. Birbal told him another tale, but, as soon as it was over, he was confronted with the same royal question. "What next?"
11. So a third story followed and this time too, as it came to an end, the Emperor asked: "What next?"
12. In order to put an end to this, Birbal began his new tale thus:
13. "In a certain jungle there was a hut. A Bhil stayed in it."
14. "yes..."
15. "The jungle was inhabited by different kinds of birds and beasts. And, though the Bhil was capable of protecting himself from the animals, his great problem was the birds who went into his hut and came out carrying in their beaks grains of corn."
16. "yes...."
17. "For a long time the Bhil thought over the problem of getting rid of the birds. In the end, he succeeded in finding a way out."
18. "Yes....."
19. "The Bhil went to the market and bought a big basket."
20. "Yes what next?"
21. "He kept all the grains of corn in the basket and closed its lid tightly".
22. "Yes, what next?"

23. "When the birds, as usual, entered the hut, not finding their food anywhere, turned their attention to the basket."
24. "What happened then?"
25. "The birds then pecked at the basket but only hurt themselves in the process."
26. "What then?"
27. "Among the birds was a little sparrow, who was very clever. She made friends with a small mouse in the hut and asked him to help her. He nibbled at the basket."
28. "Yes?"
29. "Nobody knew how, but soon, the birds came to know of this, and gathered in great numbers outside the hut. My God! So many birds! Do you know how many, Sarkar?"
30. "How many?"
31. "Five hundred birds!"
32. "So many of them!" the Emperor exclaimed. "What then?"
33. "Then one bird went into the hut and holding a grain of corn in its beak, flew out."
34. "Then?"
35. "Then the second bird entered the hut and holding a grain of corn in its beak, flew out."
36. "Then?"
37. "The third bird went into the hut and holding a grain of corn in its beak, flew out."
38. "Then?"

39. "Then the fourth bird went into the hut and, holding a grain of corn in its beak flew out."
40. "Then?"
41. "The fifth bird went into the hut and...."
42. "Birbal, now how many birds are left?"
43. "Sarkar, so far only five birds have flown out. There are still four hundred and ninety-five birds to go! So what was I saying..... Yes, the sixth bird went into the hut and..."
44. Hearing the dull story of the birds going into the hut one by one and coming out, the Emperor got so disgusted that he almost shouted. "Birbal, when are these birds going to finish their task of carrying the grain out?"
45. "When you stop saying, 'What next?' Sarkar," said Birbal.
46. The Emperor realised his folly and ordered that his programme of hearing a tale from his courtiers each night should be stopped.

Check your understanding.

1. What did the hakim suggest to the Emperor?
2. Why did the durbaris go to Birbal?
3. What was Bhil's problem?
4. How did Bhil try to solve the problem?
5. What did the little sparrow do?
6. Why was the Emperor disgusted?

LISTENING TEXT

A Morning Walk

I get up early in the morning. With my friend Mohan I go for a walk. We walk by the side of a river. It is very pleasant then. The air is cool and fresh. The birds chirp in the trees. The farmers go to the field with their oxen. The milkmen carry milk to the city. Some men do exercises on the banks of the river. Soon the sun rises in the east. It is a charming sight. After getting back, I take bath and get ready to go to the school. I feel fresh and happy throughout the day. Morning walk is really very good for health.

Listening text The Spider game

The little spider

Crawled down the wall

By using its web

So it wouldn't fall

Crawled to the bottom

And back up again

Then thought to himself

What a fine game

So he called his friends

To join the game

And they played all day

Till night-time came

And when they had finished

They went off to bed

And left all the wall

Covered over in web.

J. walsh

Dictionary of words that appear in this text

akshaya patra	: a bowl which never goes empty
appreciate	: regard highly
awkward	: clumsy, lacking skill
bravery	: courage, valour
burger	: a flat round cake, served in a bread roll
bustle	: excited activity and movement
calm	: not showing feeling or emotion
charming	: very pleasant or attractive
concrete	: specific, definite, being in a material form
contaminate	: make something impure by exposure to polluting / poisonous substance
cottage	: a small house in a village
coveted	: that which some one would like to win
cure	: solve, relieve a person of a disease, eliminate
decay	: cause to rot or decompose
dedicate	: devote to a particular subject
demonstrate	: show by one's action
desolate	: feeling great unhappiness
discover	: become aware of
disposal	: throwing something away
dispute	: an argument, disagreement
enormous	: extremely large
extensive	: covering a large area
firing	: an act of removing someone

fumble	: do something awkwardly while using the hands
gather	: to collect several things
germs	: small organisms that cause diseases
graze	: eat grass
greed	: a very strong wish to get more of money or food
harm	: injury or damage
hazard	: something dangerous, that which damages
heed	: pay attention to advice or warning
ill	: not feeling well
impact	: a powerful effect
indeed	: used to express something that is correct
involuntary	: done unwillingly
leap	: jump
mound	: a small hill-like earth
Pizza	: a large circular flat bread
pledge	: a serious or formal promise
pollute	: to make an area dirty
remedy	: a successful way of curing an illness
sapling	: a young tree
situation	: condition that exists
skill	: the ability to do an activity well
solemn	: serious
speaker	: someone who speaks

stabilize	: to make something stay the same/stop changing
surround	: to be all around something
swallow	: to gulp
terrible	: very unpleasant or of low quality
tiny	: very small
tolerate	: bear with/ withstand
utter	: say aloud
vanguard	: a leader in society.
wallet	: small purse for carrying cash
weapons	: instruments like bombs, swords, guns etc.
worthy	: deserving respect, admiration or support

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 IV A (Article 51 A)

Fundamental Duties

It shall be the duty of every citizen of India —

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- * (k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

* (k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

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.