



Government of Karnataka

English

First Language

(Revised)



Fifth Standard

Part - II

Karnataka Textbook Society (R.)

6th Cross, Malleshwaram,
Bengaluru - 560 003.

Dear teacher....

This textbook has been prepared in accordance with the curricular requirements stated in NCF 2005 and Karnataka Curricular Reforms Committee's observations. Accordingly, the contents of the textbook cater to the development of core ethics and values such as commitment to ones environment, awareness of the need to imbibe social and personal values for quality life, etc. The issues and values dealt with include bravery, courage, determination, will power, patriotism, concern for the challenged and understanding the potentials of nature.

This book has five units. Each unit has content for developing language skills namely Listening and Speaking, Reading and Writing and for developing aesthetic values which will include appreciation and enjoyment. Each unit thus includes a poem which borders on the theme discussed in the content meant for developing language skills. Thus the focus of the textbook is on developing language competence in terms of developing skills and competence in language use and usage through the development of vocabulary and grammar. Each unit has activities and tasks at different levels to cater to the heterogeneity prevailing in our classrooms.

The activities are different in types with varied objectives. They also allow space for developing divergent and critical thinking skills. Wherever verbal explanations may not help the learner they are complemented with pictorial illustrations. The activities focus more on the development of communicative ability in the learners. The textbook is based on whole language approach to teaching English and thus the activities suggested focus more on constructing and extracting meaning through language.

Suggestions if any are welcome for the improvement of the textbook.

Dr. S. Venkateshwaran
Chairperson

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)

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LESSON – 6



THE WARRIOR WHO BROUGHT GLORY

Pre-reading activity:

- Look at the pictures of great warriors. Identify them and talk about their uniqueness.
- If you participate in a fancy-dress competition, which role will you take and why? Mention the colour/type of the dress you would wear.



(India has been the land of many rivers and legends, where people with different cultures, traditions, and beliefs live together. This vast country, with many different religions, languages, has seen many wars and battles. It has a glorious past. Great writers, patriots and courageous men and women have worked for the country. One such courageous man is Sam Manekshaw, the great warrior. Read the following to know more about Sam Manekshaw).

Sam Harmuzji Pramji Jamshedji Manekshaw or Sam Manekshaw as he is better known, was born in Amritsar on 3 April 1914. Even as a child he displayed his ambition to join the army. Out from Sherwood College in Nainital after completing his class XI (Senior Cambridge), Manekshaw appeared for the army entrance examination in 1932. There were 1200 applicants along with him for 15 vacancies. He was not sure if he could make it. However, he was successful. In 1934, he passed out from the Indian Military Academy at Dehra Dun.



Manekshaw took part in World War II. He was defending Burma against the Japanese attack. History has recorded some of his memorable experiences. One day, as he moved forward with his men against the Japanese army, he got shot by a Japanese soldier which seriously wounded him. Major General, David Cowan thought that Manekshaw would lose his life, and he immediately pinned his own Military Cross ribbon on Manekshaw saying, "A dead person cannot be awarded a Military Cross."

This incident shows how Manekshaw had the unique distinction of having got honoured for his bravery on the battlefield itself. To everyone's surprise, Manekshaw soon recovered from his injury, not to rest, but to take more active part in challenging battles and to

shoulder responsible assignments. In all these, Manekshaw was highly successful and victorious. Manekshaw was very cordial with his fellow-soldiers. He was so warm and kind-hearted that the warriors in the



Gurkha Regiment would compose and sing songs in praise of his humaneness. His superiors too had an appreciation for his service and sense of duty, devotion and commitment. General Sir Roy Bucher, the British Commander-in-chief of the Indian Army, described Manekshaw as the very best staff officer he ever had.

In June 1969, he succeeded General Kumaramangalam as the eighth chief of the Army Staff. As a commander, he served the nation with dedication and within two years of his promotion to this highest rank, he had to lead the Indian Army to confront the designs of the neighbouring Pakistan in 1971. The entire nation stood united to salute its illustrious and brave children. In recognition of his services to the nation, he was conferred with a lot of titles, honours and was awarded many medals. These include Padma Vibhushan in 1972 and the title Field Marshal in 1973. Retiring from service in 1973, Manekshaw settled in Coonoor in Nilgiris. His contribution to the nation

continued till his death in June 2008 at the Military Hospital in Nilgiris in Tamil Nadu.



A man known for his distinguished service, untiring selfless struggle, he felt that there should be no reason to stop working until one has to. Field Marshal Sam Manekshaw is a war-hero. It is certain that he will dwell in the hearts of millions of Indians because he made the nation proud by his dedicated service.

Glossary :

display : show
make it : achieve

passed out	:	came out successfully
dedication	:	commitment
confront	:	face (v)
conferred	:	awarded
distinguished	:	excellent
defend	:	guard against
assignment	:	any piece of work
humaneness	:	kindness

Comprehension :

I. Answer the following questions.

- When was Sam Manekshaw born?
 - Where was Sam Manekshaw born?
- Name the college from where Sam Manekshaw passed out.
- What made Sam Manekshaw get selected to the IMA?
 - hard work
 - ambition
 - ambition combined with hard work
 - recommendation
- When did Sam Manekshaw join the IMA?
- Did his fellow soldiers like him? why?
- What kind of relation did Sam Manekshaw have with his fellow soldiers?
- What made General Cowan honour Sam Manekshaw on the battlefield?

8. How do you think one can exhibit one's dedication to work?
9. Would you consider Sam Manekshaw an "ever-prepared" soldier?
10. What happened to Sam Manekshaw during World War II?
11. What made General Sir Roy describe Sam Manekshaw as "the very best staff officer he ever had"?
12. Which nation did Sam Manekshaw defend in World War II?
13. Pick out the lines/sentences from the passage which describe Sam Manekshaw's dedication to his work.

II. The following is a list of important dates/years in the life of Sam Manekshaw. Write their importance in the space provided.

- a) 1932 : _____
- b) 1934 : _____
- c) 1971 : _____
- d) 1972 : _____
- e) 2008 : _____

Writing :

- a. Write five sentences on why one should be patriotic.

Language Exercises.

I. Vocabulary :

Observe the words in the first column and see the changes in them in the second column.

<i>I</i>	<i>II</i>
devote	devotion
distinct	distinction
appreciate	appreciation

Some naming words (Nouns) are formed by adding - ion/ tion to the action words (Verbs).

Now write the noun-forms of the following words :

- i. contribute : _____
- ii. examine : _____
- iii. promote : _____
- iv. recognize : _____
- v. act : _____
- vi. complete : _____
- vii. dedicate : _____
- viii. admire : _____

II. Here are some “army” related words. Find them using the clues given below.

C			T			
C					R	
	N	F				Y
B						S
	R			E		

Clues :

- A part of the army that uses large gun.
- Soldiers on foot
- A young person training in the armed forces
- Soldiers on horseback
- Buildings where soldiers live
- Place where weapons and ammunitions are kept

Grammar :

Prepositions are words such as in, of, to, at, for, between etc. These words are used to express location, time, position, duration, place and so on.

Some of the prepositions can be used to express many of these functions. Prepositions like in, on, and at can be used to express place and time.

e.g : I was born in the year 2001. (time)
My house is in Bengaluru. (place)
Vegetables are purchased at the market
We waited for them at the bus stop.

Rehman celebrates his birthday on 10th October.
The monkey is on the tree.

I. Fill in the blanks in the following sentences using the words given in brackets. (in, on, at)

- (i) The bus leaves _____ 8 a.m.
- (ii) Between 9 a.m. and 1 p.m., they will be _____ the school.
- (iii) My brother works _____ the office.
- (iv) _____ 18th November 2010, they all visited the zoo.
- (v) There was an earthquake _____ Gujarat _____ 2004.
- (vi) The children were watching T.V. _____ the hall.
- (vii) My parents were living _____ Chennai _____ 1988.
- (viii) I was born _____ 19th August 1992 _____
Junnar _____ 10 a.m.
- (ix) Shall we travel _____ your car?
- (x) We stayed _____ a very nice hotel when we were
_____ New Delhi
- (xi) I haven't seen him for sometime. I last saw him
_____ Rahul's birthday party.
- (xii) We can see stars _____ the sky _____ night.

II. Now ask your friend the following questions and write his/her reply in the space provided.

1. When do you get up?

2. When were you born?

3. Where do you park your cycle?

4. When do you help your sister/brother in doing homework?

5. When does your school begin?

6. When do you reach home after school?

7. Where do you sit and watch T.V. at home?

8. Where do you keep your books?

9. When do your examinations usually begin?

10. When do you play?



THE PATRIOT



Pre-reading activity:

- How do you show your love for your country?
- Name some of the great patriots and talk about them.

(The poem describes the plight of a person who does not possess any love or patriotic feelings towards his motherland).



Breathes there the man with soul so dead,
 Who never to himself hath said,
 “This is my own, my native land!”
 Whose heart hath ne’er within him burn’d
 As home his footsteps he hath turn’d
 From wandering on a foreign strand!
 If such there breathe, go, mark him well;
 For him no minstrel raptures swell;
 High though his titles, proud his name,

Boundless his wealth as wish can claim;
Despite those titles, power, and pelf,
The wretch, concentr'd all in self,
Living, shall forfeit fair renown,
And, doubly dying, shall go down,
To the vile dust, from whence he sprung,
Unwept, unhonour'd, and unsung.

- **Sir Walter Scott**

Glossary :

breathes	: lives
hath	: has (old usage)
burn'd	: feel excited
strand	: shore
minstrel	: poet
no raptures swell	: no poet would sing about him
pelf	: money, wealth
wretch	: unfortunate or annoying person
forfeit	: lose
renown	: fame
vile	: worthless
whence	: where (old usage)

Comprehension :

1. What are the characteristic features of a patriot?
2. What characterizes a person who is not patriotic?
3. “For him no minstrel raptures swell”
 - a) Who does the word “him” refer to?
 - b) Why is the poet unhappy with such a person?
 - c) Explain “ no minstrel raptures swell.”
4. “..... shall go down
To the vile dust from whence he sprung
Unwept, unhonoured and unsung”.
 - a) Why does the poet say, he shall go down?
5. Make a list of the rhyming words in the poem.
6. Which line in the poem do you like the most? Why?
7. Who, according to you, is a patriot?



**THE PARABLE OF TALENTS*****Pre-reading activity:***

- Human beings are different from animals in that they have the ability to think. If this ability is not used wisely, one can land in serious trouble.
- This story is about a competition between physical strength and thinking ability. Read on to find out more.

The Parable Of the Talents

“For it is as if a man, going on a journey, summoned his slaves and entrusted his property to them; to one he gave five talents, to another two, to another one, to each according to his ability. Then he went away. The one who had received the five talents went off at once and traded with them, and made five more talents. In the same way, the one who had the two talents made two more talents. But the one who had received the one talent went off and dug a hole in the ground and hid his master’s money. After a long time the master of those slaves came and settled accounts with them. Then the one who had received the five talents came forward, bringing five more talents, saying, ‘Master, you handed over to me five talents; see, I have made five more talents.’ His master said to him, ‘Well done, good and trustworthy slave; you have been trustworthy in a few things, I will put you in charge of many things; enter into the joy of your master.’ And the one with the two talents also came forward, saying, ‘Master, Master, you handed over to me two talents; see, I have made two more talents.’ His master said to him,

‘Well done, good and trustworthy slave; you have been trustworthy in a few things, I will put you in charge of many things; enter into the joy of your master.’ Then the one who had received the one talent also came forward, saying, ‘Master, I knew that you were a harsh man, reaping where you did not sow, and gathering where you did not scatter seed; so I was afraid, and I went and hid your talent in the ground. Here you have what is yours.’ But his master replied, ‘You wicked and lazy slave! You knew, did you, that I reap where I did not sow, and gather where I did not scatter? Then you ought to have invested my money with the bankers, and on my return I would have received what was my own with interest. So take the talent from him, and give it to the one with the ten talents. For to all those who have, more will be given, and they will have an abundance; but from those who have nothing, even what they have will be taken away.’

Source. Bible. (NRSV) Matthew 25:14-30.

New Revised Standard Version (NRSV)

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Glossary :

talent	:	ability. Here a talent is worth more than the wages of a labourer for fifteen years
entrust	:	to trust to the care of
slave	:	a person whose labour and life is subject to the owner's will
trustworthy	:	reliable, deserving of trust
scatter	:	separate, to disperse
wicked	:	evil or mischievous by nature

comprehension :

I. Choose the most appropriate answer.

- The man entrusted his property to his slaves because
 - he was generous
 - he wanted to test them
 - he was going on a journey
 - he loved them very much
- The slave who got five talents decided to
 - hide the talents
 - trade with them
 - invest them with bankers
 - earn two more talents.
- The slave who got one talent hid it in a hole because
 - he wanted to earn one more talent
 - he wanted to receive interest
 - he thought that his master was generous
 - he thought that his master was a harsh man

II. Answer the following questions in two-three sentences each.

1. Why did the man give talents to his slaves?
2. What did the slaves do with the talents?
3. How did the master appreciate the first slave?
4. How was the third slave punished?

Writing :

I. Answer the following in a paragraph each. (six-eight sentences)

1. What did the second slave do with the talents and how was he rewarded?
2. How did the first and the second slaves impress their master?
3. Why do you think that the master got angry with the third slave?
4. Do you find any difference between the attitudes of the three slaves in the parable? Discuss.
5. What would you have done if you are in the place of the third slave?
6. The master took the one talent from the third slave and gave it to the one who already had five. Do you find it a strange thing?
7. "Reaping where you did not sow, and gathering where you did not scatter seed." What do you understand by this statement?

Language Exercise :

Grammar

You learnt in the previous lesson that verbs are action words. Verbs indicate time and express tense. Different forms of verbs are used to express time and tense. Verbs have the present form, the past form and the past participle form. The past form is usually formed by adding “ed” or “d” to the present form.

e.g. walk - walked
talk - talked
decide - decided
move - moved

There are some verbs whose past form cannot be formed by adding “d” or “ed” to their present forms. Such verbs are called irregular verbs.

e.g. learn - learnt
go - went
come - came
buy - bought

I. Using a dictionary write the past forms of the following verbs.

- | | |
|-------------|----------------|
| i) eat - | xii) watch - |
| ii) fly - | xiii) bring - |
| iii) move - | xiv) know - |
| iv) leave - | xv) listen - |
| v) live - | xvi) write - |
| vi) go - | xvii) listen - |
| vii) read - | xviii) walk - |

- | | |
|----------------|-------------|
| viii) attend - | xix) pray - |
| ix) prepare - | xx) enjoy - |
| x) visit - | xxi) See - |
| xi) play - | |

II. Here is a letter written by Sneha to her father on her trip to the Nandi Hills with her friends. Read the letter and correct the errors in the letter.

Dear father,

We go to the Nandi hills yesterday. There are thirty students in the party. We travel by bus. We leave the school at 9 a.m. We reach there at 10 a.m. On the way we saw on both the sides, tall trees and thick bushes and monkeys too. The road was nice. We play games and rest for three hours. We return at 5 p.m. All of us enjoy the trip.

Yours lovingly
Sneha

III. Rewrite the following sentences using the past form of the verbs underlined.

- e.g. a) The cobbler mends the shoes.
The cobbler mended the shoes.
- b) My English teacher teaches me the letters of the alphabet.
- c) Raghu paints the pictures.
- d) They keep their pet animals in a separate place.
- e) Those men enjoy watching T.V. always.

IV. Write in 7 or 8 sentences all that you do everyday at home before you leave for school.

I get up at 5 O'clock

I brush my teeth

.....

V. Write in five or six sentences how your mother usually prepares coffee or tea.

You may begin writing

My mother boils the water.

VI. This is what Shankar of class IX did in his school. Read it completely and write in full sentences the actions of Shankar.

- a. attends English class
- b. visits the science lab
- c. reads book in English
- d. listens to the science teacher
- e. has lunch
- f. does problems in arithmetic
- g. writes practical records
- h. plays in the ground
- i. talks to friends in groups
- j. discusses with the geography teacher about project-work

You can begin with the sentence given below.

Yesterday, Shankar attended the English class. He

.....



THE KITTEN AT PLAY

Pre-reading Activity :

- Have you ever seen animals play?
- Discuss your experiences with your friends and describe the same.
- Do you like watching animals at play?
- Have you seen a bullfight or a cockfight?

See the kitten on the wall,
Sporting with the leaves that fall,
Withered leaves, one, two and three
Falling from the elder tree,
Through the calm and frosty air
Of the morning bright and fair.
See the kitten, how she starts,
Crouches, stretches, paws and darts;
With a tiger-leap half way
Now she meets her coming prey
Let it go as fast and then
Has it in her power again.
Now she works with three and four,
Like an Indian conjuror;
Quick as he in feats of art;
Gracefully she plays her part;
Yet were gazing thousands there,
What would little Tabby care?



- *William Wordsworth*

Glossary :

conjuror : juggler (here)

feats : accomplishments, stunts (here)

Comprehension :

I. Answer the following questions in two-three sentences each.

1. What is the kitten's name in the poem? What is the kitten doing?
2. What does "elder tree" refer to?
3. How is the morning, according to the poet?
4. What is the kitten's "prey"?
5. In what way is the kitten like an Indian conjuror?

II. Answer the following questions in a paragraph (Six-eight sentences) each.

1. In what way is the kitten compared to the tiger?
2. "Yet were thousands gazing there" – Who does this line refer to? What were "they" gazing at?
3. What does the last line tell us about the kitten?
4. The kitten can be compared to a playful child. List out the things that you would like to play with. Do you enjoy being mischievous and playing pranks sometimes?

III. Look at these words.

Prey-pray; way-weigh; fair-fare
These words sound the same but have a different meaning and spelling. They are called 'Homophones'.
Write the appropriate word below the picture.

1.



2.



3.



LESSON – 8

THE DINNER PARTY



Mona Gardner

Pre-reading activity:

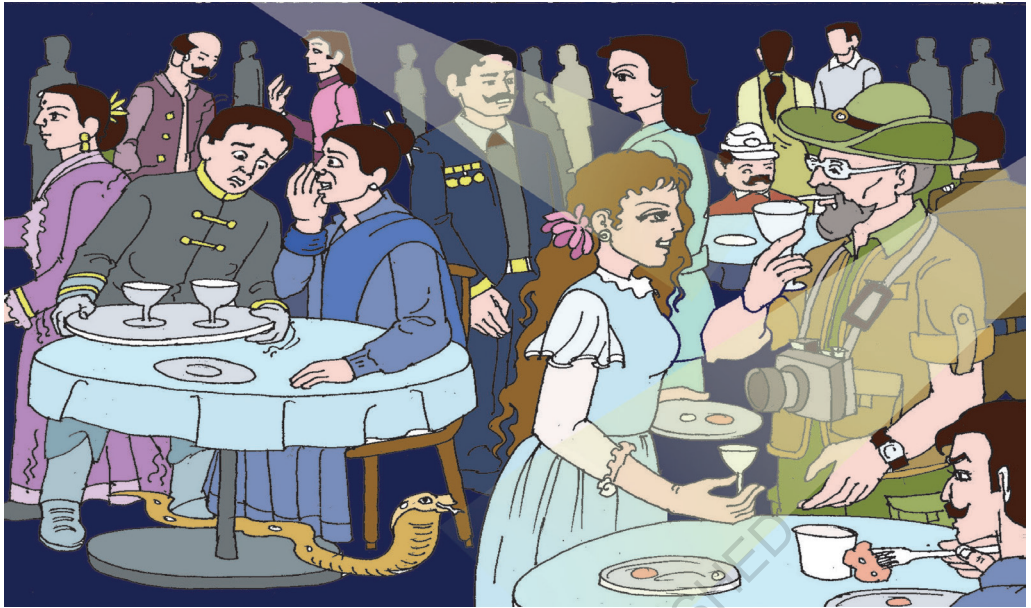
- Do you ever get angry?
- Can you think of an event in which you lost your control and put the blame on others?
- Who do you think has more self-control - Men or women?
- Is it right to say that only men or women have self-control?

Now read the story, “The Dinner Party”.

The country is India. A colonial official and his wife are giving a large dinner party. They are seated with their guests – army officers and government officials and their wives, and a visiting American naturalist – in their spacious dining room, which has a bare marble floor, open rafters and wide glass doors opening onto a veranda.

A spirited discussion springs up between a young girl who insists that women have outgrown the jumping-on-a-chair-at-the-sight-of-a-mouse era and a colonel who says that they haven't.

“A woman's unfailing reaction in any crisis,” the colonel says, “is to scream. And while a man may feel like it, he has that ounce more of nerve control than a woman has. And that last ounce is what counts.”



The American does not join in the argument but watches the other guests. As he looks, he sees a strange expression come over the face of the hostess. She is staring straight ahead, her muscles contracting slightly. With a slight gesture she summons the servant standing behind her chair and whispers to him. The servant's eyes widen, and he quickly leaves the room.

Of the guests, none except the American notices this or sees the servant place a bowl of milk on the veranda just outside the open doors.

The American comes to with a start. In India, milk in a bowl means only one thing - bait for a snake. He realizes there must be a cobra in the room. He looks up at the rafters - the likeliest place - but they are bare. Three corners of the room are empty, and in the fourth the servants are waiting to serve the next course. There is only one place left - under the table.

His first impulse is to jump back and warn the others, but he knows the commotion would frighten the cobra into striking. He speaks quickly, the tone of his voice so arresting that it sobers everyone.

“I want to know just what control everyone at this table has. I will count three hundred – that’s five minutes – and not one of you is to move a muscle. Those who move will forfeit fifty rupees. Ready!”

The twenty people sit like stone images while he counts. He is saying “. .. two hundred and eight . . .” when, out of the corner of his eye, he sees the cobra emerge and make for the bowl of milk. Screams ring out as he jumps to slam the veranda doors safely shut.



“You were right, Colonel!” the host exclaims. “A man has just shown us an example of perfect control.”

“Just a minute,” the American says, turning to his hostess. “Mrs. Wynnes, how did you know that a cobra was in the room?”

A faint smile lights up the woman’s face as she replies: “Because it was crawling across my foot.”

Glossary :

naturalist	-	one who studies animals and plants
crisis	-	extremely dangerous time
summons	-	orders
impulse	-	a sudden feeling to act
slam	-	close with great force
forfeit	-	lose
sober	-	serious and sensible
gesture (v)	-	signal
ounce	-	a unit for measuring weight
commotion	-	noise and confusion
screams	-	shouts
rafter	-	a long wooden beam
veranda	-	an open room
staring	-	looking at something for a long time
bare	-	empty
bait	-	food used to attract some animal

Comprehension :

I. Answer the following questions.

1. Who are the hosts and guests in the story?
2. Describe the place where the dinner is hosted.
3. What is the young girl discussing with the colonel?
4. According to the colonel, who has greater self-control, the man or the woman?
5. Why do you think that the American did not join in the discussion?
6. What did the hostess want her servants to do? Why?
7. Do you think this action was a routine one?
8. What made the naturalist think that there must be a cobra in the room?
9. Where did the American search for the cobra?
10. What did the American do to test the self-control of the people at the dinner party?
11. Who shows greater self-control in the story: The American guest or the hostess?
12. How does the American figure out that there is a cobra under the table?
13. The Colonel believes that women behave very differently from men in a crisis. Do you agree with the colonel's belief?

14. How would you describe the following:

- a. The American Naturalist
- b. Mrs. Wynnes
- c. The Colonel
- d. The Servants?

Language Exercise :

Vocabulary:

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

- a. forfeit b. sober c. gesture d. stare.

Grammar

In one of the earlier lessons, you learnt the functions of adjectives. In this lesson, let's learn how the three different forms or the degrees of the adjective are formed.

The three different forms / degrees of adjectives are

- (i) The Positive degree
- (ii) The Comparative degree
- (iii) The Superlative degree.

Usually the comparative degree is formed by the addition of "er" to the positive degree form.

e.g : tall - tallerer
 short - shorterer
 near - nearerer

The superlative degree is usually formed by the addition of “est.”

ex : strong	stronger	strong <u>est</u>
broad	broader	broad <u>est</u>
near	nearer	neare <u>st</u>

Now, form the comparative and superlative degrees of the adjectives given below :

	Positive	Comparative	Superlative
(1)	fine	.....	.....
(2)	sweet	.....	.....
(3)	dear	.....	.....
(4)	high	.....	.....
(5)	fat	.....	.....
(6)	long	.....	.....
(7)	weak	.....	.....
(8)	fair	.....	.....
(9)	cool	.....	.....
(10)	low	.....	.....
(11)	bold	.....	.....
(12)	few	.....	.....

There are however, certain adjectives which do not take “er” or “est” either in the comparative or superlative forms respectively.

e.g : intelligent - more intelligent - most intelligent

difficult - difficult - most difficult

There are a few more adjectives which take irregular forms in the different degrees.

much / many - more - most

good better best

bad worse worst

Such adjectives are called irregular adjectives.

II. Match the adjectives given in column A with the words given in B :

A

1. brilliant

2. sharp

3. loud

4. juicy

5. heavy

6. busy

7. rough

B

sea

light

shower

knife

fruit

noise

cut

street

III. Complete the phrases below using appropriate adjectives.

1. a meal
2. a sea
3. a child
4. a ring
5. a accident
6. a dog
7. a story
8. a task
9. a friend
10. a hat

IV. Write five sentences of your own using any of the completed phrases above.

1. Nazir read a thrilling story about pirates.



**Pre-reading activity:**

- How do you feel if you succeed after many attempts?
- What makes one look for chances?
- Do you think we should always be thinking of our past?

How often we wish for another chance
To make a fresh beginning
A chance to blot out our mistakes
And change failure into winning.

It does not take a new day
To make a brand new start,
It only takes a deep desire
To try with all our heart.

To live a little better
And to always be forgiving
And to add a little sunshine
To the world in which we're living.

So never give up in despair
And think that you are through
For there's always a tomorrow
And the hope of starting new.

-Helen Steiner Rice

Glossary :

blot out	: purposely try to forget an unpleasant memory
brand new	: completely new
despair	: the state of having lost all hope
you are through	: (here) you have lost something forever.

Comprehension:

1. Should individuals make attempts in their life for success?
2. Does the poet say that one should be contented with one attempt in life?
3. What helps one to take another chance?
4. Why does the poet say, “never give up in despair”?
5. What should we do to make a new start?
6. What is not stated but implied in the poem?
 - a. We must have the quality of forgiving others.
 - b. We must always be hopeful of a better tomorrow.
 - c. Forget the past to live in the present for a better future.
 - d. Accept all the challenges in life.

7. Complete the following:
- We should wish for another chance,
- a. to _____
 - b. to _____
8. Identify the rhyme-scheme in the poem.
9. Recall an instance in your class when you turned your failure into success?
10. What does the poet want us to do?
- a. to be hopeful
 - b. to be in gloom
 - c. to think of alternatives
 - d. to analyse our failures.
11. What are the desires mentioned in the poem to live a little better?



LESSON – 9



THE CHALLENGED CONQUEROR Pt. Dr. PUTTARAJ GAWAI



Look at the photograph. He is a person without eyesight, attired in a plain dhoti and spotless clean khadi full-shirt with a laced turban adorning his head, vibhuti (sacred ash) on his forehead, a sandal tilak between the eyebrows, and a Braille wrist-watch on the left hand. He has a rosary of rudrakshi round his neck. He is playing on the veena.

Can you guess who the person is? Yes, you have guessed it right. It is none other than the legendary musician Pt. Dr. Puttaraj Gawai, a picture of deep simplicity.

The word ‘Gawai’ means a great singer. Puttaraj Gawai is Vaggeyakara (a composer). He has created and contributed new ragas to the world of music. He

is a legendary musician, a vocalist, a gifted writer, a playwright, an instrumentalist, an ardent lover of music, a proprietor and director and a poet all rolled into one. He dedicated his entire life for educating the visually - challenged and destitute children. Though he was an embodiment of knowledge, he considered himself “putta” (small in everything). His dedication to his guru was great and it speaks of his great humility.

Devarahospet, a village in Hangal Taluk in Dharwad district, is a place of pilgrimage for devotees of Shiva. There lived a pious couple named Revanayya and Siddamma.

A boy was born to them on 3rd March, 1914 in his mother's native place, Devagiri, near Karajagi in Haveri District. They named him “Puttayya”. The child was very attractive with bright eyes. The parents were very happy and their joy knew no bounds.

But providence had a different game to play. When Puttayya was not even six months old, his eyes became infected. The condition of the child aggravated and the mother tried various medicines suggested by native doctors. One such suggestion proved to be deadly in his losing the eyesight at an early age. This was a big blow to the family.

Misfortunes struck him in succession. Puttayya lost his father when he was just two.

His maternal uncle, Chandrasekharayya, took him under his care. Then came a turning point in the life of Puttayya. One day, Chandrasekharayya had been to his fields. The boy Puttayya was very sure that nobody was nearby and took his uncle's harmonium and sat

down to play on it. After sometime, returning home, Chandrasekharayya heard from a distance someone playing his harmonium. He instantly flew into a rage. He could not tolerate others handling his harmonium. He came closer. He was filled with wonder and delight when he heard the sweet melody on the harmonium. It was his nephew Puttayya! Tears of joy rolled down his cheeks and he embraced the boy.

Puttayya's grasping power was a matter of wonder to Chandrasekharayya. He learnt everything about music within a short time from his maternal uncle. But it was evident that there was in him an unquenchable thirst for knowledge. The uncle thought of a competent teacher to teach him.

He took him to Pt. Panchakshara Gawai, the pontiff of Veereshwara Punyashrama. Under the paternal care and expert guidance of Panchakshara Gawai, Puttayya mastered both Hindustani and Carnatic music and soon became UBHAYA GANA VISHARAD. Puttayya also learnt to play many musical instruments such as the Veena, the Tabla, the Mridangam, the Dilruba, the Shehnai and the Sarangi and was recognized as an outstanding musician. He attained a high degree of mastery over all of them.

His Guru Pt. Panchakshara Gawai also initiated him into the study of literature. He arranged for the teaching of the celebrated works like *Shabara-Shankara Vilasa*, *Rajasekhara Vilasa* and the *Jaimini Bharata*. Puttayya also learnt Braille - the script for the visually challenged.

Having mastered Kannada, Hindi and Sanskrit, Pt. Puttaraj authored over 80 outstanding works which include puranas, biographies, drama, commentaries and texts on music.

Notable among them are the plays, *Sree Kumareshwara Kavya*, *Akkamahadevi Purana*, *Satisukanya*, *Puratanara Puraba*, *Sharanara Basaveshwara Purana*, *Guru Sudha* and *Sangeeta Shastra jnana* are his works on music.

His translation of Siddanta Sikhmani from Sanskrit and Basava Purana from Kannada to Hindi are commendable. His Basava Purana in Hindi won the appreciation of the then President of India, Dr. Rajendra Prasad. On learning that the author was blind, the President invited him to his residence and honoured him.

They say, “Pen is mightier than the sword.” It is true of Dr. Puttaraj Gawai. In spite of his physical disability, Pt. Puttaraj Gawai achieved wonders as the editor of *Panchakshara Vani*, a monthly magazine. It is a great contribution in the field of Kannada and Veerashaiva literature.

Pt. Puttaraj set up Sri Guru Kumareswara Poshita Natya Company and from the money he earned, provided free food, shelter, and education to the disabled and the orphans. This theatre company has given innumerable performances throughout Karnataka. *Sri Shivayogi Siddharama*, a play written and directed by him earned him both fame and money. *Hema Reddi Mallamma* and *Nellura Nimbekka* have been, till date, his most successful plays. One can assess the popularity of the play *Hema Reddi Mallamma* from the fact that it had uninterrupted 376 performances in Gadag. With the profit from these plays, the company became very stable financially. With this, he purchased a 36 acre plot of land in Gadag which

has now come to be referred to as “Mallammana Hola.” This has become a permanent source of income to the Veereshwara Punyashrama.

Today, this institution has become highly renowned and runs on a secular approach. It admits students from all sections of the society without any discrimination. It has been contributing thousands of nationally and internationally famous musicians, radio artists, music teachers, stage-artists, keertana karas and professionals to the field of music and fine art in the country.

The music maestro, Puttaraj Gawai, became the successor of the ashram “Veereshwara Punyashrama” after his Guru Panchakshara Gawai died on June 11th 1994. This ashram is specially dedicated to imparting musical knowledge to people who are differently-abled, especially the visually challenged drawn from all castes, religions, and sections of the society. Today, the ashram is a place of musical pilgrimage for lovers of music.

At the age of 97, the leading light of music, Pt. Puttaraj Gawai passed away on 17th September, 2010 at the Veereshwara Punyashrama in Gadag in north Karnataka. More than 10 lakh devotees attended his funeral ceremony. He was buried at the ashram as per the tradition and with government honours.

Dr. Puttaraj Gawai has led a legendary life. His life is a saga rich with music, literature, shivapuja, shivanubhava and other divine experiences. Every moment of his life was rewarding.

Dr. Puttaraj Gawai has been conferred with many titles and awards by many institutions that promote art and culture, recognize talent and service to humanity.

These titles and awards include: President Award for “Basava Purana” in Hindi, Honorary Doctorate by Kannada University, Nadoja Prashasti, Kanaka Purandara Prashasti, Kendra Sangeet Nataka Academy Award, Rajya Sangeeta Vidwan by Government of Karnataka, National Award (for the betterment of disabilities) by Government of India, Nadoja Award from Karnataka University, Basavashree Award, Kalidasa Samman by Government of Madhya Pradesh and Padma Bhushan.

The story of the life of Dr. Puttaraj Gawai is a lesson to all those who are physically challenged, for he could overcome his disability and reach such unimaginable heights. This physically-challenged individual was a sublime ideal soul in word, thought and deed.

Glossary :

attired	- dressed
legendary	- well-known for long
humility	- being humble
pious	- religious, deeply devoted
aggravated	- increased
know no bounds	- unlimited, without any boundary
evident	- observable / noticeable
unquenchable	- unappeasable, that which cannot be satisfied
renowned	- famous / well-known
sublime	- great/magnificent

Comprehension :

I. Answer the following questions:

1. What does the word “Gawai” mean?
2. a. When was Puttaraj Gawai born ?
b. Where was Puttaraj Gawai born?
3. Make a list of the different honours that Puttaraj Gawai received from the society.
4. How is Puttaraj Gawai different from other musicians?
5. Did Puttaraj Gawai get all the honours only for his music?
6. “The life-story of Puttaraj Gawai is a lesson to all.” Do you agree with this view?
7. What are the features of the schools run by Veereshwara Punyashrama?
8. Name a few plays written by Puttaraj Gawai.

II. Say whether the following statements are True or False:

1. Gawai was only a singer.
2. Gawai’s greatness is only in his singing ability.
3. Gawai was a great philanthropist.
4. Puttaraj Gawai’s concern was only for the disabled.
5. Puttaraj Gawai stands as a shining example for those who are disabled.

Writing:

I. Write in a paragraph (100 words).

- a) The early childhood days of Puttaraj
- b) The achievements of Puttaraj
- c) The qualities you admire in Puttaraj Gawai.

Language Exercise :

Vocabulary :

I. Write the opposites of the following words.

- | | |
|------------|-------------|
| a. ability | b. popular |
| c. few | d. changing |
| e. reduce | f. later |

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

legendary, pious, evident, devoted, instantly, outstanding, competent.

Grammar

Articles

Articles are language units/words used to express quantity and specificity. There are three articles in English. They are **a**, **an** and **the**. In this lesson, you will learn to use a and an.

“a” is always used to express a single unit.

“an” is also always used to express a single unit but before the words that begin with the vowels **a**, **e**, **i**, **o**, **u** or vowel sounds too.

- | | | |
|--------|---------------|----------------|
| e.g. : | a mango | an old student |
| | an orange | a village |
| | a university | an umbrella |
| | an MLA | an MP |
| | an ink bottle | |

I. Fill in the blanks using a or an :

1. I lived in _____ village for 10 years.
2. My friend has _____ shop of his own.
3. I have _____ brother and _____ sister.
4. This is _____ chair (that is) made of teak wood.
5. The doctor has advised me to take _____ apple
_____ day to be healthy.
6. They work for _____ hour in the garden.
7. She has _____ house in Mysuru.
8. Ranjani has _____ yellow bag.
9. Jack is _____ honest boy.
10. They removed the bush using _____ axe.

II. Correct the errors if any in the following passage:

- a. I am an student in class V. I live in an village which does not have even an hospital. The people there lead a simple and a honest life. They usually work for more than a hour in the fields.
- b. In my house we have a almirah to keep my books and dresses. It is very hard to find a empty place or an box in my house because we have a lot of things to store or to keep.



THE OUTSIDER



Pre-reading activity:

- Do you know anybody who is physically challenged? In what ways are these people different from others? In what ways are they the same?
- Can you guess the names of the people shown in the picture below who are physically challenged?



I'm handicapped and wheelchair bound
Expected to sit and not make a sound
Just to smile and let the world go by
With saintly patience and never sigh.

Inside my head thoughts come and go
Ideas are born which long to flow
Flow from my lips and link me with others
But words sound strange so no one bothers.

My tongue and lips do not as I ask
I cannot perform the simplest task



But I have a mind and I'm still there
Don't lock me out in your ignorance there.

Talk though I seem not to understand
Touch me, include me, hold my hand
I am alive and I have time to give
Let me share in the life I was given to live.

- **Anonymous**

Glossary :

handicapped : a term used to describe people who have a permanent injury or illness which makes it difficult for them to use a part of their body easily or fully (a differently abled or physically challenged person).

wheelchair bound : Unable to move without a wheelchair.

saintly patience : the ability to stay calm without complaining even when it is very difficult to do so (others expect physically challenged people to behave like saints – they forget that they are just like everybody else)

ignorance : (here) people do not understand differently abled people; that their physical difference does not affect their mind

I. Answer the following questions.

1. What are the disabilities of the speaker in the poem?
2. Why are the words of the speaker described as strange?
3. Is the speaker in the poem able to relate himself to the outside world?
4. What makes the speaker say that no one is bothered about him?
5. What does the speaker want the outside world to do?
6. Why does the speaker consider himself/herself as an outsider?

7. Have the disabilities in the speaker affected his/her thinking?
8. Is the poem a request, or an acceptance, or affirmation, or a description of the poet's helplessness?
9. Do you think the poem has a universal appeal? If so, what is the appeal built in the poem?
10. What impression do you get about the speaker in the poem?
11. In two or three sentences describe the speaker in the poem.
12. Explain : Saintly patience.
13. Who is described as an outsider in the poem - The speaker or the others or both?
14. What do you think can be done to make the outsiders feel inclusive?



MOVING PICTURES



Pre-reading activity:

- List some inventions of mankind and their inventors.

The movie industry might be very well known and honoured today. It will be interesting to know how this media originated.

In 1872, the Californian rail road tycoon and racehorse breeder Stanford had an argument over whether a galloping horse ever has all four hooves off the ground or not.

Experts and artists alike agreed that the hooves of horses always kept at least some contact with the ground, but Stanford decided to know better. So he got into a bet with others saying that horses sometimes left the ground completely.

As horses' legs move too quickly for anyone to see exactly what happens, Stanford hired an English photographer named Edward Maybridge with the intention of capturing the truth on a photographic plate. He had to wait five years for an answer.

Maybridge was an eccentric because of serious head injuries sustained in a stage-coach accident. He emigrated to America in the 1850s. In 1875, after being tried and acquitted of the murder of an individual, he stayed in central America for a short while. But his determination persisted.

On his return in 1877, Maybridge set up a battery of 16 cameras parallel to a race track in Sacramento with each camera's shutter connected to a wire stretched

across the race track. As the horse galloped past, its legs tipped the shutters in an order, creating a series of photographs, showing the portion of the horse at each instant.

Maybridge stuck the images on a rotating disc and sent a ray of light through them.

The flickering images proved that Stanford was right: the horse did, in fact, sometimes have all four hooves off the ground.

Maybridge carried out many studies with Etienne Jules Marey, a French scientist, who in 1882 invented a single camera capable of taking many exposures in quick succession.

Thomas Edison, in 1887, asked one of his assistants William Dickson, to devise a suitable camera as a means for projecting the resulting images. This resulted in the invention of Kinetograph, a camera which could capture images at 40 frames a second, allowing individuals to watch the resulting film.

The first kinetoscope booth operated for business in 1894. Antoine Lumiere, a French photographic materials manufacturer, was the first to visit this booth. Impressed by this, Lumiere instructed his sons to develop a light weight camera and projection systems capable of making movies that could be viewed by an audience.

In March 1895, they gave the first demonstration of their cinematograph systems; a one-minute film of workers emerging from Lumiere's factories in Lyon.

It was the beginning of what we call now the motion picture. This was the beginning of something that has become more than merely a form of entertainment. It has also become an important medium of social change.

Glossary :

tycoon	: a powerful businessman
breeder	: one who keeps (animals) for the purpose of breeding animals
galloping	: moving swiftly
hooves	: the horny covering encasing the foot in certain animals, as the horse and ox.
hired	: paid for services
capture	: catch
eccentric	: abnormal
sustained	: suffered
acquitted	: declared innocent
emigrate	: move from one country to another to reside there

Comprehension :

I. Answer the following questions in a sentence or two each.

1. What was Stanford's contention of a galloping horse?
2. What was "the truth" that Stanford wanted to capture on a photographic plate?
3. Why did Maybridge set up a battery of sixteen cameras parallel to the race track?
4. Who helped Stanford to prove himself right?
5. What was the special feature of the lightweight camera?

II. Read the extracts and answer the questions that follow.

1. "He had to wait five years for an answer."
 - a. Who does "he" refer to?
 - b. What "answer" was he waiting for?
 - c. Why had he to wait five years?

2. "They gave the first demonstration of their cinematograph system."
 - a. Who does "they" refer to?
 - b. When was the first demonstration given?
 - c. What is a cinematograph system?

III. Say whether the following statements are True or False.

1. Stanford was a racehorse jockey.
2. Experts and artists agreed that hooves of horses always kept some contact with the ground.
3. The images proved all of them wrong.
4. Stanford believed that sometimes the hooves of horses don't have any contact with the ground.
5. Thomas Edison and his assistant invented the Kinetograph.

Writing

1. **Stanford was the pioneer in the motion picture industry.**
Do you agree? Write five sentences in support of your answer.

Language exercise

I. Vocabulary

One word substitution (look into the dictionary for help) :

1. Part of the earth where life is found
2. A person with strange habits
3. A book giving information on all branches of knowledge
4. A painting, drawing or photograph of a person especially of the head and shoulders
5. Skillful in inventing.

Ingenious

Encyclopaedia

Portrait

Biosphere

Eccentric

Grammar (revision) :

I. Make a list of actions that you did last week, and read it to your partner.

II. List out the items in your home and form the plurals. Read the same to your class.

III. Describe the manner in which you do the following usually :

- | | | |
|--------------------|-----------------------------|-------------|
| (i) read books | (ii) listen to your teacher | |
| (iii) wash clothes | (iv) ride on bicycle | |
| (v) walk | (vi) eat | (vii) write |

Share your answer with your friend or the whole class.

IV. Make a list of objects in your classroom and describe them in sentences. Begin your sentences with “There is / are”

e.g. : There is a big wall clock in my classroom.

V. Talk to your friend about your everyday routine.

VI. Write a paragraph on one of the following topics. You can use the hints.

1. Media and its importance
 - meaning of the word “media”
 - kinds of media, uses of media
 - advantages and disadvantages of the different kinds of media.





Pre-reading activity:

- Why do people travel?
- Do you like travelling? Why?
- One must travel all through one's life. Do you agree?



One road leads to London,
One road leads to Wales,
My road leads me seawards
To the white dipping sails.

One road leads to the river,
And it goes singing slow;
My road leads to shipping,
Where the bronzed sailors go.

Leads me, lures me, calls me
To salt green tossing sea;
A road without earth's road-dust
Is the right road for me.

A wet road heaving, shining,
And wild with seagulls' cries,
A mad salt sea-wind blowing
The salt spray in my eyes.

My road calls me, lures me
West, east, south, and north;
Most roads lead men homewards,
My road leads me forth.

To add more miles to the tally
Of grey miles left behind,
In quest of that one beauty
God put me here to find.

- John Masefield

Glossary :

bronzed	:	tanned (of skin)
forth	:	forwards
lures	:	attracts
homewards	:	towards home
quest of	:	in search of / seeking

Comprehension :

I. Answer the following questions :

1. What do the words “heaving” and “shining” refer to?
2. The word “road” means a track for moving. Is the word “road” used to mean this in the poem? What are the other possible meanings of the word?
3. Is the poem an expression of the poet’s liking for a journey by sea?
4. What is the significance of all the “directions” in the poem?
5. Why does the poet say the road that leads to shipping, is the right road for him?
6. “In quest of that one beauty
God put me here to fail.”
What does “that one beauty” refer to?
7. How is the poet’s road different from the road of the other men?
8. Why is the wind described as salt sea wind?
9. Describe the road that the poet would like to take.
Example : bronzed sailors go.

10. Why do you think the poet wants to sail all the time?
11. Do you think the poet loves travelling? Justify your answer.

II. Appreciation :

- a) The river in the poem refers to the journey of life. Can you describe the journey of life you want to have? What would you like to become in your life?



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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.

NOTE

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