

# ಇಂಗ್ಲಿಷ್ (ದಿ.ಬಾ)

## 5ನೇ ತರಗತಿ NOTES

2023-24 ಪರಿಷ್ಕೃತ ಪಠ್ಯಕ್ರಮದಂತೆ

# ಶಿಕ್ಷಕರ ಸೇವಾ ಸಮಿತಿ

## ರಾಮನಗರ

### - ಸದಾ ಶೈಕ್ಷಣಿಕ ಸೇವೆಯಲ್ಲ

ಈ ನೋಟ್ಸ್‌ನಲ್ಲಿ ಯಾವುದೇ ಉತ್ತರಗಳು ಸರಿಯಿಲ್ಲದ ಪಕ್ಷದಲ್ಲಿ, ಸರಿಪಡಿಸಿಕೊಂಡು ಮಕ್ಕಳಿಗೆ ಅಭ್ಯಾಸ ಮಾಡಿಸೋಣ. ಹಾಗೂ... ಮಕ್ಕಳ ಸ್ವಂತಿಗೆಗೆ ಅವಕಾಶವಿರಲಿ



T8C7B1

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Government of Karnataka

# English Second Language (Revised)

# 5

## Fifth Standard

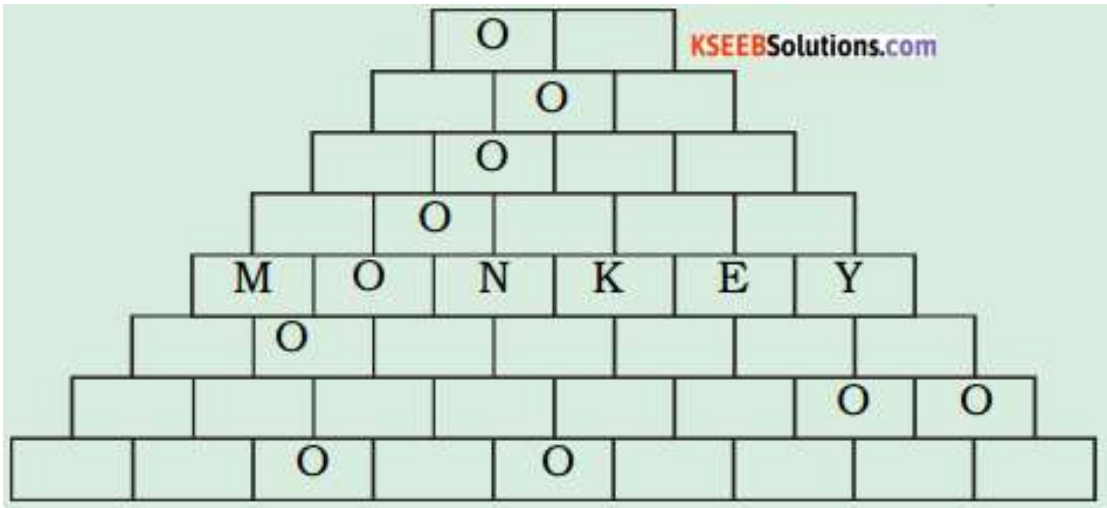
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# Unit-1 Prose

## LOVE FOR ANIMALS

### Warm Up Activity:

**A. Fill in the boxes with letters so that you get the names of the animals. One has been done for you.**



**B. Discuss in groups how animals are helpful to u  
After you discuss write down in the space provided  
the names of the animals and how they are used to us.**

Sl. No.	Animal	How is it useful to us? (usefulness)
Ex.1	Ox	ploughs the field
2		
3		
4		

Sl.No	Animals	How is it useful to us? (usefulness)
1.	Ox	ploughs the field
2.	Dog	Gaurd our houses.
3.	cows	gives us milk
4.	Horse	Draws cart

## Vocabulary:

**V1. Give the opposites of the following words:**

1. more	X	KSEEB Solutions.com
2. remember	X	
3. always	X	
4. first	X	
5. soft	X	
6. near	X	

1. More	x	Less
2. Remember	x	Forget
3. Always	x	Never
4. First	x	Last
5. Soft	x	Hard
6. Near	x	Far

Answer:

## V2. Match the words in column A with names in columns B.

A	B
1. sage	- Lucy and Nithin ( )
2. boys	- Lakshmi ( )
3. cow	- Ramana Maharshi ( )
4. storyteller	- dogs ( )
5. friends	- grandmother ( )

Answer:

1. Sage	- Megana and Nitin	[5]
2. Boys	- Lakshmi	[3]
3. cow	- Ramana Maharshi	[1]
4. story teller	- dogs	[2]
5. friends	- Grand mother	[4]

## V3. Find a single word for each of the following from the lesson.

Question 1.

Coming back

Answer:

**Returning**

Question 2.

Slow movement of the snake

Answer:

**Crawl**

Question 3.

A place where sages live

Answer:

**Ashram**

### **Comprehension:**

#### **C1 Answer the following:**

Question 1.

Where were Meghana and Nitin going?

Answer:

**Meghana and Nithin are returning home.**

Question 2.

What did they see?

Answer:

**They saw a man walking with his pet dog. He was trying to talk to his dog and the dog seemed to be answering him by barking.**

Question 3.

Why were the animals attracted to wards Maharshi?

Answer:

**Even animals were attracted to him. He spoke to them just as he would speak with people.**

Question 4.

Where did Ramana Maharshi keep the animals?

Answer:

**Animals lived in his ashram.**

Question 5.

What happened one day when he was sitting by hillside?

Answer:

**A snake crawled over his legs. He didn't move nor show any fear. Later, someone asked him what he felt like when the snake crawled over his legs. He replied, "Cool and soft".**

Question 6.

How did he feed the peacocks?

Answer:

**Ramana Maharshi called the peacocks by making sounds of their cries. Then they would go to him and eat the peanuts.**

Question 7.

Why did Ramana Maharshi not allow anyone to kill snakes?

Answer:

**Ramana Maharshi never allowed people to kill snakes in his ashram. He said, " We have come to their home and we have no right to trouble them. They do not trouble us".**

Question 8.

Who told Stories to Lucy?

Answer:

**Her Grandmother.**

**C2. Discuss with your friends and answer the following questions in four to six sentences each:**

Question 1.

Describe Ramana Maharshi's love for animals.

Answer:

- **He always fed the animals and birds in the ashram first and then eat.**
- **He used to call the dogs as 'boys'**
- **He used to call the peacocks by making sounds of their cries and feed them with his hands.**

Question 2.

What did Ramana Maharshi say about the killing of snakes?

Answer:

**Ramana Maharshi said "We have come to their home and we have no right to trouble them. They do not trouble us".**



## Language Exercises:

**L1. Fill in the blanks with the '-ing' form of the verbs given in the box. Check that the spelling of the new word is correct.**

(play swim read dance run)

1. The boys are running.
2. The boys are playing cricket.
3. The fish is swimming in the water
4. Nalini is reading the newspaper.
5. The girls are dancing

L2. Re-arrange the words to frame meaningful sentences.

All the sentences begin with 'Ramana Maharshi'.

1. Sage. / a / Ramana Maharshi / was  
Ramana Maharshi was a Sage.

2. animals and birds./Ramana Maharshi / loved  
Ramana Maharshi loved animals and birds.

3. people / to kill / never allowed / snakes. / Ramana  
Maharshi  
Ramana Maharshi never allowed people to kill snakes.

4. first / animals. / fed / the / Ramana Maharshi  
Ramana Maharshi first fed the animals.

## Love for Animals Additional Questions

Question 1.

Who were Lucy and Nithin? What time of the day could it be at the beginning of the story, and how were they going home?

Answer:

Lucy and Nithin were two school children who were also friends. It was 4.15 PM in the evening, they were going home walking.

Question 2.

Who was Ramana Maharshi? Do you know anything more about him?

Answer:

Ramana Maharshi was a famous Indian sage of the twentieth century.

Question 3.

How did he feed the peacocks?

Answer:

He fed the peacocks by first making sounds of their cries and gave them peanuts, rice and mangoes with his hands.

Question 4.

What happened one day when he was sitting by the hillside?

Answer:

One day when he was sitting by the hillside a snake crawled over his legs.

I. Re-arrange the words to frame correct sentences, with attention to punctuation.

e.g.

1. not people to kill did allow snakes Ramana Maharshi  
Ramana Maharshi did not allow people to kill snakes.

2. right have to we the animals to trouble  
We have no right to trouble the animals.

3. love can understand our animal's care and  
Animals can understand our love and care.

4. lived ashram Ramana Maharshi, animals in the with  
many

Ramana Maharshi lived with many animals in the ashram

5. Story tell grandma can you us a  
'Grandma, can you tell us a story?'

## Love for Animals Summary In English



The given lesson 'Love for animals' is a story about the great Indian sage Shri Ramana Maharshi and his love and compassion towards other living beings. Lucy and Nithin are returning home from school, on the way, they see a man trying to talk with his dog. The dog seemed to answer him by barking. Lucy suddenly remembers Shri Ramana Maharshi.

She asks Nithin if he knew anything about Bhagavan Ramana Maharshi. Nitin does not know and asks her if there is anything special about him. Lucy tells him that the Bhagavan loved animals and birds. Nithin is now curious to know more about Ramana Maharshi and asks Lucy to tell him more about him.

Lucy narrates that even animals were attracted to him and he spoke to them just as he would speak to people. Nitin wonders if it was just like the man they just saw talking to his dog. Lucy informs him that he called them as 'boys' and used to ask if the 'boys' were eating their food. Nitin is astonished Lucy further tells him that he called his cow Lakshmi and used to say "Give Lakshmi some rice".

So Nitin was again curious to know where he kept all those animals. Lucy tells him that they lived in his ashram and that he would personally feed them. He would eat only after feeding them. Nitin wanted to know if he even had birds in his ashram. Lucy tells him that Ramana Maharshi called his Peacocks by imitating their cries.

The Peacocks would go to him and eat peanuts, rice and mangoes from his hands. Nitin thought that all these was interesting to know and he asked Lucy if she could tell him more interesting stories about Ramana Maharshi and animals.

Lucy then narrates an incident in Ramana Maharshi's life. She tells him that one day, the Maharshi was sitting on a hillside and a snake crawled over his legs. He was a brave man and he didn't move or show any fear. Later, when he was asked how he felt when the snake crawled over his legs, he told them that it felt cool and soft.

Nitin exclaims that he would have cried and run away if such a thing would have had happened to him. He asked Lucy if they killed the snakes in the ashram. Lucy tells him that the Maharshi never allowed people to kill the Snakes. He would patiently explain them that the people in the ashram had come to occupy the place where the snakes lived and that the people had no right to trouble them. Moreover, the snakes did not trouble them.



As both Nitin and Lucy were about to reach their homes, Lucy promised Nitin that would continue the story the next day. Nitin thanked her and wanted to know who told all the stories to Lucy. Lucy told him that her Grandmother knew a lot of stories and that she told her stories every day. They both bid goodbye to each other and went home.

## Love for Animals Summary In Kannada

ಸಾರಾಂಶ:

ಪ್ರಸ್ತುತ ಗದ್ಯಪಾಠವು ಭಾರತ ದೇಶದ ಮಹಾನ್ ಸಂತರಾದ ಶ್ರೀ ರಮಣ ಮಹರ್ಷಿಗಳು ಮತ್ತು ಅವರಿಗೆ ಇತರ ಜೀವಿಗಳ (ಪ್ರಾಣಿ ಪಕ್ಷಿಗಳು) ಬಗ್ಗೆ ಇರುವ ಪ್ರೀತಿ, ಸಹಾನುಭೂತಿ, ದಯೆ ಇವುಗಳನ್ನು ಕುರಿತಾದ ಕತೆಯನ್ನು ತಿಳಿಸುತ್ತದೆ.

ಲೂಸಿ ಮತ್ತು ನಿತಿನ್ ಎಂಬ ಇಬ್ಬರು ವಿದ್ಯಾರ್ಥಿಗಳು ಶಾಲೆಯಿಂದ ತಮ್ಮ ಮನೆಗೆ ಹಿಂತಿರುಗುತ್ತಿದ್ದಾಗ, ದಾರಿಯಲ್ಲಿ ಒಬ್ಬ ಮನುಷ್ಯ ತನ್ನ ನಾಯಿಯ ಜೊತೆ ಮಾತನಾಡುತ್ತಿದ್ದ. ಆ ನಾಯಿಯು ಮನುಷ್ಯನ ಮಾತಿಗೆ ಉತ್ತರ ಕೊಡುವ ಕಾರಾಂ ಆಗಿ, ರೀತಿಯಲ್ಲಿ ಬೊಗಳುತ್ತಿತ್ತು. ಆಗ ಥಟ್ಟನೆ ಲೂಸಿಗೆ ಶ್ರೀ ರಮಣ ಮಹರ್ಷಿಗಳ ಜ್ಞಾಪಕ ಬಂದಿತು.

ಆಗ ಅವಳು ನಿತಿನ್‌ನನ್ನು ಭಗವಾನ್ ರಮಣ ಮಹರ್ಷಿಗಳ ಬಗ್ಗೆ ಗೊತ್ತಿದೆಯಾ ಎಂದು ಕೇಳಿದಳು. ನಿತಿನ್ ತನಗೆ ಏನೂ ಗೊತ್ತಿಲ್ಲ, ಅವರ ಬಗ್ಗೆ ಏನು ವಿಶೇಷ ಎಂದು ಅವಳನ್ನೇ ಕೇಳಿದನು. ಅದಕ್ಕೆ ಲೂಸಿಯು ಭಗವಾನರು ಪ್ರಾಣಿ ಪಕ್ಷಿಗಳನ್ನು ಅಪಾರವಾಗಿ ಪ್ರೀತಿಸುತ್ತಾರೆ ಎಂದಾಗ ನಿತಿನ್ ಕುತೂಹಲದಿಂದ ತಾನು ಅವರ ಬಗ್ಗೆ ಇನ್ನೂ

ವಿವರವಾಗಿ ತಿಳಿದುಕೊಳ್ಳಬೇಕೆಂದು ಲೂಸಿಯನ್ನು ಹೇಳಲು ಕೇಳಿಕೊಳ್ಳುತ್ತಾನೆ.

ಲೂಸಿ ಹೇಳುತ್ತಾಳೆ ಪ್ರಾಣಿಗಳೂ ಸಹ ಅವರಿಂದ ಆಕರ್ಷಿತವಾಗುತ್ತವೆ. ಅವರು ಮನುಷ್ಯರೊಂದಿಗೆ ಮಾತನಾಡುವಂತೆ ಆ ಪ್ರಾಣಿಗಳೊಂದಿಗೆ ಮಾತನಾಡುತ್ತಾರೆ. ನಿತಿನ ತಾವು ಆಗ ತಾನೆ ರಸ್ತೆಯಲ್ಲಿ ಮನುಷ್ಯನೊಬ್ಬನು ತನ್ನ ನಾಯಿಯೊಡನೆ ಮಾತನಾಡುತ್ತಿದ್ದುದನ್ನು ನೋಡಿ ಆಶ್ಚರ್ಯ ಪಟ್ಟಂತೆ, ಇದನ್ನು ಕೇಳಿ ಆಶ್ಚರ್ಯ ಪಡುತ್ತಾನೆ. 'ಲೂಸಿ ಹೇಳುತ್ತಾಳೆ ಅವರು ಪ್ರಾಣಿಗಳನ್ನು ಹುಡುಗರಂತೆ ಭಾವಿಸಿ, ಅವನು ಊಟ ಮಾಡಿದನೆ ಎಂದು ವಿಚಾರಿಸಿಕೊಳ್ಳುತ್ತಾರೆ.

ಅವರು ತಮ್ಮ ಹಸುವನ್ನು ಲಕ್ಷ್ಮಿ ಎಂದು ಹೆಸರಿಟ್ಟು, ಲಕ್ಷ್ಮಿಗೆ ಊಟ ಕೊಡಿ ಎನ್ನುತ್ತಾರೆ ಎಂದಳು. ನಿತಿನ ಪುನಃ ಆಶ್ಚರ್ಯದಿಂದ ಅವರು ಪ್ರಾಣಿಗಳನ್ನೆಲ್ಲ ಎಲ್ಲಿ ಇಟ್ಟಿದ್ದಾರೆ ಎಂದು ಕೇಳಿದನು. ಅದಕ್ಕೆ ಲೂಸಿಯು ಆ ಪ್ರಾಣಿಗಳೆಲ್ಲ ಆಶ್ರಮದಲ್ಲಿದೆ ಮತ್ತು ಅವರು ತಾವೇ ಸ್ವತಃ ತಮ್ಮ ಕೈಯಾರೆ ಅವುಗಳಿಗೆ ಊಟ ಮಾಡಿಸುತ್ತಾರೆ. ಪ್ರಾಣಿಗಳ ಊಟವಾದ ಮೇಲೆ ಮಾತ್ರ ಅವರು ಊಟ ಮಾಡುವುದು.

ನಿತಿನ್‌ಗೆ ಆ ಆಶ್ರಮದಲ್ಲಿ ಪಕ್ಷಿಗಳೂ ಇವೆಯಾ ಎಂದು ತಿಳಿದುಕೊಳ್ಳಬೇಕಿತ್ತು. ಲೂಸಿ ಹೇಳುತ್ತಾಳೆ, ರಮಣ ಮಹರ್ಷಿಗಳು ನವಿಲುಗಳನ್ನು ಅವುಗಳ ಧ್ವನಿಯಂತೆ ಅನುಕರಿಸಿ ಆ ಧ್ವನಿಯಲ್ಲಿ ಕರೆಯುತ್ತಾರೆ. ಆಗ ಆ ನವಿಲುಗಳು ಅವರ ಹತ್ತಿರ ಹೋಗಿ ಅವರ ಕೈಯಿಂದ ಕಡ್ಲೆಕಾಯಿ ಬೀಜ, ಅಕ್ಕಿ, ಮಾವಿನಕಾಯಿಗಳನ್ನು

ತಿನ್ನುತ್ತವೆ. ಇವನ್ನೆಲ್ಲ ಕೇಳಿದ ನಿತಿನ್‌ಗೆ ಈ ವಿಷಯ ಎಷ್ಟೊಂದು ಆಸಕ್ತಿಯುತವಾಗಿದೆ ಎಂದು ಯೋಚಿಸಿ, ಲೂಸಿಗೆ ಅವರ ಬಗ್ಗೆ ಮತ್ತು ಅವರು ಪ್ರೀತಿಸುವ ಪ್ರಾಣಿಗಳ ಬಗ್ಗೆ ಇನ್ನಷ್ಟು ಕತೆಗಳನ್ನು ಹೇಳಲು ಕೇಳಿಕೊಳ್ಳುತ್ತಾನೆ. ಆಗ ಲೂಸಿಯು ರಮಣ ಮಹರ್ಷಿಗಳ ಜೀವನದಲ್ಲಿ ನಡೆದ ಒಂದು ಘಟನೆಯನ್ನು ವಿವರಿಸುತ್ತಾಳೆ.

ಒಮ್ಮೆ ರಮಣ ಮಹರ್ಷಿಗಳು ಬೆಟ್ಟದ ಪಕ್ಕದಲ್ಲಿ ಕುಳಿತಾಗ ಅವರ ಕಾಲ ಮೇಲೆ ಒಂದು ಹಾವು ತೆವಳುತ್ತಾ ಹೋಯುತ್ತೆ. ಅವರು ತುಂಬಾ ಧೈರ್ಯಶಾಲಿಗಳು ಆದ್ದರಿಂದ ಅವರು ತಮ್ಮ ಕಾಲನ್ನು ಅಲುಗಾಡಿಸದೆ, ಯಾವ ಭೀತಿಯೂ ಇಲ್ಲದೆ ನಿಶ್ಚಲರಾಗಿದ್ದರಂತೆ. ನಂತರ ಅವರನ್ನು ಇದರ ಬಗ್ಗೆ ಕೇಳಿದಾಗ ಅವರು



ಹಾವು ಹರಿದು ಹೋದಾಗ ತಮಗೆ ಮೆತ್ತಗೆ ತಣ್ಣನೆಯ ವಸ್ತು ಹರಿದಂತೆ ಭಾಸವಾಯಿತು ಎಂದರಂತೆ.

ನಿತಿನ್ ತನ್ನ ಕಾಲ ಮೇಲೆ ಹೀಗೆ ಹಾವು ಹತ್ತಿದ್ದರೆ ತಾನು ಜೋರಾಗಿ ಅಳುತ್ತಾ ಓಡಿ ಹೋಗುತ್ತಿದ್ದೆ ಎಂದು ಉದ್ಧರಿಸಿದನು. ಅವನು ಲೂಸಿಯನ್ನು ಕೇಳುತ್ತಾನೆ. ಆಶ್ರಮದಲ್ಲಿ ಹಾವುಗಳನ್ನು ಸಾಯಿಸುವರಾ? ಅದಕ್ಕೆ ಲೂಸಿಯು ಹೇಳುತ್ತಾಳೆ. ಮಹರ್ಷಿಗಳು ತಮ್ಮ ಆಶ್ರಮದಲ್ಲಿ ಹಾವುಗಳನ್ನು ಸಾಯಿಸಲು ಅವಕಾಶ ಕೊಡುವುದಿಲ್ಲ. ಅವರು ತುಂಬಾ ತಾಳ್ಮೆಯಿಂದ ಜನರಿಗೆ ಹೇಳುತ್ತಾರೆ. ಹಾವುಗಳು ವಾಸ ಮಾಡುವ ಜಾಗಕ್ಕೆ ಜನರು ಬಂದು, ಅವುಗಳ ವಾಸಸ್ಥಳದಲ್ಲಿ ಅವುಗಳಿಗೆ ತೊಂದರೆ ಕೊಡುವ ಯಾವ ಹಕ್ಕು ಮನುಷ್ಯರಿಗಿಲ್ಲ. ಅದಕ್ಕಿಂತ ಹೆಚ್ಚಿಗೆ ಆ ಹಾವುಗಳು ಯಾರಿಗೂ ತೊಂದರೆ ಕೊಡುವುದಿಲ್ಲ.

ಹೀಗೆ ಮಾತನಾಡುತ್ತಾ ಲೂಸಿ ಮತ್ತು ನಿತಿನ್ ತಮ್ಮ ಮನೆಯ ಹತ್ತಿರ ಬಂದರು. ಲೂಸಿ ಮಾರನೆಯ ದಿನ ಈ ಕತೆಯನ್ನು ಮುಂದುವರಿಸುವುದಾಗಿ ನಿತಿನ್‌ಗೆ ಹೇಳಿದಳು. ನಿತಿನ್ ಅವಳಿಗೆ ಧನ್ಯವಾದವನ್ನು ತಿಳಿಸಿ, ನಿನಗೆ ಈ ಕತೆಯನ್ನೆಲ್ಲಾ ಯಾರು ಹೇಳುತ್ತಾರೆ ಎಂದು ಕೇಳಿದನು. ಲೂಸಿಯು ಅವಳ ಅಜ್ಜಿಗೆ ಇಂತಹ

ಬಹಳಷ್ಟು ಕತೆಗಳು ಗೊತ್ತು, ಅವಳು ಪ್ರತಿದಿನ ತನಗೆ ಇಂತಹ ಕತೆಗಳನ್ನು ಹೇಳುತ್ತಾಳೆ ಎಂದು ತಿಳಿಸಿದಳು. ಅವರಿಬ್ಬರೂ ಪರಸ್ಪರ ಒಬ್ಬರನ್ನೊಬ್ಬರು ಬೀಳ್ಕೊಟ್ಟು ತಮ್ಮ ಮನೆಗಳಿಗೆ ಹೋದರು.

Words To Know :

1. ashram : a place where hermits live - ಆಶ್ರಮ
2. cries i sounds made by birds and animals - ಕೂಗು
3. crawl : move slowly on the belly - ತೆವಳು
4. attracted : a feeling of liking somebody
5. interesting : a feeling to know more about something
6. trouble : a problem or difficulty
7. Wonderful : great.

# Unit-1 Poetry

## THE ELEPHANT

### Comprehension:

#### C1. Answer the following questions:

Question 1.

What colour is the Elephant?

Answer:

**The Elephant is grey in colour.**

Question 2.

How long does the elephant walk each day?

Answer:

**For miles each day**

Question 3.

How is the Elephant's trunk?

Answer:

**An Elephant trunk is long**

Question 4.

What does the trunk come out for?

Answer:

**It comes out for a cake or bun**

Question 5.

Many people can ride on the elephant. Why?

Answer:

**The elephant is big, its ears are wide and its back is broad. People want to have fun so they sit on the elephant.**

Question 6.

Where does the elephant take the children?

Answer:

**It carries the children round the zoo.**

Question 7.

Say the following pairs of words together.

Answer:

**grey – day, fun – bun, wide – ride, too – zoo.**

**A1. Complete the dotted picture of the elephant given below. Write the names of The different parts. Discuss with your partner and make four sentences. One is done for you**



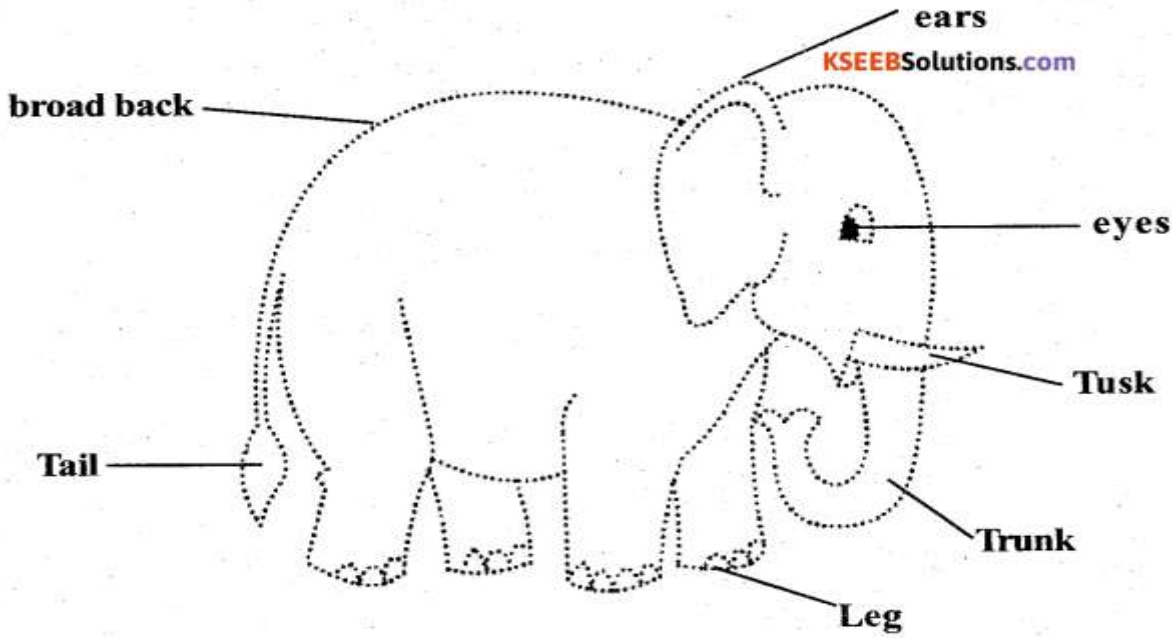
1. The elephant has small eyes.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



1. The elephant has small eyes.
2. The elephant has a long trunk.
3. The elephant has broad ears.
4. The elephant has two tusks
5. The elephant is grey in colour.

## The Elephant Additional Questions

### Question

1. Is it true that elephants never forget anything?

Answer:

**Elephants do have very good memories. They can find food and water during drought because they can remember places to drink and to find food.**

### Question

2. Why do elephants have such large ears?

Answer:

**Elephants have large ears to cool themselves. The ears act like**

**huge fans. When the animal flaps its ears, the blood temperature goes down 5 degrees Celsius.**

Question

3. Can elephants run?

Answer:

**Elephants don't really run, but they can walk very fast. Researchers have recorded speeds of moving elephants at 18-20 miles (29-32 kilometers) per hour!**

Question 4.

Are elephants afraid of mice?

Answer:

**At one time many people thought elephants were afraid of mice, but this is not true**

Question 5.

Is the normal lifespan of an elephant is 100 years?

Answer:

**Although many people believe that elephants live for over 100 years, the oldest elephant ever recorded died on Feb 26, 2003. at the age of 86 It had lived in the**

## **The Elephant Summary In English**

The Elephant is very big and grey in colour – It walks for miles every day. His trunk is very very long and when it takes it out to eat cake or bun. It is real fun The elephants ears are wide and big. His back is broad so many of us can sit on it and go for a ride. Though he is big, he is very kind. He carries the little children carefully around the zoo.

# The Elephant Summary In Kannada

ಸಾರಾಂಶ:

ಆನೆ ಅತಿ ಬಲಶಾಲಿಯಾದ ಪ್ರಾಣಿ. ಅದು ಅದರ ಗಾಂಭೀರ್ಯತೆಗೆ ಹೆಸರು ವಾಸಿಯಾದ ಪ್ರಾಣಿ. ಅದು ಬೂದಿ ಬಣ್ಣದಿಂದ ಕೂಡಿದೆ. ಅದು ಪ್ರತಿದಿನ ಅನೇಕ ಮೈಲಿಗಳವರೆಗೆ ನಡೆಯಬಲ್ಲದು. ಈ ಸುಂದರವಾದ ಪ್ರಾಣಿ ನಡೆಯುವಾಗ ಅತಿ ಸುಂದರವಾಗಿ, ಕಾಣಿಸುತ್ತದೆ. ಆನೆ ನೋಡುವುದಕ್ಕೆ ಅತಿ ಸುಂದರವಾಗಿ ಕಾಣುವ ಪ್ರಾಣಿ ಮತ್ತು ಅದರ 4.

ಸೊಂಡಿಲು ಎಷ್ಟು ಅದ್ಭುತ ಸಾರಾಂಶ - 'ವಾಗಿದೆ. ಅದು ಕೇಕ್ ಮತ್ತು ಬನ್‌ನ್ನು ತೆಗೆದುಕೊಳ್ಳುವುದಕ್ಕೆ ಬಂದಾಗ ಹೆದರಿಕೆಯಾದರು, ತೆಗೆದುಕೊಂಡಾಗ ಆಗುವ ಆನಂದ ಅದ್ಭುತವಾಗಿರುತ್ತದೆ.

ವಿಶಾಲವಾದ ಪ್ರಾಣಿ ಅದರ ಕಿವಿಗಳು ತುಂಬಾ ದೊಡ್ಡದಾಗಿರುತ್ತದೆ ಮತ್ತು ಅದರ ಬೆನ್ನು ತುಂಬಾ ವಿಶಾಲವಾಗಿರುತ್ತದೆ ಅದರ ಮೇಲೆ ಸವಾರಿ ಮಾಡುವುದೆಂದರೆ ಅತೀಶಯ ಆನಂದವಾಗುತ್ತದೆ.

ಬಲಶಾಲಿಯಾದ ಪ್ರಾಣಿ ಅಷ್ಟೇ ಕರುಣೆಯುಳ್ಳ ಪ್ರಾಣಿ ಕೂಡ ಚಿಕ್ಕ ಮಕ್ಕಳಿಗೆ ಇಷ್ಟವಾದ ಪ್ರಾಣಿ, ಮಕ್ಕಳನ್ನು - ಬೆನ್ನು ಮೇಲೆ ಹೊತ್ತುಕೊಂಡು ಮೃಗಾಲಯದ ಸುತ್ತಲು ಸುತ್ತುವಾಗ ಎಷ್ಟೊಂದು ಆನಂದ, ಅತಿ ಸಂತೋಷದಿಂದ ಮಕ್ಕಳು ಕುಣಿದಾಡುತ್ತಾರೆ.

Words To Know:

1. wide : broad
2. ride : to travel on - ಸವಾರಿ ಮಾಡು
3. kind : helpful, caring

## Unit-2 Prose

# TRUE FRIENDSHIP

### V1. Fill in the blanks with the words given in the box.

delayed, evil-minded, impressed, break his word, imprisoned, delighted

1. Dionysius was an **evil-minded** ruler.
2. Damon was to be **imprisoned** until Pythias returned.
3. Pythias faced many dangers while he was returning and was **delayed**.
4. Damon was sure that his friend would never **break his word**
5. Pythias and Damon kept their **promises**.

### V2. State whether the following statements are true or false. Write 'True' or 'False' in the brackets provided.

1. Damon and Pythias were lovers of truth **{True}**
2. Dionysius was a kind ruler **{False}**
3. Damon wanted to settle his family's affairs before he died. **{True}**
4. The king was sure that Pythias would return **{False}**
5. Damon was willing to die for his friend. **{True}**
6. Pythias reached in time to save his friend. **{True}**



## Comprehension:

### C1. Answer these questions:

Question 1.

Where did Damon and Pythias live?

Answer:

**Damon and Pythias lived in the city of Syracuse**

Question 2.

Who was the ruler of Syracuse?

Answer:

**Dionysius was the ruler of Syracuse.**

Question 3.

Why did the king want to punish Pythias?

Answer:

**Pythias called the king cruel and said some things against him, so he was to be punished.**

Question 4.

What did Pythias wish to do before he died?

Answer:

**Before he died Pythias wished to arrange his sister's marriage and bid his mother goodbye.**

Question 5.

What was the condition put by the king?

Answer:

**King will fix the day and the hour of Pythias return. If he did not return in time, his friend Damon will have to die instead of him.**

Question 6.

Why was Pythias delayed while returning?

Answer:

**He had to face many dangers and so he was delayed.**

Question 7.

What did both the friends argue over?

Answer:

**“Pythias – I have come, please do not kill Damon. I have come back to take the punishment. Please hang me. Damon said “No please hang me. If he were to be late, then I would have been hanged. So I am to be punished”. Both of them argued for some time.**

Question 8.

Why did the king set both of them free? King had never seen such friendship.

Answer:

**Pythias and Damon kept their promises. King was happy to know that such friendship exists. So he set both free.**

Question 9.

What did the king think Pythias would do?

Answer:

**The king thought that Pythias would escape and would not return.**

**II. Discuss these questions in your group and answer them in four to six sentences each:**

Question 1.

How do we know that Damon and Pythias were very good friends? Give some examples from the story.

Answer:

**Pythias was punished. Before dying he wanted to fulfill some work. At this time Damon offered to be in prison. At the last moment, he was happy to die for Pythias. This shows that they were good friends.**

Question 2.

What made the king change his decision in the end?

Answer:

**Seeing is believing when the king saw their loyalty to each other, he was impressed and he changed his mind.**

## Language Exercises

**L1. Discuss in pairs and fill in the table with the things that you find in your house. One is done for you:**

Drawing Room	Kitchen	Bathroom	Bedroom
	stove		
table			pillow
		soap	

Answer:

Drawing Room	Kitchen	Bathroom	Bed room
Sofa	Stove	Brush	Cot
Table	Plate	Tooth paste	Pillow
Clock	cooker	soap	Bed

## L2. Write about yourself in complete sentences.

My name : \_\_\_\_\_

My father's name : \_\_\_\_\_

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My mother's name : \_\_\_\_\_

My date of birth : \_\_\_\_\_

My place of birth : \_\_\_\_\_

My school's name: \_\_\_\_\_

## True Friendship Summary In English

Damon and Pythias were friends and lovers of truth. They lived in Syracuse ruled by king Dionysius. The king was an evil-minded meter. The king got angry when he heard that Pythias had called him cruel. For this he was to be hanged.

Pythias' last wish was to meet his mother, arrange his sister's marriage but the king would not leave him. Damon accepted to be in prison till Pythias returned. The king gave him some time to finish his responsibilities. If Pythias failed to return, Damon would die.

Pythias, while returning, faced many dangers and so he was delayed. So Damon was taken to be executed. The king made fun of Pythias but Damon was very sure that Pythias would return. Damon was happy to die for Pythias. At the last moment Pythias came running, gasping for breath He hugged Damon and cried. He asked the guards to give him the punishment. Seeing this the king was very much impressed with their loyalty and set both of them free.

## True Friendship Summary In Kannada

ಸಾರಾಂಶ:

ಗ್ರೀಕ್ ಪುರಾಣದಲ್ಲಿ ಡಾಮನ್ ಮತ್ತು ಪೈಥಾಸ್ ಎನ್ನುವರು. ಗೆಲೆಯರಾಗಿದ್ದರು ಮತ್ತು ಸತ್ಯವಾದಿಗಳಾಗಿದ್ದರು. ಅವರಿಬ್ಬರೂ ಸೈರಾಕ್ಯೂಸ್ ಎಂಬ ನಗರದಲ್ಲಿ ವಾಸವಾಗಿದ್ದರು. ಇಬ್ಬರೂ ಸತ್ಯವನ್ನು ಪ್ರೀತಿಸುವ ಗೆಲೆಯರಾಗಿದ್ದರು. ಹಾಗಿದ್ದರೂ ಅಲ್ಲಿ ರಾಜನಾಗಿದ್ದವನು ಡೈಯೋನಿಸಿಯಸ್ ವಿಚಿತ್ರ ಸ್ವಭಾವದಿಂದ ಕೂಡಿದ್ದನು. ಒಂದು ದಿನ ರಾಜನು ಕೇಳಲ್ಪಟ್ಟನು ಪೈಥಾಸ್. ಅವನನ್ನು ಬಹಳ ಕ್ರೂರಿ ಎಂದು ಕರೆದಿರುವುದೆಂದು. ಇದರಿಂದ ಅವನಿಗೆ ಬಹಳ ಕೋಪ ಬಂದಿತು. ಅವನು ಪೈಥಾಸ್‌ಗೆ ಶಿಕ್ಷಿಸಿ ನೇಣಿಗೆ ಹಾಕಬೇಕು ಎಂದು ಹೇಳಿದನು.

ಪೈಥಾಸ್ : ಓ ರಾಜನೇ, ನಾನು ಸಾಯುವುದಕ್ಕೆ ಮುಂಚಿತವಾಗಿ ವಯಸ್ಸಾದ ನನ್ನ ತಾಯಿ ಮತ್ತು ತಂಗಿಯನ್ನು ಭೇಟಿ ಮಾಡಲು ಅನುಮತಿಯನ್ನು ನೀಡು. ನನ್ನ ತಂಗಿಗೆ ವಿವಾಹ ಮಾಡಿ ಮತ್ತು ನನ್ನ ತಾಯಿಗೆ ಕೊನೆಯ ನಮಸ್ಕಾರ ಹೇಳಬೇಕಾಗಿದೆ.

ರಾಜ ಡೈಯೋನಿಸಿಯಸ್ : ಸಾಧ್ಯವಿಲ್ಲ. ನಾನು (ಅಪ್ಪಣೆ) ಅನುಮತಿ ನೀಡುವುದಿಲ್ಲ. ಇದರಿಂದ ನೀನು ಓಡಿ ಹೋದರೆ ಡಾಮನ್ ಬರುತ್ತಾನೆ (ಆಗಮನ)

ಡಾಮನ್ : ಮಹಾಸ್ವಾಮಿ, ನಾನು ಡಾಮನ್ ಪೈಥಾಸನ ಗೆಲೆಯ, ದಯಮಾಡಿ ಅವನನ್ನು ಕಳುಹಿಸಿಕೊಡಿ. ಅವನು ತನ್ನ ಕರ್ತವ್ಯವನ್ನು ಪೂರ್ಣಗೊಳಿಸಬೇಕಿದೆ. ಅವನು ಹಿಂತಿರುಗಿ ಬರುವ ವರೆಗೆ ಅವನ ಪರವಾಗಿ ನನ್ನನ್ನು ಜೈಲಿನಲ್ಲಿ ಕೂಡಿ ಹಾಕಿ.

ರಾಜ ಡಯೋಸಿಯಸ್: ಒಂದು ಷರತ್ತಿನ ಮೇಲೆ, ಬದಲಾವಣೆ ಆಗಲು ಅವಕಾಶ ನೀಡುತ್ತೇನೆ. ಆದರೆ ನೀನು ಹಿಂತಿರುಗಿ ಬರುವುದನ್ನು ನಾನು ನಿರ್ಧರಿಸುತ್ತೇನೆ. ಪೈಥಾಸ ನೀನು ನಿರ್ಧರಿತ ಸಮಯಕ್ಕೆ ಬಾರದಿದ್ದರೆ ನಿನ್ನ ಬದಲಾಗಿ ಡಾಮನ್ ಸಾಯುತ್ತಾನೆ.

(ನಂತರ, ಪೈಥಾಸ ಒಪ್ಪಿ ಹೊರಡುತ್ತಾನೆ. ಅವನು ಮನೆಗೆ ಹೋಗಿ ಎಲ್ಲಾ ವಿಷಯಗಳನ್ನು ಮತ್ತು ಕೆಲಸವನ್ನು ಮುಗಿಸಿ ತನ್ನ ಮನೆಯವರನ್ನು ಬಿಟ್ಟು ಬರುತ್ತಾನೆ. ಸೈರಾಕಸ್ ತಲುಪಲು ಬೇಗ ಬರುತ್ತಾನೆ. ಆದರೆ ಬರುವಾಗ ದಾರಿಯಲ್ಲಿ ಅವನು ತುಂಬ ತೊಂದರೆ ಮತ್ತು ಅಪಾಯಗಳನ್ನು ಎದುರಿಸುವುದರಿಂದ ಅವನು ಬರುವುದು ತಡವಾಗುತ್ತದೆ. ಇದಕ್ಕೆ ಪ್ರತಿಯಾಗಿ, ಡಾಮನ್ ಶಿಕ್ಷೆಗೆ ಗುರಿಯಾಗುತ್ತಾನೆ.)

ರಾಜ ಡಯೋನಿಸಿಯಸ್: ಡಾಮನ್ ಎಲ್ಲಿ ನಿನ್ನ ಗೆಲೆಯ ನೀನು (ದಡ್ಡ) ಮೂರ್ಖ ಅವನಿಗಾಗಿ ನಿನ್ನ ಬದುಕನ್ನು ತೊಂದರೆಗೆ ಸಿಲುಕಿಸಿಕೊಂಡೆ. ನಾನು ಆಗಲೇ

ತಿಳಿದುಕೊಂಡೆ. ಅವನು ಸಾಯುವುದು ತಪ್ಪಿಸಿಕೊಂಡನೆಂದು, ನನ್ನ ಯೋಚನೆಯಂತೆ ಅವನು ಹಿಂದಕ್ಕೆ ಬರುವುದಿಲ್ಲ.

ಡಾಮನ್: ನೀವು ತಪ್ಪು ತಿಳಿದಿದ್ದೀರಿ. ನನಗೆ ಗೊತ್ತು ಪೈಥಾಸ್ ತಾನು ಕೊಟ್ಟ ಮಾತನ್ನು ಮೀರುವುದಿಲ್ಲ ಅವನು ಹೇಳಿದ ಸರಿಯಾದ ಸಮಯಕ್ಕೆ ಹಿಂತಿರುಗಿ ಬರುತ್ತಾನೆ. ಒಂದು ವೇಳೆ ಅವನು ಬಾರದಿದ್ದರೆ, ನಾನು ಅವನನ್ನು ತುಂಬಾ ಪ್ರೀತಿಸುತ್ತೇನೆ. ಅವನ ಪರವಾಗಿ ನಾನು 'ಸಂತೋಷದಿಂದ ಸಾಯುತ್ತೇನೆ. (ಪೈಥಾಸ್ ಬರುತ್ತಾನೆ, ಓಡಿ ಬಂದಿದ್ದರಿಂದ ಅವನ ಉಸಿರಾಟ ಸರಿಯಾಗಿರುವುದಿಲ್ಲ. ತಕ್ಷಣ ಅವನ ತೋಳನ್ನು ಹಿಡಿದು ಸ್ನೇಹಿತ ಮತ್ತು ಕೆಲವರು ಸುತ್ತು ನಿಲ್ಲುತ್ತಾರೆ).

ಪೈಥಾಸ್ : ನಾನು ಬಂದಿದ್ದೇನೆ. ದಯಮಾಡಿ ಡಾಮನ್ ನನ್ನು ಕೊಲಬೇಡಿ ಅವನನ್ನು ಬಿಡುಗಡೆ ಮಾಡಿ, ನನ್ನ ಶಿಕ್ಷೆಯನ್ನು ಅನುಭವಿಸಲು ಬಂದಿದ್ದೇನೆ, ಮತ್ತು ನನ್ನನ್ನು ನೋಣಿಗೆ ಹಾಕಿ.

ರಾಜ ಡಯೋನಿಸಸ್ : ನಿಲ್ಲಿಸಿ, ಸೇವಕರೇ ಕೈದಿಯನ್ನು ಬಿಡುಗಡೆ ಮಾಡಿ, ಪೈಥಾಸ್ ಸಹ ಹೊರಡಲಿ. ಇಂತಹ ಗೆಲೆತನದ ಬಗ್ಗೆ ನನಗೆ ನಂಬಿಕೆ ಇರಲಿಲ್ಲ. ಆದರೆ ನಾನು ನನ್ನ ಕಣ್ಣಿನಿಂದ ನೋಡಿದೆ. ನಿಮ್ಮ ನಿಜವಾದ ಗೆಲೆತನ ನನ್ನ ಮನಸ್ಸಿಗೆ ಮುದ್ರೆ ಹಾಕಿದೆ (ಸಂತಸವಾಗಿದೆ) ನಿಮ್ಮಿಬ್ಬರನ್ನೂ ಬಿಡುಗಡೆ ಮಾಡಿದ್ದೇನೆ.

## Words To Know:

1. evil - minded : having bad or cruel thoughts or intentions - ಕೆಟ್ಟದ್ದನ್ನು ಮಾಡುವ ವಿಚಾರ
2. certain : sure - ನಿಶ್ಚಯವಾದ
3. impossible : something that cannot happen - ಸಾಧ್ಯವಿಲ್ಲದ
4. gasping for : breathing heavily breath through the mouth after running - ಮೇಲುಸಿರುಬಿಡು
5. loyalty : staying firm in your friendship - ರಾಜಭಕ್ತಿ
6. Syracuse (ಸಿರಾಕ್ಯುಸ್) : a city in ancient Greece
7. Pythias : ಪಿತ್ಯಾಸ್
8. fulfil : to do what is hoped for
9. execution : putting to death



**Unit-2 Poetry****FRIENDS****Vocabulary:****I. Answer these questions:**

Question 1.

What does the child like to do?

Answer:

**The child likes to lie under a shady tree and see the sky.**

Question 2.

Which rhyming word is there for 'lace' in the second stanza?

Answer:

**face**

Question 3.

Why does the wind come to the child?

Answer:

**The wind blows gently over the grass-land and conveys many good things. He is not able to see him but is able to feel his care.**

Question 4.

Who are some of the gentle friends of the child in the poem?

Answer:

**The sky, the sunshine, the wind**

Question 5.

The poet compares the warm touch of sunshine on the face to the

\_\_\_\_\_  
Answer:

**The kisses of the mother to her child before he goes to bed.**

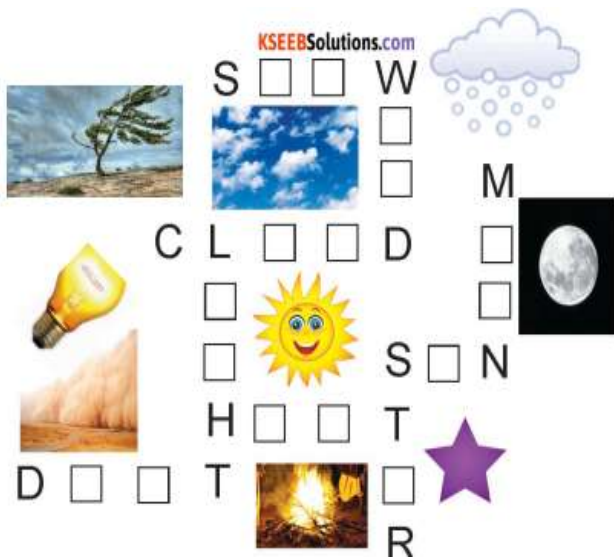
**C2. Match the words from Column A with those from Column B:**

Column A	Column B
1. Lie a little while	a. Whispers pretty things
2. Sky	b. are near, but one can scarcely see them
3. Sunshine flickers	c. and look up through the tree
4. Wind	d. through the lace of leaves
5. Gentle friends	e. is like a kind, big smile

**Answers:**

**1-c, 2-e, 3-d, 4-a, 5-b.**

**A1. Fill in the letters to complete the crossword puzzle. Use the pictures as clues.**



## Friends Additional Questions

Question 1.

Which stanza did you like in the poem? Write it down, then say it aloud.

Answer:

**The Second stanza**

**The Sunshine flickers through the lace  
of leaves above my head,**

**And kisses me upon the face Like Mother; before bed.**

Question 2.

Write three or four things that you enjoy doing, either alone or with your friends.

Answer:

**a. Walking along the river bank with friends**

**b. Climbing up the hill with friends.**

**c. Running in the grassland**

**d. Playing in the beach**

**e. Swimming in a big field well.**

Question 3.

Can you name some more unseen friends?

Answer:

**love, affection, fear, bhakti, happiness.**

## Friends Summary In English



The Poem 'Friends' is written by Abbie Farwell Brown. The poet writes about his friends in nature. The poet writes that it feels good to lie down under a tree for a little while and look up through the leaves on the tree. The poet feels that the sky appears like a kind big smile bent sweetly over him.

As he is lying under the tree the sun rays flicker through the leaves of the tree and kisses him on his face, just like his mother kisses him before putting him to bed. The poet, being a child, feels the wind blowing softly and gently over the grass and imagines that the wind whispers pretty things in his ears. Though the poet can't see the wind he can feel the gentle caress of the wind.

The poet imagines that the sky, the wind, the sunshine, the tree are his friends. He cannot see many of his friends such as the wind etc., He feels that with such friends around, a child should never feel afraid, wherever he may be. The natural friends of the poet give him a kind of security and he feels safe.

## Friends Summary In Kannada

ಸಾರಾಂಶ:

ಫ್ರೆಂಡ್ಸ್ ಎಂಬ ಈ ಪದ್ಯ ವನ್ನು ಅಬ್ಬಿ ಫೇರ್‌ವೆಲ್ ಬ್ರೌನ್ ಕಾಂಶ ಎಂಬುವವರು ಬರೆದಿದ್ದಾರೆ. ಕವಿಯು ನಿಸರ್ಗದಲ್ಲಿರುವ ತನ್ನ ಸ್ನೇಹಿತರ ಬಗ್ಗೆ ಹೇಳಿದ್ದಾರೆ. ಕವಿಗಳು ಹೀಗೆ ಬರೆಯುತ್ತಾರೆ. ಮರದ ಕೆಳಗೆ ಸ್ವಲ್ಪ ಹೊತ್ತು ಮಲಗಿಕೊಂಡು, ಮರದಲ್ಲಿರುವ ಎಲೆಗಳನ್ನು ನೋಡುತ್ತಿದ್ದರೆ ಎಷ್ಟು ಚೆನ್ನಾಗಿರುತ್ತದೆ. ಆಗ ಆಕಾಶವು ಬಗ್ಗೆ ತಮ್ಮ ಮೇಲೆ ಮುಗಳಗೆಯನ್ನು ಸೂಸುತ್ತಿರುವ ಅನುಭವವಾಗುತ್ತದೆ ಎನ್ನುತ್ತಾರೆ. ಇದೇ ರೀತಿ ಮಲಗಿರುವಾಗ ಸೂರ್ಯ ಕಿರಣಗಳು ಎಲೆಗಳ ಮಧ್ಯದಿಂದ ತೂರಿಬಂದು, ತಮ್ಮ ಮುಖವನ್ನು ಚುಂಬಿಸುವಂತೆ ಆಹ್ಲಾದವನ್ನು ಅನುಭವಿಸುತ್ತಾರೆ. ಆ ಚುಂಬನ ತಾಯಿಯು ತನ್ನ ಮಗುವನ್ನು ಹಾಸಿಗೆಯ ಮೇಲೆ ಮಲಗಿಸುವ ಮೊದಲು ಚುಂಬಿಸುವಂತಿರುತ್ತದೆ.

ಕವಿಯು ಇಲ್ಲಿ ಮಗುವಾಗಿ ಬೀಸುವ ಗಾಳಿಯ ಶೀತಲ ಮಂದ ಸ್ಪರ್ಶವನ್ನು ಅನುಭವಿಸುತ್ತಾರೆ. ಆ ಗಾಳಿಯು ಸೂಕ್ಷ್ಮವಾಗಿ ಹುಲ್ಲಿನ ಮೇಲೆ ಬೀಸುತ್ತಿದ್ದಾಗ ಕವಿಯು ಈ ರೀತಿ ಕಲ್ಪನೆ ಮಾಡಿಕೊಳ್ಳುತ್ತಾರೆ. ಅದು ತನ್ನ ಕಿವಿಯಲ್ಲಿ ಏನನ್ನೋ ಪಿಸುಗುಟ್ಟುವಂತಿದೆ ಎಂದುಕೊಳ್ಳುತ್ತಾರೆ. ಆದರೂ ಅವರಿಗೆ ಗಾಳಿ

ಕಾಣಿಸುವುದಿಲ್ಲ, ಆದರೆ ಅದರ ಪ್ರೀತಿಯ  
ವಾತ್ಸಲ್ಯಭರಿತ ಸ್ಪರ್ಶವನ್ನು ಅನುಭವಿಸುತ್ತಾರೆ.

ಕವಿಯು ಆಕಾಶ, ಗಾಳಿ ಸೂರ್ಯನ ಬೆಳಕು, ಮರಗಳು  
ಇತ್ಯಾದಿ ಇವೆಲ್ಲವುಗಳನ್ನು ತನ್ನ ಸ್ನೇಹಿತರೆಂದು  
ಭಾವಿಸುತ್ತಾರೆ. ಅವರು ಪ್ರಕೃತಿಯಲ್ಲಿರುವ ಎಷ್ಟೋ  
ಸ್ನೇಹಿ ತರನ್ನು ನೋಡಲು ಆಗುವುದಿಲ್ಲ. ಉದಾಹರಣೆಗೆ  
ಗಾಳಿ ಯಂತೆ ಆದರೂ ಸಹ ತಮ್ಮ ಸುತ್ತ ಆ ಸ್ನೇಹಿತರು  
ಯಾವಾಗಲೂ ಇರುತ್ತಾರೆ. ಅವರು ಎಲ್ಲೆಲ್ಲ ಹೋಗಲಿ,  
ಯಾವಾಗಲೇ ಹೋಗಲಿ ಅದು ಹೇಗೆಂದರೆ ಒಂದು  
ಮಗುವಿನಂತೆ ಯಾವಾಗಲೇ ಆಗಲಿ ಭಯಪಡುವುದಿಲ್ಲ.  
ಈ ನೈಸರ್ಗಿಕ ಪ್ರಕೃತಿಯ ಸ್ನೇಹಿತರು ಕವಿಗೆ ಸದಾ ಕಾಲ  
ರಕ್ಷಣೆ ಕೊಡುವುದರಿಂದ ಅವರು ಸದಾ  
ಸುರಕ್ಷಿತವಾಗಿರುವ ಅನುಭವವನ್ನು ಹೊಂದಿದ್ದಾರೆ.

Words To Know:

1. lie : to be in a horizontal position, looking upwards - ಆಕಾಶ ನೋಡುತ್ತಾ ಮಲಗಿರು
2. flickers : shines dimly - ಮೆಣುಗು
3. lace : a decorative cloth which is made by weaving thin thread in delicate patterns with gaps and holes - ಕಲಾಬತ್ತು
4. whisper : to speak quietly; maybe only your neighbour can hear - ನಿಧಾನವಾಗಿ ಮಾತನಾಡು
5. scarcely : rarely - ಅಭಾವ
6. steal : to take something without permission.
7. gentle : mild and kind

## Unit-3 Prose

# THE CHILD WHO SAVED THE FOREST

### Warm up Activity:

Task 1: Form a big circle. Start running in the circle the teacher will say the name of an animal, if it is the name of a wild animal clap twice, if it is the name of a domestic animal clap once.

### Class – activity:

Task 2: discuss in pairs how forests are useful to us. later, mention at least two things that forests give us under each category. one has been done for you.

- a) Food items : fruits, \_\_\_\_\_, \_\_\_\_\_
- b) Shelter to animals: den, \_\_\_\_\_, \_\_\_\_\_
- c) Fuel / other things firewood, \_\_\_\_\_, \_\_\_\_\_

Answer:

a. Food items: **Fruits. Medicine. Meat.**

b. Shelter to animals: **den, cave. Tree**

c. Fuel / other things: **Firewood, Timber, water**

### Vocabulary:

**V1. Find single word which means the following in the lesson:**

1. a place where wild animals live - **Forest.**
2. a thing or person liked every much - **loved.**
3. to come back - **return**
4. to write back - **reply**
5. where there is no danger - **safe**

**V2. Rearrange the letters to get names of different trees:**

1. k a o – **Oak**
2. b b o a m o – **bamboo**
3. m a l p – **palm**
4. m e n e – **neem**
5. e p i n – **pine**
6. u c a e p y l t u s – **Eucalyptus**

**Comprehension:****I. Answer the following questions:**

Question 1.

Where did Prem and his family live?

Answer:

**Prem and his family lived in a small village near Bandipur forest.**

Question 2.

Why did Prem come home sad and worried?

Answer:



**Prem heard that the forest trees will soon be cut so, he came home sad and worried.**

Question 3.

What did Prem and his friend Nusrin want to do to solve the problem?

Answer:

**Prem and his friend wanted to appeal to the authorities to drop the idea of cutting trees.**

Question 4.

Whom did they write the letter to?

Answer:

**Prem wrote a letter to the President of Gramasabha.**

Question 5.

What was the petition about?

Answer:

**Petition was for not cutting the trees in the forest.**

Question 6.

Who signed the petition?

Answer:

**Prem parents and their friends sign and they also took signatures of the people in the local community and those residing in nearby villages.**

Question 7.

What did the president of Gramasabha write back to Prem?

Answer:

**The Gramasabha President reply that "Your request for not cutting trees in the forest has been accepted. We have decided not to cut the trees in the forest".**

## **C2. Discuss with your friends and answer the following questions in four to six sentences each:**

Question 1.

Describe Prem's love for the forest and the animals.

Answer:

**Prem and Nasrin were feeling sad after hearing about the cutting of trees in the forest. They wanted to stop it. They were friendly with the animals and birds in the forest. Where will the animals and birds go if the trees are cut.**

**So they wanted to stop it and write a letter to the President of the Gramasabha. The President of the Gramasabha wrote back saying that they will let the trees stay in the forest. In the end Prem and Nasrin were successful in their plan. This shows us that they were lovers of nature.**

**The forest gives us pure air, water and soil. They keep the atmosphere clean. They provide shelter to the birds and animal. They provide fodder for the cattle and food for men. They give fibre and fertilisers. Timber is used for many purposes in man's life.**

Question 2.

How did the president of Gramasabha praise Prem?

Answer:

**The President of Gramasabha praise Prem that "We are happy about the love you have shown towards nature. Your request for not cutting trees in the forest has been accepted. We have decided not to cut the trees in the forest. Now the plants, animals and birds will be safe.**

Question 3.

What do you learn from this lesson?

Answer:

**We learn that we should not cut the trees in the forest and we have to save the plants, animals, and birds.**

## Language Exercises

### L1. Give the plural forms of the following nouns.

1. deer – **deer**
2. forest – **forests**
3. friend – **friends**
4. authority – **authorities**
5. community – **communities**

### L2. Rewrite the following sentences using plural forms of the underlined words. Observe the change in the words.

1. Where will the animal go if there are no tree?

Where will the animals go if there are no trees?

2. The deer came sprinting towards him.

The deer came sprinting towards them.

3. I have good habits.

We have good habits.

4. The community that lived near the forest signed it.

The communities that lived near the forests signed it.

5. I appreciate your love for animal and bird.

We appreciate your love for animals and birds.

### L4. Speech sounds

Listen to your teacher not pronouncing some letters in the given words. Such letters are silent letter.

eg: iron, should, could, would, know, knife, knee, combl

– Which letters are not pronounced in the above list of words?

– List some more words that have silent letter in them, knock, knowledge, knuckle, psycho

## The Child Who Saved the Forest Summary In English

The given lesson 'The Child who Saved the Forest' is about a boy Prem and his love for the forest near his village and how he saved the trees in the forest from being cut down.

Prem lived in a small village near Bandipur forest, with his parents. He had the good habit of walking in the forest every evening. He had become friendly with many animals and birds. One day he returned from school looking sad. He told his mother that he had heard that many trees in the forest would be cut down and that he was worried about the animals and birds in the forest.

His mother asked him to go to the forest with his friend Nasrin to find out the reason. Both Prem and Nasrin went to their favorite place in the forest and sat down on a rock. Heera, the deer came running to them. Nasrin asked Prem why the deer looked sad. Prem replied that the deer-might have heard that the trees in the forest would soon be cut down. Both sat there and worried about the animals.

Then Prem asked Nasrin discussed among themselves how they could stop the trees from being cut down. Nasin suggested that they could approach the concerned authorities to stop it.

Both felt happy and returned to Prem is house. Prem informed his mother about their plan and asked her to tell them as to whom they should address the complaint. Prem's mother asked them to complain to the President of Gramasabha. Later Prem wrote a complaint to the

Gramasabha President and requested his parents and friends to sign the letter and sent it to the gram sabha office.

The President of Gramsabha Mrs. Rukmini Ramaiah replied to the letter. The President had written to inform Prem that they were happy about the love he had for nature and that his request had been accepted. They had decided not to cut the trees and the trees, animals and birds would now be safe. Later that evening Prem informed the happy news to the whole village.

## The Child Who Saved the Forest Summary In Kannada

ಸಾರಾಂಶ:

ಪ್ರಸ್ತುತ ಪಾಠದ ಮುಖ್ಯಾಂಶ ಪ್ರೇಮ್ ಎಂಬ ಹುಡುಗ ಮತ್ತು ಅವನಿಗೆ ಕಾಡಿನ ಬಗ್ಗೆ ಇರುವ ಅಪಾರ ಪ್ರೀತಿ ಮತ್ತು ಅವನು ಆ ಸಂಶಯ ಕಾಡಿನ ಮರಗಳ ಹದ ಕಡಿಯುವಿಕೆಯನ್ನು ಹೇಗೆ ತಪ್ಪಿಸಿ, ಮರಗಳ ಕಡಿಯುವುದನ್ನು ಹೇಗೆ ತಪ್ಪಿಸಿ, ಮರಗಳನ್ನು ರಕ್ಷಿಸಿದ ಎಂಬುದನ್ನು ವಿವರಿಸುತ್ತದೆ.

ಪ್ರೇಮ್ ಎಂಬ ಹುಡುಗ ಬಂಡೀಪುರ ಅರಣ್ಯದ ಹತ್ತಿರ ಇರುವ ಒಂದು ಸಣ್ಣ ಹಳ್ಳಿಯಲ್ಲಿ ತನ್ನ ತಂದೆ ತಾಯಿಯರೊಡನೆ ವಾಸಿಸುತ್ತಿದ್ದ. ಅವನು ಪ್ರತಿದಿನ ಸಾಯಂಕಾಲ ಆ ಕಾಡಿನಲ್ಲಿ ಕಾಲ್ನಡಿಗೇ ನಡೆಯುವ ಒಳ್ಳೆಯ ಅಭ್ಯಾಸ ವನ್ನಿಟ್ಟುಕೊಂಡಿದ್ದ. ಅವನು ಆ ಕಾಡಿನಲ್ಲಿರುವ ತುಂಬಾ ಪ್ರಾಣಿಪಕ್ಷಿಗಳೊಡನೆ ಸ್ನೇಹವನ್ನಿಟ್ಟುಕೊಂಡಿದ್ದ.

ಒಂದು ದಿನ ಅವನು ಶಾಲೆಯಿಂದ ವಾಪಸ್ ಬಂದಾಗ ಬೇಸರಗೊಂಡಿದ್ದ. ಅವನು ತನ್ನ ತಾಯಿಯೊಡನೆ ತಾನು ಕೇಳಿದ ಕಾಡಿನ ಮರಗಳನ್ನು ಕಡಿಯುವ ಕಾರ್ಯಕ್ರಮದ ಬಗ್ಗೆ ತನ್ನ ದುಃಖವನ್ನು ಹೇಳಿಕೊಂಡ ಕಾಡಿನ ಮರಗಳನ್ನು ಕಡಿದರೆ, ಅಲ್ಲಿರುವ ಪ್ರಾಣಿ,

ಪಕ್ಷಿಗಳ ಗತಿಯೇನು ಎಂಬ ಚಿಂತೆ ಅವನನ್ನು  
ಕಾಡುತ್ತಿತ್ತು.

ಆಗ ಅವನ ತಾಯಿಯು ಅವನಿಗೆ ತನ್ನ ಸ್ನೇಹಿತ ನನ್ ಜೊತೆ ಕಾಡಿಗೆ ಹೋಗಿ ಅದರ ಕಾರಣವನ್ನು ತಿಳಿದುಕೋ ಎಂದು ಹೇಳಿದಳು. ಪ್ರೇಮ್ ಮತ್ತು ನನ್ ಇಬ್ಬರೂ ಕಾಡಿನೊಳಗೆ ಹೋಗಿ ತಮ್ಮ ಪ್ರಿಯವಾದ ಬಂಡೆಯ ಮೇಲೆ ಕುಳಿತರು. ಆಗ ಅಲ್ಲಿಗೆ ಹೀರಾ' ಎಂಬ ಜಿಂಕೆಯು ಓಡಿ ಬಂದಿತು. ಅದು ಏಕೆ ದುಃಖದಿಂದ ಇದೆ ಎಂದು ನನ್ ಪ್ರೇಮ್‌ನನ್ನು ಕೇಳಿದ.

ಅದಕ್ಕೆ ಪ್ರೇಮ್ ಬಹುಶಃ ಆ ಜಿಂಕೆಗೆ ಕಾಡಿನ (ಮರಗಳನ್ನು ಕಡಿಯುವ ವಿಷಯ ಗೊತ್ತಾಗಿರಬೇಕು, ಆದ್ದರಿಂದ ಅದು ಚಿಂತೆಪಡುತ್ತಿದೆ ಎಂದನು. ಅವರಿಬ್ಬರೂ ಕಾಡಿನ ಪ್ರಾಣಿಗಳ ಬಗ್ಗೆ ಚಿಂತೆಗೊಳಗಾದರು, ಪ್ರೇಮ್ ಮತ್ತು ನನ್ ಇಬ್ಬರೂ ಚರ್ಚಿಸಿ, ತಾವು ಹೇಗೆ ಮರಗಳ ಕಡಿಯುವಿಕೆಯನ್ನು ತಪ್ಪಿಸಬಹುದು ಎಂದು ಯೋಚಿಸುತ್ತಿದ್ದಾಗ, ನನ್ ಈ ಕಾರ್ಯಕ್ರಮಕ್ಕೆ ಸಂಬಂಧಪಟ್ಟ ಅಧಿಕಾರಗಳನ್ನು ಭೇಟಿ ಮಾಡಿ ಮಾತನಾಡಲು ಸಲಹೆ ಕೊಟ್ಟ.

ಇದರಿಂದ ಇಬ್ಬರಿಗೂ ಸಂತೋಷವಾಯಿತು. ಇಬ್ಬರೂ ಪ್ರೇಮ್ ಮನೆಗೆ, ಬಂದು ಅವರ ತಾಯಿಗೆ ಅವರ ಯೋಜನೆಯನ್ನು ತಿಳಿಸಿ ಯಾರಿಗೆ ಇದರ ಬಗ್ಗೆ ದೂರು ಕೊಡಬೇಕೆಂದು ಕೇಳಿದರು. ಪ್ರೇಮ್‌ನ ತಾಯಿ 'ಗ್ರಾಮ ಸಭೆ'ಯ ಅಧ್ಯಕ್ಷರಿಗೆ ದೂರು ಕೊಡುವಂತೆ ಹೇಳಿದಳು. ನಂತರ ಪ್ರೇಮ್ 'ದೂರ'ನ್ನು ಬರೆದು, ಅವರ ತಂದೆ, ತಾಯಿ ಮತ್ತು ಸ್ನೇಹಿತರುಗಳ ಸಹಿಯನ್ನು ಮಾಡಿಸಿ, ಅದನ್ನು ಗ್ರಾಮಸಭೆಗೆ ಕೊಟ್ಟನು.

ಗ್ರಾಮಸಭೆಯ ಅಧ್ಯಕ್ಷಿಣಿಯಾದ ಶ್ರೀಮತಿ ರುಕ್ಮಿಣಿ ರಾಮಯ್ಯ ಆ ಪತ್ರಕ್ಕೆ ಉತ್ತರ ಕೊಡುತ್ತಾರೆ. ಆ (ಪತ್ರದಲ್ಲಿ ಅವರು ಪ್ರೇಮ್‌ಗೆ ಪ್ರಕೃತಿಯ ಬಗ್ಗೆ ಇರುವ ಪ್ರೀತಿ, ಕಾಳಜಿಯನ್ನು ಕಂಡು ಸಂತೋಷಿಸಿ, ಕಾಡಿನ ಮರಗಳನ್ನು ಕಡಿಯುವ ನಿರ್ಧಾರದಿಂದ ಹಿಂದೆ ಸರಿದು, ಮರಗಳನ್ನು, ಪ್ರಾಣಿ ಪಕ್ಷಿಗಳನ್ನು ರಕ್ಷಿಸುವ 'ತಮ್ಮ ನಿರ್ಣಯವನ್ನು ತಿಳಿಸಿರುತ್ತಾರೆ. ಆ ದಿನ ಸಂಜೆ ಪ್ರೇಮ್ ಈ ಸಂತೋಷದ ವಿಚಾರವನ್ನು ಇಡೀ ಹಳ್ಳಿಯವರಿಗೆಲ್ಲ ತಿಳಿಸುತ್ತಾನೆ.

Words To Know:

1. cultivated : developed - ಸಂಸ್ಕರಣ
2. sprinting : running very fast - ಜೋರಾಗಿ ಓಡು
3. appeal : strong request to an authority -  
ಮೊರೆಯಿಡು
4. petition : request in writing to the head of a  
department - ಪ್ರಾರ್ಥನೆ ಅರ್ಜಿ
5. authorities : the people in power - for example -  
the government - ಅಧಿಕಾರ
6. delighted : happy, pleased, joyful -  
ಸಂತೋಷದಿಂದ
7. appreciate : praise - ಪ್ರಾರ್ಥನೆ
8. groundwater : water that collects below the  
surface of the earth - ಆಳವಾದ ನೀರು
9. buddy : friend - ಸ್ನೇಹಿತ
10. Somplain : express dissatisfaction about  
something

## Unit-3 Poetry TAMARIND

### Comprehension:

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

Question 1.

What does the tree give each year?

Answer:

**Tree gives fruit and shade, and drew the poet back, every year.**

Question 2.

Where does the poet love to sit?

Answer:

**She loved to sit under the shade and take rest for a while gazing at the blue hills.**

Question 3.

Did the poet find the tree after coming back? Why?

Answer:

**She could not find the tree. The tree had been cut.**

Question 4.

What does the poet do seeing an empty hole?

Answer:

**The poet is quite shocked to find out that the tree has been cut. Then poet saw the distant hills with tears. Long ago there was a tall tree standing there but now there is only an empty hole.**



**activity :**

**A1. Take a walk around your school and home and find out the names of the trees that you see.**

**Trees:**

**Coconut tree**

**Palm tree**

**Mango tree**

**Guava tree**

**Eucalyptus tree**

**Baniam tree**

**Peepul tree**

**Neem tree Plantain tree**

**Portia tree**

## Tamarind Summary In English

The poem 'Tamarind' is written by an Anonymous (unknown) Poet. The poem describes the poet's love for a Tamarind Tree and the sorrow she felt after the tree had been cut down. The poet says that only she and no one else knows where her Tamarind tree stood. It stood by a winding lane. (Now the tree had been cut down)

She fondly remembers that the Tamarind Tree gave fruit and shade every year. Even after she married and left the village, she came back, each year, to collect the fruit. The tree drew her back to her father's house every year. The poet remembers that she used to love sitting beneath the trees shady branches and rest for a while. She used to sit under the tree and gaze out upon the distant blue hills. She would then feel happy and would laugh and smile.

That year, she visits the village again and eagerly runs down to her favorite spot under the Tamarind Tree. But she is unable to find her favorite spot even after searching for a long time, then she suddenly stops and realizes that the magnificent tree, which she loved with her heart, all through her life had been cut down. She now doesn't know what to do she looks towards the blue hills with eyes filled with tears. She feels like she has surely lost her soul. She now realizes that her favorite spot where once the Tamarind Tree stood was now a mere empty hole.

## Tamarind Summary In Kannada

ಸಾರಾಂಶ:

ಅನಾಮಧೇಯ ಕವಿ ರಾಂಗ (ಕವಿಯತ್ರಿ)ಯಿಂದ ರಚಿಸಿ ಲ್ಪಟ್ಟ ಈ ಪದ್ಯವು ಕವಿಗೆ ಆ ಹುಣಸೆಮರದ ಬಗ್ಗೆ ಇದ್ದ ಅಪಾರವಾದ ಪ್ರೀತಿಯನ್ನು ತಿಳಿಸುತ್ತದೆ. ಆ ಹುಣಸೆ ಮರ ಕಡಿದ ನಂತರ, ಅದು ಅವಳಿಗೆ ಎಷ್ಟೊಂದು ದುಃಖ ತಂದಿತು ಎಂಬುದೂ ಸಹ ತಿಳಿದು ಬರುತ್ತದೆ. ಕವಿಯತ್ರಿಗೆ ಮಾತ್ರ ಆ ಹುಣಸೆ ಮರ ಎಲ್ಲಿತ್ತು ಎಂಬುದು ಗೊತ್ತಿರುತ್ತದೆ, ಬೇರೆ ಯಾರಿಗೂ ಅದು ತಿಳಿದಿರುವುದಿಲ್ಲ. ಕಾರಣ ಈಗ ಅದನ್ನು ಆ ಜಾಗದಿಂದ ಕಡಿದು ಹಾಕಿರುತ್ತಾರೆ. ಅದು ತಿರುವಾದ ರಸ್ತೆಯ ಬದಿಯಲ್ಲಿದ್ದಿತು.

ಅವಳಿಗೆ ಆ ಮರದ ನೆನಪು ತುಂಬಾ ಚೆನ್ನಾಗಿದೆ. ಆ ಮರವು ಪ್ರತಿವರ್ಷವೂ ಕಾಯಿ, ಹಣ್ಣು ಮತ್ತು ನೆರಳನ್ನು ಕೊಡುತ್ತಿತ್ತು. ಅವಳಿಗೆ ಮದುವೆಯಾದ ಮೇಲೆ ಪ್ರತಿವರ್ಷವೂ ಈ ಮರದ ಹಣ್ಣನ್ನು ಸಂಗ್ರಹಿಸಿ ತಿನ್ನಲು ಬರುತ್ತಿದ್ದಳು. ಈ ಮರವೇ ಅವಳನ್ನು ತವರು ಮನೆಗೆ ಬರಲು ಅಕರ್ಷಿಸುತ್ತಿತ್ತು.

ಅವಳು ತಾನು ಆ ಮರದ ಕೆಳಗೆ ಕುಳಿತು, ವಿಶ್ರಾಂತಿ ಪಡೆಯುತ್ತಿದ್ದುದನ್ನು ಜ್ಞಾಪಿಸಿಕೊಳ್ಳುತ್ತಾಳೆ. ಆ ಮರದ ಟೊಂಗೆಗಳ ನೆರಳು, ಅದರ ಕೆಳಗೆ ಕುಳಿತು, ದೂರದ

ನೀಲಿಯ ಬೆಟ್ಟಗಳನ್ನು ನೋಡಿ ಸಂತೋಷ ಪಡುತ್ತಿದ್ದ ಮಧುರ ಕ್ಷಣಗಳನ್ನು ನಗುವನ್ನೂ ಮೆಲಕು ಹಾಕುತ್ತಾಳೆ. ಆ ವರ್ಷ ಅವಳು ತನ್ನ ಹಳ್ಳಿಗೆ ಬಂದು ತನ್ನ ಇಷ್ಟವಾದ ಮರವನ್ನು ನೋಡಲು ಓಡಿ ಬರುತ್ತಾಳೆ. ಎಷ್ಟು ಹುಡುಕಿದರೂ ಅವಳ ನೆಚ್ಚಿನ ಮರ ಕಾಣಿಸುವುದೇ ಇಲ್ಲ. ನಂತರ ಅವಳಿಗೆ ಆ ಮರ ಕಡಿದು ಹಾಕಿರುವುದು ತಿಳಿಯುತ್ತದೆ. ಅಷ್ಟೊಂದು ಇಷ್ಟ ಪಡುತ್ತಿದ್ದ ಬೃಹದಾಕಾರದ ಅವಳ ಪ್ರೀತಿಯ ಮರ ಇನ್ನಿಲ್ಲ.

ಈಗ ಅವಳಿಗೆ ಏನು ಮಾಡಬೇಕೆಂದು ತಿಳಿಯುತ್ತಿಲ್ಲ. ದೂರದ ನೀಲಿ ಬೆಟ್ಟವನ್ನು ನೋಡುತ್ತಿದ್ದರೆ, ಅವಳ ಕಣ್ಣುಗಳು ನೀರಿನಿಂದ ತುಂಬಿಕೊಳ್ಳುತ್ತಿತ್ತು. ಅವಳಿಗೆ ನಿಜವಾಗಲೂ ತನ್ನ ಆತ್ಮವನ್ನೇ ಕಳೆದುಕೊಂಡಂತೆ ಅನಿಸಿತು. ಈಗ ಅವಳಿಗೆ ತನ್ನ ಪ್ರೀತಿ ಪಾತ್ರ ಮರವಿದ್ದ ಜಾಗ, ಆ ಮರದ ಬದಲು ಒಂದು ಖಾಲಿ ತೂತು ಇರುವುದರ ಅರಿವಾಯಿತು.

Words To Know:

1. boughs : branches - ಮರದ ಕೊಂಬೆ
2. drew : past tense of draw : to pull, to attract - ಎಳೆತ
3. eager : keen to do something, excited about something - ಉತ್ಸಾಹದಿಂದ ಕೂಡಿದೆ
4. hasten : to move quickly - ಅವಸರ ಮಾಡು
5. merely : only as described and nothing more - ಕೇವಲ
6. in vain without success - ಸಾಧಿಸದ
7. winding : made up of curves and twists - ಸುತ್ತು (ತಿರುಗಿಸು)
8. magnificent : great, wonderful - ಶ್ರೇಷ್ಠ

## Unit-4 Prose

# THE BOSS WHO CARES

### Warm up Activity:

Task A: With the help of your teacher try to know what work has been done in Indian space Research Organisation (ISRO) and the Defence Research and Development Organisation (DRDO)

Work Done By ISRO: ISRO (Indian Space Research Organisation) is the space agency of Government of India. Its Headquarters is in Bangalore. Here the scientists work to develop space technology for national development.

ISRO built India's first artificial satellite, 'Aryabhata', and was launched from Russia on 19 April 1975. The Satellite "Rohini" was the first satellite launched by an Indian made Launch vehicle. ISRO has developed Polar Satellite launch Vehicles(PSLV) for launching satellites into polar orbits. It has also developed GSLV (Geostationary satellite launch vehicles) for launching satellites into orbits.

CPC – Honest Success Series- ISRO has sent one lunar orbiter 'Chandrayaan- 1' and one Mars orbiter On 15th February 2017. ISRO launched 104 satellites in a single rocket and created a world record.

Work Done By DRDO:

DRDO (Defence Research And Development Organisation) is an agency which does military research and development. It has 52 Laboratories where scientists are engaged in developing defence technologies. It has developed a missile Named "Prithvi" in 1980 and Akash, Trishul and Nag Missile in 2010.

Task B: Look at this word – SATELLITE. How many smaller words can you make from this one word?

Sat, Salt, TELL, LITE, ATE, LIT, TALE, ALL

## Vocabulary:

### V1. Choose the opposites of the following words from those given in brackets.

1. never x **always**
2. remember x **forget**
3. happy x **sad**
4. finish x **start**
5. quit x **remain**

### V2. State whether the following statements are 'True' or 'False'

1. Dr Abdul Kalam is presently the President of India. **(False)**
2. He took care of all the scientists **(True)**
3. He visited the exhibition because he liked it. **(False)**
4. The scientists were happy to work under him **(True)**
5. Thumba is in Karnataka. **(False)**

## Comprehension:

### C1. Answer the following questions in a sentence or two each.

Question 1.

How many scientists were there at Thumba Space Centre?

Answer:

**At Thumba Space Centre there were about seventy scientists.**

Question 2.

What made them restless?

Answer:

**They were all involved in developing rockets. This was an adventurous task. And this took a lot of time. There was so much of work that really made them restless.**

Question 3.

Where did one of the scientists want . to take his children?

Answer:

**Scientists want to take his children to exhibition.**

Question 4.

At what time was he permitted to leave?

Answer:

**He was permitted to leave the office at half-past five in the evening.**

Question 5.

When did the scientist leave the office?

Answer:

**Scientist left the office at half-past eight in the evening.**

Question 6.

What did he think on his way home?

Answer:

**He remembered the promise he had made to his children. He was feeling sad for having disappointed them. He wondered how he would calm his wife.**

Question 7.

How did his wife react when he entered the house?

Answer:

**She reacted calmly.**

Question 8.

What did she ask him?

Answer:

**She asked "Would you like to have a cup of coffee or shall I straight away serve dinner, if you are hungry"**

Question 9.

Where were the children?

Answer:

**Children went to exhibition with Boss.**

Question 10.

Who had taken them to the exhibition?

Answer:

**Boss, had taken them to the exhibition.**

Question 11.

Who was the Boss?

Answer:

**Dr. AP J Abdul Kalam.**

**C2. Discuss with your friends and answer the following questions in five to six sentences each.**

Question 1.

What do you understand by, "...it took a lot of time"? Explain.

Answer:

**They were all involved in developing rockets. This was an adventurous task. And this took a lot of time.**

Question 2.

What do you think the scientist thought on the way home?

Answer:

**The scientist was feeling guilty for having disappointed his children and wondered how he would pacify his wife.**

Question 3.

When the scientist returned home, his wife was very calm. The scientist did not expect this, why?

Answer:

**He didn't take children to exhibition. He expected his wife would be angry and quarrel and the children would have cried in disappointment.**

Question 4.

What do you want to say about the boss?

Answer:

**The boss was very understanding and treated all the scientist's as his own family.**

### Language Exercises:

#### L1. Fill in the blanks with the correct verb forms of the words given in brackets.

1. Dr. Abdul Kalam **was** (to be) the President of India.
2. Under leadership of Dr. Abdul Kalam, India's missile programme **developed** (develop)
3. Dr. Abdul Kalam **said** (say) that the youth **should** (shall) dream of a developed India.
4. Dreams must be **fulfilled** (fulfil) through hard work.
5. Dr. Abdul Kalam **worked** (work) hard as a student



### L3. Speech sounds

There are two sounds of 'th'

'th' as in 'bath'

'th' as in 'mother'

Look at Thanu. What a girl?

Something in her tickles people to mirth.

See her father and mother.

And Karthik, her brother

There's no one like them on the earth.

Pick the two sounds of 'th' from the lesson, 'The Boss who cares'.

Answer:

a. Thumba space centre

b. But they were all happy under their boss and did not think of quitting the job.

c. One of the scientists came to his boss.

d. I have promised to take my children to the exhibition.

e. He never even bothered to look at the watch.

f He boss was not there

g. On the way home

h. That is why all scientists at Thumba work under their boss.

i Guess who the boss was?

j. None other than Dr API Abdul Kalam.

k. Thiruvanthapuram

## Unit-4 Prose

# THE BOSS WHO CARES

## The Boss Who Cares Summary In English

The given Lesson 'The Boss Who Cares' is about a boss who takes great care of his subordinates (those working under him) There were about seventy scientists working at Tumba space centre. (Thumba is a village near Thiruvananthapuram in Kerala).

A space centre is a place where studies are conducted about outer space of the earth The scientists were involved in developing rockets which was a very daring task. They had to dedicate all there time to their profession. But they never thought of leaving their job, in spite of the hardship they faced.

One day, one of the scientists working there came to his boss and requested him to allow him to leave the office at 5.30 pm in the evening. He had promised his children to take them to – an exhibition in the town, that day. His boss agreed, the scientist was happy and began to work enthusiastically and never even bothered to look at his watch. When he had completed his work he found that it was 8.30 pm in the evening.

As his boss had already left, he left for home. He remembered his promise to his children and felt sad for disappointing them. He also did not know how he could pacify his wife.

## The Boss Who Cares Summary In Kannada

ಸಾರಾಂಶ:

ಪ್ರಸ್ತುತ ಪಾಠವು ಒಡೆಯನಾದವನು ತನ್ನ ಕೈಕೆಳಗೆ ಕೆಲಸ ಮಾಡುವವರ ಬಗ್ಗೆ ಎಷ್ಟೊಂದು ಕಾಳಜಿಯನ್ನು ವಹಿಸುತ್ತಾನೆ ಎಂಬ ಒಂದು ವಿಶೇಷ ಘಟನೆಯನ್ನು ತಿಳಿಸುತ್ತಿದೆ. 'ತುಂಬಾ' ಎಂಬ ಬಾಹ್ಯಾಕಾಶ ಅಂತರಿಕ್ಷ ವೈಜ್ಞಾನಿಕ ಕೇಂದ್ರದಲ್ಲಿ ಸುಮಾರು 70 ಜನ ವಿಜ್ಞಾನಿಗಳು ಕೆಲಸ ಮಾಡುತ್ತಿದ್ದರು. (ತುಂಬಾ ಎಂಬುದು ಕೇರಳ ರಾಜ್ಯದ ತಿರುವನಂತಪುರದ ಹತ್ತಿರವಿರುವ ಒಂದು ಸಣ್ಣ ಹಳ್ಳಿ) ಈ ಕೇಂದ್ರದಲ್ಲಿ ಅಂತರಿಕ್ಷದ ಬಾಹ್ಯಾಕಾಶಕ್ಕೆ ಸಂಬಂಧಪಟ್ಟ ಸಂಶೋಧನೆ ನಡೆಯುತ್ತಿತ್ತು.

ಅಲ್ಲಿರುವ ವಿಜ್ಞಾನಿಗಳು ರಾಕೆಟ್‌ನ್ನು ಅಭಿವೃದ್ಧಿ ಪಡಿಸುವ ಎದೆಗಾರಿಕೆಯ ಕಾರ್ಯದಲ್ಲಿ ಮಗ್ನರಾಗಿದ್ದರು. ಅವರೆಲ್ಲರೂ ತಮ್ಮ ಸಮಯವನ್ನು ತಮ್ಮ ವೃತ್ತಿಗಾಗಿಯೇ ಮುಡಿಪಾಗಿಟ್ಟಿದ್ದರು. ಆ ವೃತ್ತಿ ತುಂಬಾ ಕಠಿಣವಾಗಿದ್ದರೂ, ಅವರಲ್ಲಿ ಯಾರೂ ತಮ್ಮ ವೃತ್ತಿಯನ್ನು ಬಿಡಬೇಕೆಂದು ಯೋಚಿಸುತ್ತಿರಲಿಲ್ಲ. ಒಂದು ದಿನ ಒಬ್ಬ ವಿಜ್ಞಾನಿಯು ತಮ್ಮ ಒಡೆಯನ (boss) ಹತ್ತಿರ ಹೋಗಿ ಆ ದಿನ ಸಂಜೆ 5.30ಕ್ಕೆ ಮನೆಗೆ ಹೋಗಲು ಅನುಮತಿಯನ್ನು ಕೇಳಿದನು. ಏಕೆಂದರೆ ಆ ದಿನ ಅವನು ತನ್ನ ಮಕ್ಕಳಿಗೆ ವಸ್ತು ಪ್ರದರ್ಶನಕ್ಕೆ

(exhibition) ಕರೆದುಕೊಂಡು ಹೋಗುತ್ತೇನೆಂದು ಮಾತು ಕೊಟ್ಟಿದ್ದನು.

ಅವನ ಒಡೆಯ (ಮಾಲೀಕ) ಒಪ್ಪಿಕೊಂಡಾಗ, ಅವನು ತುಂಬಾ ಖುಷಿಯಿಂದ ಕೆಲಸ ಮಾಡತೊಡಗಿದನು. ಕೆಲಸದಲ್ಲಿ ಮಗ್ನನಾಗಿ ವಾಚ್ ನೋಡುವುದನ್ನೇ ಮರೆತು ಹೋದನು. ಅವನು ಕೆಲಸ ಮುಗಿಸಿ, ಸಮಯ ನೋಡಿಕೊಂಡಾಗ ಗಡಿಯಾರ ರಾತ್ರಿ 8.30ನ್ನು ತೋರಿಸುತ್ತಿತ್ತು. ಅವನ ಮಾಲೀಕ ಮೊದಲೇ ಹೋಗಿದ್ದರಿಂದ, ಅವನೂ ಸಹ ಮನೆಗೆ ಹೊರಟನು.

ಅವನಿಗೆ ತಾನು ತನ್ನ ಮಕ್ಕಳಿಗೆ ಕೊಟ್ಟ ಮಾತು ನೆನಪಿಗೆ ಬಂದು, ಅವರಿಗಾದ ನಿರಾಸೆಯಿಂದ ಅವನಿಗೂ ಬೇಸರವಾಯಿತು. ಅವನಿಗೆ ತನ್ನ ಹೆಂಡತಿಯನ್ನು ಹೇಗೆ ಸಮಾಧಾನಗೊಳಿಸಬೇಕೆಂದು ತಿಳಿಯಲಿಲ್ಲ. ಅವನು ಮನೆ ತಲುಪಿದಾಗ, ಅವನ ಹೆಂಡತಿಯು ಹಜಾರದಲ್ಲಿ ಹಣೆಗೆಯನ್ನು ಹಣೆಯುತ್ತಾ ಕುಳಿತ್ತಿದ್ದಳು. ಅವನ ಮಕ್ಕಳು ಕಾಣಿಸಲಿಲ್ಲ, ಅವನ ಹೆಂಡತಿ ಶಾಂತವಾಗಿ, ಸಮಾಧಾನದಿಂದ ಕಾಫಿ ಬೇಕೇ ಅಥವಾ ಹಸಿವಾಗಿದ್ದರೆ ನೇರವಾಗಿ ಊಟವನ್ನೇ ಮಾಡುವಿರಾ ಎಂದು ಕೇಳಿದಳು.

ಇದರಿಂದ ಆಶ್ಚರ್ಯ ಗೊಂಡ ಅವನು ತನ್ನ ಮಕ್ಕಳಲ್ಲಿ  
ಎಂದು ಕುತೂಹಲದಿಂದ ಕೇಳಿದನು. ಅವನ  
ಹೆಂಡತಿಯು ಅವನ ಮಾಲೀಕ (ಒಡೆಯ) 5.45ಕ್ಕೆ  
ಬಂದು ಮಕ್ಕಳನ್ನು ಎಗ್ಗಿಬಿಷನ್‌ಗೆ ಕರೆದುಕೊಂಡು  
ಹೋಗಿದ್ದಾರೆಂದು ತಿಳಿಸಿದಳು. ಅವರ ಒಡೆಯ ಆ  
ವಿಜ್ಞಾನಿಯು ತನ್ನ ಕೆಲಸದಲ್ಲಿ ತಲ್ಲೀನನಾಗಿದ್ದುದನ್ನು  
ಕಂಡು, ತನ್ನಿಂದ ಒಪ್ಪಿಗೆಯನ್ನು ಪಡೆದಿದ್ದರೂ  
ಕೆಲಸದಿಂದ ಹೊರಬರಲಾರದ ಅವನಿಗೆ ತೊಂದರೆ  
ಕೊಡದೇ ತಾವೇ ಅವನ ಮಕ್ಕಳನ್ನು ವಸ್ತು ಪ್ರದರ್ಶನಕ್ಕೆ  
ಕರೆದುಕೊಂಡು ಹೋಗಲು ನಿಶ್ಚಯಿಸಿದರು.

ಮತ್ತು ಅವರ ಮನೆಗೆ ಹೋಗಿ ಅವನ ಮಕ್ಕಳನ್ನು  
ಕರೆದುಕೊಂಡು ಹೋದರು. ಇದೇ ಕಾರಣಕ್ಕಾಗಿ ಎಲ್ಲಾ  
ವಿಜ್ಞಾನಿಗಳು 'ತುಂಬಾ' ಅಂತರಿಕ್ಷ ಕೇಂದ್ರದಲ್ಲಿ ಇಂತಹ  
ಒಡೆಯನ ಕೆಲಸ ಮಾಡಲು ಇಚ್ಛಿಸುತ್ತಿದ್ದರು,  
ಇಲ್ಲಿ ಕೆಲಸದ ಒತ್ತಡ ಅತಿ ಹೆಚ್ಚಿದ್ದರೂ, ಹೆಚ್ಚಿನ  
ಸಮಯ ಕೆಲಸ ಮಾಡಬೇಕಿದ್ದರೂ ಈ ಕೇಂದ್ರವನ್ನು  
ಬಿಡುವ ಮನಸ್ಸು ಮಾಡುತ್ತಿರಲಿಲ್ಲ. ಬಹಳ  
ಸುಲಭವಾಗಿ ಈ ಒಡೆದ ಯಾರೆಂದು  
ಊಹಿಸಬಹುದಲ್ಲವೇ? ಅವರೇ ಭಾರತದ ಮಾಜಿ  
ಅಧ್ಯಕ್ಷರಾದ ಡಾ. ಎ.ಪಿ.ಜೆ. ಅಬ್ದುಲ್ ಕಲಾಮ್.

## Words To Know:

1. Space Centre : a place where studies are conducted about outer space - ಅಂತರಿಕ್ಷ ಅಧ್ಯಯನ
2. involved : engaged - ಕೆಲಸಕ್ಕೆ ಗೊತ್ತು ಮಾಡಿಕೋ
3. rocket : a vehicle used to put the satellite into the Space - ಆಕಾಶಬಾಣ
4. task job - ಕೆಲಸ
5. consumed : used up - ಉಪಯೋಗಿಸಲು ಯೋಗ್ಯವಾದ
6. quit : to leave the job - ಬಿಟ್ಟು ಬಿಡು
7. engrossed : Occupied - ಲೀನವಾಗು
8. guilty : a feeling that some thing wrong has been done - ತಪ್ಪು ಮಾಡಿದೆ
9. pacify : to calm down - ಶಾಂತಗೊಳಿಸು
10. verbally : orally, by using Words - ಬಾಯಿ ಮಾತಿನ
11. tremendous : great - ಪ್ರಚಂಡ

## Unit-4 Poetry BELIEVE

### Comprehension:

#### C1. Discuss with your partner and answer the following questions:

Question 1.

List at least five things in which the poet wants us to believe.

Answer:

**Love, faith, truth, strength and courage.**

Question 2.

In what should you believe to be good at heart?

Answer:

**Believe that everyone has the power to be good at heart.**

Question 3.

What makes everyone unique?

Answer:

**Who ever may be the person if they are talented in singing, dancing and culture they are unique.**

Question 4.

What happens when you believe in 'you'?

Answer:

**Believe in yourself anything is possible.**

#### II. Discuss in pairs and add three more items of your own.

1. I believe in Happiness
2. I believe in honesty
3. I believe in worship
4. I believe in astrology

## Believe Summary In English

The given poem 'Believe' is written by Chelsea Varvaro. In the poem, the poet has advised the reader how to lead their life. She advises us to lead our life with certain beliefs. She asks us to believe in Love, Faith and Truth and no matter what happens we should believe that we have the power to prevail, (to achieve something) Again she insists that we should believe in our strength, courage and honour. She asks us to believe that all of us have the power to be good at heart. She compels us to believe in song, dance and our very own culture.

She strongly advises us that no matter who we are, where we are, we should believe that we are unique i.e, we are only one of the kind. She tells us that we should believe in time, in forever (eternity) and most importantly we should believe, in 'You' i.e, in ourselves, because if we have a strong and unwavering belief in ourselves we can achieve anything. If we really believe in ourselves than anything is possible.



## Believe Summary In Kannada

ಸಾರಾಂಶ:

ಇಲ್ಲಿ ಕೊಟ್ಟಿರುವ ನಂಬಿಕೆ' ಎಂಬ ಪದ್ಯವನ್ನು ಬರೆದವರು ಚೆಲ್ಲಿಯಾ ವಾರ್ವೋರೊ. ಈ ಜಿ ಪದ್ಯದಲ್ಲಿ ಕವಿಯ ತ್ರಿಯವರು ಯ ' ಓದುಗರಿಗೆ ಅವರ ಜೀವನ ವನ್ನು ಹೇಗೆ ನಡೆಸಬೇಕೆಂಬುದರ ಬಗ್ಗೆ ಕೆಲವು ಸಲಹೆ ಗಳನ್ನು ನೀಡಿದ್ದಾರೆ. ಅವರು ನಮಗೆ ನಾವು ಕೆಲವು ನಂಬಿಕೆಗಳೊಂದಿಗೆ ಜೀವನ ನಡೆಸಬೇಕೆಂದು ತಿಳಿಸುತ್ತಿದ್ದಾರೆ. ಅವರು ನಮಗೆ ಪ್ರೀತಿ, ನಂಬಿಕೆ ಮತ್ತು ಸತ್ಯವನ್ನು ನಂಬಬೇಕು. ಇದರಿಂದ ನಮಗೆ ಹೆಚ್ಚಿನ ಅಧಿಕಾರ ಲಭಿಸುತ್ತದೆ, ನಾವು ಹೆಚ್ಚಿನದನ್ನು ಸಾಧಿಸಬಹುದು ಎಂದು ಹೇಳುತ್ತಾರೆ. ಪುನಃ ಅವರು ನಾವು ನಮ್ಮ ಶಕ್ತಿ, ಧೈರ್ಯ ಮತ್ತು ಗೌರವಗಳ ಬಗ್ಗೆ ಭರವಸೆಯಿಡಬೇಕು. ಎಲ್ಲರೂ ಹೃದಯ ಪೂರ್ವಕವಾಗಿ ಒಳ್ಳೆಯವರಾಗಿರಬೇಕು. ಅವರು ನಾವು ಹಾಡು, ನೃತ್ಯ ಹಾಗೂ ನಮ್ಮ ಸಂಸ್ಕೃತಿಯಲ್ಲಿ ನಂಬಿಕೆಯಿಡಬೇಕೆಂದು ಒತ್ತಾಯಿಸುತ್ತಾರೆ.

ಅವರು ದೃಢವಾಗಿ ನಾವು ಯಾರು, ನಾವು ಎಲ್ಲಿದ್ದೇವೆ ಎಂದು ಯೋಚಿಸದೆ ನಾವೆಲ್ಲಾ ಒಂದೇ ಮತ್ತು ವೈಶಿಷ್ಟ್ಯ ಪೂರ್ಣವಾಗಿದ್ದೇವೆ ಎಂದು ನಂಬಿ' ಎಂದು ಹೇಳುತ್ತಿದ್ದಾರೆ. ನಾವು ಸಮಯ (ಕಾಲ)ದಲ್ಲಿ ನಂಬಿಕೆಯಿಡಬೇಕು, ನಾವು ಅನಂತ ಮತ್ತು ಬಹು

ಮುಖ್ಯವಾಗಿ ನಮ್ಮಲ್ಲಿ ನಮಗೆ ನಂಬಿಕೆಯಿರಬೇಕು.

ನಿಶ್ಚಲವಾದ ಆತ್ಮ ವಿಶ್ವಾಸದಿಂದ ಯಾವುದನ್ನು ಬೇಕಾದರೂ ಸಾಧಿಸಬಹುದು. ಬೇರೆ. ಸಾಧ್ಯತೆಗಳಿಗಿಂತ ನಮ್ಮ ಮೇಲೆ ನಾವು ನಂಬಿಕೆಯಿಡ ಬೇಕೆಂದು ಹೇಳುತ್ತಿದ್ದಾರೆ.

### Words To Know:

1. prevail : achieve something
2. unique : only one of its kind

**Unit-5 Prose SHABALE****Vocabulary:****V1. Are these sentences are Right (✓) or wrong (X)**

1. Vasishta lived in a forest. ( ✓ )
2. Kaushika did not ask Vasishta to give Shabale to him. ( X )
3. Kaushika decided to take Shabale by force. ( ✓ )
4. Finally, Shabale went with Kaushika. ( X )

**V2. Tick the correct word:**

Question 1.

Shabale was also known as \_\_\_\_\_

- a. Nandini
- b. Kamadhenu
- c. Surabhi

Answer:

**a. Nandini**

Question 2.

Kaushika was a \_\_\_\_\_

- a. sage
- b. soldier
- c. king

Answer:

**c. king**

Question 3.

Who wanted to take Shabale to his palace?

- a. Vasishta

b. Kaushika

c. Valmiki

Answer:

**b. Kaushika**

Question 4.

Kaushika put a \_\_\_\_\_ around Shabale's neck and dragged her.

a. rope

b. thread

c. cover

Answer:

**a. rope**

## Comprehension:

C1. Answer the following questions and share your answers with your partner. Then write.

Question 1.

Who was Vasishta?

Answer: **Vasishta was a sage.**

Question 2.

Where did he live?

Answer: **'He lived in a hermitage in a forest.**

Question 3.

What was special about Shabale?

Answer:

**Shabale gave Vasistha food, drink, clothes anything he asked for. She provided milk and milk products to offer to God. She was also capable of producing fierce warriors to protect her master.**

Question 4.

What did Kaushika ask Vasistha?

Answer:

**Kaushika asked Vasistha to give Shabale to him in exchange for ten thousand cows.**

Question 5.

What did Kaushik realize?

Answer:

**Kaushika realized that he was not powerful enough and could not win anything by force.**

**C2. Read the sentences and put them in the appropriate columns.**

- She gave him food, drink, clothes etc.
- She underwent an amazing change.
- She was producing fierce warriors to protect her master.
- Her head and neck grew larger.
- Balls of fire came out from her tail.
- Many soldiers came out from her mouth, udder and her sides.

Shabale with Vasishta	Shabale with the king Kaushika
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**Shabale with Vasishta      Shabale with the king Kaushika**

1. She gave him food, drink, clothes etc.
2. She underwent an amazing change.

1. Her head and neck grew larger.
2. Balls of fire came out from her tail.
3. Many soldiers came out from her mouth, udder and her sides.

## Exercises:

### L1. Write the past tense forms of:

1. pray – **prayed**
2. drag – **dragged**
3. refuse – **refused**
4. give – **gave**
5. ask – **asked**
6. go – **went**
7. order – **ordered**
8. kill – **killed**

### L2. Discuss with your partner and complete the sentences using the right form of verbs.

One morning, a king **went** (go/went) to a village. He **saw** (see/saw) an old woman planting mango saplings. She **looked** (look / looked) weak and tired. The king **asked** (ask/asked) her how many years would it take to grow and give fruits. The old woman **replied** (replied / reply) that it would take around ten years. The king **asked** (ask/asked) if she would be alive to eat them. She **said** (said/say) that she **was** (is/was) not planting them for herself, but for others. The king **felt** (feel/felt) happy and **gave** (gave/give) her a silver mango. She **thanked** (thanked / thank) the king and **smiled** (smile / smiled)

## Shabale Summary In English

Once upon a time there lived a sage named Vasistha, in a forest. In his lifetime Vasishta had a cow named Shabale (also known as Nandini). She used to give him food, drink, clothes and anything he asked for. She used to provide milk and milk products to be offered to God. She was even capable of producing fierce warriors to protect the sage.

One day, Kaushika, a powerful king and his soldiers come to the forest to hunt. They came to Vashishta's hermitage and decided to rest. Vasishta greeted them and asked them to be his guests. He prayed to Shabale and she arranged a meal for them Heaps of rice, fruits, milk and everything, that each one of them desired. Kaushika was impressed by Shabale's extraordinary gift. He wanted to take Shabale to his palace.

So Kaushika asked Vasishta to give Shabale in exchange for 10,000 cows. But Vasishta refused to give, Kaushika even offered his kingdom in exchange but Vasishta refused. He said, Shabale belonged to the Gods and Goddesses. Kaushika decided to take the cow by force. He put a rope around her neck and dragged her but she refused to go.

Shabale saw her master's helplessness and-decided to teach Kaushika a lesson. Vasishta requested Shabale and ordered soldiers to resist Kaushika's men. She freed herself and stood next to Vasishtha.

She immediately started to undergo an amazing change. Fire gushed out from her eyes. Her head and neck grew longer. Balls of fire came out from her tail Many soldiers came out from her mouth, udder and her sides. These soldiers chased Kaushika and his soldiers from the ashram without killing anyone.

Kaushika realized that he was not powerful and could not gain anything by force. So he left his kingdom and became a sage. After many years of prayer and meditation, he became a true sage, called Vishwamitra. Vishwamitra menas the friend of the world.

# Shabale Summary In Kannada

ಸಾರಾಂಶ:

ಒಂದು ಕಾಲದಲ್ಲಿ ಒಬ್ಬ ಋಷಿ ವಾಸವಾಗಿದ್ದನು. ಅವನ ಹೆಸರು ವಸಿಷ್ಠ. ಅವನು ಒಂದು ಕಾಡಿನಲ್ಲಿ ವಾಸವಾಗಿದ್ದನು. - ಅವನ ಆಶ್ರಮದಲ್ಲಿ ವಸಿಷ್ಠನ ಬಳಿ ಒಂದು ಹಸುವಿತ್ತು. ಅದರ ಹೆಸರು ಶಬಲ (ಅದನ್ನು ನಂದಿನಿ ಸಾರಾಂಶ ಎಂದು, ಕಾಮಧೇನುವಿನ ಮಗಳೆಂದು, ದೇವರ ಹಸು) ಅವಳು ವಸಿಷ್ಠನಿಗೆ ಆಹಾರ, ನೀರು, ಬಟ್ಟೆ ಮತ್ತು ಅವನು ಏನು ಕೇಳಿದರೂ ಕೊಡುತ್ತಿತ್ತು.

ಆಶ್ರಮಕ್ಕೆ ಬೇಕಾದ ಎಲ್ಲಾ ರೀತಿಯ ಹಾಲು, ಹಾಲಿನಿಂದಾಗುವ ಎಲ್ಲಾ ಪದಾರ್ಥಗಳನ್ನು ಗುರುವಿಗೆ ಬೇಕಾದ ಎಲ್ಲವನ್ನೂ ನೀಡುತ್ತಿತ್ತು. ಇದಲ್ಲದೆ ಅವಳು, ತನ್ನ ಗುರುವನ್ನು ಕಾಪಾಡಲು ಶಸ್ತ್ರಾಸ್ತ್ರಗಳನ್ನು ಕೊಡುತ್ತಿತ್ತು.

ಒಂದು ದಿನ ಕೌಶಿಕ, ಶಕ್ತಿವಂತನಾದ ರಾಜ ಮತ್ತು ಅವನ ಸಹಚರರು ಕಾಡಿಗೆ ಬೇಟೆಗಾಗಿ ಬಂದರು. ಅವರು ವಸಿಷ್ಠನ ಆಶ್ರಮದಲ್ಲಿ ವಿಶ್ರಾಂತಿ ಪಡೆಯಲು ನಿರ್ಧರಿಸಿದರು. ಋಷಿಯಾಚ ವಸಿಷ್ಠನು ಅವರನ್ನು ತನ್ನ ಅತಿಥಿಗಳೆಂದು ತಿಳಿದು ಅವರನ್ನು ಉಪಚರಿಸಲು ತೀರ್ಮಾನಿಸಿದನು.

ನಂತರ ಶಬಲಾಳಿಗೆ ಆಹಾರವನ್ನು ನೀಡಲು ತಿಳಿಸಿದನು. ಕೆಲವೇ ನಿಮಿಷದಲ್ಲಿ ಶಬಲಾ ಎಲ್ಲರಿಗೂ ಊಟವನ್ನು, ಎಲ್ಲಾ ರೀತಿಯ ಹಣ್ಣುಗಳನ್ನು, ರುಚಿಯಾದ ಹಾಲನ್ನು ಜೇನುತುಪ್ಪವನ್ನು ನೀಡಿ ಎಲ್ಲರನ್ನೂ ಸಂತೋಷಪಡಿಸಿತು. ಇದೆಲ್ಲವನ್ನೂ ನೋಡಿದ ಕೌಶಿಕನಿಗೆ ಅಚ್ಚರಿಯಾಗಿ ಅದನ್ನು ಕಂಡು ಆಕರ್ಷಿತನಾದನು.

ಅದನ್ನು ವಿಶೇಷವಾದ ವರವೆಂದು ತಿಳಿದು, ಅರಮನೆಗೆ ಕರೆದುಕೊಂಡು ಹೋಗಲು ತೀರ್ಮಾನಿಸಿದನು. ನಂತರ ಕೌಶಿಕನು ವಸಿಷ್ಠನ ಬಳಿ ಶಬಲಾ ತನಗೆ ಕೊಡಬೇಕೆಂದು ಅದಕ್ಕೆ ಬದಲಾಗಿ ಹತ್ತು ಸಾವಿರ ಹಸುಗಳನ್ನು ಕೊಡುತ್ತೇನೆ ಎಂದು ಹೇಳಿದನು.

ಆದರೆ, ವಸಿಷ್ಠನು ಅವನ ಮಾತನ್ನು ತಿರಸ್ಕರಿಸಿದನು. ಅದನ್ನು ಕೊಡಲು ಒಪ್ಪಲಿಲ್ಲ. ಇದರಿಂದ ಕೌಶಿಕನಿಗೆ ಕೋಪ ಬಂದು ಅವಮಾನವಾಯಿತು. ನಂತರ ಕೌಶಿಕನು ತನ್ನ ರಾಜ್ಯವನ್ನು ಕೊಡುತ್ತೇನೆಂದು ತಬಲಾ ತನಗೆ ಬೇಕೆಂದು ಕೇಳಿದನು, ಆದರೂ ಸಹ ವಸಿಷ್ಠನು ಶಬಲಾಳನ್ನು ಕೊಡಲು ತಿರಸ್ಕರಿಸಿದನು.

ತನ್ನ ಅತಿಥಿಗಳೆಂದು ತಿಳಿದು ಅವರನ್ನು ಉಪಚರಿಸಲು ತೀರ್ಮಾನಿಸಿದನು. ನಂತರ ಶಬಲಾಳಿಗೆ ಆಹಾರವನ್ನು ನೀಡಲು ತಿಳಿಸಿದನು.

ಕೆಲವೇ ನಿಮಿಷದಲ್ಲಿ ಶಬಲಾ ಎಲ್ಲರಿಗೂ ಊಟವನ್ನು, ಎಲ್ಲಾ ರೀತಿಯ ಹಣ್ಣುಗಳನ್ನು, ರುಚಿಯಾದ ಹಾಲನ್ನು ಜೇನುತುಪ್ಪವನ್ನು ನೀಡಿ ಎಲ್ಲರನ್ನೂ ಸಂತೋಷಪಡಿಸಿತು. ಇದೆಲ್ಲವನ್ನು ನೋಡಿದ ಕೌಶಿಕನಿಗೆ ಅಚ್ಚರಿಯಾಗಿ ಅದನ್ನು ಕಂಡು ಆಕರ್ಷಿತನಾದನು. ಅದನ್ನು ವಿಶೇಷವಾದ ವರವೆಂದು ತಿಳಿದು, ಅರಮನೆಗೆ ಕರೆದುಕೊಂಡು ಹೋಗಲು ತೀರ್ಮಾನಿಸಿದನು. ನಂತರ ಕೌಶಿಕನು ವಶಿಷ್ಠನ ಬಳಿ ಶಬಲಾ ತನಗೆ ಕೊಡಬೇಕೆಂದು ಅದಕ್ಕೆ ಬದಲಾಗಿ ಹತ್ತು ಸಾವಿರ ಹಸುಗಳನ್ನು ಕೊಡುತ್ತೇನೆ ಎಂದು ಹೇಳಿದನು.

ಆದರೆ, ವಶಿಷ್ಠನು ಅವನ ಮಾತನ್ನು ತಿರಸ್ಕರಿಸಿದನು. ಅದನ್ನು ಕೊಡಲು ಒಪ್ಪಲಿಲ್ಲ. ಇದರಿಂದ ಕೌಶಿಕನಿಗೆ ಕೋಪ ಬಂದು ಅವಮಾನವಾಯಿತು. ನಂತರ ಕೌಶಿಕನು ತನ್ನ ರಾಜ್ಯವನ್ನು ಕೊಡುತ್ತೇನೆಂದು ಶಬಲಾ ತನಗೆ ಬೇಕೆಂದು ಕೇಳಿದನು, ಆದರೂ ಸಹ ವಶಿಷ್ಠನು ಶಬಲಾಳನ್ನು ಕೊಡಲು ತಿರಸ್ಕರಿಸಿದನು. ನಂತರ ಹೇಳಿದನು 'ಶಬಲಾ ದೇವ - ದೇವತೆಗಳಿಗೆ ಸೇರಿದ್ದು

ಅವಳನ್ನು ದುರುಪಯೋಗಿಸಲು ಸಾಧ್ಯವಿಲ್ಲ ಎಂದು ಹೇಳಿದನು.

ನಂತರ ಕೌಶಿಕನು ಶಬಲಾಳನ್ನು ಬಲವಂತದಿಂದ ಅದರ ಹಗ್ಗವನ್ನು ಹಿಡಿದು ಎಳೆದುಕೊಂಡು ಹೋಗಲು ಪ್ರಯತ್ನಿಸಿದನು. ಅವನ ಬಲ ಪ್ರಯೋಗಕ್ಕೆ ಶಬಲಾ ಹೆದರದೆ ಅವನ ಹಿಂದೆ ಹೋಗಲು ಒಪ್ಪಲಿಲ್ಲ. ಶಬಲಾ ತನ್ನ ಗುರುವಿನ ಅಸಹಾಯಕತೆಯನ್ನು ನೋಡಿ ಕೌಶಿಕನಿಗೆ ಪಾಠ ಕಲಿಸಲು ತೀರ್ಮಾನಿಸಿದಳು.

Words To Know:

1. sage : hermit - ಜ್ಞಾನಿ (ಬುಷಿ)
2. greet : welcome - ಸ್ವಾಗತಿಸು
3. expedition : a trip or journey, organized for a particular purpose - ಪ್ರಮಾಣ
4. entire : complete, whole - ಮಾರ್ಣ
5. drag : to pull forcefully - ಎಳೆ
6. amazing : surprising - ಅಕ್ಕರ್ಯ
7. udder : part of the cow where milk is stored - ಕೆಚ್ಚಲು
8. chased : drove - ಭಿನ್ನಪ್ಪು
9. wisdom : knowledge, learning, Sound judgement, ಜ್ಞಾನ
10. devotion : great love for got - ಭಕ್ತಿ
11. meditation : praying with concentration - ಧ್ಯಾನ
12. greedy : desiring more than you need - ಅತ್ಯಾಶೆಯ



## Unit-5 Poetry COW

**C1. Answer the following questions and share your answers with your partner. Then write the answers in you exercise books:**

Question 1.

What does the cow give us?

Answer:

**The cow gives us cream**

Question 2.

What colour is the cow in this poem?

Answer:

**The colour of the cow is red and white.**

Question 3.

Where does she walk?

Answer:

**She walks among the meadow grass.**

Question 4.

What does she eat?

Answer:

**She eats the meadow flowers.**

Question 5.

'In what kind of air' does, the cow wander?

Answer:

**The cow wanders in the pleasant open air.**

**A1. Match the animals with their sounds:**

A	KSEEB Solutions.com	B	
1. a cow		trumpets	( )
2. a cat		bleats	( )
3. a dog		moos	( )
4. a sheep		barks	( )
5. an elephant		mews	( )

A	B
1. Cow	c. moos
2. a Cat	e. mews
3. a dog	d. barks
4. a sheep	b. bleats
5. an elephant	a. trumpets

**A2. List these animals under Domestic****Animals and Wild Animals:**

fox	tiger	dog	cow
elephant	bear	sheep	goat
lion	ox	buffalo	giraffe

Fox – tiger

Dog – cow

Elephant – bear

Sheep – goat

Lion – ox

Buffalo – giraffe

- Domestic Animals**  
KSEEB Solutions.com
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
  6. \_\_\_\_\_

- Wild Animals**
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
  6. \_\_\_\_\_

### Domestic Animals

### Wild Animals

1. Dog

1. Fox

2. Cow

2. Tiger

3. Sheep

3. Elephant

4. Goat

4. Bear

5. Ox

5. Lion

6. Buffalo

6. giraffe

## The Cow Summary In English

The poem 'The cow' is written by Robert Louis Stevenson. It is a very thought-provoking poem which makes us realize how useful, the cow is to mankind. The poet aptly considers the cow as a friend of Man. He loves this friendly cow which is all red and white, with all his heart. The cow gives a lot of cream (milk). The poet eats apple – tart (an apple cake) while drinking its delicious and nourishing milk.

This cow, wanders here and there lowing even though she wanders, in the pleasant open-air and the pleasant light of the day. The Poets cow happily grazes in the fields even if strong winds blow or even if she is thoroughly wet in the rain. She walks and grazes among the meadows of the village and eats the grass and flowers growing in the meadows.

## The Cow Summary In Kannada

ಸಾರಾಂಶ:

ಈ ಪದ್ಯವನ್ನು ರಾಬರ್ಟ್ ಲೂಯಿಸ್ ಸ್ಟೀವನ್ ಸನ್ ರವರು ಬರೆದಿದ್ದಾರೆ. ಇದು ಚಿಂತನೆಯನ್ನು ಉತ್ತೇಜಿಸುವ ಪದ್ಯವಾಗಿದೆ. ಹಸು ಮಾನವ ಜನಾಂಗಕ್ಕೆ ಎಷ್ಟೊಂದು ಉಪಯೋಗಕಾರಿ ಎಂಬುದನ್ನು ಅರ್ಥಮಾಡಿಸುವಂತಿದೆ. ಇಲ್ಲಿ ಕವಿಯು ಹಸು ಮಾನವನ ಸ್ನೇಹಿತ ಎಂದು ಪರಿಗಣಿಸಿದ್ದಾರೆ. ಅವರು ಹಸುವನ್ನು ಹೈಪೂರ್ವಕವಾಗಿ ಪ್ರೀತಿಸುತ್ತಾರೆ. ಅವರ ಹಸು ಕೆಂಪು ಮತ್ತು ಬಿಳಿಯದಾಗಿದೆ. ಆ ಹಸು ಬಹಳಷ್ಟು ಹಾಲನ್ನು ಜ್ಞಕೊಡುತ್ತದೆ. ಕವಿಯು ಆಪಲ್ ಸಾರಾಂಶ ಕೇಕ್‌ನ್ನು ತಿನ್ನುತ್ತಾ ಸಮೃದ್ಧ ವಾದ ಪ್ರೋಪಕಾಂಶಗಳಿಂದ ಕೂಡಿದ ಹಾಲನ್ನು ಕುಡಿಯುತ್ತಾರೆ.

ಆ ಹಸು ಎಲ್ಲಿ ಅಲ್ಲಿ ಅಂಬಾ ಎಂದು ಕೂಗುತ್ತಾ ಕವಿಯ ಹತ್ತಿರಕ್ಕೆ ವಾಪಸ್ ಬರುತ್ತದೆ. ಅದು ಎಲ್ಲಿಯೂ ಅಲೆದಾಡದೆ, ತನ್ನ ಹಾದಿಯನ್ನು ಮರೆಯದೆ ತೆರೆದ ಮೈದಾನದಲ್ಲಿ ಹಗಲು ಹೊತ್ತಿನಲ್ಲಿ ಸಂತೋಷದಿಂದ ತಿರುಗಾಡಿಕೊಂಡು, ತಪ್ಪಿಸಿಕೊಳ್ಳದೆ ವಾಪಸ್ ಬರುತ್ತದೆ. ಹಸುವೂ ಹೊಲಗದ್ದೆಗಳಲ್ಲಿ ಜೋರಾಗಿ ಗಾಳಿ ಬೀಸುತ್ತಿದ್ದರೂ, ಮಳೆ ಬರುತ್ತಿದ್ದರೂ ಆನಂದದಿಂದ ಮೇಯುತ್ತಾ ಸುತ್ತಾಡುತ್ತಿರುತ್ತದೆ. ಮೈದಾನಗಳಲ್ಲಿ,

ಹುಲ್ಲುಗಾವಲುಗಳಲ್ಲಿ ಹುಲ್ಲನ್ನು ಮತ್ತು ಹೂವನ್ನು  
ತಿನ್ನುತ್ತಾ - ಅಡ್ಡಾಡುತ್ತಿರುತ್ತದೆ.

Words To Know:

1. cream : oily part of milk - ಹಾಲಿನ ಕೆನೆ
2. might : strength - ಶಕ್ತಿ, ಸಾಮರ್ಥ್ಯ
3. apple-tart : apple cake - ಗಿಣ್ಣು(ಹಾಲಿನ - ಪದಾರ್ಥ)
4. wanders : goes here and there without any aim -  
ಯಾವುದೇ ಗುರಿಯಿಲ್ಲದೇ ಸಂಚರಿಸು.
5. lowing : sound made by cows - 'ಅಂಬಾ' ಎಂದು  
ಹಸುವಿನ ಕೂಗು
6. stray : deviate - ಬೇರೆಯಾಗು, ಅಲೆದಾಡು
7. pleasant : rain - ಆಹ್ಲಾದಕರ
8. meadow : grassland - ಹುಲ್ಲುಗಾವಲು,  
ಹುಲ್ಲುಗದ್ದೆ.

## Unit-6 Prose DIGNITY OF LABOUR

### Warm up Activity:

Task A: Discuss with your partner the different kinds of professions. The different kinds of profession are, Teacher, Doctor, Carpenter, Housekeeper, conductor, driver, Musician, etc.

Task B: You must have seen your mother and father work at home and outside. They work hard from morning till night. Make a list of the work each one does.

No.	Mother	No.	Father
1	cuts grass	1	ploughs the field
2		2	
3		3	
4		4	
5		5	

No.	Mother	No.	Father
1	Cuts grass	1.	ploughs the field
2.	sows seeds	2.	weeds the field
3.	Gather the crop	3.	cuts the crops
4.	cooks food	4.	Milk the cows
5.	grazes the cows	5.	looks after the sheep

## Vocabulary:

### V1. Write the other gender of the words underlined, and complete the sentences.

1. Raju's father and mother went to the market
2. My uncle and aunt came to our house.
3. My grandfather and grandmother go for a walk.
4. Boys and girls play in the playground.
5. The businessman and the businesswoman both arrived for the meeting at the same time.
6. wife was cool and calm but her husband was tense.

### V2. Match the following:

A	KSEEB Solutions.com	B
1. businessman		two rupees
2. mother		rich
3. sister		gold coin
4. son		one rupee
5. shopkeeper		lazy

### Answer:

1-b, 2-c, 3-d, 4-e, 5-a.

### V3. Some words are given below. They refer to the father and the son in the lesson. Select the appropriate words and write them in the right column:

Father	KSEEB Solutions.com	Son
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____

<b>Father</b>	–	<b>Son</b>
<u>strict</u>	–	<u>tears</u>
<u>happy</u>	–	<u>sweat</u>
<u>scared</u>	–	<u>lazy</u>
<u>wise</u>	–	<u>ache</u>
<u>guess</u>	–	<u>rashes, promised, value of hard work</u>

## Comprehension:

### C1. Answer the following questions and share your answers with your partner. Then write.

Question 1.

What kind of a boy was the business man's son?

Answer:

Businessman's son was a lazy boy.

Question 2.

What did the businessman tell his son?

Answer:

The businessman told, 'Today, I want you go out and earn something, otherwise, you won't be given food tonight'.

Question 3.

Why did the mother give person gold coin?

Answer:

The boy went crying to his mother, her heart melted at the sight of tears in her son's eyes. So, she gave her son a gold coin.

Question 4.

What did the father ask the son to do with the coin?

Answer:



The father asked him to throw it into the well in front of their house.

Question 5.

Why did the son go to the market?

Answer:

The son went to the market in search of work.

Question 6.

How did he earn two rupees?

Answer:

A shopkeeper offered him two rupees for carrying his bag to his house.

Question 7.

Why was the boy not ready to throw the two rupee coins into the well?

Answer:

Because it was his hard earned money.

## **C2. Discuss with your friends and write the following questions in four to six sentences each:**

Question 1.

Describe the attitude of the boy towards work.

Answer:

The businessman's son was lazy. His father wanted his son to be hardworking and responsible. He wanted his son to realise the value of Labour.

One day he called his son and warned him that he won't be given food that night if he did not go out and earn. The lazy boy was not used to doing any kind of work. His father's demands, scared

him. When he went crying to his mother, she gave him a gold coin. The father asked him to throw the coin into a well. The next day his sister gave him a rupee coin.

Again his father asked him to throw it into the well The lather again warned his son to go out and earn or else he would not be given supper. This time there was no one to help him and therefore he went to the market in search of work. A businessman offered him two rupees for carrying his bag to his house. He agreed and carried the bag to his house. He was sweating a lot by the time he finished his work. His feet were trembling and his neck and back were aching.

In the evening he returned home and Landed the two rupees to his father, he asked the boy to throw in the well. The boy cried out in pain that it was his hard earned money and to earn that two – rupees, he had work hard by carrying a bag and his body was aching, there were rashes an his palms. He disagreed to throw the two rupees into the well. The boy had realised the value of hard work and the businessman was happy, He also promised not to be lazy again.

Question 2.

you are asking me to throw my hard earned money into the well!" Explain the feelings of the boy when he said this.

Answer:

There was a time no one to helped the boy. He went to the market in search of work. A shopkeeper offered him two rupees for carrying his bag to his house. The boy accepted the offer. He was sweating a lot by the time he finished this work. His feet were trembling and his neck and back were acting. He returned home and handed the two rupee coin to his father, his father asked him

to throw it into the well. The boy cried out in pain and said,  
'Father, I earned this money, my entire body is

aching, my palms have rashes and you are asking me to throw my  
hard earned money into the well, the business man was happy his  
son had realised the value of hard work. The son vowed never to  
be lazy.

## Language Exercises:

**L1. The mark (') is an apostrophe which shows where  
the letters are left out. Now read after the teacher:**

cannot – can't

we are – we're

there is – there's

we will – we'll

They have – they've

Who is – who's

Do not – don't

You are – you're

Is not – isn't

**a. Write the short forms for the following:**

- Has not - [KSEEBolutions.com](https://www.kseebolutions.com) \_\_\_\_\_
- Are not - \_\_\_\_\_
- Have not - \_\_\_\_\_
- They are - \_\_\_\_\_
- I will - \_\_\_\_\_

1. Has not – Hasn't
2. Are not – Aren't
3. Have not – Haven't
4. They are – They're
5. I will – I'll

### **b. Write the full forms for the following:**

- Weren't - [KSEEBsolutions.com](http://KSEEBsolutions.com) \_\_\_\_\_
- Doesn't - \_\_\_\_\_
- I've - \_\_\_\_\_
- What's - \_\_\_\_\_
- She'll - \_\_\_\_\_

1. Weren't – Were not
2. Doesn't – Does not
3. I've – I have
4. What's – what is
5. She'll – She will

## **Dignity of Labour Summary In English**

Once there lived a rich businessman. He had a lazy son. The father wanted him to learn the value of labour. So, one day the father calls his son and says that today he should go out and earn or else he won't get his food for the night. The lazy boy was not used to do any kind of work. He got scared and went crying to his mother. The mother's heart melted on seeing his son crying. She gave him a gold coin. In the evening, the father asked what he

had earned, the boy gives him the coin. The father asked him to throw it in the well, he threw it.

The father was a wise man he guessed that the coin was given by his wife. So he sent her to her parents house. He again told his son to go out and earn. This time the sister give him a rupee coin. The boy shows his father the coin and he asked him to throw it into the well and he again did it. The father again realised that someone had given him the coin. So he sent his daughter now, to her in – law's house. Once again he sent his son out to earn.

This time there was no one to help the boy. He went to the market in search of work. A shopkeeper offered him two rupees for carrying his bag to his house. The boy carried his bag, sweating a lot, his feet trembling and his neck and back aching. He returned home and give the money to his father.

His father again asks him to throw the coin into the well again. The boy cried and told him that was his hard earned money and would not throw it in the well The businessman became very happy. The son promised never to be lazy. The father gave the keys of his shop to the son. The son had realised the value of hard work.

## Dignity of Labour Summary In Kannada

ಸಾರಾಂಶ:

ಒಂದು ಊರಿನಲ್ಲಿ ಸಿರಿತನದಿಂದ ಕೂಡಿದ ಒಬ್ಬ ವ್ಯಾಪಾರಿಯಿದ್ದನು. ಅವನಿಗೆ ಒಬ್ಬ ಸೋಮಾರಿ ಮಗನಿದ್ದನು. ಅವನ ತಂದೆಗೆ ತನ್ನ ಮಗನು ಶ್ರಮದಿಂದ ಕೆಲಸ ಮಾಡುತ್ತಾ, ಅದರ ಬೆಲೆಯನ್ನು ತಿಳಿದುಕೊಂಡು ಜವಾಬ್ದಾರಿಯಿಂದ ಇರುವಂತಾಗಬೇಕೆಂದು ಬಯಕೆ ಇದ್ದಿತು. ಒಂದು ದಿನ ತನ್ನ ಮಗ. 'ನನ್ನು ಕರೆದು ಹೇಳಿದನು. ಈ ದಿನ ನೀನು ಹೊರಗೆ ಹೋಗಿ ಏನಾದರೂ ಸಂಪಾದನೆ ಮಾಡಿಕೊಂಡು ಬರಬೇಕು. ಇಲ್ಲವಾದರೆ ಈ ರಾತ್ರಿ ನಿನಗೆ ಊಟ ಕೊಡುವುದಿಲ್ಲ ಎಂದು ಹೇಳಿದನು.

ಸೋಮಾರಿಯಾದ ಹುಡುಗನಿಗೆ ಯಾವುದೇ ಕೆಲಸ ತಿಳಿದಿರಲಿಲ್ಲ. ತಂದೆಯ ಮಾತಿನಿಂದ ಹುಡುಗನಿಗೆ ಭಯವಾಯಿತು. ಅವನು ಅಳುತ್ತಾ ತಾಯಿಯ ಬಳಿಗೆ ಹೋದನು ಅವಳು ತನ್ನ ಮಗನ ಕಣ್ಣಿನಿಂದ ನೀರು ಬರುತ್ತಿರುವುದನ್ನು ಕಂಡಳು. ನಂತರ ಅವಳು ಅವನಿಗೆ ಒಂದು ಚಿನ್ನದ ನಾಣ್ಯವನ್ನು ಕೊಟ್ಟಳು. ಅದೇ ದಿನ ಸಂಜೆ ತಂದೆಯ ಏನನ್ನು ಸಂಪಾದನೆ ಮಾಡಿದೆ ಎಂದು ಕೇಳಿದಾಗ, ಅವನು ತನ್ನ ಬಳಿಯಲ್ಲಿ ಇದ್ದ ಚಿನ್ನದ ನಾಣ್ಯವನ್ನು ತೋರಿಸಿದನು. ಅದನ್ನು ನೋಡಿದ ಅವನ ತಂದೆಯು ಚಿನ್ನದ ನಾಣ್ಯವನ್ನು ತೋರಿಸಿದನು.

ಅದನ್ನು ನೋಡಿದ, ಅವನ ತಂದೆಯು ಚಿನ್ನದ ನಾಣ್ಯವನ್ನು ಮನೆಯ ಮುಂದೆ ಇರುವ ಬಾವಿಯಲ್ಲಿ ಎಸೆಯಲು ಹೇಳಿದನು. ಅದರಂತೆ ಹುಡುಗನು ಅದನ್ನು ಬಾವಿಯಲ್ಲಿ ಎಸೆದನು.

ಅವನ ತಂದೆ ಬುದ್ಧಿವಂತನಾಗಿದ್ದನು. ಚಿನ್ನದ ನಾಣ್ಯವನ್ನು ತನ್ನ ಹೆಂಡತಿ ಕೊಟ್ಟಿದ್ದಾಳೆಂದು ಊಹಿಸಿದನು. ಮಾರನೆಯ ದಿನ ಅವಳನ್ನು ಅವಳ ತಾಯಿ ತಂದೆಯ ಮನೆಗೆ ಕಳುಹಿಸಿದನು. ನಂತರ ತನ್ನ ಮಗನಿಗೆ ಹೊರಗೆ ಹೋಗಿ ಏನಾದರೂ ಸಂಪಾದನೆ ಮಾಡಿಕೊಂಡು ಬಾ ಎಂದು ಆದೇಶಿಸಿದನು. ಈ ಸಮಯದಲ್ಲಿ ಅವನ ಅಕ್ಕ ಅವನಿಗೆ ಒಂದು ರೂಪಾಯಿಯ ನಾಣ್ಯವನ್ನು ನೀಡಿದಳು.

ಅದನ್ನು ಅವನು ತನ್ನ ತಂದೆಗೆ ತೋರಿಸಿದನು. ಅದನ್ನು ನೋಡಿದ ಅವನ ತಂದೆ ನಾಣ್ಯವನ್ನು ಬಾವಿಗೆ ಎಸೆಯಲು ಹೇಳಿದನು ಹುಡುಗನು ತಂದೆ ಹೇಳಿದಂತೆ ಅದನ್ನೂ ಸಹ ಬಾವಿಗೆ ಎಸೆದನು. ಅವನ ತಂದೆಗೆ ತಿಳಿಯಿತು ಯಾರೋ ಮಗನಿಗೆ ಸಹಾಯ ಮಾಡಿದ್ದಾರೆಂದು ನಂತರ ತನ್ನ ಮಗಳನ್ನು ಮಾವನ ಮನೆಗೆ ಕಳುಹಿಸಿದನು. ನಂತರ ಮತ್ತೊಮ್ಮೆ ಮಗನಿಗೆ ಏನಾದರೂ ಸಂಪಾದನೆ ಮಾಡಿಕೊಂಡು ಬಾ

ಇಲ್ಲವಾದರೆ ಈ ರಾತ್ರಿ ನಿನಗೆ ಊಟ ಕೊಡುವುದಿಲ್ಲ ಎಂದು ಹೇಳಿದನು.

. ಈ ಸಮಯದಲ್ಲಿ ಹುಡುಗನಿಗೆ ಸಹಾಯ ಮಾಡಲು ಯಾರೂ ಇರಲಿಲ್ಲ. ಅವನು ಕೆಲಸ ಹುಡುಕುತ್ತಾ ಪೇಟೆಗೆ ಹೋದನು. ಪೇಟೆಯಲ್ಲಿ ಒಬ್ಬ ಅಂಗಡಿಯವನು ತನ್ನ ಚೀಲವನ್ನು ತೆಗೆದುಕೊಂಡು ಮನೆಗೆ ಬಂದರೆ ಎರಡು ರೂಪಾಯಿ ಕೊಡುತ್ತಾನೆ ಎಂದು ಹೇಳಿದನು. ಅದಕ್ಕೆ ಹುಡುಗನು ಓಪ್ಪಿಕೊಂಡನು. ಆ ಚೀಲವನ್ನು ಬಹಳ ಕಷ್ಟದಿಂದ ಬೆವರು ಸುರಿಸುತ್ತಾ ಮನೆಗೆ ತಲುಪಿಸಿದನು. ಅದರಿಂದ ಅವನ ಕಾಲುಗಳು ಮತ್ತು ಬೆನ್ನಿನ ಭಾಗವು ತುಂಬಾ ನೋವಾಗುತ್ತಿತ್ತು.

ಮನೆಗೆ ಹಿಂತಿರುಗಿ ಬಂದು ತನ್ನ ತಂದೆಗೆ ಎರಡು ರೂಪಾಯಿಗಳನ್ನು ನೀಡಿದನು. ಅವನ ತಂದೆಯು ಅದನ್ನು ಬಾವಿಗೆ ಎಸೆಯಲು ಹೇಳಿದನು. ಆಗ ಹುಡುಗನು ಅಳುತ್ತಾ ನೋವಿನಿಂದ ಹೇಳಿದನು. ಅಪ್ಪಾ ಈ ಹಣ ನಾನು ಸಂಪಾದನೆ ಮಾಡಿದ್ದು ನನ್ನ ದೇಹವೆಲ್ಲಾ ನೋವಾಗುತ್ತಿದೆ. ಕಾಲುಗಳು ಸಹ ನೋವಾಗುತ್ತಿದೆ. ಕಷ್ಟಪಟ್ಟು ಗಳಿಸಿದ ಹಣವನ್ನು ಬಾವಿಗೆ ಎಸೆಯಲು ಹೇಳುತ್ತಿದ್ದೀರಿ' ಎಂದನು.



ಆ ವ್ಯಾಪಾರಿಗೆ ಬಹಳ ಸಂತೋಷವಾಯಿತು. ತನ್ನ ಮಗನು ಶ್ರಮದ ಬೆಲೆಯನ್ನು ತಿಳಿದುಕೊಂಡನು. ಮುಂದಿನ ದಿನಗಳಲ್ಲಿ ಎಂದೂ ಅವನು ಸೋಮಾರಿಯಾಗಿರುವುದಿಲ್ಲ ಎಂದು ಪ್ರಮಾಣ ಮಾಡುವನು. ನಂತರ ಅವನ ತಂದೆ ತನ್ನ ಅಂಗಡಿಯ ಸಂಪೂರ್ಣ ಜವಾಬ್ದಾರಿಯನ್ನು ತನ್ನ ಮಗನಿಗೆ ನೀಡಿದನು.

Words To Know:

1. lazy : one who does not want to work - ಸೋಮಾರಿ
2. responsible : one who can take up work and finish it - ಜವಾಬ್ದಾರಿ
3. realize : become aware or understand something - ಸ್ಪಷ್ಟವಾಗಿ ಗ್ರಹಿಸು
4. labour : hard work - ಶ್ರಮ
5. summon : call - ಶರ
6. scare : get frightened - ಪದರಿಸು
7. melt : got softened - ಲೀನನಾಗು
8. wisdom : knowledge - ಜ್ಞಾನಿ
9. supper : meal eaten in the early part , of evening - ರಾತ್ರಿಯ ಊಟ
10. tremble : shake due to fear or excess Work - ನಡುಗು
11. ache : pain, sem - ಸ್ಪಷ್ಟವಾಗಿ ಗ್ರಹಿಸು
- 12.rashes : red marks on the skin - ಗುಳ್ಳೆ

**Unit-6 Poetry RESULTS AND ROSES**

**C1. Answer the following questions and share your answers with your partner, Then write.**

Question 1.

What do these words from the poem refer to?

Answer:

**fair, small, big The words Fair, small, Big – rose garden**

Question 2.

What does this poem mean?

Answer:

**Success can be achieved only through hard work.**

Question 3.

What should the man(you) do to get beautiful roses?

Answer:

**The man who wants a beautiful garden of flowers with flowers blooming here and there must work hard whether it is a small or a big garden.**

Question 4.

Who is the poet of this poem?

Answer:

**Edgar A. Guest**

## Activity:

**A1. Complete the sets of rhyming words. One has been done for you.**

fair – **there**

big – **dig**

worth – **earth**

reposes – **roses**

attain – **gain**

seek – **week**

**A2. Identify the words from the jumbled letters. One is done for you.**

a. mslal – **small**

b. forelsw – **flowers**

c. ogla – **goal**

d. utrlses – **results**

e. cabk – **back**

f. renagd – **garden**

## Results and Roses Summary In English

The man who wants a beautiful garden of flowers with flowers blooming here and there must work hard whether it is a small or a big garden. It is very difficult to achieve things on earth be it very small or very big we have to work to gain.

The goal may be very simple but the secret of achievement is like this. Every week you have to work in the garden digging, weeding, watering, cutting to get more number of roses in the garden. The same formula is applicable to get good results of work.

## Results and Roses Summary In Kannada

ಸಾರಾಂಶ:

ಎಡ್ಲರ್ ಗೆಸ್ಟ್ ಹೇಳುವ ಹಾಗೆ ಯಾರಿಗೆ ಹೂ ತೋಟ ಅಂದರೆ ತುಂಬಾ ಇಷ್ಟವೋ . ಅವರು ಹೂವಿ ಸಾರಾಂಶ ಅದು ಹೇಗೆ ಅರಳುತ್ತೆ ಅನ್ನುವುದನ್ನು ನೋಡಿ ತುಂಬಾ ಸಂತೋಷ ಪಡುತ್ತಾರೆ. ತೋಟದಲ್ಲಿ ಕೆಲಸವನ್ನು ಮಾಡುವಾಗ ಅದರಲ್ಲಿ ಪಡುವ ಸುಖ, ಸಂತೋಷವು ಎಲ್ಲದಕ್ಕಿಂತಲೂ ಮಿಗಿಲಾಗಿರುತ್ತದೆ. ಒಂದು ಹೂವು ಅರಳಬೇಕಾದರೆ ಅದರ ಹಿಂದೆ ತುಂಬಾ ಪರಿಶ್ರಮ ಅಡಗಿರುತ್ತದೆ. ಈ ಪ್ರಪಂಚದಲ್ಲಿ ಒಂದನ್ನು ಸಾಧಿಸಬೇಕಾದರೆ (ಪಡೆಯಬೇಕಾದರೆ) ತುಂಬಾ ಕಷ್ಟಪಡಬೇಕಾಗುತ್ತದೆ ಅದು ಚಿಕ್ಕದಾಗಿರಲಿ ಅಥವಾ ದೊಡ್ಡದಾಗಿರಲಿ, ಆದರೆ ಅದನ್ನು ಪಡೆದಾಗಿ ಅದರಲ್ಲಿರುವ ನಿಜವಾದ ಸಾಮರ್ಥ್ಯದ ಅರಿವಾಗುತ್ತದೆ.

ನಮ್ಮ ಗುರಿ ಯಾವುದೇ ಆಗಿರಲಿ ಅದಕ್ಕೆ ತಕ್ಕಂತೆ ಪರಿಶ್ರಮವು ಬೇಕಾಗಿರುತ್ತದೆ ಒಂದು ತೋಟದಲ್ಲಿ, ಯಾವ ರೀತಿ ನೆಲವನ್ನು ಹದಮಾಡಿ, ಅಗೆದು ಅದಕ್ಕೆ ತಕ್ಕಂತಹ ಗೊಬ್ಬರವನ್ನು ಹಾಕಿ ಕೊನೆಗೆ ದಿನನಿತ್ಯ ಅದರಲ್ಲಿ ಕೆಲಸವನ್ನು ಮಾಡಿ, ಕೊನೆಗೆ ಬರುವಂತಹ ಮೊಗ್ಗನ್ನು ನೋಡಿ, ನಂತರ ಹೂವಾಗಿ ಅರಳುವುದನ್ನು ನೋಡುವಾಗ ಆಗುವ ಸಂತೋಷ ಹೇಳತೀರದು. ಅದರಂತೆ ಪ್ರತಿಯೊಬ್ಬರಿಗೂ ತಮ್ಮ ಸಾಧನೆಯ

ಸವಿಯನ್ನು ಅನುಭವಿಸಬೇಕಾದರೆ ಅದಕ್ಕೆ ತಕ್ಕಂತೆ ಪರಿಶ್ರಮದ ಅವಶ್ಯಕತೆ ಬೇಕೆ ಬೇಕು. ಪರಿಶ್ರಮದ ಫಲ . ಸಿಕ್ಕಾಗ ಆಗುವ ಸಂತೋಷವನ್ನು ಹೇಳತೀರದು. ಅದನ್ನು ಪಡೆಯಲು ಕಷ್ಟಪಟ್ಟ ಒಳ್ಳೆಯ ಕಾರ್ಯ, ಪರಿಶ್ರಮ ಬೇಕೆ ಬೇಕು.

Words To Know:

1. attain : to reach or succeed in getting something; to achieve - ಸಾಧಿಸು
2. repose : to rest or stay - ವಿಶ್ರಾಂತಿ
3. seek : to try to find or get Something - ಹುಡುಕು
4. fair : beautiful

## Unit-7 Prose

## A GREAT COACHMAN

## A Great Coachman Questions and Answers, Summary, Notes

### Warm up Activity:

#### Task 1:

What do you want to be when you grow up? Why do you want to become thus? Discuss with your friends.

Answer:

**I want become a teacher Because it is a Nobel profession**

#### Task 2:

A. Name some of your family members whom you think are great.

Answer:

**My mother, father and my sister.**

B. Name some great men of our country

Answer:

**Mahatma Gandhiji, Swami Vivekananda. Kcmprgowda f. Krishna Deva Raya etc.**

### Vocabulary:

**V1. Make as many words as you can from each of the words given below:**

1. UNDERSTAND: **under, stand.**

2. EXPERIENCE: **Per, Prince, Expire.**

## V2. Fill in the blanks with suitable words, choosing them from the box below

A mouse ran to the wall and hid under the table. I poked it with a stick. It jumped on the stool and was there for sometime. Later it ran out and disappeared.

### Comprehension:

Question 1.

What did Naren tell his mother one day?

Answer:

**One day Nareni told his mother that he wanted to become a Coachman.**

Question 2.

What picture did the mother show him?

Answer:

**The mother showed him the picture of Gitopadesham.**

Question 3.

When was Naren born?

Answer:

**Narendra was bom on January 12,1863.**

Question 4.

Who was Naren's guru?

Answer:

**Naren's guru was Ramakrishna Paramahamsa.**

Question 5.

What is the motto of Ramakrishna Mission?

Answer:

**Work is Worship**

**C2. Discuss in groups and answer the following questions in five to six sentences each.**

Question 1.

"...you should be a coachman like Krishna." What did Naren's mother mean?

Answer:

**Naren's mother meant that like Krishna who guided Arjuna and showed the path to the innocent people of the universe, Naren should also guide and show the right path to the innocent people of the world.**

Question 2.

What did Vivekananda tell in the Parliament of World Religions at Chicago?

Answer:

**Vivekananda said that every religion preached the same truth. Therefore everybody in the world should develop a sense of develop brotherhood and love each other.**

Question 3.

Collect pictures of Swami Vivekananda and write about swami Vivekananda's life.

Answer:

**Vishwanath Datta and Bhuvaneshwari Devi were Narendra's Parents. As a child Narendra wanted to become a Coachman. His mother wished that he should become a coachman like Krishna. At the age of six he read stories from the Ramayana and Mahabharatha. He wanted to see God. Later he met his real Guru Ramakrishna Paramahansa and experienced. God As a wandering monk, he said that education should develop**

a complete human being. He fought against the caste system, untouchability, superstitions and rituals.

Swami Vivekananda went to U.S.A in 1893 and attended the parliament of World Religions at Chicago. He said that every religion preached the same truth. Therefore everybody in the world should develop a sense of brotherhood and love each other. He taught Indians the importance of tolerance and love. He established Ramakrishna Mission at Belur Mutt in Culcutta. His Motto is Work is worship. He lived for only 37 years, he made the world understand that India was a great country.

## Language Exercises

### L1. Fill in the blanks with the correct words given in brackets.

1. I went into (in/into) the park.
2. I saw a lot of (of /off) children playing (on/in) in the playground.
3. A little girl wanted to (too / to) read a book.
4. Her parents asked her to go out (out / in) and play.
5. But she said that she would continue to (to / for) sit in her room and read a book.

### L2. Complete the following dialogue.

"Hello Navana. where are you going"?

"I 'm going to the doctor."

"Why what happened?"

"Who is ill?"

"My mother has a severe stomach ache."

"Will you come to school?"

"Yes, I'll get some medicine and then come to the school"



## A Great Coachman Summary In English

Vishwanath Datta and Bhuvaneshwari Devi were Narendra's Parents. As a child Narendra wanted to become a Coachman. His mother wished that he should become a coachman like Krishna. At the age of six he read stories from the Ramayana and Mahabharatha. He wanted to see God. Later he met his real Guru Ramakrishna Paramahansa and experienced God. As a wandering monk, he said that education should develop a complete human being. He fought against the caste system, untouchability, superstitions and rituals.

Swami Vivekananda went to U.S.A in 1893 and attended the parliament of World Religions at Chicago. He said that every religion preached the same truth. Therefore everybody in the world should develop a sense of brotherhood and love each other. He taught Indians the importance of tolerance and love. He established Ramakrishna Mission at Belur Mutt in Culcutta. His Motto is Work is worship. He lived for only 37 years, He made the world understand that India was a great country.

## A Great Coachman Summary In Kannada

ಸಾರಾಂಶ:

ಸಣ್ಣ ಹುಡುಗ ನಾಲ್ಕು ಗಾಲಿಗಳ ಗಾಡಿಯಿಂದ ನೆಗೆದನು. ಅವನು ತನ್ನ ತಾಯಿಯ ಬಳಿಗೆ ಓಡಿದನು. ಅವನು ಚಿತ್ರದಲ್ಲಿದ್ದ ಗಾಡಿ ಓಡಿಸುವವನನ್ನು ತೋರಿಸುತ್ತಾ ಅಮ್ಮಾ ನಾನೂ ಅವನಂತೆ ಗಾಡಿಯನ್ನು ಓಡಿಸುವನಾಗುತ್ತೇನೆ. ಎಷ್ಟು ಚೆನ್ನಾಗಿ ಅವನು ಗಾಡಿಯನ್ನು ಓಡಿಸುತ್ತಾನೆ. ಅವನ ತಾಯಿ ಆ ನಗುತ್ತಾ ಮತ್ತು ಗೀತೋಪದೇಶ ಸಾರಾಂಶ ಚಿತ್ರದ ಕಡೆಗೆ ತೋರಿಸುತ್ತಾ ಅವಳು ಹೇಳಿದಳು ನರೇನ್ ನೀನು ಅವನಂತೆ ಗಾಡಿಯನ್ನು, ಅಂದರೆ ಕೃಷ್ಣನಂತೆ ನಾಲ್ಕು ಗಾಲಿಗಳ ಗಾಡಿಯನ್ನು ಓಡಿಸುವವನಂತಾಗಬೇಕು. ಮಗುವಾದ ನರೇಂದ್ರನಿಗೆ ತಾಯಿಯು ಹೇಳಿದ ಮಾತೊಂದು ಅರ್ಥವಾಗಲಿಲ್ಲ. ಆದರೆ ನಿಧಾನವಾಗಿ ಅವನು ತಾನು ಏನಾಗಬೇಕೆಂದು ಬಯಸಿದ್ದಳು ಎಂದು, ಆ ಹುಡುಗ ನರೇಂದ್ರನೇ ಮುಂಠ ವಿವೇಕನಾಂದ ಎಂದು ಪ್ರಸಿದ್ಧವಾಗಿದ್ದು,

ನರೇಂದ್ರನು ಜನಿಸಿದ್ದು 1863ರ ಜನವರಿ 12ನೇ ತಾರೀಖಿನಂದು. ಅವನ ತಂದೆ ವಿಶ್ವನಾಥದತ್ತ ಮತ್ತು ತಾಯಿ ಭುವನೇಶ್ವರಿ ದೇವಿ ಅವರು ಬಹಳ ಸಂತೋಷವಾಗಿದ್ದರು. ಅವರು ಮಗುವನ್ನು ದೇವರ ವರ ಎಂದು ತಿಳಿದು (ವೀರೇಶ್ವರ) ಎಂದು ಹೆಸರಿಟ್ಟರು.

ನಂತರ ಅವನಿಗೆ ನರೇಂದ್ರನಾಥದತ್ತ ಎಂದು ಹೆಸರಿಸಲಾಯಿತು. ಅವನನ್ನು ಆರನೆಯ ವಯಸ್ಸಿಗೆ ಶಾಲೆಗೆ ಕಳುಹಿಸಲಾಯಿತು. ಅವನು ರಾಮಾಯಣ ಮತ್ತು ಮಹಾಭಾರತದ ಅನೇಕ ಕಥೆಗಳು ಓದಿದನು. ನಂತರ ವಿದ್ಯೆಯಲ್ಲಿ ಹೆಚ್ಚಿನ ಆಸೆ ಇದ್ದು, ಅದನ್ನು ಪೂರ್ಣಗೊಳಿಸಿ ವಿದ್ವಾಂಸನಾದನು. ಅವನಿಗೆ ದೇವರನ್ನು ನೋಡಬೇಕು ಎಂದು ಅನಿಸುತ್ತಿತ್ತು. ಅವರು ಈ ಆಸೆಯನ್ನು ನೆರವೇರಿಸಿಕೊಳ್ಳಲು ನಿಜವಾದ ಗುರು ರಾಮಕೃಷ್ಣ ಪರಮಹಂಸರ ಬಳಿಗೆ ಹೋದರು.

ಅವರು ಹಲವಾರು ವರ್ಷ ಶ್ರೀ ರಾಮಕೃಷ್ಣ ಪರಮಹಂಸರ ಬಳಿ ಇದ್ದರು. ನಂತರ ಅವರು ಸನ್ಯಾಸಿಯಾದರು ಭಾರತದ ಹಲವಾರು ಸ್ಥಳಗಳನ್ನು ಸಂದರ್ಶಿಸಿದರು. ಹಲವು ವಿದ್ವಾಂಸರ ಜೊತೆ ಚರ್ಚಿಸಿದರು. ಅವರ ಅನಿಸಿಕೆ ಪ್ರಕಾರ ಪ್ರತಿಯೊಬ್ಬ ವ್ಯಕ್ತಿಗೂ ವಿದ್ಯೆಯು ಅವಶ್ಯಕ. ಅವರು ಜಾತಿ, ಮೂಢನಂಬಿಕೆಗಳ ವಿರುದ್ಧ ಹೋರಾಡಿದರು. ಸ್ವಾಮಿ ವಿವೇಕಾನಂದ ಅಮೇರಿಕಾ ದೇಶಕ್ಕೆ ಹೋದರು. ಅಲ್ಲಿ 1893ರಲ್ಲಿ ನಡೆದ ಚಿಕಾಗೋ ವಿಶ್ವಧರ್ಮ ಸಮ್ಮೇಳನದಲ್ಲಿ ಭಾಗವಹಿಸಿ ಭಾಷಣ ಮಾಡಿದರು. ಅವರು ಭಾಷಣದಲ್ಲಿ ಹೇಳಿದ್ದು ಎಲ್ಲಾ ಧರ್ಮಗಳೂ ಹೇಳಿರುವುದು ಒಂದೇ ಸತ್ಯವನ್ನು ಆದುದರಿಂದ

ಪ್ರತಿಯೊಬ್ಬ ವ್ಯಕ್ತಿಯೂ ತಮ್ಮನ್ನು  
ಗುರ್ತಿಸಿಕೊಳ್ಳಬೇಕಾದರೆ ಎಲ್ಲರನ್ನೂ ಪ್ರೀತಿಯಿಂದ  
ನಡೆಸಿಕೊಳ್ಳಬೇಕು. ನಂತರ ಅವರು ಭಾರತಕ್ಕೆ  
ಹಿಂತಿರುಗಿ ಬಂದು ಜನರಿಗೆ ಪ್ರೀತಿ ಮತ್ತು ಧರ್ಮದ ಬಗ್ಗೆ  
ಭಾಷಣದ ಮುಖಾಂತರ ತಿಳುವಳಿಕೆ ನೀಡಲು  
ಪ್ರಾರಂಭಿಸಿದರು.

ಅವರು ಕಲ್ಕತ್ತಾದಲ್ಲಿ ಬೇಲೂರು ಮಠವನ್ನು ಸ್ಥಾಪಿಸಿ  
ಅದನ್ನು 'ಶ್ರೀ ರಾಮಕೃಷ್ಣ ಮಿಷನ್' ಧಾರ್ಮಿಕ  
ಕೇಂದ್ರವಾಗಿ ಪ್ರಸಿದ್ಧವಾಯಿತು. ಅಪರ ಧೈಯ  
'ಕಾಯಕವೇ ದೇವರು' ಎಂದಾಗಿತ್ತು. ಅವರು ಕೇವಲ 37  
ವರ್ಷ ಜೀವಿಸಿದ್ದರು. ಆದರೆ ಅವರ ಸಾಧನೆಗಳು  
ಅಪಾರ. ಅವರು ವಿಶ್ವದ ಪ್ರಮುಖ ವ್ಯಕ್ತಿಯಾಗಿ ಭಾರತ  
ದೇಶಕ್ಕೆ ಒಳ್ಳೆಯ ಹೆಸರನ್ನು ಪಡೆಯುವಂತೆ  
ಮಾಡಿದರು. ಶ್ರೀ ವಿವೇಕಾನಂದ ಮಾತುಗಳು ಇಂದಿಗೂ  
ನಮಗೆ ಆದರ್ಶವಾಗಿದೆ.

Words To Know:

1. coach : horse drawn carriage - ರಾಜರಥ
2. religions : different systems of belief and worship  
of gods - ಧರ್ಮ
3. preach : give a religious talk - ಧರ್ಮೋಪದೇಶ  
ಮಾಡು
4. brotherhood : a group of members bound by  
friendship and loyalty - ಭ್ರಾತೃತ್ವ
5. establish : start - ಪ್ರಾರಂಭಿಸು
6. tolerance : willingness to accept - ಸಹನಶಕ್ತಿ
7. motto : a word or phrase expressing one's aims  
or beliefs - ಆದರ್ಶವಾಕ್ಯ
8. scholar : a learned man - ವಿದ್ಯಾಂಸ
9. spiritual : concerned with deep feelings and  
beliefs (usually religious) on good living -  
ಆಧ್ಯಾತ್ಮಿಕ
10. superstitions : blind faith - ಮೂಢ ನಂಬಿಕೆ

**Unit-7 Poetry PAPER BOATS****Comprehension:****C1. Answer the following questions in two to three sentences each.**

Question 1.

How many boats did the child float?

Answer:

**Day by day, one by one.**

Question 2.

Why did the child write its name on the boat?

Answer:

**She writes her name and address So that people in the distant land who find the boat will know about her.**

Question 3.

What did the child load the boat with?

Answer:

**The child loaded the boat with Shiuli flowers.**

Question 4.

What did the child dream at night?

Answer:

**Under the midnight stars, her paper boat is floating. The boat is full of fairies of sleep and the cargo they carry was dreams.**

**C2. Pick out words or phrases from the poem that mean the following:**

- flowing water **Stream**
- flowers that **blossom**
- in the early morning **Shiuli**
- set the paper boats afloat **Launch.**
- imaginary friend **Playmate**

## Paper Boats Summary In English

The poem 'Paper Boats ' is written by the famous Indian poet, storyteller and dramatist Shri Rabindranath Tagore. He has won the Nobel Prize in Literature in the year 1913. The poem is about an innocent child and her dreams. The child plays, down by the side of a stream, she makes paper boats daily and floats them down the running stream She writes her name in big black letters on them.

She also writes the name of the village where she lived. She hopes that someone in some strange land will find them and know who she is. Sometimes she also loads the boats with Shiuli flowers (Parijatha flowers) from their garden. The Shiuli flowers always bloom in the early morning when the sun is rising. She hopes that these blooms will be carried safely, down the stream, to some land in the night.

As she launches her paper boats she looks up at the sky and Sees little clouds floating in the sky. The clouds appear to her like the white sails of a boat, bulging in the wind. She wonders who might be her friend in the sky, who sends the clouds floating through the sky, to race with her boats. The girl imagines that the clouds floating in the sky and her boats floating in the stream are running a race.

Every night the little girl sleeps and buries her face in her arms and dreams that her paper boats are floating along the stream, under the midnight stars. She dreams that the fairies of sleep are sailing in her paper boat, after loading them with baskets full of dreams.

ಸಾರಾಂಶ:

ಈ ಪದ್ಯವನ್ನು ಬರೆದವರು ಭಾರತದ ಪ್ರಸಿದ್ಧ ಕವಿಗಳು, ಕತೆಗಾರರೂ ಮತ್ತು - ನಾಟಕಕಾರರೂ ಆದ ಶ್ರೀ - ರವೀಂದ್ರನಾಥ ಟಾಗೂರ್‌ರು ಇವರು ನೊಬೆಲ್ 'ಪಾರಿತೋಷಕವನ್ನು ಪಡೆದ ಕವಿ ಮತ್ತು ಸಾಹಿತಿ. ಈ ಪದ್ಯವು ಒಬ್ಬ ಮುಗ್ಧ ಮಗು ಮತ್ತು ಅದರ ಕನಸನ್ನು ಹೇಳುತ್ತಿದೆ. ಆ ಮಗುವು ಒಂದು ಸಣ್ಣ.

ತೊರೆಯ ಬದಿಯಲ್ಲಿ ಆಡುತ್ತಿದೆ. ಆ ಪ್ರುಟ್ಟು ಹುಡುಗಿಯು ಪ್ರತಿನಿತ್ಯವೂ ಕಾಗದದ ದೋಣಿಯನ್ನು ಮಾಡಿ ಆ ನೀರಿನಲ್ಲಿ ತೇಲಿ ಬಿಡುತ್ತಿರುತ್ತಾಳೆ. ಆ ದೋಣಿಯ ಮೇಲೆ ಕಪ್ಪು ಬಣ್ಣದಿಂದ ದೊಡ್ಡದಾಗಿ ತನ್ನ ಹೆಸರನ್ನು, ತನ್ನ ಹೆಚ್ಚಿನ ಹೆಸರನ್ನೂ ಬರೆಯುತ್ತಿರುತ್ತಾಳೆ. ಆ ದೋಣಿ ಬಹುದೂರದಲ್ಲಿ ಅಪರಿಚಿತರಿಗೆ ದೂರಕಿದಾಗ ಇವಳು ಯಾರೆಂದು ಅವರಿಗೆ ತಿಳಿಯುತ್ತದೆ ಎಂಬ ಆಶಾಭಾವವನ್ನು ಹೊಂದಿರುತ್ತದೆ. ಕೆಲವು ಸಲ ದೋಣಿಯೊಳಗೆ ಪಾರಿಜಾತದ ಹೂವನ್ನು ಇಡುತ್ತಿರುತ್ತಾಳೆ.

ಇವು ಬೆಳಗಿನ ಸೂರ್ಯೋದಯದಲ್ಲಿ ಅರಳುವುದು. ಆ ಮಗುವಿನ ನಂಬಿಕೆ ತನ್ನ ದೋಣಿಯಲ್ಲಿ ಆ ಹೂಗಳು ಅರಳಿ, ಸುರಕ್ಷಿತವಾಗಿ ಚಲಿಸಿ, ಹೊಸ ನಾಡನ್ನು ಸೇರುತ್ತದೆ ಎಂಬುದಾಗಿರುತ್ತದೆ. ಅವಳು ತನ್ನ ದೋಣಿಯನ್ನು ಸಾಗಲು ಬಿಟ್ಟಾಗ ಆಕಾಶವನ್ನು ನೋಡುತ್ತಾಳೆ. ಅಲ್ಲಿ ಚಿಕ್ಕ ಚಿಕ್ಕ ಮೋಡಗಳೂ ಸಹ ತೇಲುತ್ತಿರುತ್ತವೆ. ಅವಳಿಗೆ

ಗಾಳಿಯಲ್ಲಿ ತೇಲುವ ಮೋಡಗಳು ದೋಣಿಯ ಹುಟ್ಟಿ (Sail) ನಂತೆ ಕಾಣುತ್ತಿರುತ್ತದೆ. , ಅವಳಿಗೆ ಆಕಾಶದಲ್ಲಿ ಅವಳ ಸ್ನೇಹಿತರು ಯಾರು ಎಂದು ಆಶ್ಚರ್ಯವಾಗುತ್ತಿರುತ್ತದೆ. ಏಕೆಂದರೆ ಇವಳು ಕಾಗದದ ದೋಣಿಯನ್ನು ಬಿಟ್ಟು ತರಹವೇ ಆಕಾಶದಲ್ಲಿ ಚಿಕ್ಕ ಮೋಡಗಳು ತೇಲುತ್ತಾ, ಇವಳ ದೋಣಿಯ ಜೊತೆ ಸ್ಪರ್ಧಿಸುವಂತೆ (race) ಓಡುತ್ತಿವೆ ಎಂದು ಅನಿಸುತ್ತಿರುತ್ತದೆ.

ಈ ರೀತಿ ಆ ಮಗು ಕಲ್ಪನೆಯನ್ನು ಮಾಡಿಕೊಳ್ಳುತ್ತಿರುತ್ತದೆ. \* ಪ್ರತಿ ರಾತ್ರಿಯೂ ಈ ಚಿಕ್ಕ ಹುಡುಗಿಯು ತನ್ನ ಬೊಗಸೆಯಲ್ಲಿ ಮುಖವನ್ನು ಮುಚ್ಚಿಕೊಂಡು ತನ್ನ ಕಾಗದದ ದೋಣಿಗಳು ತೊರೆಯಲ್ಲಿ ತೇಲುತ್ತಾ ನಕ್ಷತ್ರದ ಕೆಳಗೆ ಸಾಗುತ್ತಿವೆ ಎಂದು ಕನಸು ಕಾಣುತ್ತಿರುತ್ತಾಳೆ. ಹಾಗೆಯೇ ನಿದ್ರಾದೇವತೆ (ಅಪ್ಸರೆ) ತನ್ನ ಕಾಗದದ ದೋಣಿಯಲ್ಲಿ ಕುಳಿತು, ಕನಸುಗಳ ಹೊರೆಯನ್ನೇ ಹೊತ್ತು ತೇಲುತ್ತಾಳೆ

ಎಂದು ಭಾವಿಸುತ್ತಾಳೆ. ಬಹು ಸುಂದರವಾದ ಕಲ್ಪನೆ  
ರವೀಂದ್ರನಾಥ ಟಾಗೂರರ ಕಲ್ಪನೆಯೆಂದರೆ  
ಕೇಳಬೇಕೇ ಎಷ್ಟೆಂದರೂ ಗುರುವರರಲ್ಲವೇ

Words To Know:

1. lading : cargo or load - ಭಾರ
2. shiuli flowers : white and drange parijaata  
flowers, popular in Bengal - ಹೂ
3. stream : flowing water
4. strange : unknown
5. bloom : bud opening into flower
6. dawn : time of first sunshine
7. launch : send
8. bulging : swollen
9. playmate : a friend
10. fairies : beautiful, charming ladies who live in  
the other world



**Unit-8 Prose****CHILDREN OF COURAGE BRAVERY AWARDS****Warm up Activity:****Task****1:**

Imagine you are walking home from school. You see a small boy sitting on a branch of a tree. There is a crack in the branch and the boy is about to fall. What would you do? Discuss with your partner.

I would shout and ask other people to join me in saving the child. I will remove my uniform shirt and with the help of other people, spread it out like a net under the cracked branch. Even if the boy falls, he will be protected by falling onto my spread shirt. Thus he will be rescued.

**Task 2:**

Think of some stories that you have heard about accidents that have been prevented because of the brave acts of children. Tell your partner and share with the class.

Siddhesh, a 9 year – old, class 4 student of the Government Higher Primary school in Avaragere village, on the outskirts of Davanagere city, averted a railway accident, not only alerted his father Manjunath about a crack in the track but also flagged down the approaching train with his red T-Shirt. He stood on the railway track waving his red R- shirt until the train driver noticed him and stopped the train. This brave act of Siddhesh saved hundreds of passengers traveling on the train.

Every year the Indian Council for Child Welfare (ICCW) awards children who have performed outstanding deeds of bravery; about 25 children below the age of 16 are given this award annually. The national awards for bravery began in 1957. The first award was given to a child who saved the life of the first Prime Minister of India – Jawaharlal Nehru.

## Vocabulary:

### V1. Fill in the blanks with the words given in the box.

bravery, courage, unfortunate, ready

It was unfortunate that Abhi and his friends met with an accident on the way to Nandi Hills. His friend Nitin showed determination in saving them, when he pulled Abhi and two others out of the car. Nitin received an award for bravery. He is always desire to help his friends.

### V2. Match the following:

1. Gagan and Bhoomika	a. saved an old man from J. Murthy a train accident
2. Moonis Khan	b. saved the life of her cousin from a fire
3. Rahul	c. saved a baby that was caught in the path of two bulls
4. Silver Kharbani	d. used her bare hands to dispose of a live grenade
5. Kumari Maibam Prity Devi	e. identified criminals who had planted bombs
	f. fought off a leopard that was trying to attack his sister

Answer:

1-c, 2-a, 3-e, 4-b, 5-d.

### V3 Fill in the blanks with suitable adjectives choosing the correct word from the brackets.

1. This is an adventure story. (adventure/adventurous)
2. She is a beautiful girl. (beautiful/beauty)
3. He is a young boy. (young/youth)
4. This is a tall tree. (tall/high)
5. Our teacher is good to us. (better/good)

### Comprehension:

#### C1. Answer the following questions:

Question 1.

When was the first Bravery Award for children given in India?

Answer:

**On 2nd October 1957, a fire broke out in a Shamiana through a short circuit at Delhi's Ramlila grounds at the Red fort. India's first Prime Minister, Jawaharlal Nehru was present there watching the program. Harish Chandra, a scout boy quickly cut open the Shamiana with a knife and saved the fives of hundreds of trapped people. The first Bravery Award for children was given to Harish Chandra on the eye of Republic Day 1958. This tradition was started by Pandit Nehru and continues till date.**

Question 2.

Why are the Bravery Awards given?

Answer:

**The Bravery Awards are given to inspire the children to act bravely at times of danger and save life and property of people around them.**

Question 3.

What is the age group that is considered for the Bravery Awards?

Answer:

**Children below the age of 16 are considered for the Bravery Award.**

Question 4.

What do the awardees receive?

Answer:

**The awardees receive a Medal, a certificate and cash as a token of appreciation of their valour. Some of them are granted financial assistance to complete their higher education**

**C2 Discuss the stories of bravery that you have read. Decide which act impressed you the most and write it down as a note.**

**Use these sentence beginnings:**

- I feel that **the disposal of a live grenade with bare hands** (name the action) was a very brave act.
- The child who did this is **Kumari Maibam Pritv Devi from Manipur**. She/he was 10 years old when this happened.
- I think it was very brave because she risked **her life to save people** (give the reason).

**C3 Identify the adjectives in paragraph number 10.**

10. Kumari Maibam Pritv Devi of Manipur, aged 10, saved **several** lives. She used her **bare** hands to dispose of a **live** grenade that was hurled at her mother's shop in Imphal. Her aim is to **fight** terror by joining the police force.

**Language Exercise:****L1. Discuss with your partner why 'you like to' or 'don't like to' do the following:**

Question 1.

Speak before the whole school during the assembly

Answer:

**I like to speak before the whole school during the assembly to get ride of stage fear.**

**I don't like to speak before the whole school during the assembly because I will shiver on the stage.**

Question 2.

take an injection from the doctor when you are ill

Answer:

**I like to take an injection from the doctor. When I am ill because I will be well soon.**

**I don't like to take an injection from the doctor. When I am ill because the prick will be very painful.**

Question 3.

Stand up and tell your teacher that you have not done your homework

Answer:

**I like to stand up and tell my teacher that I have not done my homework because I want to be truthful.**

**I don't like to stand up and tell my teacher that I have not done my homework fearing punishment.**

Question 4.

Tell your parents truthfully that you spent Rs. 25/- they gave for vegetables on buying ice-cream

Answer:

**I like to tell my parents truthfully that I spent Rs. 25/- they gave for vegetables on buying ice-cream because I don't want to him.**

**I don't like to tell my parents truthfully that I spent Rs.25/- they gave for vegetables on buying ice-cream because they will scold and beat me.**

Question 5.

Ask a boy in Class 5 not to make fun of your teacher

Answer:

**I like to ask a boy in class 10 not to make fun of my teacher because I like my teacher very much.**

**I don't like to ask a boy in class 10 not to make fun of my teacher because I like the fun.**

L2.Underline the nouns in the following paragraph:

**Indian music is very expressive. It is traditionally taught through oral methods. The system of Indian music is based on two important pillars-rag and tal. Rag is the melodic form while tal is the rhythmic form. The interpretation of the rag and the tal is not the same all over India. Today, there are two major traditions of classical music. There is the north Indian Hindustani sangeet. The other is the south Indian Carnatic music. Both systems are fundamentally similar but differ in performance.**

## **Children of Courage Bravery Awards Summary In English**

The given lesson 'Children of courage – Bravery Awards' is an essay about the bravery of children and how the Government of India recognizes their brave deeds by giving them Awards.

The tradition of giving out bravery awards for children was started in 1958 by our first Prime- Minister Pt. Jawaharlal Nehru. On 2nd Oct 1957, Pt. Nehru was watching a performance at Delhi's Ramlila grounds when a fire broke out in the shamiana due to a short circuit. A 14 year old boy, Harishchandra showed his presence of mind and quickly cut the burning Shamina with his knife. This act saved hundreds of life. Inspired by this act of bravery, Pt. Nehru was inspired to initiate bravery awards. Harishchandra was the first recipient of the bravery award.

The bravery awards are announced on Children's day (14th Nov – the birthday of Chacha Nehru)., every year. The Prime Minister of India presents these awards to the recipients on Republic day every year. The awardees receive a medal, certificate and cash in recognition of their brave deeds.

Some of them are also granted financial aid for higher education. The awardees take part in the Republic day celebrations every year. The awardees take part in the Republic day parade in New Delhi, riding on a decorated elephant.

Many 'Brave Hearts' have been honored. In 2008, six year old twins Gagan and Bhoomika J. Murthy of Bengaluru were honored for saving an eighteen month old child from two charging bulls. In the same year, .Rahul, a twelve year old balloon seller was an eye – witness to the Delhi bomb blasts. He helped the police to identify the criminals. Silver Kharbani of Meghalaya was honored for saving her cousin from a fire. Vishal Surajvi Patil of Maharashtra was honored for saving a woman and her child from drowning.

In 2009, 21 children were honored. Among them, was a 13-year-old boy, Gaurav Singh Saini of Haryana. He had saved 50-60 people in a stampede at the Naina Devi temple in Himachal Pradesh. Kumari Maiban Prity Devi

of Manipur (10 years old) had used her bare hands to dispose of a live grenade (a small bomb thrown by hand). It was hurled by militants at her mother shop. This act saved several lives. She aspires to join the police force.

Ten-year-old Priyanshu Joshi of Uttarakhand was honored in 2010, for fighting off a leopard that had attacked his sister, on their way to school. Eleven year old Ginjeevan Singh from Punjab was honored for preventing a bank robbery. He had attacked the thieves with bricks. When they open fire, he escaped. The other people who were present their managed to catch the thieves. Moonis Khan (15) from Madhya Pradesh was -honored for saving an old man from a railway accident.

ಸಾರಾಂಶ:

ಪ್ರಸ್ತುತ ಪಾಠದಲ್ಲಿ ಮಕ್ಕಳ ಧೈರ್ಯ, ಶೌರ್ಯ ಮತ್ತು ಸಾಹಸಗಳ ಬಗ್ಗೆ ತಿಳಿಸುತ್ತಾ ಭಾರತ ಸರ್ಕಾರ ಹೇಗೆ ಮಕ್ಕಳ ಈ ಕಾವ್ಯವನ್ನು ಗುರ್ತಿಸಿ, ಅವರಿಗೆ ಪ್ರಶಸ್ತಿ ನೀಡುತ್ತಾರೆ ಎಂಬುದನ್ನು ತಿಳಿಸಿದ್ದಾರೆ. ಮಕ್ಕಳಿಗೆ ಈ ಶೌರ್ಯ ಪ್ರಶಸ್ತಿಯನ್ನು ಕೊಡುವ ಪದ್ಧತಿಯು 1958ನೇ ಇಸವಿಯಲ್ಲಿ ನಮ್ಮ ಮೊದಲ ಪ್ರಧಾನಿಯಾದ ಪಂಡಿತ್ ಜವಾಹರ್‌ಲಾಲ್‌ರವರಿಂದ ಪ್ರಾರಂಭಿಸಲ್ಪಟ್ಟಿತು.

1957ನೇ ಅಕ್ಟೋಬರ್ 2ರಂದು ಸಾರಾಂಶ ಪಂಡಿತ್ ನೆಹರೂರವರು ದೆಹಲಿಯ ರಾಮಲೀಲಾ ಮೈದಾನದಲ್ಲಿ ಕಾರ್ಯಕ್ರಮವೊಂದನ್ನು ವೀಕ್ಷಿಸುತ್ತಿದ್ದಾಗ, ವಿದ್ಯುತ್ ಶಾರ್ಟ್ ಸರ್ಕ್ಯೂಟ್ ನಿಂದಾಗಿ ಶಾಮಿಯಾನಕ್ಕೆ ಬೆಂಕಿ ತಗುಲಿತು. ಅಲ್ಲಿಯೇ ಇದ್ದ 14 ವರ್ಷದ ಹರಿಶ್ಚಂದ್ರ ಎಂಬ ಬಾಲಕನೊಬ್ಬನು ಸಮಯ ಪ್ರಜ್ಞೆಯಿಂದ ತನ್ನ ಹತ್ತಿರವಿದ್ದ ಚಾಕುವಿನಿಂದ ಶಾಮಿಯಾನವನ್ನು ಕತ್ತರಿಸಿ ಆಗಬಹುದಾಗಿದ್ದ ಅನಾ ಹುತವನ್ನು ತಪ್ಪಿಸಿದನು. ಅವನ ಈ ಕಾರ್ಯದಿಂದ ನೂರಾರು ಜನರ ಜೀವ ಉಳಿಯಿತು. ಇದರಿಂದ ಸ್ಪೂರ್ತಿಗೊಂಡ ಪಂಡಿತ್ ನೆಹರೂರವರು ಶೌರ್ಯ ಪ್ರಶಸ್ತಿಯನ್ನು ಪ್ರಾರಂಭಿಸಿದರು. ಈ ರೀತಿಯ ಶೌರ್ಯ ಪ್ರಶಸ್ತಿಯು



ಮೊಟ್ಟೆ ಮೊದಲ ವಿಜೇತ ಹರಿಶ್ಚಂದ್ರ ಆಗಿನಿಂದ ಈ ಶೌರ್ಯ ಪ್ರಶಸ್ತಿ ಪ್ರಾರಂಭವಾಯಿತು.

ಈ ಶೌರ್ಯ ಪ್ರಶಸ್ತಿಯನ್ನು ಪ್ರತಿ ವರ್ಷ ಮಕ್ಕಳ ದಿನಾಚರಣೆಯಂದು ಅಂದರೆ ಚಾಚಾ ನೆಹರೂರವರ ಜನ್ಮ ದಿನವಾದ ನವೆಂಬರ್ 14ನೇ ತಾರೀಖಿನಂದು ಘೋಷಿಸುತ್ತಾರೆ. ನಮ್ಮ ದೇಶದ ಪ್ರಧಾನ ಮಂತ್ರಿಗಳು ವಿಜೇತರಿಗೆ ಈ ಪ್ರಶಸ್ತಿಯನ್ನು ಜನವರಿ 26 ರಂದು ಎಂದರೆ ಗಣರಾಜ್ಯ ದಿನದಂದು ನೀಡುತ್ತಾರೆ. ವಿಜೇತರು ಮೆಡಲ್ ಎಂದರೆ ಪದಕ, ಸರ್ಟಿಫಿಕೇಟ್ ಮತ್ತು ನಗದು

ಹಣವನ್ನು ತಮ್ಮ ಶೌರ್ಯ ಕಾರ್ಯಕ್ಕಾಗಿ ಪಡೆಯುತ್ತಾರೆ. ಅವರಲ್ಲಿ ಕೆಲವರಿಗೆ ಅವರ ಉನ್ನತ ಶಿಕ್ಷಣಕ್ಕಾಗಿ ಹಣಕಾಸಿನ ಸೌಲಭ್ಯವೂ ಸಹ ದೊರೆಯುತ್ತದೆ. ವಿಜೇತರು ಗಣರಾಜ್ಯ ದಿನದ ಸಮಾರಂಭದಲ್ಲಿ ಪ್ರತಿವರ್ಷವೂ ಪಾಲ್ಗೊಳ್ಳುತ್ತಾರೆ. ವಿಜೇತರು ಗಣರಾಜ್ಯದಿನದ ಮೆರವಣಿಗೆಯಲ್ಲಿ ಅಲಂಕೃತ ಆನೆಯ ಮೇಲೆ ಸವಾರಿಯಲ್ಲಿ ಬರುತ್ತಾರೆ.

ಬಹಳಷ್ಟು 'ಶೌರ್ಯ ಹೈದಯ'ಗಳನ್ನು ಗೌರವಿಸಿದೆ. 2008ರಲ್ಲಿ ಆರು ವರ್ಷದ ಅವಳಿಗಳಾದ ಗಗನ್ ಮತ್ತು

ಭೂಮಿಕ ಜಿ. ಮೂರ್ತಿ ಎಂಬ ಬೆಂಗಳೂರಿನ ಪುಟಾಣಿಗಳನ್ನು 18 ತಿಂಗಳ ಮಗುವನ್ನು ಎರಡು ಎತ್ತುಗಳಿಂದ ರಕ್ಷಿಸಿದ್ದಕ್ಕಾಗಿ ಪ್ರಶಸ್ತಿಯನ್ನು ಕೊಟ್ಟು ಗೌರವಿಸಲಾಯಿತು.

ಅದೇ ವರ್ಷ ರಾಹುಲ್ ಎಂಬ 12 ವರ್ಷದ ಬಲೂನ್ ಮಾರುವ ಹುಡುಗ ದೆಹಲಿಯಲ್ಲಿ ನಡೆದ ಬಾಂಬ್ ದಾಳಿಗೆ ಪ್ರತ್ಯಕ್ಷ ಸಾಕ್ಷಿಯಾಗಿ ಅಪರಾಧಿಗಳನ್ನು ಹಿಡಿಯುವಲ್ಲಿ ಪೊಲೀಸಿನವರಿಗೆ ಸಹಾಯ ಮಾಡಿದ್ದ. ಮೇಘಾಲಯದ ಸಿಲ್ವರ್ ಕಾರ್ಬಾನಿಯನ್ನು ಅವನ ಸೋದರ ಸಂಬಧಿಯನ್ನು ಬೆಂಕಿಯಿಂದ ರಕ್ಷಿಸಿದ್ದಕ್ಕಾಗಿ ಗೌರವಿಸಲಾಯಿತು. ಮಹಾರಾಷ್ಟ್ರದ ವಿಶಾಲ್ ಸೂರಜ್ಜಿ ಪಾಟೀಲ್‌ನನ್ನು ಒಬ್ಬ ಹೆಂಗಸು ಮತ್ತು ಅವಳ ಮಗುವನ್ನು ಮುಳುಗಿ ಹೋಗದಂತೆ | ರಕ್ಷಿಸಿದ್ದಕ್ಕಾಗಿ ಗೌರವಿಸಲಾಯಿತು

2009ರಲ್ಲಿ 21 ಮಕ್ಕಳನ್ನು ಗೌರವಿಸಲಾಯಿತು. ಅವರಲ್ಲಿ 13 ವರ್ಷದ ಹರಿಯಾಣಾದ ಗೌರವ್ ಸಿಂಗ್ ಶೈನಿ ಎಂಬ ಹುಡುಗನು ಹಿಮಾಚಲ ಪ್ರದೇಶದ ನೈನಾ ದೇವಿ ದೇವಸ್ಥಾನದಲ್ಲಿ ಕಾಲ್ತುಳಿತಕ್ಕೆ ಒಳಗಾಗಿ ಅಪಾಯವಾಗದಂತೆ ಸುಮಾರು 50 - 60 ಜನರನ್ನು ರಕ್ಷಿಸಿದ್ದನು. ಮಣಿಪುರದ 10 ವರ್ಷದ ಬಾಲಕಿಯಾದ

ಕುಮಾರಿ ಮಾಯ್ಯುನ್ ಪ್ರಿಟಿದೇವಿ ತನ್ನ ಬರಿದಾದ ಕೈಗಳಿಂದ ಸಣ್ಣದಾದ ಗ್ರೇನೇಡ್ ಬಾಂಬನ್ನು ಹೊರ ಹಾಕಿದಳು.

ಅವಳ ಈ ಕೃತಿಯಿಂದ ಹಲವಾರು ಜನರ ಜೀವ ಉಳಿಯಿತು. ಅವಳಿಗೆ ತಾನು ಪೊಲೀಸ್ ದಳವನ್ನು ಸೇರಬೇಕೆಂಬ ಆಸೆಯಿಂದ 2010ರಲ್ಲಿ ಗೌರವಕ್ಕೆ ಪಾತ್ರಳಾದ 10 ವರ್ಷದ ಉತ್ತರಕಾಂಡದ ಪ್ರಿಯಾಂಶು ಜೋಷಿಯು ಶಾಲೆಗೆ ಹೋಗುತ್ತಿದ್ದಾಗ ಆಕೃಮಣ ಮಾಡಿದ ಚಿರತೆಯಿಂದ ತನ್ನ ಸಹೋದರಿಯನ್ನು ಕಾಪಾಡಲು ಹೋರಾಡಿ ಯಶಸ್ವಿಯಾಗಿದ್ದಳು. 11 ವರ್ಷದ ಪಂಜಾಬಿನ ಗುರುಜೀವನ್ ಸಿಂಗ್ ಬ್ಯಾಂಕ್ ದರೋಡೆಯನ್ನು ತಪ್ಪಿಸಲು ಹೋರಾಡಿದ್ದನು.

ಅವನು ಕಳ್ಳರ ಮೇಲೆ ಇಟ್ಟಿಗೆಗಳಿಂದ ಆಕೃಮಣ ಮಾಡಿದ್ದು. ಅವರು ಗುಂಡು ಹಾರಿಸಲು ಪ್ರಾರಂಭಿಸಿದಾಗ ಓಡಿ ಹೋಗಿ ತಪ್ಪಿಸಿಕೊಂಡ. ಆದರೆ ಅಲ್ಲಿದ್ದ ಉಳಿದವರು ಕಳ್ಳರನ್ನು ಹಿಡಿದರು. ಮಧ್ಯಪ್ರದೇಶದ ಮೂನಿಪ್ ಖಾನ್ 15 ವರ್ಷದ ಹುಡುಗ ಮುದುಕ ನೊಬ್ಬನನ್ನು ರೈಲ್ವೆ ಅಪಘಾತವಾಗದಂತೆ ತಡೆಹಿಡಿದಿದ್ದಕ್ಕಾಗಿ ಗೌರವಿಸಲ್ಪಟ್ಟನು.

Words To Know:

1. ripped open : cut open - ಶತ್ತರಿಸು
2. valour : great bravery - ಶೌರಯ
3. recipient : a person who receives something - ಪಡೆದು ಕೊಳ್ಳುವವ
4. initiate : to begin something - ಪ್ರಾರಂಭಿಸು
5. Shamiana : decorated tent - ಗುಡಾರ
6. salute : to honour or praise somebody in public for their achievement - ಅಭಿನಂದನೆ
7. recipient : a person who receives something
8. eve : evening, before the event
9. atop : on the top of
10. confer - to give somebody an award
11. averted - avoided
12. stampede - a situation in which a group of people suddenly start running

**Unit-8 Prose MY LAND****Comprehension:****C1. Answer the following questions:**

Question 1.

How is the native land?

Answer:

**Native land is prolific. One can't forget the beauty of Ireland. She is the apple of one's eye like this poet goes on describing his native land.**

Question 2.

How are the men or women in this land?

Answer:

**Men are the bravest on earth and women are not scared of anything.**

Question 3.

Write a short paragraph of five sentences on India my Motherland.

Answer:

**Indian is a land of cultural heritage there is unity in diversity. National integration and it's promotion is of a high order. India is the largest democratic country in the world. India is proud of many things example Taj Mahal. In one and the same country, we can see many different kinds of art and architectural styles. Indian woman, the most respected woman by all men.**

**Activity:****A1 Write the opposites of the following words.**

1. dull × **bright**
2. brave × **coward**
3. warm × **cold**
4. fearful × **fearless**
5. plenty × **scarce**

**A2. Read this paragraph and do the tasks that follow:**

Laxmi Bai was the queen of Jhansi. Her struggle with the British is legendary. The battle began early in June 1857. Sir Hugh Rose captured the fortress of Jhansi in March 1858. Rani Laxmi Bai resisted but Jhansi was captured by the British when traitors opened the gates of the fortress for them. On the night of April 4th, 1858 she escaped from the fortress and joined Tantia Tope at Kalpi. Rani Lakshmi Bai and Tantia Tope captured the fort of Gwalior from Sindhia. She died fighting the British on June 17, 1858 at Gwalior.

Question 1.

Give a suitable title to this paragraph.

Answer: **Rani of Jhansi**

Question 2.

Identify the nouns in the paragraph.

Answer:

**Laxmi Bai, Jhansi, struggle, British, The battle, June, Sir Hugh Rose, fortress, Jhansi March, Rani Laxmi Bai, Traitors, the gates the fortress, the night, April, Tantia Tope, Kalpi, Fort, Gwalior, Sindhia, June.**

## My Land Summary In English

Thomas Davis, the poet writes about his native Ireland but his feelings are shared by all who love their country. All men who love their country have the same opinion about their motherland. They are like this. My motherland is my land. It is a dear, rare and rich land. It is a fair land with fresh air. My men are the bravest on earth and my women are not scared of anything in the world. I am always ready to die for the cause of my country and I feel divine to die.

My country is not a dull land but bold land. She is always warm but never cold. Truly she is a legendary country, with all pride, I definitely say my country is fresh and fair land, true and rare land on earth, yes that rare land is my motherland.

ಸಾರಾಂಶ:

ಈ ಕವಿತೆಯ ಕವಿಯಾದ ಸಾರಾಂಶ - ಥಾಮಸ್ ಡೇವಿಸ್, ತನ, ಮಾತೃಭೂಮಿಯಾದ ಐರ್‌ಲಾಂಡ್‌ನ ಬಗ್ಗೆ. ಬರೆಯುತ್ತಾ, ತನ್ನ ಭಾವನೆಗಳನ್ನು ಇತರ ದೇಶ ಪ್ರೇಮಿಗಳೊಂದಿಗೆ ಹಂಚಿಕೊಳ್ಳುತ್ತಿದ್ದಾನೆ. ತಮ್ಮ ದೇಶದ ಮೇಲೆ ಪ್ರೀತಿ, ಇರುವವರೆಲ್ಲರೂ ಇದನ್ನು ಒಪ್ಪುತ್ತಾರೆ. ಅವನು ಹೇಳುವುದೇನೆಂದರೆ, ನನ್ನ ಮಾತೃಭೂಮಿಯೇ, ನನ್ನ ಭೂಮಿ.

ಅದು ನನಗೆ ಎಲ್ಲಾದಕ್ಕಿಂತಲೂ, ಅಚ್ಚು ಮೆಚ್ಚು ಮತ್ತು ಸಂಪತ್ತಭರಿತವಾಗಿದೆ. ಅದರ ಭೂಮಿ ಮತ್ತು ಗಾಳಿ ಎರಡೂ ನಿರ್ಮಲವಾಗಿದೆ. ನನ್ನ ನಾಡಿನ, ಜನರೆಲ್ಲಾ ತುಂಬಾ ಧೀರರೂ, ಶೂರರೂ ಹೌದು. ಈ ಪ್ರಪಂಚದಲ್ಲೇ ಅವರುಗಳು ಯಾರಿಗೂ ಹೆದರುವುದಿಲ್ಲ. ನಾನು ನನ್ನ ತಾಯಿ ನಾಡಿಗಾಗಿ ಪ್ರಾಣ ತ್ಯಾಗ ಮಾಡಲೂ ಎಂದೆಂದೂ ಸಿದನಿದ್ದೇನೆ.

ಹಾಗೆಯೇ ಅದನ್ನು ನನ್ನ ಪುಣ್ಯವೆಂದು ಪರಿಗಣಿಸುತ್ತೇನೆ. ತನ್ನ ತಾಯಿನಾಡು ಎಂದೂ ಮಂಕಾಗಿಲ್ಲ, ಅವಳು ಧೀರೆ ಅವಳು ಎಂದಿಗೂ ಬೆಚ್ಚಗಿರುತ್ತಾಳೆ, ಹೆದರಿ ತಣ್ಣಗಾಗುವುದಿಲ್ಲ. ಅವಳಿಗೆ ತನ್ನದೇ ಆದ ಇತಿಹಾಸವಿದೆ. ನಾನು ಗರ್ವದಿಂದ ಹೇಳಬಲ್ಲೆ. ನನ್ನ ತಾಯಿನಾಡು ನಿರ್ಮಲ, ಸಂಪತ್ತಭರಿತ, ಅಪರೂಪವಾದ, ಬಹಳ ಬೆಲೆಯುಳ್ಳ, ಧೀರರೂ, ಶೂರರು ತುಂಬಿರುವ ನಾಡಾಗಿದೆ. ಈ ಭೂಮಿಯ ಮೇಲೆ ನನ್ನ ತಾಯಿ ನಾಡೇ ಅತಂತ್ಯತ ವಿಶಿಷ್ಟವಾದದ್ದು.

Words To Know:

1. rare : uncommon - ಅಪರೂಪದ
2. fair : beautiful - ಸುಂದರವಾದ
3. waver : hesitate, be scared of - ಹಾಯಿಡಾಡು
4. native land: land of one's birth - ಮಾತೃಭೂಮಿ
5. lot : one's fortune - ವಿಧಿ
6. divine : god - like - ದಿವ್ಯವಾದ
7. bold : courageous - ಕಬ್ಬದಯ