

Chapter :9

The Bond of Love

The Snake Trying - Thinking about the Poem

Q.1 What is the snake trying to escape from?

Ans.: The snake is trying to escape the pursuing stick with the help of the sudden curvings of its thin long body.

Q. 2 Is it a harmful snake? What is its colour?

Ans.: No, the snake is not at all harmful. Its small size makes it harmless even to the children. The snake is green in colour.

Q.3 The poet finds the snake beautiful. Find the words he uses to convey its beauty.

Ans.: The poet uses the words 'beautiful' and 'graceful' to throw light on the beauty of the snake. He further uses the word 'harmless' to describe its unique and distinctive feature which the poet feels is the charm of the snake.

Q. 4 What does the poet wish for the snake?

Ans.: The poet wishes for the snake that it be left unharmed. He wants the snake to go over the water and further into the reeds to hide. The poet feels that the beauty of the snake and its appearance is a distinctive attribute.

Q. 5 Where was the snake before anyone saw it and chased it away?
Where does the snake disappear?

Ans.: The snake lay along the sand until it was observed and then chased away. The snake vanishes in the ripples of the water among the green slim reeds.

Q. 1 Find out as much as you can about different kinds of snakes (from books in the library, or from the Internet). Are they all poisonous? Find out the names of some poisonous snakes.

Ans.: There are different kinds of snakes found from various parts of the world. While some snakes are highly venomous, others are somewhat considered to be non-venomous but within the latter category also, some snakes can have devastating effects.

The names of some of the most venomous snakes of the world are – Inland Taipan, Eastern Brown Snake, King Cobra, and Peron's Sea Snake etc.

Q. 2 Look for information on how to find out whether a snake is harmful.

Ans : Snakes are long reptiles with certain features in which certain snakes are categorised as venomous or non-venomous.

There are no particular distinctions between venomous and non-venomous snakes but unlike venomous snakes, the non-venomous ones cannot bite through clothing. Additionally, there are certain snakes such as the rat snakes that do not harm and instead help in keeping the rodent and insect population down.

Q. 3 As you know, from the previous lesson you have just read, there are people in our country who have traditional knowledge about snakes, who even catch poisonous snakes with practically bare hands. Can you find out something more about them?

Ans : In India, Snake Charming is a very common activity wherein the snake charmer i.e. the individual attempts to make the snake move as it watches the movement of the flute. Although, snakes do not have external ears to listen to sounds but they possess the ability to sense vibrations and low-frequency sounds.

Snakes are also a part of worshipping in many parts of India. The festival of Nag Panchami is widely celebrated in which the worshipper performs rituals and worships the images of or live Nagas (cobras) every year. In addition to this, most images and representations of Lord Shiva portray a snake around his neck. The Puranas and various other holy scriptures contain umpteen tales and stories associated with the snakes and Lord Shiva.

Thinking about Language

Q.1A Find these words in the lesson. They all have “ie” or ei in them.

f_ ld ingred_ nts h_ ght misch _vous fr_ nds_ ghty-seven rel_ ved p_ ce
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Ans.:

field

ingredients

height

mischieuvous

friends

eighty-seven

relieved

piece

Q.2 Now here are some more words. Complete them with ei or ie.
Consult a dictionary if necessary.

bel_ve rec_ve w_rd I_sure s_ze

W_ght r_gn f_gn gr_f p_rce

Ans.:

believe

receive

weird

leisure

seize

weight

reign

feign

grief

pierce

(There is a popular rule of spelling: 'i' before 'e' except after 'c'. Check if this rule is true by looking at the words above.)

Q. 3 Here are some words with silent letters. Learn their spelling. Your teacher will dictate these words to you. Write them down and underline the silent letters.

Knock	wrestle	walk	wrong
Knee	half	honest	daughter
hours	return	hornet	calm
could	sign	island	button

Ans.:

<u>Kn</u> ock	w <u>re</u> st <u>l</u> e	w <u>a</u> lk	<u>w</u> ron <u>g</u>
<u>K</u> nee	ha <u>l</u> f	<u>h</u> on <u>e</u> st	da <u>u</u> gh <u>t</u> er
<u>h</u> our <u>s</u>	retu <u>r</u> n	<u>h</u> orn <u>e</u> t	ca <u>l</u> m
<u>c</u> ou <u>l</u> d	si <u>g</u> n	is <u>l</u> and	bu <u>t</u> ton

Q. 3 A An index is a list of names or topics that are to be found in a book. It is a list arranged in alphabetical order at the end of a book.

The following paragraph shows that the doctor is consulting the index of a medical book to find out which injection is appropriate for Bruno.

“Out came his medical books, and a feverish reference to index began: What poison did you say, sir?” “Barium carbonate”. “Ah yes—B—Ba—Barium Salts—Ah! Barium carbonate! Symptoms—paralysis—treatment—injections of ... Just a minute, sir. I’ll bring my syringe and the medicine.”

You have read about the French Revolution and you want to know more about the Third Estate in the context of the French Revolution. You can refer to the index of the book Living World History by T. Walter Wallbank and Arnold Schrier:

French-Algerian War, 696
French and Indian War, 370, 401
French Revolution, 393, 404 -405, 408, 427, 489
French (froid), Sigmund [1856-1939], 479, illus, 477
Frobisher (fro bish ar), Martin [1535 ?- 1594], 321, 338

Third Coalition, 415
Third Communist International, See Comintern
Third Eastern Bill, 454
Third Reich (riH), 641, 643, 652, 653

On which pages in this book will you find information about the French Revolution and the Third Estate?

Ans.: As can be observed from the index of the pages given, we can find information about the French Revolution on page 813 which has the third heading as French Revolution and information about the Third Estate can be found on page 826 under the same heading as given in the previous case.

Q.3B To know what ‘Food Security’ and ‘Minimum Support Price’ mean in the context of the economic growth of a country you can go to the subject index given below from Poverty and Famines — An Essay on Entitlement and Deprivation by Amartya Sen. Under which heading in the index are you likely to find these topics?

Famine relief, 43, 57, 87-8, 96-8, 116-17, 131-2
Fishermen, 51, 676-9, 71, 72-3, 78, 119
Finland, 213
Floods, 52-3, 58, 131-2, 147-8
Food availability decline (FAD thesis), 6-7, 7-8, 41-2, 43-4, 53, 57-63, 80-1, 82-3, 88-93, 111, 117-20, 125, 137, 141, 153, 154-6, 157-8, 162
Food Counter-movement, 94, 138, 160-2
Food habits, 12-3, 25-6, 45, 50, 164

Ans.: We can find the concepts of ‘food security’ and ‘minimum support price’ under the last three topics relating to food in the given box.

Q. 3 C Given below is a portion of an index page from the book, French’s Index of Differential Diagnosis, edited by F. Dudley Hart M.D., F.R.C.P.

- - pulmonary fibrosis .. 346	- chronic, associated with
- - - osteo-arthritis .. 271	yellow nail syndrome 519
- - pyrexia .. 636, 643	- - bacterial infection
- - rigors .. 669, 671	complicating .. 729
- - vomiting .. 804	- - causing cough
	179, 182, 223
Bronchitis, acute, causing	- - - dyspnoea 222, 223, 229
cough .. 178	- - - haemoptysis .. 322
- - - haemoptysis .. 322	- - - nutmeg liver .. 463
- associated with costo-	- - cigarette smoking
chondral swellings .. 133	causing .. 223
- - emphysema .. 131	- - heart failure due to .. 82
- - mediastinal emphy-	
sema .. 605	Bronchitis, chronic, contd.
- capillary, causing head	- - simulating indigestion 583
retraction .. 325, 328	- - sputum of, during
- casts in sputum .. 728	smog .. 728
- causing epistaxis .. 240	- - - production in 727, 729
- in children, pertussis	- complicating incomplete
distinguished from .. 178	sternal fusion .. 130
	- coughing in, causing
	surgical emphysema .. 235

Study the entries and find out whether the following topics are discussed in the book.

- (i) bronchitis due to cigarette smoking
- (ii) heart failure due to bronchitis
- (iii) bronchitis in children

Ans.: The given three topics – bronchitis due to cigarette smoking, heart failure due to bronchitis and bronchitis in children can be easily found in the given book as per the entries mentioned in the same words.

Q. 4A Notice the incomplete sentences in the following paragraphs. Here the writer is using incomplete sentences in the narration to make the incident more dramatic or immediate. Can you rewrite the paragraph in complete sentences?

(You can begin: The vet and I made a dash back to the car. Bruno was still floundering ...)

(i) A dash back to the car. Bruno still floundering about on his stumps, but clearly weakening rapidly; some vomiting, heavy breathing, with heaving flanks and gaping mouth.

Hold him, everybody! In goes the hypodermic—Bruno squeals — 10 c.c. of the antidote enters his system without a drop being wasted. Ten minutes later: condition unchanged! Another 10 c.c. injected! Ten minutes later: breathing less stertorous — Bruno can move his arms and legs a little although he cannot stand yet. Thirty minutes later: Bruno gets up and has a great feed! He looks at us disdainfully, as much as to say, ‘What’s barium carbonate to a big black bear like me?’ Bruno is still eating.

(ii) In the paragraphs above from the story the verbs are in the present tense (eg. hold, goes, etc.). This gives the reader an impression of immediacy. The present tense is often used when we give a commentary on a game (cricket, football, etc.), or tell a story as if it is happening now. It is, therefore, called the narrative present.

You will read more about the present tense in Unit 10.

Ans.: The vet and I made a dash back to the car. Bruno was still floundering about on his stumps, clearly weakening rapidly. He experienced some vomiting and heavy breathing, with heaving flanks and gaping mouth. Everybody was asked to hold him as the Hypodermic medicine went inside. Bruno squealed as 10 c.c. of the antidote entered his system without a drop being wasted. Ten minutes later his condition remained unchanged due to which another 10 c.c. of the antidote was injected. After ten minutes, his breathing became less stertorous as he moved his arms and legs a little, although he could not stand yet. Thirty minutes later, Bruno got up and had a great feed. He looked at us disdainfully as much as to say, ‘What’s barium carbonate to a big black bear like me?’ Bruno was still eating.

Q.4 B Find the adverbs in the passage below. (You've read about adverbs in Unit 1.)

(i) Complete the following sentences, using a suitable adverb ending in -ly.

(a) Rana does her homework_____.

(b) It rains_____ in Mumbai in June.

(c) He does his work _____.

(d) The dog serves his master_____.

(ii) Choose the most suitable adverbs or adverbial phrases and complete the following sentences.

(a) We should _____ get down from a moving train.
(never, sometimes, often)

(b) I was _____ in need of support after my poor performance. (badly, occasionally, sometimes)

(c) Rita met with an accident. The doctor examined her_____. (suddenly, seriously, immediately)

Answer :

(i) (a) Rana does her homework sincerely.

(b) It rains heavily in Mumbai in June.

(c) He does his work obediently.

(d) The dog serves his master faithfully.

(ii) (a) We should never get down from a moving train.

(b) I was badly in need of support after my poor performance.

(c) Rita met with an accident. The doctor examined her immediately.

Q. 4C Take down the following scrambled version of a story, that your teacher will dictate to you, with appropriate punctuation marks. Then, read the scrambled story carefully and try to rewrite it rearranging the incidents.

A grasshopper, who was very hungry, saw her and said, “When did you get the corn? I am dying of hunger.” She wanted to dry them. It was a cold winter’s day, and an ant was bringing out some grains of corn from her home. She had gathered the corn in summer.

“I was singing all day,” answered the grasshopper. “If you sang all summer,” said the ant, “you can dance all winter.” “What were you doing?” asked the ant again. The grasshopper replied, “I was too busy.” “I collected it in summer,” said the ant. “What were you doing in summer? Why did you not store some corn?”

Ans.: It was a cold winter’s day and an ant was bringing out some grains of corn from her home in order to dry them which she had gathered in summer. A grasshopper, who was very hungry, saw her and said, “When did you get the corn? I am dying of hunger.” “I collected it in summer,” said the ant. “What were you doing in summer? Why did you not store some corn?” asked the ant. The grasshopper replied, “I was too busy.” “What were you doing?” asked the ant again. “I was singing all day,” answered the grasshopper. “If you sang all summer,” said the ant, “you can dance all winter.”

Thinking about the Text

Q. 1 Given in the box are some headings. Find the relevant paragraphs in the text to match the headings.

An Orphaned Cub, Broun’s Food-chart; An accidental Case of poisoning; playful Baba; Pain of Separation; Joy of Reunion; A Request to the Zoo; An Island in the Courtyard.

Ans.: The relevant headings are shown below:

An Orphaned Cub	- Paragraph 3
Bruno's Food-chart	- Paragraph 6
An Accidental Case of poisoning	- Paragraph 8
Playful Baba	- Paragraph 12
Pain of Separation	- Paragraph 14
Joy of Reunion	- Paragraph 16
A Request to the Zoo	- Paragraph 18
An Island in the Courtyard	- Paragraph 21

Q. 1 “I got him for her by accident.”

(i) Who says this?

(ii) Who do ‘him’ and ‘her’ refer to?

(iii) What is the incident referred to here?

Ans.: (i) The Narrator says the given line.

(ii) In the given line, ‘him’ refers to the baby of the sloth bear that was killed and ‘her’ refers to the narrator’s wife.

(iii) The incident where the narrator along with his companions made a successful attempt at catching the baby bear in the sugarcane field is referred to in this line.

Q. 2 “He stood on his head in delight.”

(i) Who does ‘he’ refer to?

(ii) Why was he delighted?

Ans.: (i) In the given line, ‘he’ refers to Bruno, the bear.

(ii) Bruno was delighted to see the narrator’s wife after three months of painful separation from each other.

Q. 3 “We all missed him greatly: but in a sense we were relieved.”

(i) Who does ‘we all’ stand for?

(ii) Who did they miss?

(iii) Why did they nevertheless feel relieved?

Ans.: (i) In the given line, ‘we all’ refers to the narrator and his entire family and friends.

(ii) They missed Bruno (Baba), the sloth bear after he was sent to a zoo in Mysore.

(iii) They were relieved after Bruno (Baba) was sent to a zoo in Mysore because he was getting too big to be kept at home.

Q.1 A Answer the following questions in 30 to 40 words each.

On two occasions Bruno ate/drank something that should not be eaten/drank. What happened to him on these occasions?

Ans.: On the first occasion, the narrator had put poison (barium carbonate) to kill rats and mice that had got into his library. Bruno, unaware of the poison (as he was supposed to be) entered the library and

ate some of it. Consequently, he got paralysed so badly that he could not even stand on his feet. As he weakened rapidly due to the effect of the poison and some vomiting, he barely managed to drag himself and floundered about on his stumps. Heavy breathing with heaving flanks and gaping mouth, his condition remained quite unstable for a while.

On the second occasion, Bruno nearly drank one gallon of the old engine oil that the narrator had drained from the sump of the Studebaker and was keeping as a weapon against the inroads of termites. However, the engine oil, fortunately, did not have any detrimental effects on the sturdy bear.

Q. 1 B Answer the following questions in 30 to 40 words each.

Was Bruno a loving and playful pet? Why, then, did he have to be sent away?

Ans.: Yes, Bruno was a very loving and playful companion for everyone in the family and neighbourhood especially the narrator's wife. He was also very attached to the two Alsatian dogs and to all the children of the tenants living in the narrator's bungalow and spent most of his time playing and running all over the place. However, Bruno had to be sent away to the zoo in Mysore because he was getting too big to be kept at home.

Q. 1C Answer the following questions in 30 to 40 words each.

How was the problem of what to do with Bruno finally solved?

Ans.: Bruno, the sloth bear had gradually grown enormously in size, equalled the Alsatis in height and had even outgrown them. Although he was still the same sweet, playful and mischievous pet, he was sent away to a zoo in Mysore because he was getting too big to be kept at home. After three months, when the narrator along with his wife went to visit Bruno (Baba) in the zoo, the bear recognizing the narrator's wife howled

with happiness and stood with his head in delight. However, as the time of leaving the zoo approached, the narrator's wife cried bitterly and felt depressed and consequently requested the curator of the zoo to give him their Baba back. To this request, the Superintendent in Bangalore agreed and following which, a special island was built in the compound area for Baba keeping all his needs in mind, eventually solving all the problems.