

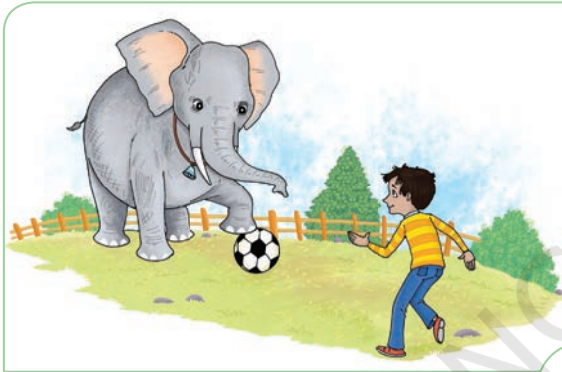
# Unit 9



976CH09

## LET'S BEGIN

Look at the pictures given below. Discuss with a friend and answer the following questions briefly.



1. Do you think animals have emotions?

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## Fun fact

**Somebody/someone/  
anybody/anyone are  
singular words.**

### Examples:

Somebody **has** to take the initiative.

Anyone who **wants** to go for higher studies, can contact the guest faculty through email.

**Incorrect:** Someone has forgotten their documents.

**Correct:** Someone has forgotten his/her documents.

**Incorrect:** If anybody wants to participate in the event, they can register at the reception.

**Correct:** If anybody wants to participate in the event, he/she can register at the reception.

**invasion:** an unwelcome intrusion into another's domain

2. Do you think most people care for animals? Why do you think so?

3. What kind of animals can you keep as pets?

4. Are you scared of some animals? Why?

5. Can you name any endangered species?

6. What can people learn from animals?

## \* READING COMPREHENSION

Read the following passages and answer the questions that follow.

### Text I

Though the house and grounds belonged to my grandparents, the magnificent old banyan tree was mine — chiefly because Grandfather, at sixty-five, could no longer climb it.

Its spreading branches, which hung to the ground and took root again, forming a number of twisting passages, gave me endless pleasure. Among them were squirrels and snails and butterflies. The tree was older than the house, older than grandfather, as old as Dehra Dun itself. I could hide myself in its branches, behind thick green leaves, and spy on the world below.

My first friend was a small squirrel. At first, he seemed to resent my invasion of his privacy. But when he found that I did not arm myself with a catapult, he became friendly, and when I started bringing him pieces of cake and biscuit he grew quite bold and was soon taking food from my hand. Before long, he was delving into my pockets and helping himself to whatever he could find.

(Source: An extract from *The Banyan Tree*, by Ruskin Bond)

WORDS AND EXPRESSIONS 1



Read the statements given below and tick the correct option to complete each statement.

- The writer says that the tree belonged to him because
  - his grandfather had gifted it to him.
  - his grandfather was too old to climb it.
  - he was very fond of it.
  - his friend the squirrel lived in it.
- The tree was
  - as old as the grandfather.
  - as old as the house.
  - as old as Dehra Dun.
  - as old as the writer.
- The writer could hide behind the trees because
  - it was old.
  - it had branches with thick green leaves.
  - he was small.
  - there were many creatures on the tree.
- Which of the following happened first in the story?
  - the squirrel delved into my pocket.
  - the squirrel resented my presence.
  - the squirrel started taking food from my hands.
  - the squirrel became friendly.
- The main purpose of the last paragraph was
  - to describe the banyan tree.
  - to describe what the squirrel liked to eat.
  - to describe the writer's friendship with the squirrel.
  - to describe the creatures living in the tree.

### Text II

I was lying on a ridge scanning with field glasses a rock cliff opposite me for the most sure-footed of all Himalayan goats. On a ledge halfway up the cliff, a *tahr* (a mountain

**ridge:** a long, narrow hilltop, mountain range or watershed

### Fun fact

#### Contradictory proverbs

Too many cooks spoil the broth.

*but*

Many hands make light work.

Hold fast to the words of your ancestors.

*but*

Wise men make proverbs and fools repeat them.



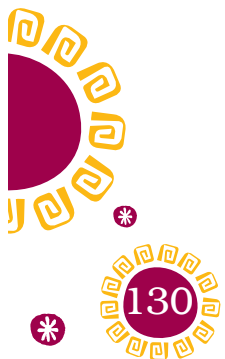
**ledge:** a narrow horizontal surface projecting from a wall, cliff, or other surface

goat) and her kid were lying asleep. Presently the *tahr* got to her feet, stretched herself, and the kid immediately began to feed. After a minute, the mother freed herself and took a few steps along the ledge. She poised for a moment, then jumped down on to another narrower ledge some twelve to fifteen feet below her. As soon as it was left alone, the kid started running backwards and forward, stopping every now and then to peer down at its mother. But the kid was unable to summon the courage to jump down to the mother. For below the narrow ledge, was a sheer drop of a thousand feet. I was too far away to hear whether the mother was encouraging her young. But from the way her head was turned, I believe she was doing so. The kid was now getting more and more agitated. Fearing that it would do something foolish, the mother went to what looked like a mere crack in the vertical rock face. She climbed it and reached her young. Immediately on doing so she lay down, presumably to prevent the kid from feeding.

After a little while she got to her feet again and allowed the kid to drink for a minute. Once again she poised carefully on the brink, and jumped down. The kid again ran backwards and forward above her. Seven times in the course of the next half-hour, this procedure was gone through. Finally the kid, abandoning itself to its fate, jumped and landed safely beside its mother. The kid was rewarded by being allowed to drink its fill.

(Adapted from *Snippets* (online) W.M. Hoerr, 1954, pp. 115–116; Living in Amazement-The Evolution-Path/[snippetsevolution-path.com](http://snippetsevolution-path.com))

1. Which of the following best describes the *tahr* as a sure-footed mountain goat?
  - (a) the mother was encouraging her young
  - (b) poised carefully on the brink, and jumped down
  - (c) it was safe to follow where she led
  - (d) Seven times ... this procedure was gone through
2. Which of the following can replace “abandoning itself to its fate”?
  - (a) making the most of the situation
  - (b) taking the bull by the horns



- (c) resigning to one's luck
- (d) compromising with the situation

3. How was the kid encouraged to follow its mother?

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4. Select the pair of words that tell us how the mother taught the kid:

- (a) with agility and surefootedness
- (b) with severity and punishment
- (c) with patience and perseverance
- (d) with praise and reward

5. The mother goat feared that the kid "would do something foolish" like

- (a) drink more milk than required
- (b) throw itself off the cliff
- (c) follow her down the vertical rock face
- (d) continue to pace up and down indefinitely



### Fun fact

#### Commonly misspelt words

Incorrect	Correct
Independant	Independent
Interupt	Interrupt
Resistance	Resistance
Seige	Siege

### \* VOCABULARY

1. Look at the sentences below. The words in italics are adjectives. See how the adjectives are used.
  1. He scratched me with his *hooked* claws. (The claws are hooked.)
  2. Everybody saluted the *armed* Forces. (The Forces are armed.)
  3. Students happily completed all the *delightful* activities. (The activities are delightful.)
  4. The *useful* tips given by the grandmother were beneficial for us. (The tips are useful.)





Now fill in the blanks with the appropriate adjective given in the brackets after every sentence.

- (a) Children suffer in winter because of \_\_\_\_\_ nose. (blocking/blocked)
- (b) The Municipality was commended for the \_\_\_\_\_ gardens. (beautified/beautiful)
- (c) The young students are looking for \_\_\_\_\_ buildings. (protective/protected)
- (d) My sister is a \_\_\_\_\_ dancer. (gracious/graceful)
- (e) We are thankful to his \_\_\_\_\_ hospitality. (extensive/extended)

2. Read the sentence from the chapter given below.

1. I *got* him for her by accident.

The meaning of the sentence is—

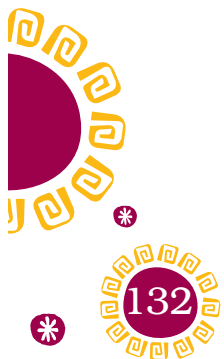
I *brought* him (Bruno) for her (my wife) by accident.

'Got' is the past tense of 'get'.

Now read the sentences given below and try to find out the meaning of 'got' from the context. You may use a dictionary to know the use of 'got' in a variety of situations.

Then write the meaning in the bracket provided.

- (a) She *got* nothing for all the troubles she took.  
( \_\_\_\_\_ )
- (b) I requested her and she *got* a pillow for me.  
( \_\_\_\_\_ )
- (c) I *got* groceries from the market.  
( \_\_\_\_\_ )
- (d) He *got* information from the Railway station.  
( \_\_\_\_\_ )
- (e) Rita *got* high marks in Economics.  
( \_\_\_\_\_ )
- (f) Vijayan could not play badminton as he had *got* his arm broken.  
( \_\_\_\_\_ )



**1. Adverbs**

You have already read about adverbs in Unit 1 of *Beehive*, Class IX. Adverbs are used to modify verbs. Use the adverbs given in the box appropriately to complete the passage below.

geographically, exclusively, consequently, gradually, initially

Project Tiger aims at the conservation of tigers. For this purpose, the government is creating forests for the tiger population. \_\_\_\_\_ in 1973, there were only nine tiger reserves but \_\_\_\_\_ the number has risen to fifty. These reserves are \_\_\_\_\_ meant for tigers but many more other animals also find a habitat in these reserves. \_\_\_\_\_, the number of all types of wild animals is on the rise. Project Tiger now covers \_\_\_\_\_ 2.2% of the country's total area.

**2. Narrative present**

We sometimes use the present tense to describe past events. This is called the 'narrative present'. This has been explained in the lesson 'Bond of Love', *Beehive*, page no.121. Read again the explanation and exercises. Change the following narration given in the past tense using the present form and rewrite in the box provided.

The book was open on the boy's lap, but he did not look at it. He sat with his eyes glued to the passing scenery outside the train's window. The cattle grazed in the fields. A child ran with a kite along the tracks. Flowers swayed with the wind. The train entered slowly into the platform. When it stopped, he thrust his book into his backpack, picked it up and got out.

 **Fun fact**

**A blessing in disguise**

A good thing that seemed bad at first.

**It's not rocket science**

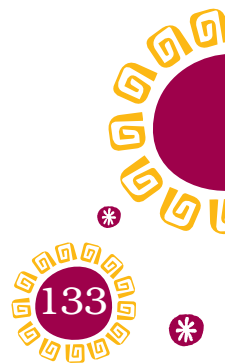
It's not complicated.

**A bird in hand is worth two in the bush.**

What you have is worth more than what you might have later.

**Break the ice**

Make people feel more comfortable.



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 **EDITING**

1. Read the story given here. Use inverted commas wherever necessary, punctuate the story and correct the spelling errors. Then rewrite the story in the space provided.

**Puppies for Sale**

A little boy appeared under the store owner's signboards, "Puppies for Sale." "How much are you going to sell the puppies for?" he asked polite.

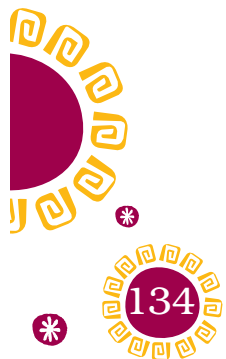
The store owner replied, Anywhere from Rs 300 to Rs 500.

I have Rs 150, the little boy said soft. Can I please look at them?

The store owner smiled and whistled, and out of the kennel came five teeny, tiny balls of fur. One puppy was lagging considerab behind. Immediate the little boy singled out the lagging, limping puppy and said curious, What's wrong with that little dog?

The owner explained that it had no hip socket, it would always be lame. The little boy became excited. That is the little puppy that I want to buy. The store owner said appologitic, No, you don't want to buy that little dog. If you really want him. I'll just give him to you.

The little boy got quite upset. He looked strainghtly into the store owner's eyes. Pointing his finger, he said, I don't want you to give him to me. That little dog is worth every bit as much as all the other dogs and I'll pay full price. In fact, I'll give you Rs. 150 now, and 5 rupees a month until I have him paid for.







2. Rearrange each set of words to make sentences. Use appropriate punctuation marks.

(a) in suspense, thing, it is, to live, a miserable

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(b) lessons, taught, us, has, experience, many

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(c) boy, all work, a dull, Jack, and, makes, no play

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(d) skill, requires, to drive, care, a motor-car, and

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(e) at the end, very tired, the postman, looked, of the day

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### Fun fact

a **gallon** of gasoline  
a **kilo** of sugar  
a **can** of Pepsi  
a **box** of cereal

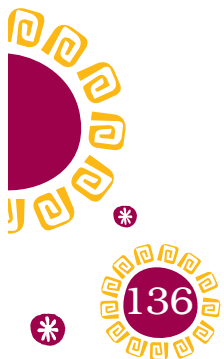
### LISTENING

**Teacher:** The callous attitude of man towards the animals has put their existence in peril. Killing animals for food, fun and sport has endangered many a species.

Listen to this text on the dangers to wildlife. As you listen, tick the correct choice to complete the sentences.

Wild animals are under constant danger of extinction due to many reasons.

Fewer and fewer natural wildlife habitat areas are available to the wild animals each year. The forests and bushy lands that remain now are so damaged, they do not look like the wild areas which existed in the past. Loss of forests due to cutting down of trees is the main threat to the survival of wildlife.



Another reason is global warming. Due to this, the summer days are getting hotter. There is more rainfall. Flooding of rivers has become heavier due to more rain. Storms are getting stronger. Heat, floods and storms are also causing dangerous changes to our world.

Illegal hunting of wild animals is another cause behind the loss of wildlife. Pollution released into the environment affect wild animals in exactly the same way those affect the humans. Pesticides and chemicals make the environment toxic for all wild animals.

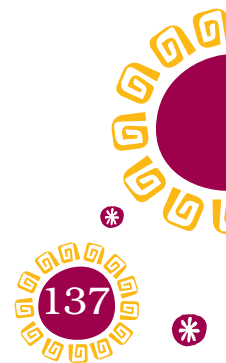
What can we do to change such a situation? What can improve the size and the conditions of our forests?

1. Tick the correct answers as you listen. Complete the sentences using the correct answers after you have listened to the passage.

- For many reasons, \_\_\_\_\_ (forests/wild animals) are under constant threat.
- The natural wildlife habitat is \_\_\_\_\_ (decreasing/remaining) in size.
- The other reasons that threaten wildlife are \_\_\_\_\_ (hotter summer days and floods, wild areas).
- People kill wild animals \_\_\_\_\_ (illegally/legally).
- The environment for all the wild animals has become toxic because of \_\_\_\_\_ and \_\_\_\_\_ (pesticides, flood water, chemicals, hot wind).

### \* SPEAKING

- Find out the following information about your favourite wild animal.
  - Where it lives
  - How it looks
  - What it eats
  - When it comes out to search for food



- (e) What its babies are called
- (f) Who its friends are
- (g) Who its enemies are
- (h) How human beings can help its survival?

2. Now, pretend that you are your favourite animal. Tell the class about yourself using the information you have collected.

**\* WRITING**

Discuss the picture with a friend. Together write an imaginary dialogue between the bear and the girl.

Girl : \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Bear : \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



Girl : \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Bear : \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Girl : \_\_\_\_\_  
 \_\_\_\_\_

Bear : \_\_\_\_\_  
 \_\_\_\_\_

