

ગુજરાત રાજ્યના શિક્ષણવિભાગના પત્ર-ક્રમાંક
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ENGLISH

(Second Language)

Standard 9



PLEDGE

India is my country.

All Indians are my brothers and sisters.

I love my country and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall respect my parents, teachers and all my elders and treat everyone with courtesy.

I pledge my devotion to my country and its people.

My happiness lies in their well-being and prosperity.

રાજ્ય સરકારની વિનામૂલ્યે યોજના હેઠળનું પુસ્તક



Gujarat State Board of School Textbooks
‘Vidyayan’, Sector 10-A, Gandhinagar-382010

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PREFACE

Gujarat State Board of School Textbooks has prepared a new textbook as per the new curriculum developed by the Gujarat State Secondary and Higher Secondary Board which has been sanctioned by the Education Department of the Government of Gujarat. The textbooks of Standard - 1 to 12 are in accordance with the guidelines of N.C.F. (National Curriculum Framework) and N.C.E.R.T.

A panel of experts from Universities/Colleges, Teachers Training Colleges and Schools have helped in preparing the manuscript of the subject. It is then reviewed by another panel of experts to suggest changes and filter out the mistakes, if any. The suggestions of the reviewers are considered thoroughly and necessary changes are made in the manuscript. Thus, the Textbook Board takes sufficient care in preparing an error free manuscript. The Board is vigilant even while printing the textbooks.

This is the **English (Second Language) Textbook** for **Standard 9**. As per the new guidelines, this textbook provides a wider exposure to the communication skills, use of language and critical thinking skills.

The Textbook Board is thankful to all those who have helped in preparing this textbook. However, we welcome suggestions in improving the quality of the textbook.

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FUNDAMENTAL DUTIES

It shall be the duty of every citizen of India:*

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) to provide opportunities for education by the parent or the guardian to his child or ward between age of 6 to 14 years, as the case may be.

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આ પાઠ્યપુસ્તક વિશે...

વિદ્યાર્થીઓ માટે...

ઓ, ઘણાં વર્ષોથી તમે અંગ્રેજીનો અભ્યાસ કરી રહ્યાં છો. એકવાર નવી ને અઘરી લાગતી ભાષા હવે તમને ગમવા માંડી હશે. કેટેકેટલી વાર્તા, પ્રસંગો, રમૂજ, પ્રવૃત્તિઓ ને રમતોની મજા માણતાં માણતાં તમે તરુણ બની ગયાં. હવે તમારામાં જોશ, ઉત્સાહ, જિજ્ઞાસા ને લાગણીઓનો ઉમેરો થયો છે. નવી આંખો ને નવી સંવેદનાઓથી તમે આ પાઠ્યપુસ્તકને હાથમાં પકડશો, પાનાં ફેરવશો ને અજબગજબની દુનિયામાં ખોવાઈ જશો.

ધોરણ સાત-આઠમાં તમે શીખી ગયાં છો લગભગ તેવી જ ભાષાનો ઉપયોગ આ પુસ્તકમાં તમને ઠેર ઠેર દેખાશે. તમે કહેશો : ‘આ તો મને આવડે છે.’ થોડા નવા શબ્દો અને નવા ભાષા-પ્રયોગો દ્વારા તમારી અંગ્રેજી અભિવ્યક્તિ વધારે સમૃદ્ધ બને તે માટે મજા પડે તેવી વાર્તાઓ, જીવનચરિત્રો, સાહસકથા ઉપરાંત વિજ્ઞાન, ઇતિહાસ, સ્વાસ્થ્ય, હાસ્ય વગેરે જેવા વૈવિધ્યપૂર્ણ વાચનપાઠ આ પુસ્તકમાં મૂક્યા છે.

હવે તમે સમજતા હશો કે: અંગ્રેજી શીખવા માટે વ્યાકરણના નિયમો યાદ રાખવાની જરૂર નથી. સંવાદ, વાતચીત, વર્ણન, પ્રશ્નોત્તરી, વાર્તા વગેરે સાંભળીને તમે સમજી શકો છો કે કેવી પરિસ્થિતિમાં કેવાં વાક્યો પ્રયોજાય છે ને કેવી અભિવ્યક્તિ થાય છે. પછી એવા જ પ્રકારની પરિસ્થિતિમાં તમે થોડા જુદા શબ્દોનો ઉપયોગ કરીને અંગ્રેજીમાં બોલી કે લખી શકો છો. આવી રીતે આપણે communication (પ્રત્યાયન કે સંભાષણ) શીખી જઈએ છીએ.

આપણી માતૃભાષા કે બીજી કોઈ પણ ભાષાનો ઉપયોગ આપણે અન્ય લોકો સાથે પરસ્પર અનેક જાતના વ્યવહાર કરવા માટે કરીએ છીએ. જેમ કે પ્રશ્ન પૂછવા માટે, સરખામણી કરવા માટે, પ્રસંશા કરવા, સંમત કે અસંમત થવા માટે. આમ અનેક જાતનાં ભાષાકીય કાર્ય (જેને function કહેવામાં આવે છે) કરવા માટેની ક્ષમતા આપણે પ્રાપ્ત કરી લઈએ છીએ. આ રીતે ઉપયોગ કરતાં કરતાં નવી ભાષા શીખવાનું સરળ પડે છે. જ્યારે તમે અંગ્રેજીમાં બોલવાનો પ્રયત્ન કરતા હો ત્યારે ભૂલો પડે તેની ચિંતા ના કરશો. જેમ જેમ સાંભળવા અને બોલવા(listening and speaking)નો મહાવરો કરતા જશો તેમ તેમ વધારે સારું આવડતું જશે.

આ પાઠ્યપુસ્તકમાં Language practice ને ખૂબ જ મહત્ત્વ આપવામાં આવ્યું છે. કેમ કે ભાષા શીખવાનો હેતુ ભાષાનો ઉપયોગ કરવાનો છે. જુદી જુદી પરિસ્થિતિમાં, જુદા જુદા હેતુ માટે અંગ્રેજીનો ઉપયોગ તમને આવડી જાય તે માટે ઘણા બધા મનોયત્ન (tasks)ની રચના કરવામાં આવી છે. તમે જેટલા વધુ પ્રમાણમાં નવા શબ્દોનો અને વાક્યની તરેહ (pattern)નો ઉપયોગ કરવાનું સાહસ કરશો તેટલું વધુ જલદી અંગ્રેજી ભાષા પર પ્રભુત્વ આવી જશે. એક વખત સાચું-ખોટું બોલવા-લખવાનું શરૂ કરી દો એટલે તમારી જીભ અને મગજમાં અંગ્રેજી ભાષા ગોઠવાઈ જવા માંડશે. તમારા શિક્ષકો મોટા પ્રમાણમાં આવો મહાવરો તમને કરાવશે. યાદ રાખો કે સાંભળ્યા ને બોલ્યા વગર ભાષા શીખી શકાતી નથી. માર્ગદર્શિકાઓ ને અપેક્ષિતમાં પ્રેક્ટિસ માટે આપેલાં છૂટાં વાક્યો દ્વારા કે ભાષાંતર કરવાથી અંગ્રેજી ભાષા શીખવાનું મુશ્કેલ છે. તમે સૌ અંગ્રેજી જેવી global languageમાં સાંભળતાં, બોલતાં, વાંચતાં, લખતાં શીખી શકો તે માટે પહેલાં અધકચરો પણ ઉપયોગ કરવા માંડો. કરશો ને?

આ પુસ્તકમાં તમને જે ગમે ને જે ન ગમે તે વિશે અમને જાણ કરશો તો હજી વધારે સારું પાઠ્યપુસ્તક બની શકશે. Happy Learning !

શિક્ષકો, વાલી અને અન્ય સહાયકર્તાઓ માટે...

ધોરણ નવ, દ્વિતીય ભાષાનું આ નવું પાઠ્યપુસ્તક તમારી સમક્ષ મૂકતાં આનંદ થાય છે. આપણાં તરુણો વિશ્વસ્તરે વ્યાપક રીતે પ્રયોજાતી અંગ્રેજી ભાષામાં સરળ-સહજ રીતે વ્યવહાર કરી શકે તેટલી સજ્જતા પ્રાપ્ત કરે તે હેતુથી આ પુસ્તકની રચના થઈ છે. પ્રાથમિક કક્ષાથી જ જે રીતે modified communicative approach(સરલીકૃત પ્રત્યાયન અભિગમ)નો ઉપયોગ કરવામાં આવ્યો છે તે રીતે જ માધ્યમિક કક્ષાનાં પુસ્તકોમાં પણ કરવામાં આવ્યો છે. અર્થાત્ અહીં પણ વ્યાકરણની પરિભાષા, નિયમો અને ભાષાંતર કરતાં પરિસ્થિતિ અને સંદર્ભ અંતર્ગત સમુચિત રીતે અંગ્રેજી ભાષાનો ઉપયોગ કરવા પર બધો ભાર મૂક્યો છે.

“જો કૌશલ આપણે શીખી લીધું હોય તો જ તેનો ઉપયોગ કરી શકીએ; અથવા જ્ઞાન પ્રાપ્ત કર્યા પછી જ તેને અમલમાં મૂકી શકીએ” એવા અવાસ્તવિક ખ્યાલને આપણે સ્વીકારતા નથી. વાસ્તવિક જીવનમાં પણ પહેલાં ઉપયોગ કે પ્રેક્ટિસ શરૂ કરીએ છીએ અને આવી વારંવારની પ્રેક્ટિસ દ્વારા જ કૌશલ કે જ્ઞાન હાંસલ કરીએ છીએ. પહેલાં પાણીમાં પડીએ ત્યાર બાદ તરતાં આવડી શકે છે. જગતભરની શાળાઓ અને પાઠ્યપુસ્તકોમાં આ પ્રકારનો communicative language teaching approach ખપમાં લેવાય છે ને તે functional syllabus દ્વારા અમલમાં મુકાય છે. આ અભિગમને સફળ કરવા માટે આટલી બાબતોને બિનચૂક રીતે ધ્યાનમાં રાખશો :

- (1) જે ભાષા બહોળા પ્રમાણમાં કાનમાં જાય (input) તે જ થોડા પ્રમાણમાં મુખમાંથી પ્રગટ (output) થાય. જે જન્મથી જ સાંભળી શકતા નથી તેઓ બોલી શકતા પણ નથી.
- (2) શ્રવણની સાથે સાથે સંભાષણ (speaking) પણ શરૂ કરવું. પ્રારંભિક સ્તરે બોલવામાં થોડી કે ઘણી જે કંઈ ભૂલો થાય તે સુધારો નહિ. વારંવાર પરિસ્થિતિ અન્વયે અંગ્રેજીનો ઉપયોગ કરી વિદ્યાર્થીઓને ‘વાચા-વ્યાકરણ’ શિખવવાનું છોડી દો. વ્યાકરણ-કેન્દ્રી લેખન પ્રેક્ટીસ કરાવવાથી પણ વ્યવહારુ અંગ્રેજી ન આવડે.
- (3) રોજ વર્ગમાં ખૂબ અંગ્રેજી બોલો. વાર્તા કે રમૂજ પ્રસંગો કહો, અગાઉ બની ગયેલી ઘટનાઓનું અંગ્રેજીમાં વર્ણન કરો, ચિત્રો બતાવી તેનું વર્ણન કરો-કરાવો. વર્ગમાં functions(ભાષાનાં કાર્યો) અનુસાર જોડી કે જૂથમાં બોલવા-સાંભળવાની તક ઊભી કરો.
- (4) ‘પહેલાં પ્રેક્ટિસ ને પછી નિપુણતા’ના આ અભિગમ અંતર્ગત પ્રારંભિક સમયે વિદ્યાર્થીની વાક્યરચના કે ઉચ્ચાર અંગેની ભૂલો ન કાઢો. નવા શબ્દોનો ઉપયોગ કરવો પડે તેવી પરિસ્થિતિ સર્જો. વર્ગમાં ભયરહિત, મુક્ત વાતાવરણ રાખો. વિદ્યાર્થીઓ બોલવા-લખવામાં ભૂલો કરી શકે તેટલી છૂટ તેમને મળવી જોઈએ.
- (5) ભાષા-કૌશલોના વિકાસનો LSRW ક્રમ છે તે તમે જાણો જ છો.
- (6) નવા નવા શબ્દોનો ઉપયોગ થાય તેવી રીતે સ્થિતિ/ચિત્રો/વ્યક્તિનો સહારો લો. પ્રારંભમાં સ્પેલિંગ પર ધ્યાન ન આપો.
- (7) અંગ્રેજીમાં inverted અને wh questions પૂછવાનું ચાલુ જ રાખો.
- (8) આ પુસ્તકમાં જે મનોયત્ન (task) આપ્યા છે તે રીતે જ કરાવો. Language in practice માટે આપણે વર્ગમાં દરેક એકમ માટે ચાર કલાક જેટલી પ્રેક્ટિસ આપેલી છે. શબ્દભંડોળ માટે અઢી કલાક અને અર્થગ્રહણ માટે દોઢ કલાક જેટલો સમય આપ્યો છે. તે ઉપરાંત લેખન માટે પણ બે કલાક જેટલો સમય આપવાનો છે.
- (9) તરુણ વિદ્યાર્થીના બૌદ્ધિક અને ભાવાત્મક મનોજગતને અપીલ કરે તેવા વાચનપાઠ અને અન્ય સામગ્રી પણ ચૂંટીને મૂકી છે.
- (10) વર્ષાન્તે લેવાનારી પરીક્ષામાં પ્રશ્નપત્રનું માળખું એવું હોય કે જેમાં વિદ્યાર્થીઓને સ્મૃતિ આધારિત (યાદ રાખીને કે ગોખીને) ઉત્તરો લખવાનું ભારણ 10 થી 15 % જેટલું જ હોય. બાકીના પ્રશ્નો શબ્દભંડોળ, ભાષારચનાનું અર્થગ્રહણ, ઉપયોજન અને લેખન અંગેના જ હોય.
- (11) આપણા વિદ્યાર્થીઓ માટે વર્ગ જ એકમાત્ર એવી જગ્યા છે કે જ્યાં તેને અંગ્રેજી સાંભળવા, બોલવા, સમજવાનો ઔપચારિક અવકાશ મળે. જો વર્ગમાં આવો અવકાશ (input) નહિ મળે તો વિદ્યાર્થીઓમાં વ્યવહારલક્ષી, communicative ક્ષમતાઓનો વિકાસ થવાની શક્યતાઓ ઘટી જશે.
- (12) ભાષાના મહાવરા માટે ઘણા task છે તો એ tasks માંથી શક્ય એટલા વર્ગમાં અને યોગ્ય લાગે તે home work માટે આપી શકાશે.
- (13) ઘણા taskમાં એવા પણ પ્રશ્નો હશે જેના જવાબ બધા વિદ્યાર્થીઓ તરફથી એકસરખા ન આવે. તે જવાબો દરેકની વૈચારિક શક્તિ અને વિશ્લેષણ શક્તિ પર આધાર રાખે છે. એવા પ્રશ્નોના જવાબમાં સમાનતા હોવી જ જોઈએ તેવો આગ્રહ ન રાખવો.

વર્ગમાં અંગ્રેજી સંભાષણનું વાતાવરણ બરાબર જામે; વિદ્યાર્થીઓ મુક્ત રીતે તેમની સાજીભાંગી અંગ્રેજી ભાષામાં બોલતાં હોય, તેઓને રમૂજ પણ થતી હોય. શિક્ષક તેમના વિદ્યાર્થીઓને અંગ્રેજી અભિવ્યક્તિ માટે પુષ્કળ પ્રોત્સાહન આપતા હોય તેમ જ વર્ગમાં પરસ્પર સંવાદ કરવાની તક પૂરી પાડતા હોય – આવાં દૃશ્યો સર્જાય ત્યારે આ પાઠ્યપુસ્તક અંગ્રેજી ભાષા-અધ્યયન માટે અસરકારક માધ્યમ બની શકશે. આ સમગ્ર પ્રક્રિયા દરમિયાન અધ્યાપન કરનારાઓનું જે અધ્યયન થશે તે લાભ તેઓને પછીનાં વર્ષોમાં વધુ સફળતા તરફ લઈ જશે.

UNIT 1

CHEETAH'S TEARS

Pre-task

(A) Read the passage.

One day, Rosy went to a grocery shop to buy a packet of bread. When she saw that the shopkeeper was busy with the other customers, she stole some toffees from a jar. When she got back home, her mother asked her from where she had got the toffees. Rosy told her mother the truth. Her mother said, "It's really very bad to steal. The shopkeeper might not be looking at you but dishonesty destroys faith in people. So, one should never steal or lie." Rosy understood the words of her mother and went back to the shop to return the toffees to the shopkeeper. Rosy: "I am sorry for what I did." The shopkeeper: "It's OK, dear. You are a good girl."

- Collect stories or incidents on 'importance of honesty' and share them in the class.

(B) Read the information about the Zulu tribe.

Location	KwaZulu-Natal province of South Africa
Population	9.2 million
Language	IsiZulu, Zulu, English
Religion	Mixture of traditional beliefs and Christianity
Rites	Birth, puberty, marriage and death
Clothing	Beads, amabheshu, goat skin band, isidwaba
Food	Vegetables and fruits, boiled meat, grains, insects
Sports	Soccer, swimming, maphakathi
Crafts and hobbies	Weaving, beadwork, crafts making, pottery

Now write about the Zulu tribe.

You can begin like this:

Zulu is a well known African tribe. This tribe is mainly found in the KwaZulu-Natal province of South Africa.....

.....

.....

.....

.....

.....

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Read

Long long ago a Zulu hunter was sitting under a tree. His name was Edie. He saw a large herd of deer grazing in the lush green meadow.

He said to himself, “These deer are really wonderful but I have to run a lot to catch one of them. Can’t there be an easy way to get one?”

Suddenly, he saw a female cheetah crawling silently closer to the grazing animals. Then, she leapt and caught a deer. After sometime her two young cubs came out of the bush. They all enjoyed their meal.

Edie’s eyes brightened. They sparkled with an idea. He envied the cubs. “Can I be lucky as these beautiful cubs? They got their food without any effort. Can I have a hunter like their mother?” He thought.

He decided to catch a young cub and train it to hunt for him. Then I shall only say, “O my dear, go and kill a deer for me. Ah! My life will be very comfortable then.” He was quite pleased with his own idea.

He decided to follow cubs and steal one. From his experience Edie knew that a cheetah never attacks a man. Therefore, it was safe to steal a cub. He followed the cheetah family till evening. At the sunset, the mother cheetah hid her cubs in a thick bush and left for a stream. Quickly, the hunter picked up his net and spear and ran into the bush. He saw two tiny cubs. They looked at him with their bright eyes. They were too young to run away. Edie threw the net over them and the cubs were caught. He needed only one cub but he thought, “Ah! It is always better to have two slaves instead of one!” He dragged them with him and hid them under a big basket.

The mother cheetah returned after a while. She did not find her cubs. She looked all around. First of all she became angry and jumped wildly. She sniffed all around. But alas! She could not find her dear babies. At last, she became sad and started crying. She cried and cried for the whole night till the next evening.

She cried and cried until her tears made dark stains down her cheeks. She was still weeping.

At night the mother cheetah cried so loudly that she was heard by a wise man living in the village. The old man understood what had happened. He immediately took his strong club and came out of his hut. This old man, Shanno was very wise. He loved animals and knew all about them.

When Shanno found out the hidden cubs, he knew that it was Edie’s wicked idea. He got angry with Edie. He rushed to the hut and shouted. “I hate you, Edie! Everybody of our tribe will hate you because you are lazy and wicked too. We know that a hunter must hunt with his own strength and skill. But you are a lazy hunter. You are a thief. You have broken the rules of our tribe. You have brought dishonour to the whole tribe.”

All the members of the hunter tribe got together. They decided to drive away Edie from their village forever. Shanno took the cubs on his shoulders and returned them to their mother. He saw that long weeping of the mother cheetah had stained her face forever.

Facts about Cheetah :

Height : 100 cms

Weight : 65 kgs

Weight at birth : 300 gm.

Age of maturity : 2 years

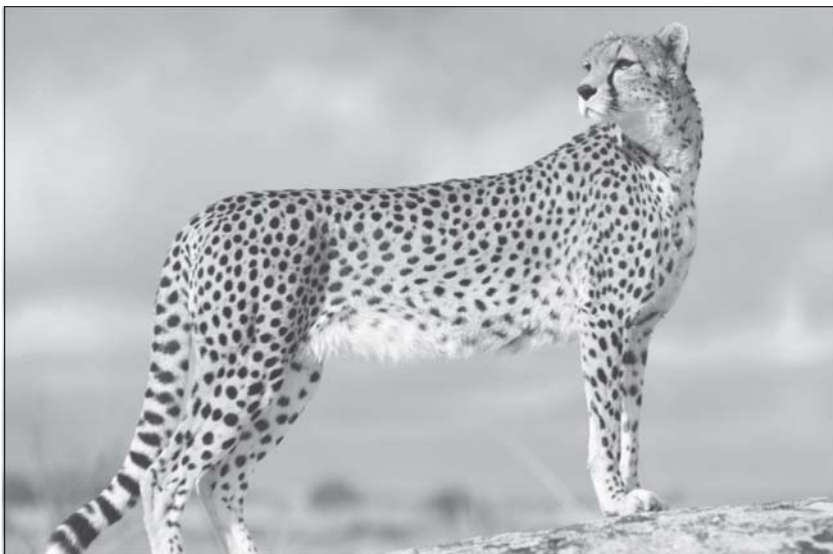
Identification : The cheetah has a lighter body and its legs are longer than the leopard's. It has isolated black spots whereas the leopard has clusters of spots.

Habitat : Cheetahs usually live in open forests. Presently they are found mainly in Africa. We had lot of cheetahs in India, but the last one was shot by hunters around 1950.

Habits : It is the fastest animal on the earth. Its top speed can be around 100 kms per hour. But it can maintain this speed only for a very short distance. Sometimes it can take a leap as long as 15 meters. It creeps silently behind the prey and then leaps up to catch it. It does not preserve its prey. This sometimes causes death of cubs and young cheetah. It is a solitary creature. It does not live in a group or a herd. Its family separates as soon as the cubs are mature.

Diet : Medium sized bucks are its main food. It also catches hares and large birds.

Cubs : The female gives birth to 2 to 4 cubs at a time. They are very beautiful with long silver grey fur. The mother calls them by giving a high pitched whistle like a bird.



Glossary

lush green meadow a field with very well grown green grass **crawling** moving forward on legs with body close to the ground **leapt** jumped high **sparkled** shone, brightened **envied** was jealous of **steal** take away without permission **stream** a small river **dragged** pulled **stains** marks that are difficult to remove **club** a heavy, strong stick used as a weapon **tribe** a group of people, living in a region from the beginning, that have the same language and customs આદિ જાતિ **wicked** evil, morally bad **dishonour** loss of respect because you have done something bad **isolated** scattered **presently** now, currently **creeps** moves very quietly so that nobody can notice **preserve** save in good condition **separates** stops living together

Vocabulary

V. 1 Fill in the blanks using the words given in the bracket.

(What a shame!, Bravo! , Well done! , Congratulations! , Alas! , Best of Luck!)

1. Vibhuti copied answers in the examination. _____
2. Jatin bandaged an injured dog in the street. _____
3. Karim is going to appear at the interview for the post of the General Manager. _____
4. Dipti scored 92% in the final exam. _____
5. Naren completed his homework very well. _____
6. Khushali failed in the last test. _____

V.2 Replace the underlined words with the words having the opposite meaning from the bracket.

(large, easy, beautiful, comfortable, sad, wicked, lazy)

- When the captain and the team got down the train, a small crowd gathered to welcome them.
- When the question paper is difficult, the students seem happy.
- He is very noble so people hate him.
- Last week, I travelled by the Rajdhani Express in the A.C.coach. My journey was quite uncomfortable.
- Bindu is happy because she got less marks in the test.
- Some active citizens do not use dustbin to dump rubbish at public places.
- The ugly sight of nature always attracts us.

V.3 Select the proper word from the bracket and use it at proper place.

(herd, meadow, sparkled, envied, habitat, stain, wicked, tribe)

Example :

- The Giant was so that he didn't allow the children to play in his garden.
The Giant was so ^ that he didn't allow the children to play in his garden. ^ wicked
- Yesterday Raj's pen leaked in his pocket so his shirt had blue.
- All the members of the decided to send Edie out of the village for his misdeed.
- Nirali's papa bought her a bicycle so her younger brother her.
- If you visit any village in monsoon, you will find lush green.
- Krishna played on his flute and within a minute the of his cows rushed to him.
- Dipti was thinking how to get rid of the situation. Suddenly her eyes with an idea.

Comprehension

C.1 What do you feel when you read these sentences? Write "Well done!" or "How sad!" or "What a Shame!" Follow the example.

Example : The female cheetah crawled silently, leapt and caught a deer.

How sad!

1. Edie decided to steal a cheetah-cub.

2. Edie threw his net over the cubs and caught them.

3. But alas! The mother cheetah could not find her young ones.

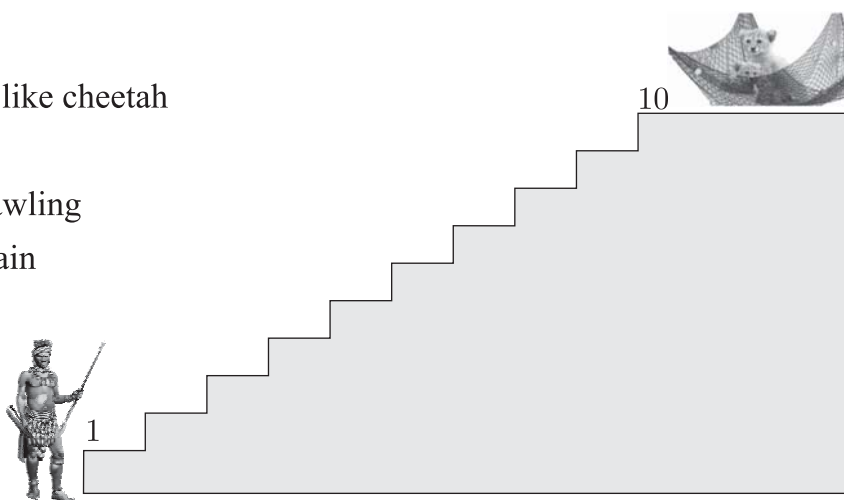
4. Shanno took the cubs on his shoulder and returned them to the mother.

5. Edie, by his wicked act, had brought dishonour to the whole Zulu tribe.

6. The Zulu hunters decided to drive Edie away from their village.

C.2 Arrange the following phrases in such sequence that can show how Edie's thought of easy way to hunt resulted in catching cubs. Write numbers of phrases on the steps.

- (1) seeing the deer
- (2) cubs got meal
- (3) thought about a hunter like cheetah
- (4) used net
- (5) saw female cheetah crawling
- (6) decided to catch and train
- (7) envied cubs
- (8) leapt and caught deer
- (9) easy way to get deer
- (10) caught cubs



C.3 Now find from the lesson and write down the most important eight phrases in the space given below which tells the story about the stains on the cheetah's cheeks. Start from the mother cheetah's return from the stream:



1	Mother cheetah returned from the stream.
2	
3	
4	
5	
6	
7	
8	Mother cheetah had stains on her face.



C. 4 Answer the questions.

- (1) Which sentences in the text show that Edie was a lazy hunter?
- (2) Edie decided to catch a cub. Why?
- (3) Why was it safe for Edie to steal a cub?
- (4) How did Edie catch the cubs?
- (5) How did the mother cheetah react when she didn't find her young ones?
- (6) "I hate you. You are wicked and lazy." Who said this? To whom?
- (7) How, according to Shanno, did Edie bring dishonour to the Zulu tribe?
- (8) What decision did the tribesmen take?
- (9) What is the message of the story of 'Cheetah's Tears'?

C. 5 Read the facts about Cheetah from the text and complete the table.

Height	Weight	Age of maturity	Identification	Habitat	speed	food

C. 6 Complete the statements using appropriate words or group of words from the text.

1. Edie wanted an easy _____
2. Edie envied the cheetah cubs because _____
3. Edie thought that he would train the cubs hunt for him and his _____
4. The mother cheetah went on crying until _____
5. According to Shanno, a hunter _____
6. Edie had brought dishonour to the whole tribe by _____

C. 7 Discuss these with your friends and teacher in the class (You may use mother tongue.)

- What do you think about "Earning without effort"?
- Do you justify Edie's act of catching the cubs? Why?
- Every tribe has its own traditions. Find out some traditions of the adivasis of the Dangs and Panchmahals
- What would you like to be: Edie or Shanno? Give reasons for your choice.
- What would you have done if you were Edie?

Language Practice

L. 1 Read the story and notice the underlined words.

A group of frogs was travelling through the jungle, when two of them fell into a deep pit. All the other frogs gathered around the pit. When they saw how deep it was, they told the two frogs that they were as good as dead.

The two frogs ignored the comments and tried to jump out of the pit with all their efforts. The other frogs kept telling them not to try, as they were as good as dead. Finally, one of the frogs followed what the other frogs were saying and gave up. He fell down and died.

The other frog continued to jump as hard as he could. Once again, the group of frogs yelled at him to stop the pain and just die. He began jumping even harder and finally made it out. When he got out, the other frogs said, "Did you not hear us?" The frog explained to them that he was deaf - he thought they were encouraging him to jump out of the hole all the time.



Use the underlined words to answer these questions in full sentences. Encircle that word in the answer.

- Did two frogs fall into the pit? **Example.** Ans: Yes, two frogs (fell) into the pit.
- Did both the frogs try to jump out?
- Did the other frogs keep the two frogs telling not to try?
- Did the second frog stop jumping?
- Did the second frog listen to what other frogs said?
- Did the second frog explain that he was deaf?

L. 2 Work in pairs and complete these dialogues using 'was / wasn't' or 'were / weren't'.

Example : A: Where were you in the evening yesterday after school hours?

B: I was at my cousin's home.

1. A: Where were you at 9.00 in the morning yesterday?

B: I _____ in bed as it was Sunday.

2. A: Were you present in the class yesterday?

B: Yes, I _____.

3. A: _____ Sardar Patel the first Prime Minister of India?

B: No, he _____. It _____ Jawaharlal Nehru.

4. A: _____ Yuvrajsinh a part of Indian cricket team during the World Cup 2015?

B: No, he _____.

5. A: _____ there power cut at your place yesterday?
B: No, it _____. In fact we watched a movie last night.
6. A: _____ there guests at your home last Sunday?
B: Yes, there _____. They _____ my brother's friends.
7. A: _____ you a part of school cultural programme last year?
B: Yes, I _____. I performed a folk dance.
8. A: _____ Sanskrit compulsory for you in class VIII?
B: Yes, it _____.

L. 3 Ask these questions to your teacher. Write the action and main information from your teacher's answers.

- When did India become an independent nation? **Example :** Ans: became.....1947
- Who was India's first Prime Minister?
- Who was India's first President?
- When did Gujarat become a separate state?
- When did you join this school ?
- When did you reach the school yesterday?
- What time did you return home yesterday?
- What did you teach in the last class? **Example :** Ans: taught.... unit no 3
- Did you visit any new place during your last summer vacation?
- What places did you visit during the last vacation?
- With whom did you go there?
- How long did you stay there?
- What did you see there?

L. 4 (A) Read the sentences and questions in pair. Look at the Figure.

Q. Did you play football yesterday in the morning?

A. We played football yesterday in the morning.

Did > played
play >

Q. Did Jay come late to school last Monday?

A. Jay came late to school last Monday.

Did > came
come >

Q. Did you watch the movie last week?

A. I watched the movie last week.

(B) Now, fill in the blanks to complete the sentences and questions.

1. _____ the yellow bird _____ a song yesterday morning?

The yellow bird _____ a song yesterday morning.(sang)

2. _____ you _____ my brother during recess?

I _____ your brother during recess.(saw)

3. _____ you hear the terrifying noise last night?

I _____ the terrifying noise last night.

Did < sing
< sang

Did < see
< saw

4. _____ you visit the fun fair last Sunday?
I _____ the fun fair last Sunday.
5. _____ you attend the Panchayat meeting last weekend?
I _____ the Panchayat meeting last weekend.

(C) Work in pairs. Ask your partner these questions and gather the information about your friend. Then present it to your class.



Name of your friend: _____


- In which year **were** you born? S/he **was** born in _____.
- At what age **did** you **start going** to school?
S/he **started going** to school at the age of _____.
- What **was** your first school's name? The name of his/her school **was** _____.
- What games **did** you **play** at school at that time? S/he **played** _____.
- Who **was** your best friend then? Her/His best friend **was** _____.

L. 5(A) Work in pairs and complete the sentences given below. Use the negative form of the underlined words.

Example: I liked the food but I didn't like the service of this hotel.

1. I enjoyed the movie but I _____ the songs.
2. She found her phone but she _____ her keys.
3. My father brought a cake but he _____ cold drinks.
4. My sister sang the prayer song very well but she _____ the welcome song so well.
5. The principal announced the exam dates but _____ the dates for vacation.
6. Our school won the cricket match but _____ the hockey matches.
7. The school required teaching staff but _____ administrative staff.
8. The police caught the thieves but _____ their leader.
9. Asma drank the glass of milk but _____ the syrup.
10. Dishaan finished his homework for drawing but _____ his homework for Maths.

(B) Work in pairs. Ask your partner these questions and complete the table given below. The partner will answer 'yes' or 'no'. Write the response in the table below.

Did you ... yesterday?	Yes	No
Eg: Did you brush your teeth yesterday ?		
..... go to school.....?		
..... help in kitchen.....?		
..... do your homework.....?		
.....study English.....?		
.....listen to music.....?		
.....phone from any of your friends.....?		
.....watch TV.....?		

Now, frame similar questions based on the activities mentioned above and write the answers that your partner gave. You can add more questions by asking questions on : have breakfast, say prayer, play cricket/kabbadi/game, read newspaper, visit friend's home, etc.

Questions	Answers
(1) Did you have breakfast?	Yes, I had it.
(2) _____	_____
(3) _____	_____
(4) _____	_____
(5) _____	_____
(6) _____	_____
(7) _____	_____
(8) _____	_____

Facts to know

1. The Statue of Liberty's index finger is eight feet long.
2. Sharks can live up to 100 years.
3. Mosquitoes are more attracted to the colour blue than to any other colour.
4. Kangaroos can't walk backwards.
5. Octopus have three hearts.
6. A Blue whale's tongue weighs more than an elephant.
7. You use 14 muscles to smile and 43 to frown. Keep smiling!

L.6 A group of people is talking about how they spent their weekends. Complete the conversations using appropriate forms of the verbs given in the brackets.

(I) What _____ (do) you do on the weekend?

I _____ (go) to watch a movie.
It _____ (be) fantastic.

(II) How _____ (be) your weekend?

It _____ (be) great! I _____
(meet) some friends on Saturday,
and we _____ (go) for shopping.
We also _____ (visit) a fun fair.
We thoroughly _____ (enjoy)
the evening.

(III) What _____ (do) you do on
Saturday night?

I _____ (have) guests at home and I
_____ (cook) dinner for them. Then we
_____ (watch) a programme on TV.
And what _____ (do) you do on the
weekend?

(IV) Oh, nothing special. I _____ (stay) at
home and _____ (study).