

## Vocabulary

### V. 1 Choose the most appropriate meaning for the underlined words.

1. A uniformed guard knows Suresh and salutes him.  
 (a) recognizes      (b) admires      (c) misses      (d) known
2. The mission is charged by Command Headquarters.  
 (a) expelled      (b) dismissed      (c) assigned      (d) in charge
3. The enemy planes turn away and disappear.  
 (a) go up      (b) go back      (c) vanish      (d) reappear
4. The MiGs are fast approaching the aim.  
 (a) mark      (b) target      (c) sign      (d) point

### V. 2 Match A with B. Write the number from 'A' in the boxes .

A	B	
1. buildings for soldiers to live in	hostile	<input type="text"/>
2. a unit of an air force	enemy	<input type="text"/>
3. a person in command	compass	<input type="text"/>
4. an instrument for measuring angles	barrack	<input type="text"/>
5. an instrument containing a pointer which shows the direction	accurate	<input type="text"/>
6. having to do with a military enemy	squadron	<input type="text"/>
7. reaching an intended target	commander	<input type="text"/>
8. a person who is hostile to you	protractors	<input type="text"/>

### V. 3 With the help of a dictionary, learn the meaning of the words and also list the sentences from the text wherein these words are used.

hostile, accelerate, supply, identification, due to, release, procedure, accurate, maintain, visibility

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**V. 4 Complete the sentences with the help of the words given in the brackets.**

[ rested for, assigned by, goes down, due to, waiting for ]

1. I am \_\_\_\_\_ you.
2. Tyagi's plane rocks violently \_\_\_\_\_ air bumps.
3. The mission is \_\_\_\_\_ HQs.
4. Breakfast may come up before the bomb \_\_\_\_\_ .
5. A pilot is \_\_\_\_\_ a year or two at a desk job.

**V. 5 Number these words or phrases in order of the events as they appear in the text.**

- |  |   |                                     |
|--|---|-------------------------------------|
| <input type="checkbox"/> air disturbance   | <input type="checkbox"/> released the bombs | <input type="checkbox"/> vanish     |
| <input type="checkbox"/> plane information | <input type="checkbox"/> seat belt          | <input type="checkbox"/> comes fire |
| <input type="checkbox"/> security gate     | <input type="checkbox"/> air bumps          | <input type="checkbox"/> chinks out |

**Comprehension**

**C. 1 Complete the sentences.**

- (1) Commander Kukee consults the meteorological department to.....
- (2) At about six forty in the morning K.S. Suresh examines.....
- (3) Kukee and Tyagi reach.....
- (4) With accurate calculation both the pilots..... because there was .....
- (5) Mr. Kukee devotes more than half of his.....
- (6) K.S. Suresh works as ..... for the rest of time.

**C. 2 Read the lesson carefully and fill the details about Commander Kukee's activities at the time given in the table.**

Time of Commander Kukee's routine	Activities done by Commander Kukee
At 5:00 am	
At 5:20 am	
At 6:20 am	
At 6:40 am	
At 6:45 am	
At 6:55 am	

**C.3 Complete the dialogue between Commander Kukee and the Meteorological Officer which shows the weather report.**

**Commander Kukee** : Hello. How are you? I am commander Kukee.

**Meteorological Officer** : Fine sir. What can I do for you?

**Commander Kukee** : \_\_\_\_\_

**Meteorological Officer** : At 550 meters, sir.

**Commander Kukee** : And what about visibility?

**Meteorological Officer** : \_\_\_\_\_

**Commander Kukee** : How far is the haze?

**Meteorological Officer** : \_\_\_\_\_

**Commander Kukee** : \_\_\_\_\_

**Meteorological officer** : The speed of west wind is at 15 kph.

**Commander Kukee** : \_\_\_\_\_

**Meteorological Officer** : Yes, sir. There is a slight air disturbance.

**Commander Kukee** : \_\_\_\_\_

**Meteorological Officer** : Welcome, sir.

**C. 4 Answer the questions.**

- (1) What does No 321 refer to?
- (2) Where is K.S. Suresh at 5.20 a.m.? What is the order for him on that day?
- (3) Write two or three sentences about the weather of the day.
- (4) What is Mr. Tyagi called?
- (5) What is the final compulsory check called?
- (6) What does Kukee carry with him while walking to the servicing station?
- (7) “A bit bumpy here”. Who says this? What does Kukee joke in reply?
- (8) What do the army men say in praise of Kukee and Tyagi?
- (9) What duties does K.S.Suresh perform for the rest of time?
- (10) What precautions does Kukee take before the final take off?
- (11) What are MiGs and Hunters? Write two to three sentences about each.

**C. 5 Discuss the questions with your friends in a group and read your answer before the class.**

- “The wing commander of 321 squadron K.S.Suresh is proud of IAF so is IAF.” What does this mean?
- Find out some information on 'Career with the Indian Army'.
- Would you like a career in Indian Army, Navy or Air Force? If yes, which one? Why?

**L.1 Read this passage.**

You must have heard of the famous swimmer Michael Phelps. Here is an imaginary interview with him. You will be surprised to know his daily diet.

**Interviewer** : Hello Michael! It is fortunate to have you here with us.

**Michael** : My pleasure.

**Interviewer** : So Michael, tell us at what age did you start swimming?

**Michael** : It must be when I was seven. Partly I was influenced by my elder sisters and partly it was a sort of outlet for my energy.

**Interviewer** : Did you ever think that you will become a world champion swimmer one day? Can you tell us how many medals have you won in Olympics?

**Michael** : Ahh! Frankly I actually did not think I would become a champion. But it feels good to have 22 Olympic medals in my bag.

**Interviewer** : That is indeed remarkable. It requires great strength and energy. Tell us about your diet and food habits. What keeps you fit?

**Michael** : I eat a lot actually. I usually take heavy breakfast with three fried egg sandwiches with a lot of cheese, salad, tomato, fried onions, and mayonnaise. I also drink two cups of coffee, and eat a five egg-omelette, one bowl of boiled corn, three slices of French toast with powdered sugar, and three chocolate chip pancakes.

**Interviewer** : That is indeed a heavy breakfast. What do you have in your lunch and dinner then?

**Michael** : In lunch I take 500 grams of pasta with tomato sauce, two large ham and cheese sandwiches with mayonnaise on bread, plus energy drinks. My dinner includes another 500 grams of pasta with sauce, a whole pizza of six or eight slices, and more energy drinks.

**Interviewer** : This is really too much!

**Michael** : Yes I know that. But my health experts and physicians say that I can probably eat to this extent because my body is able to burn that much calories which is faster than an average man.

**Interviewer** : Yes, I had read somewhere that Michael Phelps possibly consumes 12,000 calories each day. But it's required, I think, because the kind of exercise and training you are involved in for swimming requires great energy and stamina. Moreover, you are said to swim nearly 80 kilometers per week. And undoubtedly it requires great strength.

**Michael** : Well, that's true.

**Interviewer** : OK Michael! Thanks a lot for talking to us. You are truly an inspiration for youngsters.

**Michael** : My pleasure. Thank you.



- **Now write the answers in the column of 'Number' or 'Quantity'.**

Question	Number	Quantity
At what age did Michael Phelps start swimming?		
How many Olympic medals has Michael Phelps won?		
How many egg sandwiches does Michael eat in his breakfast?		
How much coffee does he take in his breakfast?		Two cups
How much pasta does he take in his lunch?		
How many calories does Michael consume in a day?		
How many kilometers does Michael swim in a week?	80	
How much boiled corn does Michael eat?		
How many slices of French toast does Michael eat ?		
How many chocolate chip pancakes does he eat ?		

**L. 2 Ask these questions to your teacher. Your teacher will answer them.**

- Where did you go on a picnic or a tour with the students of our school?
- How many students had come for the tour?
- Did you go by bus or by train?
- How long did it take to reach the place from our school?
- How many days did you stay there?
- Did you enjoy the tour?
- How many classes do you teach in a week?
- How far is your home from our school?
- How much time does it take to reach school from your home?

**L. 3 Answer these questions in one or two words.**

- How many glasses of water do you usually drink? \_\_\_\_\_
- How much milk does your family use in a day? \_\_\_\_\_
- How far is your home from school? \_\_\_\_\_
- How many brothers/sisters do you have? \_\_\_\_\_
- How many days in a week do you come to school? \_\_\_\_\_
- How many hours do you spend watching TV? \_\_\_\_\_
- How much do you weigh? \_\_\_\_\_

- How far is the railway/bus station from your home? \_\_\_\_\_
- How many players make a team in cricket? \_\_\_\_\_
- How long did you enjoy your summer vacation? \_\_\_\_\_
- How long did you stay out of town during summer vacation? \_\_\_\_\_
- How many months have 28 days? \_\_\_\_\_
- How many biscuits can you eat on an empty stomach? \_\_\_\_\_
- How much milk do you drink? \_\_\_\_\_
- How many chapattis did you eat yesterday? \_\_\_\_\_
- How many times have you travelled by plane? \_\_\_\_\_

**Now work in pairs. Your partner will ask you these questions. Answer them in full sentence.**

**Example :** Partner : Hello, Mayur. How much water do you drink?  
You : I drink 8 glasses of water everyday.

#### **L. 4 Form the questions using ‘how many’ or ‘how much’.**

1. \_\_\_\_\_ does this parcel weigh?
2. \_\_\_\_\_ does it cost by flight to Mumbai?
3. \_\_\_\_\_ sisters do you have?
4. \_\_\_\_\_ marks did you get in English ?
5. \_\_\_\_\_ people are you going to invite to your birthday party?
6. \_\_\_\_\_ days will you be on leave?
7. \_\_\_\_\_ milk do you drink everyday?
8. \_\_\_\_\_ time do you spend on playing harmonium in a day?
9. \_\_\_\_\_ rupees did you pay for this shirt?
10. \_\_\_\_\_ did you save this month?

#### **L. 5 Frame a question for each of the answers. Use ‘how many’, ‘how much’, or ‘how far’, ‘how long’ for framing questions.**

1. About 10,000 books are available in the library.
2. Only one person will have a chance to get scholarship.
3. 50 kg approximately.
4. Only 30 minutes are left to catch the train.
5. I will stay there for three nights and four days.
6. 45 kilometres.
7. We expect around 100 people for this function.
8. I generally have two glasses of milk a day.
9. I spend almost six hours every day on computer.
10. A bamboo can grow upto 91 cm per day.

**L. 6** You are planning a tour with your family during the vacation. One of you will play the role of a travel agent and the other of a passenger. Work out your travel plan making an enquiry to the travel agent. The travel agent too will ask you a few questions regarding your plan. Clues are given in brackets. Work in pairs.

From Ahmedabad...

Place	Bhopal	Mumbai	Goa	Delhi	Hyderabad
Distance in kms	590	520	1100	940	1140
Approximate Bus fare	₹ 885	₹ 780	₹ 1650	₹ 1410	₹ 1710
Approximate Train fare (II Class)	₹ 1180	₹ 1040	₹ 2200	₹ 1880	₹ 2280
Approximate travel time by bus	13 hours	10 hours	24 hours	20 hours	28 hours
Approximate travel time by train	12 hours	9 hours	20 hours	15 hours	22 hours

**Travel agent** (stay duration, hotel budget, number of travellers, etc.)

**Passenger** (distance/ time to reach destination, number of bus/train availability, bus/train fare, accommodation charges )

**L. 7** Look at the information boxes given below. Work in pairs. One person will frame questions and the other will respond. Use 'how many', 'how much', 'how long', 'how far' for framing questions.

**Example :** How much does it weigh? How long can it be used?

How many ingredients does it have? How much menthol does it contain?

**SNOW WHITE TOOTHPASTE**

Silica	18%	<ul style="list-style-type: none"> <li>Whiter teeth in 2 weeks</li> <li>Helps reduce gum bleeding</li> <li>Long lasting fresh breath</li> <li>12 hours protection from harmful germs</li> </ul>
Critic acid	12%	
Menthol	22%	
Sodium	10%	

100 gm.  
Price: 56.00  
Use before: 1 year  
Mfg. Dt. AP/2016

**Music Masti Classes**  
Guitar Six months : ₹ 6000/-  
One year: ₹ 10000/-  
Harmonium Six months: ₹ 2000/-

**NATURAL GLOW BODY SOAP**

No artificial colours

**Ingredients**  
Olive oil 23%  
Almond oil 15%  
Glycerin 10%  
Flavor 08%  
Sunflower 2.5

Batch No. L/P/123  
Mfg. Dt. M/16  
M.R.P. ₹ 115.00  
Net Wt: 80 g X 4N

Value Pack: SAVE ₹ 20 on a Pack of 4 soaps.

**L.8 Look at the information boxes given below. Work in pairs. One person will frame questions and the other will respond. Use ‘how many’, ‘how much’, ‘how long’, ‘how far’ for framing questions.**

**Example : How much does the elephant weigh? How long does he live?**

<p><b>Facts about Indian Elephant</b></p> <p>Scientific name : Elephas Meximus Indicus</p> <p>Size (H) : 2m – 3 m (7ft – 10 ft)</p> <p>Weight : 3000 – 5000 kg</p> <p>Top speed : 43 km/h</p> <p>Average life span : 55 – 70 years</p> <p>Colour : Grey, Brown, Black</p> <p>Main prey/food : grass, fruits, roots</p> <p>little known facts :</p> <ul style="list-style-type: none"> <li>• Elephants can recognize themselves in the mirror</li> <li>• Worn out teeth will be replaced 6-7 times in a lifetime</li> <li>• Sleep 2-3 hours per day</li> </ul>	<p><b>Facts about Fly</b></p> <p>Scientific name : Diptera</p> <p>Size : 2.5-3cm (0.2-1.2 in)</p> <p>Top speed:</p> <p>Number of species : 2,40,000</p> <p>Average life span : 25 days</p> <p>colour:</p> <p>Main prey/food : nectar, sap, blood</p> <p>Unknown facts :</p> <ul style="list-style-type: none"> <li>• A female fly can lay approximately 9000 eggs</li> <li>• A fly can beat its wings 200 times per second</li> <li>• Can fly at the speed of 5 miles per hour</li> </ul>
<p><b>Facts about Rhinoceros</b></p> <p>Scientific name : Rhinocerotidae</p> <p>Size : 1.3 -2.2 m</p> <p>Weight : 800 – 3500 kg</p> <p>Top speed : 48 km/h</p> <p>Average life span : 35 – 50 years</p> <p>colour : Brown, Grey, Black</p> <p>Main prey/food : grass, fruits, leaves</p> <p>Little known Facts :</p> <ul style="list-style-type: none"> <li>• Its horns are made of the same substance (called keratin) that makes our nails.</li> <li>• Longest measured horn was 4 feet and 9 inches long.</li> <li>• Have poor eyesight, but they have excellent sense of smell and hearing.</li> </ul>	<p><b>Facts about Bat</b></p> <p>Scientific name : Chiroptera</p> <p>Size (L) : 3 cm - 180 cm (1.2 in - 71 in)</p> <p>Weight : 2g - 1000g</p> <p>Top speed : 40 km/h</p> <p>Number of species : 1100</p> <p>Average life span : 10 - 30 years</p> <p>colour : Brown, Black, Grey</p> <p>Main prey/food : Mice, Frogs, Fruit</p> <p>Unknown facts:</p> <ul style="list-style-type: none"> <li>• Just three species out of 1100 known species eat blood.</li> <li>• Some species of bat have excellent eyesight.</li> <li>• Other species use echo-location.</li> <li>• Bats can detect frequencies between 20 and 120 000 Hz (humans can hear only those from 20 - 20 000 Hz).</li> </ul>

**L.9 Work in pairs. Ask upto ten questions to your partner with ‘how many’, ‘how much’, ‘how far’ and ‘how long’. Try to know your partner better. Then tell about your partner to the class.**

**Example :**

- For how many hours do you study in the evening?
- How much milk do you drink everyday?
- How far is your home from our school?
- How many trees are there? around your home?

## Writing

**W.1** Look at this medium sized transport aircraft made in Russia. It is known as AN- 32. The capacity of this aircraft is to carry upto 39 airmen or a load upto 6 to 7 tonnes. The aircraft requires a crew of 5 people. It achieves the highest speed of 530km/hour with the power of its 2 turbo prop engines.



**Now fill in the blanks with the help of the information about the aircraft.**

This is \_\_\_\_\_ Aircraft of Indian Air Force. It has twin \_\_\_\_\_ engines. It is used as \_\_\_\_\_. It is imported from \_\_\_\_\_. There are five \_\_\_\_\_ and the plane can carry \_\_\_\_\_. It can carry a maximum load of \_\_\_\_\_. It can fly at a maximum speed of \_\_\_\_\_.

**W.2** Write a paragraph on ‘A Day in the Life of a Fire fighter’. Use the points for your writing.

name of the fire-fighter, name of the fire-station, uniform, duty in emergencies, duty timings, daily preparations, attending phone calls, reaching the place of fire, saving people, hard duty, happiness for saving lives

**W.3** Meet a police constable. (The teacher can invite a constable to the class.) Talk to him/her about his/her duty and daily routine. List five hardships that the police have to face.

Eg. Duty hours – not fixed – family life – training – risk

### WHAT TO DO DURING AN EARTHQUAKE

Stay indoors, Stand away from windows, mirrors and other glass.

Take Shelter under a table or desk. This will protect you from falling objects and give you breathing space. Otherwise, standing in the corner of a room or in a doorframe is safest.

Lower-level floors are safer than higher ones, but getting in a lift or trying to run downstairs is dangerous.

If you are outside, lie flat on the ground away from tall trees and buildings.

If you are near the Sea, get to higher ground as a tidal wave may follow the earthquake.

## UNIT 9

# FRIEND FROM THE SKY

### Pre-task

(A) Recite the poem.

Oh! What joy it is  
To have friends like you  
For giving me strength  
The way you do.  
For lifting me up  
When I am feeling down,  
And putting a smile on my face  
When I'm wearing a **frown**. (anger)  
Thanks for being there  
And helping me grow,  
Your friendship means a lot  
This I'd like you to know.

-Mary E. Carpio

- Mark true or false.

When we are down, what does a friend do?

1. wears a smile
2. gives strength
3. helps to develop us
4. plays with us

T	F
T	F
T	F
T	F

### WHY IS THE SKY BLUE?

Light is made up of different 8 colours that we can see separately when we look at a rainbow. Some of these colours travel through air and dust quite easily, but blue light gets bounced around by molecules of air. So when you look up at the sky, you are really seeing miles and miles of blue light in the air. The sea appears to be blue because it reflects the sky.

- (B) Read these sentences carefully. They describe your possible behaviour with your friends. The columns against each statement show the frequency of that behaviour. Put tick mark (✓) to show YOUR OWN frequency. Count the tick marks and put total in each column.

No.	Statements	Always	Often	Sometimes	Never
1.	I defend my friends even when they are wrong.				
2.	I keep on changing my friends.				
3.	My friends care for me more than I care for them.				
4.	I insist that my friend does not keep relations with persons I dislike.				
5.	I send cards/ gifts to maintain my friendship.				
6.	I try to prove myself superior to my friends.				
7.	I stick to my plans even when my friends press me to change them.				
8.	I feel bad if my friends do not meet me every day.				
	Total				

- Now multiply the total number of tick marks as under:

'Always' by 1,

'Often' by 2,

'Sometimes' by 3,

'Never' by 4.

Add up all the figures. It is your **Friendship Score**.

Now evaluate your score as per the given score board.

The score 26 and above is **EXCELLENT**,

From 21 to 25 is **GOOD**,

From 15 to 20 is **AVERAGE** and

Below 15 means **YOU NEED TO IMPROVE YOUR BEHAVIOUR WITH YOUR FRIENDS**.



It was a cool windy evening. There were sudden creaks as little branches of tree broke in the strong breeze and fell.

Reshma was sitting in the balcony of their flat on the first floor. She was watching children playing in the park. The children did not mind the strong breeze or the yellow leaves of neem tree falling on their heads. They were all enjoying their ball game.

"Reshma, come inside," called her mother from inside the house. "It is too cool and windy. You might catch a cold."

"Five minutes more, mummy." Reshma was also enjoying the game from the distance. Reshma loved to watch children shouting in excitement.

Reshma could not play. She could just sit in her wheelchair and watch the life outside from her balcony. She was fourteen years old and a spastic. [A spastic is a person who has no control over his/her hands and legs from birth.] Reshma could not walk, or even button up her shirt. But she could crawl and had learnt to use a spoon to eat and to handle her wheelchair. She went to a special learning centre. She was given speech therapy there. She also learnt some subjects and some exercises.

Reshma felt very lonely. She had no friends. All the neighbouring children were busy with their own schools and games. Reshma's favourite pastime was to watch the children playing in the street or the park.

Now the wind became stronger and the light became dim. But the children went on with their game. They were kicking a big red ball and jumping with the movement of the ball. Suddenly there was another ball among the players. A brown one. The girls started screaming and the boys shouted at the top of their voices. A brave boy bent down and touched the new ball. It suddenly flapped its wings and flew up. Before Reshma could understand anything, the new ball landed in her lap. Children waved at Reshma and continued with the game.

"Reshma, it's too much ! Now come inside," shouted her mother and came out in the balcony to take her daughter in the room. But she saw some movement in Reshma's lap and heard faint creaks." What is this?" she cried.

"I don't know, mummy. It has just arrived." Reshma was puzzled. "It came from the sky," she showed the route of the ball with her frightened eyes.

Mummy pushed the wheelchair into the room. Now they saw a scared bird with a big bill.

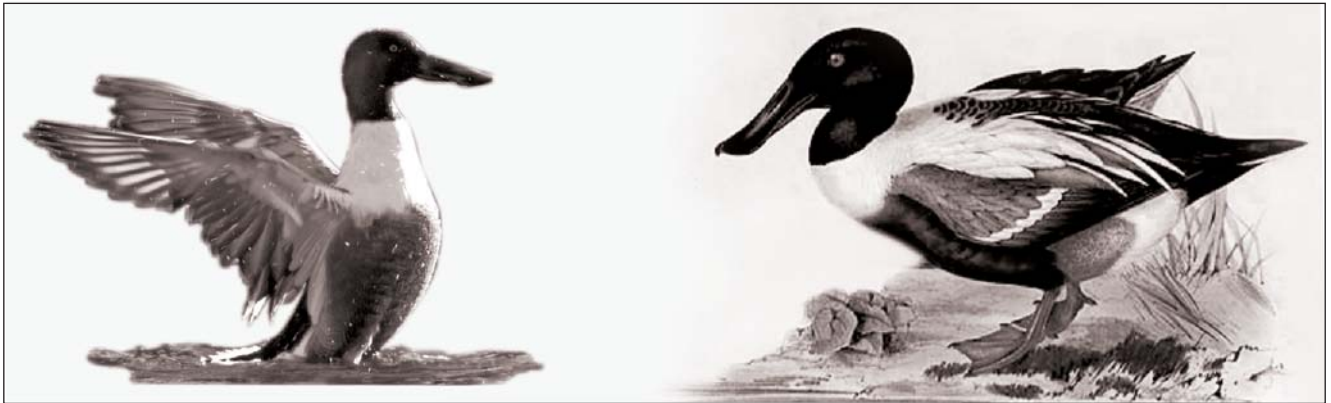
From Salim Ali's book 'Indian Birds' they found out that it was a duck, a shelter duck. Its beak was broad like a shovel. It had bright blue, white and brown feathers. At the moment it looked exhausted.

A shoveller is not a native Indian bird. But it migrates from the cold regions of Russia. This bird must have lost its way due to strong wind. In its efforts to join the flock, it got exhausted and fell in the park like a ball.



Reshma's mother tried to pick it up but it suddenly bit her hand. "Ouch!" She cried. The duck fluttered to the floor. It huddled in a corner of the room. All through the evening Reshma and her mother tried to feed the duck. They put breadcrumbs, nuts fruits and grains in front of it. But it did not touch any of them.

"Mummy, let's give him some rice and milk," suggested Reshma. Her mother mixed boiled rice, milk and sugar. She fed the bird with an ink filler. The shoveller liked it. His eyes brightened and he started fluttering his wings. But he could not fly.



"I know what his name is. It is Mitra, a friend." Reshma said. They took a basket and put some grass into it. It was Mitra's bed. Reshma kept the basket with her and slept peacefully. When she woke up, she looked at the basket. It was empty. Reshma cried loudly, "Mitra ... Mitra where are you?" Her mummy and papa searched in the house and at last found him near the water tub in the bathroom.

At around 7.30 the doorbell rang. Reshma was feeding breakfast to the duck. Mummy opened the door. Reshma was happily surprised to see a group of children in uniform. "Aunty, can we see the bird?" they said. Mummy took them to Reshma's wheelchair. The children greeted Reshma with fresh smiles. They were thrilled to see the bird in Reshma's lap. "He is Mitra", Reshma introduced the new friend. "How lovely!" they said. They helped Reshma to hold the bird while Reshma fed him with an ink filler. They had to leave soon to catch the school bus. "We will be back in the afternoon, Reshma." "Oh, sure. Do come, we'll play with Mitra, he is so loving" said Bansi. "We will make him strong," said Kanu. "It is difficult to make new friends for Mitra because he is lame," said Anita.

After this incident, the neighbouring children became very friendly with Reshma. They could realize that Reshma must have felt bad because they did not play with Reshma.

Next day the children came in the evening. Anju had a thick book with her. "See, we can read all about ducks in this book. We want to make Mitra very strong. He should be able to fly."

Mitra must have come here from a hundred kilometers?" Reshma said. "Not hundreds, thousands," corrected Anju. "And he must fly back thousands of kilometers to his home again."

"Yes, we will make him very strong." Reshma was delighted.

For the next ten days Mitra was treated like a royal guest. Everyone brought something for him. The

book was their kitchen guide for Mitra. They all caressed and played with him. Mummy had never seen Reshma so happy and hopeful.

Finally, the day of departure for their dearest friend arrived. Reshma's father took all the children and the duck to a nearby lake. The children lifted Mitra from Reshma's lap and gently put him in the water. It slowly started swimming. It shovelled the water with his broad beak. Children were happy to see the happiness of their friends. Suddenly Mitra disappeared. All stood worried, looking for him with wide eyes. And Mitra popped up from water with a small fish in his beak.

"Yeee....!" All cried and jumped with joy. "He has learnt it again." Children stood there for a long time watching Mitra.

The next day, Reshma went into the balcony to watch the children playing in the park. But there was no one! Suddenly the doorbell rang, and all the children marched into the room.

"Aunty, please send Reshma to play with us in the park." they said. "We'll take her and bring her back safely in her wheelchair."

With the help of friendly hands Reshma was taken down the stairs to the park. From the balcony Mummy looked at the broad smile on her daughter's face brightened by the setting sun.

Reshma never had a reason to feel lonely again.

## Glossary

**windy** climate with a lot of wind **screaming** give a piercing cry of fear **shelter** a structure built to give protection **creaks** make a harsh sound **flapped** moved, swung **exhausted** very tired **breeze** light wind **catch a cold** to have cold **excitement** state of strong emotion **faint** reel and fall down; **broad** wide **spastic** a person who is physically disabled **scared** alarm, frightened **brightened** more cheerful **crawl** move slowly on belly or knees **frightened** afraid, nervous, horrified **popped up** appeared suddenly **caressed** ଶାନ୍ତ ଶାନ୍ତାପଦ୍ମ gently touched **bill** beak **shoveler** ଚଢ଼ାଳିଆ ଖୁଆଳ **migrate** move from one part of the world to another according to the season **shovel** a tool with a long handle and broad blade with curved edges(ଧାଉଳି)

## Vocabulary

**V.1 Replace the underlined words with the words from the text. The first one or two letters of that word are given in the brackets to make your search easy.**

Last Sunday I had nothing special to do. So I was sitting under a tree in a park. My thoughts were running free. Some children were shouting(sc.....). Some were playing. An old man was sleeping under a tree while the light ripples of air (br.....) was pleasing me. Suddenly, a little bird came down (la.....)on my shoulder . At first I was afraid ( fr.....). then my eyes sparkled ( br.....). This incident brought a big ( br.....)smile on my tired ( ex.....) face.

**V. 2 Underline the sentence with almost similar meaning to the main sentence.**

**1. Before Reshma could understand anything, the new ball landed in her lap.**

- The new ball was on the land.
- The new ball came in her lap.
- The new ball was in her lap.
- Reshma had got a new ball in her lap.

**2. Reshma was puzzled.**

- Reshma had a problem.
- Reshma was confused.
- Reshma was very happy .
- Reshma was scared.

**3. At the moment the duck looked exhausted.**

- The duck looked dreadful.
- The duck was looking for a place to hide.
- The duck looked very tired .
- The duck seemed unhappy.

**4. They were thrilled to see the bird in Reshma's lap.**

- They were very much excited to see the bird.
- They felt astonished to see the bird.
- They were afraid to see the bird.
- They were sad to see the bird.

**5. The children marched into the room.**

- The children walked away from the room.
- The children ran into the room.
- The children entered the room.
- The children walked into the room.

**6. They all caressed and played with the duck.**

- Some children touched the duck with love.
- All the children became friend of the bird.
- Children liked the company of the bird.
- Children showed their liking by moving their hands on the duck and playing with it.

**V. 3 Complete the dialogue using the words from the bracket. Then read out in pairs.**

(spastic, dim, flap, windy, frightened)

A: Munna, how do you feel if you see a fierce dog approaching/ coming to you?

B: I'll be .....

A: What would you call the person who has no control over his legs and hands?

B: I would call him/ her .....

A: Can you see the duck in the pond?

B: No, I can't.

A: Why can't you see the duck?

B: Because it is ..... light here.

A: It's the monsoon time. It is raining heavily now.

B: Yeah. It is ..... too.

**Comprehension**

**C. 1 Read these sentences and write your response to the sentences.**

( responses: 'Oh! It's so sad!', 'Wow!', 'Bravo!', 'Awesome!', 'Ouch!', 'That's great!')

(1) Reshma could neither play nor move about herself.

(2) Reshma was a spastic yet she could use a spoon to eat.

(3) Reshma had no friend and so she felt lonely.

(4) The bird bit Reshma's mother on her hand so she cried.

(5) The eyes of the bird brightened and he started fluttering his wings.

(6) Reshma and her friends treated the bird like a royal guest.

(7) "Yee!" He has learnt to fly again.

(8) Reshma never had reason to feel lonely again.

**C. 2 Here is a dialogue between Reshma and her mother but it is jumbled up. Arrange the whole dialogue in a proper (logical) order and read it out in the class. First, middle and last lines are given as answers. Work in pairs.**

**Mother** : Reshma, come inside, please. It's quite cold outside.

**Reshma** : Yes, mummy. What shall we do now?

**Mother** : Now, see. How happy he looks!

**Reshma** : Five minutes more, mummy!

**Mother** : But, where will you keep him, dear?

**Reshma** : I don't know mummy. He has just arrived.

**Mother** : Let's feed him with care. But what should we feed him with?

**Reshma** : Let's give him some rice and milk.

**Mother** : OK. But, take good care of the bird and feed him regularly.

**Reshma** : Yes, Mom! I will call him 'Mitra'. I will play with him.

**Mother** : Oh! What's this in your lap, Reshma?

**Reshma** : I will keep him in a basket in my room, mummy.

**Mother** : It looks scared and hungry.

**Reshma** : Oh! Yes mummy. Thank you very much.

**C.3 Read the text and find out who says to whom and what. Complete the table. Work in pairs.**

Speaker (Who)	What	Listener (To whom)
Mother	It's too cold and windy and you might catch a cold.	Reshma
	Reshma, it's too much.	
Reshma		
		Mitra
	I know what his name is.	
The group of children		

**C.4 Make a list of the sentences from the text describing what Reshma can do and what Reshma can't do.**

Reshma can do	Reshma can't do