UNIT 9

FRIEND FROM THE SKY

T4U7Q1

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	T	F
2. gives strength	T	F
3. helps to develop us	T	F
4. plays with us	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.**

Read

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.

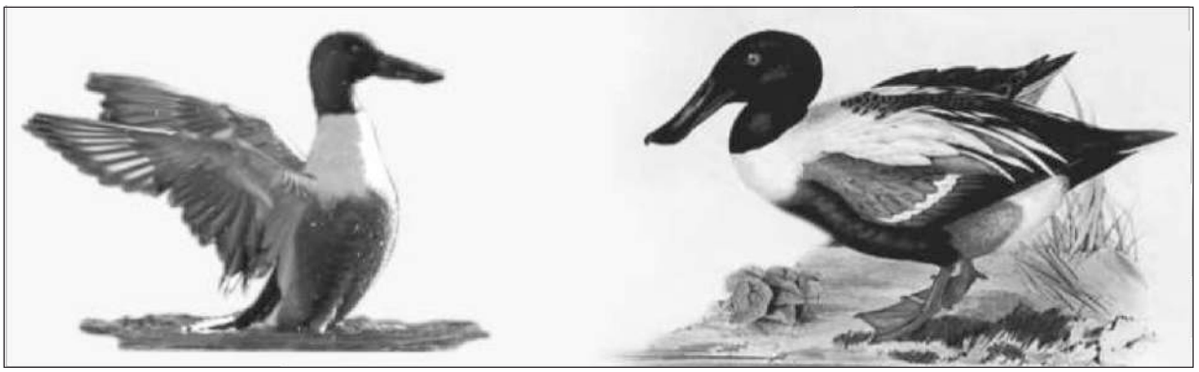
Mummy pushed the wheelchair into the room. Now they saw a scared bird with a big bill.

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** લાડ લડાવવું gently touched **bill** beak **shoveler** રંગીન બતક **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(પાવડો)

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 <u>shouting</u>(sc……). Some were playing. An old man was sleeping under a tree while <u>the light ripples of air</u> (br……..) was pleasing me. Suddenly, a little bird <u>came</u> down (la……)on my shoulder . At first I was <u>afraid</u> (fr……..). then my eyes <u>sparkled</u> (br……). This incident brought <u>a big</u> (br…….)smile on my <u>tired</u> (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!', 'Awsome!', '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

C. 5 Read the sentences and then find out the sentences of the same meaning from the text.

(1) Reshma was unable to move around.

(2) The children continued playing even though it grew dark.

(3) The bird looked completely tired.

(4) 'Mitra'- the bird looked very happy and started flapping his wings.

(5) Reshma's parents looked for the bird in the house.

(6) All the children entered the room.

C. 6 Number the sentences in proper order of the story.

- ☐ Mother felt very happy when she saw Reshma's smiling face.
- ☐ Reshma suggested her mummy to feed the bird with some rice and milk.
- ☐ Reshma very happily decided to keep the bird with her in her room.
- ☐ Reshma looked worried when she didn't find the bird in the basket.
- ☐ Reshma fed the bird with an ink filler.
- ☐ Reshma was a bit scared to see the bird in her lap.
- ☐ Mitra caught a fish.
- ☐ Children played with the bird.
- ☐ Reshma's father took the bird to the lake.

C. 7 Answer the questions in one sentence.

(1) What was Reshma doing?
(2) Who is called a spastic?
(3) What was Reshma's favourite pastime?
(4) What landed in Reshma's lap?
(5) Name the things Reshma and her mother put before the bird to feed it.
(6) Name the book written by Salim Ali.
(7) From where does the shoveller migrate?
(8) With what did Reshma prepare Mitra's bed?
(9) Why according to Anita, is it difficult for Mitra to make new friends?
(10) What could the children realize after they became friendly with Mitra?
(11) What did Mitra learn again?
(12) What did the children promise Reshma's mother?

C. 8 Answer the questions in two or three sentences.

(1) How old was Reshma? What could she not do?

(2) Why did Reshma feel lonely? What was her favourite pastime?

(3) Describe the bird in your words.

(4) What efforts did Reshma and her mother make to feed the bird?

(5) What name did Reshma give to the bird? Where did she keep it at night?

(6) How was Mitra treated for the next ten days?

(7) "Reshma never had reason to feel lonely again." Why?

- Discuss with your friends and present your ideas in the class.
- Have you ever come across an injured bird/animal? How did you help it?

Language Practice

L. 1 Read the conversation and observe the underlined words.

The doctor : How are you now? You look quite well <u>yet</u> much worried! Why?

The patient : Oh! No. I am well <u>but</u> there is a problem, Sir!

The doctor : I see. Tell me the problem.

The patient : <u>Although</u> I can walk steadily, sometimes I feel weak.

The doctor : You should take special diet <u>so that</u> you can be healthy again.

The patient : What kind of diet, Sir?

The doctor : You may take <u>either</u> fruits <u>or</u> fruit juice daily. Start from today.

The patient : Sir, I like fruit juice <u>but</u> I never like eating fruits.

The doctor : It's upto you now. You can take <u>either</u> fruits <u>or</u> vitamin pills.

The patient : No sir, not at all. I will start taking fruits from today <u>so that</u> I can recover my health early.

The doctor : <u>Although</u> it seems everything normal, you should not take it easily.

The patient : You are right, sir. I usually take care <u>yet</u> sometimes I am careless about my food. <u>But</u> I will take much care. Thank you.

L. 2 Study the underlined words from the above conversation. Classify them into three given categories understanding the meaning of the sentence.

Alternatives/options	contrast	Reason and Purpose
Eg : either…or	**Eg** : yet	**Eg** : so that

L. 3 Work in pairs. Read the table. Column A shows the reasons for some actions and column B has the results of the actions. Match them properly.

A (reason)	B (result)
This sum is rather difficult It is raining It was a severe earthquake He was a lazy boy He belonged to a poor family We started early	so that we might not miss the train. so all the students can't do it. so he couldn't buy new clothes. therefore you should take an umbrella with you. so tall buildings collapsed. therefore everyone hated him.

L. 4 (A) Join the pairs of sentences choosing the proper conjunction from the bracket.

(1) She fell down from the fifth step. She did not hurt herself. (yet, so)

(2) The doctor tried his best. He could not save the patient. (or, but)

(3) They wanted good governance in the state. They elected an honest candidate in the election. (although, therefore)

(4) You can select a red pen. You can select a blue pen. (so that, either...or)

(5) Turn the lights off. We can sleep. (so, or)

Write some more sentences using the words 'so that', 'either- or', 'neither- nor', 'but', 'though', 'although'.

(B) Narrate the condition of the rural area where the terrible flood has just washed away everything. Make sentences using "so", "so that" and "therefore".

_____

_____

_____

_____

_____

_____

L. 5 Read the sentences and mark true or false. If you find it false, rewrite it correctly.

(1) He is so clever that he does not know anything. T F

_____

(2) Although Ramesh played well, the team lost the match. T F

_____

(3) Would you take ice-cream but cold drinks? T F

_____

(4) The birds flew away therefore the gun was fired. T F

_____

(5) Sushant is younger but he can climb the tree quickly. T F

_____

L. 6 Select the table and try to make sentences using relevant conjunctions. Write down your sentences and ask your teacher to correct them if incorrect. Then read aloud in the class.

• either....or • neither.....nor • or	tea-coffee chocolates-biscuits bus-train mobile-computer apple-banana	_____ _____ _____ _____ _____
• but • yet • although	poor-honest old-hard working tired-walked fast ill-cheerful wealthy-unhappy	_____ _____ _____ _____ _____

Example: 1. Would you like tea or coffee?
2. Although he is poor, he is very honest.
3. I like neither tea nor coffee.

Writing

W. 1 Write about your visit to the school for the blind. Work in pair.

- •Which school did you visit?
- •When did you visit it?
- •With whom did you go? How?
- •What did you see there?
- •What activities were the blind students doing?
- •How were they given training?

W. 2 Suppose you are Mitra - the bird that had fallen into Reshma's lap. Narrate the story in your words.

You can start like this: I was migrating towards the south and was flying over the beautiful land of Gujarat. Suddenly there was a storm and I lost my way…..

W. 3 Tie a blindfold over your eyes. Keep it for about an hour. Try to do all your routine work in that condition. Don't try to peep or cheat. Now write a paragraph about what you felt and experienced.

W. 4 Frame a story from the given points. Also include the moral of the story.

Two friends- one fat and the other thin- went into jungle- saw a bear coming there- both ran- the thin climbed a tree- the fat couldn't- slept on ground pretending to be dead- bear came near- sniffed him- the bear went away- second friend came down- asked- what did the bear say?-the fat one said: "never trust such a friend who runs away in difficulty."

The heart of a sparrow beats about 100 times in a minute. Sparrows never walk. They hop.