

UNIT 1

Let's be Friends

Look at the picture and answer the following questions.



1. Why do you think Hari is pinching Raghu?
2. Suppose you were in Raghu's place, would you allow that?

Now, your teacher will tell you about 'Hari'. Listen to him/ her carefully and answer the following questions.

1. What do you think of Hari pinching Raghu?
2. What do you think the children would tell the teacher?
3. What do Hari's classmates think about him? What words did they use to express their views ?



A. Reading



Let's be Friends

Once upon a time, there was a small boy called Hari. He was strong and loved to tease all the boys and girls who went to school with him. What he loved to do the most was to pinch others. He could make a big bruise appear in half a second. Another trick he played was pricking people with a pin.

So you can guess how all the children hated him. They tried pinching him back, but that was no good because he could always pinch much harder. They did not like telling their teacher, because that was telling tales.

It so happened that the class went for a picnic to the seaside for a whole day. All the children were most excited.



On that day, the sun shone bright, and all the children were wild with excitement. They crowded into a train and sat down but nobody wanted to sit next to Hari because he always pinched them.

When they arrived at the seaside, out jumped all the children with a shout of joy. Down to sands they raced, hand in hand, but nobody took Hari's hand. Nobody went near him.

Hari was angry. He went to an isolated sandy corner near a rocky pool and sat down by himself. He took out his lunch and looked at it.

'Wow! It is a good lunch.' There were two hard-boiled eggs, six jam sandwiches, three pieces of bread and butter, a ginger cake and a bar of chocolate. He would eat it all by himself. He would not offer anything to anyone.

Just as he was beginning with an egg, he heard a hoarse voice near him. 'Good morning! I am so pleased to meet a boy like you.' Hari turned around and stared in fright.

- ◆ Why was Hari alone?
- ◆ Why was he frightened?
- ◆ What do you think he saw?



Hari saw a monster crab walking sideways out of the pool. His eyes were on the ends of the short stalks and he looked most queer. He held out his front claw to Hari. Hari put out his hand to shake the crab's claw, but to his surprise and anger the crab opened his pincers and nipped his hand so hard that the little boy yelled.

'Ah, here is my good cousin,' said the crab pleasantly, and to Hari's horror, he saw a large sandy lobster crawling heavily out of the pool. Before Hari could stop him, the lobster took his hand in his great pincer like claws and pinched it so hard that he yelled in pain.



Do you think anyone came for his help?

Then he stared at the pool in surprise, for out came sandy-coloured shrimps and prawns, more crabs, and another large lobster and they pricked Hari till he was soon black and blue with their pinching.

'Don't you like it?' said all the creatures in surprise, 'Why, we were told, you would love to see us because you were a champion pincher and pricker yourself. Come, come and join the fun!'

Hari leapt to his feet, crying loudly. His lunch rolled into the pool, and when the crabs and lobsters saw it, they ran to it and began to feast eagerly. Hari saw that they had forgotten him for a time, and he turned and ran for his life, tears streaming down his cheeks. Hari ran and sat near the rock thinking.

They only did to me what I keep doing to other children. But how it hurts! And how I hated those crabs and lobsters! I suppose the other children hate me too, 'I shalln't pinch or prick anyone anymore.'

- Enid Blyton



Glossary

- bruise (*n*) : injury by blow to body
- horrid (*adj*) : terrible
- hoarse (*adj*) : rough and deep sounding
- isolated (*adj*) : a lonely place
- pincer (*n*) : a gripping tool
- stalk (*n*) : main stem
- nipped (*v*) : pinched
- yelled (*v*) : shouted loudly



Comprehension

I. Answer the following questions.

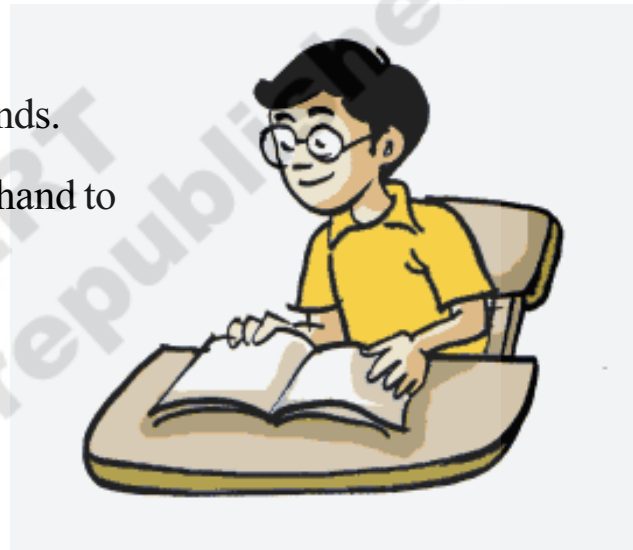
1. Did Hari have any friends? Why/ Why not?
2. If you were left alone by your classmates, how would you feel?
3. How did the seaside creatures teach Hari a lesson?
4. Do you think Hari will change? Yes/ No. Give reason for your opinion.

II. Answer the following questions by putting a tick (✓) on the right answers.

1. All the children left Hari alone because
 - a. he troubled others.
 - b. he liked to be alone.
 - c. the teacher asked them to do so.

2. Hari went and sat in a sandy corner because
 - a. he was happy to be alone.
 - b. he liked that place.
 - c. he was left alone by his friends.

3. The monster crab put out his hand to
 - a. shake hands.
 - b. pull Hari into the pool.
 - c. take his lunch.



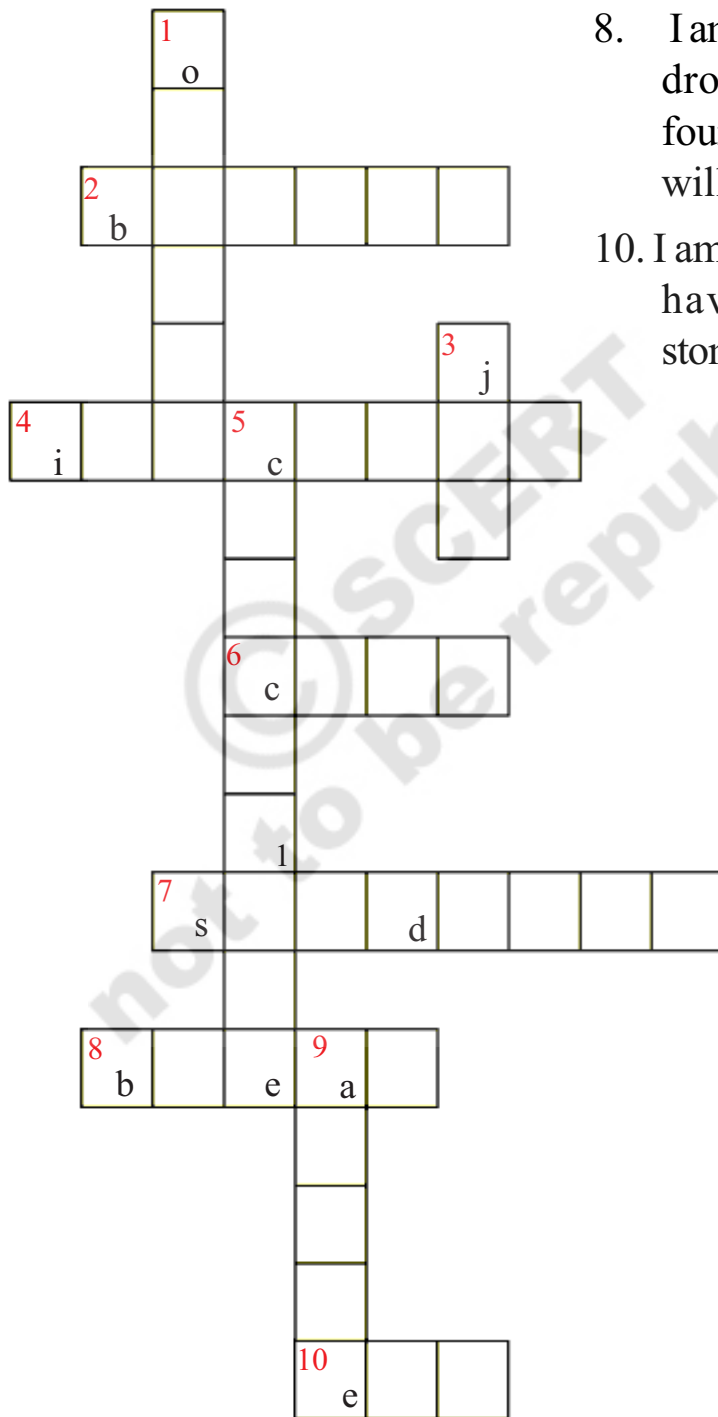
Vocabulary

Hari and his classmates took some food items to the picnic. Complete the grid using the clues given below to get the names of the food items.

Down

Across

- | | |
|--|---|
| 1. I am a fruit. I am round and juicy. | 2. I am a fruit. You eat me by peeling my skin. |
| 3. I am a three-lettered word. You eat me with bread. | 4. I am cold, sweet and creamy. Children like me very much. |
| 5. Children like me very much. If you drop last four letters from my name, I will be late. | 6. I am spongy and soft. You cut and eat me on your birthday. |
| 9. I am a fruit. Eat me every day to keep healthy. | |



7. I am an eight-lettered word. If you drop the last four letters from my name, I will be in the desert.

8. I am a five-lettered word. If you drop the first letter and the fourth letter from my name, it will be the name of a colour.

10. I am a three-lettered word and I have a yellow ball in my stomach.





Grammar

I. Do you remember us?



‘We are the articles.’

I come before singular nouns beginning with consonant sounds.



Just like ‘a’, I also come before nouns, but remember I am used only before nouns beginning with sounds **a, e, i, o, u**.

I also come before singular nouns. I am used when people speak of a person, a place or a thing already mentioned; or the only a thing or a person in a situation.



Now, look at the following examples.

- Hari saw a monster crab.
- Hari put out his hand to shake the crab’s claws.
- On that day, the sun shone bright,...

In sentence 1, ‘a’ is used before ‘monster crab’ because it refers to one crab. In sentence 2, the crab in sentence is mentioned again, and now instead of putting ‘a’ before it, we put ‘the’. But in sentence 3, **the** is used because the sun is one.

1. Pick out more examples of ‘a/an and the’ from the story.

not to be published

2. After coming back from picnic Hari wrote a letter to his friend about the way he spent that day. The letter is given below. Fill in the gaps with necessary articles.

Dear Teja,

I am fine, and hope to hear the same from you. Pupils of our class went for _____ picnic to _____ seaside last week. I was left alone. So I went to _____ sandy corner and sat down. My mother packed me _____ egg, _____ cake and _____ chocolate. At that time _____ large sandy lobster crawled out of _____ pool. All the sea animals tried to shake hands with me. But they pricked me till I was black and blue. They taught me _____ lesson, not to hurt anyone.

Hari

II. Look at the words underlined in the following sentences.

Hari was sitting quietly in a sandy corner. The crab came and nipped him hard. He ran fast.

The words **quietly**, **hard** and **fast** tell us how the actions(indicated by verbs) took place. These words are called **Adverbs** because they modify verbs. As you can see, some adverbs like ‘**quietly**’ end in ‘**-ly**’ and others do not, as ‘**hard**’ and ‘**fast**’.

1. Find from the story five adverbs and the verbs they modify.

Adverbs	Verbs they modify

2. Complete the following sentences with adverbs made from the words given in the brackets. Add, 'ly' wherever necessary.

- a. She spoke to her teacher _____. (clear)
- b. All children laughed _____. (loud)
- c. He failed though he worked _____. (hard)
- d. He spoke _____ (loud) to his class fellows.



Writing

I. When Hari went to the picnic, he missed to see the notice board on the seashore. Here is the notice.

Notice

Do's	Don'ts
1. Children should be accompanied by elders	Don't go deep into the water.
2. Wear shoe/slipper when you walk on the sea shore.	Don't drink sea water.
3. Beware of sea animals.	Don't throw waste into the sea.
4. Wear water proof jackets while boating.	Don't go boating on a stormy day.

Now write a Notice to keep your school surroundings clean.

Notice	
Do's	Don'ts

II. After reaching home, Hari thought of what had happened to him at the end of the picnic. Write down in the box what he thought of.

not to be republished

III. Hari went to Raghu. He wanted to be Raghu's friend. Here is a part of the conversation that took place between them. Complete and role-play it.

Hari : Please, Raghu don't go away.

Raghu : I don't want to talk to you.

Hari : Why?

Raghu : _____

Hari : _____

Raghu : _____

Hari : _____

Raghu : _____

Hari : _____

Raghu : Ok, Hari! We're friends now.

Hari : Thank you, Raghu!





Recite the following poem.

The Best of Friends



The best of friends
Can change a frown
Into a smile
When you feel down.

The best of friends
Will understand
Your little trials
And lend a hand.



The best of friends,
Will always share,
Your secret dreams.
Because they care.



The best of friends
Worth more than gold
Give all the love
A heart can hold.

- S. Jill Wolf





Glossary

- frown (*n*) : eyebrows drawn together
 trials (*n*) : paths, tracks, signs or difficulties
 worth (*adj*): valuable or very useful
 secret (*adj*): kept hidden from others



Comprehension

I. Answer the following questions.

1. Why does the poet want to share her secret dreams with her friends?
2. Why does the poet say that friendship is more valuable than gold?
3. Are friends important in life? Why/ Why not?

II. Tick (✓) the one you agree with and give a reason for it.

1. The poet says, ‘Give all the love a heart can hold’. It means
 - a. Love is measurable. ()
 - b. Love is not measured. ()
2. ‘Little trials’ in the second stanza means
 - a. fights ()
 - b. difficulties ()



Writing

I. Who is your best friend? Why is he/ she your best friend?

My best friend is
He/ She is my best friend because

II. Narrate an incident when either you helped a friend or got help.



C. Reading

True Friendship



Friendship binds people in a bond of love, natural trust, understanding and loyalty. It is something that takes time to happen. Just as we grow a garden, in friendship too, first a seed is planted; it is taken care of, nourished and watered daily. This needs honesty, devotion and patience. We have to tend friendship with love and care. True friendship is the gift of God

and it should be cherished by every individual.

A friend is a person who will always be on your side when times are bad. A true friend is someone who will understand what you are saying even if it does not make any sense. He / she will be ready to make sacrifices in order to help you. Good friends play active part in your life. They will feel happy when you are happy. They feel achieved with your accomplishments. Friends mean so much to one another. They share affection, which fills them with happiness. They spend time thinking of their friends of whom they are important to them and how to find ways to help them. Sometimes there may be disagreements and quarrels between friends. But they are sure to make up in a minute or so because they cannot be mad at each other for long.

We must guard ourselves against false friends. Otherwise, in the course of life some friends may desert us in our misfortune. Some friends also may turn enemies for us. Some friends will be used against us by our enemies.

There may be some people who pose to be our friends to meet their own interests. When their interest is met, they leave us. They may even betray us for their interest. Such friends are more dangerous than enemies. Besides false friends, there are ‘summer friends’ who remain with us when we are rich and they leave us when we are in difficulties. They share our fortune but not our sorrow. They are like summer birds; the summer birds come when it is summer and fly away when the summer moves away. The summer friends may not be as dangerous as the false friends but we cannot depend on them.

Your friends may be of different ages. They are your role models. When you see them, you learn new and different things from them. All of them have a different meaning to you because they all have a special quality in them that makes them your friend. Every one of them is different but they all your friends. They trust you and make you believe that there is no one else like you.

My friends make me feel that I am special and there is no one...



Glossary

loyalty (<i>n</i>)	:	the quality of being faithful
nourished (<i>v</i>)	:	kept alive and healthy
honesty (<i>n</i>)	:	the quality of being honest
devotion (<i>n</i>)	:	great love, care and support
patience (<i>n</i>)	:	the ability to stay calm and accept a delay
cherished (<i>v</i>)	:	loved very much and wanted to protect
accomplishments (<i>n</i>):		achievements
affection (<i>n</i>)	:	the feeling of liking or loving
misfortune (<i>n</i>)	:	bad luck



Comprehension

I. Answer the following questions.

1. What is friendship, according to the writer?

2. 'A friend is a person who will always be on your side when times are bad.' What do you mean by 'bad times'?
3. Why do friends mean so much to one another?
4. Why are some friends called summer friends?
5. How do you know that you have found a true friend?



Writing

I. List the qualities that you like in your friends in the table given below.

Qualities I like.,
<p>© SCERT not to be republished</p>

II. Write a paragraph on true friendship.

Blank area for writing a paragraph on true friendship.

Fun Time

‘Isn’t Hari a bad boy!’ said a boy to a girl.
 ‘Well, do you know who am I?’ asked the girl.
 ‘No,’ replied the boy.
 ‘I’m his sister,’ she said.
 ‘And do you know who am I?’ asked the boy.
 ‘No,’ she replied.
 ‘Thank Goodness!!’ the boy said with a relief.



Now tell a joke to the whole class.

How well did I understand this unit?

Read and tick (✓) in the appropriate box.

* <input type="checkbox"/>	Indicators	Yes	Somewhat	No
1.	I listened to and understood the listening text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I read and understood the texts;			
	a) Let’s be Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) True Friendship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I talked about Hari and my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	I completed the crossword puzzle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	I understood and did the exercises in;			
	a) articles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) adverbs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I understood and recited the poem, ‘The Best Friends’.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I was able to write;			
	a) a notice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) a conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c) a description	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>