

ACTIVITY-1 Pre-task

There are many poems and stories on the virtue of "friendship". Friendship is one of those things that makes even a poor person rich and a sad person happy. Read and enjoy the following poem on friendship.

THE ARROW AND THE SONG

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong,
That it can follow the flight of song?

Long, long afterward, in an oak
I found the arrow, still unbroken;
And the song, from beginning to end,
I found again in the heart of a friend.

- Henry Wadsworth Longfellow

Reflect upon these questions and share your views with your pair partner.

1. What is talked about mainly in the first stanza?
2. What is talked about mainly in the second stanza?
3. Is there anything common between "arrow" and "song"?
4. What does the last line mean to you?

ACTIVITY - 2

- (A) **Work in pairs. Write the name of your best friend and say why you like him/her. Find out similarities and differences with your partner's friend in terms of height, weight, looks, hair style, mother tongue, likes, dislikes, interests etc.**

My best friend is _____ because _____.

Similarities with the classmate are	Differences with the classmate are

- (B) **Work in groups and talk about your parents or grandparents. Share your experiences about what you do with them? Do they tell stories? Which stories do they tell you? Why do you like him/her?**

ACTIVITY - 3

- (A) **Given below is a beautiful story. It is about how the grandfather treats his chair as a friend and how the grandson understands the feelings of grandfather better than his parents. Enjoy the story.**

GRANDPA'S FRIEND-I

“Mom! I’m home!” John slammed the door and dropped his books on a nearby chair. “Something smells good.” With his nose in the air, he followed the sweet aroma into the kitchen.

“Hi, John, home already?” His mom turned around. She had just placed a plate of fresh-baked cookies on the counter near the open window.



John reached for a cookie and looked outside. It was the kind of day that made John feel warm inside. Pop-Pop, John's grandpa, who lived with them since grandma had died, came through the door.

"Spring is here", Pop-Pop said. "And you know what this means."

"Sure", John agreed. "Our annual fishing trip is coming up."

Amused, Pop-Pop winked at John while heading straight for the cookies.

"I was thinking more of our annual spring cleaning," John's mom suggested. "Tomorrow, John, you have no school and I can expect some help, okay".

"Okay, Okay." John agreed unwillingly.

Can you guess what is going to happen next?

The next day John and his mom cleaned the house. They cleaned upstairs, inside, outside, until everything was spotless. Tired, they sank into the couch. Pointing to Pop-Pop's chair, John's mom exclaimed, "Oh ! That old chair has got to go. We'll buy Pop-Pop a new one."



It was true. John had to agree. The chair was unsightly. It was faded and worn and in some places even torn.

“John, come and help me, we’ll take the chair to the footpath. Tomorrow the garbage truck is going to come.”

As they attempted to move the chair, Pop-Pop walked his way through the door. Seeing what was happening, he quickly blocked their way. “Oh, no!” he objected, “You can’t take my chair.”

Why doesn’t the grandpa like to remove the chair ?

“It’s old....It’s worn...” John’s mom argued with a sharp edge to her voice.

“No,” Pop-Pop insisted, trying to push his chair back into place.

“But Pop, we’ll buy you a new one,” John’s mom tried to convince the man.

“I don’t want a new one,” Pop-Pop’s voice trembled.

“I give up.” John’s mom let go off the chair. “We’ll discuss it tonight when Matt gets home.” Matt, John’s dad, was still at work. With a sigh of relief, the old man sank into his chair and closed his eyes.

“Pop-Pop, why you won’t let us get rid of the chair?” John asked when his mother left the room. “It’s so old.”

Key Words

slammed – closed with force

aroma – sweet fragrance

amused – delighted

spotless – without any dirt

unsightly – ugly

objected – opposed, disagreed

insisted – said forcefully

convince – satisfy by argument

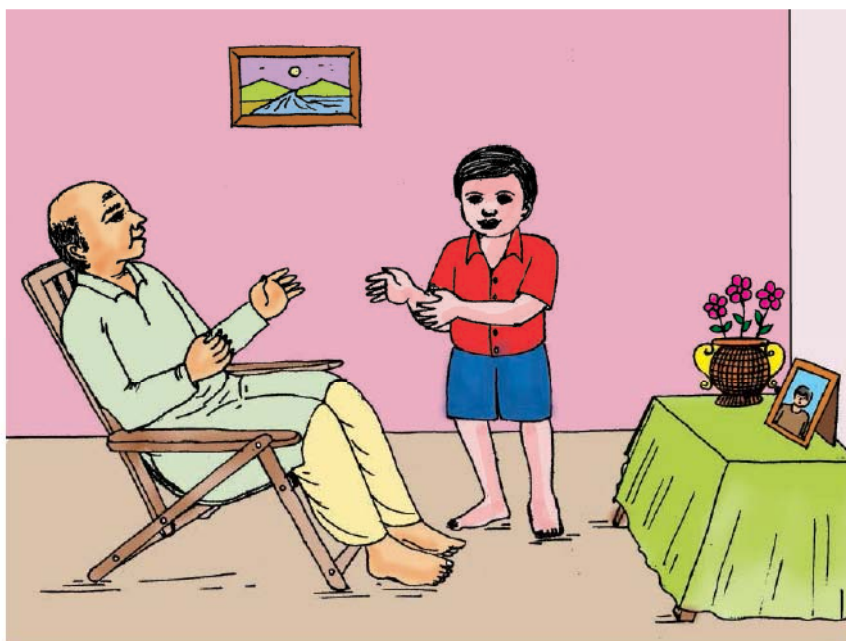
sigh of relief – a long, deep breath when tension is over

(B) Answer the following questions:

1. List the characters of the story.
2. What had John's mom prepared when he came home from school?
3. What do the family plan during spring?
4. What did John and his mom clean?
5. Why did mom decide to throw away Pop-Pop's chair?

ACTIVITY-4

GRANDPA'S FRIEND-II




“You don’t understand, John.” Pop-Pop shook his head from side to side and after a long pause he said, “I sat in this chair, with your grandma right here, when I asked her to marry me. It was so long ago, but when I sit in this chair and close my eyes I feel she is near.” The old man passed his hand gently along the arm of the chair.

‘It’s amazing’, John thought, ‘how Pop-Pop can remember things from the past. In the present, he forgets almost everything’. John sat down on the floor by Pop-Pop’s feet and listened as the old man went on.

Key Words

nervous – worried
gaze – fixed look
rattling sound – harsh, sharp sound
realize – understand clearly
wholeheartedly – fully



“And the night your father was born, I sat in this chair. I was nervous. I was scared when they placed the tiny baby into my arms, yet I was never happier.” A smile suddenly lit his old face.

“I think I’m beginning to understand,” John said thoughtfully.

“Many years later.” Pop-Pop’s voice broke and he paused a moment before he continued, “I sat in this chair when the doctor called and told me that your grandma was ill. I was lost without her but the chair gave me comfort and warmth.” The old man’s sadness seemed to grow as he recalled that unfortunate day.

“I’m sorry, Pop-pop.” John looked at his grandfather and said, “I do see now. This is not just any old chair. This chair is more like your friend.”

“Yes, we’ve gone through a lot together.” Pop-Pop said.

That night, however, when John and Pop-Pop were asleep, John’s mom and dad carried the chair out to the footpath. It was a starless night. Though spring had set in, snow fell silently from the black sky and covered Pop-Pop’s chair with a blanket of white.

The next morning, when John came downstairs, Pop-Pop stood by the window and looked outside. A tear rolled down his hollow cheek. John followed the old man’s gaze and froze. Snow-covered, the chair stood on the footpath out of the house. It shocked John. He ran outside. “Wait! Don’t take the chair,” he shouted, waving both arms in the air as he rushed to stop the men from taking the chair away. Then he ran back inside and faced his mom. “Look at Pop-Pop, Mom. You can’t throw out his chair. This is not just a chair. This chair has been with Pop-Pop for a very long time. This chair is like a friend.”

What end do you expect?

John’s mom turned and looked at the old man. Slowly she walked towards him. With her middle and ring finger, she wiped away a tear. And then she took the old man’s face into both her hands and said, “I’m sorry, Pop-Pop. I guess ... I just didn’t realize how much the chair meant to you. John and I will bring your chair back inside.”

They brushed off the snow with their hands and pushed the chair back inside. They placed it next to the fireplace so it could dry. John's mom stepped back then, and as if seeing the chair for the very first time spoke to herself, "Mm, I guess it does give the room a certain touch of character."

And John and Pop-Pop wholeheartedly agreed that the living room would be rather dull without this old chair.

ACTIVITY - 5

(A) Answer the following questions:

1. What did grandpa remember about the chair ?
2. When did Dad and Mom put the chair out of the house ?
3. What was grandpa's reaction when he saw the chair on the footpath ?
4. Why did John stop the men from carrying the chair away ?
5. Do you like the end of the story ? Why ?

(B) Who said the following to whom and when?

1. "Something smells good."
2. "Spring is here."
3. "That old chair has got to go."
4. "You can't take my chair."
5. "I think I'm beginning to understand."
6. "This chair is like a friend."

ACTIVITY - 6

(A) Find sentences from the story that mean the same as the following sentences.

1. I have come home, mother!
2. Tomorrow is a holiday therefore you can help me.
3. We'll throw away Grandpa's chair.
4. This chair has given me happiness and love when I felt lonely without my wife.
5. The room looked brighter when grandpa's chair was brought in.

(B) In the story, words like ‘worn’ and ‘torn’ are found. They are similar in sound. For studying similarity of words, there are two more techniques namely homophones and homonyms.

Homophone (n) means one of two or more words pronounced alike but differ in meaning. This means such words have similar sound but have different meanings. e.g. to-two-too, our-hour, some-sum, way-weigh, die-dye, principal-principle etc.

Homonym (n) means one of two or more words spelled and pronounced alike but differ in meaning. They are words whose sound and spelling are the same but their meanings are different. e.g. type, capital, bear, well, cell, long, pool of water and pool the game etc.

Now work in groups to find at least two homophones and homonyms contained in the story. Make a list of such words and share your list with your partners.

ACTIVITY - 7

(A) Just as the grandfather had great attachment for the old chair; we love various things especially if they are related to our early childhood. e.g. toys given to us on our birthdays, marbles, cricket bat-balls, etc.

Work in groups and make a list of such things which you love most and have preserved them even if they were torn, faded or not in good condition and you never like to throw them away. When your list gets ready, share it with the class.

(B) Rewrite the following paragraph from the story in simple present tense. You can make required changes.

“You don’t understand, John.” Pop-Pop shook his head from side and after a long pause he said _____

“Yes, we’ve gone through a lot together.” Pop-Pop said.

ACTIVITY - 8

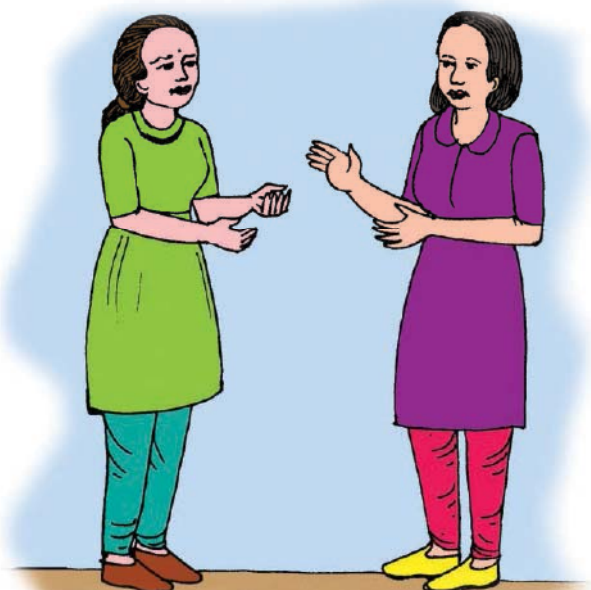
(A) Your school is celebrating an important function (e.g. founder's day/ annual day/ farewell function etc.) and your class teacher is planning to decorate your classroom. Work in pairs to write your conversation in the form of a dialogue.

(B) Find someone who: conduct this group activity with the following steps.

- Divide the class into pairs.
- The members in each pair will have one minute to walk around the classroom and find at least one person in the class who was born in the same month as they were. They get one point for every person they find in that time.
- Then they have to find someone who was born on the same day of the month.
- At the end, see how many points each student has earned.

ACTIVITY - 9


(A) Now read and enjoy the following poem. In this poem a young girl has expressed her feelings for a friend in a direct and touching way. The poem is about the importance and responsibility of being a friend.



FRIENDSHIP

When you are sad
I will dry up your tears;
When you are scared
I will ease your fears.

When you are worried
I will give you hope;
If you want to give up
I'll help you cope.



When you are lost
and can't see the light;
I'll be your beacon
shining so bright.

This is my oath that
I pledge to the end

Why? You may ask.
Because you're my friend!

- Nicole Richie

Key Words

dry up – (here) wipe

give up – (here) accept defeat, stop trying

beacon – lighthouse, (here) a guide

pledge – a sincere promise

cope – deal with, adjust, get on

(B) Answer the following questions.

1. What does the poet offer to do when her friend becomes sad ?
2. When does the poet offer help to friend ?
3. What does the poet offer to do when he/she can't see light ?
4. What do these words mean- 'that I pledge to the end' ?

(C) Tick mark the sentence nearest in meaning to the following lines.

1. I will ease your fears.
 - a) I will make you more fearful.
 - b) I will teach you to be adventurous.
 - c) I will support you so that you have less tension.
2. When you are lost.
 - a.) You are lost in jungle.
 - b.) You do not know what to do.
 - c.) You have lost something valuable.
3. This is my oath that I pledge to the end.
 - a.) This is my promise forever.
 - b.) At last I will help you.
 - c.) I will help you in almost all difficulties.

4. I will help you cope.
- a.) I will do things for you.
 - b.) I will help you face the situation
 - c.) I will add to your confidence.

ACTIVITY - 10

(A) Think about your friendship with someone in school or neighborhood. Work in pairs and share your feelings and experiences about you as a friend and about your friend. You can use the following table to note down and share the information on various situations of your life.

Situations in life	What do you do for your friends?	What do your friends do for you?
Got less marks or failed in exam		
Could not get rank in sports		
Missed a chance in school tour		
Got first position in cultural event		
Worried about final result in exam		
Got ill		
Birthday will come		

(B) Write a paragraph on “My Best Friend”. Use the points given below in the box.

Name the city where you live, language you speak and culture you belong to, when you met for the first time, likes-dislikes of your friends, similarities and differences between both of you.



Helpline

Activity - 2 (A) : Make the children talk about what they like most at school or in the classroom/s, for which they have strong feelings of belongingness or attachment.

Activity 6 (A) : Make students work in pairs or groups in which they share their emotions attached with those things or objects and ask them to narrate interesting story attached with those objects.

Activity 7 (A) : The focus of this pair activity is to build up relationships and friendship in the classroom. You can make required changes in the steps to add more variation. This group learning activity can be extended with variety of points and make students share their experiences.

Going beyond course book

Use the internet or library resources to collect more information about quotes, stories, poetry etc on friendship.

e.g. <http://www.desicommments.com/desi/quotes-graphics/friendship-quotes/>

The story and poem given in this textbook are just sample of language materials. The teacher can go beyond the textbook and bring in new piece of stories and poems on friendship. You can use movies as resources for extended activities.

The teacher should not translate but help students to look at the language closely, carefully so that they can appreciate language. Help students discover meanings of lexical items and let them give answers in their own words and language.