

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.

(Note : Listening text is in Appendix-1)

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?



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.

It so happened that the class went for a picnic to the seaside for a whole day.



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, all the children jumped out with a shout of joy. Down to the 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 unusual. 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 pricked it so hard that he yelled in pain.



Do you think anyone came to his help?

Hari was soon black and blue with their pinching and pricking.

‘Don't you like it?’ said the crab and the lobster 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 the time being. He turned and ran for his life, tears streaming down his cheeks. Hari ran and sat near a 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 shall not pinch or prick anyone, anymore.”

- Enid Blyton



Glossary

| | | |
|-------------------------------|---|------------------------------|
| black and blue (<i>idm</i>) | : | badly bruised |
| bruise (<i>n</i>) | : | injury by a blow to the body |
| hoarse (<i>adj</i>) | : | rough and deep sounding |
| isolated (<i>adj</i>) | : | a lonely place |
| pincer (<i>n</i>) | : | a gripping tool |
| stalk (<i>n</i>) | : | main stem |
| nipped (<i>v</i>) | : | pinched |
| yelled (<i>v</i>) | : | shouted loudly |



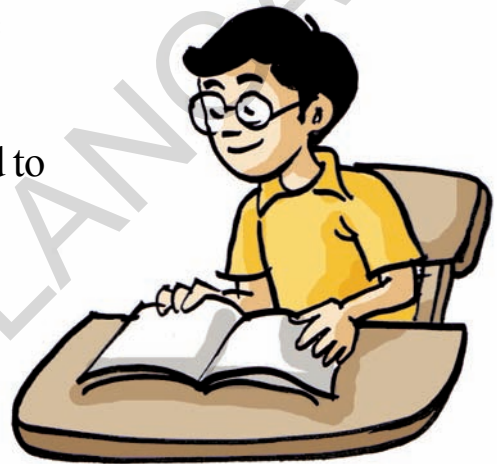
Comprehension

I. Answer the following questions.

1. Did Hari have 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 has changed? 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

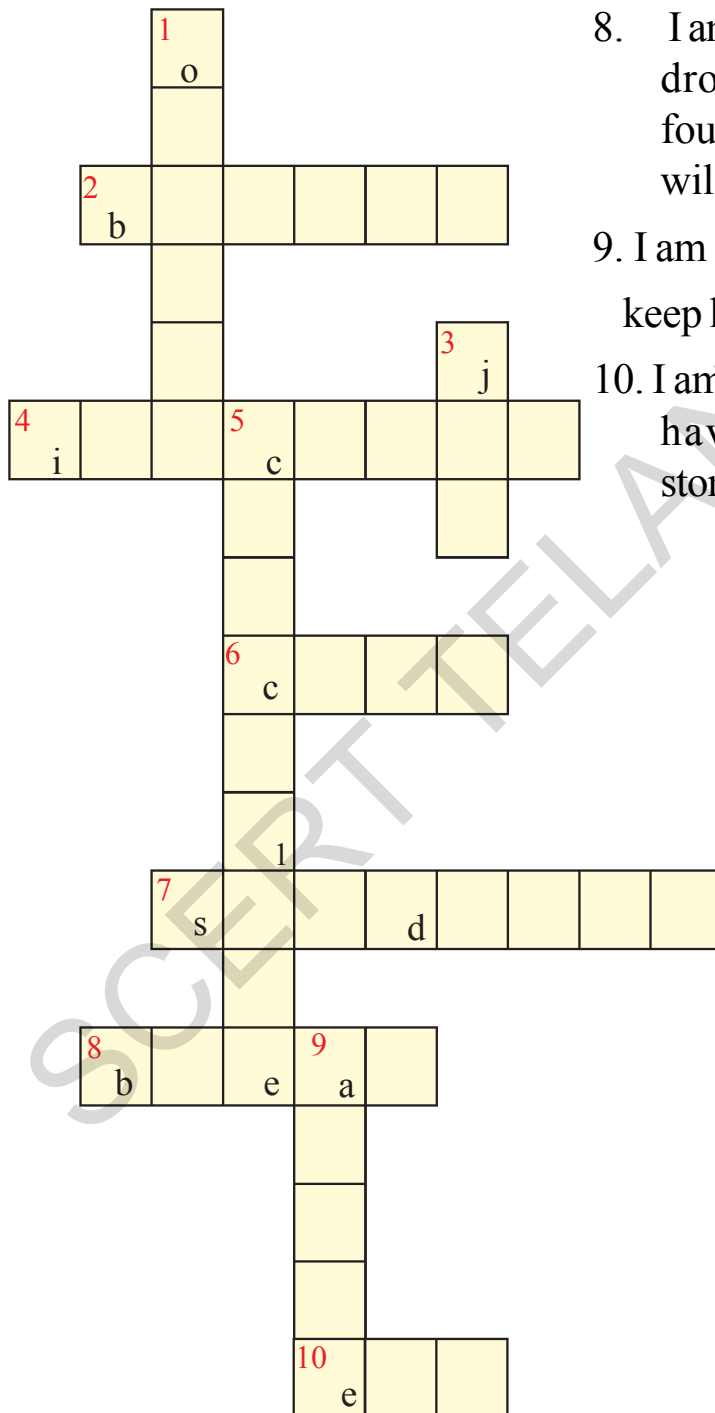
Hari and his classmates took some food items to the picnic. Complete the grid using the clues given below to get the names of the food items.

Down

1. I am a fruit. I am round and juicy.
3. I am a three-lettered word. You eat me with bread.
5. Children like me very much. The last four letters are l-a-t-e.

Across

2. I am a fruit. You eat me by peeling my skin.
4. I am cold, sweet and creamy. Children like me very much.
6. I am spongy and soft. You cut and eat me on your birthday.



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.
9. I am a fruit. Eat me every day to keep healthy.
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 come before singular nouns. I am used when people speak of a person, a place or a thing already mentioned; or things or persons 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 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.

SCERT

2. After coming back from the 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. A crab came and nipped him hard. He ran fast.

The words **quietly**, **hard** and **fast** tell us how the actions took place. These words are called **Adverbs** because they modify verbs.

1. Complete the passage with the given adverbs.

(immediately, heavily, fast, slowly, badly)

Last sunday it was raining _____. We asked our driver to drive _____ but he drove _____. The car hit a cyclist and injured him _____. We took him to a nearby hospital.

2. Fill in the blanks with the correct form of underlined word.

1. What Anu says is clear. She speaks _____.
2. This is a direct bus. It goes to Mumbai _____.
3. Lata has a sweet voice. She sings _____.
4. Raju's answers are correct. He solved all the sums _____.

3. Fill in the blanks with the given adverbs.

(tomorrow, early, forward, everywhere.)

1. Wake up _____ in the morning.
2. The soldiers marched _____.
3. I looked for the keys _____ but I couldn't find them.
4. _____ is a holiday.



Writing

I. When Hari went for the picnic, he happened 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 shoes/slippers 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 his thoughts in the box.

Sometimes, apart from hitting or pinching, you may hear comments made on the body and about your looks. Remember, we did not make our body. We need not take pride in or feel ashamed of our body. Pride and shame come from behaviour. When others tease or bully you, it tells you about the kind of person the bullier is. The blame is theirs. They need to feel ashamed of their behaviour - not you.

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 : Raghu, please don't go away.

Raghu : _____

Hari : _____

Raghu : _____

Hari : _____

Raghu : _____

Hari : _____

Raghu : _____

Hari : _____



Conventions of Writing

Use capital letters, full stop (.), comma (,), question mark (?), wherever necessary and rewrite the following sentences.

1. where does arjun live

2. rajani is standing in the verandah

3. kamala brought toys puzzles and chocolates for her daughter

Editing

Hi children,

You've been writing descriptions, conversations, stories etc. To make your writings better, use the following checklist.

1. Does each sentence begin with a capital letter?
2. Does each sentence have an end mark?
3. Have you used comma (,) and inverted commas (“ ”) wherever necessary?
4. Are all the words spelt correctly?
5. Are all the sentences proper?
6. Does your work has a proper beginning, sequencing and ending?

Enrich your English

Describing people.

What does she/he look like?

| | |
|----------------|---|
| Height | : tall, short, medium |
| Build | : slim, thin, plum, fat, skinny, well-built, muscular |
| Age | : young, elderly, middle aged, old, teenager, in 20's, 30's, 40's |
| Face | : round, oval, square, with scars, wrinkles, tanned, fair, |
| Hair | : bald, straight, curly, wavy, spiky |
| Eyes | : big, small, round, bright, narrow, black, blue |
| Clothes | : casual, shabby, tidy, messy |



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*) : a look of displeasure
 trials (*n*) : 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 in which you helped a friend or someone helped you.

Our Feelings

We have many feelings. We generally share them with our friends. We can share all sorts of emotions like happiness, sadness, anger, surprise, confusion, fear etc. We can express our fear, anger etc., freely describing what made us feel so without any problem as our friends accept our strengths and weaknesses equally. They understand our problem better as they are almost of our age and find solution suitable to us.



How well did I understand this unit?

Read and tick (✓) in the appropriate box.

| * | Indicators | Yes | Somewhat | No |
|----|--|-----|----------|----|
| 1. | I listened to and understood the listening text. | | | |
| 2. | I read and understood the text; | | | |
| | a) Let's be Friends | | | |
| 3. | I talked about Hari and my friends. | | | |
| 4. | I completed the crossword puzzle. | | | |
| 5. | I understood and did the exercises on; | | | |
| | a) articles | | | |
| | b) adverbs | | | |
| 6. | I understood and recited the poem, 'The Best Friends'. | | | |
| 7. | I was able to write; | | | |
| | a) a notice. | | | |
| | b) a conversation | | | |
| | c) a description | | | |