

We Are Friends

5

True friendship can offer true knowledge



Act Out

Life is better with friends!

Lasith, Namal and Sumudu are at the temple. They are talking with Venerable Nanda.



Venerable Nanda: Hello Sumudu. I don't see you very **often** now. Why do you look so sad?

Sumudu : Oh it's nothing.

Lasith : Then come, let's play a game.

Sumudu : A game? You know I can't play.

Venerable Nanda : Why not Sumudu? Let's sit and play a game.

Namal : Yes. Let's all sit down. Here, let me help you.

Sumudu : Thank you Namal. **Sometimes** I feel so sad. I can't do many things that you can do. I'm a person with a disability.

Venerable Nanda : You should **never** think like that Sumudu. Though you are a person with a disability there are things that you can do. We are good at different things.

Lasith : That's true. Even Venerable Nanda can't do many things that we do though he is not a person with a disability.

Venerable Nanda : Yes, Sumudu but I'm happy with the things I can do.

Namal : Ok. That's a fine game. Let's see what we are clever at.

Lasith : Oh no! I can't think of anything I'm good at.

Venerable Nanda : Why Lasith, aren't you good at miming?

Sumudu : That's true, Venerable Sir. **Once** he mimed flying a kite. That was great!

Namal : Of course. And you Sumudu... you recite verses so beautifully.

Lasith : Hmm... I **always** admire your voice.

Venerable Nanda : Do you know what I'm good at? Make a guess.

Lasith : You're very good at many things, Venerable Sir. Chanting pirth and preaching Bana to all of us.

Namal : Hey, that leaves me behind.

Venerable Nanda : You can draw well, can't you?

Namal : Oh yes, I have won many prizes for drawing.

Sumudu : That really shows how we are differently abled. Thank you friends. You made me feel better.

Activity 1 -Reading

Read the conversation and fill in the information about the four friends.

Name	Good at

**Now, complete Activity I in Unit 5 of your workbook.*

Activity 2

1. Who looks sad?
2. What is the reason for it?
3. Who says he is happy with the things he can do?
4. What did Lasith once mime?
5. Who admires Sumudu's voice?

Frequency Adverbs

Pay attention to the following sentences taken from the conversation.

I don't see you very **often** now.

Sometimes, I feel so sad.

You should **never** think like that Sumudu.

Once he mimed flying a kite.

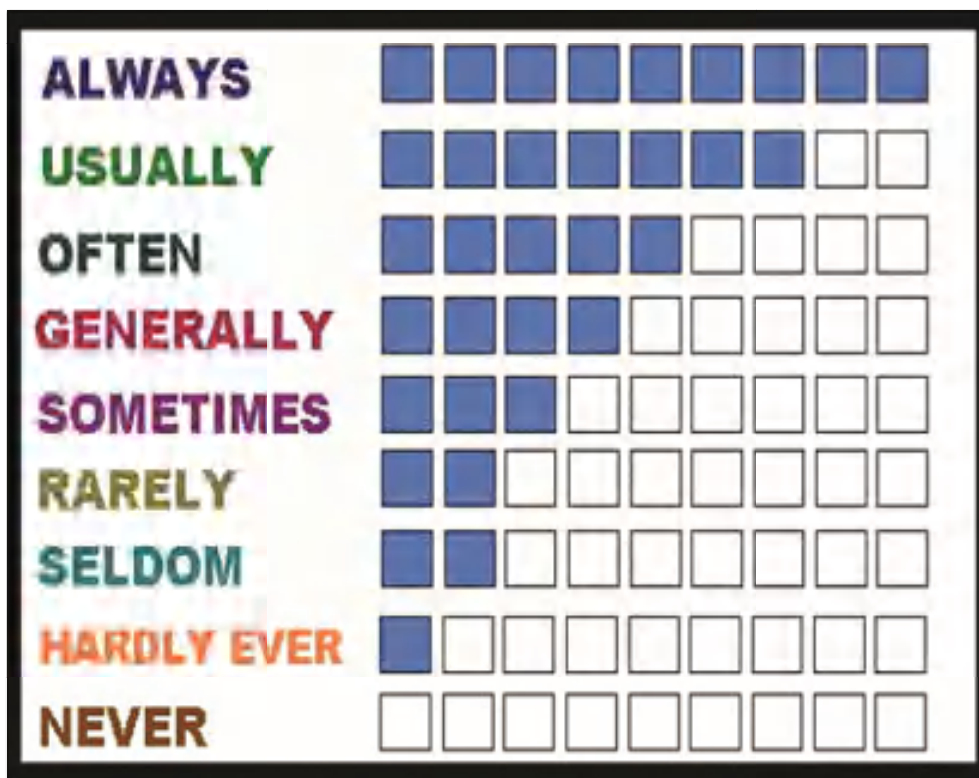
I **always** admire your voice.

Learning Point

Frequency Adverbs

In the above sentences the highlighted words are frequency adverbs. They tell us how often something happens. Frequency adverbs are usually placed before the verb.

Here are some examples of frequency adverbs.



Adverbs of duration tell us how long something happened. They include; briefly, forever, long, shortly, permanently, temporarily, etc.

Adverbs of reason tell us why something happens. They include; therefore, consequently, thus, hence, etc.

Activity 3 - Grammar

Put the adverbs of frequency in the correct place and rewrite the sentences.

1. Good children tell lies. (never)
2. I sweep the alms hall in the morning. (sometimes)
3. I worship the Buddha in the evening. (always)
4. My sister helps my mother in the kitchen. (usually)
5. We watch TV in the afternoon. (rarely)

**Now, complete Activity 2 in Unit 5 of your workbook.*

Reading

Be thankful for what you have

A blind boy of about **twelve** years used to sit on the steps of a building with a hat by his feet. He **quietly** held up a sign which said: "I am blind, please help." There were only a few coins in the hat as many people did not notice him.



One day a man who was walking by noticed him and dropped a few coins into the hat. He then took the sign, turned it around, and wrote something on it. He put the sign back so that everyone who walked by would see.

Soon the hat began to fill up with money. More and more people were giving money to the blind boy. That afternoon the man who had changed the sign came back to see the boy.





The boy recognized his footsteps and asked, “Weren’t you the one who changed my sign this morning? What did you write?”

The man said, “I only wrote the truth. I said what you said but in a different way.” I wrote: “Today is a beautiful day but I cannot see it.”

Both signs told people that the boy was blind. But the first sign simply said the boy was blind. The second sign told the people what they could see, but the boy could not.

Moral of the story: Be creative. Be innovative. Think differently and positively.

Adapted from: <http://academictips.org/blogs/the-blind-boy/>

Activity 4

Read the story about the blind boy and state whether the following statements are TRUE or FALSE.

1. The boy held up a sign as he could not talk.
2. The man who changed the notice wanted to help the boy.
3. The new notice made people stop giving money to the boy.
4. The man who changed the notice wrote a lie on it.
5. The story makes people look at life in a positive way.

Activity 5 - Speaking

Pairwork

Now re-tell the story about the boy to your friend.

Activity 6 - Pronunciation

Pronounce these words that are underlined in the story. Pay attention to the initial two letters of each word.

A blind boy of about twelve years used to sit on the steps of a building with a hat by his feet. He quietly held up a sign which said: "I am blind, please help."

twelve **quietly**

Copy this table into your writing book and write the given words in the correct column. With the help of a dictionary add some more words to each column.

Now pronounce the words.

quick, quarter, twenty, twig, twins, quail, twist, twilight, quarrel, queen

twelve	quietly

**Now, complete Activity 3 in Unit 5 of your workbook.*

Vocabulary

Let's study compound nouns.

A **compound noun** is a **noun** that is made up of two or more words. There are three forms for compound nouns:









- open or spaced - space between words (tennis shoe)
- hyphenated - hyphen between words (father-in-law)
- closed or solid - no space or hyphen between words (sunshine)









noun + noun	railway station
adjective + noun	full moon
verb + noun	washing machine
verb + preposition	check-out

Here are some examples of compound nouns:

Activity 7 - Reading

Study the pictures and write the compound noun.

Word 1	Word 2	Compound noun
		
		
		
		

Activity 8

Read the list of words and join them from left to right to make compound nouns.

rattle	ball	house	boy
text	snake	post	phones
foot	work	room	wife
black	book	child	man
home	board	head	hood

**Now, complete Activity 4 in Unit 5 of your workbook.*

Reading

This is an experience Navindu faced last Saturday.

Last week I was **invited** to join an alms giving to a home for the senior citizens. It was **organized** by my friend Dulina's family. I was **asked** to come to the home around 10 am and I was looking forward to it.



On the particular day, just as I was about to leave home, I saw a note on the table. It was written by my father. My mother had **fallen** ill and he had **taken** her to the hospital. I was worried as I didn't know how serious my mother's illness was.

Anyway I had to wait at home until my parents returned from the hospital. Fortunately, it was nothing serious and my mother was feeling better after taking the medicine the doctor prescribed.



Finally, two hours later I went to the alms - giving. They had **offered** the meal to the elders and they had already **eaten**. However, I helped them with the cleaning and entertaining them.

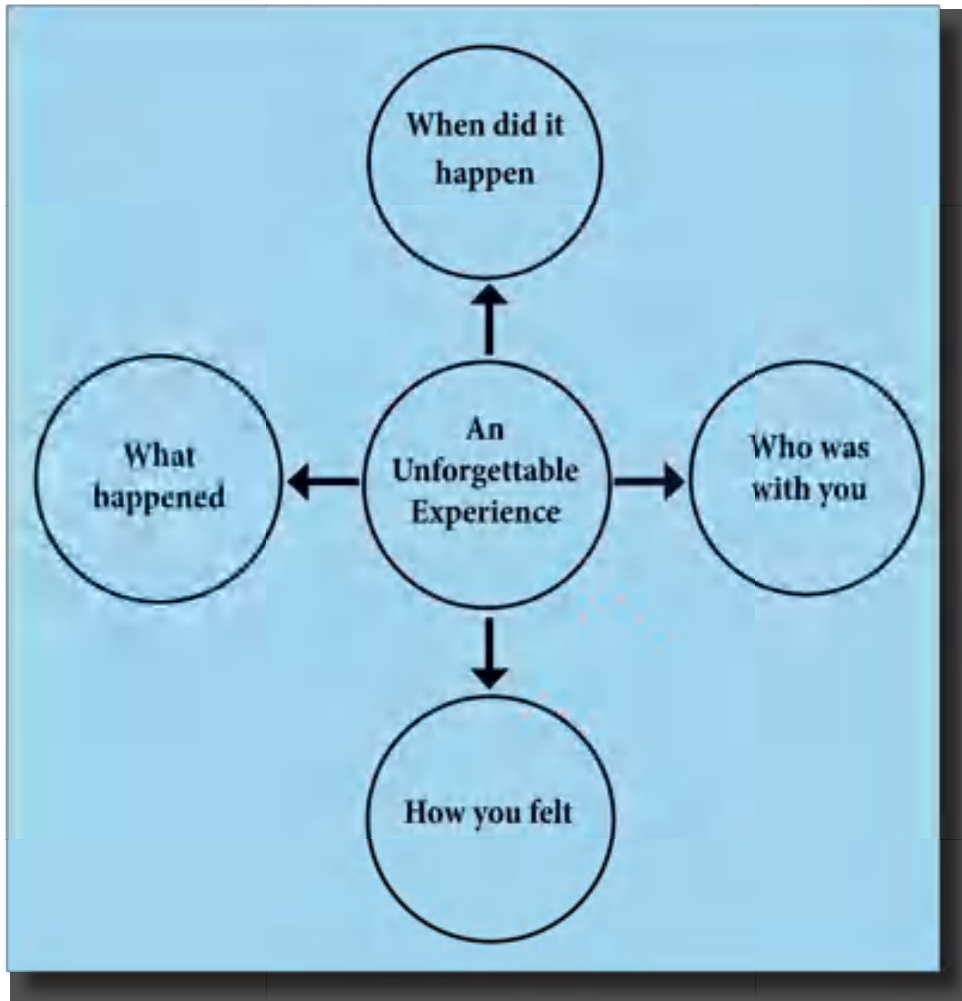
Activity 9

Read and answer the questions.

1. What is the event mentioned?
2. Who organized it?
3. What time was Navindu asked to be there?
4. What was on the table?
5. Why was Navindu worried?
6. How did Navindu help at the home for the senior citizens?

Activity 10 - Writing

Think of a similar experience you had faced and fill in the mind map given.



Now write a paragraph describing your experience.

**Now, complete Activity 5 in Unit 5 of your workbook.*

Activity 11

Write a note to one of your friends inviting him to come for the Kaṭhina Ceremony (*the ceremony of offering robes at the end of rainy season*) in your village temple. Include all the necessary details.

Now pay attention to the highlighted verbs in the story about Navindu. These verbs are in the participle form of the verb.

Present	Past	Past participle
invite	invited	invited
organize	organized	organized
ask	asked	asked
write	wrote	written
fall	fell	fallen
take	took	taken
offer	offered	offered
eat	ate	eaten

Learning Point

- Past participles have three uses in the English language.
 1. Perfect Tenses
 1. Present Perfect [has/have + past participle]
She has eaten her breakfast just now.
They have already posted the letters.
 2. Past Perfect [had + past participle]
The teacher had collected the answer scripts.
 3. Future Perfect [will have + past participle]
I will have finished reading this book by this time tomorrow.
 2. The Passive Voice
All the letters are signed by the principal.
 3. As Adjectives
There is a broken chair in the classroom.
- For regular verbs, the past forms (both simple and perfect) are simply the verb with 'ed' added to the end.

<i>Present Verb</i>	<i>Simple Past</i>	<i>Past Participle</i>
help	helped	(have) helped

- Irregular verbs do not follow a rule or pattern.

<i>Present Verb</i>	<i>Simple Past</i>	<i>Past Participle</i>
give	gave	(have) given

Activity 12 - Grammar

Fill in the blanks using the past participle form of the verbs.

1. The children have _____ (eat) all the mangoes.
2. The teacher has _____ (give) us lot of homework today.
3. This essay is badly _____ (write). Why don't you rewrite it?
4. They have _____ (choose) to build their new home by the river.
5. The mildness of this soap is scientifically _____ (prove).

*Now, complete activity 6 in unit 5 of your workbook.

Activity 13

Write sentences with the help of words/ phrases in the table.

The chief patron of the temple	has have had	gone on a pilgrimage yesterday.
Most of the children		swept the compound before worshipping the Buddha.
Nihindu		organized a Shramadana to clean the premises.
Venerable Nanda		gathered here today to listen to the sermon.
They		fallen from his bicycle. We must help him.

Activity 14- Listening

Copy the following sentences into your writing book.

Listen and underline the word that is stressed each time the sentences are read. Then match the underlined sentences with their meanings.

Sentences

1. I think we must clean the house today.
2. I think we must clean the house today.
3. I think we must clean the house today.
4. I think we must clean the house today.
5. I think we must clean the house today.

Meanings

- A. I think we must clean the house today itself, not wait till tomorrow.
- B. It is my idea that we must clean the house today. I don't know how others think.
- C. I think we must clean the house, not paint it.
- D. I think it is us who should clean our house, not our neighbours.
- E. I think we should clean the house, not the garden.

Punctuation

Let's study the uses of the inverted comma.

The inverted comma

Inverted commas are punctuation marks that are used in writing to show where a speech or a quotation begins and ends. They are usually written or printed as single inverted commas ‘ ’ or double inverted commas “ ”. Inverted commas are also sometimes used around the titles of books, plays, or songs, or around a word or phrase that is being discussed.

Activity 15 - Grammar

In the following sentences put in quotation marks wherever they are needed.

1. Venerable Nanda is not feeling well, the Chief Incumbent said.
2. Yes, Sumudu said, I can sing well.
3. Namal is working hard this term, said the teacher.
4. Yesterday, sister said, I need some pictures of animals.
5. She asked. Do you read the Sunday newspaper?