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# Celebrations



## Introduction

Festivals are occasions that offer people a chance to celebrate together. Complete the given web chart by writing the names of the festivals (national and international), celebrated during the first six months of the year.





- A.1.** Read the encyclopaedia entry given below about Hina Matsuri—a festival of Japan dedicated to girls.

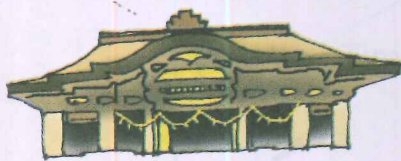
## Hina Matsuri

1. Seven-year old Sayo in Osaka, Japan looks forward to the third day of March when Hina Matsuri takes place—a day dedicated entirely to girls. Nearly every Japanese girl owns a special set of beautiful dolls, which has either been bought especially for her or has been in her family for many years. The dolls represent traditional Japanese values, such as calmness and dignity, and are intended to set an example that girls can follow.

'My grandparents gave me this kimono. It has so many layers, which makes it quite uncomfortable to wear.'

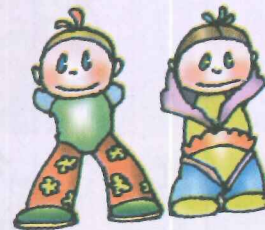


3. After the prayers are completed, the boats are set afloat in water. Some people believe that the dolls go to the country of the gods and carry the owner's ill fortune with them.



**AWASHIMA SHRINE**

2. The Japanese believe that a person's illness or bad luck can be transferred to a doll. They, therefore, hold a purification ceremony each year during Hina Matsuri at the Awashima Shrine near Osaka.



**CEREMONY OF DOLLS**

4. Huge crowds gather outside the shrine to watch the ceremony, which is called *Nagashi-Bina* (casting the dolls out to sea). The dolls are placed in boats, and after prayers have been said, the boats are led in a procession from the shrine to the nearby sea. Shintoists dressed in religious Japanese robes chant prayers as they follow the path down the sea.

### SAYO'S DOLL DISPLAY

5. Ten days before the festival, Sayo and her mother clean the best room of the house and erect a seven-tiered platform. On the highest step, Sayo's mother places the Emperor and Empress dolls. Beneath them are the rest of the palace staff and on the bottom step is the palace furniture.



Sayo's favourite doll is the beautiful Empress. The Empress is dressed in ceremonial court robe, which is made up of 12 layers of silk.



A polished chest of drawers.

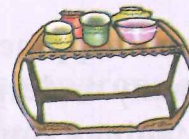


The cherry blossom tree represents the season of the festival.



### TASTY SNACKS

6. One of the traditional foods for Hina Matsuri is pink rice cakes, called *mochi*, which are wrapped in cherry (*sakura*) blossom leaves. These seasonal treats are called *sakura mochi*. Cakes and snacks are also prepared and offered first to the dolls and then to the visitors.



Traditional table with bowls.

A red cotton cloth covers the steps of the elaborate display.

**A.2.** Various beliefs are associated with the festival of Hina Matsuri. On the basis of your reading of the above entry, complete the chart given below.



**Beliefs associated with Hina Matsuri**

The dolls go to the country of the gods.

**A.3. Fill in the blanks with one word/phrase each.**

- (a) Traditional food for Hina Matsuri \_\_\_\_\_
- (b) Number of silk layers in the ceremonial robe of the Empress doll \_\_\_\_\_
- (c) Venue for the purification ceremony \_\_\_\_\_
- (d) The month in which Hina Matsuri takes place \_\_\_\_\_
- (e) The doll-casting ceremony \_\_\_\_\_
- (f) Qualities that the dolls represent \_\_\_\_\_

**A.4. Values**

Festivals bring us joy and happiness. We all like to celebrate together. But in our society, there are many underprivileged children, who cannot partake in festivities. Enlist a few things you can do for such children so that they can also experience the joy of celebration.

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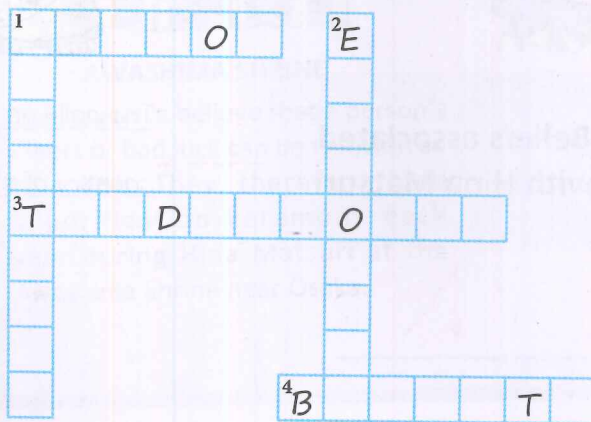
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An **Antonym** is a word that means the **opposite** of another word.

**A.5. Complete the puzzle with the antonyms of the words given below. You can find the antonyms in the encyclopaedia entry—Hina Matsuri.**



**Across** →

- 1. top
- 3. modern
- 4. above

**Down** ↓

- 1. ugly
- 2. simple or plain



**A.6.** When we think about festivals and celebrations, many words come into our head. A list of few words is given below. Use a dictionary to find their meanings and write them in the space provided.

- (a) festivity \_\_\_\_\_
- (b) carnival \_\_\_\_\_
- (c) gaiety \_\_\_\_\_
- (d) frolic \_\_\_\_\_
- (e) ritual \_\_\_\_\_

**A.7.** Summarising a text means providing appropriate words for long sentences. A useful summary technique is to replace a group of words with one word.

Match each phrase with a word from the box given below. Write the word in front of the phrase.

further	pile	several	most	therefore	easy	to
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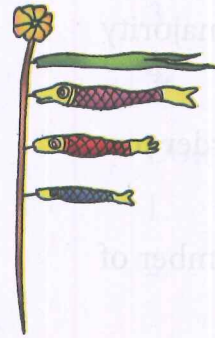
- (a) to put one on top of another - \_\_\_\_\_
- (b) as a result - \_\_\_\_\_
- (c) what is more - \_\_\_\_\_
- (d) not too difficult - \_\_\_\_\_
- (e) the majority - \_\_\_\_\_
- (f) in order to - \_\_\_\_\_
- (g) a number of - \_\_\_\_\_



Listen to the audio compilation titled *Listen & Comprehend* (Class-VI). After listening, answer the questions asked related to the script verbally. Listen to the tape script once again and attempt the given question. The tape script is also given on page no. 27.

**A.8.** Listen to the tape script on Kodomono-hi carefully and tick (✓) the correct option(s).

1. Kodomono-hi is a festival celebrated by the—  
(a) Japanese girls.  (b) Japanese boys.   
(c) Japanese people.
2. Kodomono-hi is celebrated on the—  
(a) sixth day of May.  (b) fifth day of May.   
(c) fifth day of March.
3. Kodomono-hi is celebrated to demonstrate such qualities as—  
(a) strength  (b) determination   
(c) patience
4. The Japanese boys bathe with iris leaves to—  
(a) make themselves beautiful.   
(b) protect themselves from illness.   
(c) make themselves strong.
5. Kazu finds wearing kimono somewhat uncomfortable because—  
(a) it is a traditional dress.   
(b) it is too long.   
(c) it is tight around the chest.
6. A carp is a—  
(a) fish.   
(b) bird.   
(c) kite.



7. The carp kites inspire the young Japanese boys to—
- (a) overcome obstacles.  (b) be successful.
- (c) fly more carp kites.

### A.9. Celebrating Family History

At a family gathering, such as a holiday celebration, a birthday party or a family visit, telling stories about the family history can be fun.

Celebrate the family history week in your classroom. Each student tracks their family history and weaves it in the form of a tale.



#### How to Start

- Fix a special time with the elders of the family to interview them. Have a recorder to record the interview. Make a written list of the questions that you might want to ask in order to create a story about your family.
- Questions about people, places, life events, objects, important transitions, work, or travel can be story starters.



#### Sample questions to help you frame the Interview

1. **Places to remember**
  - Describe the house in which you lived when you were a child.
  - Describe the place that you were fond of visiting when you were a child.
2. **People to remember**
  - How many brothers and sisters do/did you have?
  - Does/Did anyone in your family have an unusual character?



### 3. Life Events

- (a) Schooling—When did you go to school first?  
What was your experience on the first day?
- (b) Party time—Any party that you remember?



### 4. Miscellaneous

- (a) Photographs—Where was the picture taken? Who took the picture?  
What was the occasion?
- (b) Family recipes—Who invented them? Are they being passed from  
generation to generation?



#### For the Teacher

- Work out how long each student will speak.
- Aim at two or three minutes for each student.
- Select a time keeper to keep track of the activity.

### The Story Telling

- Decide about the presentation of the story. How would you want to present it? For instance, you may want to dress up like your grandfather.
- Greet your teachers and friends as you come to the stage.
- Try to make the opening statement catchy. Keep the language simple and sentences short.
- Look at the audience while speaking.
- Remember not to speak very fast or very slowly.
- Thank your audience when you finish.
- Practise the story telling session at home.



# B

**B.1.** Read the poem in chorus.

## ▶ Birthday!!

'Feliz Cumpleanos', that's how they say it in Spain,  
'Frohlicher Geburtstag', in German it means the same,  
'Gratulerer med magen', Norwegians say it too,  
But anyway you say it, it means 'Happy B'day to you!'  
They say in Samoa, 'Manuia lou aso fanau'.  
'Tanjobi Omedeto', the Japanese say and bow,  
'Sangilulchiukhahamnida', Koreans say it too,  
But anyway you say it, it means 'Happy B'day to you!'



Birthday games became popular because people believed that they marked the end and a new beginning. (The end of the past year and the beginning of the new year.)

About a hundred years ago, Mildred Hill and Patty Hill of America wrote the song, *Happy birthday to you*.



The custom of making Birthday cards started in England about a hundred years ago!

- B.2.** (a) Work with your partner and list all the games that you play at birthday parties.

### Popular Games at Birthday Parties

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- (b) Create a birthday card with your personal message for your best friend.



Write your message here.

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**B.3.** Read the following excerpt, reconstructed with the help of Chapter 1 of the book, *Harry Potter and the Prisoner of Azkaban* by J.K. Rowling.

## ▶ The Best Birthday

It was one o'clock in the morning. Harry's stomach gave a funny jolt. He had been thirteen years old, without realising it, for a whole hour.

An unusual thing about Harry was how little he looked forward to his birthdays. You see, Harry lived with the Dursleys—Uncle Vernon, Aunt Petunia and their son, Dudley. The Dursley family were Harry's only living relatives and they were not fond of Harry at all. The Dursleys were non-magical people, also called 'Muggles', in the wizard world. They did not believe in magic.

Harry studied in the Hogwarts School of Witchcraft and Wizardry. He was a wizard, just like his parents—James and Lily. They had died, when he was just one year old, in a car accident.

Harry stood at the window, looking out for his pet owl, Hedwig. Suddenly, he spotted three owls coming in his direction. They were carrying one packet each, which was tied to their feet. Harry recognised the first owl, Errol. It had brought him a packet from his best friend, Ron. Fingers



trembling slightly, Harry opened his first birthday card and started reading:

Dear Harry,

Happy B'day! I am in Egypt right now. My brother, Bill, has shown us all the pyramids. I am sending you a 'Pocket Sneakoscope'. If someone tells you a lie, it is supposed to light up. Enjoy your gift!

Ron

Harry picked up the packet Hedwig had brought. It was from Hermione, the brightest girl in Harry's class.

Dear Harry,

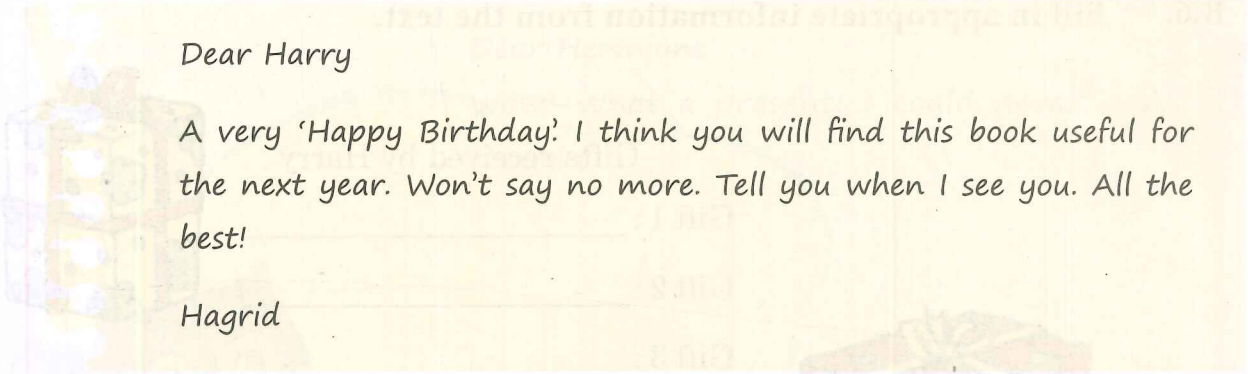
Happy B'day. Presently, I am on a holiday in France. Guess whom I met there? Hedwig! She probably wanted to make sure that I got you something for your birthday. I am sending you a 'Broomstick Servicing Kit'. Enjoy your day!

Hermione

'Wow Hermione!' Harry whispered. He felt very excited because he was a member of his school Quidditch team, the most popular sport in the magical world. It was much like football but it was played on broomsticks.

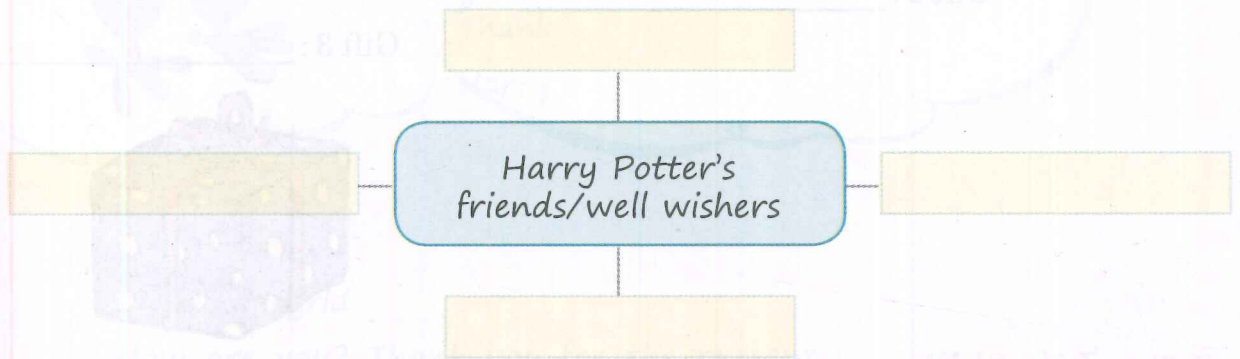
Harry now reached for the last parcel, brought to him by a big golden owl. As he tore open the cover, a book fell out. It was titled, *The Monster Book of Monsters*.





Harry happily looked at all the gifts around him. As he settled into his bed, he realised that he had celebrated his birthday for the first time in his life. He never felt happier before.

**B.4.** Complete the web chart given below with appropriate information.



**B.5.** Unjumble the words given in Column II and match them with the clues in Column I. One has been done for you.

**Column I**

Harry Potter

Brightest girl in Harry's class

The only living relatives of Harry

The other name for non-magical people

Name of Ron's pet owl

**Column II**

gsmelug

enoimreh

lrero

ydelurss

wizard dwriaz

**B.6.** Fill in appropriate information from the text.

Gifts received by Harry

Gift 1: \_\_\_\_\_

Gift 2: \_\_\_\_\_

Gift 3: \_\_\_\_\_

Sent from

Gift 1: \_\_\_\_\_


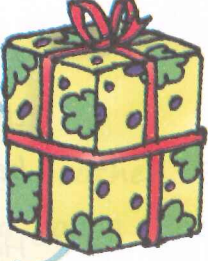

Gift 2: \_\_\_\_\_

Sent by

Gift 1: \_\_\_\_\_

Gift 2: \_\_\_\_\_

Gift 3: \_\_\_\_\_



**B.7. Life Skills**

We can strengthen our friendships by not taking our friends for granted. Small gestures to show gratitude to our friends like 'a word of thanks', help us to make our friendships stronger.

Imagine you are Harry Potter. When you get up in the morning, you decide to send 'Thank you' notes to your friends. Complete the notes that Hedwig can deliver to Harry's friends who sent him gifts.

Dear Ron

Hello! Thanks a lot for the lovely present. It is the first \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Love

Harry

Dear Hermione

Wow! What a present! I could never have  
thought \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Thanks  
Harry

Dearest Hagrid

How are you? Thank you for the present

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



See you soon.

Harry



**B.8.** Work with your friend and find words from the text that mean the same as the following. Some clues are given to help you.

(a) a magician

□ □ z □ □ d

(b) the use of magic power

w □ □ □ c □ □ t

(c) to shake with fear, cold or weakness

□ r □ □ b □ □

(d) a large stone structure with a flat square base and triangular sloping sides which meet to form a point at the top.

□ y □ a □ □ □



**B.9.** Paper used to wrap gifts can be red, golden, blue and so on. Colours can be used in other ways too. Several expressions in English make use of colours. Match the expression given in Column A with its appropriate meaning in Column B.

**Column A**

- (a) in the pink →
- (b) white elephant →
- (c) out of the blue →
- (d) red with rage →
- (e) green with envy →
- (f) in black and white →

**Column B**

- something that costs a lot of money but serves no useful purpose
- put in the written form
- very angry
- very jealous
- in very good health
- something completely unexpected

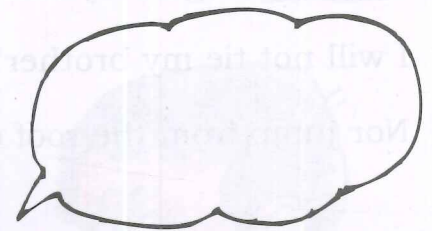
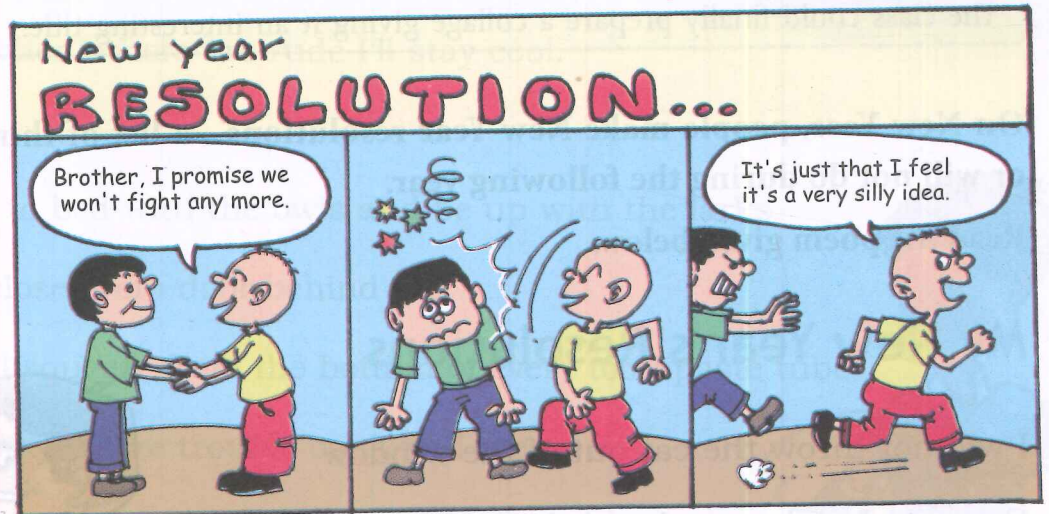
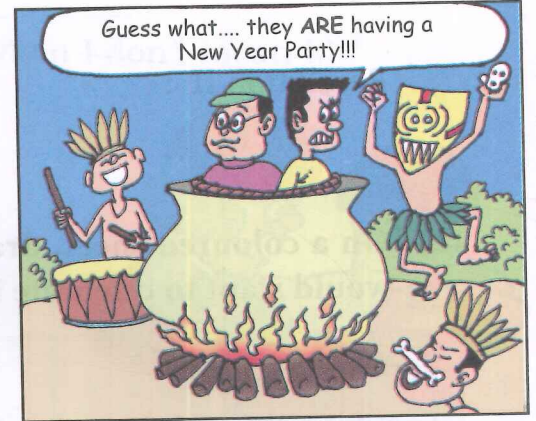


Collect more of such expressions and keep adding them to your vocabulary!



## ▶ A New Beginning

C.1. Read the cartoons given below.



Write a funny dialogue for the above picture.

- C.2.** (a) How do you spend your New Year day? Do you make resolutions every year? Discuss your resolutions with your friends. List two resolutions that you will make this year.

Resolution I : \_\_\_\_\_

\_\_\_\_\_

Resolution II : \_\_\_\_\_

\_\_\_\_\_



- (b) On a coloured sheet, draw the scene of the New Year's eve the way you would want to celebrate it.

**For the Teacher**

Encourage the students to use plenty of colours, markers, laces and other accessories. The class could finally prepare a collage giving it an interesting title.

- C.3.** On New Year, people make New Year resolutions—a list of things they will or will not do during the following year.

Read the poem given below.

▶ **My New Year's Resolutions**

I will not throw the cat out of the window

Or put a frog in my sister's bed,

I will not tie my brother's shoelaces together

Nor jump from the roof of Dad's shed.



I shall remember my aunt's next birthday

And tidy my room once a week,

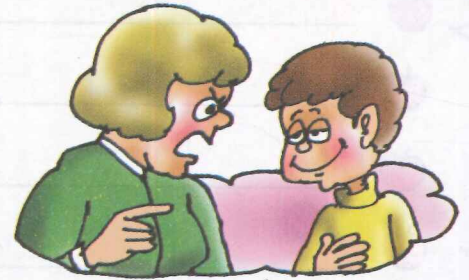
I'll not moan at Mum's cooking (Ugh! fish fingers again!)

Nor give her any more of my cheek.

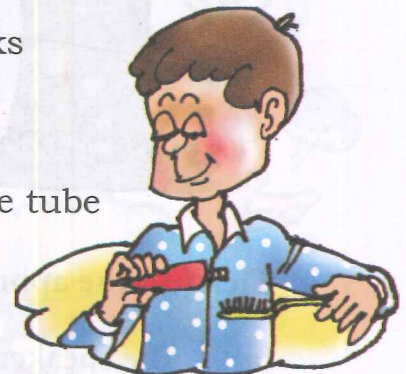
I will not pick my nose if I can help it  
I shall fold up my clothes, comb my hair,  
I will say please and thank you (even when I don't mean it)  
And never spit or shout or even swear.



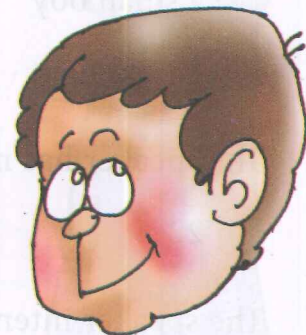
I shall write each day in my diary  
Try my hardest to be helpful at school,  
I shall help old ladies cross roads (even if they don't want to)  
And when others are rude I'll stay cool.



I'll go to bed with the owls and be up with the larks  
And close every door behind me,  
I shall squeeze from the bottom of every toothpaste tube  
And stay where trouble can't find me.

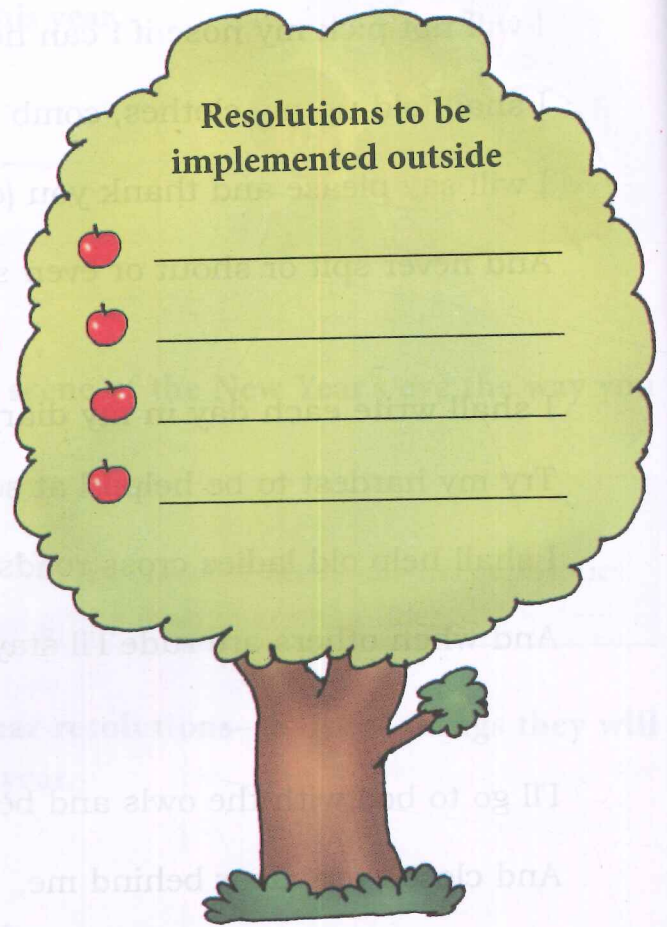
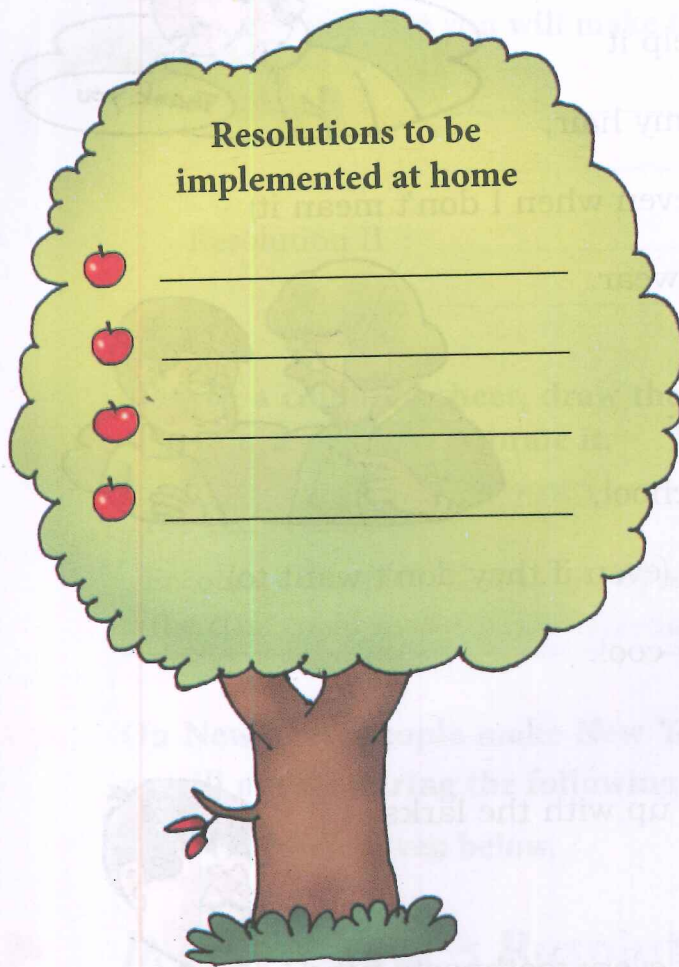


I shall start again, turn over a new leaf,  
leave my bad old ways forever  
Shall I start them this year, or next year  
shall I sometime, or .....



—Robert Fisher

**C.4.** Help the resolution trees given below bear fruit by listing some of the promises made by the speaker.



**C.5.** Tick (✓) the appropriate option and complete the statements.

(a) The speaker is \_\_\_\_\_.

a small boy

an adult

an old man

an old woman

(b) The speaker has made \_\_\_\_\_ New Year resolutions in the poem.

22

20

21

19

(c) The speaker intends to clean his room \_\_\_\_\_.

once a week

once a month

once a day

once a year

- (d) The speaker has resolved to go to bed \_\_\_\_\_
- with the larks                       with the frogs
- with the owls                       with the cats
- (e) The speaker has promised to turn over a new leaf. This means that \_\_\_\_\_
- he wants to change his appearance
- he wants to mend his ways
- he wants to plant a new tree
- he wants to remain as naughty as he is

**C.6.** List two pieces of evidence from the poem that suggest that the speaker does not intend to keep his resolutions.

Evidence-1

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evidence-2

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**C.7.** Answer the following.

'I shall definitely remember her birthday next year!'  
Whose birthday will the speaker remember?  
\_\_\_\_\_

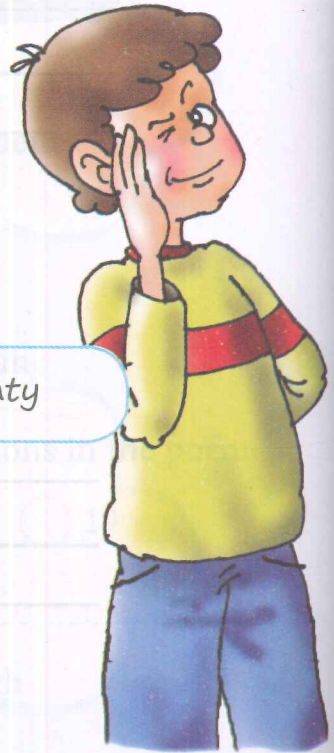
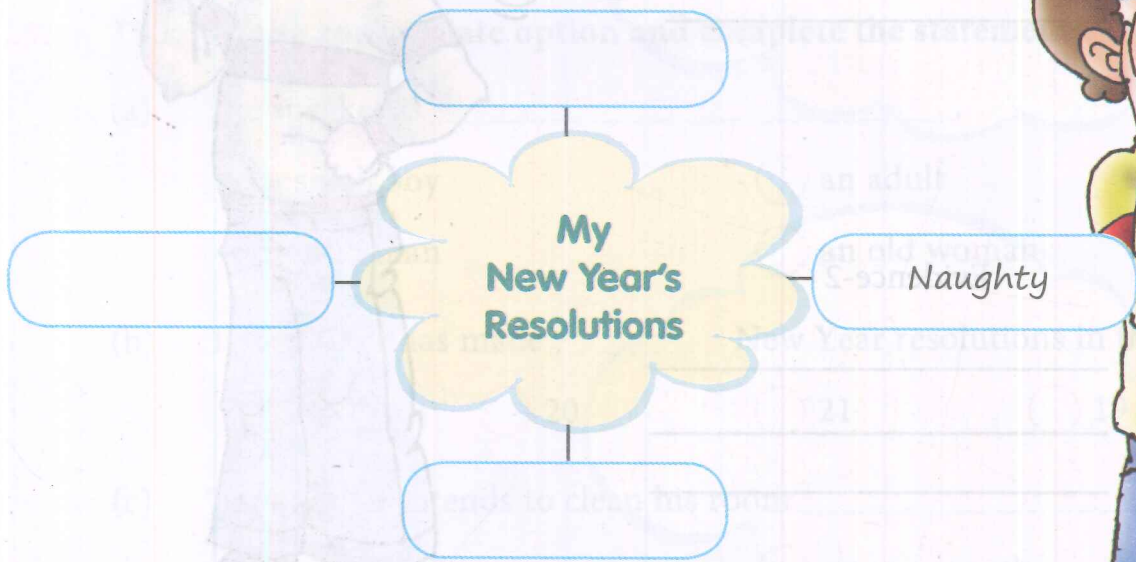
'I will not reply back to my mom.' Find a phrase in the poem that indicates this.  
\_\_\_\_\_



'I will use these two words to be polite to people.' Pick two words from the poem that convey etiquettes. \_\_\_\_\_  
and \_\_\_\_\_

'Shall I start them this year or next year, shall I sometime, or  
\_\_\_\_\_ Complete the line.

**C.8.** Complete the chart given below with words that best sum up the mood of the poem.

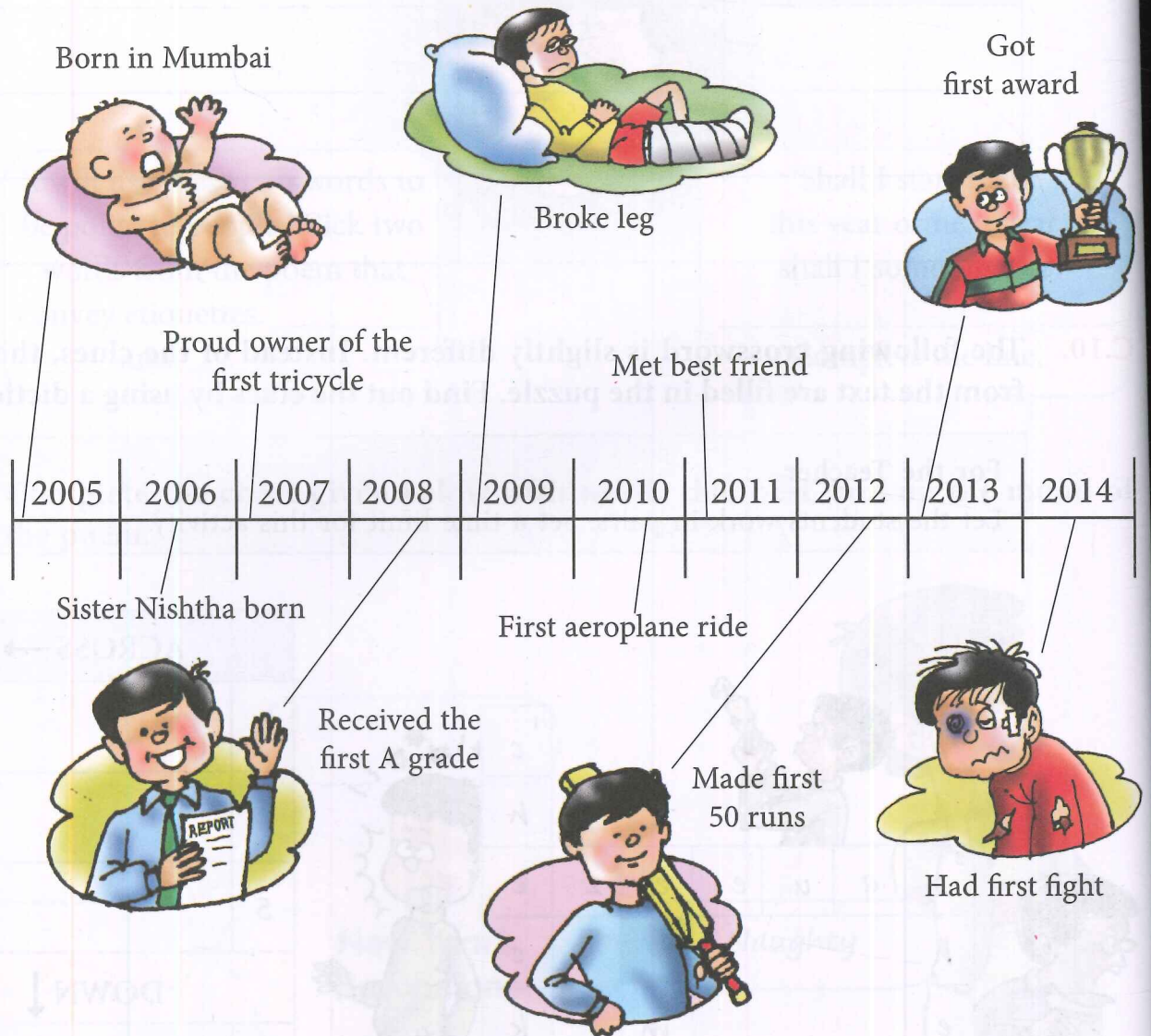






**C.11.** The New Year eve symbolises the commencement of another year. A timeline represents the important dates, events or incidents in a person's life, distributed over a year or many years.

Given below is the timeline of a cricketer's life. The numbers represent the years. The phrases written above and below the timeline tell us about events, people and things that were important to this cricketer at different times of his life.



**For the Teacher**

Guide the students to ask their elders about the milestones in their growing up from birth to their present age.

**C.12.** Create your own timeline as shown on the previous page. Use the following guidelines to help you.

- |    |   |
|----|---|
| 1. | On the right-hand side of the timeline, write the current year.   |
| 2. | Go backward in time, filling the years. The year you were born becomes the first from the left-hand side of the timeline. |
| 3. | Write phrases above and below the timeline that indicate important events in your life.                                   |



**C.13.** As an extension activity, use the timeline to create the 'story of your life'.

### The Story of My life

I was born on



Name:



## Read it Yourself

Read about an interesting ceremony—Beating the Retreat.

### ▶ Beating The Retreat

Republic Day celebrations which mark the unification of our country into a sovereign democratic republic is concluded with a ceremony known as 'Beating the Retreat'. It is performed three days later, on the evening of January 29, at Vijay Chowk.

The ceremony applauds the ancient custom of calling back the troops to their barracks by sending drummers down the streets heralding sunset.

The illuminated Rashtrapati Bhavan and Parliament House stand as a magnificent backdrop to the musical extravaganza. A spectacular performance by more than twenty bands from the three armed forces of the country playing martial music is the spotlight of the evening. The bands play many famous songs and hymns among which, the hymn *Abide with me*, is played as the ceremony comes to an end. As this hymn is played, the bands fall silent and a solitary bugler takes up the refrain and plays upon the tranquil note until the fading final notes augur the end of the grand celebrations of the Republic Day.

Since India became a republic in 1950, there has been only one instance when Beating the Retreat ceremony was cancelled. The function for the year 2001 was not held on account of the devastating earthquake that struck Gujarat on January 26.





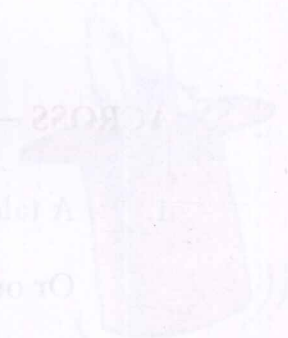
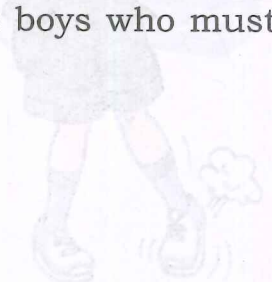
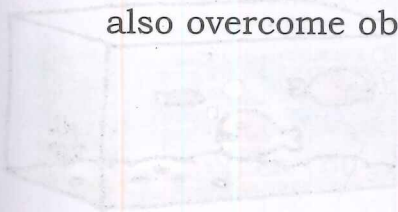
## Tape Script



## Kodomo-no-Hi

Hi friends! I am four-year old Kazu. I live in Osaka in Japan. I have learnt English from an Indian teacher. I am going to tell you about Kodomo-no-hi, or children's day celebrated by the Japanese boys on the fifth day of May. The main purpose of this festival, say my parents, is to show to the young boys the importance of such qualities as strength and determination.

We begin this special day by bathing with iris leaves. It is believed that these leaves have the power to protect us from illness and to make us strong. We, then, put on a kimono—our traditional dress for the festival. This dress is famous all over the world for its beautiful design. But it's quite tight around the chest and I am happy that I don't have to wear it every day. But it doesn't matter. After all, Kodomo-no-hi comes only once a year! We enjoy this day by flying brightly-coloured steamers and carp kites for the whole day. You must be wondering what a carp kite is. Actually, the carp is a strong fish, renowned for its energy and determination. It provides a good example to Japanese boys who must also overcome obstacles and be successful.



# 2

## Hobbies

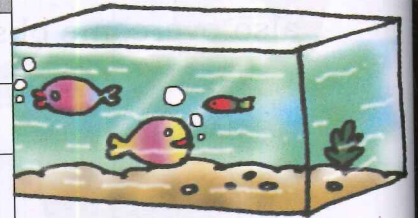


### Introduction

People follow different hobbies depending upon their aptitude and means. Use the clues given below and solve the crossword puzzle related to hobbies. You can work in pairs.



1			2	r			3
					4		
5							m
6	p						
			7	m			
8		9					
							10
		11	i				



### ACROSS →

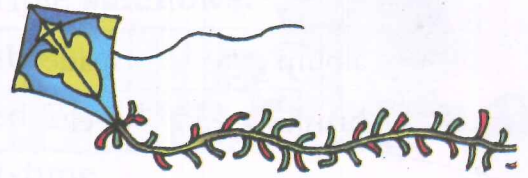
- A tale in a book that is read,  
Or one that is told to us in bed. (5 letters)
- Tank of water for us to see,  
Colourful fish from far off sea. (8 letters)

6. It is an ink-filled writing tool,  
That you use at home or school. (3 letters)



9. To move your feet round and round  
In tune to the music's happy sound. (5 letters)

11. A toy that is made with paper and  
gum to fly about in the sky. (4 letters)



**DOWN** ↓

1. A little piece of paper with a coloured front  
And glue on the back, that is put on your mail,  
With it, the mail gets delivered without fail. (5 letters)

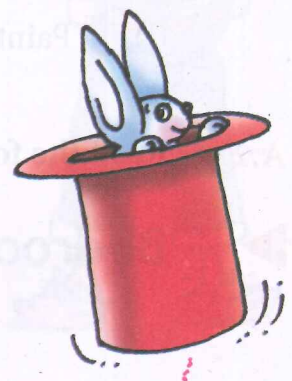
2. To go through the printed word  
Written in a book, magazine or card. (4 letters)



3. A wonderful box for you and me,  
That lets us take pictures of what we see. (6 letters)

4. When you go out with family or friends for fun,  
You eat and play, and dance and run. (6 letters)

7. Tricks that fool the eye and ear,  
Like making a rabbit disappear. (5 letters)



8. A piece of writing for reading and recitation,  
Written in verse, it is a literary composition. (4 letters)

10. It is a thing to play with and have fun,  
It can be a car, a doll, a bunny the stuffed one. (3 letters)



**A.1.** Read the words given below.

Now match these words given with the hobbies they are related to. Add two more things that you associate with the hobby.

album	spade	bookmark	hook	needle
brush	reel	anklets	compact disc	suitcase

- (a) Photography      reel                      camera                      photoframe
- (b) Fishing                      \_\_\_\_\_
- (c) Dancing                      \_\_\_\_\_
- (d) Stamp Collection                      \_\_\_\_\_
- (e) Embroidery                      \_\_\_\_\_
- (f) Gardening                      \_\_\_\_\_
- (g) Music                      \_\_\_\_\_
- (h) Travelling                      \_\_\_\_\_
- (i) Reading                      \_\_\_\_\_
- (j) Painting                      \_\_\_\_\_

**A.2.** Read the following poem.

**Bedroom Skating**

Because there is no Ice-Rink  
 Within fifty miles of our house,  
 My sister perfects her dance routines  
 In the Olympic Stadium of my bedroom.



Wearing a soft expression  
And two big, yellow dusters on her feet,  
She explodes out of cupboards  
To an avalanche of music  
And whirls about the polished line  
In a blur of 'double **axels**' and 'triple **salchows**.'



For her free-style doubles  
She hurls this pillow called Torvill  
From here to breakfast-time  
While spinning like a hippo  
Round and round my bed.

Imagine waking up to that each morning;  
Small wonder my hands shake  
And I'm off my cornflakes.

Last Thursday she even made me  
Stand up on my bed

And hold up cards marked 'Six'  
While she gave victory salutes

In the direction of the **gerbil's** cage.

To be honest,  
Despite her endless dedication  
And her hours of practice  
I don't think she has a hope  
Of lifting the world title.

But who cares?

She may not get the gold

But I'll bet there isn't another skater alive

With wall-to-wall mirror  
On her bedroom floor.



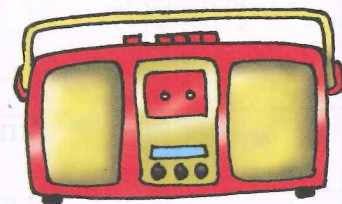
—Gareth Owen

**axels, salchows:** different kinds of jumps in skating  
**gerbil:** any one of a group of small rodents



**A.3.** Tick (✓) the correct options to complete the sentences.

- (a) The speaker is the girl's—  
 brother.       cousin.       friend.
- (b) The girl practises skating in the bedroom because—  
 it is convenient.       there is no ice rink nearby.  
 she enjoys doing it here.
- (c) 'Avalanche of music' suggests that the music being played is—  
 loud.       soft.  
 uninteresting.
- (d) To practise free style doubles, the girl has for company—  
 her brother.       a pillow.       a friend.
- (e) She spends \_\_\_\_\_ on her practice.  
 one hour       two hours  
 many hours
- (f) The speaker watches her skate with—  
 disgust.       fascination.       envy.



**A.4. HOTS**

The poem brings out certain qualities of the girl. Pick out adjectives from the box given below to match the qualities which the lines in the poem suggest.

committed	imaginative	bossy	regular	energetic
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Quality		Evidence
(a)	_____	Last Thursday she even made me Stand up on my bed And hold up cards marked 'Six'
(b)	_____	My sister perfects her dance routines In the Olympic stadium of my bedroom
(c)	_____	Despite her endless dedication And her hours of practice
(d)	_____	For her free-style doubles She hurls this pillow called Torvill.
(e)	_____	She explodes out of cupboards To an avalanche of music And whirls about the polished line



### A.5. Life Skills

The narrator's sister liked skating. There was no ice-rink near her house but she managed to follow her passion in her 'bedroom'.

One often faces many problems while moving towards one's goals. One has to be a good 'problem solver' to be successful.

### ARE YOU A GOOD PROBLEM SOLVER?

Here are problems of three children. Given them tips to overcome their problems.

	Problem	Solution
	I love to paint but I don't get time to pursue my hobby.	
	I love reading books but there is no public library near my house.	



I want to learn how to swim. I am scared of water.

**A.6.** Read these verbs as they appear in the poem.

explode

whirl

hurl

spin

Select the right verb and fill its correct form in the blanks given below.

- (a) When Rahul \_\_\_\_\_ the top, it goes round and round for nearly two minutes.
- (b) A bomb of mild intensity \_\_\_\_\_ in the main market today.
- (c) The hunter \_\_\_\_\_ his spear at the bear.
- (d) The tumbler \_\_\_\_\_ about the floor as it fell off the shelf.



These are strong, powerful, specific **action words**. They put a picture in the reader's mind.

**Think about**—squeal, boom, roar, blast, whip

**Add a few more to the list.**

**A.7.** One of your friends has won the first prize in an inter-school event. Present a praise speech highlighting his/her talent and qualities. Jot down a few points before making the presentation.

**A WORD OF PRAISE**

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## B

### B.1. Do you know?

The hobby of stamp collecting is called **philately**.

What do you call one who collects stamps? \_\_\_\_\_

Discuss in the class what other things could be fun to collect.

### B.2. You may have many friends in school or at home. Do you have a penfriend or an email friend?



A **penfriend** is a friend a person regularly writes to without meeting. Guess who an email friend is.



Given on the next page are a few names from the PEN PAL column of a magazine with their addresses, age groups, email addresses and hobbies.

1. Add your name with your particulars to the list.
2. Then select any two you would like to make friends with.
3. Give reasons for your selection.

<p>Silvia Vizoni Gisele Lima Av. Parana, 401 Cacoal, Brazil fundacen@citis.br. Age - 11 years Hobbies - playing badminton, computer games, painting, stamp collecting.</p>	<p>Estelle Chirara P.O. Box 6048 Hillside Bulawayo Zimbabwe oheswood@teleconet.co Age - 11 years Hobbies - swimming, playing cricket, shopping, music.</p>
<p>R. Shankar Mananbuchavadi Thanjavur Tamil Nadu shanry@jn.com Age - 12 years Hobbies - theatre, making friends, dancing, talking.</p>	<p>Molly Roth 4 Forge Road Boiling Springs USA tiger@dp.net Age - 10 years Hobbies - writing letters, internet surfing, fishing.</p>
<p>Hiromi Anto 3-5-1 Miyako Ilwate Japan miyaso@tac.net Age - 11 years Hobbies - playing guitar, travelling, gardening.</p>	<p>Jae Woang Park 723 Banghak - Dong Dobong-gu Seoul Korea evoice@hanmail.net Age - 10 years Hobbies - singing, writing poems, reading, playing basketball.</p>

Name	_____
Address	_____
	_____
Age	_____
Hobbies	_____
	_____

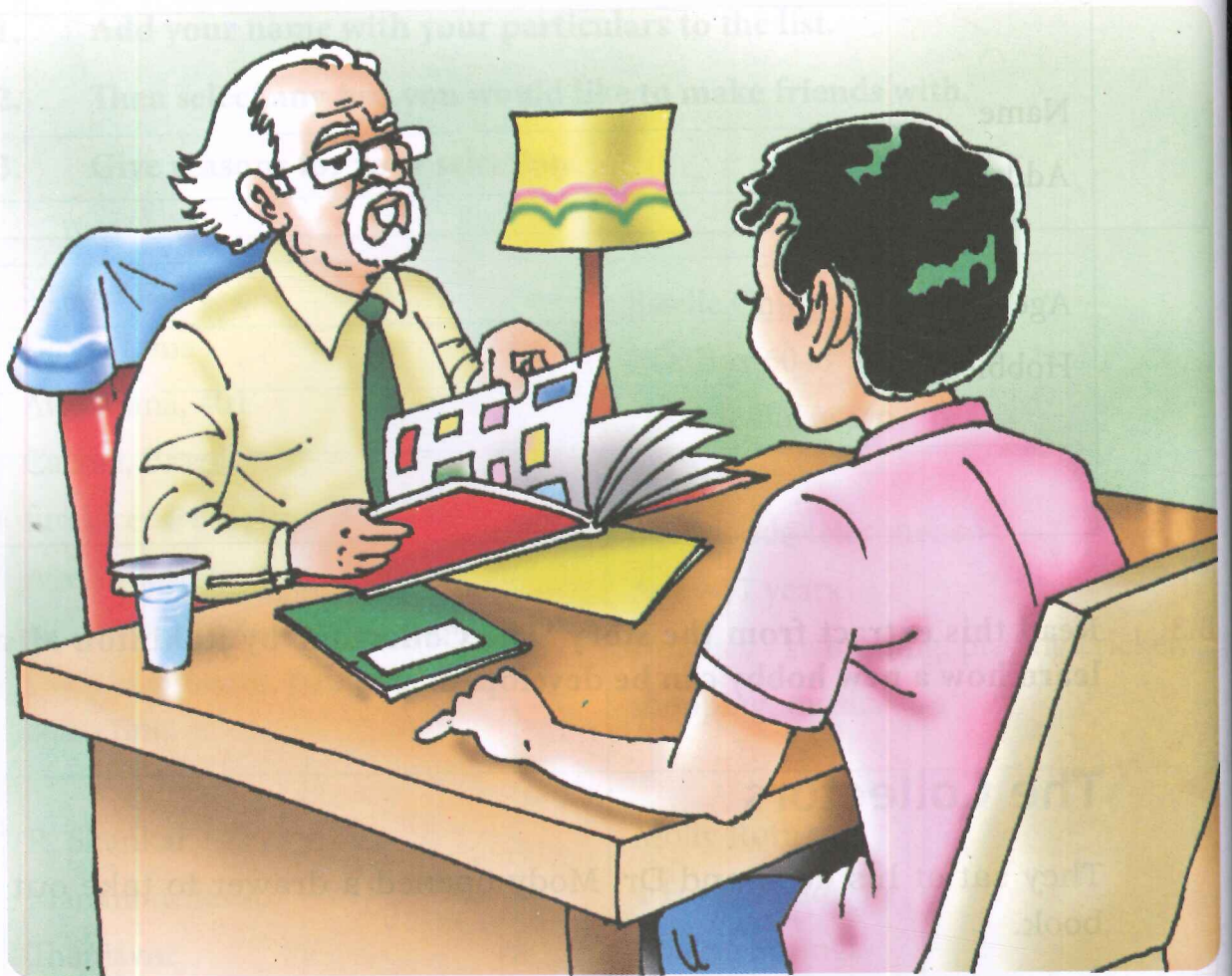
**B.3.** Read this extract from the story 'The Collectors' by Rohinton Mistry and learn how a new hobby can be developed.

### The Collectors

They sat at his desk and Dr. Mody opened a drawer to take out a large book.

'This was the first stamp album I ever had,' said Dr. Mody. 'It was given to me by my Nusserwanji Uncle when I was of your age. All the pages were empty.' He began turning them. They were covered with stamps, each a feast of colour and design. He talked as he turned the pages, and Jehangir watched and listened, glancing at the stamps flying past, at Dr. Mody's face, then at the stamps again.

The album on the desk seemed to bring about a tremendous change in Dr. Mody. His voice was charged with inspiration. There was a far away look upon his face and a glitter in the eyes in which heretofore Jehangir had only seen sorrow. The album now worked its magic through him upon the boy. Jehangir, watching and listening, fascinated, tried to read the names of the countries at the top of the pages as they sped by: Antigua.....Australia.....Belgium..... Bhutan..... Bulgaria.....and so on through to Malta and Mauritius..... Romania and Russia.....Togo and Tonga.....and a final blur through which he caught Yugoslavia and Zanzibar.



'Can I see it again?' he asked, and Dr. Mody handed the album to him. 'So what do you think? Do you want to be a collector?' Jehangir nodded eagerly and Dr. Mody laughed. 'When Nusserwanji Uncle showed me his collection I felt just like that. I'll tell your mother what to buy for you to get you started. Bring it here next Sunday, same time.'

And next Sunday Jehangir was ready at nine. But he waited by Dr. Mody's door with a 'Stamp Album for Beginners' and a packet of 100 Assorted Stamps-All Countries. Going too early would mean sitting under the baleful eyes of Mrs. Mody.

Ten o'clock struck and the clock's tenth bong was echoed by Dr. Mody's door chimes. Mrs. Mody was expecting him this time and did not block the doorway. Wordlessly, she beckoned him in. Burjor Uncle was ready too, and came out almost immediately to rescue him from her arena.

'Let's see what you've got there,' he said when they were in his room. They removed the cellophane wrapper, and while they worked Dr. Mody enjoyed himself as much as the boy. His deepest wish appeared to be coming true: he had at last found someone to share his hobby with. His young recruit was so quick to learn how to identify and sort stamps by countries, learn the different currencies, spot watermarks. Already he was skilfully folding and moistening the little hinges and mounting the stamps as neatly as the teacher.

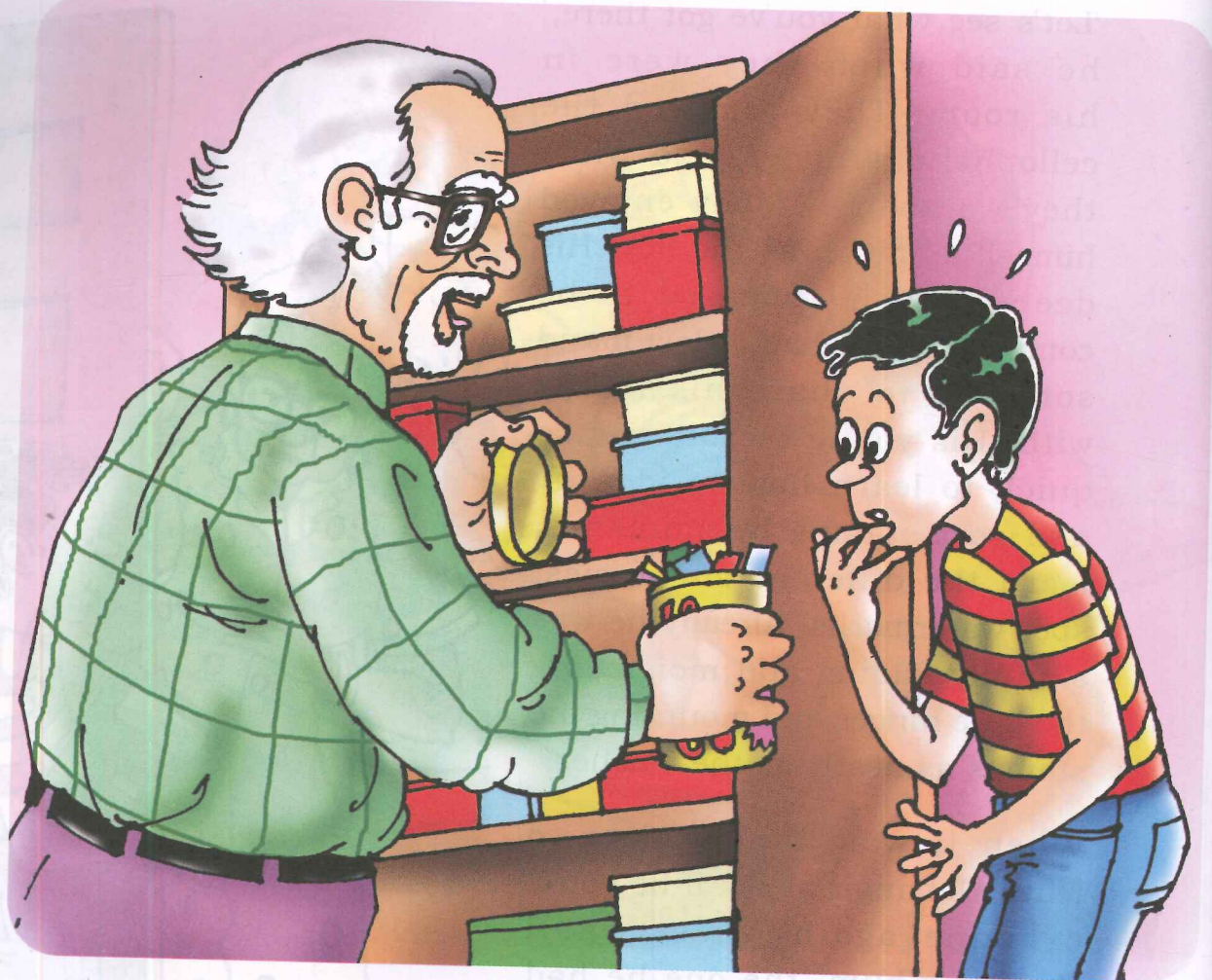
When it was almost time to leave, Jehangir asked if he could examine again Nusserwanji Uncle's album, the one he had seen last Sunday but Burjor Uncle led him instead to a cupboard in the corner of the room. 'Since you enjoy looking at my stamps, let me show you what I have here.' He unlocked its doors.

Each of the cupboard's four shelves was piled with biscuit tins and sweet tins: round, oval, rectangular, square. Burjor Uncle reached out for a box at random and showed him inside. It was chock-full of stamps! Jehangir's mouth fell open. Then he gaped at the shelves, and Burjor Uncle laughed. 'Yes, all these tins are full of stamps. And that big cardboard box at the bottom contains six new albums, all empty.'

Jehangir quickly tried to assign a number in his mind to the stamps in the containers of Maghanlala Biscuitwalla and Lokmanji Mithaiwalla,







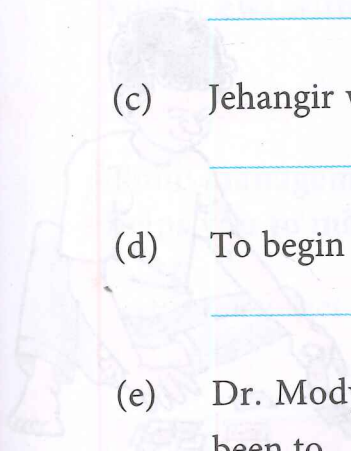
to all of the stamps in the round tins and the oval tins, the square ones and the oblong ones. He failed.

Once again Dr. Mody laughed at the boy's wonder. 'A lot of stamps. And they took me a lot of years to collect. Of course, I am lucky I have many contacts in foreign countries. Because of my job, I meet the experts from abroad who are invited by the Indian Government. When I tell them about my hobby they send me stamps from their countries. But no time to sort them, so I pack them in boxes. One day, after I retire, I will spend all my time with my stamps.' He paused, and shut the cupboard doors. 'So what you have to do now is start making lots of friends, tell them about your hobby. If they also collect, you can exchange duplicates with them. If they don't, you can still ask them for all the envelopes they may be throwing away with stamps on them. You do something for them, they will do something for you. Your collection will grow depending on how smart you are.'

—Rohinton Mistry

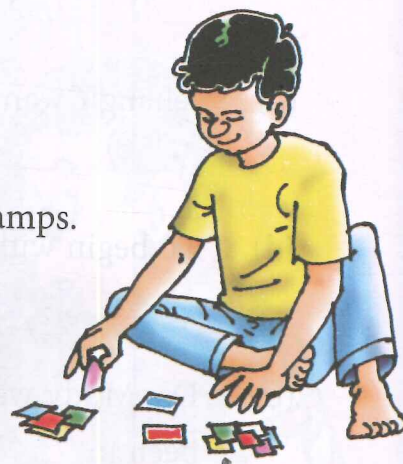
**B.4.** On the basis of your reading of the extract, complete the following statements.

- (a) On the first day Dr. Mody showed Jehangir \_\_\_\_\_.
- (b) While flipping through the pages of the album, Dr. Mody's voice was \_\_\_\_\_ and his eyes \_\_\_\_\_.
- (c) Jehangir wanted to see the album again because the album \_\_\_\_\_.
- (d) To begin with the stamp collection hobby, Jehangir bought \_\_\_\_\_.
- (e) Dr. Mody was very happy on helping Jehangir, for his deepest wish had been to \_\_\_\_\_.
- (f) Dr. Mody was happy with his young recruit because he could—
- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (iv) \_\_\_\_\_
- (g) Jehangir was surprised when Dr. Mody showed him the biscuit and sweet tins because the tins were \_\_\_\_\_.
- (h) To become a good stamp collector, Dr. Mody advised Jehangir to—
- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (i) A good stamp collection depends upon the \_\_\_\_\_ of the individual.



**B.5.** The extract describes two visits of Jehangir to Dr. Mody's house. The following points briefly describe what happened in the two visits. However, the points have got mixed. Sort out the points and list them under the two headings given below. Also arrange them in the correct order as they appear in the extract.

- expressed a desire to see the album again.
- Dr. Mody advised him how to begin the hobby.
- was wonderstruck by Dr. Mody's collection of stamps.
- saw Dr. Mody's first stamp album.
- wanted to be a stamp collector.
- learnt how to identify and sort stamps.
- helped Dr. Mody to mount stamps in the album.
- the album had a magical effect on him.
- saw the biscuit and sweet tins full of stamps.



First Visit	Second Visit

## B.6. HOTS

Human beings are essentially social beings. Dr. Mody also advised Jehangir to make lots of friends.

How can socialising help us in achieving our goals in a better way? Share your views with your partner.

## B.7. Life Skills

Time management is the cornerstone of success. Planning your week ahead helps you to manage time effectively. Prepare your weekly planner below.

Do not forget to dedicate time to your hobbies and leisure activities.

*All work and no play makes Jack a dull boy.*

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

### For the Teacher

Guide the students to set attainable and realistic goals.

## B.8. Values

Nusserwanji Uncle gave Dr. Mody his first stamp album. Dr. Mody became a mentor for Jehangir.

Our elders are a treasure house of knowledge and experience but we often ignore them and fail to realise their importance in our life.

Write three things which you would like to do for your grandparents and parents to make them feel special.

	For Grandparents	For Parents
1.		
2.		
3.		

## B.9. Match the following expressions from the passage with the ideas they convey.

- |                                |   |                            |
|--------------------------------|---|----------------------------|
| (a) feast of colour and design | → | △ moving quickly           |
| (b) flying past                | → | △ save him                 |
| (c) worked its magic           | → | △ was very surprised       |
| (d) rescue him                 | → | △ very attractive          |
| (e) mouth fell open            | → | △ had a fascinating effect |

**B.10. Find words in the passage which mean the same as—**

- (a) giving a quick short look (para 2) \_\_\_\_\_
- (b) great (para 3) \_\_\_\_\_
- (c) tuned set of bells (para 7) \_\_\_\_\_
- (d) a new member (para 8) \_\_\_\_\_
- (e) shape with length greater than the breadth (para 10) \_\_\_\_\_

**B.11. Jehangir begins to act on Dr. Mody's advice seriously. As suggested by him, he decides to make new friends and discuss his hobby of collecting stamps with them. Here is a dialogue between Jehangir and Mukund. Fill in the blanks appropriately to complete the conversation that takes place between them.**



**Jehangir** : Hello, I'm Jehangir. I am 12 years old.

**Mukund** : Hello, I'm Mukund. I am 13 years old. I love listening to music. I also like photography and collecting stamps.



**Jehangir** : Oh, I'm so glad. I've found \_\_\_\_\_. Even I've just \_\_\_\_\_.

**Mukund** : In that case, both of us can be good friends. \_\_\_\_\_?

**Jehangir** : I've collected around 50 stamps. Most of them are from envelopes that my father throws away. \_\_\_\_\_?

**Mukund** : I also have some stamps. I'll pass them on to you. \_\_\_\_\_?

**Jehangir** : My friend Sukanya also collects stamps. We'll find out others who collect stamps and soon form a club.

**Mukund** : And then very soon we'll have a sizeable collection to talk about. We'll also make some pen pals. They may also like to send us some stamps of different countries.



**C.1.** Following are the names of some famous writers, books and characters. Work with your partner and classify them under the three headings given below.

Writer	Book	Character



Enid Blyton	R.K. Narayan	V.S. Naipal
Swami	Harry Potter	The Adventures of Tom Sawyer
Aesop's Fables	Tintin	Alice in Wonderland
Hansel	Arundhati Roy	Arthur Connan Doyle
Alladin	Salman Rushdie	Grimm's Fairytales
Julian	Hercule Poirot	Gulliver's Travels

Do you know something about a writer, or a character, or have you read any of the books mentioned above? If so, discuss why you like or do not like them.

**C.2.** Reading is a hobby. Survey your class and find out how many students enjoy this hobby.

\_\_\_\_\_

\_\_\_\_\_



**C.3.** Every child must read two to three books in a year. To select a good book to read, go through some book reviews in newspapers and magazines. They will help you decide which book to read.

A **review** is a critical report of a book, play, film, etc.



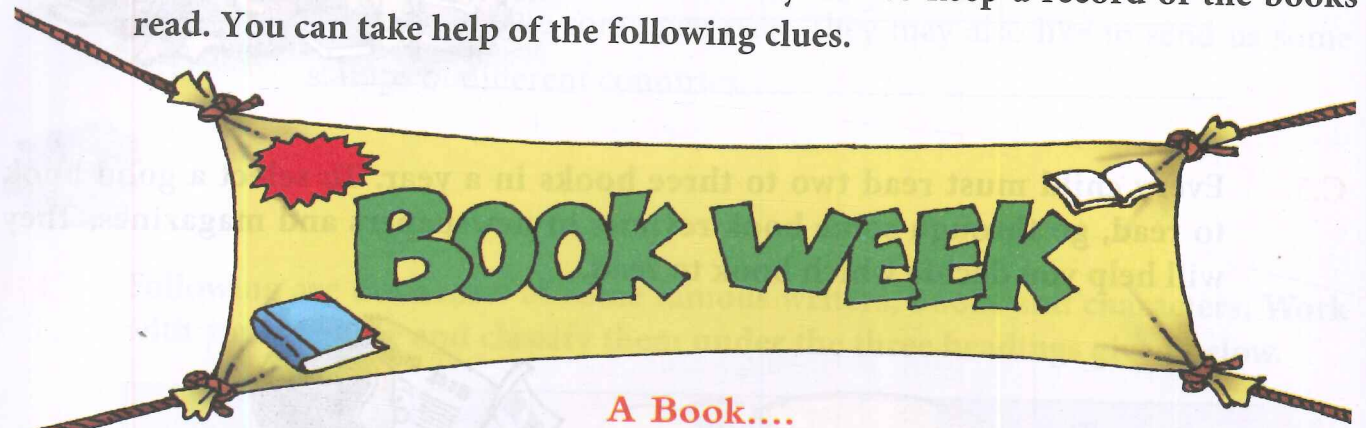
Listen to the audio compilation titled *Listen & Comprehend* (Class-VI). After listening, answer the questions asked related to the script verbally. Listen to the tape script once again and attempt the given question. The tape script is also given on page no. 54.

**C.4.** Carefully listen to the tape script and complete the sentences.

- (a) The speaker's mother bought this dictionary because she was writing science \_\_\_\_\_.
- (b) The speaker was first attracted by the \_\_\_\_\_ and beautiful \_\_\_\_\_ in the dictionary.
- (c) The dictionary gives the \_\_\_\_\_ of different words in an easy manner.
- (d) The speaker is interested both in physics and \_\_\_\_\_.
- (e) The dictionary gives brief biographies of more than \_\_\_\_\_ scientists.



**C.5.** Your school is celebrating 'Book Week'. As the Secretary of the 'Literary Club' of the school, prepare a speech to be delivered in the school assembly on the need to inculcate and strengthen reading habits. Advise your schoolmates to make maximum use of the school library and to keep a record of the books read. You can take help of the following clues.



**A Book....**

makes you a better person

enhances personality

develops writing skills

keeps you updated

develops the power of discretion

stimulates imagination

improves vocabulary



**For the Teacher**

Have Oral Presentation in the class. Set time limit.



## Read it Yourself

Read the following story written by Shakuntala Devi.

### ► The Shoemaker And The Demon

In the old city of Benares there once lived a shoemaker called Bhiku. He was a good craftsman and knew how to make fine shoes. People were even willing to offer gold for his shoes. Yet, he remained the poorest shoemaker in the land. Strange, wasn't it?

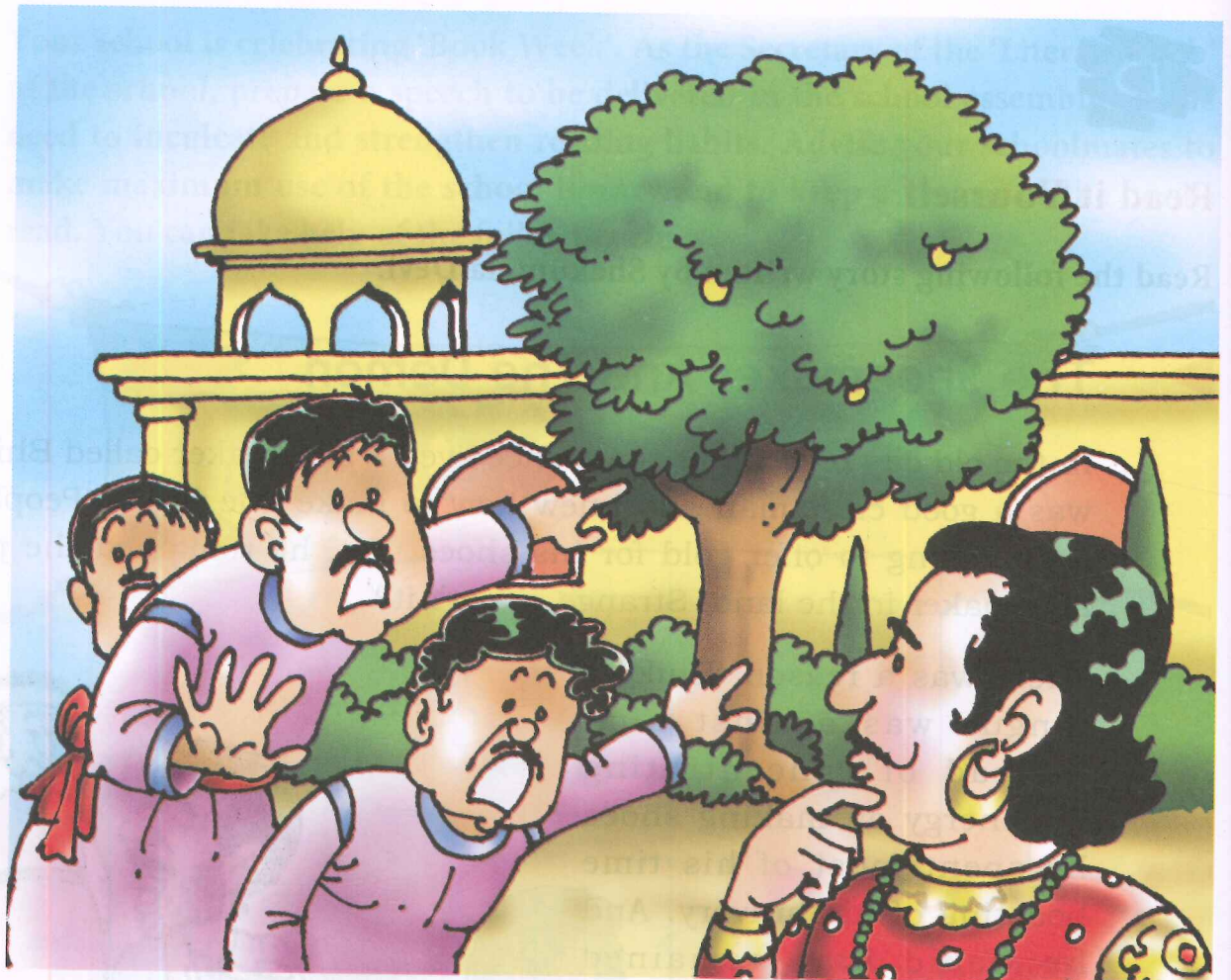
There was a reason. Bhiku's tongue was against him. Instead of concentrating his energy on making shoes he spent most of his time boasting of his bravery. And he would have remained poor and died poor but for an interesting incident that happened one day.

In the entire city of Benares there was just one guava tree. The *Maharaja* loved guavas dearly and every day he started his breakfast, lunch and dinner with a guava.

One morning when the *Maharaja's* servants as usual went to the guava tree to pluck the fruits for the *Maharaja*, they came back screaming at the top of their voices, 'There's a demon on the guava tree! We can't go near it!'

The *Maharaja* was upset because he didn't have guava that day with his meals. He called his servants and questioned them. 'What does the monster look like?'





'He has a long pointed head,' said the first servant trembling like a leaf.

'His head is all green,' said the second servant, also trembling.

'And there are no shoes on its feet,' said the third servant.

The *Maharaja* immediately summoned a meeting of all the citizens in his palace courtyard and spoke to them. 'Good people of Benares,' he began 'we must do something about the demon on the guava tree. As long as there is a demon on the guava tree, my men are afraid to go near the tree. And I cannot have the guava fruit for my breakfast, lunch and dinner.'

'Something must be done immediately,' cried the people.

'Yes, something must be done. But what is to be done? And who will do it? These are the questions.'

'What does the demon look like?' many enquired.

The *Maharaja* asked his three servants to come forward and tell the people about the demon.

'He must be vicious and very wicked,' said the servants.

'He has a long, pointed head.....and it is green.'

'Send Bhiku to the demon,' shouted someone from the gathered crowd. 'He's always boasting of his valour.'

Someone from the crowd pushed Bhiku, who was also there, towards the *Maharaja*.

'Bhiku!' the *Maharaja* commanded, 'Go to the guava tree and get rid of the monster.'



It made Bhiku's flesh creep. He wasn't really as brave as he had been boasting about. And now he kept finding excuses: 'No, I cannot go.....I am busy.....I have so many shoes to make.....'

The *Maharaja* knotted his eyebrows and looked at him furiously. 'You have got to go!' he thundered. 'If you don't go, your head will be chopped off.'

Bhiku was now in a fix. He was afraid to go near the guava tree and was equally afraid of losing his head. He did not sleep a wink that night. At last he made up his mind. In the dead of the night when everyone was fast asleep, he decided to flee from the town.

Bhiku hurried through the streets and walked on and on until he came to the river. There he met an old boatman who was mending his oar.

'Boatman, you've got to help me,' he said. 'You've got to row me across the river.'

The boatman looked up from his oar and replied, 'It's too late in the night. And I can't see my way across the river now.'

'But, boatman, you'll have to help me. Otherwise, I'll lose my head.' Bhiku narrated to the curious boatman all about the *Maharaja's* command and the demon in the guava tree.

The old boatman was also a very wise man. He understood Bhiku's problem. He shook his head and said, 'You can't run away very far. The *Maharaja* can always track you down. And when you are brought back, the punishment may be even more severe. And by then the demon may also have grown bigger.'

'What shall I do?' wailed Bhiku.

'There is only one thing you can do. Go first to the guava tree and see how big the demon is. Then you yourself will know what to do,' advised the boatman.

Bhiku returned home and the very next morning he went to the guava tree. He stared at the tree very timidly and just as he was wondering if



should take to his heels before the demon could see him, a frail voice called out from the tree, 'Brother, brother, you've got to help me.'

Bhiku stared at the tree in great amazement. There was a rustle in the tree and suddenly a little man with a long pointed green hat hopped out of the branches.

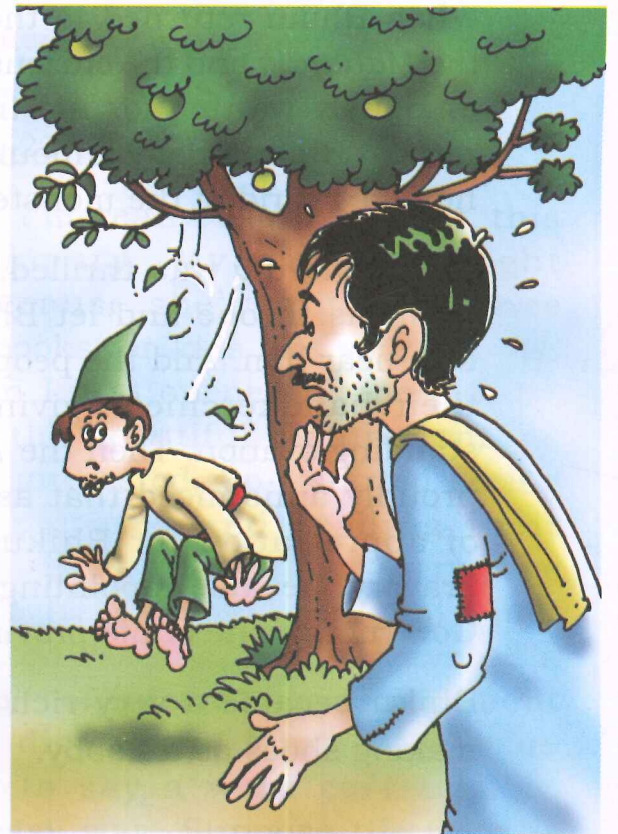
He was barefoot.

'Oh! You are the demon!' screamed Bhiku.

'Demon, who's demon? I'm no demon,' yelled the little man.

'Then who are you?' questioned Bhiku, still frightened.

'I'm a farmer living in a nearby village. I've been hiding in the tree because I don't want to go home. I'm afraid of my wife.'



took out needle and thread from a smaller pocket. In a matter of a few minutes he made a pair of very fine shoes and gave it to the little man. The little man was overjoyed and thanked Bhiku over again. Then he hurried home.

'Why?' Bhiku asked.

'Yesterday, while I was going back home through this path, I met a man selling funny hats. See the one I'm wearing? I liked the hat but I had no money to buy it. So I gave the man my shoes in exchange for the hat. Now, if I go home barefoot my wife will shout at me.'

Bhiku laughed out loud. He pulled out a piece of leather he always kept in his big pocket. And he

When Bhiku returned to the palace, the *Maharaja* and the citizens were all anxiously waiting for his triumphal return. Bhiku finally announced that he had got rid of the monster.

The *Maharaja* was thrilled. He rose from his throne and let Bhiku to a seat near him. And the people waved their handkerchiefs, giving him a standing ovation. Then the *Maharaja* proudly announced that as a token of appreciation for Bhiku's act of bravery, he was appointing him the Governor of one of his provinces.

Bhiku became a very rich and famous man. But he still continued making shoes as a hobby.



## Tape Script



## The Little Library

Hi folks! Let me tell you about a very different kind of library that my friends and I go to. It's called 'The Little Library'. We don't just go there to borrow books; instead we get together and have a reading party! Each one of us brings out a favourite book or the book we're currently reading, and loads of chocolate bars. The more chocolate, the better! We stretch out on our tummies in a cool place and guess what we do? We read! And when something really great or interesting or funny comes along, we don't forget to tell each other about it.

Listen to what I'm taking to the reading party today.



## Scholastic Science Dictionary

Helvin Berger, illustrated by Hannah Bonner

(Scholastic, pp.224, ₹ 500)



Yes, I'm really excited about this dictionary. My mother bought it because she's writing science textbooks for kids like you and me. When I first opened it, the colours and the beautiful pictures got me very interested. So I started seeing the pictures and reading their captions, and found that every page had attractive illustrations. I just kept on reading, and discovered a couple of interesting things about this dictionary. First, it tells us how to say a word correctly, in an easy way. Suppose the word is **'Pupa'**, its pronunciation is given as

**'pyoo-puh'**. The entry even says that it comes from the Latin word for doll, which will surely help me remember it better. And three illustrations are given as examples: a butterfly, a honeybee and a beetle. Now I'll always say 'pupa' correctly, and remember its meaning easily.

Words from all the sciences are included, and that helps me because I'm not sure yet whether to study physics or biology. Another feature that is really useful is that the names of different scientists are mentioned—Mary Leakey, the anthropologist and Johannes Kepler, the astronomer, for example. In fact the dictionary has more than 140 brief biographies of important scientists, and over 2,400 scientific words are clearly defined.

