

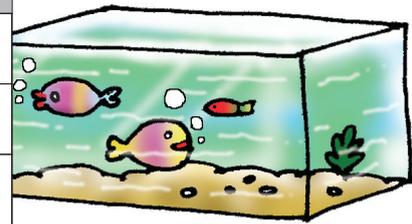
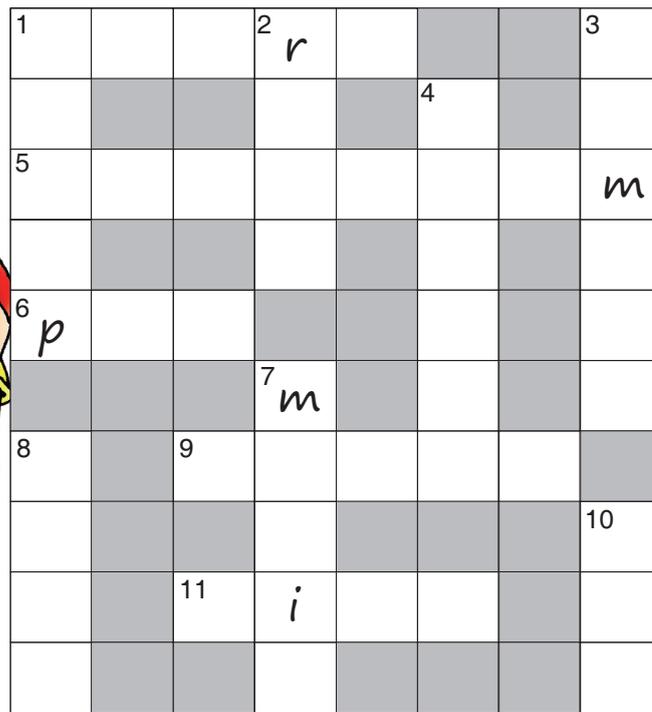
# 2

## Hobbies



### Introduction

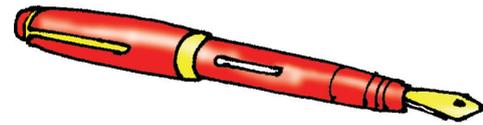
People follow different hobbies depending upon their aptitude and means. Use the clues given below and solve the crossword puzzle related to hobbies. You can work in pairs.



### ACROSS →

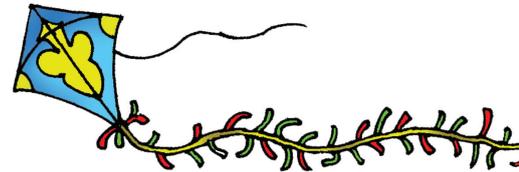
- A tale in a book that is read,  
Or one that is told to us in bed. (5 letters)
- Tank of water for us to see,  
Colourful fish from far off sea. (8 letters)

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—

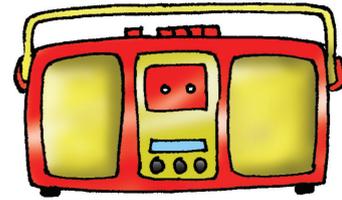
- brother.                       cousin.                       friend.

(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.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 pen-friend 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.

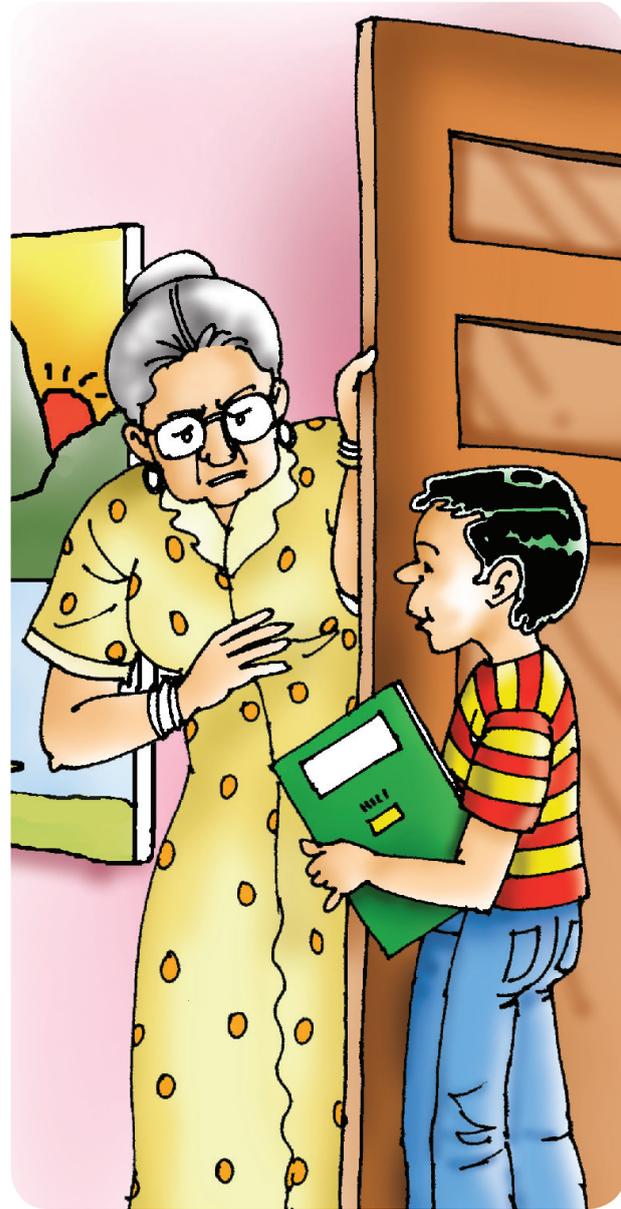
Ten o’clock struck and the clock’s tenth bong was echoed by Dr. Mody’s door chimes. Mrs. Mody was expecting him this time and did not block the doorway. Wordlessly, she beckoned him in. Burjor Uncle was ready too, and came out almost immediately to rescue him from her arena.

‘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.'

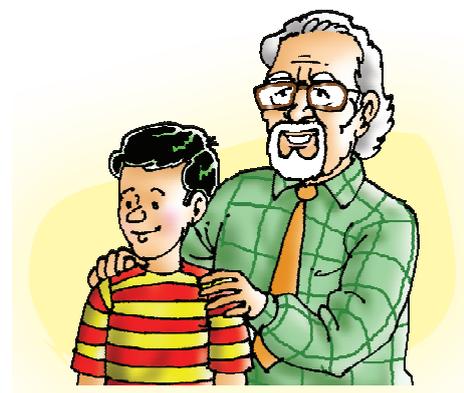
—Rohinton Mistry

**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—

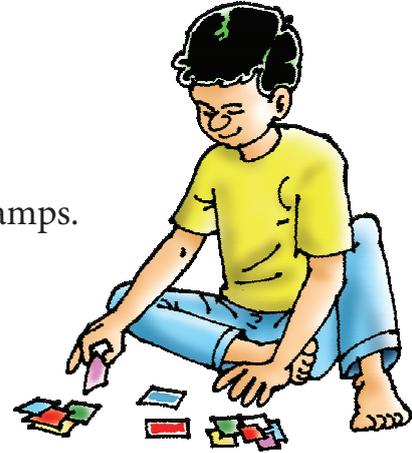
- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (iv) \_\_\_\_\_



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

**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.

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- 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.

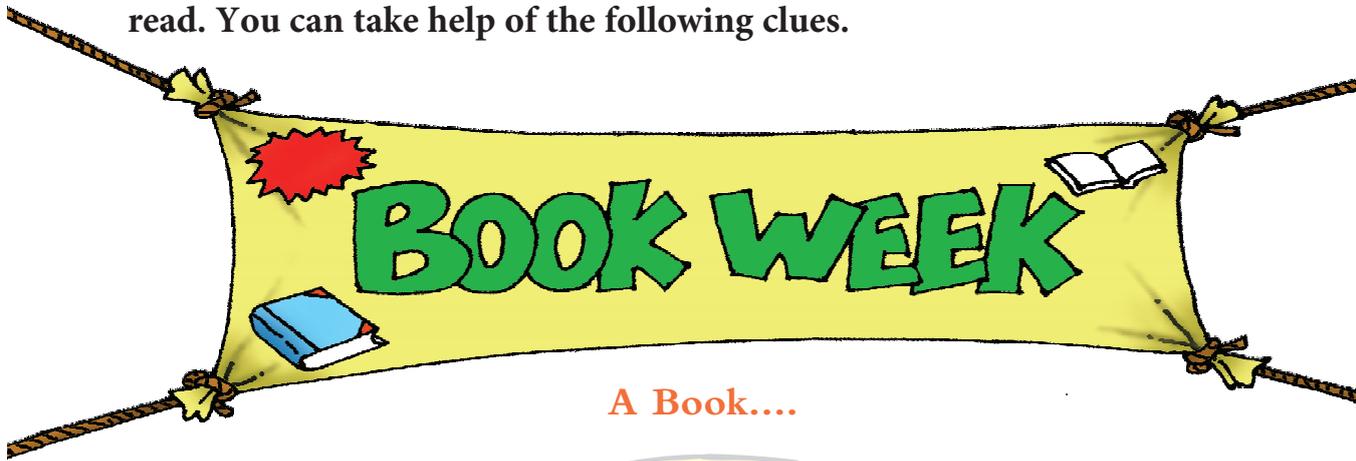


Listen to the audio CD titled *Listen & Comprehend* (Class-VI). After listening, answer the questions asked in the audio CD verbally. Listen to the tape script once again and attempt the given question. The tape script is also given on page no. 54.

- 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.....’

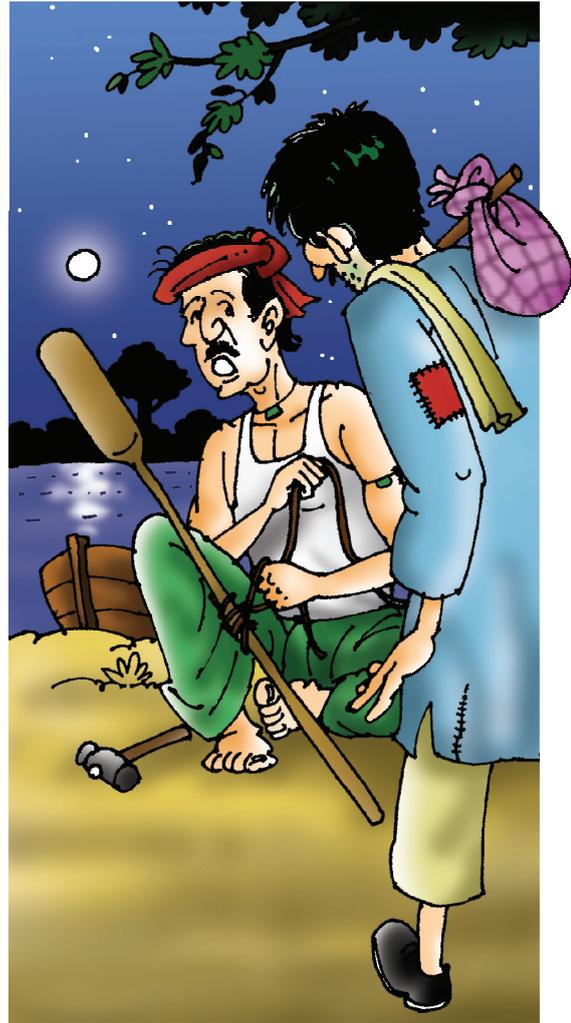
The *Maharaja* knotted his eyebrows and looked at him furiously. ‘You have got to go!’ he thundered. ‘If you don’t go, your head will be chopped off.’

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 he

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.

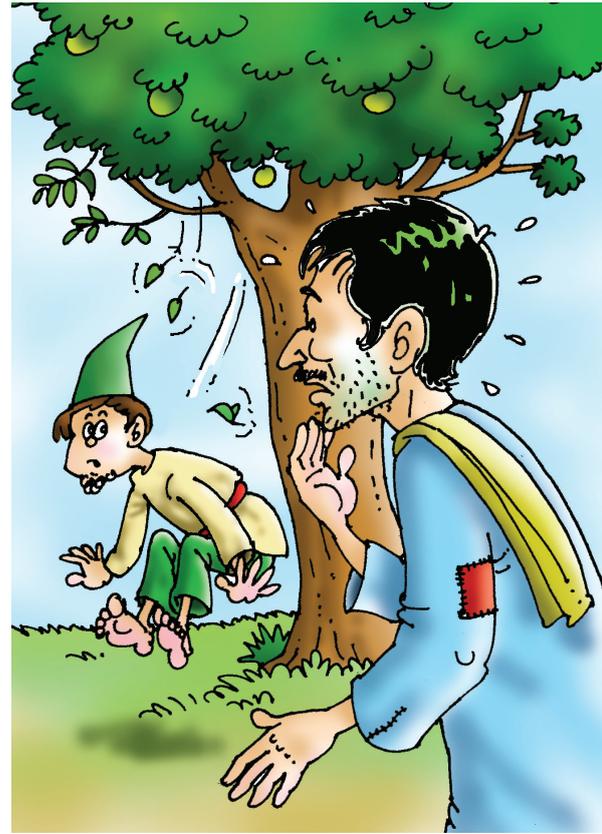
He was barefoot.

'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.'



'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.'

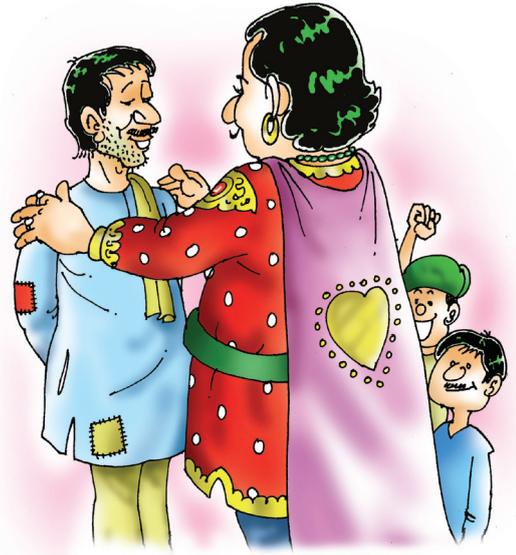


Bhiku laughed out loud. He pulled out a piece of leather he always kept in his big pocket. And he

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.

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

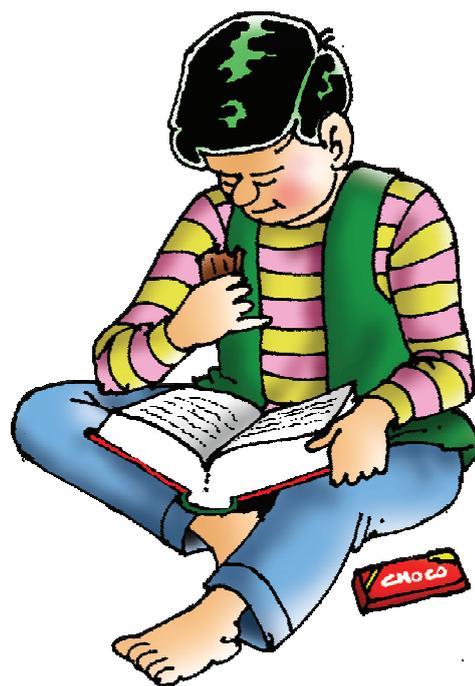
(Scholastic, pp.224, ₹ 500)



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.



# 3

## Thrill in School Life



### Introduction

- I. Which of the statements below is the most thrilling for you and why?  
Discuss in pairs.

A fashion show in the school is a thrilling experience.

The selection of the class monitor is a fun.

Life is interesting with friends and adventure.

Peer group interactions are most fascinating.

A school trip to a hill station is exciting.



**School friends make life exciting and thrilling, don't they?**

**Can you imagine a life without your friends?**

**II. Narrate to your partner any of your memorable experiences at school. Write the account in detail for an unknown friend, on the basis of the headings below.**

*Starting point*

---

---

*Account of what happened*

---

---

---

---

---

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---

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---

---

*Conclusion*

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- A.1.** Do you like your school? Are you proud of your school? Why? Discuss in groups of four.
- A.2.** When did you take admission in the school? Was it difficult for you to get admitted to the school? Describe your experience.
- A.3.** The play ‘The Interview’ given on the next page is an interesting narration of a boy’s preparation for admission to a school. Read it individually and then enact it in the class.



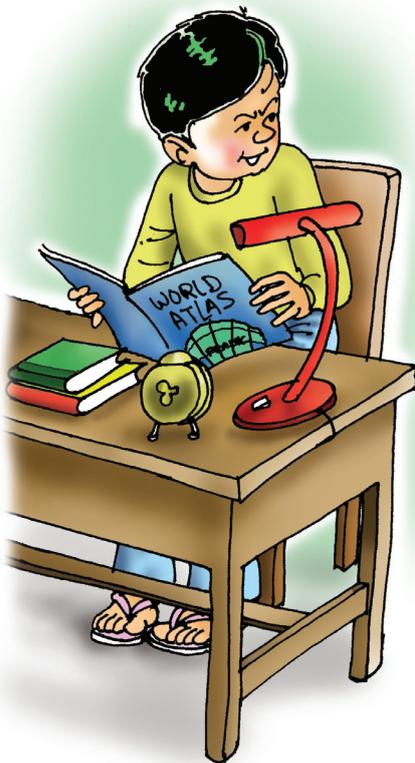
## ▶ The Interview

### SCENE 1

A small study. A cot is set along one wall and a table along another. On the table are a time piece and a table lamp, holding their places among a dozen books and a few pens and pencils. At the table is a boy of nine. He is short and stout. He yawns, turns the pages of *World Atlas*, checks time and mumbles, 'I have worked for three hours. I have picked up quite a bit of information. For example..' He stops on hearing footsteps, notices his sister. She is lean, older than him by about a couple of years. She has a scarf that covers her hair and ears and is knotted below the chin. Her long plaited hair fall over her front.



Ramu smiles at her. The girl mumbles, 'Poor Ramu!'



**Ramu** : Who says I am poor? I am richer than you, *Akka*. You spent what Uncle gave you yesterday when he called on us on that new scarf.

**Akka** : Now is the time for you to prepare for the interview tomorrow. Remember you are in the race. There are only five seats left in Class-VI. Twenty boys are competing. Know what your chances are?

**Ramu** : Hundred per cent, *Akka*. I shall get admission. I will do well.

**Akka** : Not if you yawn and look **bleary-eyed**. Go and look at yourself in the mirror. You look a **wreck**.

**Ramu** : What else can I be? A brother of a wreck can only be a wreck.

**bleary-eyed**: red and watery eyes

**wreck**: unhealthy or exhausted

*Akka* : (Scowls) You can play with words.

*Ramu* : While you can play only with dolls.

*Akka* : (Angrily) I can play *tabla* on your back.

*Ramu* : (Banters) And I on your cheek.

*Akka* : (Scowls) Try it.

*Ramu* : (Teasing tone) I will, if you ever play *tabla* on my back.

*Akka* : I will. But not now. Tomorrow you have to attend an interview. You can't turn up before the headmaster and the teachers with a swollen back. (She breaks off)

*Ramu* : *Akka*, I am sure to get admission.

*Akka* : (In a serious tone) Hey! Which world are you living in! You think admission letter drops into one's lap! On its own! Forget it. You must know the answers to the questions the members of the Board ask.

*Ramu* : (Instantly responds) Nobody ever knows all the answers.

*Akka* : Tell that to the Board.

*Ramu* : (Sighs) That's the trouble. If only I knew the questions the members will ask!

*Akka* : (In a soothing tone) Poor Ramu.

*Ramu* : (Voice quivers) I am not poor, my girl.

He reaches out for her plaited hair. She ducks, moves off giggling. Ramu smiles to himself and starts checking up some facts from the Atlas.



## SCENE 2

On a bench set along a wall are sitting a number of boys. They are all about nine years old. That is all that is common among them. Otherwise they are different. They are of all hues and shades, shapes and sizes. Ramu walks in, surveys the group, wonders whether he could beat them and get admission. His eyes glint when he spots a familiar face. He moves up to the boy saying, 'Balu! You here!' Balu greets Ramu. They sit side by side.

**Ramu** : (Happily) So your Papa too has been transferred.

**Balu** : (Growls) You said it. Papas are transferred. And we face admission tests. Lucky are those whose Papas are never transferred.

**Ramu** : (Jokingly) If wishes were horses!

**Balu** : (In mock anger) You are calling me a fool?



**Ramu** : (Lowers his voice) That we all are. Take, for instance, this experience. Does anyone know the answers to all the questions one can possibly ask? It is easy to ask questions. Anyone can do that. But, when it comes to answers, almost everyone is a fool.

**Balu** : All of us are fools. Fools are in a majority. The Board will have to see who among us are less foolish.

They stop on hearing the tangy voice of a young man. He is the clerk.

In his left hand is a writing pad. He calls out the names of the boys. One by one they respond. Then he smiles at them, calls the name, Arun. A boy stands up.

**Clerk** : Come with me Arun over to the Board room. (The man leads Arun out.)

**Balu** : (Jokes) There goes the first lamb for the slaughter.

**Ramu** : (Giggles) Nineteen more to go.

**Balu** : (In light humour) How sharp will the knife be when one of us walks into the presence of the selectors.

**Ramu** : (Perking up) I prefer a sharp knife to a dull one. It is better to be cut down in one stroke than to receive several blunt blows.



### SCENE 3

Ramu is the last candidate. He follows the clerk into the room. Seated around the table are three men. The man who occupies the chair in the centre is old. He has a mop of thick grey hair. He adjusts his spectacles and peers at Ramu intently. Ramu greets him, 'Good morning, Sir.' Then he notices the other two middle-aged gentlemen and repeats, 'Good morning, Sirs.'

**The Headmaster** : (In a firm, yet friendly tone) Good morning, Ramu. Take your seat.

**Ramu** : (Whispers to himself) So the lamb to the slaughter is first offered a seat. (Loudly) Thank you, Sirs.

**The Headmaster** : Where were you studying earlier?

**Ramu** : Mother's School, Madurai.

**The Headmaster** : Liked the school?

**Ramu** : I was happy there.

**The Headmaster** : (Removing the spectacles off his ears and scratching his nose) Why then do you seek admission here?



**Ramu** : My father is a government official. He has been transferred to this town. Tiruchi!

**The Headmaster** : Which is the best thing in this town?

**Ramu** : (Warming up) The Uchipallayyar Kovil, the temple of Lord Ganesha atop a hillock. I ran up the steps and had a grand stand view of the town.

**One of the teachers** : (Butting in) How many steps did you take to reach the top?

**Ramu** : (Takes a second to think) The same number of steps that I took to come down.

**The Headmaster** : (Laughs) The answer is right, in its own way. (The spectacles go back to their duty post). When it comes to climbing, do you prefer a flight of steps or a gentle slope?



**Ramu** : Both have their charms, Sir.

**One of the teachers** : Will you explain that?

**Ramu** : One can race up a slope. But one needs steps to skip from step to step. Both have their fun.

**The Headmaster** : What's your idea of fun?



**Ramu** : (Eagerly) Is it not fun to be offered a seat by you. Know what? My Papa looks upon teachers as Grey **Eminences**. But only, you, Sir (looking at the Headmaster), have a crown of grey. But Papa cannot be wrong. You must all be Grey Eminences.

**The Headmaster** : (Lets a smile light up his face) Know where lies our fun?

**Ramu** : No, Sir.

---

**eminences:** highly respected people

**The Headmaster** : We have fun asking little boys all sorts of questions. From the answers we judge a boy's self-confidence and readiness of mind.

**Ramu** : (Hesitantly) May I ask a question, Sir?

**The Headmaster** : (Nods) Go ahead, Ramu.

**Ramu** : (Wiggles in his seat) You won't take it amiss.



**The Headmaster** : (Firmly) Speak out, boy.

**Ramu** : Have you judged me, Sir?

**The Headmaster** : (Bursts into laughter) We have. But I still have a question. Tell me, aren't you rather short?

**Ramu** : Yes, Sir, but...

**The Headmaster** : (Leans forward) Go on.

**Ramu** : Once I asked my Papa whether I would grow tall. He said chances were that I won't grow taller than 160 cm. Nobody in his side of the family is tall. Then he joked.....

**The Headmaster** : What did he say?

**Ramu** : He said when he appeared before a selection board, the chairman of the board asked him, 'Don't you think you are too short?' He replied, 'My legs are long enough to reach the ground.'

(The three men laugh.)

**The Headmaster** : That is a joke. A fine one. Well, we have had our fun.

**Ramu** : (Politely) Thank you, Sir.

**The Headmaster** : You didn't ask how we have judged you.

**Ramu** : (Rather eagerly) Sir.

**The Headmaster** : (In a ringing voice) You don't have to ask. I will tell you. You have made it. (He writes something on Ramu's application form and hands it to him.) Go and deposit the fees.



**Ramu** : (Could not contain his joy) Thank you, Sirs. (He stands up, moves round the screen when he hears the Headmaster call after him), 'You said it, boy. Your legs do reach the ground.'

—R.K. Murthi

**A.4. Complete the following with one or two words only.**

- (a) Ramu calls *Akka* poor because she has spent her money on buying \_\_\_\_\_.
- (b) Ramu is appearing for an interview to get \_\_\_\_\_ in one of the schools at \_\_\_\_\_.
- (c) Ramu and Balu consider all those appearing in the interview as \_\_\_\_\_.
- (d) According to Ramu, Tiruchi is famous for \_\_\_\_\_.
- (e) Ramu has been told by his father that all the teachers are \_\_\_\_\_.
- (f) Ramu and his father are \_\_\_\_\_ in height.
- (g) At the end of the interview Ramu \_\_\_\_\_ for admission to the school.

**A.5. Read the given extract and answer the questions that follow.**

‘So the lamb to the slaughter is first offered a seat.’

(a) Who says these words?

\_\_\_\_\_

(b) Who is the lamb here?

\_\_\_\_\_

(c) Who is going to slaughter the lamb?  
How?

\_\_\_\_\_  
\_\_\_\_\_

(d) ‘Lamb to the slaughter’ is a figurative expression. (A figurative expression is one that conveys a meaning different from its literal meaning.) What does this expression mean to you in the given context?

\_\_\_\_\_  
\_\_\_\_\_

(e) Pick up some more figurative expressions from the play.

\_\_\_\_\_  
\_\_\_\_\_



**A.6. HOTS**

1. Balu says, ‘The Board will have to see who among us are less foolish.’  
What does he mean by this statement?

\_\_\_\_\_  
\_\_\_\_\_

2. Ramu was able to get admission in the school. The panel was really impressed with his answers during the interview.

Did he display wit or knowledge? Pick out instances from the play to support your answer.

\_\_\_\_\_

## A.7. Life Skills

### CONFIDENCE IS THE KEY TO SUCCESS

Ramu did well in the interview. He was a confident boy.

There are many ways to boost self-confidence. Some are listed below. Discuss with your partner and add a few more to the list.

• <i>Think Positive</i>	•
• <i>Plan Ahead</i>	•
•	•
•	•

**A.8.** During the reading of the play, you come across a number of words like scowl, growl, etc., generally written in brackets at the beginning of a dialogue, that express different emotions. Some such words are given in the bubbles. Write what emotion each word expresses.

scowl → Look in an angry way

banter ↓ \_\_\_\_\_

← sigh \_\_\_\_\_

growl → \_\_\_\_\_

perking up → \_\_\_\_\_

← eagerly \_\_\_\_\_

← hesitantly \_\_\_\_\_

politely → \_\_\_\_\_

**A.9.**

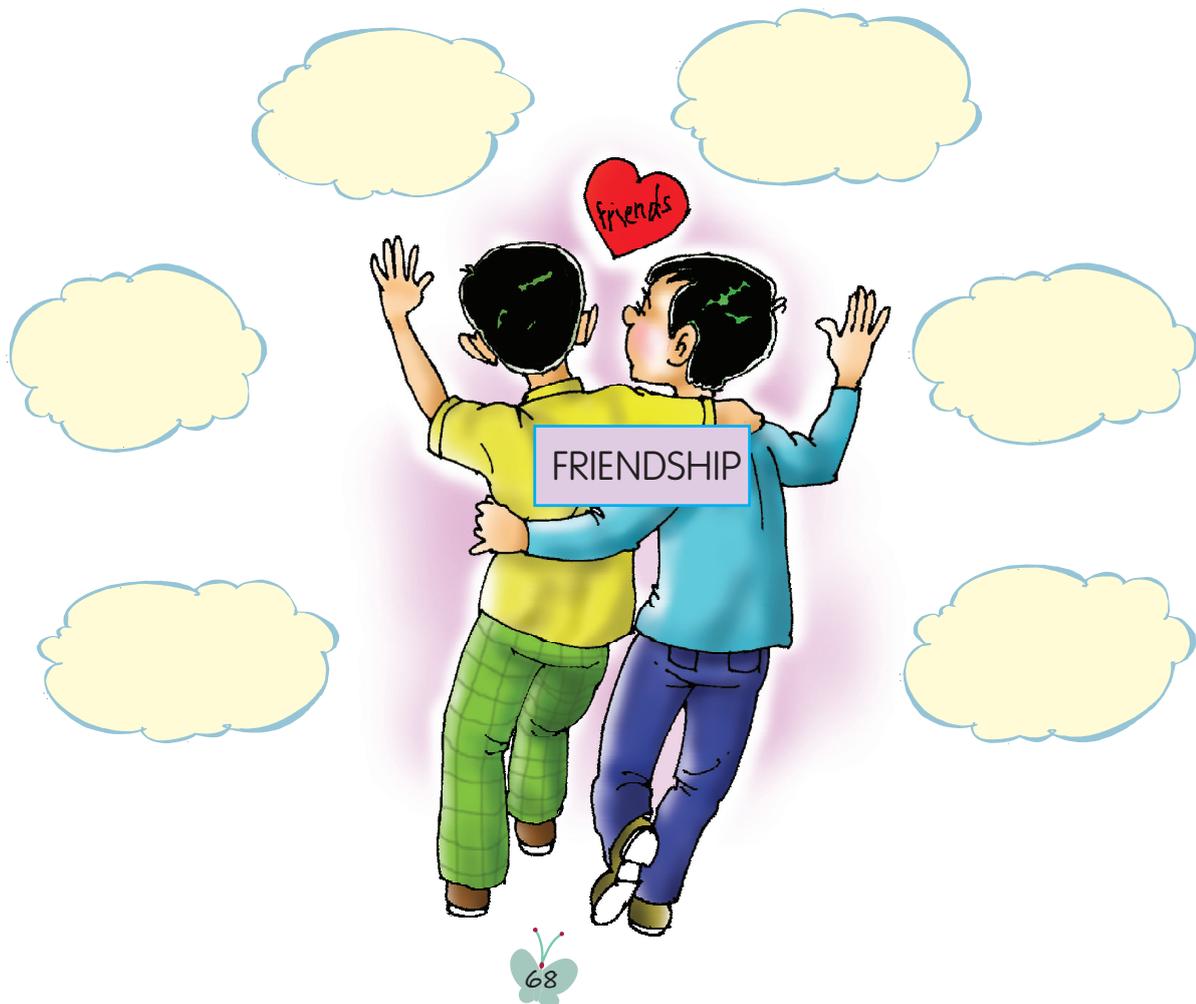
**KNOW YOUR FRIENDS BETTER—A TALK SHOW**

**Present a talk show in your class.**

- Work in groups of four.
- One of the group members can be the host and the other three the guests.
- Ask the guests about their likes and dislikes, interests and hobbies.
- Pep up your show by asking the guests to spell a few difficult words or make them say tongue-twisters.
- Don't forget to involve your audience.



**B.1. Friends are human assets. Complete the chart using adjectives that can best describe friendship.**



**B.2.** Work with your partner and write synonyms for the words or phrases given below. The first letter of each word is given as a clue.

If you are unable to guess the words, find the correct answers from the story.

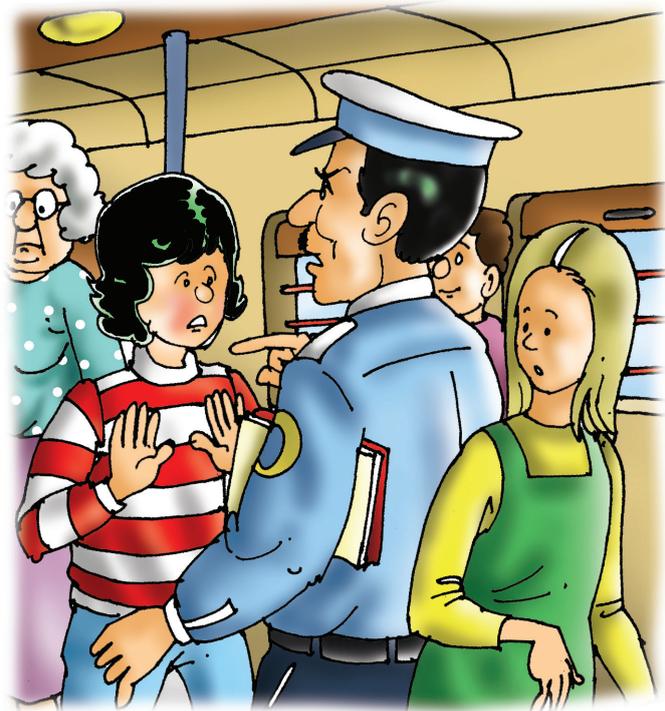
- (a) group of people g \_\_\_\_\_
- (b) destruction w \_\_\_\_\_
- (c) slight or brief mental pain t \_\_\_\_\_
- (d) unpleasant n \_\_\_\_\_
- (e) very tired e \_\_\_\_\_
- (f) breathe with short quick breaths p \_\_\_\_\_
- (g) saying 'yes' a \_\_\_\_\_

**B.3.** Read this story about the friendship of a group of girls and how they help each other to solve their problems.

### ▶ Girl Gang

It was a Saturday afternoon. I'd been allowed to go out shopping on my own. I was sitting on a train for my way home, quite unaware how dramatically my life was about to change. My name, by the way, is Alice. A girl called Kirsty was in the same train. She was also in my class at school but she never even said 'Hello' to me. I wasn't surprised.

The ticket collector appeared and asked for the ticket. I found mine. Then I watched



Kirsty search for her ticket. The ticket collector waited impatiently. Kirsty said, 'I must have lost it.' The ticket collector said, 'You'll have to buy another one.' Kirsty replied, 'But I haven't got any money with me.' The ticket collector said, 'Well then, I shall have to send you to the Authority.' Kirsty begged, 'Oh! don't do that.' At school on Monday, Kirsty ignored me, as usual. So did practically everyone else. I'm not so much unpopular as invisible.

After school I often do my homework in the library. I was about to go home, when Kirsty rushed past and said, 'If old Sour-Breath comes looking for me, you haven't seen me.' I said, 'What?' Kirsty replied, 'You haven't seen me!' Then she was gone. Moments later,

our old Sour-Breath or Mr. Sawyer, our geography teacher came **panting** up. He wore huge glasses and had greasy straw coloured hair. There were certain pupils, he always picked on. One of them was Kirsty. He asked, 'Has Kirsty just gone past?' I said, 'No Sir.' He said, 'Are you sure?' I replied in the affirmative. He said, 'But that's impossible. Unless you're in this too. Follow me!' All Mr. Sawyer's maps and displays were now in pieces on the floor. The whole classroom was wrecked. He asked, 'Look, Do you know anything about this?' I said, 'No.' He further asked, 'Are you sure, Alice?' 'I have been in the library, you can ask Mr. Dawson.' He said, 'Whoever have done this, deserve to be punished, don't they? Now, I'll ask you again. Did you see Kirsty running away.' I felt my face redden. In a way, I hated lying to him. But I couldn't tell on someone. So I said I didn't. He looked suddenly weary and very tired. I couldn't help feeling a **twinge** of sympathy for him.



Mr. Sawyer's maps and displays were now in pieces on the floor. The whole classroom was wrecked. He asked, 'Look, Do you know anything about this?' I said, 'No.' He further asked, 'Are you sure, Alice?' 'I have been in the library, you can ask Mr. Dawson.' He said, 'Whoever have done this, deserve to be punished, don't they? Now, I'll ask you again. Did you see Kirsty running away.' I felt my face redden. In a way, I hated lying to him. But I couldn't tell on someone. So I said I didn't. He looked suddenly weary and very tired. I couldn't help feeling a **twinge** of sympathy for him.

**panting:** breathing quickly or loudly

**twinge:** unpleasant emotion for a short period



Outside the school Kirsty was waiting for me. I told her I never said a thing. I noticed four other girls standing on the opposite side of the road. One of them was in my class. I didn't recognise the others. Kirsty said, 'We've been planning this revenge attack for days. Sour-breath has been asking for it the way he always picks on me. He thinks because I'm a girl I won't do anything. Well now he knows differently. No one bullies me and gets away with it.' 'Is it like Girl Power?' she replied, 'That's exactly what it is. But remember not a word to anyone.' 'I won't let you down.'

Next day I opened my geography book to find a note in it for me. My heart began to thump. It said, 'Urgent, meet me in the park, 8 o'clock tonight—Kirsty.' I told my mom I was going out with some girls from my class.

I walked on quickly. The park was dark and silent. I felt really nervous. Then shapes appeared out of the darkness. A group of girls boomed over me. Kirsty stepped forward. She introduced the other girls to me. A girl called Sandra seemed to be the leader. She was in the year above me at school. The girls walked either side of me. We came out of the park and Janice was waiting on the way. She was in my form. She looked very surprised to see me. She was holding a carrier bag full of apples. Kirsty asked me, 'Do you remember that conductor on the train who was so nasty to me recently?' 'Yes.' 'Well, Janice's assignment was to find out where he lived and lead the revenge attack. He and his wife are inside the house. Let's go.' She swarmed through the back gate and hid behind the shed. Then, after the signal, Janice charged towards the green house windows. There was a whispered cheer. Then everyone joined in.



Even me. The green house was bombarded with apples. Kirsty warned, 'Look Out.' Everyone ran off. I could hear a man's voice shouting after us. The others were far away, but I was suddenly exhausted. I didn't think I could run another step. Kirsty encouragingly said, 'Keep going. You can do it!' I tried my hardest. Finally, I caught up with the others. They were all shaking Janice by hand. Sandra said, 'It was brilliant!' Kirsty said, 'No one messes with us and gets away with it. We help each other.'

Suddenly, Sandra was towering over me. 'You must promise not to reveal anything you've seen tonight!' 'I promise.' Kirsty said, 'Well, we might have some news for you soon.' I watched the girls walk away. A small army. I wondered what the news might be. Were they going to let me be a member?

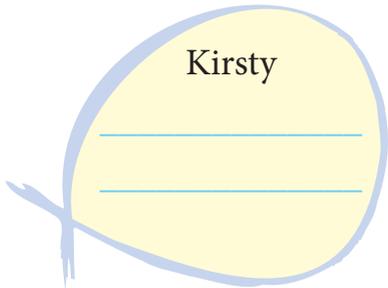
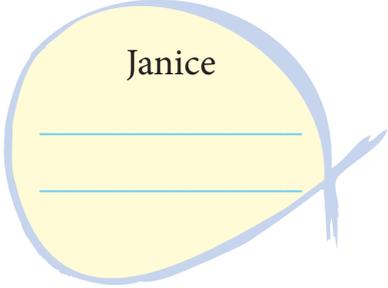
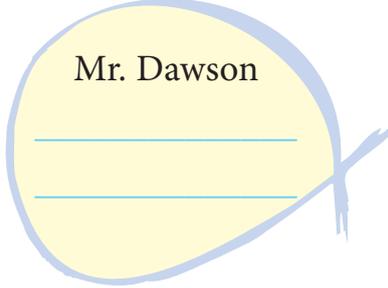
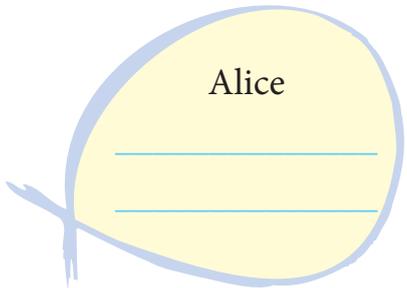
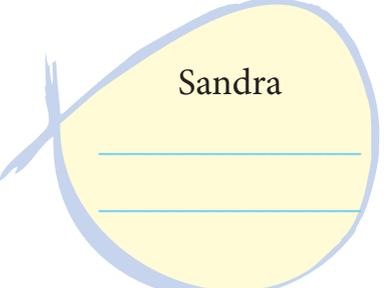
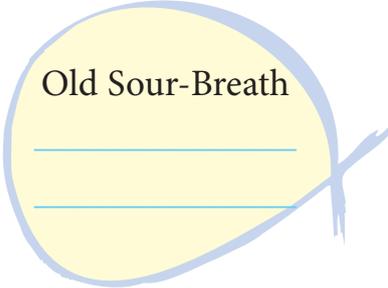


That was such an exciting idea, I hardly dared to think about it.

Next day after school Kirsty and Sandra were waiting for me. Kirsty said, 'We can nominate new members. I'd like to nominate you.' I was so pleased, I could hardly speak.

But I was happy that at last I was a part of the Girls' Power Gang.

**B.4. On the basis of your reading of the story, write who the following people are.**

**B.5. Write T for True and F for False statements.**

- (a) Alice was travelling without ticket.
- (b) Kirsty enjoyed Geography classes in the school.
- (a) Alice felt a little sorry for Mr. Sawyer.
- (d) Sandra was senior to Alice.
- (e) The green house belonged to Mr. Sawyer.

**B.6. Complete the following statements.**

- (a) Kirsty couldn't buy another ticket because \_\_\_\_\_.
- (b) The students referred Mr. Sawyer's as \_\_\_\_\_.
- (c) Kirsty took revenge on Mr. Sawyer by \_\_\_\_\_.
- (d) Alice promised Sandra and other girls \_\_\_\_\_.

**B.7. Complete the following table.**

The revenge taken by the Girl Gang.

S.No.	Against	By	At	Time	Because
1.					
2.					

**B.8. HOTS**

1. The Girl Gang allowed Alice to be a member of their group because...

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_

2. Kirsty and her gang wrecked Mr. Sawyer's classrooms. Are their actions justified?

## B.9. Life Skills

### ARE YOU A GOOD FRIEND?

Alice was supportive of Kirsty. This helped her make friends with her. What makes you a good friend?

Complete the web chart with the words that describe your personal qualities.

*I am* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*I am* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*I am* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PASTE YOUR PICTURE  
HERE

*I am a good friend  
because...*

*I am* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*I am* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*I am* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## B.10. Values

Kirsty and her gang indulged in unruly activities to assert their power. But, 'Power is not about wilful behaviour, it is about righteous behaviour.'

What qualities and values should we try to inculcate in ourselves to make this society a better place to live in? A few have been enlisted below.

tolerance	secularism	empathy
-----------	------------	---------

To make this society a better place to live in, we should—

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**B.11.** Here are a few words from the story, but the letters are jumbled. Using the hints given, unjumble the words to find the correct answer.

### Hints

- |                  |                |                      |
|------------------|----------------|----------------------|
| (a) atraldamicly | <u>d</u> _____ | (It is an adverb)    |
| (b) lnappour     | <u>u</u> _____ | (It is an adjective) |
| (c) krcwe        | <u>w</u> _____ | (It is a verb)       |
| (d) mstiganesn   | <u>a</u> _____ | (It is a noun)       |
| (e) ltbilnra     | <u>b</u> _____ | (It is an adjective) |

## B.12. School News

### Be a Reporter

Collect information about the latest activities and happenings in your school. Prepare three news items and present them before the class in an interesting style.

You can use PowerPoint presentations or props to make your presentations effective.



Listen to the audio CD titled *Listen & Comprehend* (Class-VI). After listening, answer the questions asked in the audio CD verbally. Listen to the tape script once again and attempt the given question. The tape script is also given on page no. 80.

**C.1.** It is said that school-time is the best time of one's life. It is a wonderful mix of experiences—some really good, some funny, ribtickling ones and a few somewhat nightmarish. Let us listen to a thrilling incident from the speaker's life. As you listen to the tape script, number the events in the order in which they happened.

- The teacher got a black eye.
- The plane soared high.
- The plane was crushed and landed in the bin.
- The speaker made a paper aeroplane.
- Suddenly, the plane crashed and hit the teacher in the eye.
- He was sure that the plane would swoop and dive beautifully.



### Read it Yourself

Read the following story about a little boy who was known for his bad luck.

#### The Inside-Out Stocking

Once there was a little boy called Rex, who always had bad luck. People were very sorry for him because he was so unlucky.

If he ran too fast he fell down and hurt his knee. If he climbed into a swing, he soon fell out. If he had a pound given to him, it was lost through a hole in his pocket. That was the kind of little boy he was.

There was one thing he was very good at, and that was running races. He could run really fast, it really was marvellous to see him run.

In the school, the sports fest was going to be held. All the schools of the town were to meet there and see which one was the best at running, jumping, slow bicycle racing, obstacle races and other things. It would be great fun.

'I hope you will win the running race for us,' said the Headmaster of his school to Rex. 'You ought to, my boy, for you are a splendid runner for your age.'



'I'll do my best, Sir', answered Rex, 'but I'm a very unlucky person, you know. I never win anything!'

'Rex is sure to get measles or mumps on the day of the race!' said one of the bigger boys. Rex's sister Lucy was very concerned for her brother and wished that he won the race, for she felt sure that only if Rex was able to run in the race he would win it, for certain!

Lucy thought of going to mother Brown, who lived in a little cottage at the end of their village. 'People say she is very old and wise, so perhaps, she could tell me how to help Rex.' She took an egg laid by her own

little white hen to give to mother Brown. The old lady was very pleased and told Lucy to sit down in her big rocking chair.

'Mother Brown, could you tell me how a person can be lucky?' asked Lucy.

'Well a black cat brings luck,' said Mother Brown.



Lucy thought that that was no use to her because there was no black cat near her home. 'Then, it's lucky if you get up in the morning and put on your stockings inside out without noticing,' said Mother Brown.

Lucy's eyes brightened. Ah! here was something she could do! Suppose she crept into her brother's bedroom the night before the sports day and turned one of his stockings inside out. If he didn't notice it, it might make him very lucky that day and he would win the race.

So the night before the sports day, Lucy lay wide awake in bed, waiting for Rex to fall asleep and quickly turned one of his stockings inside out. The next morning Lucy looked anxiously to see if one of his stockings was inside out. It was! He had put it on without noticing it.



Both of them went to the school. The races were beginning. First one race, then another - the jumping - then the slow bicycle race - then the egg and spoon race - Rex won that! He didn't drop his egg once, and he was so surprised and pleased.

He won the running race too! Once he stumbled and almost fell - but not quite! He finished well ahead of other children and everyone clapped and cheered loudly. 'Well! wasn't I lucky today!' cried Rex, very pleased and proud. 'I can't think what happened to me! I really can't. Look at my running prize.' Lucy didn't tell him what she had done.



She thought I'll creep into his room each time I want him to have a lucky day, and turn one of his stockings inside out again.

Rex often has lucky days now, and he can't think why. But I can!



## Tape Script



## Aerodynamic Mishap

I made a paper aeroplane  
It really was the best,  
I took my time to make it right  
To that I can attest!

I'd planned it all so thoroughly,  
I'd sketched from either side,  
I knew that all would be amazed  
To see it swoop and dive.

But its first flight was not too planned  
Though it soared up high,  
The teacher turned, it crashed and burned  
And hit her in the eye!

My plane, screwed up, went in the bin,  
All agreed it was a shame.  
But my teacher's got a big black eye,  
And I'm the one to blame!

—Gareth Lancaster