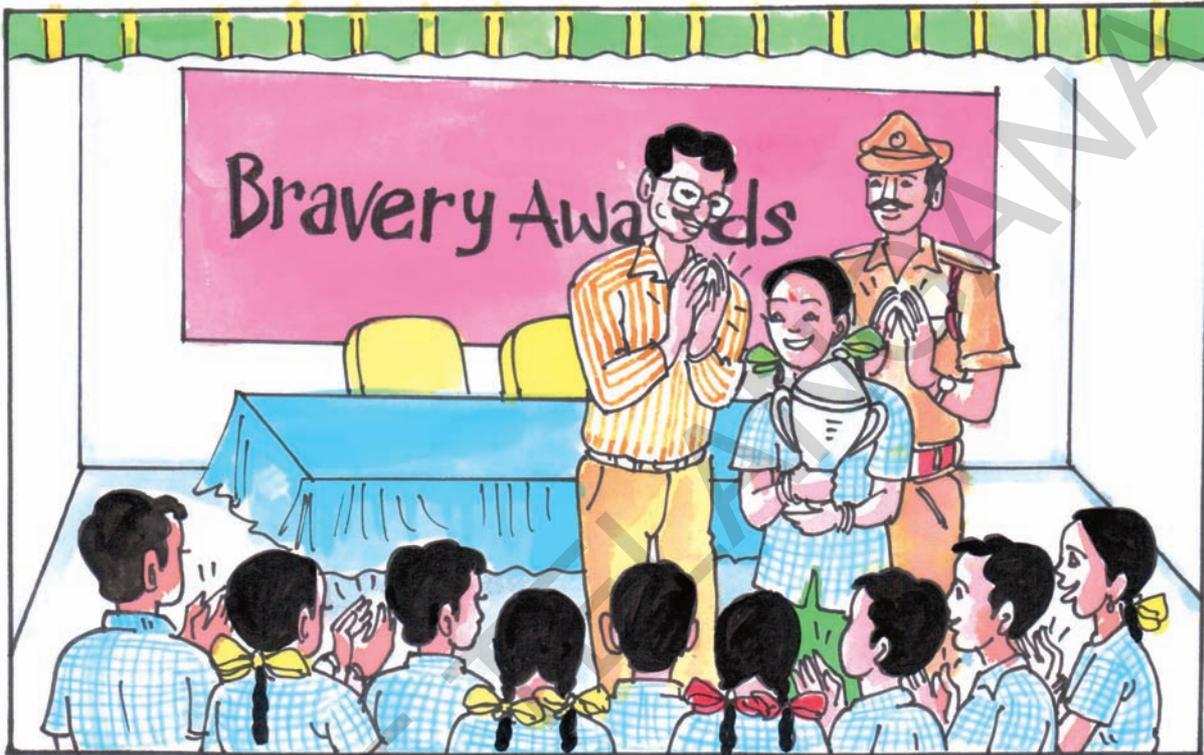




Look at the picture and discuss the questions that follow:



1. What do you see in the picture?
2. Why do you think the girl was given the Bravery Award?

Oral Discourse: Description - Describe/talk about the picture.

A. Reading

“Let’s go,” said Seema, “or it will be time for lunch before we know it.”

“Yes, let’s go towards the old temple,” said Arun, her cousin.

As always, they had come to *Vishnupur* on a vacation to their grandparents. It was a small, quiet town surrounded by green hills and some ancient ruins. They particularly loved

going for walks and spent hours exploring the old temple in a fort nearby. Sometimes they pretended to be rulers of an ancient kingdom. At other times, they played hide-and-seek.

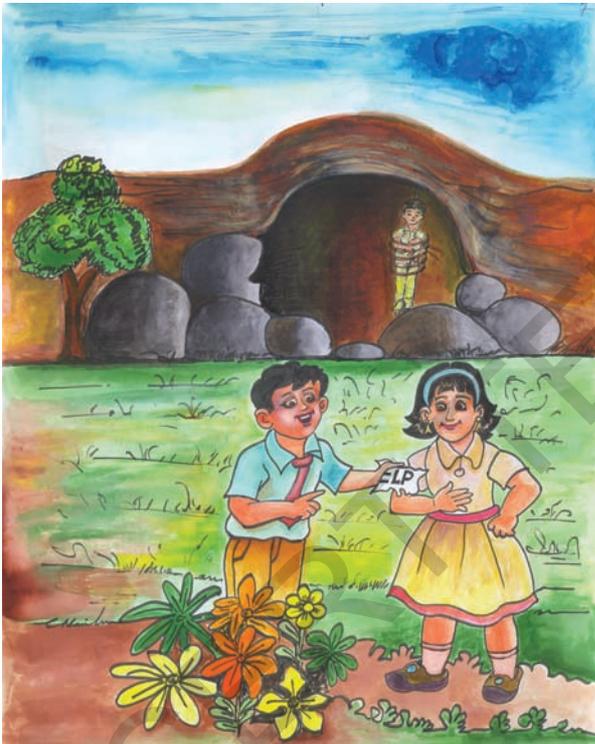
“Catch me if you can,” shouted Arun, and he ran ahead.

“I’ll catch you in a minute,” replied Seema, as she followed.

Arun was soon out of sight as he went round the corner. Seema knew his favourite hiding place and smiled to herself thinking, “He won’t escape me.”

She ran down the hill towards the old temple where she knew Arun would be hiding. But he wasn’t there!

‘He must have gone to the cave,’ she thought. This was another favourite place for them – a cave hidden behind some creepers.



“Arun... I’m here,” Seema called out as she reached the cave.

There was no reply. Seema could not see anyone. She was about to enter the cave when she caught sight of a piece of torn, crumpled paper on the ground. She picked it up and unfolded it out. How odd! It had letters CLP written on it!

Just then she heard Arun calling out, “Seema, where are you?”

“Here,” said Seema to Arun, who was standing at the entrance of the cave. “I was looking for you.”

“What have you got in your hand?” asked Arun.

“It’s nothing - just a piece of paper with CLP written on it,” said Seema.

“Don’t throw it. Let me see it,” said Arun, as he took the paper from her. He looked at it carefully and said, “See, if you look at the torn edge of the letter, which could be an E and not a C.”

“Do you think it could be HELP?” asked Seema.

“HELP... My goodness! Someone is in trouble. We must find him,” said Arun.

“Or her,” added Seema. “But where do we go? There is no one in the temple and there is no one in the cave too.”

“Let’s try the Meena Bazaar. There is a secret passage...” said Arun excitedly.

Meena Bazaar was once a popular market for royal ladies, but all that remained now was just a few crumbling walls. A secret passage was connected to the market. They ran towards it.

There they found a man with his hands and feet tied up. He had a gag on his mouth and was struggling to free himself. The children removed the gag and helped him free his hands and feet.

“Hurry!” the man said. “The smugglers will be back.”

They ran all the way through the secret passage. They were soon out of breath.

“Don’t... stop... yet,” panted the man. “They’ll be back any moment.”

Soon they reached home. Their grandparents were surprised to see them.

“Now tell us who you are,” Seema asked the man.

“And who tied you up,” added Arun.

“And why,” continued Seema.

“I’ll tell you the whole story... but first call the police,” said the man.

The police arrived in no time. The man they had freed was a police officer in plain clothes. He was following a gang of smugglers who had caught him and tied him up. Before that, he had managed to write HELP on a piece of paper and had thrown it, hoping that someone would find it.

“They were going to kill me, but thanks to you. I’m safe. We will now go and catch the smugglers,” said the man.

“What an adventure! Wait till I tell my friends about it,” said Seema.

“They’ll never believe us!” said Arun.

“That’s enough, children. It is time for lunch!” said Granny.

Glossary

ruins (n):	collapsed and decayed buildings
explore (v):	to search or travel through
crumbling (v):	breaking / cracking into pieces

passage (n):	a long narrow way through
gag (n):	a piece of cloth put in a person's mouth to prevent him from speaking
smugglers (n):	persons involved in moving goods illegally in or out of a country
pant (v):	breathe with short quick breaths
gang (n):	an organized group of criminals

How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

I. Answer the following questions:

1. What kind of a town was Vishnupur?
2. What did Seema find? Where was the secret passage?
3. How did the children know that someone was in trouble?
4. What do you think is the turning point in the story? Give reasons.
5. What would have happened if the police had not arrived on time?
6. Do you think the children took a risk? If so, what could it be?
7. "When in danger, I can observe, assess, and then act/ask for help". Do you think the children were aware of this safety tip?

II. Write whether the following statements are TRUE or FALSE. Correct the false statements.

1. The man whom the children found near the secret passage was a smuggler. []
2. The man advised the children not to call the police. []
3. Seema and Arun rescued the man from danger. []
4. The children ran back to their grandparent's house with the man. []
5. The children are not brave. []

III. Tick the correct answer for the following questions:

1. Seema and Arun went to Vishnupur on...
 (a) a study tour. (b) a vacation. (c) an adventure.
2. At the entrance to the cave, Seema found...
 (a) Arun (b) a piece of paper (c) a man

3. The man Seema and Arun helped was...

(a) their uncle.

(b) a smuggler.

(c) a police officer.

Vocabulary

I. Read the following:

He was following a **gang** of smugglers who had caught him and tied him up.

The word **gang** is a group noun. Here it refers to an organized group of criminals.

Match the group nouns in Column A with what they refer to in Column B

A		B
mob		1. a number of players
board		2. a number of people listening to a concert or lecture
troupe		3. a number of judges
army		4. people collected without any specific purpose
bench		5. some people gathered for destructive purpose
crowd		6. a number of people watching a match or something else
audience		7. a number of directors of a company
team		8. a number of soldiers
spectators		9. a number of artists, dancers, acrobats

II. Read the following :

They particularly loved going for walks and spent hours exploring the old temple in a fort nearby. Sometimes they pretended to be rulers of an ancient kingdom. At other times, they played hide-and-seek.

The underlined words in the above paragraph are “verbs.” Look at the nouns corresponding to these verbs.

Verbs

loved

pretended

Nouns

love

pretension

Verbs

exploring

played

Nouns

explore

play

Supply the noun forms of the verbs underlined in the following sentences.

The first one has been done for you.

1. I don't know what you are thinking about.

I don't know what your thoughts are.

2. I saw an old man who was begging in the street.
I saw an old _____ in the street.
3. It is not possible to succeed without hard work.
_____ without hard work is not possible.
4. You are not allowed to enter the theatre without a ticket .
Without a ticket your _____ into the theatre is not allowed.
5. I have corrected all your homework.
I have made all _____ in your homework.
6. Vishnumurthy knows everything. I wonder how he acquired that much _____.

Grammar

Read the following sentences from the story ‘An Adventure’.

“Children, it is time for lunch!” said Granny. When the actual words spoken by a person are placed within the inverted commas like this, it is called **direct speech**.

When the words of a speaker are told by another speaker as shown below, it is called **Indirect Speech (Reported Speech)**. Granny told the children that it was time for lunch.

Notice how the verb changes and how different connectors are added.

Direct Speech : Ram said to Sita, “I like swimming.”

Indirect Speech : Ram **told** Sita **that** he liked swimming.

The change in pronoun is based on the person of the subject and object in direct speech.

Direct Speech : Ram said to Sita, “I like swimming but Gopal likes badminton.”

Indirect Speech : Ram told Sita that **he** liked swimming but **Gopal** liked badminton.

Change of tense: If the verb in the reporting clause is in the present tense, the verb between the quotes will remain unchanged.

Direct Speech : Ram says to Sita, “I like laddu.”

Indirect Speech : Ram tells Sita that he likes laddu. (present)

Direct Speech : They will again say, “We want more marks.”(future)

Indirect Speech: They will again say that they want more marks.

If the verb in the reporting clause is in the past tense, the verb between the quotes will also be in the past tense.

Direct Speech : Ram said to Sita, "I like swimming".

Indirect Speech: Ram told Sita that he liked swimming.

An exception to this past tense rule is when the reported clause is a universal truth or a scientific fact.

Direct Speech : Ram said, "**Wood floats on water.**"

Indirect Speech: Ram said that **wood floats on water.**

Now change the following into Indirect Speech / Reported Speech.

1. "Sindhu is my daughter," said Ramakrishna Reddy.
2. "I'll catch you in a minute," replied Seema.
3. "Shyam has eaten my chocolate," says Arun.
4. "The smugglers will be back," the man said.
5. Seema will say, "It is a wonderful adventure!"

Editing:

Read the following passage. There is an error in each sentence. Identify and edit it.

One day a group of hunter trapped the lion. The poor lion roared to help. The mouse heard the cries and come there. It cut the net with its sharp teeth. The lion came out but they became good friends.

Writing

- I. If you were Seema, how would you narrate your adventure to your classmates? Write a paragraph about your adventure.**

How well did I write the narrative?

Fill in the boxes using yes/ somewhat/ no.	
I was able to narrate well.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

II. Prepare a poster showing dos & don'ts of road safety to prevent accidents.

How well did I prepare the poster?

Fill in the boxes using yes/ somewhat/ no.	
I used apt words.	
I used a good lay out.	
I was able to convey the message through my poster	
I used proper punctuation marks.	

How well did I edit my work?

Fill in the boxes using yes/ somewhat/ no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

Study skills

Read the following passage about the origin of the Bravery Awards and the courageous children who displayed their bravery at different situations.

The origin of the Bravery Award dates back to 2 October 1957. When India's first Prime minister, Jawaharlal Nehru, was watching a performance at Delhi's Ramlila grounds, at the Red Fort, a fire broke out in a shamiana (decorated tent) due to a short-circuit. Then Harish Chandra, a 14-year old scout, promptly took out his knife, and ripped open the burning shamiana, saving the lives of hundreds of trapped people. This incident inspired Pandit Nehru to initiate the awards. He asked the authorities to constitute an award to honour brave children from all over the country, and the tradition has continued since then. Harish Chandra became the first recipient of the award. In 2001, a commemorative book titled "Brave Hearts" was released featuring winners of the National Bravery Awards.

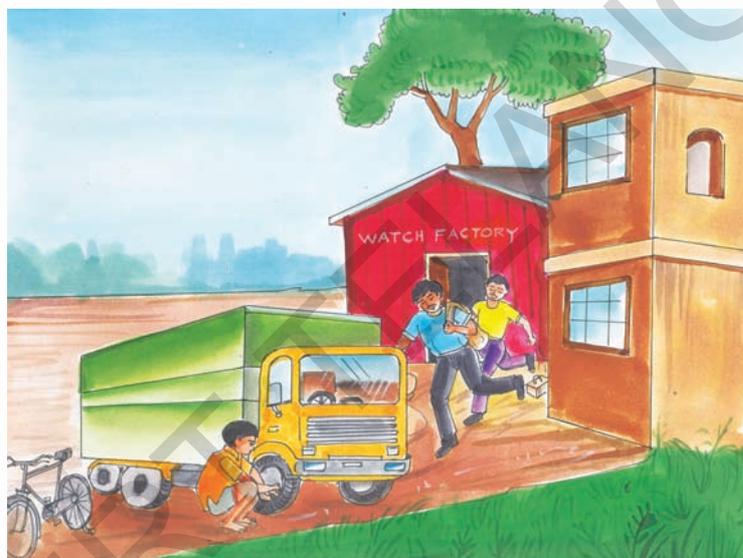
The 2008 Bravery Awards were given by the Vice-President, Mohammad Hamid Ansari instead of the Prime Minister. For the first time the real name of a 2008 award winner, 12-year-old Balloon seller, "Rahul" was withheld, as he had identified the men who planted bombs on Barakhamba Road in New Delhi, during 13 September 2008 Delhi bombings. He helped the police make sketches of the suspects. Amongst 21 bravery awards for 2009, two posthumous awards are included. These are the awards given to three girls, Rekha Kalindi (11), Sunita Mahato(11), and Afsana Khatun(12), who revolted against child marriage.

Work in groups. Transfer the information given above into a table. The following questions help you in deciding on what should go into the table.

- Who received the award?
- What are his/her personal details?
- When was it received?
- Who gave the award?
- What was the act of bravery?
- Also, include the details of the latest bravery awards.

Listening and Speaking

- I. Your teacher will read the story “To Catch Some Thieves.” Listen carefully and answer the following questions:**



1. What did Ali do to get home soon?
 2. Whom did Ali see from behind the tree?
 3. “Ah! These watches will get us a lot of money for the coming year.” Who said this? Who did Ali think they were?
 4. How did Ali feel, when he was taken in a police car with the siren on?
 5. What was the uncle’s gift to Ali on the New Year’s Day?
 6. Do you think Ali was a brave boy? Give your reasons.
 7. Explain how Ali followed the "Observe, Assess, Act" rule?
- II. Collect a news item involving an adventure from newspapers and speak about it in your group. Focus on what, where, when and how.**

B. Reading (Poem)

The Naughty Boy

There was a naughty boy,
And a naughty boy was he,
He ran away to Scotland,
The people there to see.
There he found
That the ground
Was as hard,
That a yard
Was as long,
That a song
Was as merry,
That a cherry
Was as red,
That lead
Was as weighty,
That fourscore
Was as eighty,
That a door
Was as wooden
As in England.
So he stood in his shoes
And he wondered.
He wondered,
He stood in his shoes
And he wondered.

- John Keats



How well did I read the poem?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the poem.	
I got the idea of the poem on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the poem.	
I used the illustration to understand the poem.	

I. Answer the following questions:

1. In the above poem ‘as hard (as)’ is a simile. Pick out other similes from the poem.
2. Find out the rhyming words from the poem. One is done for you.

found – ground

.....
.....
.....
.....

3. Why is the boy called naughty?
4. What did he find out in Scotland?
5. What did the boy wonder about?
6. What do you like about the boy?
7. What do you understand by “he stood in his shoes?”
8. Which lines are repeated? Why? What was its effect on the poem?
9. What was the boy’s opinion about Scotland before and after visiting it?
10. What do you think about countries or places you have never been to? which things there do you expect to be different? Talk about them in your group.

Project

- I. Collect an adventurous story and present it to the class. Display the story on the wall magazine.

Tanaji Malusare

This is a story from Maharashtra. A very inspiring story of a brave warrior. Tanaji Malusare was the name of the warrior. Perhaps no episode in Maratha history has moved the hearts of people as deeply as the death of Tanaji Malusare- the conqueror of Sinhagad (the Lion's Fort).



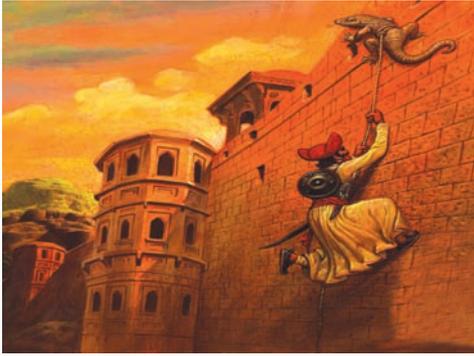
This story is known to every Maratha child through the ballad of Sinhagadh. The Sinhagadh fort was one of the 23 forts surrendered to the Mughals as per the Purandar treaty. This act of surrender hurt the feelings of Marathas. There was fire in the hearts of Marathas. That fire would never subside till they take revenge.

One morning, says the ballad of Sinhagad, Jijabai, Shivaji's mother was looking out of the window of Pratapgadh. She saw in the distance the majestic monument —Sinhagadh, the Lion Fort. She wanted Shivaji to win back the fort from the Mughals. But Shivaji thought that it was an impossible task. He knew that there was one man who can do this. And, that was none other than Tanaji. He sent for Tanaji. But when Tanaji came, Shivaji did not have the heart to tell his dear comrade why he had been summoned. His mother Jijabai told him the nature of his mission.

The lion-hearted Tanaji promised either to accomplish it or die in the process. He set out at night and marched towards the fortress with his men. He reached the fortress secretly on a cold, clear and moonless night - in February 1670.

He had taken with him Shivaji's favourite **ghorpad (Udumu)** or lizard to assist in scaling the fort wall. A rope was tied to the waist of the lizard. The lizard refused to follow the order and climb the fort as it noticed a danger in climbing the fort. Tanaji expressed his anger. The lizard obeyed his order. It was terrified and scaled the hill top which helped the Marathas to go up the cliff.

Some soldiers reached the top. The guards in the fort detected their arrival. The sentries were swiftly killed by the Marathas. But the clash of arms thoroughly roused the garrison. Tanaji faced a serious problem. Many soldiers of his troops were still at the bottom of the fort. Even then, he had to challenge the enemy that greatly outnumbered his troops. He has



already made up his mind, and he ordered his troops to launch the attack. The fight proceeded. Tanaji lost many men, but his men caused heavy losses on the Moghul forces.

Tanaji repeatedly sang to keep the spirits of his soldiers high. After some hours, the Moghul commander Uday Bhan was engaged in a fight with Tanaji. The odds were against the Maratha. The long night march, the anxiety of the mission, scaling the fort and the vigorous fight Tanaji had already been engaged in before, had made him weak completely. Hence, after a lengthy fight, Tanaji fell, never to get up.

However, the fight continued under the leadership of Suryaji, Tanaji's brother. The soldiers who were at the bottom of the fort reached the fort and continued fighting. The Mughals bit the dust. The Maratha soldiers brought the fort under their control. It was a great victory for the Marathas! But there was no mood of joy of victory in their camp. The news of the victory reached Shivaji. He rushed to the fort eagerly to congratulate Tanaji. To his shock, he saw the brave Tanaji lifeless. The Ballad of Sinhagad describes the grief as such:

Twelve days the king wept over him for the great love that he bore him. The sorrow of Jijabai was also described: The scarf removed, she saw his face, No worthier chief of the race, it was thus she wailed and drew a sword, before the armies of his Lord: "Shivaji son and king today, Your right hand has been chopped away". When Shivaji learned of his friend's death, he remarked "*Gad ala pan Sinha gela*".

It meant- "**We have gained the fort, but lost the lion.**"

Glossary

ballad (<i>n</i>)	:	a narrative song/poem of popular origin
comrade (<i>n</i>)	:	companion, fellow, associate
summoned (<i>v</i>)	:	asked to come
scarf (<i>n</i>)	:	a garment worn around the head or neck or shoulders

Answer the following questions:

1. How did Shivaji feel when he saw the dead body of his dear friend, 'Tanaji'?
2. Describe Tanaji's adventure in gaining Sinhagad fort?

