

## 4

## The Hero of Haarlem



## Warm up

Look closely at the two pictures, and spot four differences and circle them.



Haarlem is a city in the **Netherlands**. Netherlands means 'low countries'. The ground there is lower than the level of the sea. The people build **dykes** all around the country to prevent the sea water from rushing in. These walls are very important for the safety of the people. Let's read a story about a boy from Haarlem who spotted something that did not look right ...



Many long years ago, in the city of Haarlem, there lived a very kind boy named Hans. Hans' father was in charge of taking care of the dykes, or the stone walls that kept the sea water from rushing into Haarlem and washing it away.

What was the work that Hans' father did? Why was it important?



**Netherlands:** a country in Western Europe  
**dykes:** great, thick walls as wide as roads

One day, Hans' father went on a trip. Since he usually spent his holidays watching his father care for the dykes, Hans had nothing to do.

"I'm going to bake some bread and a few cakes," said Hans' mother. "Why don't you take some to old Mr Jansen this afternoon?"

Hans happily agreed even though it was a rainy day.

Mr Jansen was an **elderly** man whose eyesight was failing. He had no family to care for him and he lived alone with his pet dog, Alfons. Hans' mother often helped him with his household **chores**.

Why did Hans' mother help Mr Jansen?  
Do you also know somebody like Mr Jansen who could use your help?

In the afternoon, Hans' mother packed a basket of cake and bread for Mr Jansen. "We will have dinner at six o'clock so come back before that," she said as she gave Hans the basket. "I won't be late," replied Hans.

It was a long walk to Mr Jansen's house. He lived at the edge of the town, close to the dykes. The spring rain had been much heavier than usual, pouring down hard, each day and night. While the wind turned the windmills, and the rain watered the tulips, the **strained** and **swollen** dykes kept filling, worrying Hans as he passed. The hard rain **pelted** him and the **piercing** cold wind stung his cheeks, but he **pressed on**, keeping his head down, **hunching** his shoulders and pulling his coat tight about him.

"Who will take care of the dykes if something goes wrong while Father is away?" wondered Hans.

Hans reached Mr Jansen's house with the basket of **goodies**. Mr Jansen was delighted that Hans had come to visit him. "Sit down, my lad," the old man said.

Mr Jansen enjoyed telling Hans stories about how things were long ago and the boy loved to listen to him. The old man and the boy talked and talked. They shared the cake and bread. Minutes turned into hours. Suddenly Hans looked at the clock.

"It's past six o'clock!" he exclaimed. "I won't reach in time for dinner! Mother will be waiting for me!"

Hans quickly said good night to Mr Jansen and began the long walk home. His wooden shoes clicked and clacked against the wet and muddy brick road. The rain had not **let up**. The street was empty. Everyone had gone home, taking shelter from the cold rain.

**elderly**: polite word for old      **chores**: tasks that you do regularly      **strained**: showing the effects of pressure  
**swollen**: larger than usual      **pelted**: fell very heavily      **piercing**: (of the wind or cold) very strong and feeling as if it can pass through your clothes and skin  
**pressed on**: (here) continued to walk      **hunching**: bending the top part of the body forward while raising the shoulders and head      **goodies**: things that are very nice to eat      **let up**: reduced in strength

Hans was thinking about a warm dinner and a cosy bed when he passed one of the many dykes. Something did not look right. Hans **crept** closer to the dyke to see. There, in the middle of the high stone wall, in between the stone blocks, was a small hole. From the hole **seeped** a thin trickle of water. While Hans knew that the dripping water looked harmless, he also knew that the water building up behind the great wall would push at the tiny hole until it became bigger and bigger. Soon it would let the water come rushing through, washing away the town.



“Help!” Hans called out. “Someone help me! The dyke is going to burst!” But the wind **drowned out** Hans’ cries. He was sure nobody had heard him. There would be no help.

Hans knew he had to think fast and do something quickly. “I will **plug** the hole with my hand,” he decided and he pushed his fist in the hole. The water stopped **trickling**.

The rain kept pelting and the wind continued to **swirl**. But still Hans kept his fist plugged in the hole. He knew that in order to save his town, he could not let the water break through the dyke.

Then suddenly, standing before him was Mr Jansen who had come out to walk Alfons. “Hans!” he cried. “What are you doing here?”

“There is a leak in the dyke!” cried Hans. “Please hurry and get help!” Mr Jansen immediately got help. Soon, a group of people came and repaired the dyke. “My lad,” said Mr Jansen, “first I’ll take you home and then I’ll tell everyone of the boy who saved the town!”

*Adapted*

**Mary Mapes Dodge** (1831–1905) was the author of many stories for children. Her best known novel is *Hans Brinker; or, the Silver Skates: A Story of Life in Holland* from which this excerpt has been taken.



**crept:** moved slowly and carefully so loud that other sounds couldn't be heard over it  
**trickling:** flowing slowly in a thin line

**seeped:** flowed slowly and in a small quantity  
**swirl:** move around quickly in a circle

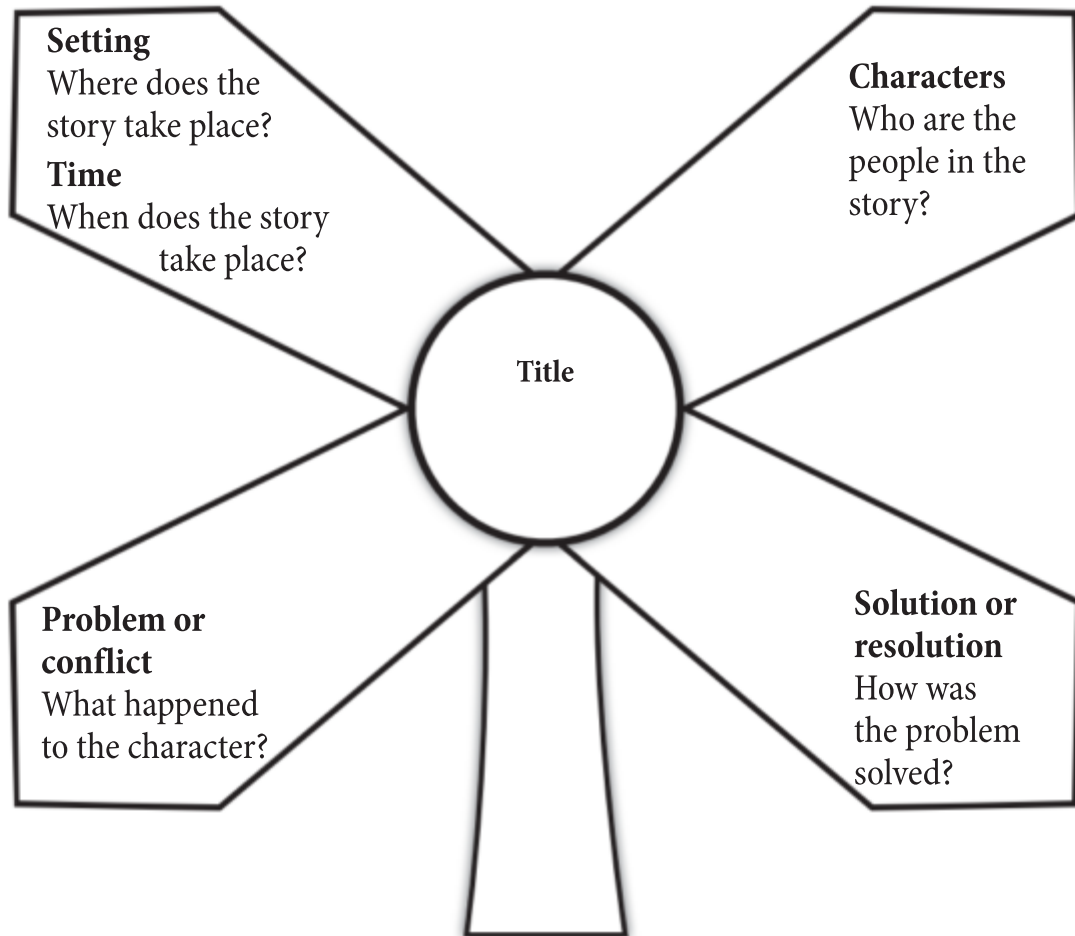
**drowned out:** made a sound so loud that other sounds couldn't be heard over it  
**plug:** to fill a hole with something that fits tightly into it



# Make connections

## Map the story

Draw up a story map like the one below and fill it in based on the story you just read.



## Deep dive

Answer the following questions with reference to context.

- While the wind turned the windmills, and the rain watered the tulips, the strained and swollen dykes kept filling, worrying Hans as he passed.

### RECALL

- Where was Hans going?
- What was he worried about?

### INFER

- Apart from the dykes, which two other things mentioned in these lines tell us where the story is set?

### ANALYSE

- How is the setting of the story tied to the plot?

2. *The rain kept pelting and the wind continued to swirl. But still Hans kept his fist plugged in the hole. He knew that in order to save his town, he could not let the water break through the dyke.*

### RECALL

- a. How did Hans discover the leak in the dyke?

### INFER

- b. Which quality or trait in Hans' character is brought out by these lines?

### ANALYSE

- c. What do you think motivated Hans to act in this manner?

## Read, reflect and write

1. List the words and phrases from the story that describe the weather.
2. Why do you think Mr Jansen was always very happy when Hans came to visit?
3. Do you think 'The Hero of Haarlem' is a good title for this story? Give a reason to support your answer. Suggest another suitable title for the story.

## Integrate

Windmills use wind energy. Wind energy is renewable because there is always wind on earth and we are not using the wind up. It is also clean energy as it does not cause pollution. Make a model of a windmill. What would you use wind energy for? Share your ideas with the class.

## Word wall



## Crossword

In this section, we will:

- solve a crossword.
- learn about the different genres and how to identify them. (C-4.1, 4.2)

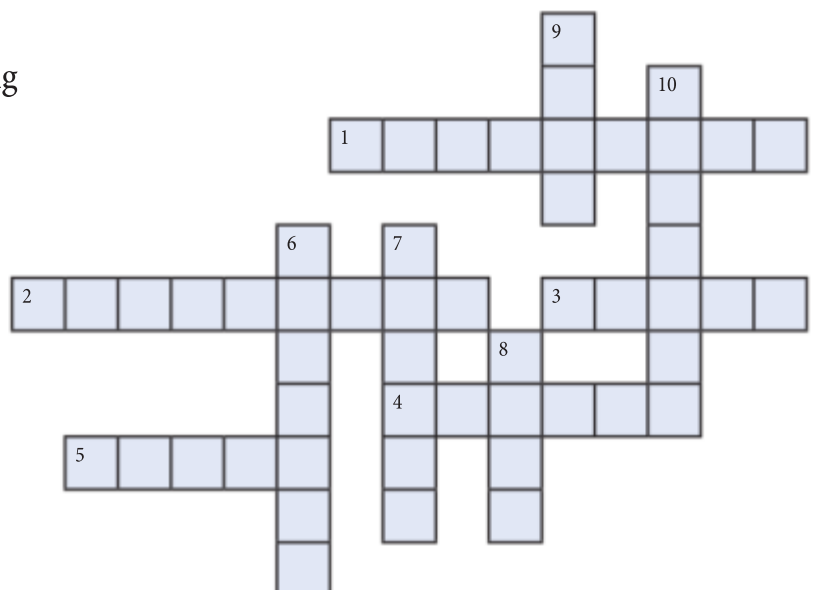
Use the clues to solve the crossword. The words are all from the story.

### ACROSS

1. Time between morning and evening
2. Very pleased
3. Movement in a spiral pattern
4. Flowers that grow from bulbs
5. Break open

### DOWN

6. Protection, shield
7. Dropped fast and hard
8. Fit tightly into a hole
9. Opposite of cool
10. Treats



## Genre

Mr Jansen loved telling stories. Stories can be classified into different **genres** or categories.

A **genre** is a style or category of art, music or literature.

Here is an exercise that describes the different types of stories. Choose the correct genre from the box to complete the chart. One has been done for you.

mystery    fable    folktale    autobiography    fairy tale    science fiction    adventure

Genres	
<u>folktale</u> a short story that has been passed down from generation to generation	 a story about magical people, places and animals
 a short moral story, usually with animals as characters	 a story of a real person's life written by the person
 a story in which exciting, even dangerous things happen to the characters	 a suspense-filled story about a puzzling event that is not solved until the end of the story
 a story that uses descriptions of science and technology—often set in the future; it may include robots, aliens and time machines	

## Grammar time



In this section, we will:

- learn about future time and the future continuous tense. (C-3.4)

### Future time

Read these sentences.

- I am **going to** bake some bread and cake.
- I **will plug** the hole with my hand.

These sentences are about actions that have not yet happened. They tell us about an action in the **future**.

There are two ways in which we talk about the future.









## will

- **probably** – will most likely happen, no evidence  
I think it **will** rain.
- **decided at the time of speaking**  
I **will** plug the hole in the dyke.
- For promises, predictions **not** based on facts  
I **won't** be late.  
I **will** be an astronaut one day.

## going to

- **certainly** – based on facts or evidence  
Look at the grey clouds! It is **going to** rain!
- **planned in advance**  
I am **going to** bake a cake tomorrow.
- For predictions **based on facts**  
Sunita Williams is at the Space Station.  
She is **going to** take a spacewalk.

1. The pictures below show what the astronaut is going to do this weekend. Write her routine in order of the pictures. For example: The astronaut is going to wake up at 6.00 a.m.

 Alarm clock	 Breakfast	 Maintenance work	 Exercise
 Lunch	 Workstation	 Guitar	 Bed

2. What will you do? Respond using the future time.

- You see someone littering in the park.
- You hear a tap dripping.
- You see an empty classroom but the fans are switched on.
- You buy groceries but you do not want to use a plastic bag.

3. Fill in the blanks using **will + verb**.

- I'm feeling hot. I \_\_\_\_\_ the fan.
- Are you going to the library? We \_\_\_\_\_ with you.
- He is late. We \_\_\_\_\_ not \_\_\_\_\_ for him.

I will = I'll  
you will = you'll  
she will = she'll  
he will = he'll  
we will = we'll  
they will = they'll  
will + not = won't

## Future continuous

Read these sentences.

We **will have** dinner at six o'clock.

We **will be having** dinner at six o'clock.

Why are these sentences different? Look at the chart to find out.

### ANCHOR CHART

#### Future time

We **will have** dinner at six o'clock.



We will **begin** eating  
**at** 6 o'clock.

This sentence tells us that  
dinner has **not yet happened**.  
It will begin at six o'clock.

#### Future continuous time

We **will be having** dinner at six o'clock.



We will begin eating  
**before** 6 o'clock.

We will **still** be  
eating at 6 o'clock.

This sentence tells us that dinner  
will begin earlier than six o'clock,  
but **will continue to happen** at  
six o'clock.

The **future continuous** expresses an **ongoing action**—an action that will  
be happening in the future.

**Future continuous form:** will be + verb -ing

### 1. Can you spot the sentences that show ongoing action in the future? Put a tick against them.

- a. We will drive to school tomorrow.  
We will be driving to school at eight o'clock.
- b. We will play when the recess bell rings.  
We will be playing during recess.



### 2. Complete these sentences to show what you will be doing at these times.

- a. I will be \_\_\_\_\_ at five o'clock this evening.
- b. I will be \_\_\_\_\_ at nine o'clock tonight.
- c. I will be \_\_\_\_\_ at midnight.



# Pronunciation



## Syllable pyramid

You have learnt that words are made of one or more syllables. Some words are short. They have only one syllable.

**Example:** cat

Some are longer. They have two syllables.

**Example:** ti/ger

Some others are still longer and have three or more syllables.

**Example:** chim/pan/zee

So from the examples above we have an animal word pyramid.

CAT

TIGER

CHIMPANZEE

Now build syllable pyramids on any one of the following topics.

animals

clothing

classroom

food



# Write well



## Writing a letter

Imagine that you are Hans and that your grandparents live in Amsterdam. Use the template below and write a letter in your notebook addressed to your grandparents describing the adventure you had on the evening that you saved the town.

Salutation: → Dear \_\_\_\_\_, (your friend's name)

Introductory sentences → [ ]

Body → [ ]

Concluding sentences → [ ]

12, Shiuli Road,

Green Park,

Pune.

16<sup>th</sup> June 20XX

Yours affectionately

Juhi

→ Your address

→ Date

→ Closing

→ Your name





# Listen and speak well



1. Hans' cousins will visit him in May. Listen to Hans' plans for the things that they will do together. Then match the columns.

A	B
a. Teyler's museum	i. to Adriann windmill
b. Grote market	ii. to watch boats and steamers
c. Flower parade	iii. to see Dutch paintings
d. Canal walk	iv. to watch the floats
e. Bridge over the Spaarne river	v. to buy wooden clogs

2. Imagine that your cousins live in another city and are coming to visit you. Take turns in sharing what you would do if they came to your village, town or city.

Amazing _____ (name of place)			
			
Places to visit	Local food	Local festivals, art and craft	Activities you can do