

Unit 5

Adventure

Reading A :	Swiss Family Robinson
Reading B :	Sumba's Adventure
Reading C :	Adventures of Ibn Battuta



Adventure

Pre-reading

Look at the picture given below.



Work in groups

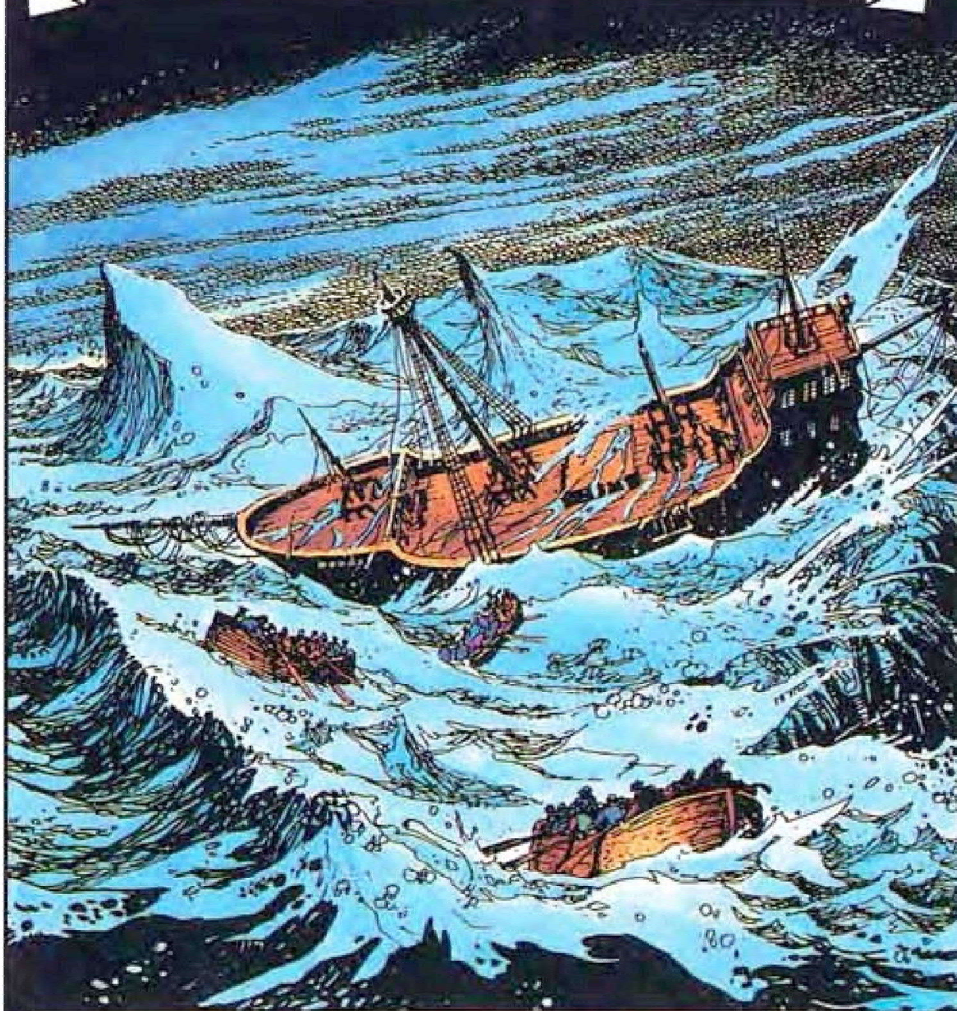
1. What does this picture suggest?
2. Which of the following activities are examples of 'adventure'?
 - playing cricket
 - visiting a lonely place
 - meeting an alien
 - climbing a mountain
 - racing a car or bike
 - going deep inside a forest
 - swimming
 - going to school

Swiss Family Robinson



SH5H4N

For a week our ship had been caught in a terrible storm. The crew was worn out. In the cabin where I prayed with my family, we heard a cry of “Land! Land!” and felt the ship strike something. I rushed to the deck.



There, I saw the last boat push off, loaded with sailors. “Wait!” I cried, “What of my family?” But they rowed away and never looked back.

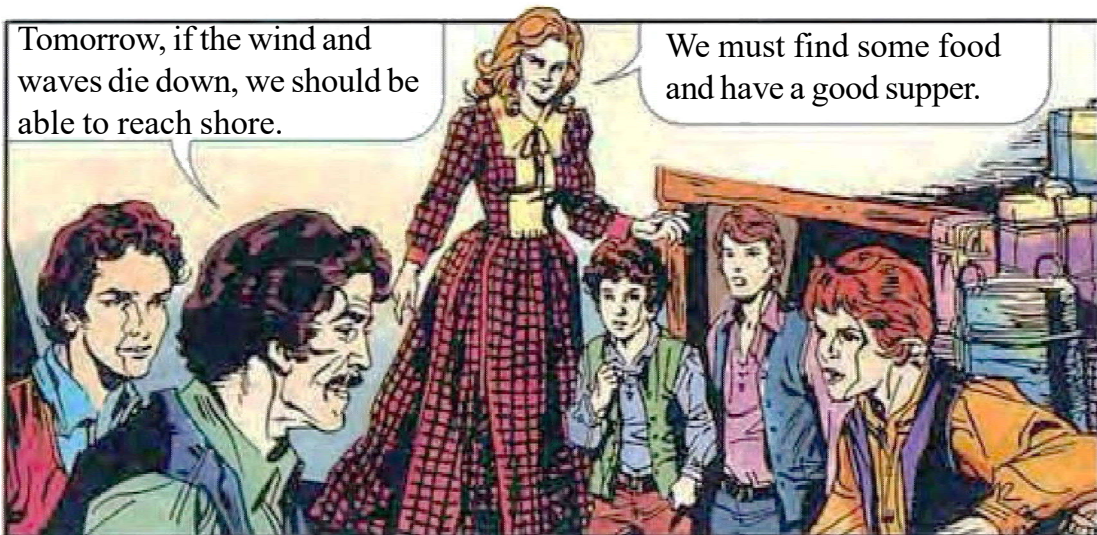
I returned to my family, trying to hide my fears.

Be brave, my dear ones! Our good ship is placed so that our cabin will stay above water. There is land in sight.



Tomorrow, if the wind and waves die down, we should be able to reach shore.

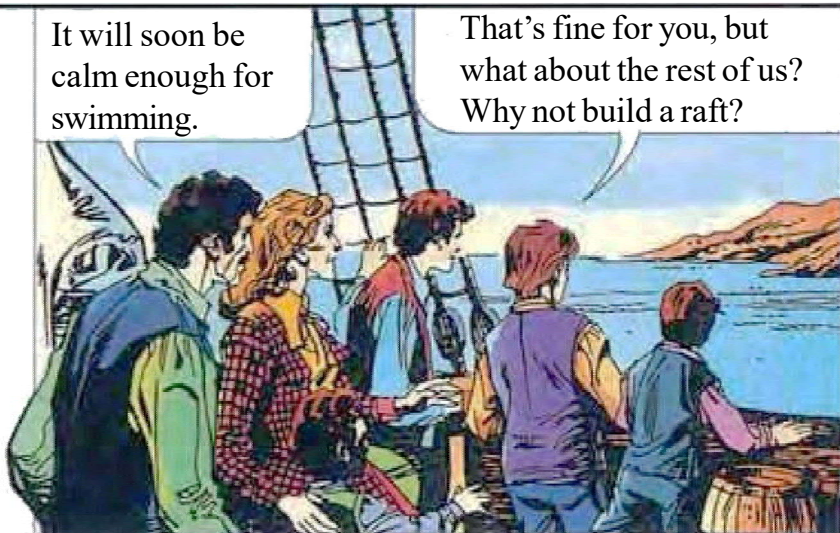
We must find some food and have a good supper.

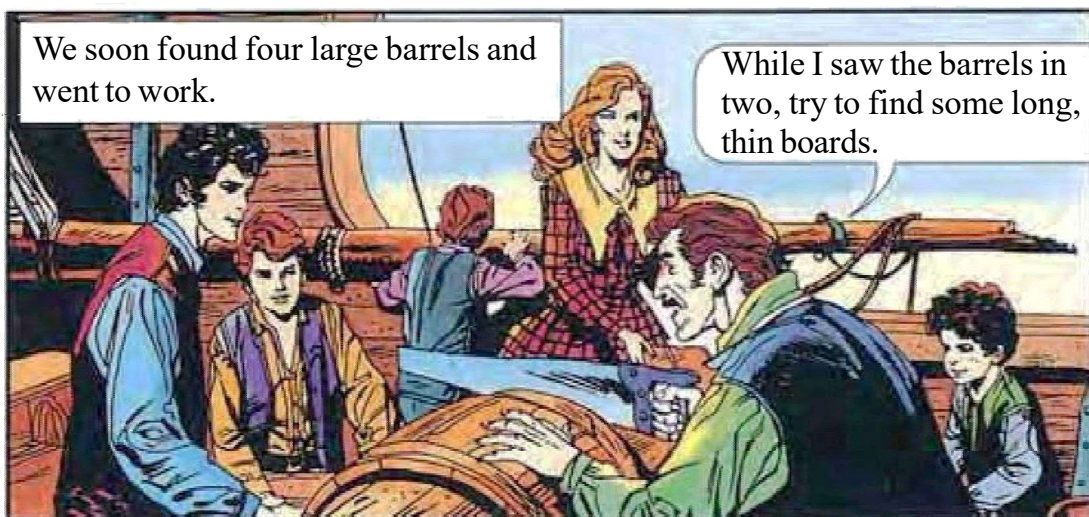
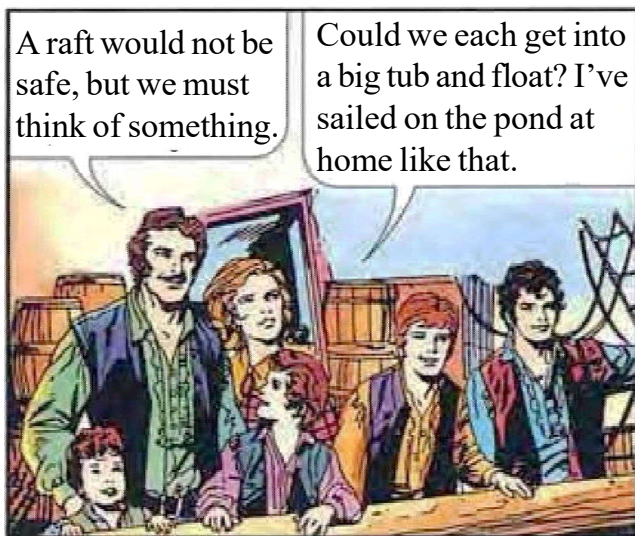


After a meal, the children slept soundly through the night. At dawn we were thankful to see blue sky above us. We stood together on the deck.

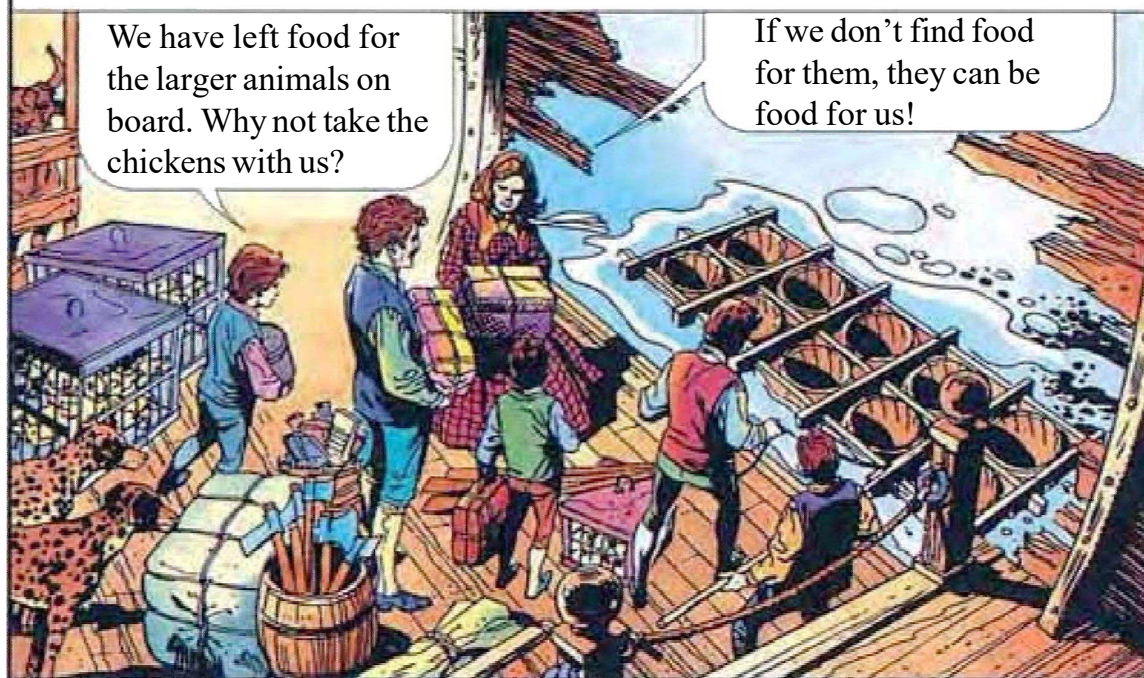
It will soon be calm enough for swimming.

That's fine for you, but what about the rest of us? Why not build a raft?

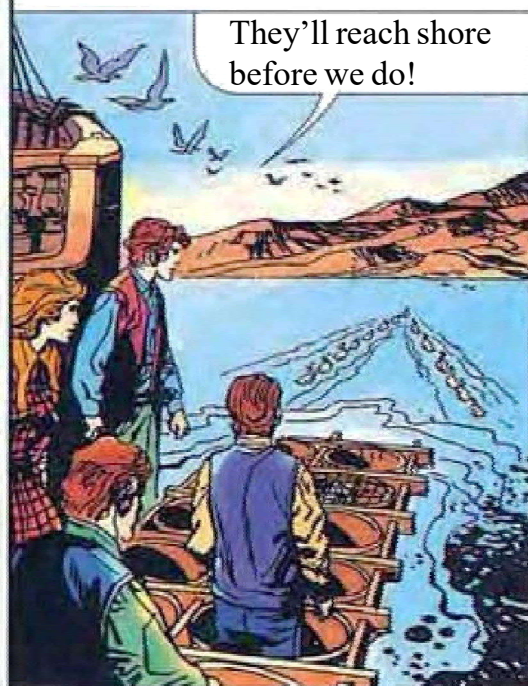




The next morning we got together all the supplies we could carry and made ready to set out. Many useful things had to be left behind at this time.



We freed the ducks, geese, and pigeons.



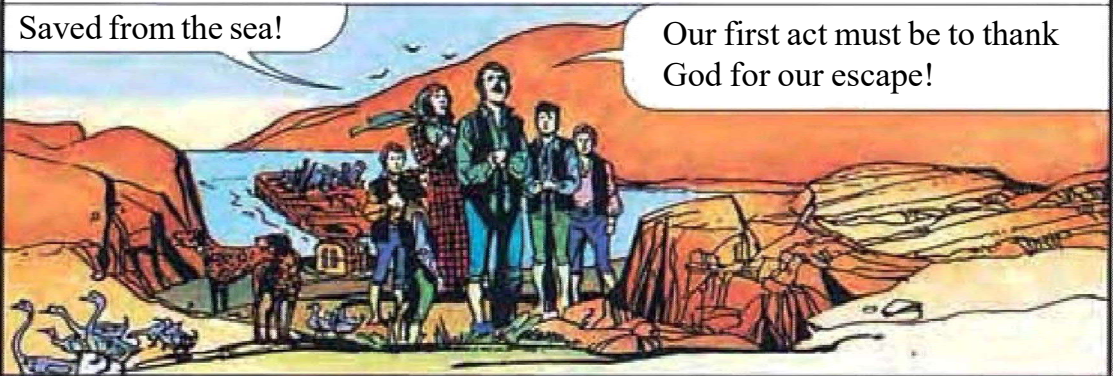
Hoping for the best, we set off.



We followed the ducks through a small opening in the rocks where a stream flowed into the sea. We were in a small bay from which we were able to land.

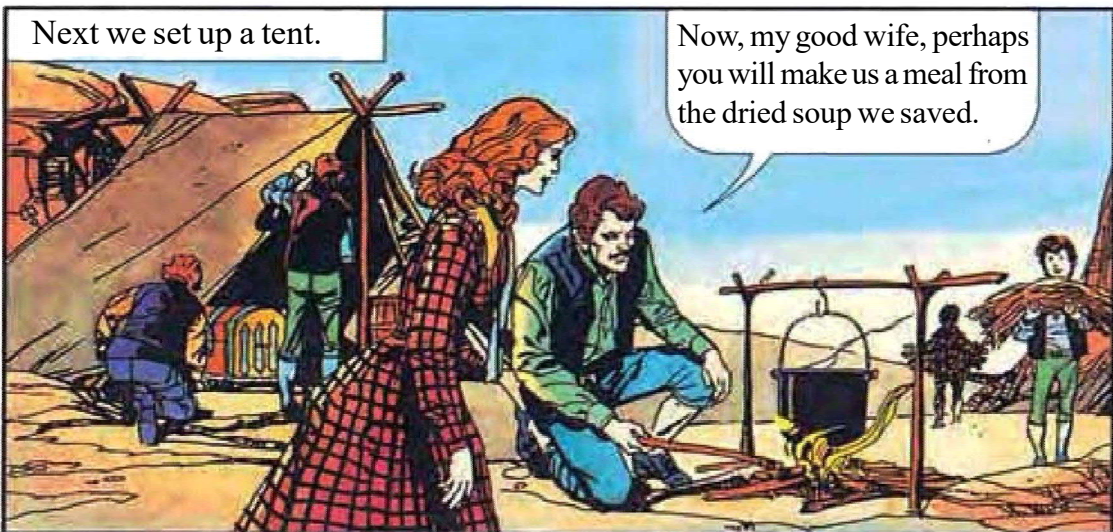
Saved from the sea!

Our first act must be to thank God for our escape!



Next we set up a tent.

Now, my good wife, perhaps you will make us a meal from the dried soup we saved.

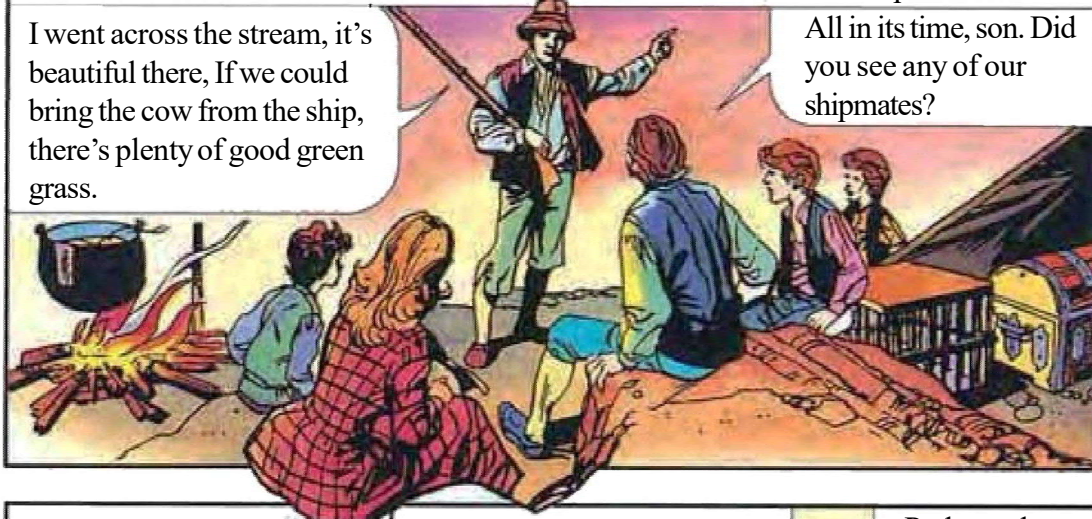


After hardwork and a good meal, we all slept soundly at night.

Next morning, Mrs. Robinson cooked us a breakfast of bread and soup. Then Fritz went to look around the island. He returned and made his report.

I went across the stream, it's beautiful there, If we could bring the cow from the ship, there's plenty of good green grass.

All in its time, son. Did you see any of our shipmates?



Not a sign. But the shore is full of things we can use from the wreck.



Dinner is ready, but how are we to eat? No plates and - spoons - and we can't lift the pot.

Perhaps clam shells would do?

A fine idea!



Quickly, we found some shells and cleaned them. Soon we were dipping into our dinner.



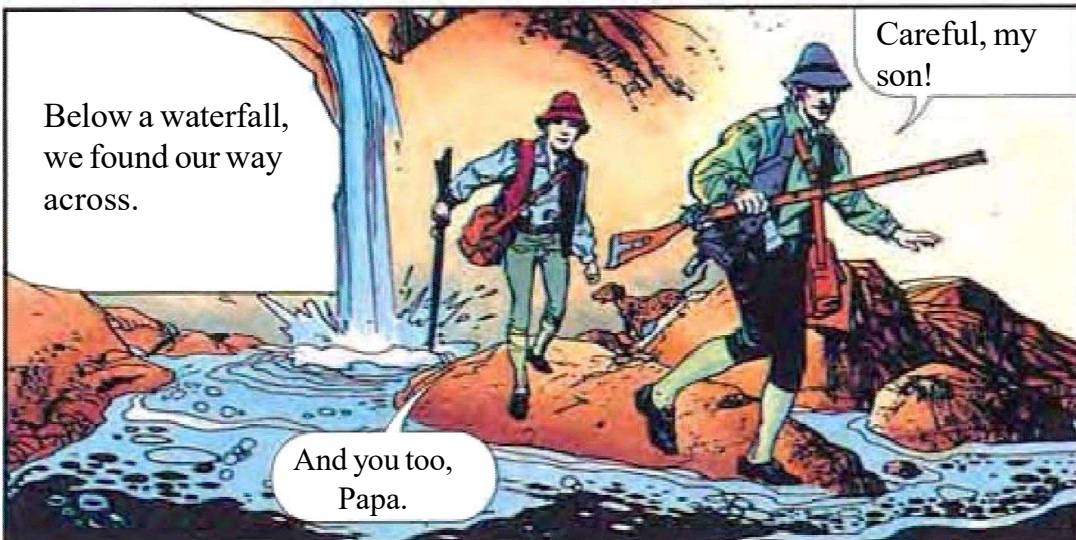
We will take one of the dogs. The other will stay here to keep you safe.



Below a waterfall, we found our way across.

Careful, my son!

And you too, Papa.

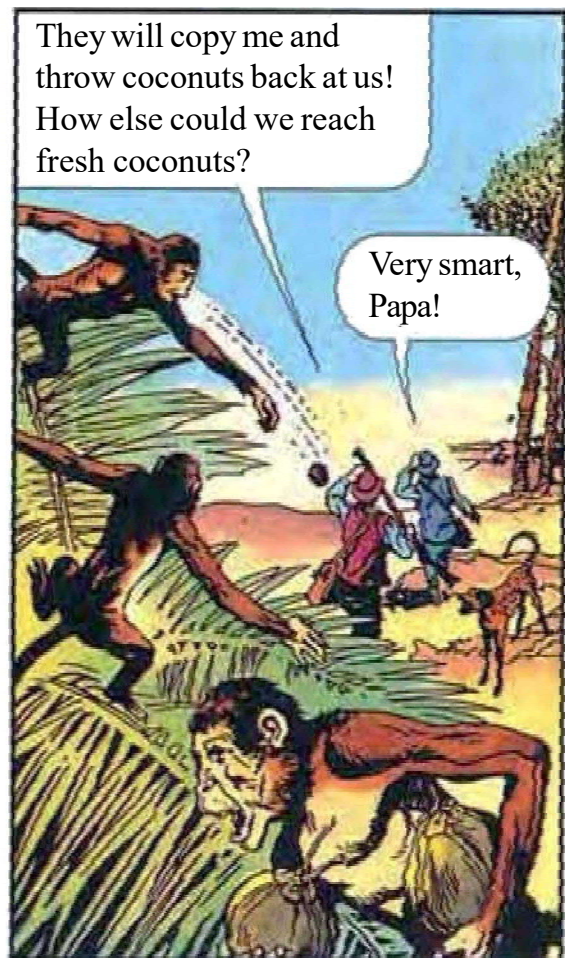
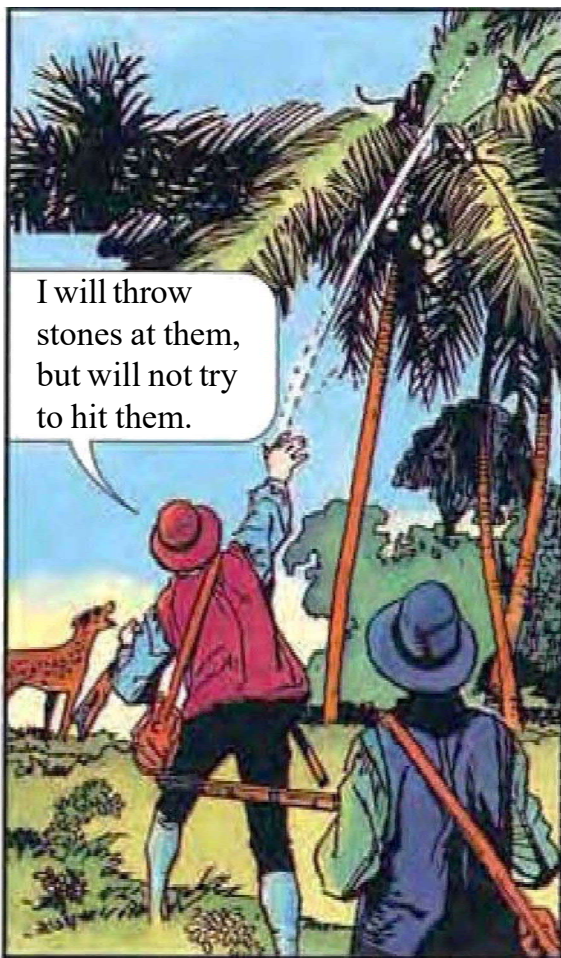
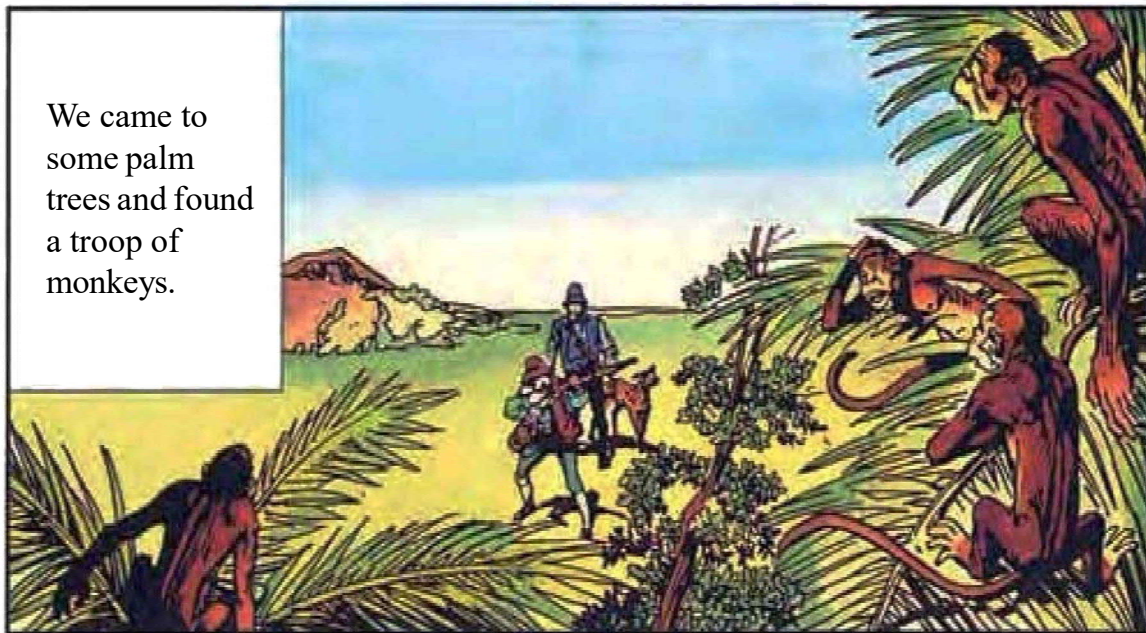


We pushed on for three hours through country with many trees. We cut our way through a patch of reeds.

Oh, Papa, this must be sugarcane! How good the juice tastes! Let's take some back for the others.

Of course, Fritz!

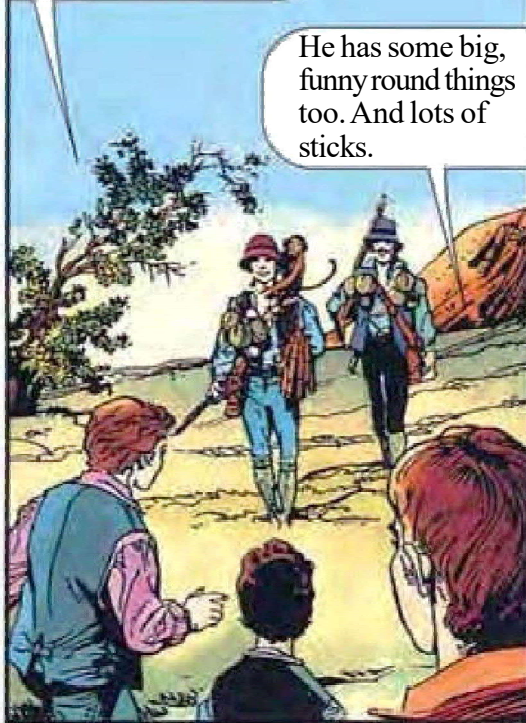




We returned home with our finds to a happy family.

Look! A monkey!
Where did Fritz find him?

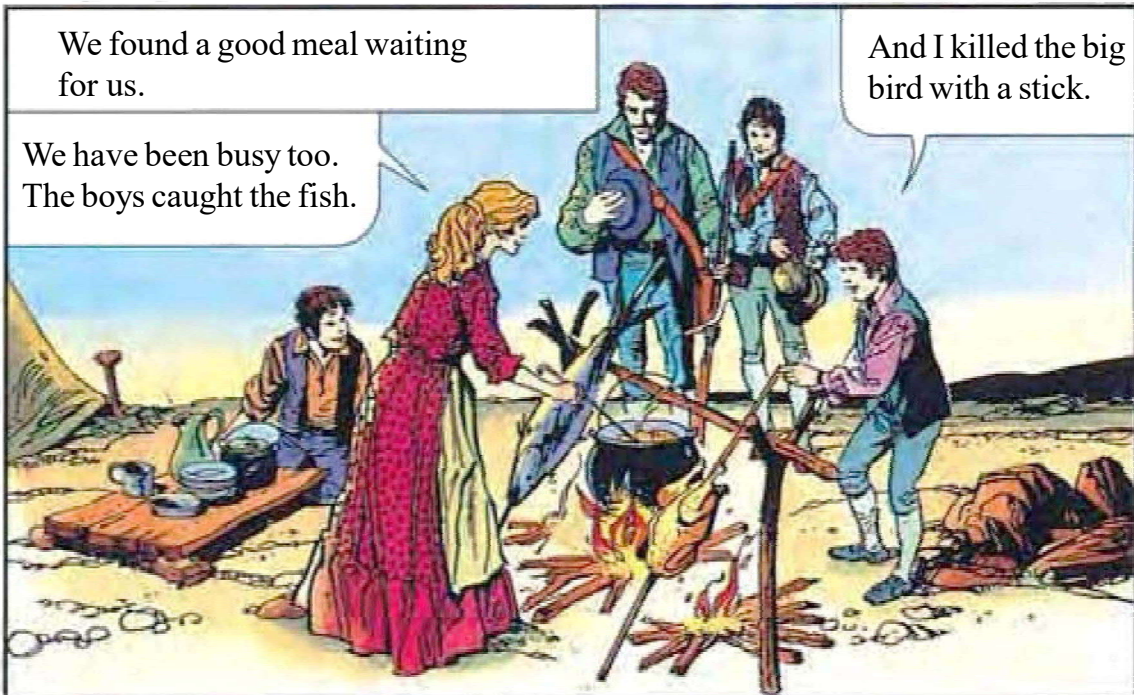
He has some big, funny round things too. And lots of sticks.



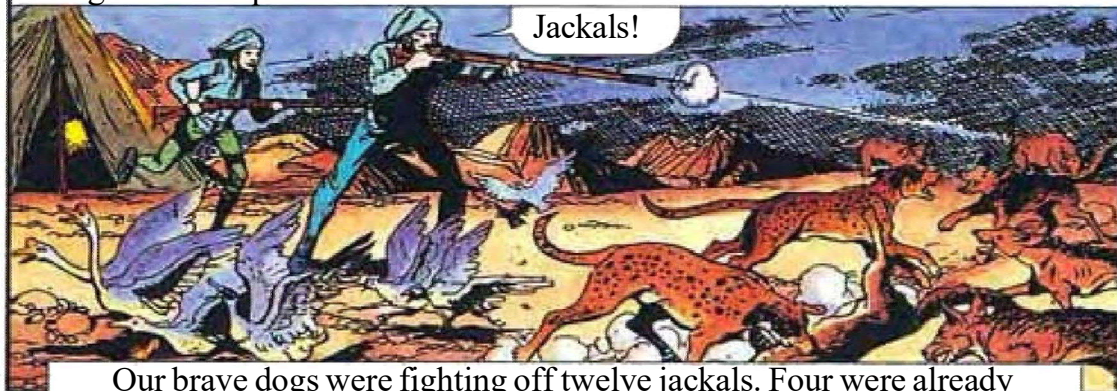
We found a good meal waiting for us.

We have been busy too.
The boys caught the fish.

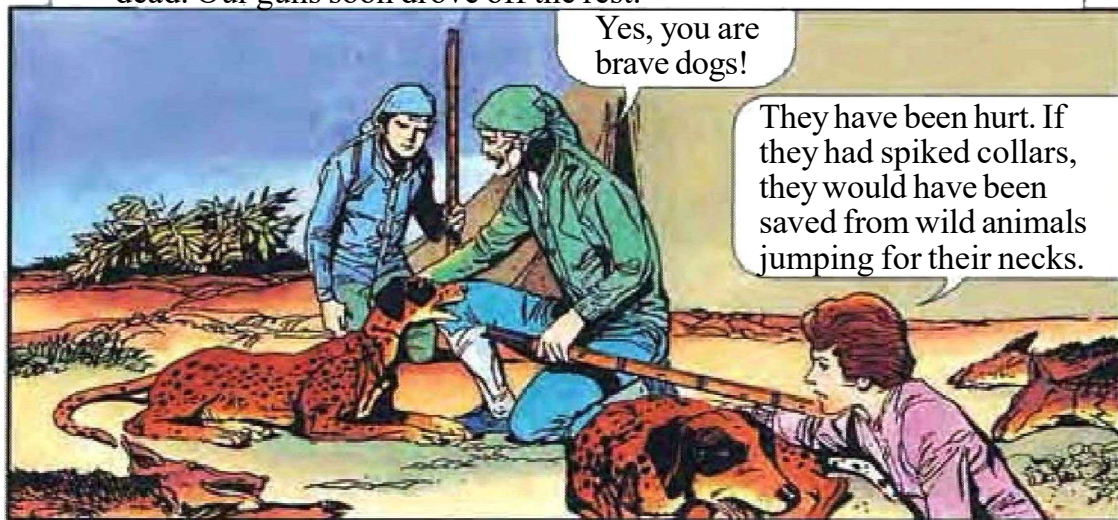
And I killed the big bird with a stick.



Soon after dark we went to bed. We were awakened from sleep by barking dogs and the squawks of our chickens.



Our brave dogs were fighting off twelve jackals. Four were already dead. Our guns soon drove off the rest.



We returned to bed. This time we slept until morning.



(An extract from 'The Robinson Family' by Johann David Wyss)

About the author

Johann David Wyss was born in 1743 in Berne, Switzerland. Much like Mr. Robinson in the story, Wyss also had four sons. And it is said that he wrote this story to educate and entertain them. One of his sons edited the book, and another illustrated it later. Wyss wrote the book originally in German. It became very popular. It was translated into many other languages.

Meanings in context

Swiss	:	a native of Switzerland
saw	:	(verb) to cut wood or other hard material using a saw
bay	:	a part of the coast where the land curves in so that the sea is surrounded by land on three sides
rowed away	:	moved a boat through water
escape	:	an act of saving life from danger
wreck	:	remains
clamshell	:	a shell formed of two parts, is found in a sea
raft	:	logs tied together, used as means of water transport
reeds	:	wild grass



Comprehension

- I. Given below in the first column are some actions. Search for their causes in the text. One has been done.

Action	Cause
Dogs were barking.	Jackals had attacked them.
Monkeys were throwing coconuts.	
They left one dog behind.	
They ate food in clamshells.	
They didn't build the raft.	
They freed the geese and pigeons.	

II. Answer briefly the following questions.

1. How many children were there in the Robinson family?
2. Did the Robinson family meet any other family on the island?
3. Why did the Robinson family have to leave the ship?
4. Write two difficulties the Robinson family faced on their way to reach the land?
5. How did the Robinsons find the way to the land?
6. How did Mr. Robinson manage to get fresh coconuts?

III. Answer the following questions.

1. Describe separately the work done by Mr. Robinson and Mrs. Robinson in the story.

Mr. Robinson's work	Mrs. Robinson's work

2. You may have noticed some differences between the nature of work done by Mr. and Mrs. Robinson. Do you agree that women are fit only for household work, while men fit only to explore and actively engage with the outside world? Give reasons for your opinion. Find out sentences in support of your answer from the lesson

Vocabulary

Based on the lesson, circle the odd one out in each row.

1. sail, float, sink, row
2. sugarcane, dinner, supper, meal
3. stream, tent, small bay, shore
4. boat, ship, barrel, raft
5. ducks, crows, pigeons, geese



Grammar



Adverbs of time

1. They rowed away, and never looked back.
2. Tomorrow, if wind and waves die down, we should be able to reach the shore.
3. We soon found two large barrels.
4. They'll reach the shore before we do.
5. Next, we set up the tent.
6. Four (jackals) were already dead.

All the underlined words above indicate a sense of time of action. They describe *when*, *how long*, or *how often* a certain action happened. These words are called adverbs of time.

As you can observe, 'tomorrow' tells us *when* the action is done. Adverbs such as 'already', 'soon' show *how long* or *how long ago* an action takes place or has occurred. Adverbs such as 'never', 'always' show *how often* an action occurs.

You will notice

- Adverbs of time often work best when placed at the end of sentences, as in 1, 4 and 6.
- You can change the position of an adverb of time to lend emphasis to a certain aspect of a sentence as in 2, 3 and 5 above.
- Adverbs of time describing *how long* an action occurred usually work best at the end of a sentence. Eg.: Wild animals visited the island frequently.

Order of adverbs

Examples :

My grandmother sleeps for *six hours*.

They go out to dinner almost *every Saturday*.

I cleaned my room *once a day* **every Sunday** last month

- When using more than one adverb of time in a sentence, use them in the following order:

when, how often, how long ago

Point in time (<i>when</i>)	Frequency (<i>how often</i>)	Duration (<i>how long or how long ago</i>)
now, then, today, tomorrow, tonight, yesterday	always, constantly, ever, frequently, generally, infrequently, never, normally, occasionally, often, rarely, regularly, seldom, sometimes, usually	already, before, early, earlier, eventually, finally, first, formerly, just, last, late, later, lately, next, previously, recently, since, soon, still, yet

Fill in the blanks with the appropriate adverbs of time from the box.

early, then, often, yet, still, frequently, when, yesterday, always, while, already

We had _____ thought of going on a picnic but my mother denied because my brother was too young. She _____ felt that it would be difficult to move along with such a small baby. But finally we decided to go on a small trip to a nearby dam.

When I got up _____ in the morning, I found my mother _____ in the kitchen busy preparing snacks, _____ my little brother slept because he starts crying _____ he wakes up. My father had washed the van and checked the wheels _____ evening. He was standing outside the gate because uncle Verma hadn't come _____. Uncle Verma is a family friend of ours and visits us _____. Soon, mother had packed the tiffin boxes and _____ she got my brother ready. I was very happy when the van drove away but _____ could not believe that we were really going on a picnic.

Punctuation marks

There, I saw the last boat push off, loaded with sailors. "Wait!" I cried. "What of my family?"

But they rowed away and never looked back.

While speaking, we pause, stop, or change our tone of voice to make our meaning clear. However, in writing we cannot do this. We need punctuation marks for these effects. These marks act as signals to readers, telling them where to pause, when a new thought begins, and when a question is being asked, etc.



Punctuation marks	Signs	Usage
Comma	,	<ul style="list-style-type: none"> ✓ to separate words or phrases to show pause in a long sentence <ul style="list-style-type: none"> • <i>I returned to my family, trying to hide my fears.</i> ✓ to separate a list of items, similar words or phrases <ul style="list-style-type: none"> • <i>We freed the ducks, geese and pigeons.</i> ✓ to introduce a sentence using words such as well, yes, why, hello, etc. <ul style="list-style-type: none"> • <i>Well, he has some big, funny round things.</i> ✓ to separate two or more ideas or elements within a sentence. <ul style="list-style-type: none"> • <i>If the winds and waves die down, we should be able to reach the shore.</i>
Question mark	?	<ul style="list-style-type: none"> ✓ to make clear that what is said is a question, that something is being asked <ul style="list-style-type: none"> • <i>Could we each get into a big tub and float?</i>
Exclamation mark	!	<ul style="list-style-type: none"> ✓ at the end of a sentence to express a great surprise or emotion. ✓ to indicate a loud sound <ul style="list-style-type: none"> • <i>Careful my son!</i> • <i>Bang!</i> • <i>Wow!</i>
Quotation marks	“...”	<ul style="list-style-type: none"> ✓ to set off a direct quotation/actual words of someone <ul style="list-style-type: none"> • <i>“Wait!” I cried. “What of my family?”</i>
Apostrophe	,	<ul style="list-style-type: none"> ✓ to show that letters have been omitted <ul style="list-style-type: none"> • <i>That’s fine for you.</i> ✓ to show that a thing or person belongs to someone or something <ul style="list-style-type: none"> • <i>Mr. Robinson’s house was nice.</i>
Full stop	.	<ul style="list-style-type: none"> ✓ at the end of a sentence and after an abbreviation <ul style="list-style-type: none"> • <i>My sister has just completed her Ph.D. in Economics.</i>

I. Put appropriate punctuation marks in the following sentences.

1. Ajit wants to visit Paris Italy Germany and China
2. She ll be the next President
3. If I get a job I d be happy
4. Yes I d like more water

5. How old are you
6. The President said I will visit Nepal next week
7. I like to go hiking fishing swimming and camping during summer
8. I would like to go with you Bodhin said but I dont have enough money.
9. However I am very good at Maths
10. They are my best friends
11. This is Mahimas house
12. What a beautiful house
13. We are at the room of a hotel
14. He is Mayanks son
15. Vidya wants to leave now yet we must wait for her little brother.
16. Thank God we are saved

II. Insert appropriate punctuation marks wherever necessary.

One day a little mouse was looking for something to eat He found a pencil

The mouse ran off to his hole with the pencil. Do let me go! begged the pencil What use am I to you Im only a piece of wood Im not good to eat

Im going to gnaw you! said the mouse I have to gnaw something all the time to keep my teeth sharp Here I go

And he bit the pencil hard. You re hurting me said the pencil. Let me draw you one last picture and then you can do what you like Very well agreed the mouse You draw something I shall gnaw you into tiny pieces afterwards The pencil sighed heavily and drew a big circle

Is that a cheese asked the mouse

We ll call it a cheese said the Pencil and it drew three little circles inside the big one

Let s call them holes in the cheese agreed the pencil and it drew another circle under the first one

I can see its cheese now said the mouse. Look at those holes in it

Thats an apple squeaked the mouse

Let s call it an apple said the pencil and it began drawing some funny curved things near the second circle



Writing

Look at the pictures and write at least two sentences to describe each picture so that it makes a complete narrative. Use the hints given in brackets under each picture. You may begin as follows:

After landing on a lonely island, the Robinsons needed to make the place livable. So, they.....



The Robinsons made a bridge across the river.
(Join wooden planks, bring from the ship)



They found a strong big tree on which they could make a tree house. (wild animals, safety, hanging ladder, difficult, time taking)



Mr. Robinson and Fritz pulled up big planks of wood. _____, (work all afternoon, join pieces of wood, strong platform)



Mrs. Robinson had already finished cooking. They set _____ (long poles, big canvas, shade, hungry, enjoy, hearty meal)

Listening

Listen to the text and number the following steps in the order in which you hear them. You may write 1 for the first, 2 for the second and so on.

- Tell the nature of problem and the help you need.
- Stay calm and get hold of the marine radio/transmitter.
- Wait for a response. If you don't get an answer in 15 seconds, make the call again.
- Tune in to the emergency channel. Press the call button and make the call.
- Say: MAYDAY, MAYDAY, MAYDAY! Then tell your ship name, location and direction.
- When your message is complete, say: OVER!

Speaking

Divide the class into two groups. One group will speak in favour of the proposition, '*Adventure should never be planned.*' The other group will argue against it.

Study Skills

Bhimbetka is a natural art gallery and an archaeological treasure. For miles together, the footsteps of the prehistoric man can be easily discerned upon the sands of time, since the caves here house rock paintings, created by man from as early as about 15,000 years ago in vivid and panoramic detail.

There are many rock paintings in these caves. The most ancient scenes here are believed to be commonly belonging to the Mesolithic Age. These magnificent paintings can be seen even on the ceiling of the rock shelters located at daunting heights.

The cover of the dense forest and vegetation protected these rock paintings from being lost to the vagaries of nature. Executed mainly in red and white, with the occasional use of green and yellow with themes taken from the everyday events of eons ago, the scenes usually depict hunting, dancing, horse and elephant riders, animal fights, honey collection, decoration of bodies, disguises, masks and different types of animals etc. It depicts the details of social life during the long period of time, when man used to frequent these rock shelters.



Animals such as bison, tiger, rhinoceros, wild boar, elephants, monkeys, antelopes, lizards, peacocks etc. have been abundantly depicted in the rock shelters. Popular religious and ritual symbols also occur frequently. The colours used by the cave dwellers were prepared by combining manganese, hematite, soft red stone and wooden charcoal. Perhaps, animal fat and extracts of leaves were also used in the mixture.

How to make notes

Read the passage carefully.

- **Heading**

What is the main idea of the passage? Frame a heading based on the central idea and write it.

- **Subheadings**

How has the main idea been presented and developed? You can frame subheadings based on these.

- **Points**

Are there further details or points of the subheading that you wish to keep in these notes? Indent, i.e., Indicate suitably by space and number.

This is the way you will make notes.

Complete the notes with appropriate points from the passage.

Bhimbhetika

1. Origin
 - i. 15000 years old
2. The ancient scenes
 - i. belong to Mesolithic Age
 - ii. are magnificent
 - iii. have been made even on ceilings of the caves
3. Cave paintings depict
 - i. Social life
 - ii.
 - iii.

iv.

v.

5. Colours executed

i. mainly red and white

ii.

4 . Colours of the cave paintings are made from

i. rock material

ii.

iii.

Project Work

I. Every year, children from different parts of the country are awarded for meritorious acts of bravery against all odds. This year, 25 children were awarded. The winners include 22 boys and three girls from across the country. Two of these children received the award posthumously.

Find out one such brave heart in your area and write a short biography about him/her.

II. For further reading

Here is a short list of adventure stories/novels/autobiography.

- Robinson Crusoe
- Treasure Land
- Twenty Thousand Leagues Under the Sea
- Adventures of Huckleberry Finn
- Moby Dick
- Around the World in Eighty Days
- Everest – My Journey to the Top



You should read one of these adventures and discuss it in groups in your class.





*It's time for an adventure now
So when I rise from bed
I hope to make this normal day
Adventurous instead.*

*Rather than going left today
Perhaps I'll take a right
And follow where the road may lead
I'll wander 'til it's night.*

*If any fences, gates or walls
Should rise in front of me
I'll hurdle them with such a bound
And see what I can see!*

*What special places could I find
If I should walk for miles?
If any strangers I should meet
I'll greet them with a smile!*

*Through luscious forests I could roam
Or golden hills so tall
I'll stroll beside some mighty streams
And bathe by waterfalls*



*I think of distant mountains tops
That touch the crimson sky
Imagine deep and eerie caves
Where sleeping dragons lie...*

*...But dragons will mean danger though
And troubles lay ahead
Not everything is nice and kind
There may be things I dread!*

*There may be hungry wolves and bears
That want to feast on me
And lurking spiders with their webs
Could string me up for tea*

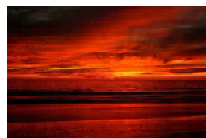
*Perhaps there will be goblin folk
That cut and stab and thrust.
They've burnt the grass that once was green
And turned the land to dust....*

*Well...I've thought about adventuring
Whilst lying in my bed
I think I'll stay here snoozing now
And dream of them instead.*

- Anonymous

Meanings in context

luscious forests	:	forests full of rich and tasty fruits
crimson sky	:	deep red sky
eerie	:	strange and frightening
lurking	:	waiting to be seen
whilst	:	old usage of while
snoozing	:	taking a short sleep
goblin folk	:	ugly, short creatures generally found in folktales



thrust	:	to push or drive quickly and forcefully
dread	:	to fear
dragon	:	an imaginary large reptile having a long tail, sharp claws, and often wings
stroll	:	to walk in a slow relaxed manner, especially for pleasure



Comprehension

I. Answer the following questions.

1. What places does Sumba imagine in the poem?
2. What creatures does Sumba imagine in the poem?
3. Are Sumba's adventures real? Or is s/he just day dreaming? Pick out the words/phrases from the poem in support of your answer.
4. Would you like to only dream of an adventure, or experience it in reality?
5. What are the dreadful things that Sumba talks about?
6. List the qualities necessary for an adventure as suggested in the poem. Which of these qualities, according to you, did Sumba have?

II. Read the passage given below and answer the questions.

*"If any fences, gates or walls
Should rise in front of me
I'll hurdle them with such a bound
And see what I can see!"*

1. 'fences, gates and walls' in these lines refer to _____.
a. opportunities b. challenges c. bad luck
2. Sumba plans to 'hurdle' them.
'Hurdle' here means _____.
a. welcome b. jump over c. overcome
3. By 'and see what I can see' the author wants to say _____.
a. I will explore as much as I can
b. I will look beyond my wall as far as I can
c. I want to see the road across the wall



My uncle, Ibn Battuta, sat by the window of his house in Tangier. It was the hot time of the day and his eyes were half-open. I went into the room.

‘Uncle?’ I said quietly. He looked up at me suddenly.

‘Ah, Ahmed, it’s you again,’ he smiled.

‘Yes, Uncle,’ I answered. ‘Can you tell me today about your journeys, please? I want to travel when I’m older, too,’ I said.

‘Is that right?’ he answered. Then he looked carefully at me. ‘How old are you now?’ He could remember things from long ago easily, but things from the day before not very well.

‘I’m eleven,’ I said.

‘Well, perhaps in four or five years you can begin to travel. But it’s not easy, you know. You can see wonderful towns and cities, meet interesting people, and do exciting things. But there are bad times, too. You can get ill, meet big, hungry animals, or lose all your money.’

‘No!’ I said. My eyes were big and open.

‘Yes, Ahmed,’ he answered. ‘But listen to my stories, and perhaps you too can learn to come home alive!’ he laughed. ‘Now, where shall I begin?’

I sat down, ready to listen to him. Every time my uncle told his stories they were different, new, and interesting.

‘I was born here in Tangier,’ he began. ‘But of course, you know that,’ he smiled. ‘My father, and his father before him, were judges. So I learnt to be a judge, too. When you’re a judge, it’s easy to travel. You’re important, you see.’

‘Yes,’ I said. ‘Perhaps I can be a judge too, one day.’

‘Perhaps,’ he smiled. ‘My first journey was a pilgrimage to the holy city of Makkah. I got on a donkey and said “Goodbye” to my mother and father in Tangier when I was twenty-one. My mother cried.

‘After some days’ journey, I came to the town of Algiers.



Here I met more pilgrims, and we travelled to the city of Constantine. I met the rich ruler there. He looked at my dirty old coat, smiled, and gave a beautiful new coat to me!

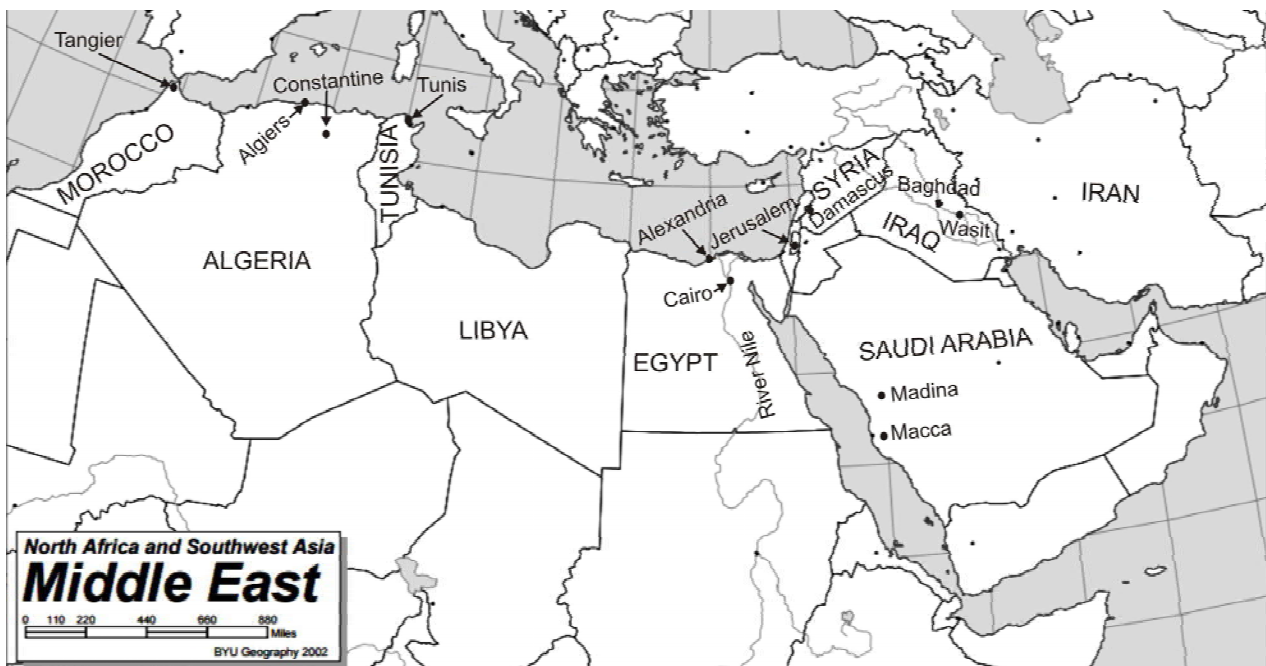
‘Why?’ I asked.

‘Good men help people when they need it. After some days, I left Constantine with the other pilgrims. We never stopped moving because we were afraid. Perhaps people could take our money from us when we slept, we thought. I was soon ill, and I wanted to go to bed and die. But my friends put me on my old donkey, and hit the animal from behind to make it go quickly down the road.’

‘Did you want to come home then, Uncle?’

‘Of course,’ he smiled. ‘But I journeyed to Tunis. A good traveller doesn’t stop easily.

‘I left Tunis in a caravan of pilgrims. They asked me, “Can you be the judge in our caravan?” Of course I said, “Yes.” A caravan judge! Not bad work for a young man!



When our caravan arrived in Alexandria, I was excited. I wanted to see the famous Pharos there.’

‘I know,’ I said quickly. ‘That’s a big lighthouse from long ago. Did you go up it?’

‘No!’ he laughed. ‘The Pharos was in ruins. There wasn’t a lot to see. But not far from Alexandria I met a holy man – Burhan Al-Din. He could see into the future.

‘And what did he tell me? “You’re going to visit India and China! And on your travels you’re going to meet many old friends!” I was happy about this. “I’m going to go far!” I thought.’

‘And did you go to India and China in the end?’

‘Wait and see, Ahmed!’ smiled my uncle. ‘I arrived in Cairo eight months after I first left home. What a big city!

And what a lot of people! And they never stop running here and there, day and night! And near Cairo there are the pyramids – big, old buildings from the rulers of Egypt long ago.’

‘And were they in ruins?’ I asked.

‘No. Not the pyramids!’ he smiled. ‘Next, I journeyed up the river Nile. After this we travelled on camels through the hot desert. There were lots of hungry hyenas there, and at night we needed to be very careful.’

‘Of course,’ I cried excitedly.

‘One night a big hyena came and took everything from my bag!’ he said. ‘But we soon left the desert. Then I travelled to the holy city of Jerusalem and visited the famous buildings there. Next I went to Damascus. What a beautiful city! Then I travelled to Arabia and visited Medina, and in the end I arrived in Makkah.

‘After a year and a half, it was wonderful to arrive in the city of my pilgrimage! I learnt from holy men there and prayed for three weeks.’

‘And did you come back home then?’ I asked.

‘No. Every night I thought of the holy man, Burhan Al-Din, and of India and China. I was a true traveler now, and I didn’t want to stop!

‘So I left Makkah with the ruler of Persia’s caravan. When I was young, I heard many stories about the wonderful towns near there. But on my journey I saw something very different. Years before, the Mongols came to these towns. They killed a lot of people, and I saw many houses in ruins there.

‘Perhaps the most interesting town on that journey was Wasit. A number of men with no money lived there in a big house. In the evening, they prayed and ate their dinner.

Then they sat near a big fire and told stories. Suddenly some of them walked into the fire! Then they ate the fire. One man put a snake’s head in his mouth and ate it alive!’

‘And you saw all that?’ I cried.

‘Yes,’ he laughed. ‘I visited many interesting towns after that, but I never saw men eat fire and snakes again!

‘Then I went to Baghdad. What a wonderful city! But I was ill there. So I soon went back to Makkah. I learnt from holy men and prayed there for a year, and slowly I felt better.’

‘And what did you do next?’ I asked.

‘I travelled by sea for the first time. It was my worst journey!’ he said. ‘You can hear all about it some other day.’

Janet Hardy - Gould



About the author

Janet Hardy-Gould has taught English as a foreign language in many countries. She also writes regularly for *The Guardian Weekly*, the Speaking English section. She has also authored many books for students all over the world. Her work *The Travels of Ibn Battuta* is an adapted travel account of Ibn Battuta who was a 14th century scholar. He travelled widely and wrote with his friend an account of all his adventures- *Rihla*. The present chapter is an extract from one of the chapters in this book.

Meanings in context

journey	: to go to different places
pilgrimage	: a journey to a holy place
caravan	: a group of people travelling
pyramid	: a structure whose outer surfaces are triangular and converge to a single point at the top
Pharos	: the title of a king of ancient Egypt
in ruins	: in old and broken condition or state
hyena	: a wild animal, like a dog that eats things which it finds



Here is a list of places (along with their modern names) that were visited by Ibn Battuta in 14th century.

Tangier	a major city in Morocco, now called Tangiers
Tunis	the capital of the Tunisia
Alexandria	a major city in the Egypt
Cairo	the capital of the Egypt
Nile	a major river in Egypt
Baghdad	the capital of the Iraq
Wasit	a place in eastern Iraq
Algiers	the capital city of Algeria
Constantine	a city in the North east of Algeria
Arabia	now called Saudi Arabia
Makkah, Medina	also written as Mecca in English, two most sacred Islamic cities in the Saudi Arabia
Jerusalem	the capital of Palestine
Damascus	the capital of Syria
Persia	now called Iran

Comprehension

Answer the following questions.

1. Who was Ibn Battuta?
2. What was the first journey of Ibn Battuta?
3. To whom is Ibn Battuta narrating his journeys?
4. What does one learn by traveling around the world, according to Ibn Battuta?
5. Did Ibn Battuta discontinue his journey when he fell ill in Constantine? What did his friends do for him?
6. Were the travels of Ibn Battuta adventurous? Give reason(s) for your answer.
7. Ibn Battuta travelled around the world for various reasons. What would be your reasons to travel?

Vocabulary

Circle in the wordsearch the words that you may have come across in the lesson, and then use these words in your own sentences. One word has been circled.

P	I	L	G	R	I	M	A	G	E	Q
K	R	X	F	Z	N	C	L	U	W	S
P	U	J	I	Y	R	H	O	L	Y	D
Y	Q	U	R	K	U	B	X	V	C	Q
R	J	N	E	B	I	W	N	E	L	Z
A	E	C	T	R	N	P	R	A	Y	P
M	L	L	W	G	S	E	S	K	M	D
I	J	E	C	A	R	A	V	A	N	I
D	B	J	C	P	Z	L	O	Q	H	W
S	V	T	R	A	V	E	L	M	S	K
R	L	I	G	H	T	H	O	U	S	E



Grammar



Sentence and Fragments

A sentence is a group of words in order that expresses a complete meaning.

A fragment too is a group of words but it can neither stand by itself nor express a complete meaning.

A fragment occurs whenever you do these three things:

- You begin a group of words with a capital letter.
- You conclude this group of words with an end mark—either a period [.], question mark [?], or exclamation point [!].

Fragment : The mail in the box

Sentence : The mail in the box is for you.

Fragment : Visited Bihar during vacation

Sentence : Mr. Prakash visited Bihar during vacation.

Fragment : All day

Sentence : All day he worked hard.

Identify which groups of words are sentences and which ones are fragments. Write S for a sentence and F for a fragment. Use appropriate punctuation marks (e.g. a fullstop, a question mark, or an exclamation mark) if it is a sentence. Two have been done.

1. After school on Friday _____ F _____
2. We put food in the cat's dish. _____ S _____
3. The noise in the library _____
4. From the post office to the mall _____
5. Everyone worked hard on the project _____
6. We always order sweets on Saturday night _____
7. An advertisement on TV _____
8. During the land acquisition in Chhattisgarh _____
9. Whose bicycle is on the pavement _____
10. Due to the heavy rain and flooding _____
11. Why is everyone so late _____
12. Happy day _____
13. Working on the project _____
14. Shut up _____
15. In the forest _____

PRACTICE EXERCISE - V

Link Unit : Adventure

I. Read the following.

‘I left Tunis in a caravan of pilgrims. They asked me, “Can you be the judge in our caravan?” Of course I said, “Yes.” A caravan judge! Not bad work for a young man! When our caravan arrived in Alexandria, I was excited. I wanted to see the famous Pharos there.’

‘I know,’ I said quickly. ‘That’s a big lighthouse from long ago. Did you go up it?’

‘No!’ he laughed. ‘The Pharos was in ruins. There wasn’t a lot to see. But not far from Alexandria I met a holy man – Burhan Al-Din. He could see into the future.

‘And what did he tell me? “You’re going to visit India and China! And on your travels you’re going to meet many old friends!” I was happy about this. “I’m going to go far!” I thought.’

(An extract from *Adventures of Ibn Battuta*)

1. Answer the following questions.

- i. Who asked Ibn Battuta to be the caravan judge?
- ii. Why wasn’t there a lot to see in Pharos?
- iii. What made Ibn Battuta happy after talking to the holy man?
- iv. Which places did Ibn Battuta have in mind when he thought that he was “going to go far”?

2. State whether the following statements are true or false. Tick (✓) the true statements and cross (X) the false ones.

- i. Ibn Battuta did not feel very happy when he was asked to be the judge.
- ii. Pharos was well kept.
- iii. The big lighthouse and Pharos were in Alexandria.
- iv. Burhan Al-Din could see things that were likely to happen.
- v. Ibn Battuta dreamt that he was going to visit India and China.

3. Tick (✓) the most appropriate replacements for the underlined words/phrases in each of the following sentences.



- i. "Pharos was in ruins."
 - a. not properly looked after
 - b. completely destroyed
 - c. fully repaired
- ii. I left Tunis in a caravan of pilgrims.
 - a. tourists
 - b. worshippers
 - c. travellers
- iii. Did you go up it?
 - a. visit
 - b. climb
 - c. see
- iv. That's a big lighthouse from long ago.
 - a. a tower guiding ships
 - b. a well-lit house
 - c. an electric power station

4. Read the passage carefully and fill in the blanks with appropriate words so that it changes the sentences in *italics* into reported speech.

1. *They asked me, "Can you be the judge in our caravan?"*

They asked me _____ I _____ be the judge in _____ caravan.

2. *I know,' I said quickly. 'That's a big lighthouse from long ago. Did you go up it?'*

I responded _____ that I _____ that _____ a big lighthouse from long ago. and asked if _____ went _____?

3. *"You're going to visit India and China! And on your travels you're going to meet many old friends!" I was happy about this.*

I was happy that I _____ to visit India and China and on _____ travels I _____ going to meet many old friends.

5. Simple, compound and complex sentences

Look at the following sentences:

- i. *I arrived there at 9 o'clock.*
- ii. *The examination began at 9.30 a.m.*

Both these sentences are **simple sentences**. Each one of them has only one finite verb (i.e. **arrived** and **began**). Both of them can stand on their own and therefore are independent clauses.

Now look at the following sentence that combines simple sentences 1 and 2 above into a compound sentence.

I arrived at 9 o'clock **and** the examination began at 9.30 a.m.

Here, the two simple (independent clauses) sentences have been joined together with a coordinating conjunction **and**. As you can see, in this compound sentence the two clauses have equal importance.

Look at the following sentences.

I arrived there at 9 o'clock.

She knows it.

These two simple sentences (independent clauses) are combined to form the following complex sentence.

She knows that I arrived there at 9 o'clock.

Here, 'I arrived there at 9 o'clock' has been made a part of the sentence 'She knows it.' And therefore both these sentences do not have equal importance. 'She knows...' is the main, principal (or independent) clause and 'I arrived there at 9 o'clock.' is the subordinate (dependent) clause. As you can see, when two simple sentences are combined together so that one of them is part of another sentence, this combination is called a complex sentence.

When our message or ideas are too complex to be expressed in a single clause, we put them into two or more clauses to form either a **compound** or **complex** sentence.

6. Identify the simple, compound and complex sentences.

- i. We should eat healthy food.
- ii. Our English teacher is the only teacher who got the best writer's prize this year.
- iii. The police found the lost car.
- iv. The police found the car that was lost.
- v. I can speak loudly.
- vi. Talk softly.
- vii. I watched the boy.
- viii. I watched the boy climb the tree.



- ix. He ran fast in the beginning and got tired soon.
- x. What he said made me laugh.
- xi. She knew that she would win the match.
- xii. The house where she lives is very old.
- xiii. Although he tried a lot he could not climb the wall.
- xiv. I waited for my turn the whole day long.
- xv. They came to the station well on time but waited there the whole day.
- xvi. The management and the staff announced the result.
- xvii. She is generally nice but at times she can be rude.

7. Combine the following simple sentences into compound or complex sentence.

- i. The food is nice. The restaurant is dirty.
- ii. She recited a poem. It made the child smile.
- iii. I was excited. Our caravan arrived in Alexandria.
- iv. At night I like to watch TV. My sister likes to talk to grandma.
- v. The train had left the station. I reached the station.
- vi. He carried an umbrella. He got wet.
- vii. I live in an old flat. It was built 30 years ago.
- viii. I got up quite early to catch the train. I missed it.

8. Work in groups and discuss the following.

When you were in the following situations, what did you do?

Situations:

You saw

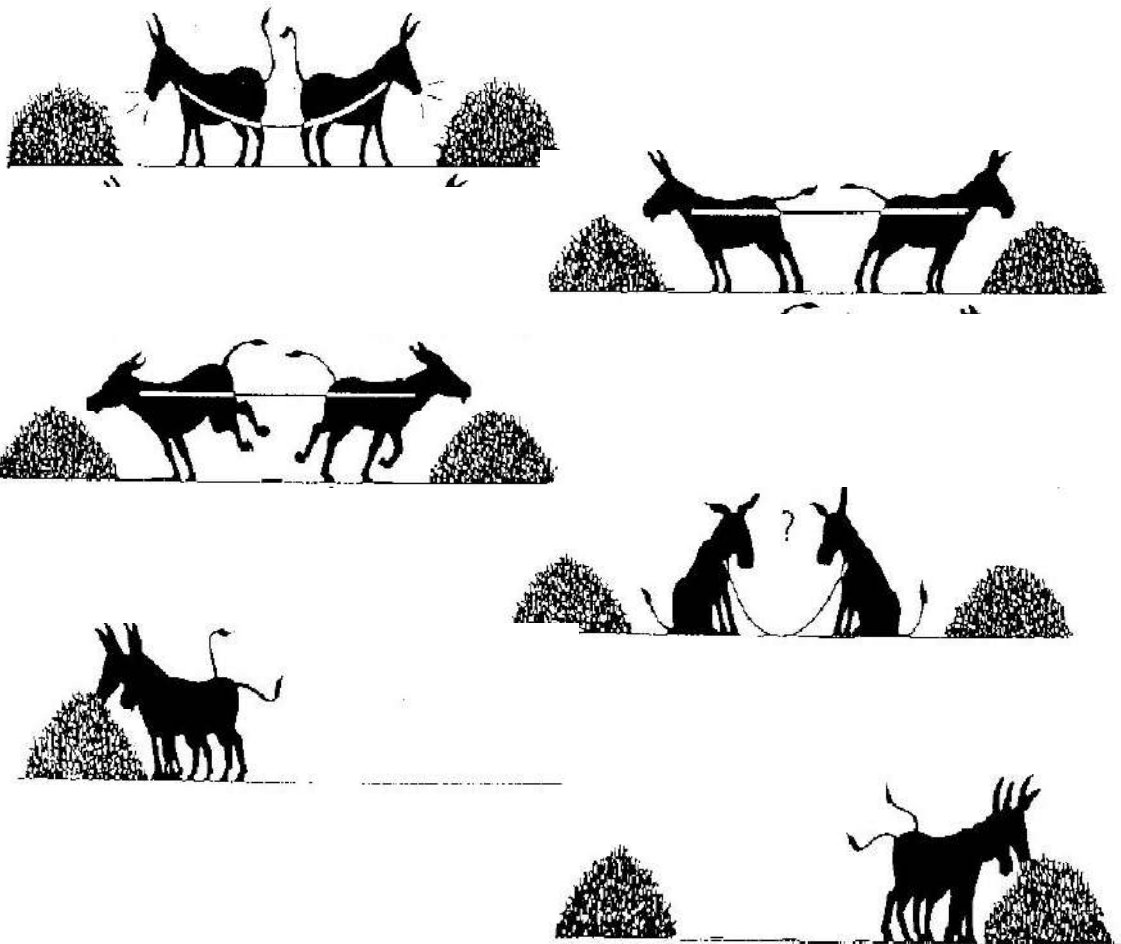
- someone falling
- a friend stepping into a hole
- someone smoking in public place
- someone strong troubling a weaker person
- children teasing someone

Also talk about the times when you saved someone from getting hurt. Describe what happened after that.

9. Listen to the passage carefully and mark the following statements as true or false.

- i. The Dibrugarh—Kanyakumari Vivek Express is the longest train journey in India.
- ii. The train passes through eight states.
- iii. The most beautiful was the Furkatang junction to Lumding (Assam)
- iv. There was a wide variety of food available in the train.
- v. The author could not find lemon tea in the train.
- vi. The train completed its journey on time.

10. Look at the pictures carefully. They tell a story.



Write a story based on these pictures and hints. Give a suitable title to your story.
(Hints: donkey, tie together, patch of grass, pull against each other, can not reach the patch, think, solution, first patch, second patch),



II. Read the following.

Curious Town

I have arrived at Curious Town
Which is painted with curious hues:
And there a kitten barks and barks
The puppy mews and mews
 And there the frog climbs up a tree
 And croaks in a curious way:
 “Prepare for a shower of pelting ice,
 It is going to hail today!”
And there the river flows with fire,
The volcano is packed with dew:
The hues of the rainbow are more than eight
And the days in a week are two.

Harindranath Chattopadhyay

1. Tick (✓) the correct alternative for each of the following questions.

- i. Why is the Town mentioned in the poem curious?
 - a. Everyone there asks questions.
 - b. No one does the right thing.
 - c. Everything is strange.
- ii. Why does the poet talk about getting ready for a shower of pelting ice?
 - a. It is was going to rain.
 - b. There would be a hailstorm.
 - c. The animals in the town would get angry.
- iii. Which creature climbs a tree in ‘Curious Town’?
 - a. Puppy
 - b. Kitten
 - c. Frog
- iv. What flows in the river with ‘Curious Town’?
 - a. Water
 - b. fire
 - c. dew

- v. What is packed in the volcano in 'Curious Town'?
 - a. Fire
 - b. Ash
 - c. Dew
- vi. How many colours does the rainbow in 'Curious Town' have?
 - a. Less than eight
 - b. More than eight
 - c. Eight
- vii. How many days are there in week in 'Curious Town'?
 - a. Seven
 - b. Two
 - c. Six
- viii. 'Curious Town' here means
 - a. a strange town
 - b. a beautiful town
 - c. an ordinary town

2. Complete the following grid on the basis of the poem.

Things and creatures	Actions (in the poem)	Actions (in real life)
kitten		
puppy		
frog		
river		
volcano		
rainbow		
rain		



3. Answer the following.

- i. What are the unusual things happening in 'Curious Town'?
- ii. List the creatures mentioned in 'Curious Town'.

4. Choose the correct option.

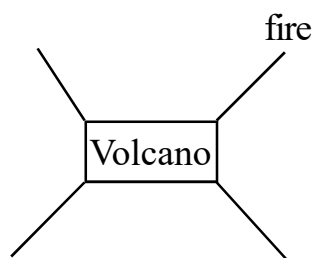
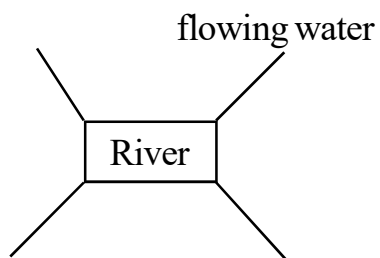
- i. The word 'curious' in the poem means _____.
 - a. not known
 - b. strange
 - c. eager to know
 - d. different
- ii. The word 'hue' in the poem refers to _____.
 - a. bloom
 - b. change
 - c. colour
 - d. strands
- iii. 'pelting' is associated with _____.
 - a. volcanoes
 - b. rivers
 - c. soil
 - d. stones

5. Read the given lines

And there the river flows with fire,

The volcano is packed with dew:

Complete the word web with natural characters associated with the river and the volcano.



6. Imagine that you have seen ‘Curious Town’ where people work for only two days a week. Write down the advantages and disadvantages of this situation.

Advantages of a two-day week	Disadvantages of a two-day week
_____	_____
_____	_____
_____	_____
_____	_____

7. A *homophone* is a word that has the same sound as another word but is spelt differently and has a different meaning. In the sentence given below, *there/their* is an example of a homophone.

Parents were waiting for the return of *there/their* children from the picnic.

Tick (✓) the correct homophone in each sentence given below.

- Lets *way/weigh* advantages and disadvantages of getting home work from school.
- She was so tired that she could not open her *ice/eyes*.
- There is only one *weak/week* left for the examination.
- She was so hungry that she *ate/eight* all her food that she had received in the Mid-day meal.
- We experienced *hail/hale* and storm yesterday.
- The question paper was *too/two* difficult to complete in two hours.
- The *which/witch* cast a spell on the naughty boy.
- The night was clear with *due/dew* on the grass.

