



## SUMMARY

SECTION	In this unit students will develop their				
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS	VOCABULARY
Introduction	<ul style="list-style-type: none"><li>• Matching headings to magazine extracts</li><li>• Identifying characteristics of adventure by completing a web chart</li></ul>		<ul style="list-style-type: none"><li>• Discussing various aspects of adventure</li></ul>		<ul style="list-style-type: none"><li>• Using words related to adventure</li></ul>
(A) The Last Flight	<ul style="list-style-type: none"><li>• Matching words with their meanings</li><li>• Identifying main events chronologically</li><li>• Arranging order of the main points</li><li>• Using a dictionary effectively</li></ul>	<ul style="list-style-type: none"><li>• Completing a time-line</li><li>• Filling in gaps to complete a diary entry</li><li>• Expressing feelings and emotions</li><li>• Paragraph writing</li></ul>			<ul style="list-style-type: none"><li>• Identifying meaning in context</li><li>• Learning the meaning of new words related to exploration</li><li>• Using words that describe emotions</li></ul>

# UNIT



# ADVENTURE

SECTION	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS	VOCABULARY
(A) The Sound of the Shell	<ul style="list-style-type: none"> <li>Identifying ways of creating interest and arousing curiosity</li> </ul>	<ul style="list-style-type: none"> <li>Writing short responses</li> <li>Transcoding information from a map</li> <li>Writing a newspaper article</li> <li>Designing a tourist brochure</li> <li>Using punctuation correctly</li> </ul>	<ul style="list-style-type: none"> <li>Conveying ideas</li> <li>Expressing and arguing a point of view.</li> <li>Taking part in a group discussion</li> <li>Justifying choices made</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and comprehending a conversation</li> <li>Interpreting what is heard</li> </ul>	<ul style="list-style-type: none"> <li>Learning expressions to create interest and arouse curiosity</li> </ul>
(C) Ordeal in the Ocean	<ul style="list-style-type: none"> <li>Deducing the meaning of unfamiliar words</li> <li>Comprehending, Analyzing, interpreting inferring and evaluating information</li> <li>Transcoding information from written extract to a map</li> </ul>	<ul style="list-style-type: none"> <li>Completing sentences</li> <li>Writing a poem or descriptive paragraph on nature</li> </ul>	<ul style="list-style-type: none"> <li>Using expression creatively to express comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating the creativity of others</li> </ul>	<ul style="list-style-type: none"> <li>Learning words to describe nature</li> </ul>



# UNIT 2

## ADVENTURE

### Introduction - A warm-up activity.

1 Individual work -

Answers a - Spirit of daredevilry

b - A trail to discovery

c - Gateways to the underworld

d - Sail to adventure

2 Pair work followed by class discussion. Teacher completes the web chart on the blackboard.

### A The Final Flight

A1 Individual work - Word-attack to enhance the vocabulary of students.

1 a person who plans a route for a ship or plane

2 to be or go around the edge of something

3 an infection of the bowels

4 a device that is attached to people, objects to make them fall slowly and safely

5 a set of wires covered in plastic or rubber that carry electricity or telephone signals

6 exact

7 to send an electronic signal

8 to carry out

9 a small boat made of rubber or plastic filled with air

10 to put something in a safe place

11 a person who flies an aircraft

12 to leave something with no intention of returning

A2 Individual reading of the extract

A3 Individual work - An activity to judge comprehension skill

	Date	Event
1)	June 1, 1937	Amelia and her navigator departed for California
2)	June 17	Electra flew to Calcutta
3)	June 27	Amelia and Noonan left Bandoeng for port Darwin
4)	June 29	Reached Lae in New Guinea.



5)	July 2	Amelia left Lae.
6)	July 2 (7:20 hrs)	Amelia provided a position report
7)	July 2, 8GMT	Amelia made her last radio contact.
8)	July 2, 20.14 GMT	Last voice transmissions from Amelia
9)	July 18	The search was abandoned

**A.4 Individual work (Classwork or homework) - A writing activity meant to sharpen word attack.**

- |                 |               |
|-----------------|---------------|
| 1. Navigator    | 7. Parachutes |
| 2. Aviator      | 8. Dysentery  |
| 3. Transmitting | 9. Precise    |
| 4. Skirting     | 10. Implement |
| 5. Cabled       | 11. Raft      |
| 6. Abandon      | 12. Stowed    |

**A5 Individual work - Paragraph writing - The students should be motivated to express their feelings lucidly. Some words and phrases have been included deliberately. Motivate them to use it.**

**A6 Individual work - Article writing based on facts. Group work if students are making a CD. If it is in the form of a CD, you will have to give the students a few days to complete it, then view it.**

## **B. The Sound of the Shell**

**B1 Background to be told to students AFTER they have completed B.I.**

'The Sound of the Shell' is an adapted extract from the novel 'Lord of the Flies', written by William Golding.

Nuclear war has broken out in Europe. A school in England has been evacuated by airplane to an unknown destination. While flying over a tropical region, the plane is shot down and it bursts into flames, but the body of the plane containing the passengers falls to earth safely. A few boys (Ralph, Jack, Roger, Simon, Piggy and others) manage to scramble out. They have landed on an unnamed island which has coral reefs, beaches, caves and fruit trees. The novel tells their story.



### Tape Script - Listening activity

**Play the tape, and stop after questions 1 and 2. Then play the rest of the tape.**

Narrator: The boy with fair hair lowered himself down the last few feet of rock and began to pick his way towards the lagoon. Though he had taken off his school sweater and trailed it now from one hand, his grey shirt stuck to him and his hair was plastered to his forehead with sweat. He was clambering heavily among the creepers and broken tree-trunks when a bird, a vision of red and yellow, flashed upward with a witch-like cry. This cry was echoed by another...

Piggy: Hi! Wait a minute! Wait a minute - I got caught up. I can't hardly move with these creeper things.

**Before we continue with the story, here are two questions for you to answer:**

1. Where do you think the boys are at the moment? (Repeat)
2. What do you think has happened to them? (Repeat)

STOP THE TAPE while the class tries to answer these questions. When they have done so, start the tape again.

Narrator: The two boys scrambled out of the undergrowth into an open area.

Ralph: This is an island. At least, I think it's an island. That's reef out there in the sea. Perhaps there aren't any grown-ups anywhere.

Piggy: Aren't there any grown-ups at all?

Ralph: I don't think so.

Piggy: That pilot ...

Ralph: He must have flown off after he dropped us. He couldn't land here - not in a plane with wheels.

Piggy: We were attacked!

Ralph: He'll be back all right.

Piggy: When we were coming down, I looked through one of the windows. I saw the other part of the plane. There were flames coming out of it.

Ralph: What happened to it? Where's it got to now?

Piggy: The storm dragged it out to sea. It wasn't half dangerous with all the tree-trunks falling. There must have been some kids still in it. (PAUSE) What's your name?



Ralph: Ralph. (PAUSE) I expect there's a lot more of us scattered about. You haven't seen any others, have you?

SOUND FX: SOMEONE TRIPPING OVER A BRANCH AND COMING DOWN WITH A CRASH

Piggy: We've got to find the others. We've got to do something.

Narrator: Suddenly, Ralph spotted something of a creamy colour, lying among the ferny weeds of the lagoon.

Ralph: What's that?

Piggy: A stone.

Ralph: No, a shell.

Piggy: That's right, it's a shell. I've seen one like that before - on someone's back wall. A 'conch' he called it. He used to blow it and then his mum would come. It's ever so valuable.

Narrator: Ralph had an idea. He tore out the stem of a palm leaf and began to poke about in the water with it, pushing the shell across the weeds till it rose, and Piggy could make a grab for it. Ralph took the shell from Piggy and shook the sand out of it.

Piggy: Ralph! We can use this to call the others, then have a meeting. They'll come when they hear us.

Ralph: How did your friend blow the conch?

Piggy: He kind of - spat. My aunt wouldn't let me blow on account of my asthma. He said you blow it from down here - from your diaphragm.

Narrator: Doubtfully. Ralph laid the small end of the shell against his mouth and blew. At first, it emitted only a faint love of air rushing out. Then Ralph blew harder, and immediately the thing sounded.

SOUND FX: CONCH BLOWING, BIRDS, SOMETHING SQUEALING IN THE WOODS

Ralph: Gosh!

Piggy: Bet you can hear that for miles.

SOUND FX: MORE BLASTS FROM THE CONCH

Piggy: Here's one. What's your name?

Johnny: Johnny

Narrator: Ralph continued blowing the conch in growing excitement. Signs of life were



now visible on the beach as boys made their way from different directions towards the sound of the shell. Slowly, they crossed the hot sand - some naked and carrying their clothes, others half-dressed.

Even while he was blowing the conch, Ralph noticed a pair of small boys who reached the platform in front of a fluttering patch of black. These were twins, who flung themselves down and lay grinning and panting. Piggy could be heard repeating their names...

Piggy: Sam, Eric. You're Sam, and you're Eric, Sam, Eric.

Narrator: Meanwhile, something dark seemed to be fumbling along the diamond haze of the beach. Ralph saw it first and watched till the intentness of his gaze drew all eyes that way. Then the creature stepped from the mirage on to clear sand. It was a party of boys marching approximately in step in two parallel lines. When they were about ten yards from the platform, Jack (their leader) shouted an order and they halted. He came forward and said ...

Jack: Where's the man with the trumpet?

Ralph: There's no man with a trumpet. Only me.

Jack: Isn't there a ship, then? Isn't there a man here?

Ralph: No ... We're having a meeting. Come and join us ...

**Students answer the remaining questions individually in writing, then have a class review.**

1, 2, a., b., e., f., g. - various answers

c. - by blowing into a conch

d. - Johnny, Sam, Eric

**B.2 Group work, then each group recounts and justifies its decision to the rest of the class.**

**B.3 This is simply for students to read and understand how the author creates and maintains the interest of the readers. This will help them in B5 and B6.**

**B.4 Students can work in pairs while you copy unpunctuated passage (B.4) on to the board. After pairwork is completed, punctuate the blackboard version.**

Answer: They were dressed in strangely eccentric clothing - shorts, shirts and different garments they carried in their hands. Their bodies from throat to ankle were hidden by black cloaks, which bore a long silver cross on the left breast. The boy who controlled them came forward, vaulted on to the



platform with his cloak flying, and peered into what was almost complete darkness. "Where's the man with the trumpet?"

Ralph, sensing his sun-blindness, answered him. "There's no man with a trumpet, only me."

The boy came close and peered down at Ralph, screwing up his face as he did so. He turned quickly. "Isn't there a ship, then?" He was tall, thin and bony. His face was crumpled and freckled. Out of his face stared two light blue eyes, frustrated now and turning or ready to turn to anger. "Isn't there a man here?"

Ralph spoke to his back, "No, we're having a meeting. Come and join us."

**B.5 Group work. This will enable them to attempt B6.**

**B.6 Homework or class work. Teacher must check the written output.**

**B.7 Controlled writing - individual work**

## **C. Ordeal in the ocean**

**C.1 Individual work. Various answers are possible but the following**

- a) individual stars, belonged to, all my stars
- b) listening, sounded, noise of jet airplanes constantly landing and taking off
- c) enormous, touching the sky
- d) dragged me up
- e) crest, turned me head over heels, twisting
- f) luminous water / glittered

**C.2 This is a warm-up activity, to get students interested in the story. Teacher elicits answers and writes them on the board.**

**C3 Ordeal in the Ocean is too long to be read in class time, so have students read it for homework the day before.**

**C.4 Homework - to be done along with C3.**

- 1. jumped overboard; had a snorkel and mask, and he referred to his 'calculations'.
- 2. changed course, and so was carried past the island.
- 3. he felt he had no hope of seeing another dawn.
- 4. swim towards the breakers.

**C.5 Individual work. This can be done as homework when the students read the extract.**



**C.6 Individual work, then class review aided by blackboard summary.**

**C.7 Oral work**

\*... distant rumbling ... like the characteristic noise of jet aeroplanes ...

\* ... under the crest, as if in a cave.

\* ... my body glittered like some princess's ball-gown.

**C.8 Individual or pair written work, then class review with blackboard list.**

**C.9 Written work. Can be done individually or in pairs. Teacher can assign this as a home work activity. The good pieces can be read out in the class.**

