

(SUMMARY)

SECTION	In this UNIT, you will develop your			
	LISTENING SKILLS	SPEAKING SKILLS	READING SKILLS	WRITING SKILLS
Introduction		<ul style="list-style-type: none"> Discussing various aspects of adventure 	<ul style="list-style-type: none"> Matching headings to magazine extracts Identifying characteristics and features of adventure by completing a web chart 	
(A) The Last Flight			<ul style="list-style-type: none"> Matching words with their meanings Identifying main events chronologically Arranging order of the main events Using a dictionary effectively 	<ul style="list-style-type: none"> Completing a time-line Filling in gaps to complete a diary entry Expressing feelings and emotions Paragraph writing
(B) The Sound of the Shell	<ul style="list-style-type: none"> Listening to and comprehending a conversation Interpreting what is heard 	<ul style="list-style-type: none"> Conveying ideas Expressing and arguing a point of view. Taking part in group discussions Justifying the choices made 	<ul style="list-style-type: none"> Identifying ways of creating interest and arousing curiosity 	<ul style="list-style-type: none"> Writing short responses Transcoding information from a map to a piece of writing Writing a newspaper article Designing a tourist brochure
				<ul style="list-style-type: none"> Using words related to adventure
				<ul style="list-style-type: none"> Identifying meaning in context Learning the meaning of new words related to exploration Using words that describe emotions
				<ul style="list-style-type: none"> Learning expressions to create interest and arouse curiosity

In this UNIT, you will develop your					
SECTION	LISTENING SKILLS	SPEAKING SKILLS	READING SKILLS	WRITING SKILLS	VOCABULARY
(C) Ordeal in the Ocean	<ul style="list-style-type: none"> Appreciating the creativity of others 	<ul style="list-style-type: none"> Using expressions creatively to draw comparisons 	<ul style="list-style-type: none"> Deducing the meaning of unfamiliar words Comprehending, analysing, interpreting, inferring and evaluating information Transcoding information from a written extract to a map 	<ul style="list-style-type: none"> Completing sentences Writing a poem or descriptive paragraph based on nature 	<ul style="list-style-type: none"> Learning words to describe nature

ADVENTURE

In this Unit...

Discuss the characteristics of 'Adventure'.

- (A) Amelia Earhart's "*The Final Flight*" is a saga of daredevilry. While reading this section, you will develop dictionary skills, enjoy reading the tragic yet inspiring tale, complete a time chart and make a project on her adventure. You will also write a paragraph narrating an exciting experience you may have had.
- (B) 'The Sound of the Shell' invites you to listen to a part of a classic story given as annexure at page no 163. After listening to the story, you will discuss strategies to survive, and write an article about your adventure. You will also write a description of the island for a tourist brochure.
- (C) 'Ordeal in the Ocean' is another thrilling adventure story which will help you to develop your vocabulary and you will learn how to use the language creatively.

INTRODUCTION

What is Adventure? What are its characteristics? (Read and discuss)

1. **Given below are four headings and four magazine extracts. Match each heading to the corresponding extract and write it as a heading for the extract.**

SPIRIT OF DAREDEVILRY

SAIL TO ADVENTURE

GATEWAY TO DEEP DOWN

A TRAIL OF DISCOVERY

ADVENTURE

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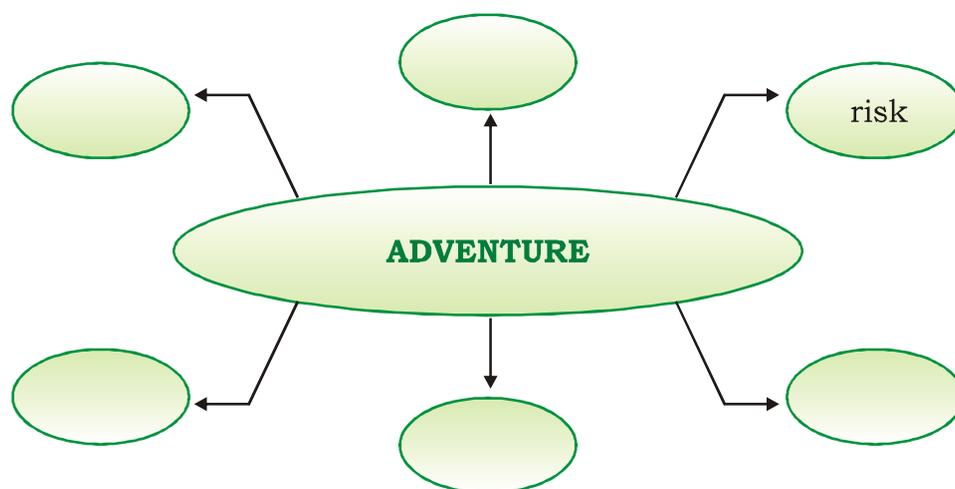
- a) The inaugural round of the 250cc Rodil Trophy Motorcross World Championship was held before 17,000 spectators at the Jawaharlal Nehru Stadium in Pune. India's lone entry, 17 year old Jagatweer Singh of Pune completed the race and picked up the first Rodil Championship points for the country. Stadium Motorcross racing has everything it takes to create a glamorous national event - speed, skill, stuntmanship and a lot of nail-biting drama.
Source- <http://indiatoday.intoday.in/story/motocross-racing-takes-root-in-india/1/328932.html>
- b) For twenty years, Valmik Thapar roamed the forests of Ranthambhore in Rajasthan, hoping to catch a glimpse of a tiger. He did see its pug marks and fresh droppings, but it was only the night before he was leaving, that he finally spotted the beast striding majestically down a forest track. For Thapar, that sight was the beginning of what he describes as an endless pursuit to observe and discover more about one of the world's most elusive and evasive nocturnal predators.
- c) Cave exploration (or pot-holding) is both a science and an adventure. The Frankfurt geologist, Gerhard Schmitt, has been descending into the depths of the earth with like-minded colleagues for more than 10 years, and has reached depths down to 975 meters in Turkey, Sardinia, Africa and South America. Schmitt and his team have crawled on their bellies through gaps in the rocks to unknown regions. "The exploration of a cave is just as enticing as climbing the highest of mountain peaks," enthused Gerhard Schmitt, when talking of his daring excursions.
- d) "Cast off!" The order sent the cadets scrambling up the ratlines like monkeys, to unfurl the sails. Varuna was on its way to Australia, 8000 nautical miles away, to take part in the Tall Ships Event along with entries from nineteen other countries. It was a part of the 200th anniversary celebrations marking the landing of the first European settlers in Australia.

We acknowledge the respective sources.

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2. In pairs, discuss what is common about all the articles you have just read. Complete the web chart below with the characteristic features of an adventure. (One has been done for you)



A. THE FINAL FLIGHT

- A.1. Below are certain words that appear in the story of Amelia Earhart's journey. The meanings have been given in a jumbled order. Match the words with their meanings.

Words	Meanings
1) Navigator	a) an infection of the bowels
2) Skirting	b) a person who flies an aircraft
3) Dysentery	c) a person who plans a route for a ship or a plane
4) Parachute	d) to put something in a safe place
5) Cable	e) to leave something with no intention of returning
6) Precise	f) to go around the edge of something
7) Transmit	g) a device that is attached to people or objects to make them fall slowly and safely
8) Implement	h) a small boat made of rubber or plastic that is filled with air.

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Amelia reached Lae in New Guinea on June 29. At this point they had flown 22,000 miles and there were 7,000 more to go over the Pacific. Amelia cabled her last commissioned article to the Herald Tribune. Photos show her looking very tired and ill during her time at Lae.

The U.S. Coast Guard cutter, *Itasca* had been standing off Howland Island for some days to act as a radio contact for Amelia. Radio communications in the area were very poor as *Itasca* was overwhelmed with commercial radio traffic that the flight had generated.



Amelia left Lae at precisely 00:00 hours Greenwich Mean Time on July 2. It is believed that the *Electra* was loaded with 1,000 gallons of fuel, allowing for 20-21 hours of flying.

At 07:20 hours GMT Amelia provided a position report placing the *Electra* on course at some 20 miles southwest of the Nukumanu Islands. The last weather report Amelia was known to have received was before take-off. The head wind speed had increased by 10-12 mph, but it is not known if she ever received the report.

At 08:00 GMT Amelia made her last radio contact with Lae. She reported being on course for Howland Island at 12,000 feet. There is no real evidence as to the precise track of the aircraft after Nukumanu. No one saw or heard the plane fly over.

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Several short transmissions were received by the Itasca with varying signal strengths but they were unable to get a fix on her location because they were too brief. At 19:30 GMT the following transmission was received from the *Electra* at maximum strength.

"KHAQQ calling Itasca. We must be on you but cannot see you... gas is running low..."

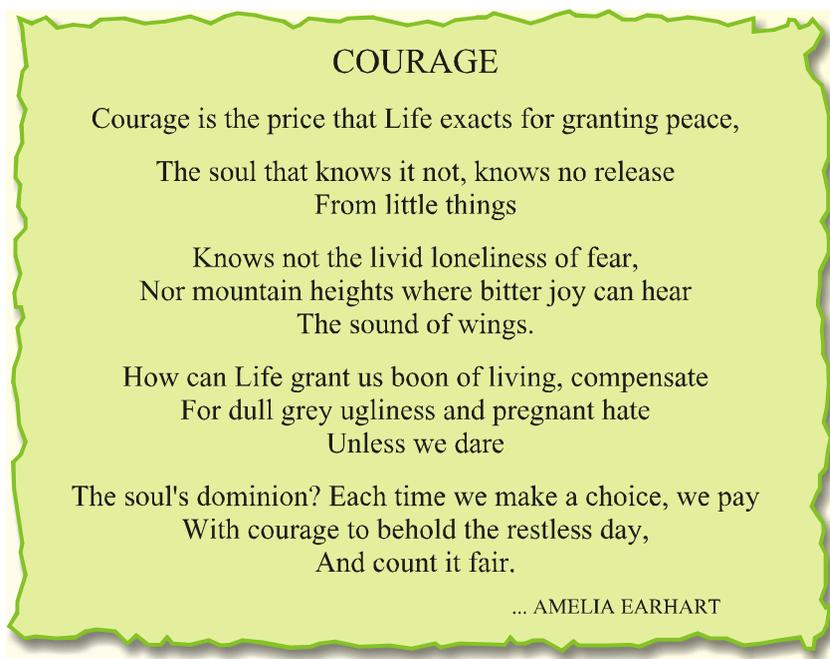
At 20:14 GMT, the Itasca received the last voice transmission from Amelia giving positioning data. The Itasca continued to transmit on all frequencies until 21:30 hours GMT. They determined that Amelia must have died at sea and began to implement search procedures.

It has been determined that the plane went down some 35-100 miles off the coast of Howland Island. A life raft was stowed on board but no trace was ever found of the raft. Some experts felt that the empty fuel tanks could keep the plane afloat for a period of time.

President Roosevelt authorized a search party of 9 naval ships and 66 aircrafts at an estimated cost of over \$4 million. On July 18, the search was abandoned by ships in the Howland area. George continued to seek help in the search, but by October he too abandoned all hope of finding them alive.

Amelia had been sending letters to George at stopovers all along her route quite regularly. These were published in the book 'Last Flight'. The book has a note from her to George....

"Please know I am quite aware of the hazards... I want to do it because I want to do it. Women must try to do things as men have tried. If they fail, their failure must be, but a challenge to others."



Amelia created a number of aviation records:

- o The first woman to fly across the Atlantic in 1928
- o The second person to fly solo across the Atlantic in 1932
- o The first person to fly solo from Hawaii to California in 1935

Guided by her publicist and husband, George Putnam, she made headlines in an era when aviation had gripped the public's imagination.

A.3. The following is a time chart of Amelia's aviation record in her attempt to go around the world. Complete it with the missing dates and events.

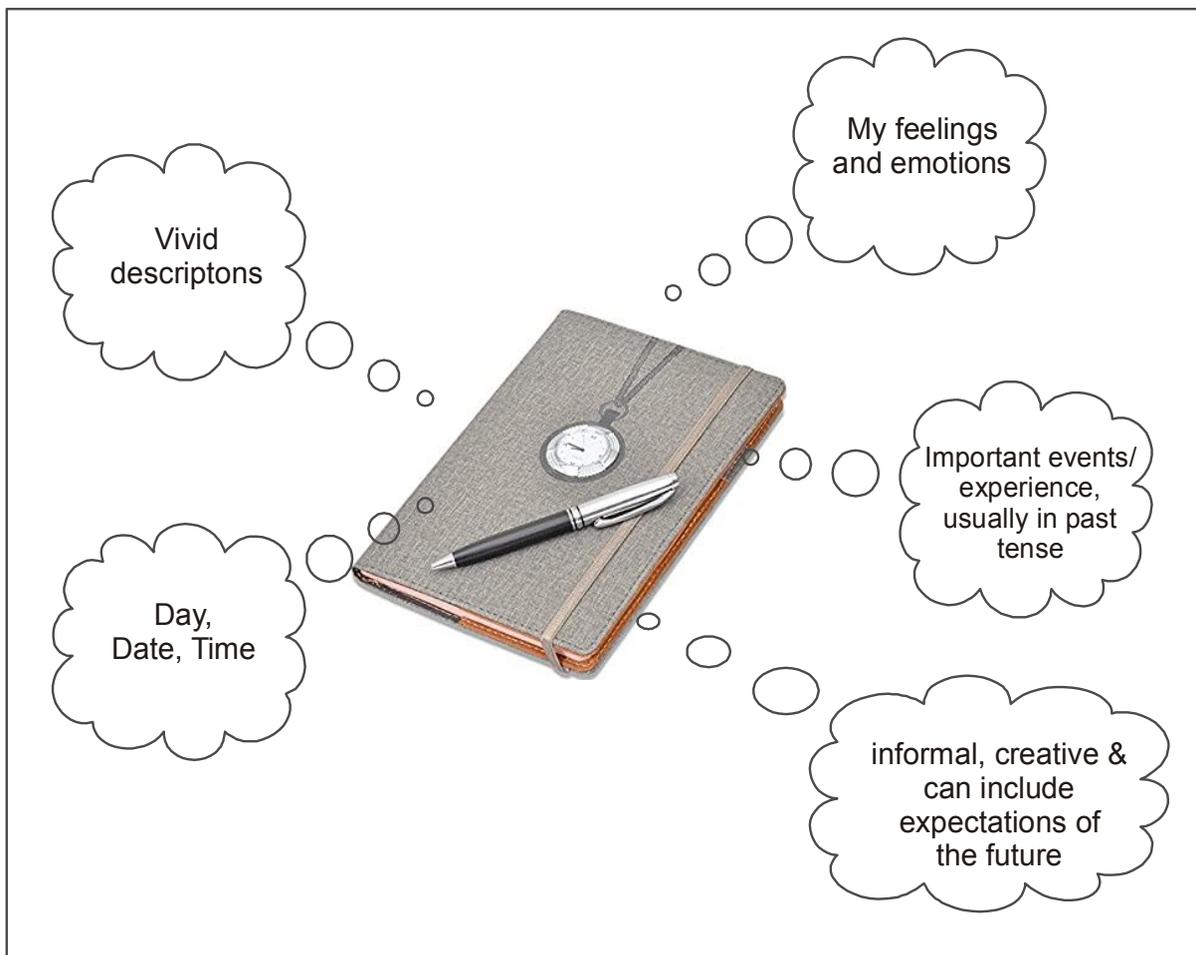
Date	Event
1) June 1, 1937	
2)	Electra flew to Calcutta
3) June 27	
4)	Reached Lae in New Guinea.

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5)		Amelia left Lae.
6)	July 2 (7:20 hrs)	
7)		Amelia made her last radio contact.
8)		Last voice transmissions from Amelia
9)	July 18	

A.4. Diary or journal writing is one of the most personal forms of writing. You can put down your thoughts about life, daily events, your feelings, opinions and almost anything that comes to your mind.



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A.5. You are a member of ‘Explorer’ – an adventure club. During your summer vacation, your friends and you decide to enroll in ‘The School for Flying’. While training, you had an interesting and unforgettable experience. Write a diary entry about one of your experiences of the adventure activity.

Here are some words and phrases you can use

Curious thrilled terrified relieved
felt euphoric agonizing moments insecurity grateful
uncertainty overwhelming experience extraordinary courage

A.6. You have read an account of the final stages of Amelia's life. It had been a saga of struggle and courage. Read about her early life - the factors that inspired her to become an aviator and the difficulties she faced. Make a project on her life. Here is a list of the reference books and websites which will guide you in your endeavour.

Websites :

- * <https://www.britannica.com/biography/Amelia-Earhart>
- * <https://ameliaearhart.com/>
- * <https://www.youtube.com/watch?v=ivbh9vEkp1g>

Complete the given worksheet, based on your research

MY THOUGHTS ON AMELIA EARHART

* I think one of her biggest challenges was _____

* According to me, her first airplane ride _____

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* I feel that she invested in the upliftment of women because _____

A QUOTE I THINK SUITS AMELIA EARHART

**WHAT WOULD AMELIA EARHART SAY TO THE
YOUNGSTERS OF TODAY?**

B. THE SOUND OF THE SHELL

B.1. Teacher/ Student to read out the first part given at page no 163. After you listen, answer the following questions:

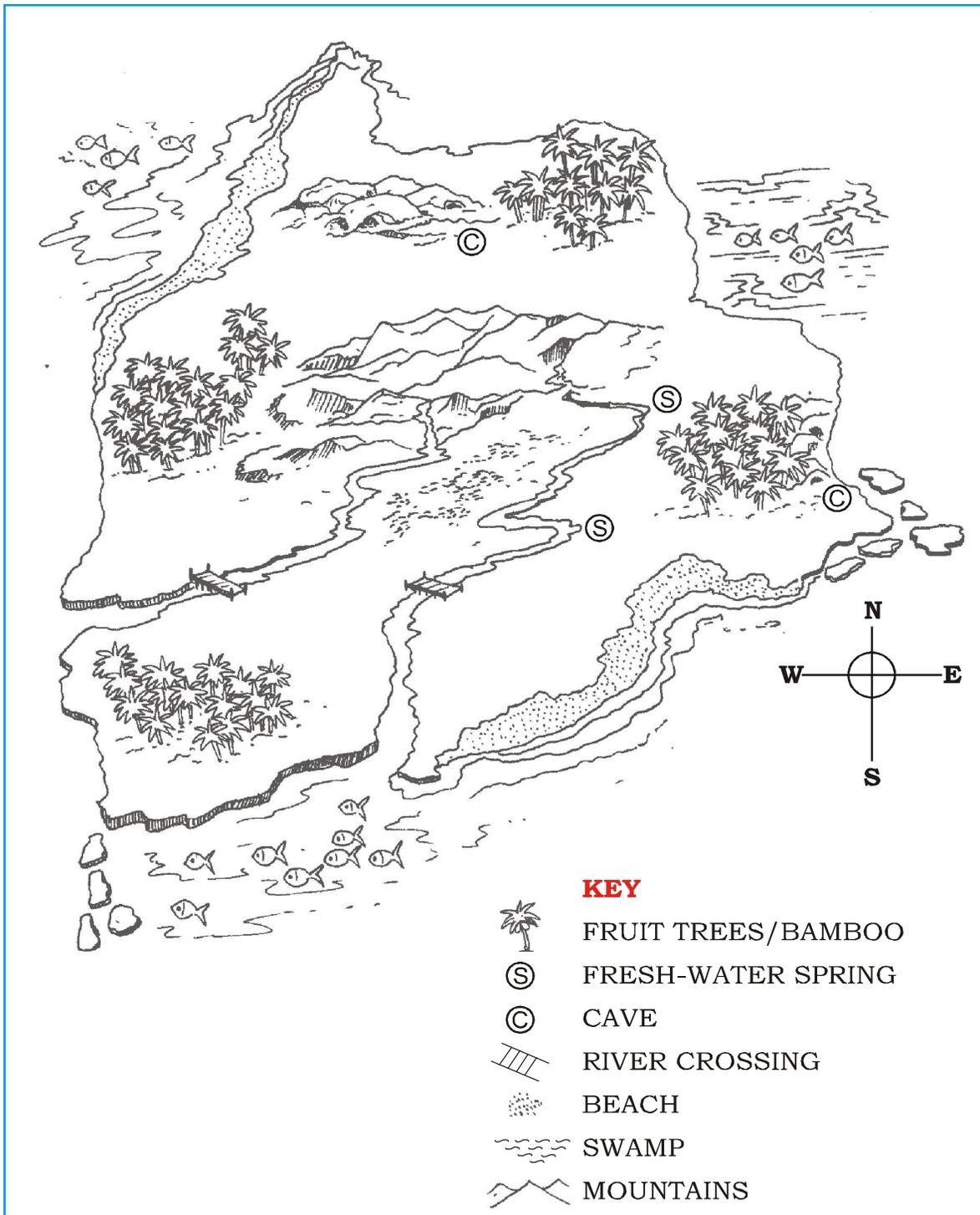
- a. What do you think happened to the boys and the plane they were flying in?
- b. What happened to the other part of the plane?
- c. How did Ralph attract the attention of the other boys?
- d. What were the names of the first three boys who came to the meeting?
- e. Why do you think the groups of boys were marching in two parallel lines?
- f. Do you think there were any adults on the island? Why / Why not?
- g. Can you predict what happened to the boys next? For example, how did they organise themselves? What about shelter and food?

B.2. Imagine that you are one of the boys, and that the map on the next page is of the island on which you have landed. Your most urgent task is to decide where to live. Work in groups of four; decide where to set

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up the camp, and the materials you will use. Be prepared to justify your choices to the rest of the class.



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B.3. The last part of the extract that you have just heard is given below. Notice how the author creates interest through a step-by-step organisation of his ideas.

With the diamond hue of the beach, something dark was fumbling along. Ralph saw it first and watched until the intentness of his gaze drew all eyes that way. Then the creature stepped from the mirage on to clear sand and they saw that the darkness was not all shadow but mostly clothing. The creature was a party of boys marching approximately in step falling in two parallel lines.

The author uses these words to create an atmosphere of mystery and suspense.

The 'something' becomes clearer...

clearer still...

until finally we learn what it really is.

B.4. Imagine that you are on an uninhabited island with a group of children of your age. In groups of four, discuss and enumerate the strategies that will be adopted by you to survive. You can think on the following lines and use the prompts given below.

- * food
- * shelter
- * protection against animals
- * life-skills (problem-solving, decision-making)
- * protection against harsh weather conditions

I suggest...

Why don't we...

What about....?

We'd better...

Yes, that's a good idea.

But what about the...?

Perhaps we ought to...

That's no good because...

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B.6. Imagine that you have just returned from Topo Island. The Editor of a local newspaper has asked you to write about your adventure. Write the article.

Some hints:

- * Describe briefly how you landed on the island, and the main features of the island.
- * Write about where you set up the camp, describe one main adventure, and how you were eventually rescued.
- * Make the adventure part of your story exciting, with lots of action.
- * Include dialogues in the adventure part.
- * Try to create mystery and suspense, as in B.3.
- * Finally, give your adventure story a suitable heading.
- * Your story must be written in paragraphs and should carry the By line.

B.7. Look at the map of Topo Island in B.2 and read the notes given below. Then complete the tourist brochure.

Notes

- * Beaches - 6km north-west coast, 6km south-east coast; relax
- * Fishing - near beach on north-west coast
- * Adventure seekers - caves, mountains
- * Trees - fruit, shade if the day is too hot
- * Lookout Point - can see the whole island

Visit Topo Island for the Holiday of a Lifetime!

Here is the perfect paradise for holiday-makers - Topo Island. You _____
Fishing _____. If it's adventure that you're after, _____. Fruit trees
found on most parts of the island _____. And the Lookout Point on the
northern tip of the island _____. Come to Topo Island, an exotic place,
where dreams come true.

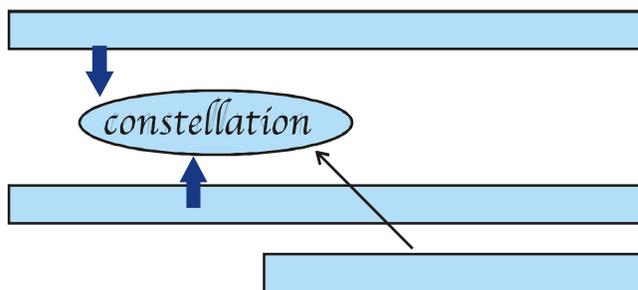
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C. ORDEAL IN THE OCEAN

In this section we shall read an adventure story titled 'Ordeal in the Ocean', in which you will probably come across some unfamiliar words. Therefore, before we read the story, we shall have some more 'puzzling out' practise.

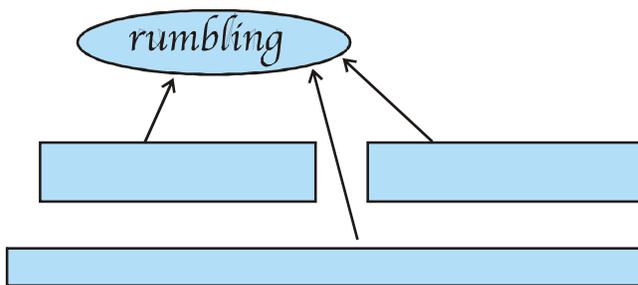
C.1. Read the following extracts from the story, and try to puzzle out the meanings of the encircled words from other words and phrases in the extract. Write the clues in the empty boxes. Then give your own explanation of the encircled words.

- (a) I saw individual stars, but I could not distinguish the **constellation** they belonged to. Then dawn came and put out all my stars.



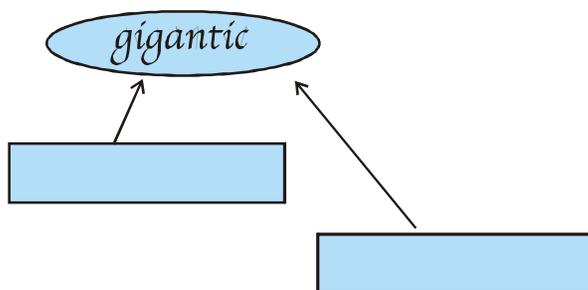
Therefore, constellation means _____.

- (b) Indeed there had been a distant **rumbling** for some time, although I had paid no attention to it. Now that I started listening to it I thought it sounded like the characteristic noise of jet airplanes constantly landing and taking off.



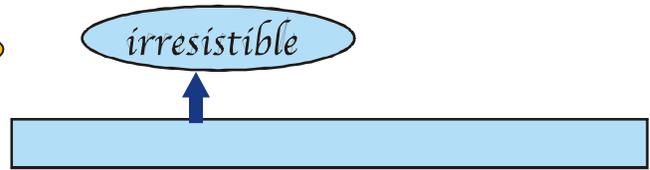
Therefore, rumbling means _____.

- (c) It was a **gigantic** wave with steep, very slowly falling crests. Never in my life had I seen such an enormous wave. It seemed to be touching the sky.



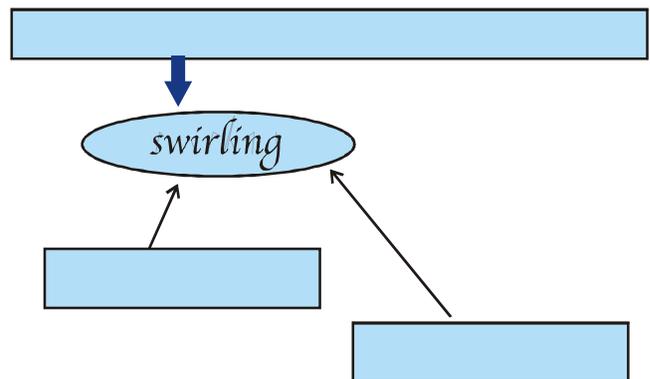
Therefore, gigantic means _____.

- (d) The wave did not break over me as I assumed it would. An **irresistible** force dragged me up its steep slope, right to the very foot of the falling crest.



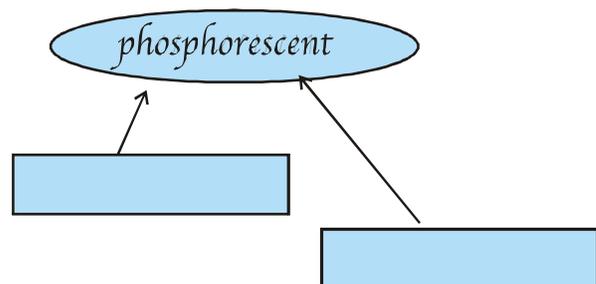
Therefore, irresistible means _____.

- (e) For a moment, I found myself caught in the air under the crest, as if in a cave. Then, my body was in the **swirling** current of water; the inner power of the wave made me recover several times, twisting me in all directions before it subsided.



Therefore, swirling means _____.

- (f) All around me I could see random currents of water, splashes of foam and **phosphorescent** spray of luminous water and my body glittered like some princess's ball gown.



Therefore, phosphorescent means _____.

C.2. Suppose you are on a ship, far out at sea. Something happens, and you find yourself in the water. The ship continues on its journey. Discuss the following with your partner and share your views with the class.

- * How long do you think you can stay alive in water?
- * How will you know which way to swim?
- * What dangers will you face?

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C.3. 'Ordeal in the Ocean' is the story of Slava Kurilov, a Russian, who faced a remarkable trial in the water. Slava Kurilov tells his own story. Read on.....

When the liner had finally vanished over the horizon, I was absolutely alone in the stormy night sea. First I thought I had to swim one way, then another. It was not even midnight yet, and I had no hope at all of finding my way in this terrible night time ocean. I began to feel afraid. Waves of fear rolled through me, starting from my hands and feet, attacking my heart and then reaching through my neck to my head. Waves broke over me and water went into my **snorkel**. I realised I would not be able to last even half an hour in such a condition.



I saw individual stars, but I could not distinguish the constellations they belonged to. Then dawn came and put out all my stars and I felt my solitude more keenly. The sky was grey at first, then blue-violet shades appeared. In a few minutes, the colours became brighter, with dark red strips cutting across the sky!

The rising sun came up over the ocean. I was surrounded by large waves. The clouds turned pink and swept across the sky in all directions. It was a windy day.

There was no land visible. I grew alarmed. Had I made a mistake in my calculations? Perhaps the current had carried me a long way off the course during the night?

A **snorkel** is an air tube that can rise above the surface of water, so that a swimmer can breathe under water.

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An hour passed, perhaps two. "Land!!!" I could not deny myself the pleasure of shouting the magic word aloud and of hearing my own voice. Perhaps it was my ghostly island of Siargao? I almost felt I had succeeded - now at least I had hope.

The sun looked out for the last time, as if it was saying goodbye to me, and hid itself away again. In a few minutes the sky was filled with all the colours of a rainbow, the bright shades changing and merging as I watched. At first the clouds became deep red and then their edges turned bright orange. A little while afterwards, the clouds turned lilac and dark violet. Darkness fell swiftly. My second lonely night in the ocean began. The stars came out unnoticed. I changed course and headed for the south west. As it turned out, this was an unforgivable mistake.

Evening was approaching. The ocean around me was full of life; large fish often leapt out of the water and big birds flew right above my head. I could see the island distinctly now. A line of dancing palms stretched the length of its shore. The sides of the mountain were covered in many different shades of green.

An hour passed, perhaps more. It was extraordinarily quiet. Then suddenly to my horror, I discovered my island had noticeably begun to move north and was drifting further and further in that direction right before my eyes. Before I had worked out what was happening and could sharply change my course towards the north, the southern tip of the island had appeared in front of me and, beyond that, open ocean stretched to the very horizon. I was totally at the mercy of the current and realised to my alarm that it was slowly carrying me past the land.

My third night in the ocean crept up unnoticed. This third night in the ocean was very dark, much darker than the two previous ones. I almost decided to die as I had no hope of seeing another dawn. I was suddenly aware of a quiet voice: "Swim to the sound of the breakers."

Indeed, there had been a distant rumbling for some time, although I had paid no attention to it. Now, I started listening and I thought it sounded like the characteristic noise of jet aeroplanes constantly landing and taking off. The voice inside kept insisting that I should swim towards this thunder of waves.

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At last I obeyed. Again I heard an approaching rumble. What I suddenly saw at a distance of about 30 or 40 metres has imprinted itself on my memory forever. It was a gigantic wave with steep, very slowly falling crests. Never in my life had I seen such an enormous wave - it even seemed to be touching the sky. It moved very slowly and was fantastically beautiful.

The wave did not break over me as I assumed it would. An irresistible force dragged me up its steep slope right to the very foot of the falling crest. Instinctively I clutched my mask snorkel and managed to take a deep breath. The crest started to break over me and pulled me under it. For a moment, I found myself in the air under the crest as if in a cave. Then my body was in a swirling current of water; the inner power of the wave made me recover several times, twisting me in all directions before it subsided.

I realised that I had to try to keep my body on the crest and I quickly took up a horizontal position. This time the wave quickly grabbed me and carried me at great speed for quite a long distance on its crest.

I got up to the surface easily and swam in the direction the waves were heading. "Somewhere there, beyond the reef, there should be a lagoon," I hoped.

Suddenly, I felt something hard under my feet. I could stand up to my chest in water! Around me I could see random currents of water, splashes of foam and phosphorescent spray, all swirling about. Before I fully came to my senses, another large wave approached and carried me some distance further. I was up to my waist in water when a new wave picked me up, taking me several metres forward. Now the depth of the water was only up to my knees. I had enough time to take a few tentative steps, to catch my breath and look around.

I surfaced at the foot of a very tall palm tree. I left a trail of luminous water and my body glittered like some princess's ball-gown. Only now did I feel completely safe. The ocean was behind me....

C.4. Answer the following questions based on the given extract, by selecting the correct options.

At last I obeyed. Again I heard an approaching rumble. What I suddenly saw at a distance of about 30 or 40 meters has imprinted itself on my memory forever. It was a gigantic wave with steep, very slowly falling crests. Never in my life had I seen such an enormous wave-it even seemed to be touching the sky.

- (i) Select the option that is true for the two statements given below.
- (1) The narrator heard an approaching rumble.
 - (2) The narrator was certain that the enormous wave will break his hope to be onshore.
- A. (1) is the reason for (2)
- B. (1) is the result of (2)
- C. (1) is independent of (2)
- D. (2) is the reason for (1)

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- (ii) When the writer says 'imprinted itself on my memory forever' he means that he would
- A. write about it later
 - B. research it at the earliest
 - C. choose to erase it from his mind
 - D. always remember it
- (iii) Select the most suitable replacement of the underlined word, from the extract, that is similar in meaning.

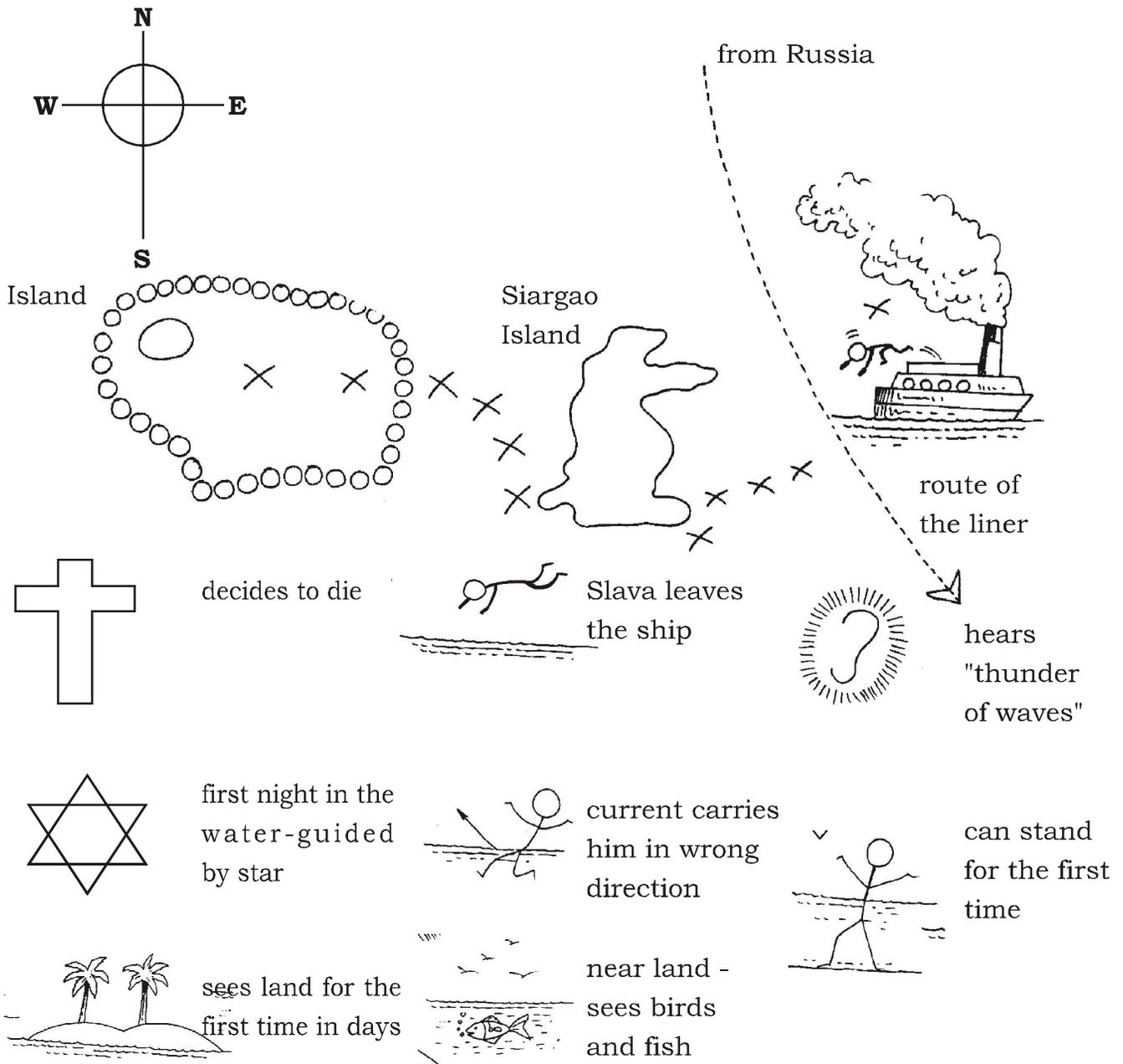
The organisers of the Desert Festival came across gigantic sand dunes and decided to set up camp in that vicinity.

- A. enormous
- B. imprinted
- C. beautiful
- D. sleep

C.5. Answer the following questions briefly.

- a. At the beginning of the story, the narrator seems to be swimming alone in the stormy night sea. Why? Give reason including evidence from the story.
- b. Slava Kurilov mentions one of his actions as an unforgivable mistake. Do you think it was the biggest mistake made by the narrator? Explain.

C.6. Given below is a map of the area in which Slava Kurilov faced his ordeal. You will also see the major events in the story, in mixed order, each accompanied by a symbol. After you have read 'Ordeal in the Ocean', draw the appropriate symbol against each x mark. (One is already drawn for you.) Draw the symbols or number the symbols, and transfer them to the map.)



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C.7. The author uses many vivid and colourful expressions to describe the ocean, clouds, sky, waves and his own feelings. List the expressions that you like the most.

*** Ocean**

1)

2)

*** Clouds and sky**

1) *The sun looked out for the last time as if it was saying goodbye to me.*

2)

*** Waves**

1)

2)

Find at least two expressions under each heading.

C.8. Another technique adopted by the writer is to use figures of speech such as a simile. A simile is used to express similarity between two things. e.g. *He is as fast as lightning. The rain fell heavily on the metal roof like a machine gun.* Similes usually start with 'like' or 'as'.

Find two similes in the last section of the story.

C.9. Now try to build your own similes for the following :

- | | |
|-----------------------------|------------------------------|
| 1. The rock stood... | 6. The bird soared... |
| 2. The waves leapt... | 7. Dawn broke... |
| 3. The sea shone... | 8. The stars... |
| 4. The sun set... | 9. The wind shook the trees. |
| 5. The rain fell heavily... | |

Add other similes of your own and write them in your notebook.

C.10. Now that you have seen some techniques for creating vivid images with language, try to compose a poem or write a short descriptive paragraph using similes and colourful expressions. Work in pairs, if you prefer. Then read it out to the class.

Choose one of these themes: waves, stars and moon, rocks, sunset or sunrise.

Consider the following for your chosen theme:

- * What does it look like?
- * What does it feel like?
- * What does it sound like?
- * How does it move?
- * Where do we see it?
- * When do we see it?

