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## An Adventure

Look at the picture and discuss the questions that follow:



1. What is the man in the picture doing?
2. Where do you think he is going?
3. Can you imagine the dangers he is likely to face? Mention a few of them.
4. What is this type of activity called?
5. Have you ever participated in such an activity? If yes, share your experience with your classmates.

### A. Reading

Read the following story and answer the questions that follow:

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

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

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



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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

“And who tied you up,” added Arun.

“And why,” continued Seema.

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

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

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

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

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

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

## Glossary

ruins (n):	collapsed and decayed buildings
explore (v):	to search or travel through
crumbling (v):	breaking / cracking into pieces
passage (n):	a long narrow way through
gag (n):	a piece of cloth put in a person’s mouth to prevent him from speaking
smugglers (n):	persons involved in moving goods illegally in or out of a country
pant (v):	breathe with short quick breaths
gang (n):	an organized group of criminals





### How well did I read?

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

#### I. Answer the following questions:

1. What kind of a town was Vishnupur?
2. What did Seema find?
3. How did the children know that someone was in trouble?
- \* 4. What do you think is the turning point in the story? Give reasons.
5. Where was the secret passage?
- \* 6. What would have happened if the police had not arrived on time?
- \* 7. Do you think the children took a risk? If so, what could it be?

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

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

#### III. Tick the correct answer for the following questions:

1. Seema and Arun went to Vishnupur on... [     ]  
(a) a study tour.                      (b) a vacation.                      (c) an adventure.
2. At the entrance to the cave, Seema found... [     ]  
(a) Arun                      (b) a piece of paper                      (c) a man
3. The man Seema and Arun helped was... [     ]  
(a) their uncle.                      (b) a smuggler.                      (c) a police officer.

## Vocabulary

### I. Read the following:

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

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

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

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

### II. Read the following :

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

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

#### Verbs

loved

pretended

played

#### Nouns

love

pretension

play

**Supply the noun forms of the verbs underlined in the following sentences. The first one has been done for you.**

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



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

## Grammar

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

Indirect Speech: Ram told Sita that he liked swimming.

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

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

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

**Now change the following into Indirect Speech / Reported Speech.**

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

## Writing

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

### How well did I write?

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

### How well did I edit my work?

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

Study skills

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

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

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

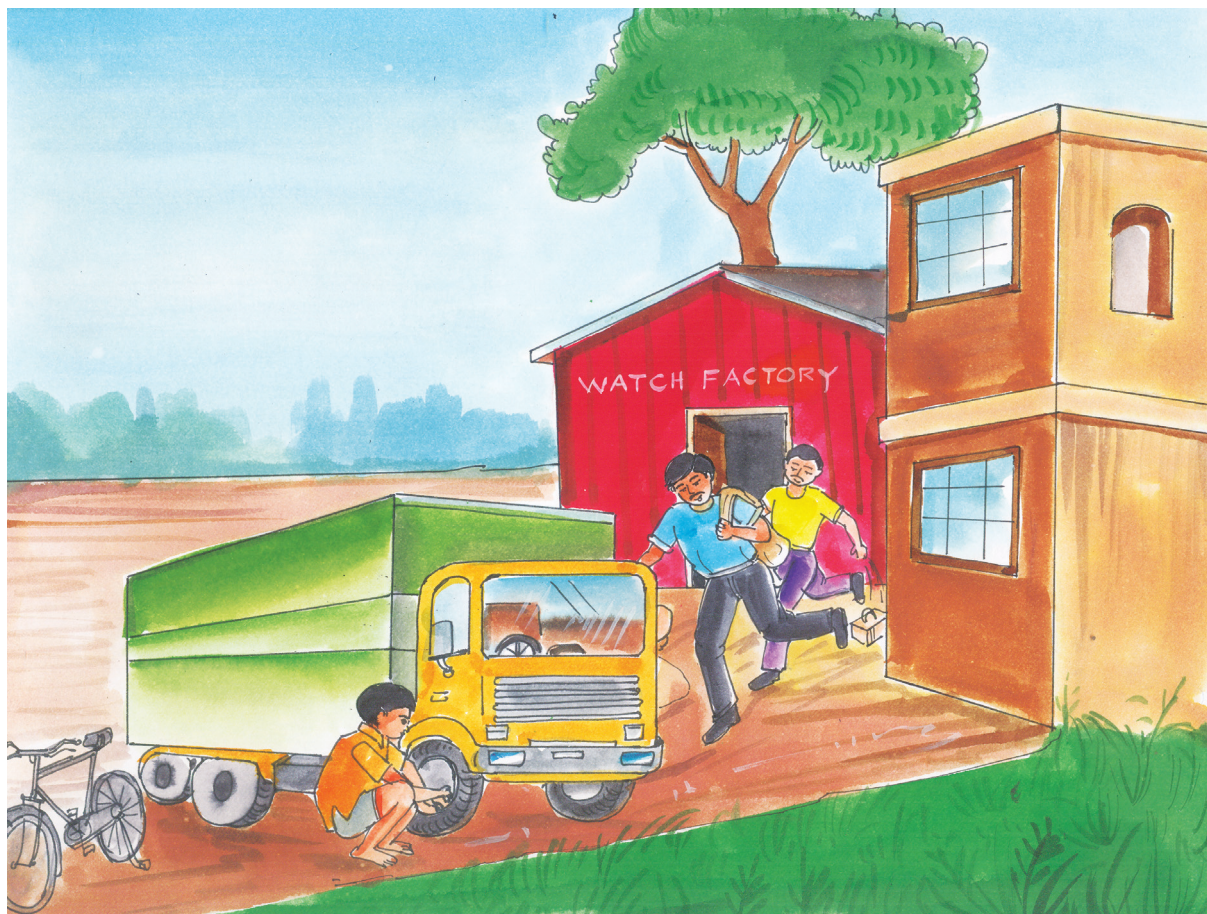
Work in groups. Transfer the information given above into a table. The following questions help you in deciding on what should go into the table.

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



## Listening and Speaking

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



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

## B. Reading

Read the following poem.

### The Naughty Boy

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

- John Keats





### How well did I read the poem?

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

#### I. Answer the following questions:

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

**found – ground**

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

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

### Project

- I. You often find interesting news about people who are doing adventurous deeds like going round India on a bicycle, going from Kashmir to Kanyakumari on foot, sailing across oceans in small boats, etc. Collect a few adventurous stories with beautiful pictures, paste them on a chart, talk about it in your class, and display it on the wall magazine.

II. Prepare a poster showing dos and don'ts to help a road accident victim.

How well did I prepare the poster?

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

C. Reading

Read the following story and answer the questions that follow :

Robinson Crusoe

Robinson Crusoe's ship had been destroyed by the sea. He had been alone for many years on a lonely island and longed for company. One day he discovered a footprint on the sand. Let's find out what he did then. It was narrated by him.

One day, when I was going towards my boat, I was surprised to see the footprint of a man on the sand. I stood amazed! I listened; I looked around me; I could neither hear nor see anything. I went up higher to look down; I went up the shore and down the shore, but it was no good; I could find no other footprint but that one. I went to it again to see if there were any more footprints and to tell if it had been my imagination. But I was not mistaken, for there was exactly the print of a foot - toes, heel, and every part of a foot. I could not imagine how it came there. I stayed for a long time thinking, but became more and more confused.

At last, I returned home very frightened, looking behind me after every two or three steps, mistaking every bush and tree to be a man.

When I came to my cave (which I called my castle), I ran inside it as if I was being chased. I did not remember whether I used the ladder or went by the hole in the rock, which I called the door. I ran for cover faster than any animal could run.

I did not sleep that night. The more I thought about what I had seen, the more afraid I was. I thought it could be one of the savages of the mainland who had wandered out to the sea, in a small boat.

Luckily I was not on shore at that time, but what would have happened if he had seen my boat! If he had seen the boat, he would have realised that someone lived on the island and would soon return with others to kill and eat me up.

And so I lay fearful for many days and prayed for protection. In doing so, I was much comforted and began going out to investigate. But even now as I went forward, I looked behind me frequently because I was still very frightened.





However, as I went about for two or three days and saw nothing, I became a little bolder. I decided to go down to the shore again and examine the footprint once more. I decided to measure it with my own footmark.

My fear returned! I went home again, believing that there was someone there. The island was inhabited!

(Adapted from Daniel Defoe's Robinson Crusoe)

**Answer the following questions:**

1. Why did Robinson Crusoe get confused?
- \*2. What would you do if you were in a similar situation?
- \*3. Do you know of any islands where primitive people live even today? Share what you know among the members of your group.

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