

## 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

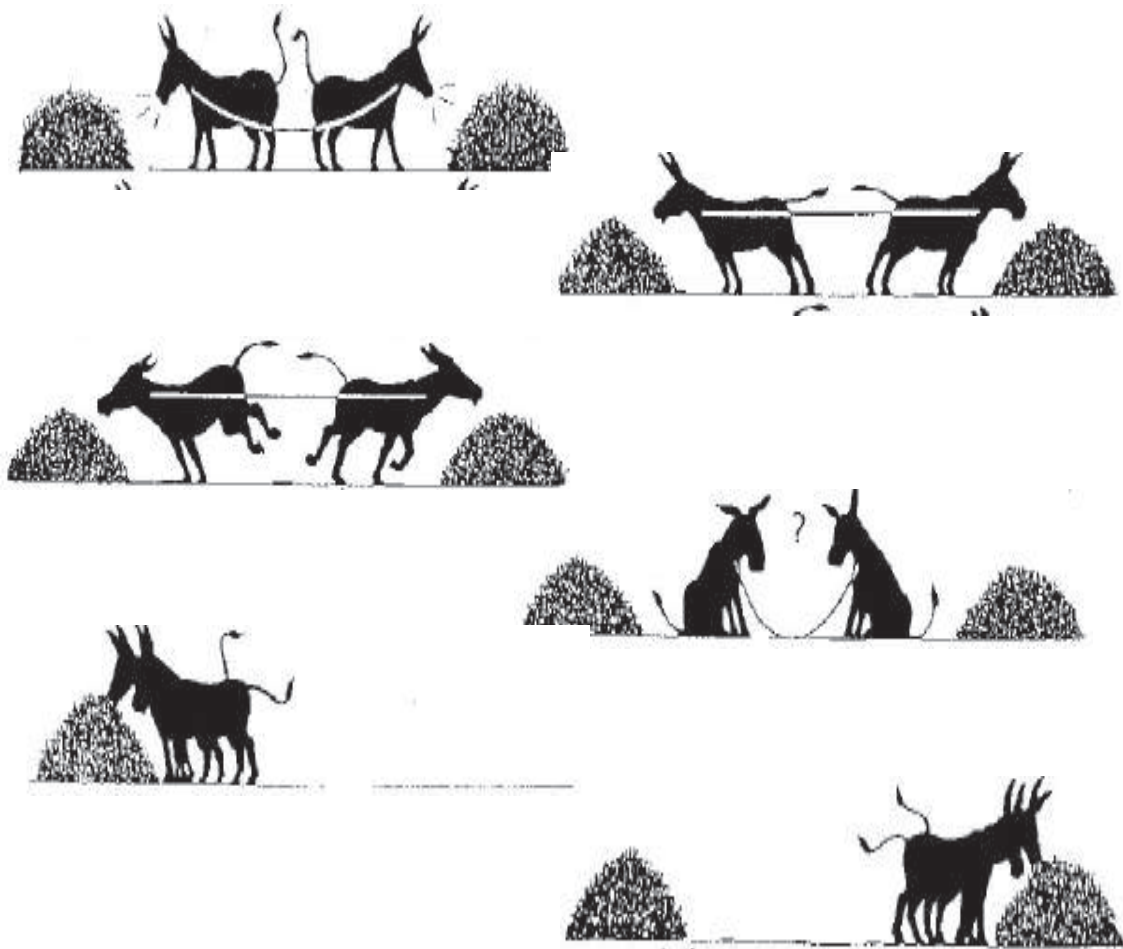
Also talk about the times when you saved someone from getting hurt. Describe what happened after that.



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.**

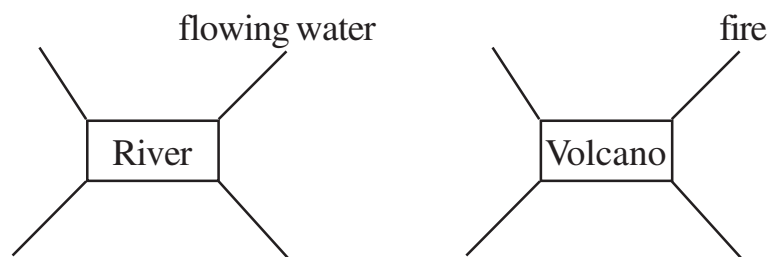
- i. The word ‘curious’ in the poem means \_\_\_\_\_.
  - a. not known
  - b. strange
  - c. eager to know
  - d. different
- ii. The word ‘hue’ in the poem refers to \_\_\_\_\_.
  - a. bloom
  - b. change
  - c. colour
  - d. strands
- iii. ‘pelting’ is associated with \_\_\_\_\_.
  - a. volcanoes
  - 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.**

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

