

## 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.





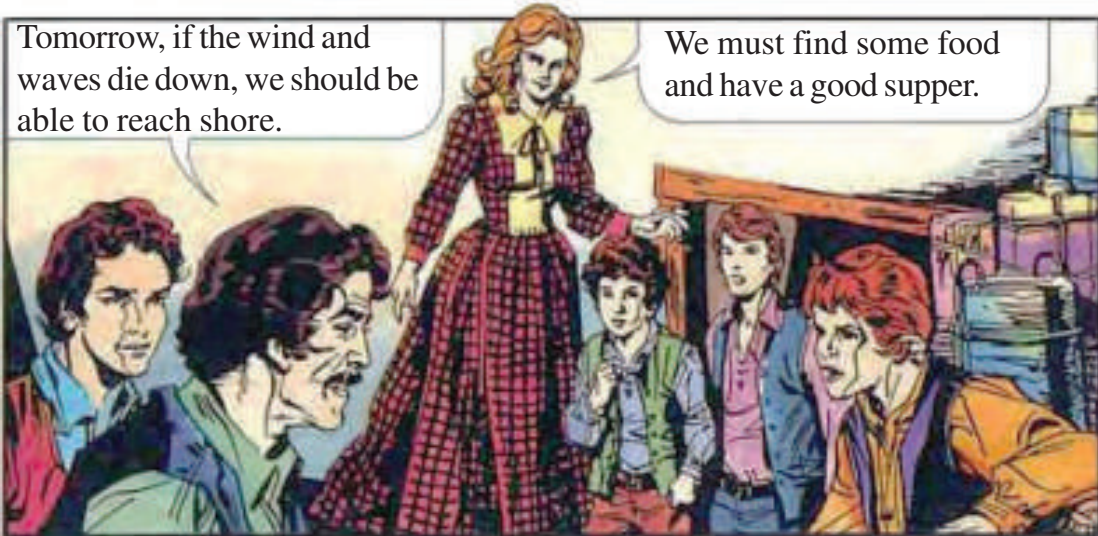
I returned to my family, trying to hide my fears.

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.

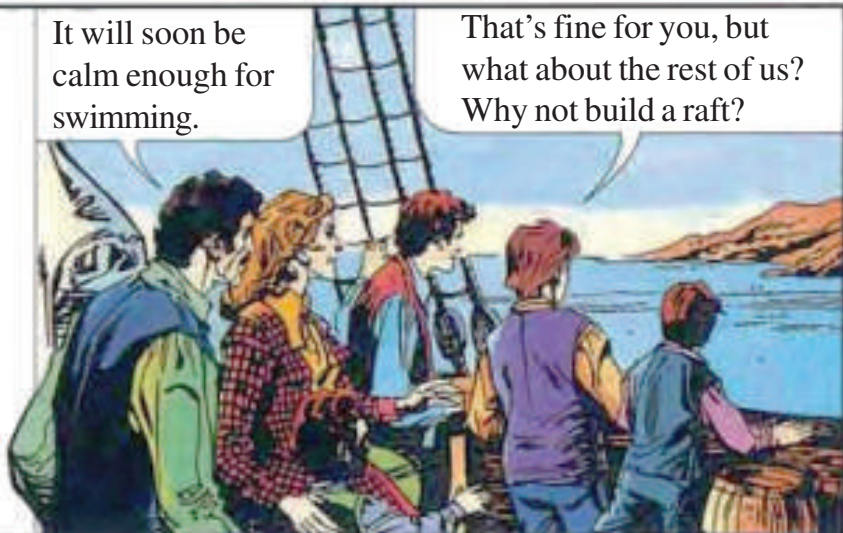
We must find some food and have a good supper.



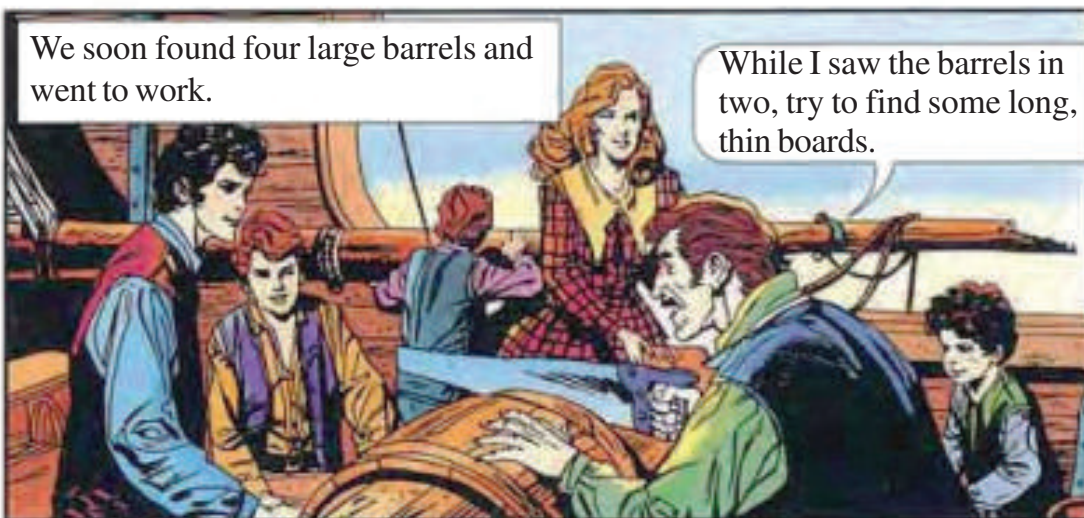
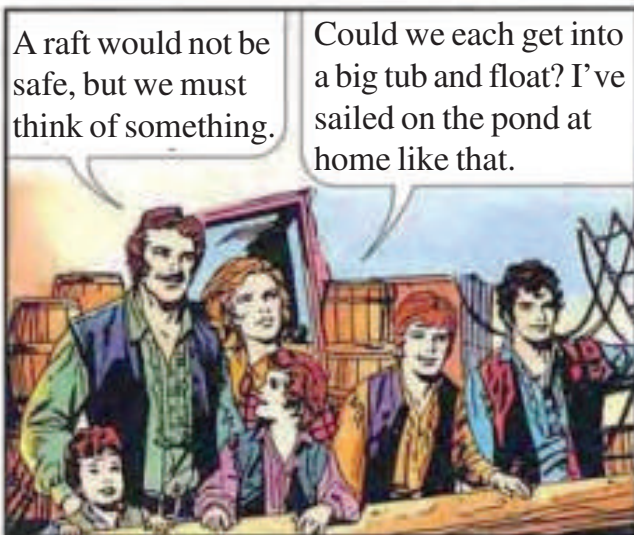
After a meal, the children slept soundly through the night. At dawn we were thankful to see blue sky above us. We stood together on the deck.

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?

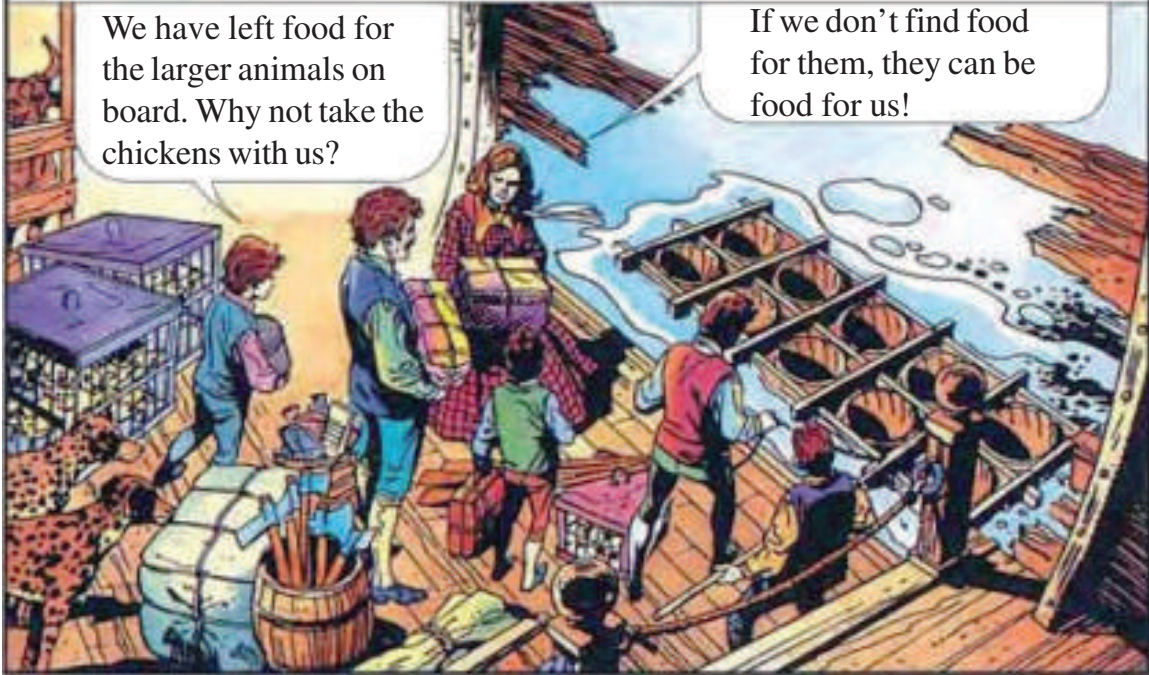




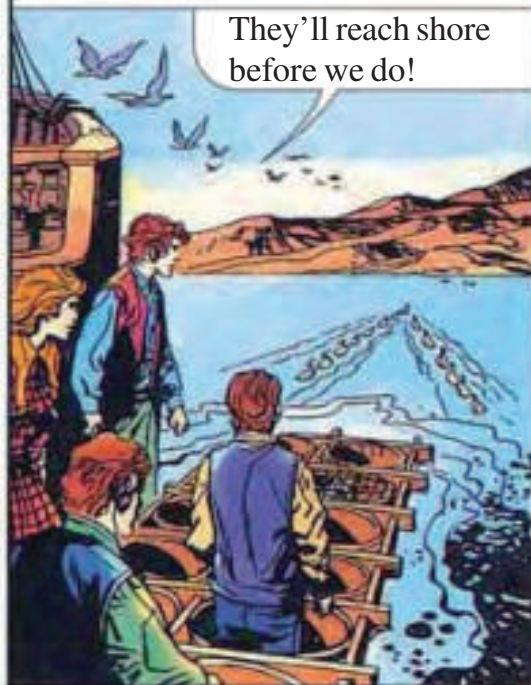




The next morning we got together all the supplies we could carry and made ready to set out. Many useful things had to be left behind at this time.



We freed the ducks, geese, and pigeons.



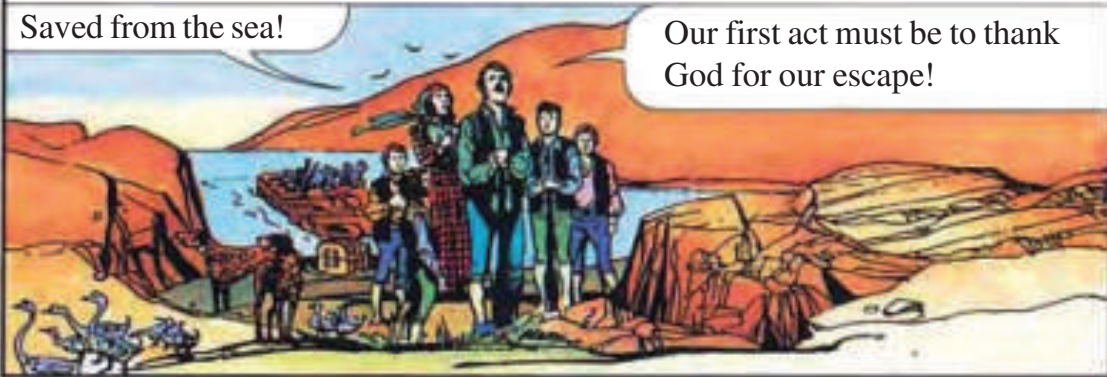
Hoping for the best, we set off.



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.

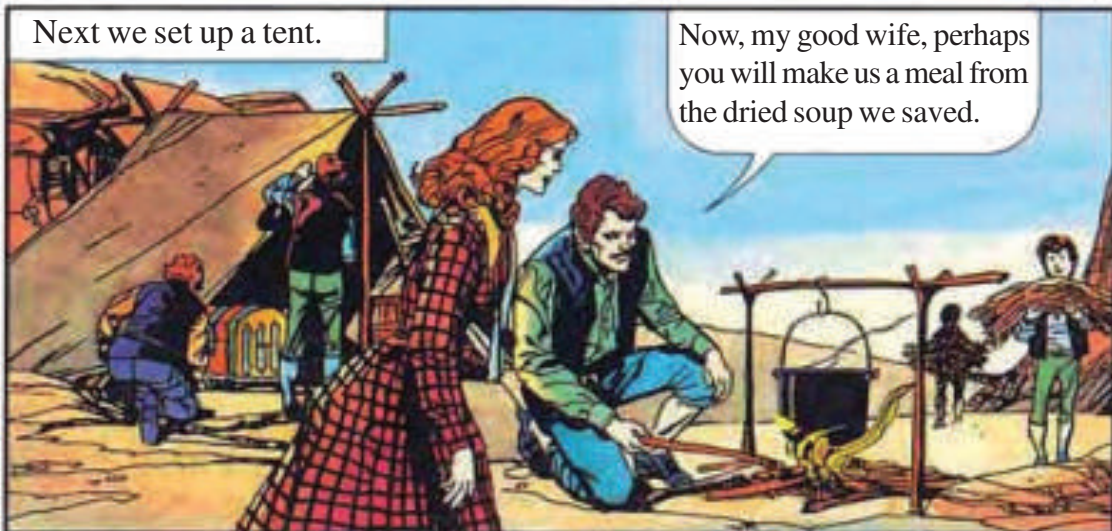
Saved from the sea!

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.



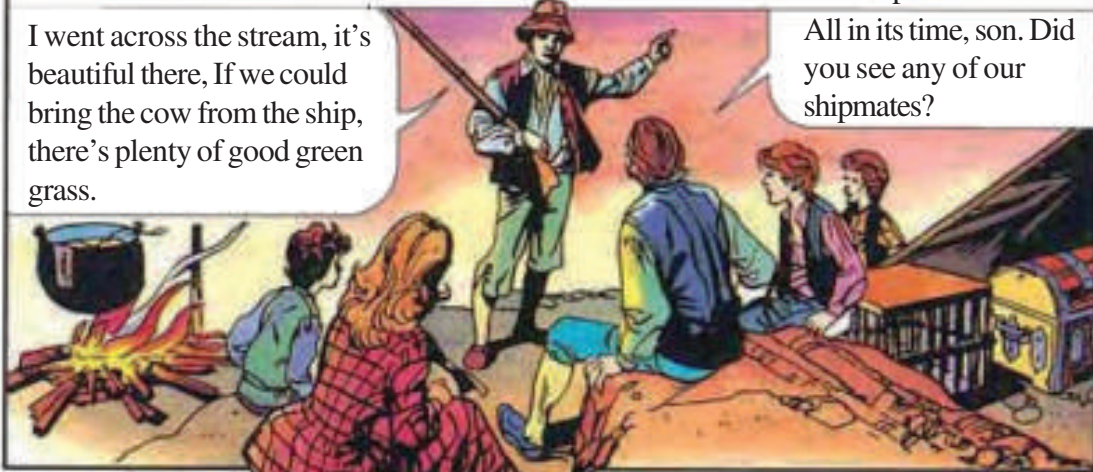
After hardwork and a good meal, we all slept soundly at night.



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.

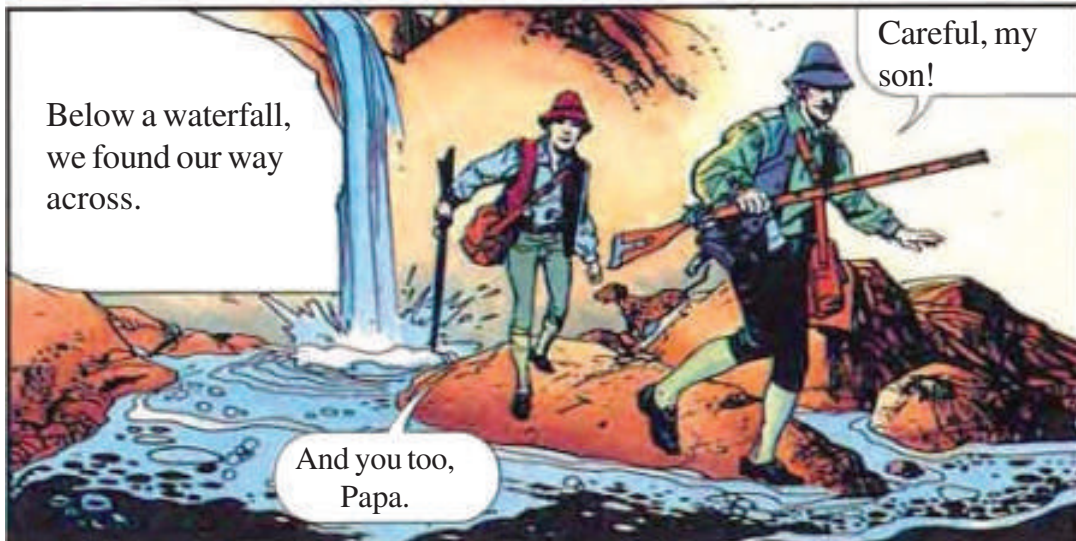




We will take one of the dogs. The other will stay here to keep you safe.



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!

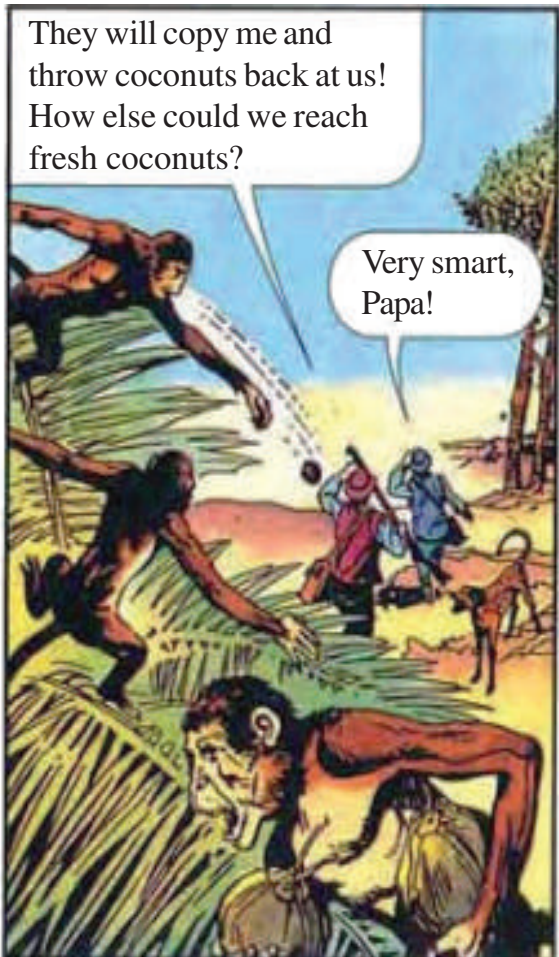




We came to some palm trees and found a troop of monkeys.



I will throw stones at them, but will not try to hit them.

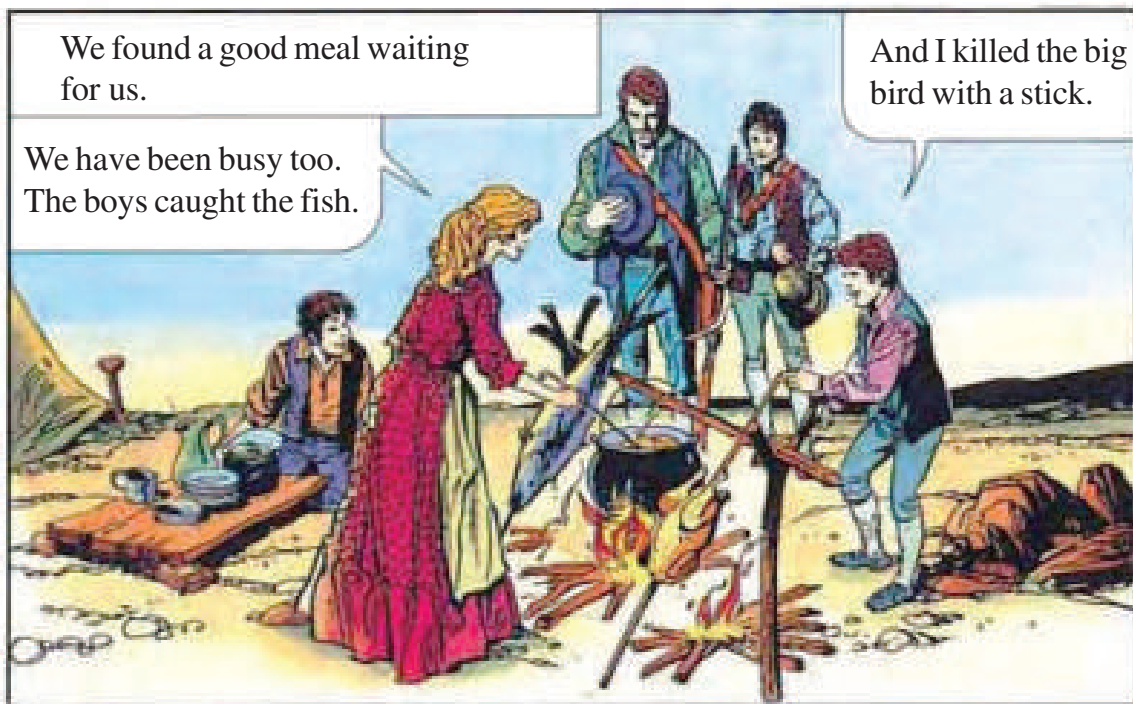


They will copy me and throw coconuts back at us! How else could we reach fresh coconuts?

Very smart, Papa!





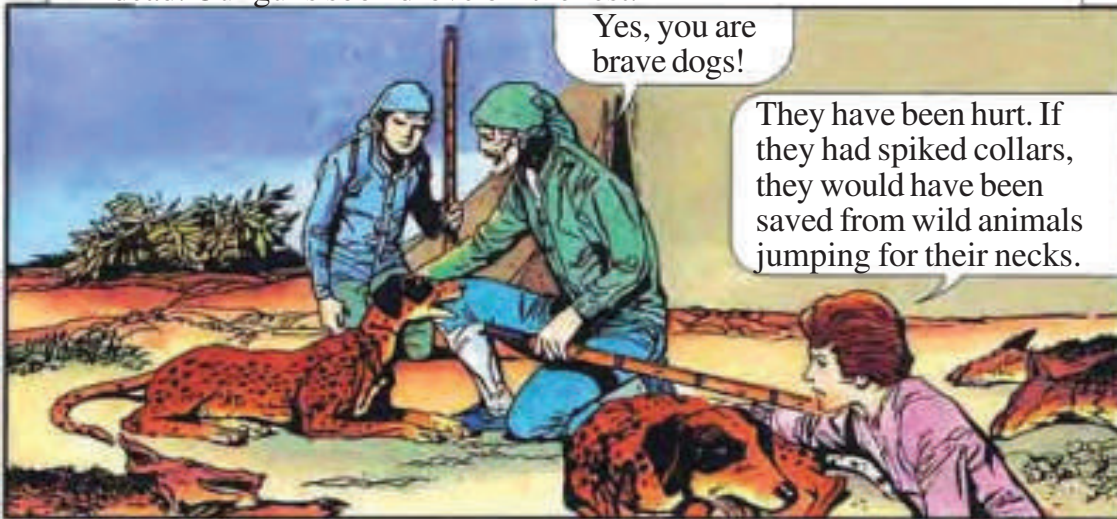




Soon after dark we went to bed. We were awakened from sleep by barking dogs and the squawks of our chickens.



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

**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.

