

Lesson 11

The Spirit of Adventure

Adventure means readiness and desire to undertake a risky enterprise. The force from within helps man to conquer fear, reason, hunger, love of life and homesickness. Nobody is completely free from the fear of danger. But the difference between a timid and an adventurous person is that the latter does not allow fear to overpower him. So the spirit of adventure in dangerous enterprises is encouraged by the conquest of self.

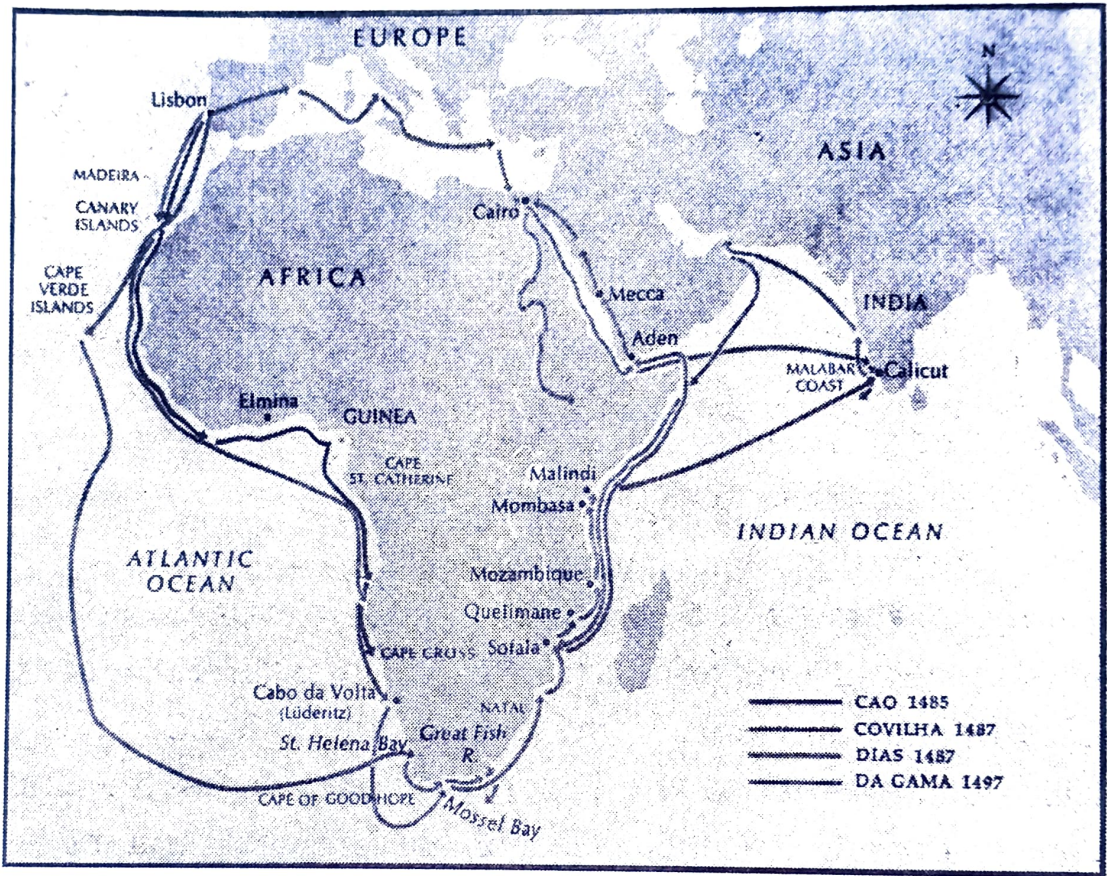
Success is no criterion for undertaking any adventure. Even failure evokes touching admiration. This is why people climb Mt. Everest, traverse the world in a raft or a balloon, cross the Niagra Falls on a tightrope and do many more such things. The voyages of discovery and exploration such as those of Marco Polo, Captain Cook, Columbus, Livingstone etc. are also inspired by the same spirit.

Between 1420 and 1620 the Europeans learned that all seas are one. If the seamen were given adequate ships, stores, skill and courage, they could in time reach any country in the world which had an ocean coast. Their knowledge about Asia and Africa was very little till the 15th century. Then a series of Portugese expeditions down the African coast were sponsored by a remarkable man, Prince Henry the Navigator, third son of King John I. Later on, in accordance with his policy, King Mannuel appointed Vasco da Gama to lead a Portugese fleet to open the sea route to India.

It was 8 July, 1497, when Da Gama left Lisbon harbour with a fleet of four vessels. His fleet carried *padroes* (stone pillars) to set

up as marks of discovery and included three interpreters. Among them two spoke Arabic and one could speak several dialects.

After three months his vessels the Sao Gabriel, the Sao Rafael, the Berrio and a 200 ton storeship sailed 4,000 miles in the Atlantic



Da Gama's route to India

Ocean and reached the African coast at St. Helena Bay, just north of Cape Town in modern South Africa. Da Gama took a circular path to reach the Cape of Good Hope avoiding the gulf stream. It took a week's time. In another three days Da Gama anchored at Mossel Bay, the extreme point of Africa towards south. He erected his first *padrao* there and ordered his storeship to be broken up.

Da Gama's eastward journey started in December, 1497. This time he started to name the places and rivers. He named a coast as Natal as he reached it on the Christmas Day. The river from which he took the northern journey was given the name of the River

of Good Omens. Thereafter he saw nothing but thousands of miles of open sea and savage country till he reached Mozambique. There, like the others, he was also treated as an Arabian merchant. The Sultan of Mozambique supplied him with two pilots, one of whom deserted when he discovered that the Portugese were Christians.

The next leg of Da Gama's journey was full of adventure. His pilot was not as skilled as he might have been and he mistook an island for a main land. Somehow his expedition reached Mombasa, a port in Kenya and then dropped his anchor in Malindi (also in Kenya) where he was welcomed by the Sultan. Da Gama found a community of Hindus living in Malindi. Fortunately enough he managed to hire a new pilot who was a Gujarati. The new pilot proved to be an experienced one and he guided Da Gama across the Arabian Sea. After twenty three days run across the Indian Ocean he anchored at Calicut, one of the foremost trading cities of the Malabar Coast in India. He erected there his last *padrao* on 20 May, 1498 to prove that he had reached India.



Vasco Da Gama
(1462-1524)

Da Gama returned to Lisbon and reached there in September, 1499. He had been away for more than two years and had sailed 24,000 nautical miles. Of the 170 men with whom he had left Lisbon, only 44 returned.

Da Gama's spirit did not lessen with that. He went on some other voyages also until his last days. We have always had such adventurous people in our history and we will continue to have some in the days to come. Their determination and courage symbolise the indomitable human spirit and inspire others for an adventurous life.

- desire (n) : a strong wish
- enterprise (n) : a large project which is difficult
- timid (adj) : not brave
- overpower (v) : gain control
- conquest of self (n) : the act of taking control over the weaknesses and fears in oneself
- criterion (n) : with the help of which a decision is made
- evokes (v) : brings out a feeling
- touching (adj) : feeling of pity
- traverse (v) : to cross an area
- raft (n) : a small boat made of pieces of wood tied together
- adequate (adj) : enough
- coast (n) : the land beside or near to the sea or ocean
- sponsored (v) : paid the costs
- Marco Polo : Italian traveller, travelled to China in 1279
- Captain Cook : English explorer, explored the east coast of Australia
- Livingstone : Scottish missionary and explorer, discovered Victoria Falls in 1851
- Columbus : Italian born Spanish explorer, reached the Caribbean islands in 1492
- fleet (n) : a group of ships
- Lisbon : the capital of Portugal
- harbour (n) : an area on a coast where ships can take shelter
- vessels (n) : large ships
- interpreters (n) : persons whose job is to translate

dialects (n)	: different forms of a language
ton (n)	: a unit for measuring the size of a ship, 1 ton is equal to 100 cubic feet
gulf (n)	: a large area of sea that is partly surrounded by land
gulf stream (n)	: a warm current of water across the Atlantic Ocean
anchored (v)	: dropped a heavy metal from a boat or a ship to prevent it from moving away
erected (v)	: put in a position to make stand
padrao (n)	: Portugese word, means 'stone pillar'; plural form is 'padroes'
Natal	: a South African city
omens (n)	: signs
Mozambique	: a country on the east coast of Southern Africa
deserted (v)	: left without help or support
Malabar Coast	: Coast at the south western part of India
nautical miles (n)	: unit for measuring distance at sea; 1852 metres is equal to 1 nautical mile
symbolise (v)	: represent

EXERCISE

Comprehension

1. Answer the following questions.

1×5=5

- Who was Prince Henry the Navigator ?
- Why was Vasco da Gama appointed to lead Portugese fleet ?
- When did Da Gama leave Lisbon ?
- Where did Da Gama erect his first padrao ?
- When did Da Gama reach Calicut ?

2. Give brief answers to the following questions.
- What did the Europeans learn in between 1420 and 1620?
 - How did Da Gama start his journey from Lisbon?
 - How did Da Gama find the Gujarati pilot?
 - Where and when did Vasco da Gama die?
3. Why do people undertake risky enterprise? What is the difference between a timid and an adventurous person? $2+1=3$
4. Describe in your own words Da Gama's journey from Lisbon to Calicut. 5

Grammar and usage

Look at the following sentences.

- Riju received a prize and Biju received a certificate.
- He wrote to us that he had arrived safely.

In each of the above sentences, two parts are joined by a conjunction. In the first sentence we have joined two clauses using a conjunction 'and'; but both the clauses can express their meaning independently. This type of conjunction is called **Co-ordinating Conjunction**. A co-ordinating conjunction can join words, phrases or clauses. In the second sentence we have joined one independent and a dependent clause using 'that'. The second part of the sentence 'that he had arrived safely' cannot express its meaning without the help of the first half. This type of conjunction is called **Subordinating conjunction**.

5. Find out the co-ordinating and subordinating conjunction from the following passage.

The third great defect of our civilization is that it does not know what to do with its knowledge. Science has given us

powers fit for the Gods yet we use them like small children. For example, we do not know how to manage our machines. Machines were made to be man's servants, yet he has grown so dependent on them that they are in a fair way to become his masters. Already most men spend most of their lives looking after and waiting upon machines.

—C.E.M. Joad

6. Combine the following sentences into a single one by using the conjunctions given in brackets.
- Sheela's mother is a teacher. She teaches English. (who)
 - The man is poor. He is happy. (but)
 - Dipak is brave. He is intelligent. (not only ... but also)
 - She lives somewhere. I don't know the place. (where)
 - We have a car. Its colour is white. (whose)

When we join two sentences or clauses using co-ordinating conjunction, it becomes a **Compound sentence**. e.g. **The sun rose and the fog disappeared**. But when we join two clauses using subordinating conjunction, the sentence becomes a **Complex sentence**. e.g. **We all know that God is Almighty**. Otherwise the sentence having only one finite verb is a **Simple sentence**. e.g. **We returned home at sunset**.

7. Find out the simple, compound and complex sentences from the following.
- The sea is as deep as the mountains are high.
 - The girl sitting in the corner with a book in her hand is my sister.
 - You can sit wherever you like.
 - You may do as you please.
 - I will do this if I am allowed.

Vocabulary

Here is a game invented by Lewis Carroll called **Doublets**. Two words of the same length are given and you have to transform the first into the last by progressing through a series of meaningful words in which each differs from the next by one letter only. The object is to make the series as short as possible. You may rearrange the letters of a word instead of introducing a new letter, but you may not do both. In this game you are permitted to use a dictionary.

Example : a) Change **none** into **some**.

Answer : none

tone

tome

some

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b) Change **sea** to **sky**

Answer : sea

set

let

ley

lay

say

sky

8. Change **dry** to **wet** and **find** to **lose**.

Composition

9. Write a paragraph on an adventure that you have undertaken.

Spoken activity

10. You very often read or hear adventurous stories. Tell one of them to your friends.

Assignment

11. Collect the names of at least five people who have undergone different expeditions.

Note to the teacher

In this lesson the students should be taught the use of conjunctions and types of sentences like simple, compound and complex. The teacher should explain the use of conjunction through various examples. The students should be encouraged to learn about great voyages and other adventurous expeditions of the World.

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