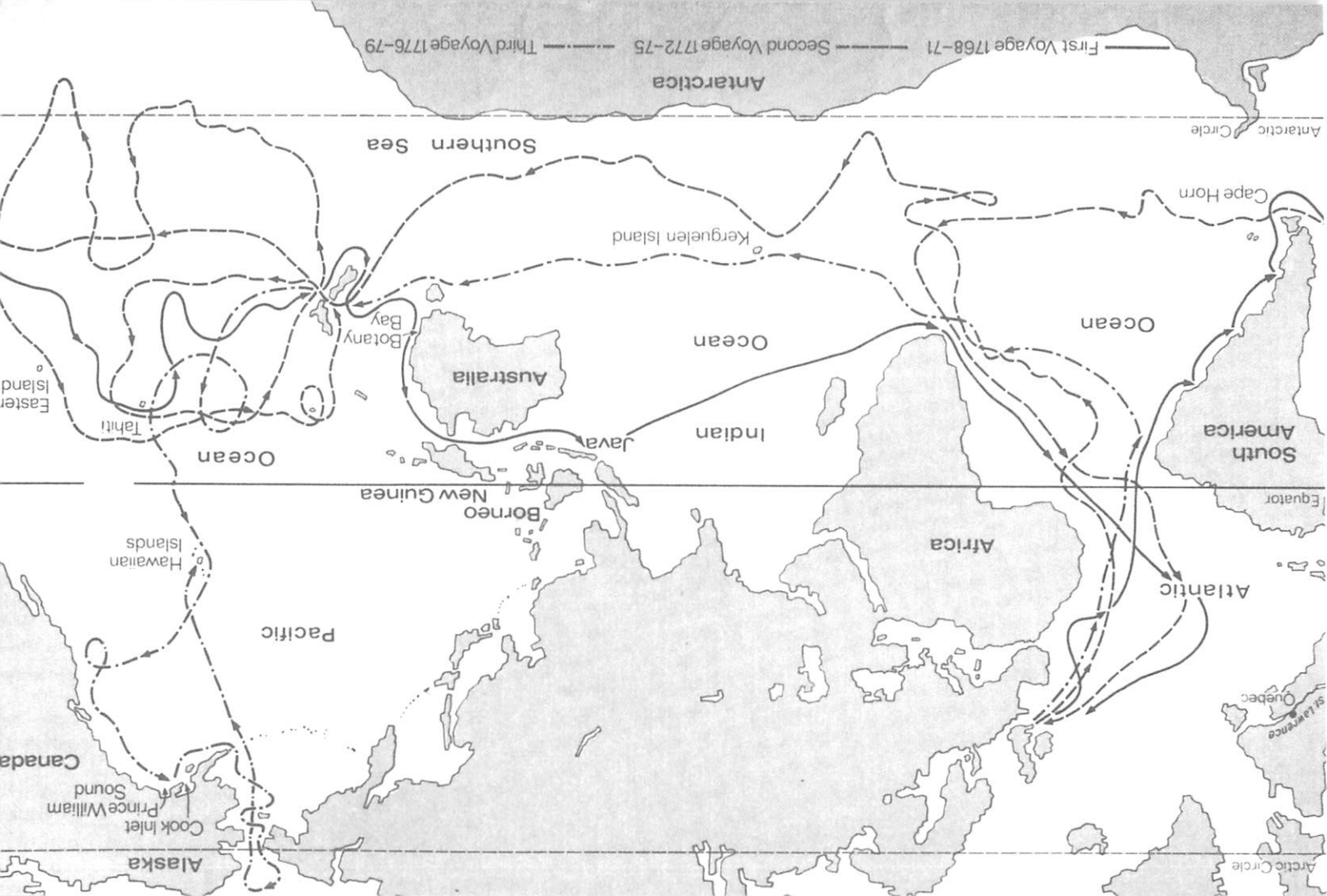


# Captain Cook

## The Great Explorer

NEW EDITION



## Chapter 3

### The Search for the 'Great South Land'

The *Endeavour* set sail from Plymouth on 26th August, 1768. She sailed across the Atlantic to Rio de Janeiro, then down the South American coast to Cape Horn. Cook was lucky: there were no storms off the Cape. But it was an uncomfortable voyage, especially for the crew, crowded together in the dark, damp fo'c'sle.

So every man on board was filled with joy when, after eight months, the *Endeavour* at last reached Tahiti. They had never seen such a beautiful place. With its green mountains, its cool streams and rushing waterfalls, its shady trees loaded with tropical fruits, its long sandy beaches, it seemed like a paradise to them. And the people were so friendly and welcoming – and beautiful, especially the women. The *Endeavour* was only the fourth European ship that had ever visited Tahiti. The Tahitians knew little about the ways of white men. Cook admired their simple, happy way of life, and he punished severely any member of his crew who tried to take advantage of them. So the Tahitians and the men from the *Endeavour* quickly became friends.

As for Joseph Banks, he was full of enthusiasm. He made special friends of the Chief and his family. He explored every corner of the island and made a fine collection of plants. In those days, there were no photographs, and the only way to show what places and things looked like was by painting them. There were two artists on the expedition, Buchan and Parkinson, and they now had plenty of work to do! But this happy holiday could not last. On 3rd June, 1769, the astronomers observed the Transit of Venus as they had planned, and wrote their report. The time had come for Cook to open his sealed envelope ...

"You are to sail south until you arrive at the latitude of forty degrees, unless you first reach the Southern Continent ..."

These were the first words which Cook read when he tore open the envelope. So he was to look for the Great South Land, the undiscovered continent which geographers believed lay somewhere beyond Australia and New Zealand. A hundred years before, the Dutch explorer, Tasman, had touched the southern tip of Tasmania. He had sighted the mountains of the strange land we now call New Zealand,



Sydney Parkinson made drawings of birds, plants and animals.

fifty years, there was hardly a whale or seal left.

At last, after completing his circle of the polar seas, Cook turned north for Capetown – and only just in time. The *Resolution* had been away from port so long that her rigging was beginning to fall to pieces and she was leaking. But, more serious still, there was a danger of scurvy because the supplies of sauerkraut were almost finished. 5

It was at Capetown that Cook learned what had happened to the *Adventure*. Furneaux had left him a letter in which he explained why he had had to leave Queen Charlotte Sound in such a hurry. Eleven members of his crew had been caught by the Maoris and killed. 10

The *Resolution* arrived home on 30th July, 1775. She had sailed over 70,000 miles, much further than any ship had ever sailed before. But the voyage was new in another way, too. Cook had travelled further than Columbus, Magellan and Drake, not to find gold or jewels, nor to capture slaves, nor even to find the shortest route somewhere, but to answer a question. Was the famous Southern Continent really there? He had brought back with him wonderfully accurate charts of an immense area of the South Pacific, and he had proved once and for all that there was no warm, well-populated Southern Continent. 15

The Admiralty rewarded him by promoting him to Captain and offering him a well-paid, extremely easy office job. The Royal Society rewarded him by electing him a member, an honour they nearly always reserved for scientists. The general public, which had read about his first journey with excitement, could hardly wait to read the story of his second voyage. 20 25

## Chapter 7

### Return to Tahiti

Cook was now well-off and famous, but he was still not satisfied. He was not the sort of man who could sit comfortably by the fireside or at a desk in the office when there were so many parts of the world still to be explored. Naturally, their Lordships of the Admiralty were delighted when they learned how eager the great man was to return to sea. They already had plans for another voyage of discovery, this time to the far north of the Pacific. For they hoped and believed that there was an ice-free passage round the top of the American continent – a 30



passage which would be much shorter and safer than the dangerous, stormbound route round Cape Horn.

For two hundred years, explorers from many different lands had searched for this Northwest Passage, as it was called. Some of these  
5 explorers had never returned. But the British Admiralty was sure that, if there *was* a Northwest Passage, then James Cook, the greatest navigator of his age, would certainly find it.

So, on 12th July, 1776, Cook set out from Plymouth on his third and last voyage. It was not at all a joyous occasion. For England was  
10 at war again, and the sea was not safe for English ships. The year before, the American colonies had revolted. And it was plain that before long, the French and Spanish, too, would be joining in the fight against their old enemies, the English.

Cook had decided to sail in the *Resolution* again. It was a bad choice.  
15 The ship had not properly recovered from her voyage to the Antarctic, and she still leaked. The *Adventure* was replaced by another Whitby collier, the *Discovery*. But Lieutenant Clerke, the *Discovery's* commander, was in a debtors' prison, and Cook was forced to sail without him and his ship. The two ships did not meet until they reached  
20 Capetown.

"This will bring us bad luck," complained the sailors. And how terribly right they were!

Cook sailed to the Pacific by way of Tasmania. He did not explore the island, for Furneaux had visited it during the second voyage, and  
25 had told him that it was part of the Australian mainland. However, Cook made the acquaintance of the Tasmanian Aborigines, who were even more simple and defenceless than their Australian cousins. True to his character, he did not harm them. Sad to say, English settlers later hunted them to death and wiped out every one of them.

Next, Cook paid a visit to Queen Charlotte Sound and found out who was responsible for murdering Furneaux's men. He could have had the guilty man punished. The Maori Chief was quite willing to have him put to death. But when Cook realized this would lead to war among the Maoris, he spared the murderer. He did not consider  
35 revenge to be worth so much bloodshed.

Now Cook made an unusual decision. He decided to give his men a long holiday on a tropical island. "We must be fresh and fit to face the ice and blizzards of the Arctic," he thought.

# Santy Anna

**Fast and rhythmically**



We're sail - ing down the ri - ver from Li - ver - pool,  
Heave a - way, San - ty An - na! Round Cape Horn to  
Fris - co Bay, All on the plains of Mex - i - co.  
**Chorus**  
So heave her up and a - way we'll go, Heave a - way, San - ty  
An - na! Heave her up and a - way we'll go,  
All on the plains of Mex - i - co.

2. She's a fast clipper ship and a bully crew,  
Heave away, Santy Anna!  
A down-east Yankee for her skipper too,  
All on the plains of Mexico. So ...
3. Oh, General Taylor gained the day,  
Heave away, Santy Anna!  
Santy Anna ran away,  
All on the plains of Mexico. So ...
4. I thought I heard the captain say,  
Heave away, Santy Anna!  
"One more pull, and then belay,"  
All on the plains of Mexico. So ...

# The Wild Colonial Boy

**Moderately**

The musical score is written on a single staff in treble clef, with a key signature of one sharp (F#) and a time signature of 2/4. The tempo is marked 'Moderately'. The melody consists of eighth and sixteenth notes, with some rests. The lyrics are written below the staff, aligned with the notes. The score is divided into a main body and a chorus. The main body has four lines of music, and the chorus has four lines. The lyrics are: 'Tis of a wild co - lo-nial boy, Jack Du-lan was his name, Born of ho-nest pa-rents in the town of Cas-tle-maine, He was his fa-ther's on - ly son, his mother's pride and joy, And dear-ly did his pa-rents love their wild co - lo-nial boy. So come all my heart-ies, we'll roam the mountains high; To - geth-er we will plunder, to geth-er we will die. We'll wan-der through the val-leys and gal-lop o'er the plains, And scorn to live in sla - ve - ry, bound down with i - ron chains.

'Tis of a wild co - lo-nial boy, Jack Du-lan was his  
name, Born of ho-nest pa-rents in the town of Cas-tle-  
maine, He was his fa-ther's on - ly son, his mother's pride and  
joy, And dear-ly did his pa-rents love their wild co - lo-nial  
**Chorus**  
boy. So come all my heart-ies, we'll  
roam the mountains high; To - geth-er we will plunder, to  
geth-er we will die. We'll wan-der through the  
val-leys and gal-lop o'er the plains, And scorn to live in  
sla - ve - ry, bound down with i - ron chains.



# Do You Want To Know ...

## ... WHERE THE DESIGN OF SHIPS LIKE THE *ENDEAVOUR* CAME FROM?

The design came from Dutch ships captured by the English a hundred years before. Dutch coastal waters were shallow and sailors often needed to load and unload ships sitting on a beach, because there was no harbour. So they designed very strong, roomy, flat-bottomed ships, which the English copied.

## ... WHERE CAPTAIN COOK IS BURIED?

The Hawaiians burned Cook's body, according to their custom. A few days later, when relations with his men had improved, they returned his bones. On 21st February, 1779, these were placed in a coffin and buried with full naval ceremony at Kealakekua Bay, where he died. His grave can still be seen there.

## ... WHY THE SANDWICH IS CALLED A SANDWICH?

John Montague, the 4th Earl of Sandwich, was the First Lord of the Admiralty in Cook's time. He was a fine administrator, but more famous for being a keen gambler. He passed whole days at the gaming table, telling the waiter to bring some ham between two pieces of bread, so that he could eat without making the cards greasy!

## ... MORE DETAILS ABOUT THE *ENDEAVOUR*?

The Endeavour was 29.77 metres along the deck, 8.89 metres broad and had a draught of about 4.25 metres. The ship carried 94 men and their stores. As well as the scientific instruments, the Endeavour had ten cannon and 12 smaller guns. She carried provisions for a year (beef and pork, dried peas, hard ship's biscuit, oil, vinegar, brandy), enough beer for one month and as much water as could be stowed. Stores for the carpenter, the boatswain, the purser, the surgeon and the steward, all had to be accommodated; coal for the galley, the chests and the personal gear of the seamen, the officers and scientists all had to be stowed within the hull.

## ... WHERE YOU CAN FIND MORE ABOUT CAPTAIN COOK ON THE INTERNET?

- ✧ The source of this book's *Endeavour* photos can be found at:  
<http://www.barkendeavour.com.au>  
Click on MEDIA, then on IMAGES then on UNDER SAIL.
- ✧ The National Maritime Museum in Britain is at:  
<http://www.nmm.ac.uk/>  
Enter CAPTAIN COOK in the searchbar at the top right and click GO.
- ✧ At the following site, you can read Cook's journal, printed or in his own handwriting, and order a copy of the journal on CD-ROM:  
<http://www.nla.gov.au/pub/endeavour/>
- ✧ Further links can be found by visiting:  
<http://www.win.tue.nl/~engels/discovery/cook.html>  
[http://www.geocities.com/TheTropics/7557/cook\\_links.html](http://www.geocities.com/TheTropics/7557/cook_links.html)

# Thematic Vocabulary (360 WORDS IN 11 GROUPS)

Short forms used in the list:

<i>s.o.</i>	-	someone	-	<i>jemand</i>
<i>s.th.</i>	-	something	-	<i>etwas</i>
<i>opp.</i>	-	opposite	-	<i>Gegensatz</i>
<i>h.</i>	-	here	-	<i>hier</i>
<i>etc.</i>	-	et cetera =	-	<i>und so weiter</i>
		and so on		
<i>n.</i>	-	noun	-	<i>Hauptwort</i>
<i>adj.</i>	-	adjective	-	<i>Eigenschaftswort</i>
<i>v.</i>	-	verb	-	<i>Verb; Tuwort</i>
<i>pl.</i>	-	plural	-	<i>Mehrzahl</i>
<i>jmd.</i>	-		-	<i>jemand</i>
<i>etw.</i>	-		-	<i>etwas</i>
<i>s.</i>	-		-	<i>sich</i>

The following list mostly excludes the irregular verbs from the text. These are listed separately at the back of the book.

## SEA & SHIPS

harbour	place where ships can land	Hafen
port	town where ships can land	Hafenstadt
coast	where the land meets the sea	Küste
chart	map of the sea	(See-)Karte
discovery	finding out s.th. for the first time	Entdeckung
voyage	journey on the sea	Seereise
cruise	journey by sea	(Kreuz-)Fahrt
to navigate	to control where a ship must go	steuern; orten
cargo	things that a ship carries	Fracht(-gut); Ladung
to load	to put things onto a ship	laden
to sail	to travel in a ship	segeln
sailor	person who works on a ship	Matrose
crew	all the people working on a ship	Besatzung
passenger	person who travels on a ship, train etc.	Fahrgast, Passagier
shallow	<i>opp.</i> deep	seicht, untief
to float	Cork <i>floats</i> in water. <i>opp.</i> to sink	schwimmen
to anchor	to 'park' a ship	ankern
to drop anchor	to 'park' a ship; (to drop = fallen lassen)	den Anker werfen
to mend	to repair; Can you <i>mend</i> this broken chair?	ausbessern, reparieren
to be ship-wrecked	to be in a ship when it sinks	Schiffbruch erleiden

## FIGHTING

fleet	big group of ships	Flotte
warship	a fighting ship	Kriegsschiff

# CHAPTER 3 – THE SEARCH FOR THE ‘GREAT SOUTH LAND’

## PAGE 9

to set sail	to start sailing	lossegeln
across	from one side to the other	(quer) über
to be lucky	to have good things happen	Glück haben
off	<i>h:</i> near	auf der Höhe von
uncomfortable	not pleasant	unbequem
especially	Nancy loves fruit, and <i>especially</i> bananas.	besonders
crowded	(people) very close to one another	zusammengepfercht
together	(crowd = (Menschen-)Menge)	
damp	a bit wet	feucht
so	The shop is closed, <i>so</i> I can't buy the bread.	deshalb
every	Julia wears ten rings – one on <i>every</i> finger!	jede(-r, -s)
joy	very happy feeling	Freude
to reach	to come to; to arrive at	erreichen
such a	Our teacher is <i>such a</i> nice person!	so ein
beautiful	These roses are <i>beautiful</i> !	(wunder-)schön
place	where s.o. or s.th. is	Ort
mountain	Everest is the highest <i>mountain</i> in the world.	Berg
cool	a little cold; <i>opp.</i> warm	kühl
stream	small river	Bach
waterfall	place where a river falls to a lower place	Wasserfall
shady	not in bright sunshine	schattig
tree	Apples grow on a <i>tree</i> .	Baum
fruit	Apples, pears and bananas are all <i>fruit</i> .	Frucht; Obst
beach	flat strip of land beside the sea	Strand
to seem	That apple is bad, but this one <i>seems</i> all right.	scheinen
friendly	showing that you like s.o.	freundlich
welcoming	showing that you're pleased when s.o. comes	gastfreundlich
only	She was ill all last week, and <i>only</i> came back today.	<i>h:</i> erst
to visit	to go and see; Have you ever <i>visited</i> England?	besuchen
little	not much; He did very <i>little</i> on his first day at work.	<i>h:</i> wenig
ways	<i>h:</i> how you live your life	<i>h:</i> Sitten
to admire	to think well of s.th. or s.o.	bewundern
way of life	how you live	Lebensstil
to punish	To <i>punish</i> the thief, he was sent to prison.	bestrafen
severely	so that you feel it strongly	<i>h:</i> hart
to try	I don't think I can mend this watch, but I'll <i>try</i> .	versuchen
to take advantage of	to be unfair to s.o. to please yourself	ausnutzen
enthusiasm	I don't like golf, but my father plays it with great <i>enthusiasm</i> .	Begeisterung
Chief	leader (of a group of people)	Häuptling
to explore	to travel through an unknown country and find out about it	erforschen

corner	<i>b:</i> part	Ecke
collection	a lot of things that have been brought together	Sammlung
plant	s.th. that grows in the earth	Pflanze
photograph	picture made with a camera; (photographer = Fotograf!)	Foto
to paint	to make a picture (with paints)	malen
artist	Picasso was a famous <i>artist</i> .	Künstler; <i>b:</i> Kunstmaler
plenty (of)	I didn't hurry because I had <i>plenty</i> of time.	viel; eine Menge
to last	to go on; to continue	andauern
to arrive (at)	to come to	ankommen
latitude	distance north or south of the equator	Breite(-ngrad)
unless	if ... not	es sei denn; falls ... nicht
to tear	to pull s.th. apart; <i>Tear</i> a page out of your notebook!	(zer-)reißen
to look for	to try to find s.th.; He's <i>looking for</i> a job.	suchen
Dutch	from the Netherlands (Holland)	holländisch
Tasman	Abel Janzoon Tasman (1602-1659)	holl. Entdecker
to touch	<i>b:</i> to visit for a short stay	berühren
tip	(pointed) end of s.th.	Spitze
to sight	to see (by coming near)	sichten
strange	1. (s.th.) that you don't know 2. What is that <i>strange</i> noise?	unbekannt; seltsam
now	You can't see her - she's at school <i>now</i> .	jetzt

#### PAGE 11

along	from one end to the other	entlang
to land	to come onto the ground (from water or air)	an Land gehen; landen
nothing	<i>opp.</i> everything	nichts
... at all	He's not <i>at all</i> clever. In fact, he's stupid.	überhaupt ...
to stretch	The United States <i>stretches</i> 5,000 kilometres from East to West.	s. erstrecken
perhaps	<i>Perhaps</i> I'll see him tomorrow, but I'm not sure.	vielleicht
to suggest	<i>b:</i> to say what you think may be true	vorschlagen
in any case	We won't have a picnic if it rains, but come <i>in any case</i> .	auf jeden Fall
if	<i>If</i> you visited us, we could show you the photos.	wenn, falls
determined	totally sure; with a firm plan	entschlossen
race	In a <i>race</i> , you see who is the fastest.	Wettrennen
that was why	I was thirsty. <i>That was why</i> I drank all the water.	deshalb, darum
to head	to go (towards)	auf Kurs nach ... gehen
week	seven days ( <i>weak</i> = schwach!)	Woche
on and on	without stopping; The old man talked <i>on and on</i> .	immer weiter
empty	<i>b:</i> with nothing there; <i>opp.</i> full	leer
sky	The sun was shining and the <i>sky</i> was blue.	Himmel
wood	<i>Wood</i> comes from trees.	Holz
seaweed	plant which grows in the sea	Seetang
surface	the top of a sea, a lake etc.	Oberfläche

4. Was his new master a fisherman?
5. Did the coal merchant take Cook into his family?
6. Did Cook make friends wherever he went?
7. Did he talk and smile very much?
8. Was he cruel or unkind?

#### **Exercise 4 – Word Order** (pages 3–5)

*Put the word or expression in italics into the sentence given. If it could go in several positions, then show all the correct positions you can find.*

1. Cook went out with the fishermen. (*in his spare time*)
2. He set off for the port of Whitby. (*as soon as he was free*)
3. Very few people have heard of Whitby. (*today*)
4. It was a busy port. (*in the 18th century*)
5. Cook made friends easily. (*throughout his life*)
6. He showed a hot temper. (*at times*)
7. Cook was quite uneducated. (*when he was a boy*)

#### **Exercise 5 – Put into the Past Tense** (page 5)

1. Cook is intelligent.
2. He loves the sea very much.
3. He quickly learns everything he needs to know.
4. He studies the winds and the stars.
5. He watches the effect of waves on the ship.
6. There are few accurate charts of the North Sea.
7. Ships without charts often run aground.

#### **Exercise 6 – Asking Questions** (page 5)

*The introductory phrase "Ask your teacher ..." can, of course, refer just as well to a guest, a classmate or anyone else considered suitable for the role!*

*Ask your teacher ...*

1. ... if the officers in the Navy were all gentlemen.
2. ... if they were chosen for their intelligence.
3. ... if Cook was a gentleman.
4. ... if a warship was tougher than a merchant ship.
5. ... if Cook was wasted as an ordinary seaman.
6. ... if the master of a warship was also the captain.
7. ... if Cook had joined the Navy at an important time.
8. ... if the Seven Years' War was a struggle for colonies.

#### **Exercise 7 – Opposites** (pages 3–5)

1. What is the opposite of *late*?
2. What is the opposite of *last*?
3. What is the opposite of *always*?
4. What is the opposite of *arrived*?
5. What is the opposite of *that*?
6. What is the opposite of *many*?
7. What is the opposite of *nothing*?
8. What is the opposite of *seldom*?
9. What is the opposite of *to sell*?

### Exercise 8 – Describing a Picture (page 4)

1. Write at least five sentences about the picture on page 4.  
You can begin: "In the picture I can see ..."

### Exercise 9 – Using Vocabulary (pages 3–5)

Write at least one sentence for each of the following words or expressions. You can stay close to the text or invent your own: not too long, but also not too short. The sentences can be as serious or amusing as you like, but not embarrassing!

1. one day
2. It was the first time ...
3. left home
4. in a little village
5. very few people
6. learned everything
7. in the 18th century
8. no money

### Exercise 10 – Did You Understand the Chapter? (pages 3–5)

1. What kind of family did James Cook come from?
2. Why had he left home?
3. Why did he beg his master to let him go?
4. What was Whitby like in the 18th century?
5. What new job did Cook find?
6. What did he have to do as master's mate?
7. How did he learn navigation?
8. Why was joining the Navy "an extraordinary step"?
9. How did officers get their commissions at that time?
10. Why was Cook promoted so quickly?
11. What was the job of the master of a warship?
12. Why was this an important time in British history?

### Exercise 11 – Retelling the Story (pages 3–5)

Choose one or more of the following topics to talk about to the class in just a few sentences. You can prepare what you want to say in writing if you like, but when you speak to the class, there is one very important rule: you must not have anything written or printed in front of you. This means: no notes, no pieces of paper and no text! If you feel nervous, give your notes to the teacher, who can act as your 'prompter'.

The numbers after each topic show you where to look: 5, 17 means page 5, line 17.

1. Who was James Cook? (3,4–3,8)
2. In the Fishing Village (3,9–3,17)
3. The Coal Merchant (3,21–3,27 and 5,9–5,12)
4. 18th-Century Officers (5,13–5,17)

The following topic is for written work. Choose the parts you think are most important, aiming for between four and seven sentences. Try not to be much shorter or longer!

5. Cook in the Royal Navy (5,18–5,38)

## CHAPTER 2

### Exercise 12 – Which (page 6)

1. Which "fighting sailors" does the text mention?
2. Which victory did Cook play an important part in?