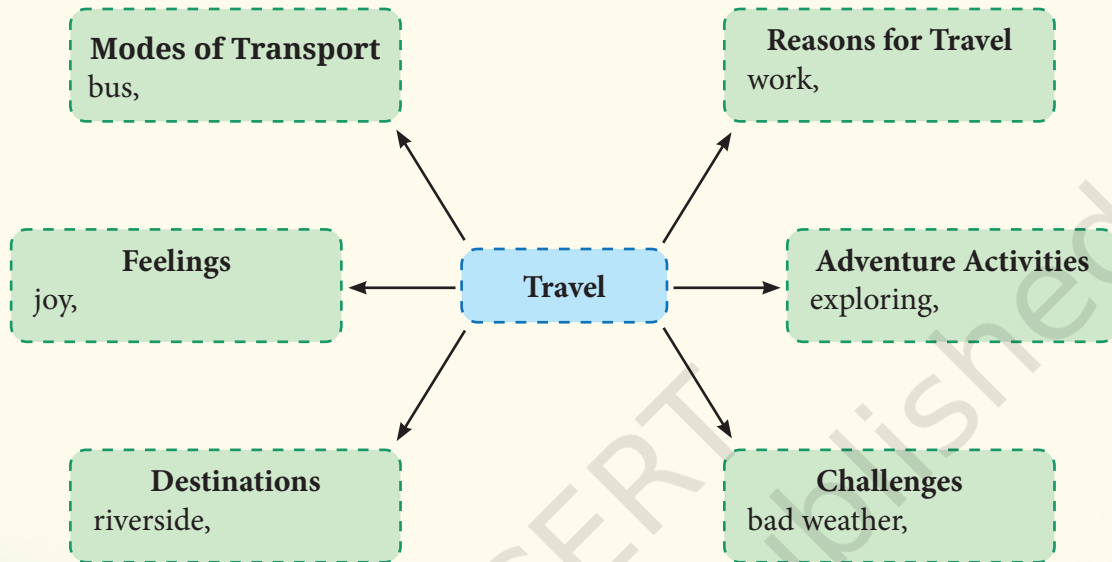


TRAVEL

Let us do these activities before we read.

I Complete the following word web on travel.



II You are going on a trip to an adventure camp with your classmates and teacher.

1. How will you travel to the adventure camp?
2. What things will you take along?
3. Why would you like to go there?
4. What are the activities you would like to do with your friends?
5. How much time will it take to complete your adventure trip?

III Discuss in pairs. What might be the reasons that people enjoy train journeys?



Let us read

The railroad track is miles away,
And the day is loud with voices speaking,
Yet there isn't a train goes by all day
But I hear its whistle shrieking.

All night there isn't a train goes by,
Though the night is still for sleep and dreaming,
But I see its cinders red on the sky,
And hear its engine steaming.

My heart is warm with the friends I make,
And better friends I'll not be knowing;
Yet there isn't a train I wouldn't take,
No matter where it's going.

EDNA ST. VINCENT MILLAY



Let us discuss

I The main ideas of each stanza of the poem are given below. Write the number of the stanza against the matching main idea.

1. At night, the speaker imagines the train and hears its engine in the quiet.
2. The speaker feels a strong desire to take any train, no matter where it goes.
3. The speaker hears the train whistle during the day, even though the train is far away.

II Read the poem and underline the rhyming words in each stanza. Write the rhyming words from each stanza. An example has been done for you.

1. Stanza (i): away-day;
2. Stanza (ii):
3. Stanza (iii):

III Identify the rhyme scheme of the poem from the options given below.

1. AABB
2. ABCA
3. ABAB
4. ABBC

IV Identify the word in the poem that personifies the whistle of the train.

V Tone refers to the attitude the poet has about the poem. Which of these words can be used to describe the poet's tone in this poem?

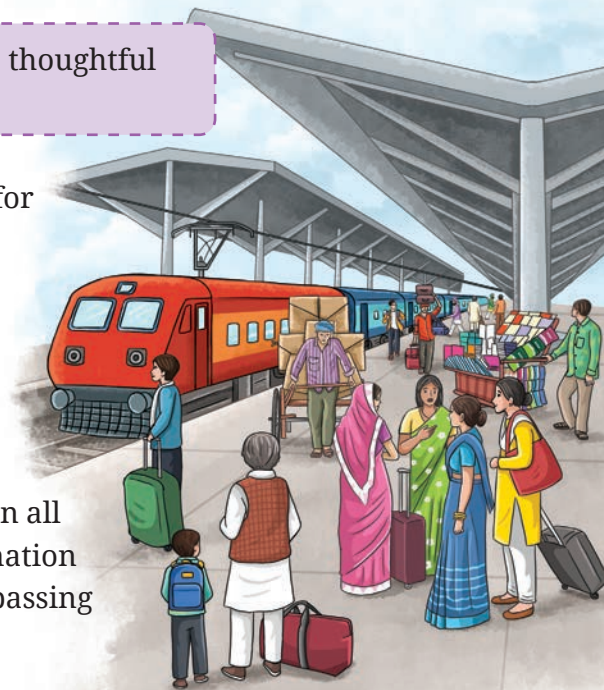
serious	excited	curious	worried	thoughtful
content	enthusiastic	critical	joyful	

VI Select the words that tell us what the train symbolises for the poet.

1. education
2. adventure
3. comfort
4. opportunities

VII Complete the following by choosing the correct option from those given in brackets.

The poet repeats the line, '...there isn't a train goes by,' in all three stanzas to _____. (highlight the speaker's fascination with the train/suggest that the area has many trains passing through)



VIII The poem contrasts the busy day with the stillness of the night.
What is the common factor in these?

IX **Imagery** is a literary device that uses descriptive language to create mental pictures and appeal to the reader's senses (sight, sound, smell, taste and touch). It makes the descriptions more relatable.

Select the phrases from the poem that are examples of imagery. One example is given: day is loud.



Let us think and reflect

I Read the extract given below and answer the questions that follow.

1. *My heart is warm with the friends I make,
And better friends I'll not be knowing...*

(i) Choose the suitable option to complete the following.

The line 'My heart is warm' refers to a heart that is ____.

- A. filled with worries
- B. full of love
- C. feeling upset
- D. experiencing anger

(ii) What does the speaker say about her current friends?

(iii) What does the line 'better friends I'll not be knowing' suggest about the speaker's feelings toward their current friends?

(iv) Complete the following suitably.

The tone of the speaker in these lines is _____. (grateful/content)

II Answer the following questions.

1. What does the phrase 'cinders red on the sky' tell us about the train at night?
2. What is the significance of the repeated references to the train's whistle?
3. What does the line 'no matter where it's going' reveal about the speaker's attitude towards travel?
4. Do you think the poet actually sees and hears the train? Why or why not?





Let us learn

I Read the expressions from the poem given in Column 1 and match them with what they indicate in Column 2.

Column 1	Column 2
1. miles away	(i) The speaker's affection for their friends
2. cinders red	(ii) The fast and powerful movement of the train
3. heart is warm	(iii) The busy and noisy atmosphere during the day
4. day is loud	(iv) The glow of the train's sparks lighting up the night sky
5. engine steaming	(v) The distance of the train from the speaker

Now, use the expressions in Column 1 to fill in the following blanks correctly.

1. After meeting her old friend, her _____ with the joy of rekindled memories.
2. As I arrived at the railway station I could hear the _____.
3. The marketplace is bustling, and the _____ with the chatter of shoppers and vendors.
4. The bonfire glowed brightly, throwing _____ into the dark night sky.
5. The sound of a train could still be heard _____ as the evening grew quiet.

II The poet uses the word 'shrieking' to tell us about the sound of the train's whistle. There are other words that tell us about different types of related sounds.

Read the meanings of such words in Column 1 and match them with the words in Column 2. You may use a dictionary. Share your answers with your classmates and the teacher.

Column 1	Column 2
1. shouting loudly, often in anger or excitement	(i) wailing
2. crying out in fear or excitement	(ii) hollering

3. crying loudly with grief or sorrow	(iii) screeching
4. making a high-pitched, piercing sound	(iv) yelling
5. calling out loudly, often in a casual or informal way	(v) whimpering
6. crying softly in a low, broken voice	(vi) bawling
7. crying loudly and uncontrollably	(vii) screaming

Now, complete the following paragraph by using suitable words from Column 2.

The street was filled with a variety of sounds. A shopkeeper was 1. _____ to attract customers, while a child nearby was 2. _____ at his friend to wait for him. From the other side of the road, a toddler was 3. _____ uncontrollably after dropping his ice cream, and his mother tried to calm him as he began 4. _____ softly. In the background, someone's loud 5. _____ voice added to the bustling noise of the busy evening.



Let us listen

I Listen to this announcement made in the morning assembly about a school trip to the National Science Centre. As you listen, circle the information that is not correct. (Transcript for the teacher on pg. 177)

1. The trip to the National Science Centre is organised on 15 September.
2. Students will start from school at 8.00 in the morning and return by 5.00 in the evening.
3. Refreshment will not be provided during the trip.
4. Students are permitted to carry a phone, a notebook, and a pen.
5. The permission slip is to be signed by the class teacher.
6. The permission slip is to be submitted to your class teacher by 10 September.
7. Mr. Mukherjee is the Adventure Club in-charge.



II Now, listen to the announcement again and rectify the sentences.



Let us speak

When speaking in English, small differences in pronunciation can change the overall meaning of the words. One such difference is in the pronunciation of the consonant 'c'.

For example: cat (uses /k/ sound for 'c') and city (uses the /s/ sound for 'c')

The poem uses the word 'cinders', which is pronounced with a /s/ sound.

The letter 'c' has two sounds. It can be pronounced as a /k/ or /s/ sound. But which is right depends on the next letters of the words.

- Letter 'c' produces /s/ sound if it is followed by the letters 'e', 'i', or 'y'. For example, city ('c' is followed by 'i'). This /s/ sound is known as the soft 'c' sound.
- Letter 'c' produces /k/ sound if it is followed by the letters 'a', 'o', or 'u' or a consonant at the end of the word. For example, cat ('c' is followed by 'a'). This /k/ sound is known as the hard 'c' sound.

That is why 'cinders' is pronounced with a /s/ sound. The letter 'c' is followed by 'i'!

Now, work in pairs. Pronounce the given words aloud. Keep the rules of the soft and hard 'c' pronunciation in mind.

cell	cable	race	cake	decide	receive
concert	circle	bicycle	echo	uncle	



Let us write

I A diamante poem is a poem that is shaped like a diamond, which uses specific types of words like adjectives and -ing words. Let us read an example.





Day
Bright, sunny
Dancing, playing, running
Out comes the sun, down goes the sun
Resting, listening, dreaming
Quiet, peaceful
Night

In this example we see how two different ideas—day and night are connected through the poem.

Let us now write a diamante poem that connects ‘reading’ and ‘adventure’.

Reading	<i>the first topic</i>
_____, _____	<i>two adjectives about reading</i>
_____, _____, _____	<i>three -ing words about reading</i>
_____ _____	<i>four nouns or a short phrase linking your topics</i>
_____, _____, _____	<i>three -ing words about adventure</i>
_____, _____	<i>two adjectives about adventure</i>
Adventure	<i>the second topic</i>

Share your poem with your classmates and the teacher.

II We come across many interesting characters while travelling. They become interesting because of their actions, their behaviour, and manner of speaking. Describe one such character that you met. Follow these steps.

1. Choose the character.
2. Create a first draft of your description including the following details.
 - (i) What is the name of the character?
 - (ii) What does the character look like?
 - (iii) What does the character do?



- (iv) What kind of person is she or he?
- (v) Include any line or incident from the text that you like the most.
- 3. Check your description for any spelling mistakes or errors.
- 4. Show your classmates your work and ask for suggestions.
- 5. Rewrite your description including all the changes and suggestions for improvement.



Let us explore

I The Mountain Railways of India are outstanding examples of hill railways and they are designated as a UNESCO World Heritage Site under the name Mountain Railways of India. These three railways are the Darjeeling Himalayan Railway, the Nilgiri Mountain Railway, and the Kalka–Shimla Railway.

The Matheran Hill Railway and Kangra Valley Railway are on the tentative list of UNESCO World Heritage Sites.

They are still fully operational as living examples of the ingenious engineering enterprise of the late nineteenth and early twentieth centuries. The owner of the three properties is the Railway Ministry of the Indian Government.

In groups of four, find out more about these heritage trains and make a presentation in the class.

II As an excellent example of the 'Make in India' success story, the Indian Railways launched India's first indigenous semi-high-speed train, Vande Bharat Express. It has become a symbol of India's aspirations for modern, efficient, and comfortable rail travel. The first Vande Bharat Express train was flagged off on 15 February 2019, on the New Delhi–Kanpur–Allahabad–Varanasi route, running at a speed of 160 kilometres per hour.

Courtesy PIB. Posted on: 02 September 2024 3:41p.m.

In groups of four, find out more about these heritage trains and make a presentation in the class.

III Some of the underwater rail tunnels are the Thames Tunnel in London, the Seikan Tunnel in Japan and the Channel Tunnel between England and France.

India's first underwater metro route in Kolkata started in March 2024. A part of this special metro line runs beneath the Hooghly River.

IV Which of these trains do you think would be adventurous to travel in ? Discuss among yourselves.

