

JOURNEY THROUGH A DIFFERENT INDIA

The corresponding theme in Environmental studies for this unit is *Journey From South to North*

Learning Outcomes

- Distinguish between different modes of transport and analyse the idea of travelling
- Apply my understanding of the main idea and the details
- Adopt the ability to remain calm in a difficult situation
- Accept that things may not work out as planned and act accordingly
- Illustrate comprehension of the story on a map
- Use the conjunctions—*and, or, but, because* and *so*
- Identify and apply synonyms
- Listen and infer details from a railway announcement
- Apply **apostrophe** in the correct places
- Write a **diary entry**

Integration

Language	Project
EVS / Geography / History / Math	Warm Up, Embedded Questions, Do You Know?, Think and answer, Activity, Think Further, Listening, Writing
Art	Project
Heritage	Ellora Caves
Life Skills	Dealing with stress
Multiple Intelligences	Project
Digital	Presentations, Weblinks


Suggested Number of Sessions: 10

- Session 1:** Warm up; Text: *October, 1872. An article in an English...* and how certain problems *may occur*; Embedded Question 1
- Session 2:** Recap; Text: *During the night, the train...* “*Sir, no more railway*”; Embedded Question 2; Digital asset: AR
- Session 3:** Recap; Text: “*What do you mean ... and we shall reach Calcutta in time*”; Embedded Questions 3, 4
- Session 4:** Comprehension exercises; Heritage; Activity 1
- Session 5:** Grammar
- Session 6:** Life Skills; Words in Use; Listening; Digital asset – Audio; Punctuation
- Session 7:** Writing
- Session 8:** Project
- Session 9:** Extension: Digital asset
- Session 10:** Workbook exercises; Any pending work

Teaching Guidelines

READING

Warm up

 This is an integration with Environmental Studies. Students revisit their prior knowledge about different modes of transport and learn some extra information, from the sharing done by others. They will also learn to express what they like about different types of transport.

- A. Tell students to carefully observe the pictures in the warm up section and identify one means of transport they will like to travel by.
- B. Encourage them to share their ideas and thoughts with their partner. Go around the class to monitor the activity.

READING

Draw on the board:

Title:

Author:

Characters:

Setting:

Sequence of Events:

1. Accepts challenge to complete the journey around the world in eighty days for 20,000 pounds
2. Plot moves forward with Mr Fogg and his valet, Passepartout reaching Bombay ahead of schedule
3. Train travels through the different terrains of India
4. Faces a major obstacle on the way to Calcutta as the railway line is incomplete and the train comes to a halt
5. Fogg remains calm and decides to find alternate ways to travel and proceed on his journey

Note: Do not give details under sequence of events. Allow the students to fill it in, on their own, after reading the story.

Divide students into groups and tell them that each group should make one copy of the table.

Instruct them that as they read the story, they must fill up the given table. Guide the groups all through the story with the help of the comprehension questions.

Ask students:

What are the elements that go into the making of a story? (*Setting, Characters, Plot, Point of View, Theme*) What does the plot comprise of? How do characters help? Does the setting help in a story?

Plot

- Logical development of events with a careful linking of scenes
- Climax which is the highpoint of the story and the decisions of the main character that make a difference

Characters

- Help in the unravelling of the story / plot
- A voice through which the writer conveys what he wants to say about the world


Setting

- No story can be narrated without a fitting background. (*In this story, the author uses the background brilliantly, without overemphasizing it. The focus of the narrative remains on Fogg's attempt to complete the journey around the world. The author describes the places briefly, without delving (going) into details while maintaining the reader's interest.*)

Play the audio in parts / Read the text in parts and pause at relevant intervals to check comprehension / explain / discuss to help develop critical thinking skills.

October, 1872. An article in an English... and how certain problems may occur."

What challenge did Mr Fogg take up? Who travelled with him and which was the first phase of their journey? When he took the train to Calcutta, the writer mentions that the train starts on time. Why does he provide this detail? (*Because this was a time-bound journey*) Who was travelling in the same carriage? Though the man knew a lot about the history and customs in India, why didn't Phileas Fogg ask for such information? (*It did not really matter to him, as the chief reason for his travel was to take up a challenge of travelling around the world in eighty days. As such, he would not have time to appreciate all that a place had to offer.*) Who are the main characters? (*Sir Francis Cromarty and Phileas Fogg*) What is the similarity and contrast between the two main characters? (*While both Sir Francis and Fogg are Britishers, Sir Francis has settled down in India and is familiar with the country while Fogg is a visitor from London and therefore, a stranger.*) Who is the minor character introduced here? (*Passepartout*) Briefly describe the terrain that the train passed through.

 This is an integration with Geography. Students will recollect the landforms and landscape of a place and locate mountains.

Allow students to look at a map of India and locate which mountains they are passing through, from Bombay to Calcutta.

Guide students to answer **Embedded question 1**.

Which is the junction where the train changed direction? (*Callyan*) How did the scene change after Pauwell? (*The train entered mountainous regions covered with thick forests.*) How was the train service better than it used to be? (*Previously the railway line had been connected to the other side of the mountain. Passengers had to travel in palanquins or on ponies to catch another train on the other side.*)

Why does Sir Francis say Fogg would have been handicapped if he had to do this journey under those conditions? (*Fogg was journeying on a tight schedule and any delay would have cost him his wager.*) How does Fogg respond to Sir Francis' comment? (*He says he expected such delays and*

hopes to handle them.) What do you think about Phileas Fogg when he says that such delays would not have disturbed his plans? (*Confident about his plans which has taken into consideration undue delays*) Why is every change of scene described? (*To provide visual images to hold the readers' interest*) What is the historical context depicted here? (*The British were still laying railway lines across India. They had laid the lines across the open country and had yet to connect them through mountainous areas.*) Why does the writer introduce dialogue? (*To make the travelogue interesting by creating a typical scene of strangers bonding in a railway carriage*)

During the night, the train... "Sir, no more railway!"

What is special about the flat country of Khandeish? (*The land was fertile, watered by the tributaries of the Godavery.*) How did the people take advantage of the wetlands? (*They cultivated cotton, coffee, spices and palm trees.*) How do we know this area was inhabited? (*There were bungalows in which the British planters lived and temples where the Indians worshipped.*) What is the change of scene from the flat country? (*The train entered jungles with snakes and wild animals like tigers and elephants.*) Which was the big city towards which they were heading? (*Aurangabad*) Why is Ellora mentioned here? (*Because the caves are of interest to tourists*) What is special about Burhampoor? (*Indian slippers*) Why is there a specific mention of English engineers and English coal? (*To reinforce the historical context of British rule in India and the pride of the British in providing the country with a much-needed system of transport.*)

Draw the attention of students to the *Do you know?* Section.



This is an integration with History. Students become aware of the time when the first passenger train ran in British India.

Show the AR on nineteenth century India. This will help students picturise the setting of this narrative.

What are the scenes they saw from the railway carriage? Where does the train stop? Why does the writer mention the time they reached? Was it important? What did Passepartout buy at Burhampoor? How is the earlier mention of journeying through flat country contrasted with the specific description of the flat lands irrigated by the tributaries of the Godavery? (*These flat lands are described in detail as rich cultivated land, as opposed to the wild stretches of flat country.*) Why are the items of crops mentioned in detail? (*To showcase India in the travelogue as the wealthy land of cotton and spices*) What is the purpose in mentioning the bungalows and temples? (1. *They show the region as habitable because of the rivers.* 2. *They show the people of two different races, the British and the Indians, as living amicably.*) What do the temples and bungalows signify? (*They represent ancient and modern India.*) How is the detailed description of the halt at Burhampoor important in a travelogue? (*It portrays a general activity of passengers getting some breakfast at a station and also the specific activity of Passepartout as a typical tourist.*)

Guide students to answer **Embedded question 2**.



This is an integration with Mathematics. Students will calculate the number of nights spent on the train travel from the details given in the narrative.

Where did the train stop after crossing the Sutpour range? (*It stopped in a forest area.*)

"What do you mean ... and we shall reach Calcutta in time."

Why did the conductor ask the passengers to alight at Kholby? (*The train could not proceed further as there were no railway lines. Passengers had to make their own arrangements to catch a connecting train at Allahabad.*) How did Sir Francis respond to the situation? (*He was upset that they had not been told when they bought tickets from Bombay to Calcutta.*) Guide students to answer **Embedded question 3**.

How did Fogg respond to the situation? (*He was more practical than Sir Francis. He said they should not waste time but find an alternative way of reaching the connecting train.*) Why was Fogg not anxious about losing time with this inconvenience? (*Through his calculations he had discovered that he was two days ahead of schedule and could use it to reach Calcutta in time, to catch the steamer to Hong Kong.*)

How is the problem a typical entry in a travelogue? (*Such unexpected problems with modes and methods of travel are typical entries in a travelogue.*) How does it authenticate the historical context? (*This is the reality showing that railway connectivity across India was still under construction.*) How does the writer introduce humour through sarcasm to make the travelogue interesting? (*Sir Francis says the papers had only mentioned the opening of the railways and the passengers were not told when they bought tickets from Bombay to Calcutta. The papers were interested in the publicity and the railway authorities in the revenue and not in the plight of the travellers.*) Why is the experience written in the form of an episode with action and dialogue? (*To make the reading of the problem in the travelogue more interesting*) How is the character of Sir Francis presented here? (*As that of a typical passenger angry with the authorities for the inconvenience caused*) How is the character of Fogg developed? (*He is as calm and practical-minded as he professed to be.*) Guide students to answer **Embedded question 4**.

Post reading

Inform students that besides the sequence of events, the character of Phileas Fogg is very important to the narrative.

Tell them that they will help you draw a character sketch of Phileas Fogg.

Ask them to identify the character traits of Phileas Fogg along with evidence from the text.

Group work

Draw these columns on the board and enter only the titles. Give each group a chance to identify and call out a character trait along with evidence from the text. Fill in the columns.

Character Traits	Evidence in the text
Courageous <i>Courage helps him through the journey</i>	Accepts the wager to travel around the world in eighty days
Fore-thought <i>Plans ahead of time</i>	“Not at all; but I knew that some problem or other would sooner or later come my way. Nothing is lost.
Patient and Calm <i>Does not panic when things do not go as planned</i>	“Sir Francis,” said Mr Fogg quietly, “if you agree, we will look for some other way to reach Allahabad.”

Character Traits	Evidence in the text
Determined / Confident <i>Carries out his tasks confidently</i>	I am two days early, so I have two days to spare. A steamer leaves Calcutta for Hong Kong at noon, on the 25 th .
Focussed <i>Keeps in mind the reason for his journey</i>	But Phileas Fogg did not ask him about these subjects. He was calculating in his mind the number of hours that had passed since he had left London.

THINK FURTHER

S This is an integration with Geography. Students will learn to trace the route on a map of India.

1. and 2. Instruct students to look at the map carefully and draw connecting lines to trace the route that the train took.

3. Show students the map of India with the current railway line from Bombay to Calcutta. Now ask them to draw it in their own outline map of India. Tell them to observe the difference in the route compared to the route they took in the days of old.

HERITAGE

S This section has a Heritage integration. Students will update their knowledge about heritage sites in India. They will develop a sense of pride when they are aware that India holds so many precious monuments which have been declared as a UNESCO Heritage site.

Ask students whether they have visited Ellora caves. Allow one of them to briefly describe what they saw.

Now, tell them to read the passage and add on any information they know about these caves.

GRAMMAR

Conjunctions

and, but, because, or

Write on the board:

My dog Rambo is clever. Rambo runs fast.

I went for the movie. I went late.

Ask students:

- Do these sentences sound good? Why do you think so?
- How can you improve these sentences?
- Does this sound better?

My dog Rambo is clever and runs fast.

I went for the movie but I went late.

Follow the table in the Coursebook to reinforce the conjunctions and their use.

Ask students:

Now, can you recollect what conjunctions are?

Guide them to say:

Conjunctions are words which help us join two sentences. We use conjunctions to join two words, group of words or sentences.

so, because

Tell students:

So and *because* show the cause and effect.

Example: I don't like crowds so I prefer going to the park. (gives a reason or explanation)

Example: I don't like to go to the beach because I don't like crowds

LIFE SKILLS

Instruct students to read the question carefully and decide what they would do in the given situation.

Let them make an independent decision without consulting their friends.

Check a few responses when they complete the exercise and discuss with the class the reason for their responses.

WORDS IN USE

Synonyms

Synonyms

Tell students that a synonym is a word or phrase that means exactly or nearly the same as another word or phrase in the same language.

Example: the synonym for *voyage* is *journey*

Brainstorm for synonyms for the given words given in the Coursebook. Write the words on the board and encourage them to make different sentences with the word and its synonym.

LISTENING

Listening for detail

While listening



This is an integration with the Environmental Studies theme on journeying to a far-off place. Students will train to listen attentively to announcements during travel.


Tell students to listen to a railway announcement at Chhatrapati Shivaji Terminus. Allow them to read the questions before listening to the audio. Play the recording and instruct them to fill in the gaps as they are listening. Play the recording a second time and ask them to fill in the details they had missed out the first time. Check their answers.

Follow the inputs in the Coursebook to teach this concept.

WRITING

Diary entries

Diary entries

 This is an integration with the Environmental Studies theme on travel. Students will use their own knowledge of places they have visited to create diary entries.

Brain storm with students:

- For whom do I write my diary entries? (*For myself*)
- Why do I write them? (*To know myself better, to help myself become a better person, to keep a record of things that happen in my life*)
- What are diary entries? (*Diary Entries have features of a personal form of writing.*)


1. Day, Date, Time and Year of Entry to be able to recall the mood of the moment: Friday Morning, 9th April, 2021
2. Only significant dates are entered to keep away unnecessary daily routine: 9th July, 10th April, 14th April, 2021
3. In the first person: to document feelings – *I couldn't have hoped for better... I'm well and happy...*
4. Informal, conversational style to maintain a sense of closeness – *don't worry me a bit... Into hiding* – When? How? Where?
5. Address the Diary as a person. As if confiding in a confidante: *Dear Harish... So there you are, I've introduced you to my closest friend in school. Yours Samantha.*
6. Free expression of feelings to be honest to oneself – *Alas, I was sad that I couldn't do anything to help his little brother!*
7. Detailed comprehensive entries to recreate the situation in the future – *At six o'clock, the doorbell rang, and there stood Dad, tired after a hard day at work; yet smiling from ear to ear, as he held a rabbit in his hand...*

How do I write a set of entries?

Entry 1

- Write the day, date and time.
- Add other details you may like to remember later.
- Describe your feelings.
- Describe your thoughts without stopping to think about them. Remember, this is your personal diary.
- Mention the incident that is bothering you. Write the cause. Write the effect.
- Write what you should not do and why.
- Use *should*. Write what you should do.

PROJECT

 This is an integration with Geography on the theme of travel and has an integration with Art. The creativity involved provides students with multiple ways to access content and improve their learning experience. Besides multiple intelligence, there is an integration with language.

Group work (groups of 4)

1. Creating a comic strip:

Allow students to read the question carefully and explore the ideas which can go into the making of the comic strip.

Tell them to sequence the order of events of their ideas and then begin to draw each comic strip.


Tell them to follow the instructions given in the Coursebook, to complete the comic strip.

2. Explain what a phrase book is and guide students to create their very own phrase book.

3. Tell students to recollect and decide on a song that they have heard sung on a train journey.

Tell them to write down the words and sing the song in their home language or Hindi. Tell one of them to introduce the song by saying what the lyrics are about and the name and composer of the song, if they are aware of it.

EXTENSION

 This is an integration with the Environmental Studies theme on travel and a Digital integration. Students will get to know the progress of inventions in the field of train travel.

Allow students to sing along. Then, tell them to pay attention to the details which is screened.

QUESTION BANK WITH ANSWER KEY

JOURNEY THROUGH A DIFFERENT INDIA

A. Read the line and answer the questions.

1. *“Some years ago, Mr Fogg, you would have been delayed at this point.”*

a. Who was talking to Mr Fogg?

b. Why would they have been delayed some years ago?

c. What was Mr Fogg’s reaction?

Ans: a. Sir Francis Cromarty, a tall man of fifty was talking to Mr Fogg. He was the man travelling in the same carriage with Mr Fogg and Passepartout. b. Years earlier, the train stopped at the base of the huge mountains, and the passengers had to cross the mountains in palanquins or on ponies to get to the other side, as the tracks did not go through the mountains. c. Phileas Fogg said that a delay would not have disturbed his plans at all as he had expected where and how such problems would occur and so planned well ahead of time.

2. "Sir Francis was furious. Passepartout did not dare to look at his master."
 - a. Why was Sir Francis furious?
 - b. Why did Passepartout not dare to look at his master?
 - c. Who was his master and what was his reaction to this news?

Ans: a. Sir Francis was furious because the train suddenly stopped and would not go any further. There were still fifty miles to be laid from there to Allahabad, where the line once again begins. They had to find their own means of transport from that point onwards, even though their ticket was right up till Calcutta. b. Passepartout feared that his master would be very angry because the train would not go any further. This would delay their journey and his master would surely be very angry as this was a time-bound journey. c. His master, Mr Fogg remained very calm and quietly asked Sir Francis whether he would agree to look for some other way to reach Allahabad.

B. Choose the correct answer.

1. Passepartout was Phileas Fogg's _____.
 - a. friend
 - b. personal attendant
 - c. accountant
2. If Mr Fogg can travel around the world in eighty days, he will get _____.
 - a. 4,000 pounds
 - b. 10,000 pounds
 - c. 20,000 pounds
3. Mr Fogg and Passepartout reach Bombay _____.
 - a. Two days behind schedule
 - b. Two days ahead of schedule
 - c. As per schedule

Ans: 1. b 2. c 3. b

C. Answer in brief.

1. Who was Mr Phileas Fogg and what challenge did he take up?

Ans: Phileas Fogg is a British gentleman in London who took up the challenge to complete a journey around the world in just eighty days, with 20,000 pounds. He took up the challenge after the onset of a new railway section in India.

2. What did Passepartout find strange about the locomotive that they were travelling in?

Ans: Passepartout found it difficult to believe that he was in a locomotive that was guided by an English engineer and was fed with English coal while crossing Indian territory.

D. Answer in detail.

Describe all that the travellers saw from the train while travelling from Khandeish to Aurungabad.

Ans: They went through Khandeish, which was watered by many small rivers and clear streams, mostly tributaries of the Godavery river. They went past cotton, coffee, nutmeg, clove, and

pepper plantations, and groups of palm trees. In the middle of the trees, they saw lovely bungalows and beautiful temples. Then they travelled across vast regions, with jungles full of snakes and tigers. The train ran through forests where elephants gazed at the train as it passed by. Then came the famous Ellora caves, in Aurungabad.

E. Think and answer.

Answer in brief.

1. Though Sir Francis Cromarty knew a lot about the history and customs in India, why didn't Phileas Fogg ask him for such information?

Ans: The history and customs of India did not really matter to Phileas Fogg, as the chief reason for his travel through India was to take up a challenge of travelling around the world in eighty days. As such, he would not have time to appreciate and admire all that a place had to offer.

2. Why does the writer mention the time when they reached Burhampoor? Was it important?

Ans: He mentions the time so that the readers can keep track of the time taken to travel through the places. This was done because it was a time-bound voyage.

3. What do you think about Phileas Fogg when he says that such delays would not have disturbed his plans?

Ans: His answer shows that he is confident about his plans. When planning, he was aware that there might be undue delays and so planned ahead of time so that these delays would not spoil his plans to complete his journey around the world in eighty days.

Answer in detail.

Journey Through a Different India is mainly about Phileas Fogg and the journey he took across the world. Has the setting played the main part of this story?

Ans: It is true that no story can be narrated without a fitting background. In this story, the author uses the background brilliantly without overemphasizing it. The focus of the narrative remains on Fogg's attempt to complete the journey around the world. The author describes the places briefly, without going into detailed descriptions, while maintaining the reader's interest.

WORKSHEET

JOURNEY THROUGH A DIFFERENT INDIA

GRAMMAR

Name of Student: _____

Class: _____

A. Join these sentences with *and*, *but*, *or*, *because* or *so*.

1. Radha was crying. She could not find her bag.

2. He went to the market. He did not buy anything.

3. The dog barked at the little girl. She was not afraid of it.

4. It was raining. She could not go for the party.

5. Do you want tea? Do you want coffee?

6. I like chocolates. I like puddings.

B. Match the following and insert the correct conjunction to form meaningful sentences.

1. She phoned the police	so	bought some nuts.
2. Our plane was delayed	because	I didn't have much lunch.
3. I didn't have much breakfast	and	she had lost her handbag.
4. I went to the store	or	we had a sandwich at the cafeteria.

- _____
- _____
- _____
- _____

JOURNEY THROUGH A DIFFERENT INDIA

VOCABULARY

A. Make meaningful sentences with words from the box.

voyage crossing plan area

- _____
- _____
- _____
- _____

WORKSHEET

JOURNEY THROUGH A DIFFERENT INDIA

WRITING

Name of Student: _____

Class: _____

Imagine you have just returned from a field trip after a day. Write a diary entry for the day.

ANSWER KEY FOR THE WORKSHEET

JOURNEY THROUGH A DIFFERENT INDIA

Answer key to the grammar worksheet

- A.**
1. Radha was crying **because** she could not find her bag.
 2. He went to the shop **but** did not buy anything.
 3. The dog barked at the little girl **but** she was not afraid of it.
 4. It was raining so she could not go for the party.
 5. Do you want tea or coffee?
 6. I like chocolates and puddings.
- B.**
1. She phoned the police **because** she had lost her handbag.
 2. Our plane was delayed **so** we had a sandwich at the cafeteria.
 3. I didn't have much breakfast **or** lunch.
 4. I went to the store **and** bought some nuts.

Answer key to the vocabulary worksheet

Free response

STUDENTS' BOOK ANSWER KEY

UNIT 9: JOURNEY THROUGH A DIFFERENT INDIA

Warm-up

Free response

Embedded Questions

1. The Western Ghats or The Sahyadris
2. Two
3. The railway tracks ended there and hence the train could go no further.
4. ● The conductor had stated a fact and was not bothered about what the others thought of it.
● Sir Francis was worried about how Mr Fogg would complete his journey on time. He also felt cheated that the railways sold tickets from Bombay to Calcutta although fifty miles of tracks had not been laid.
● Passepartout was worried about how Mr Fogg would win the challenge and was scared to see how Mr Fogg would react.

Reading

- A.**
1. A new railway section had opened in India.

2. Phileas Fogg had accepted a challenge for 20,000 pounds that he would travel around the world in eighty days.
 3. Phileas Fogg was not interested in seeing India. He was visiting India only as part of the challenge and was busy calculating the number of hours that had passed since he had left London.
 4. There were no railway tracks connecting Kholby and Allahabad.
 5. Phileas Fogg had anticipated that such problems could crop up. He had planned his travel such that he was ahead of his schedule and would be on time to catch the steamer from Calcutta to Hong Kong.
- B.**
1. Sir Francis Cromarty travelled in the same carriage with Phileas Fogg and Passepartout. Sir Francis was a tall man of fifty, who had made India his home. Unlike Fogg and Passepartout, who were just passing through India and did not have much knowledge about India, Sir Francis knew the history of India and the customs followed in India, almost as well as an Indian.
 2.
 - a. Phileas Fogg said these words to Sir Francis Cromarty.
 After passing Pauwell, when the train entered the narrow passages of the mountains, Sir Francis said that had Mr Fogg come to India some years earlier, he would have been delayed at that point because the railway stopped at the base of those mountains, and the passengers had to cross the mountains in palanquins or on ponies to get to the other side. Hearing this, Mr Fogg said the above words.
 - b. A delay actually occurred when the train reached the village of Kholby. The conductor asked all the passengers to get down, as the train would go no further, as railway tracks had not been laid between Kholby and Allahabad.
 No, it did not disturb the speaker's plans because he was ahead of his schedule and would still be able to catch the steamer to Hong Kong from Calcutta.
 - c. This says that the speaker had foresight and was practical. He had anticipated that such a problem could crop up and had planned accordingly. Also, he handled the situation calmly and tried to find a solution to the problem.
 3. This was Passepartout's first visit to India. He was very excited about it and could hardly believe that he was actually crossing India in a train. He was excited and looked out of the window eagerly to get a feel of India. He saw cotton, coffee, nutmeg, clove, and pepper plantations, and palm tree groves. In the middle of the trees, there were lovely bungalows and beautiful temples. There were jungles inhabited by snakes and tigers and forests where elephants lived. At Burhampoor, Passepartout even bought slippers, decorated with false pearls.
 4. Phileas Fogg had accepted the challenge to tour the world in 80 days based on the news that a new railway section had been opened, which made it possible for people to travel from Bombay to Calcutta by train. Unfortunately, however, Sir Francis, Mr Fogg and Passepartout came to know that there were no railway tracks from Kholby to Allahabad and that people were expected to arrange transport to travel from Kholby to Allahabad only when the train suddenly stopped at Kholby and the conductor asked everyone to get down. Passepartout realising that that would cause an unexpected delay, did not dare to look at his master because he thought Mr Fogg would be very upset and crestfallen at the thought of losing the challenge because of the delay.
- C.**
1. There were no railway tracks after Kholby. The work of laying railway tracks was going on, so there were workmen's cabins at Kholby for the workers to live in.
 2. *Answers may vary. Please accept any logical answer.*

Activity

1. Mumbai
2. Kolkata
3. Kalyan
4. Panvel
5. Burhanpur
6. Satpura Hills

Grammar

- A. 2. because 3. but 4. and 5. because 6. so 7. or 8. but
- B. 2. It was raining, so the game was postponed.
3. Jatin could not hear the doorbell because he was sleeping.
4. I want to make a sandwich but I am out of bread.
5. Do you want to watch a film or a cartoon show?
6. Mohan will welcome the chief guest and sing the opening song.

Words in Use

1. journey
2. schedule
3. junction
4. base
5. plantation
6. region

Listening

Listening Text

Read the sentences. Complete the sentences while listening to these railway announcements at Chhatrapati Shivaji Terminus.

- *Passengers, your attention please! Train number 12859, Gitanjali Express, bound for Howrah, will depart at 0600 hours from platform number 3.*
- *Passengers, your attention please! Train number 12127, Intercity Express, bound for Pune, will depart at 06:50 hours from platform number 9.*
- *Passengers, your attention please! Train number 02004, Karmali Mumbai Shatabdi, will arrive at 7 hours on platform number 2.*
- *Passengers, your attention please! Train number 12322, Howrah Mail via Allahabad, is expected to arrive at 11:25 hours on platform number 7.*
- *Passengers, your attention please! Train number 11041, Chennai Express, will leave at 1400 hours from platform number 5.*

Answers:

1. 3
2. Pune, 9, 06.50
3. 2
4. 11.25
5. 11041, 1400

Punctuation

1. Mr Fogg's train didn't start on time.
2. The girls' bags were kept in another coach.
3. James' ball accidentally hit Jerry's brother.
4. They weren't going to Dev's house yesterday.
5. Aren't there any children's books in the shop?
6. I'm learning all the characters' parts in the play.

Writing

- A.** We left Bombay early in the morning. The train was right on time. We soon passed Callyan and Pauwell, and entered some narrow passages between mountains. I felt excited. I could not believe that I was actually crossing India in a train with a locomotive that was guided by an English engineer and fed with English coal. We passed cotton, coffee, nutmeg, clove, and pepper plantations, and palm trees. I saw lovely bungalows and beautiful temples amongst the trees. We passed jungles full of snakes and tigers and forests where elephants gazed at the train as it passed. At half-past twelve, the train stopped at Burhampoor, where I bought some fancy slippers. We had a quick meal there and continued on our journey. Towards evening, the train entered the narrow passages of the Sutpour Mountains. The next day, the train stopped in the midst of an opening in a forest, where there were several bungalows and workmen's cabins. The conductor asked us to get down there. We were very puzzled. I rushed out and soon learnt that there were no railway tracks after Kholby. Sir Francis and Mr Fogg went to talk to the conductor and learnt that fifty miles of tracks were yet to be laid from Kholby to Allahabad. He disinterestedly let us know that the papers had made a mistake when they had said that railway tracks had been laid from Bombay to Calcutta. He added that though they sold tickets from Bombay to Calcutta, the passengers knew that they needed to find some other way to travel from Kholby to Allahabad. Sir Francis was furious. I did not dare to look at Mr Fogg. He, however, surprised us by saying that we should start looking for some other way to reach Allahabad. He added that he had anticipated that such problems could crop up and had planned accordingly. In fact, his schedule would not be affected because he had two days to catch the steamer from Calcutta to Hong Kong. I was very relieved to hear this for I really want him to win the challenge.
- B.** *Answers may vary. Please accept any logical answer.*