

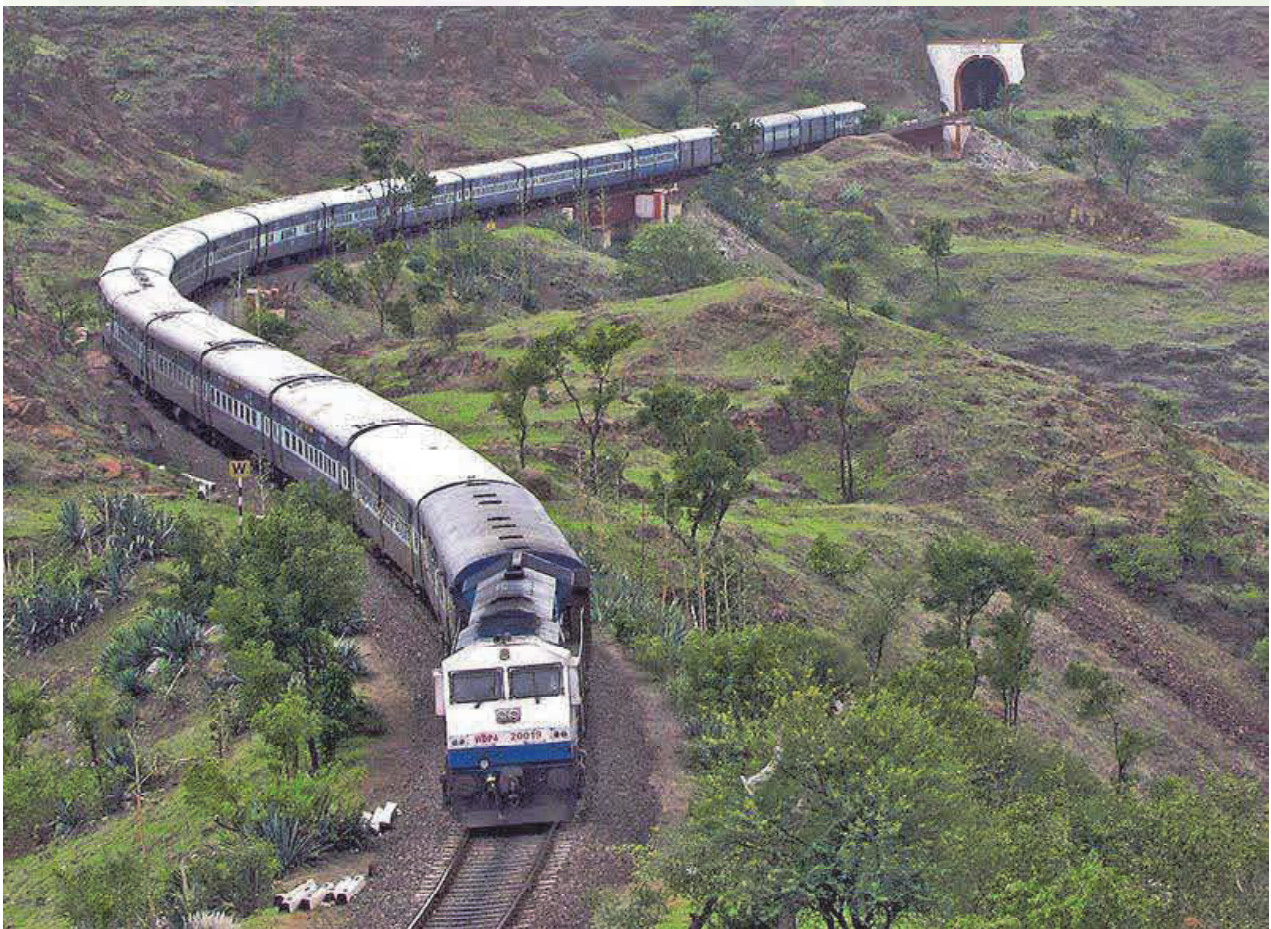
Unit 4

Travel and Tourism

Reading A : The Eyes Have It

Reading B : The Muddle Head

Reading C : Mainpat



Reading A

The Eyes Have It



I had the train compartment to myself upto Rohana, then a girl got in. The couple who saw her off were probably her parents. They seemed very anxious about her comfort and the woman gave the girl detailed instructions as to where to keep her things, when not to lean out of windows, and how to avoid speaking to strangers.

They called their goodbyes and the train pulled out of the station. As I was totally blind at the time, my eyes sensitive only to light and darkness, I was unable to tell what the girl looked like. But I knew she wore slippers from the way they slapped against her heels.

It would take me some time to discover something about her looks and perhaps I never would. But I liked the sound of her voice and even the sound of her slippers.

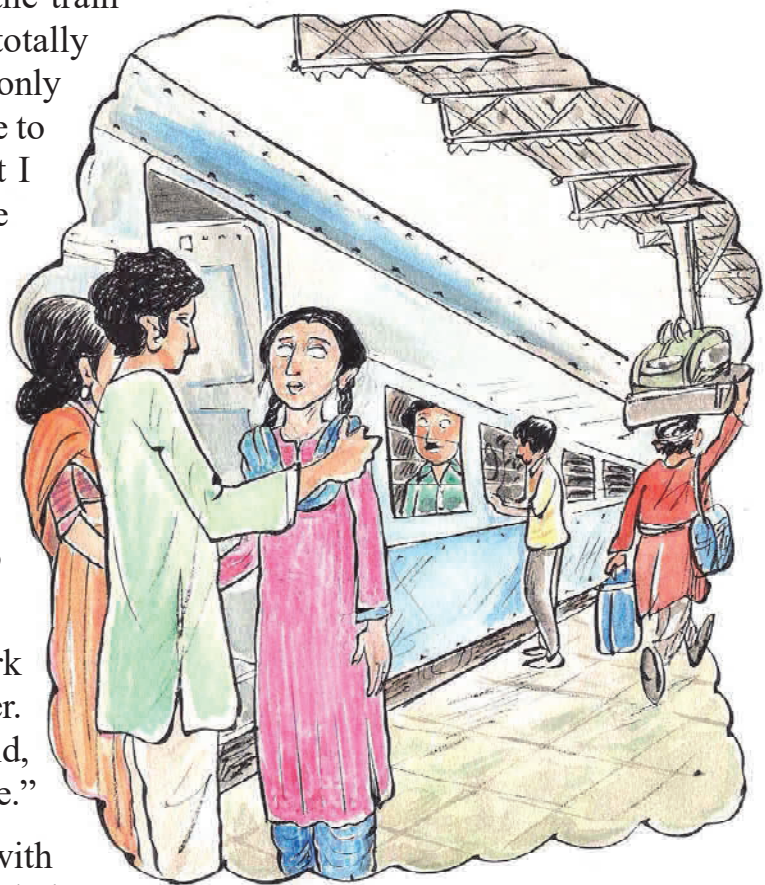
“Are you going all the way to Dehra?” I asked.

I must have been sitting in a dark corner because my voice startled her. She gave a little exclamation and said, “I didn’t know anyone else was here.”

Well, it often happens that people with good eyesight fail to see what is right in front of them. They have too much to take in, I suppose. Whereas people who cannot see (or see very little) have to take in only the essentials, whatever registers tellingly on their remaining senses.

“I didn’t see you either,” I said. “But I heard you come in.”

I wondered if I would be able to prevent her from discovering that I was blind. “Provided I keep to my seat” I thought, “it shouldn’t be too difficult.” The girl said, “I am getting off at Saharanpur. My aunt is meeting me there.”



“Then I had better not get too familiar,” I thought. “Aunts are usually formidable creatures.”

“Where are you going?” she asked.

“To Dehra and then to Mussoorie.”

“Oh, how lucky you are. I wish I were going to Mussoorie. I love the hills; especially in October.”

“Yes, this is the best time,” I said, calling on my memories. “The hills are covered with wild dahlias, the sun is delicious, and at night you can sit in front of a log fire and drink a little brandy. Most of the tourists have gone and the roads are quiet and almost deserted. Yes, October is the best time.”

She was silent. I wondered if my words had touched her or whether she thought me a romantic fool. Then I made a mistake.

“What is it like outside?” I asked.

She seemed to find nothing strange in the question. Had she noticed already that I could not see? But her next question removed my doubts.

“Why don’t you look out of the window?” she asked.

I moved easily along the berth and felt for the window ledge. The window was open and I faced it, making a pretence of studying the landscape. I heard the panting of the engine, the rumble of the wheels, and, in my mind’s eye I could see telegraph posts flashing by.

“Have you noticed,” I ventured, “that the trees seem to be moving while we seem to be standing still?”

“That always happens,” she said. “Do you see any animals?”

“No,” I answered quite confidently. I knew that there were hardly any animals left in the forests near Dehra.

I turned from the window and faced the girl and for a while we sat in silence.

“You have an interesting face,” I remarked. I was becoming quite daring but it was a safe remark. Few girls can resist flattery. She laughed pleasantly—a clear, ringing laugh.

“It’s nice to be told I have an interesting face. I’m tired of people telling me I have a pretty face.”

Oh, so you do have a pretty face, thought I. And aloud I said, “Well, an interesting face can also be pretty.”



“You are a very gallant young man.” she said. “But why are you so serious?”

I thought, then, that I would try to laugh for her, but the thought of laughter only made me feel troubled and lonely.

“We’ll soon be at your station.” I said.

“Thank goodness it’s a short journey. I can’t bear to sit in a train for more than two or three hours.”

Yet I was prepared to sit there for almost any length of time, just to listen to her talking. Her voice had the sparkle of a mountain stream. As soon as she left the train she would forget our brief encounter. But it would stay with me for the rest of the journey and for some time after.

The engine’s whistle shrieked, the carriage wheels changed their sound and rhythm, the girl got up and began to collect her things. I wondered if she wore her hair in a bun or if it was plaited. Perhaps it was hanging loose over her shoulders. Or was it cut very short?

The train drew slowly into the station. Outside, there was the shouting of porters and vendors and a high-pitched female voice near the carriage door. That voice must have belonged to the girl’s aunt.

“Goodbye!” the girl said.

She was standing very close to me. So close that the perfume from her hair was tantalizing. I wanted to raise my hand and touch her hair but she moved away. Only the scent of perfume still lingered where she had stood.

There was some confusion in the doorway. A man, getting into the compartment, stammered an apology. Then the door banged and the world was shut out again. I returned to my berth. The guard blew his whistle and we moved off. Once again I had a game to play and a new fellow traveller.

The train gathered speed, the wheels took up their song, the carriage groaned and shook. I found the window and sat in front of it, staring into the daylight that was darkness for me.

So many things were happening outside the window. It could be a fascinating game guessing what went on out there.

The man who had entered the compartment broke into my reverie.

“You must be disappointed,” he said. “I’m not nearly as attractive a travelling companion as the one who just left.”

“She was an interesting girl.” I said. “Can you tell me—did she keep her hair long or short?”

“I don’t remember,” he said sounding puzzled. “It was her eyes I noticed, not her hair. She had beautiful eyes but they were of no use to her. She was completely blind. Didn’t you notice?”

Ruskin Bond

About the author



Ruskin Bond (born 19 May 1934) is a well known Indian writer in English. He is British by birth and lives with his family in Mussoorie. He has written more than hundred short-stories, six novels, three collections of verse and over thirty books for children. Ruskin Bond received Sahitya Academy award for his book ‘*Our Trees Still Grow at Dehra*’ in 1992, and was honored with title Padma Shree in 1999 and Padma Bhushan in 2014, for his

life time contribution to Indian literature in English. He has been writing for the last fifty years in different genres of literature.

Meanings in context

registers	:	gets understood
tellingly	:	effectively
formidable	:	inspiring fear or respect
making a pretence	:	acting
flattery	:	excessive praise
gallant	:	brave, heroic
encounter	:	meeting
shrieked	:	made a high pitched piercing sound
tantalizing	:	causing desire and excitement
stammered	:	spoke with difficulty
reverie	:	pleasant dream-like thoughts
pretence	:	a behavior that makes someone believe something that is not true
ventured	:	risked saying something

Comprehension

I. Answer the following questions.

1. What details could the narrator gather about the girl?
2. The girl was startled to hear the narrator's voice. Why was she startled?
3. What differences does the narrator point out between those who can see and those who cannot? List them.
4. Was the narrator able to hide from the girl and from the new fellow traveller the fact that he was blind? Give evidence from the story in support of your opinion.
5. Whose voices does the narrator hear when the girl i) boards the train and ii) gets off the train?

II. The narrator made some comments. What could have been his comments if he could see? Complete the bubbles with the imaginary comments of the narrator.

I did not see you either but I heard you come in.

I thought I heard your footsteps.

What is it like outside?

You have an interesting face.



Vocabulary

Write down the words/phrases used by the author to describe the sounds mentioned in the lesson.

Sounds mentioned in the lesson	Word/phrases used to describe the sounds
sound of slippers	
the girls' laugh	
the whistle of the train	
carriage	
wheels	
engine	
the aunt's voice	

Grammar

1. Phrasal verbs

Read the following sentences from the story.

1. The couple who **saw** her **off** were probably her parents.
2. The train gathered speed, the wheels **took up** their song.

The words in bold are phrasal verbs. A phrasal verb is a verb followed by a preposition or an adverb; the combination creates a meaning different from the original verb alone.

In sentence 1, the object is between the verb and the preposition. It is thus a separable phrasal verb. In sentence 2, the preposition comes next to the verb and is therefore called inseparable phrasal verb. Sometimes, a phrasal verb may be both separable and inseparable, as in the sentence given below.

He **picked** the book **up**.

He **picked up** the book.

Now use the following phrasal verbs from the story in your own sentences.

- | | | |
|------------|--------------|---------------|
| 1. take in | 2. call on | 3. get off |
| 4. see off | 5. turn from | 6. break into |



2. Narration

In the story we have read in this lesson, the main character is narrating his experiences during a train journey.

Compare column 1 with column 2. Write down the difference related to the use of pronouns, verbs, punctuation and word order in column 3. Some are done for you.

1	2	3
“You are a very gallant young man,” she said.	She said that he was a very gallant young man.	you → he are → was ‘That’ is added. Inverted commas are removed.
“you have an interesting face,” I remarked. She gave a little exclamation and said “I didn’t see you either,” I was here.”	I remarked that she had an interesting face. She gave a little exclamation and said that she hadn’t known anyone else was there.	
“I didn’t see you either,” I said, “ But I heard you come in.”	I said that I hadn’t seen her either, but that I had heard her come in.	
“We’ll soon be at your station,” I said. (“We will ...) “Where are you going?” she asked.	I said that we’d soon be at her station. (... we would...) She asked where he was going.	you → he are → was Inverted commas are removed.
“Are you going all the way to Dehra?” I asked.	I asked if she was going all the way to Dehra.	

During the school excursion tour to Shivrinarayan, Vikas was interviewed by a local TV channel reporter.

Here is the interview.

Reporter: What is the purpose of the picnic?

Vikas : It’s an educational tour.

Reporter: Have the students of all classes in your school come for the tour?

Vikas: No. Only the students of classes 9 and 10 have come.

Reporter: You said that this is an educational tour. How has your visit to Shivrinarayan been educational?

Vikas: Shivrinarayan has great religious importance. During Lord Rama's 'vanavasa' he stayed in this place and met Shabari. Shabari offered delicious fruits to Lord Rama.

Reporter: Would you like to comment on the scenic beauty of this place?

Vikas: Here three rivers meet: Mahanadi, Jonk and Shivnath. It's a wonderful sight.

Reporter: Have you seen Shivrinarayan Temple?

Vikas: Yes. My class teacher told us that this beautiful temple was built in the 12th century AD during Kalchuri period. The temple has a splendid idol of Chaturbhuj Vishnu and Goddess Shabari.

Reporter: Thankyou. Please watch this interview on our news channel.

Vikas: I will surely watch the interview.

Vikas gets back home and describes the tour to his family members.

Father: Welcome , my child.

Moni: Tell me bhaiya, was it fun?

Mother: Did you bring Prasad for us from the temple?

Vikas: Wait wait wait! Listen! Tomorrow you will see me on TV. A reporter interviewed me.

Moni: And what did you tell her? What did she ask you?

Vikas: She asked me about the tour. I told her that we were on an educational tour. I told her that the class teachers had also come with us. She asked me if we go for such tours every year. I denied and added that I was happy that our school had brought us to Shivrinarayan.

Mother: Did she ask you what you like about Shivrinarayan?

Vikas: Yes she enquired how the visit to Shivrinarayan was educational. I replied that Shivrinarayan has great religious importance. During Lord Rama's 'vanavasa', he stayed in this place and met Shabari. Shabari offered delicious fruits to Lord Rama.

She asked me if I had seen Shivrinarayan temple. I replied that my class teacher had told us that beautiful temple was built in the 12th century AD during Kalchuri period and that the temple has a splendid idol of Chaturbhuji Vishnu and Goddess Shabari.

She also asked me to comment on the scenic beauty of the place, the temple and the importance of Shivrinarayan. I told her that Shivrinarayan has great religious importance. I added that during Lord Rama's 'vanavasa', he stayed in this place and met Shabari and that Shabari offered delicious fruits to Lord Rama.

Moni: What else did she ask? Who else did she talk to?

Father : Enough for now. Let Vikas have a wash.

Complete Column 2 after making suitable changes in the direct speech given in Column 1. (Note that inverted commas have not been used since the text has been written in the dialogue form.)

Column 1	Column 2	Column 3
Vikas's comments in direct speech	Vikas's comments indirect speech	Change
It's an educational tour.	Vikas said that it was an educational tour.	It's → It was that is added
Only the students of classes 9 and 10 have come. Shabari offered delicious fruits to Lord Rama.		have come → had come that is added Offered → had offered that is added
My class teacher told us that this beautiful temple was built in the 12th century AD during Kalchuri period.		my → his told → had told us → them this → that was built → had been built that is added
I will surely watch the interview.		will → would that is added I → he

Questions that the reporter asked	the reporter's questions in indirect speech	Change
What is the purpose of the picnic?		is → was was is moved to the end of the sentence
Have the students of all classes in your school come for the tour?		'if' is added 'have' is deleted your → his come → had come
Have you seen Shivrinarayan Temple?		'if' is added 'have' is deleted you → he
Has your visit to Shivrinarayan been educational?	asked me your → his has been → had been
Would you like to comment on the scenic beauty of this place?		add 'if' you → you would you like → he would like this → that

Listening

- I. Listen to the announcements at a railway station and complete the table given below.**

Train No.	Train Name	Scheduled Time	Platform No.	Late by /on time/not mentioned

- II. Answer the following questions.**

- On which station are the announcements being made?
- How many trains are late?

Speaking

Suppose a visually challenged person travels with you through your village, how would you describe your village to that person?

(You may tell him about river/ponds, mountains/hills, temples and other religious places, festivals, things related to agriculture and industry in the village, educational institutions etc.)

Work in groups. Later, anyone from your group could tell the rest of the class how your group will describe the village.

Study Skills

Homonyms

A word that sounds the same as another word and has the same spelling, but has a different meaning is called a homonym.

Here is an example.

This house does not **suit** me.

He is wearing a new **suit**.

Use each of the words given below with two meanings, as in the example given above. Consult the dictionary to find more meanings of each of these words.

- a. still _____
- b. register _____
- c. draw _____
- d. move _____
- e. face _____
- f. train _____





Reading B

The Muddle Head

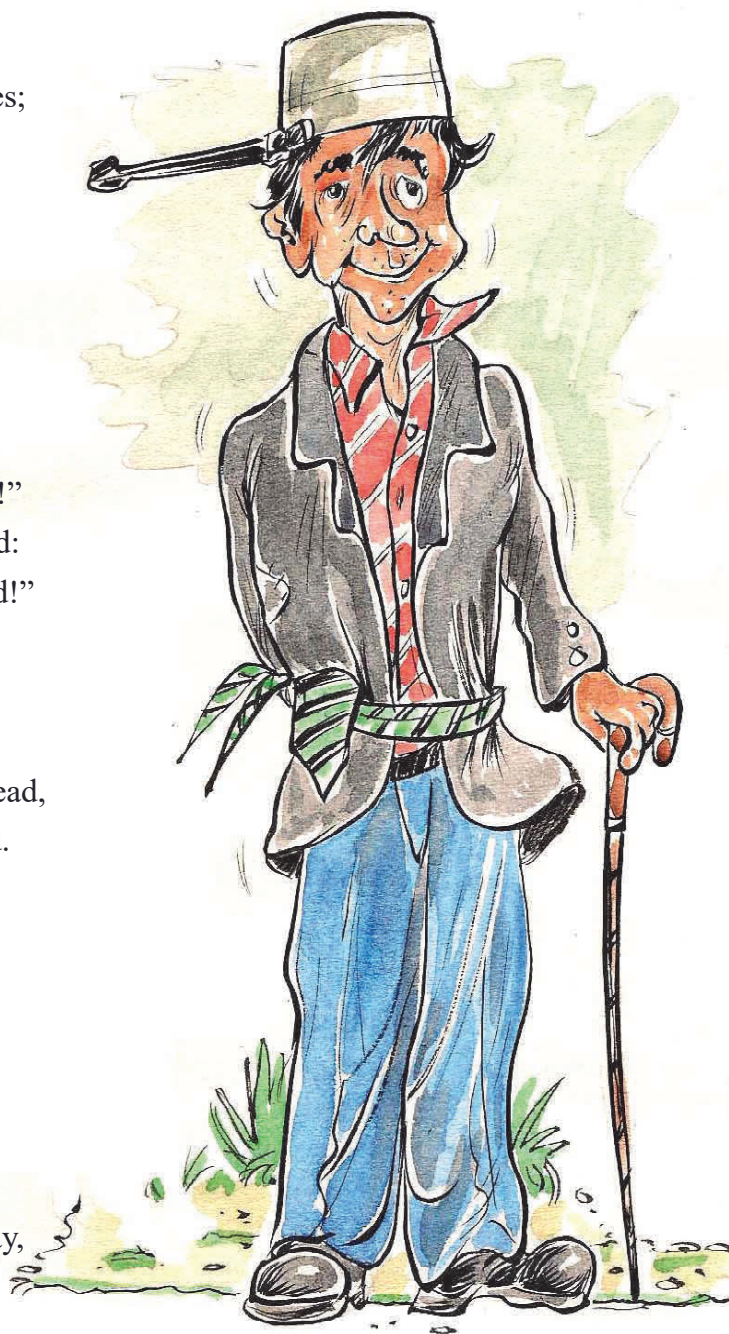
I knew a man from Petushkee
As muddleheaded as could be.

He always got mixed up with clothes;
He wore his mittens on his toes,
Forgot his collar in his haste,
And tied his tie around his waist.
What a muddle head was he,
That man who lived in Petushkee!

They told him as he went about:
“You’ve got your coat on inside out!”
And when they saw his hat, they said:
“You’ve put a saucepan on your head!”
What a muddle head was he,
That man who lived in Petushkee!

At lunch he scratched a piece of bread,
And spread some butter on his head.
He put his walking stick to bed,
And he stood in the rack instead.
What a muddle head was he,
That man who lived in Petushkee!

He walked upto a tram one day
And climbed in very sprightly;
Conductor thought that he would pay,
Instead he said politely:
“Parding your beggon,
Kister Monductor,



I'm off for a week's vacation;
I stop you to beg your cramway tar
As soon as we reach the station."
Conductor got a fright
And didn't sleep that nite.
What a muddle head was he,
That man who lived in Petushkee!

He rushed into the first café:
"A railway ticket please, One way."
And at the ticket office said:
"A slice of tea and a cup of bread."
What a muddle head was he,
That man who lived in Petushkee!

He passed the man collecting the fares,
And entered a carriage awaiting repairs,
That stood on a siding, all by itself.
Half of his luggage, he put on a shelf,
The rest on the floor, his coat on his lap
And settled himself for a bit of a nap.
All at once he raised his head,
"I must have been asleep"- he said.
"Hey, what stop is this?" he cried
"Petushkee," a voice replied.

Once again he closed his eyes
And dreamt he was in Paradise.
When he woke, he looked about,
Raised the window and leaned out.
"I've seen this place before, I believe,
Is it Kharkov or is it Kiev?
Tell me where I am," he cried.
"In Petushkee," a voice replied.

And so again he settled down
And dreamt the world was upside down
When he woke, he looked about,
Raised the window and looked out.
"I seem to know this station too,
Is it Nalchik or Baku?
Tell me what its called," he cried.
"Petushkee" a voice replied.
Up he jumped: "It's a crime!
I've been riding all this time,
And here I am where I began!
That's no way to treat a man!"
What a muddle head was he,
That man who lived in Petushkee!

Ogden Nash

Notes : The muddle head mixes up words and mispronounces them. The expressions he uses are explained below.

<i>Parding your beggon</i>	-	<i>begging your pardon</i>
<i>Kister Monductor</i>	-	<i>Mister Conductor</i>
<i>Stop you to beg</i>	-	<i>beg you to stop</i>
<i>Cramway tar</i>	-	<i>tramway car</i>

About the author



Frederic Ogden Nash (1902-1971) was an American poet well known for his humorous poetry. Nash wrote over 500 pieces of comic verse. The best of his work was published in 14 volumes between 1931 and 1972.

Meanings in context

muddle : confused

mittens : a type of glove



saucepan : a deep cooking vessel with a handle



sprightly : lively, energetic

cramway tar (tramway car) : rail vehicle which runs on tracks along public streets



Parding your beggon (Begging Your Pardon) : excuse me (polite language, used when addressing a stranger)

I stop you to beg (I beg you to stop) : I request politely to stop

Comprehension

Answer the following questions.

1. Describe briefly the dream the muddle head had when he slept in the train.
2. Did the muddle head lie down to sleep? Quote the line from the poem in support of your answer.
3. Who is 'I' in different stanzas of the poem?
4. Point out why the following lines in the poem sound funny.
"A railway ticket please, One way."
"A slice of tea and a cup of bread."
5. List the things that make the poem look funny to you.



Reading C

Mainpat



Famously known as the Shimla of Chhattisgarh, Mainpat is a plateau located at a height of 1099 m from the sea level. Out of this area 226 sq.km. is a dense forest cover. This entire plateau is called Mainpat.

Spread over an area of 368 sq.km., this plateau offers breathtaking views of mother nature. Melodiously singing streams, gracefully flowing tranquil rivers, and dense forests brimming with rich flora and fauna enchant millions of travellers. Ayurvedic herbs, rare plants and vibrant varieties of avifauna enliven the beautiful plateau.

Mainpat consists of 24 villages with a total population of 25000. Mainpat is truly a hidden gem, with lots of adventure awaiting tourists in its green slopes, beautiful valleys, gently flowing brooks, unexplored waterfalls and forests.

Historic importance: After the India-China war in 1962-63, Tibetan refugees settled on the plateau and today, the Tibetan population here is approximately 1800. Very rich in their roots, Tibetans have maintained their vibrant culture and Buddhist flavour. A very authentic and highly unique way of life, Buddhism offers the way to Nirvana. Based in Surguja, the people here offer a warm delight to the travellers, giving a glimpse of their

Buddhist culture that transcends all religions.

Buddha Temple: This is the only temple dedicated to Lord Buddha in Chhattisgarh, and the most authentic Buddhist rituals are performed here every day.

The most famous Tibetan festivals are celebrated in this temple. These include: The day of Lord Buddha's first speech after enlightenment, The day lord Buddha returned from heaven to meet his mother after attaining nirvana, new year and Dalai Lama's birth day.

This temple is of special interest to various tourists because it has the rare confluence of Surguja's simplistic Adivasi culture and Tibetan Buddhist culture.

Tiger Point: At the centre of the Mahadev Muda River, where the forest cover is extremely dense, there is a beautiful waterfall that falls from a height of 60 m. Since this was a territory marked by Tigers, it came to be known as the Tiger Point. At this point the river is at its most beautiful best and surrounded by lots of medicinal herbs. The Government has constructed railings so that travellers and tourists can enjoy the breathtaking views from here.

Machali Point: Enveloped in the deep mountain ranges, is a clean river called

Machali Nadi. Full of little fishes, this river falls deeper, creating a spectacular waterfall. This point is called the Machali Point and the height of the waterfall is 48m. Through the droplets and fog of the falling water, the hills look even more mesmerizing. Here, you can also see an 80m waterfall, cascading down like milky white satin. This waterfall is rightly called the Milky Way. For geologists and environmentalists, this point is of special importance. Various water sports can be enjoyed here and tourists can take back memories of a thrilling and exhilarating experience.

Parpatiya: Located in between forest department vigilance point no.2328 and 2329, Damali, Parpatiya presents unlimited natural beauty and heart-stirring surroundings. Many awe-inspiring points can be seen from Parpatiya, mainly- Bandarkot Mountains Raksamada Caves, Dulha-Dulhan mountains, Banraj Dam, Shyam Ghunghutta Dams and Ramgarh Mountains.

The Chhattisgarh Tourism Board has created a spot for adventure sports here. Tourists can enjoy paragliding here.

Mehta Point: Just 8 km away from Mainpat, this spectacular waterfall is embraced by tall mountain ranges. Blending together the borders of Surguja and Raigarh, the Mehta Point is a must visit for all travellers. Comfortable shelters of the Forest Department are available to tourists. The Mehta Point is very much reachable by private vehicles.

Dev Pravah(Jaljali): This beautiful stream located in Kamleshwar, flows incessantly, later falling into an 80m waterfall. This waterfall is called the Dev Pravah and is extremely famous for rich herbs and medicinal plants that grow around it. Enriched with unique flora and fauna, this waterfall offers the tourists an interesting getaway in the proximity of nature.

Caves: Chhattisgarh is a land of mysterious caves, and Mainpat is no exception here. The caves of Mainpat include- Bandarkot, Raksamada (32 km), Bhalumada (8km) and Paiga Khoh.

Cultural Delight: A beautiful blend of various cultures can be enjoyed at Mainpat. The main delights are tribal village, Asgava and Tibetan camps.

Pilgrimage: Different pilgrim destinations welcome you to this sacrosanct land. These include Buddha Math, Kala Mandir (16 km), Banjari Temple (12 km), Jungleshwar Temple (18 km), Shivalaya (12 km), Panhi Pankhna (36 km) and Dulha-Dulhan (31 km).

Forests and Valleys: Bathed in rich green foliage, Mainpat blushes in green with beautiful valleys like – Kadnai (28 km), Kardna (26 km), Sakriya (16 km), Govindpur (21 km) and Paiga (15 km).

Accommodation: In Saila Tourist Resort operated by Chhattisgarh Tourism Board, 2-room forest department shelters are available. Apart from that, at Ambikapur via Darima (55 km) one can reach luxury hotels and authentic Dharmashalas.

How to reach

By Air: Raipur(100 km) is the nearest airport well connected to Mumbai, Delhi, Nagpur, Bhubaneswar, Kolkata, Ranchi, Vishakhapatnam and Chennai.

By Rail: There are trains available from Bilaspur (240 km) from Ambikapur.

By Road: Mainpat is reachable by buses, taxis and private vehicles from Ambikapur (85 km) and Raigarh (193 km)

(An extract from a **brochure** published by Chhattisgarh Tourism Board.)

Meanings in context

plateau	:	highland
breathtaking	:	extremely exciting, beautiful or surprising
tranquil	:	peaceful
brimming	:	full, overflowing
flora and fauna	:	plants and animals
enchant	:	charm
vibrant	:	lively
authentic	:	real
enlightenment	:	illumination, wisdom
confluence	:	joining together
spectacular	:	exciting to watch
mesmerizing	:	having someone's attention completely
cascading	:	falling quickly in large amounts
milky way	:	a group of stars and planets which can be seen like a in the sky (Akash Ganga)
thrilling	:	extremely exciting
exhilarating	:	giving strong feelings of excitement and happiness
heart-stirring	:	inspiring
awe-inspiring	:	worthy of admiration
blending	:	coming together
mysterious	:	strange
sacrosanct	:	sacred
proximity	:	closeness

Comprehension

I. Answer the following questions.

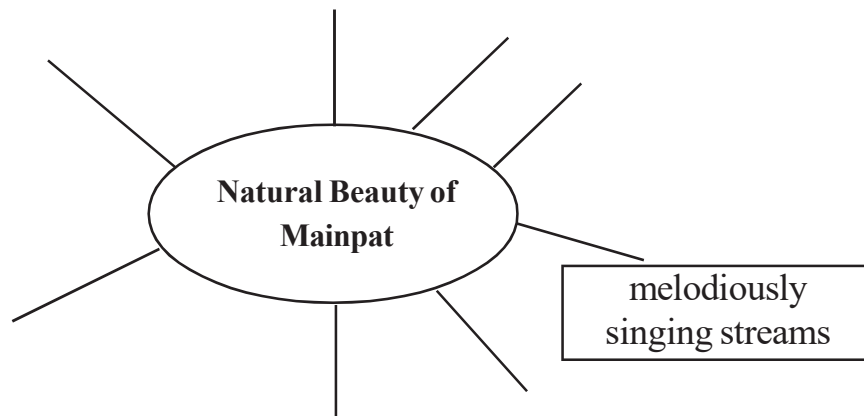
1. Name the most prominent places in Mainpat.
2. What are the festivals celebrated in Mainpat?
3. Why do you think Machali waterfall is called the 'milky way'?
4. What makes the culture of Mainpat different from the rest of Chhattisgarh?
5. How do you think Mainpat is similar to Shimla?

II. Complete the table given below with the names from the text you have read.

	Names
temples	
waterfalls	Devpravah
caves	
rivers	
animals	
plants	
means of transport	
adventure sports	

Vocabulary

Complete the web with the phrases from the text that describe the natural beauty of Mainpat. One has been done for you.



Grammar



Subject - Verb Agreement

Look at the following sentences from the lesson.

1. **The government** has constructed railings so that travellers and tourists...
2. **Chhattisgarh** is a land of mysterious caves.
3. **Different pilgrim destinations** welcome you to this sacrosanct land.

The words in bold in the above sentences are subjects. In sentences 1-2 the subjects are singular and therefore take verbs 'has', and 'is'. In sentence 3 the subject is plural and it takes the verb 'welcome'(plural).

Remember

- Nouns which look plural in form but are singular take a singular verb.
The news was a great shock to him.
Economics is an interesting subject.
Measles is very common among small children.
- In sentences with *either, neither, as well as*, etc. the verb agrees to the subject nearer to it.
Neither I nor **he was** allowed to go.
Either he or **they are** to blame.
Neither of **them know** the way to Mainpat.
- We normally use a singular verb with these words :
it, one (of), each (of), every, nobody, no one, everyone, anybody, staff, furniture, information, luggage, advise, Mathematics, Physics, athletics, gymnastics, measles, news.
- We use a plural with the following words/phrases.
scissors, trousers, police, people, a number of

I Tick (✓) the incorrect sentences and correct them.

1. The things I gave to my sister are the gifts I received.
2. Bread and butter are good for breakfast.
3. Either the director or the workers are to be blamed.
4. The cost of all commodities have risen.
5. Law and order is considered important in elections.

II Select the correct alternatives in brackets

1. A number of students (has/have) opted for science.
2. This furniture (is/are) very strong.
3. One of the children (have/has) gone for NCC camp.
4. Most of my luggage (is/are) still missing.
5. The scissors (is/are) on the table.
6. Each of my brothers (has/have) his own bicycle.
7. Gymnastics (was/were) my favourite activity in school.
8. The news (was/were) better than expected.
9. The staff (is/are) busy preparing for function.

III. Fill in the blanks with the correct forms of the verbs given in brackets.

1. Mr John, with his wife and daughter (live) next door.
2. The horse and the carriage (be) now at his door.
3. R.K. Laxman the cartoonist and his brother, the writer (be) famous.
4. To take pay and then not go to work (be) bad.
5. The United States (have) a big military force.
6. Ten kilometers (be) not a long way to go for work.

Writing

Describe one of your favourite places you may have visited recently.

Project Work

Prepare a brochure of your city/village similar to the brochure of Mainpat. You need to mention the places worth visiting, the distance from the nearest railway station / bus station, contact information, etc.



PRACTICE EXERCISE - IV

Link Unit : Travel & Tourism

I. Read the passage given below and answer the questions that follow :

I had the train compartment to myself up to Rohana, then a girl got in. The couple who saw her off was probably her parents. They seemed very anxious about her comfort and the woman gave the girl detailed instructions as to where to keep her things, when not to lean out of windows, and how to avoid speaking to strangers.

They called their goodbyes and the train pulled out of the station. As I was totally blind at the time, my eyes sensitive only to light and darkness, I was unable to tell what the girl looked like. But I knew she wore slippers from the way they slapped against her heels.

(Reading A : The Eyes Have It)

1. Choose the correct alternative in each of the following.

- (i) I had the compartment to myself upto Rohana. It means that _____.
a. the narrator was alone in the compartment
b. other travellers got down at Rohana
c. there were other people in the compartment before Rohana
d. the whole compartment was booked by the narrator
- (ii) The couple who saw her off was probably her parents. It means that _____.
a. the narrator was sure that they were her parents
b. the narrator guessed that they were her parents
c. the narrator did not know who they were
d. the narrator had met the girl's parents before
- (iii) They seemed very anxious about her comfort. Anxious means _____.
a. relaxed
b. careful
c. worried
d. tired

2. Answer the following questions:

- a. Who saw the girl off?

.....

.....

- b. What instructions were given to the girl?

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3. Complete the sentences:

- a. The narrator could not tell what the girl looked like because

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- b. The speaker's eyes were

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4. Write T for True and F for False statements.

- a. The girl's parents were travelling with her.
- b. Her mother told her where to keep her things.
- c. She asked the girl to take help from strangers.
- d. The narrator was blind.

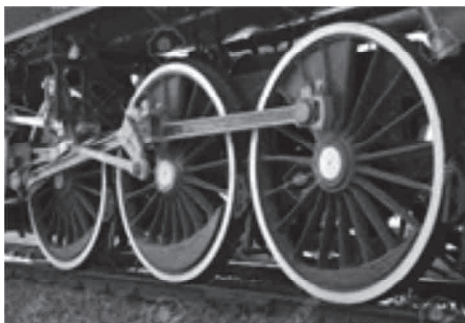
5. Read the above passage carefully and find out one word for the following phrases. One has been done.

e.g. husband and wife - couple

- a. mother and father
- b. unknown people
- c. the place where a train stops
- d. One who cannot see

6. Given below is a list of words related to trains. Write each of these words in the space provided under the appropriate picture.

berth, engine, wheels, station, platform



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7. Crossword

Identify seven words given in the word box which are related to natural beauty. One has been done for you. (Refer to Reading C : 'Mainpat' for help)

A	F	D	N	Q	W	S	U	G
M	O	U	N	T	A	I	N	W
B	R	O	O	K	T	W	Z	A
C	E	R	I	V	E	R	F	H
H	S	L	V	G	R	J	E	L
M	T	R	B	N	F	O	I	R
O	S	T	R	E	A	M	C	T
J	T	D	K	S	L	K	P	V
F	Y	E	V	A	L	L	E	Y

8. The girl in passage might have been given the following instructions.

Keep your things properly.

Take care of your luggage.

Don't lean out of the window.

Don't speak to strangers.

Write a few more instructions that your mother normally gives you about eating food, keeping your bag, riding the cycle, precautions about keeping money etc. when you go out of the house.

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9. Imagine the dialogue between the speaker and the blind girl. Complete the dialogue given below. The beginning is done for you.

Speaker : Where are you going?

Girl : To Dehradun and then to Mussoorie

Speaker : I'm going to Rohana. Who lives in Dehra?

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**II Here is an extract from the poem, 'My Walking Boots' by Gordon McConnell.
Read the poem carefully and answer the questions that follow.**

MY WALKING BOOTS

I have two pairs of boots for walking,
One is navy and the other brown,
Really comfortable they are,
Step by step up and down.

On my travels around Scotland
My boots are always on,
One day brown the other navy
Many miles traveled dusk to dawn.

Gordon McConnell



1. Choose the correct alternative for each of the following.

- (i) 'Navy' and 'brown' refer to _____.
- a. names of boots
 - b. colours of boots
 - c. names of places
 - d. names of people
- (ii) The words that show the act of walking in the poem are _____.
- a. really comfortable
 - b. step by, up and down
 - c. travel around
 - d. many miles
- (iii) The boots of the poet are _____.
- a. not comfortable
 - b. very costly
 - c. always on
 - d. good looking

2. Answer in brief :

- a. Who is 'I' in the poem?

.....

.....

- b. Around which country did he travel?

.....

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- c. How long does the traveler travel?

.....

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- d. Point out the line which tells that the poet does not put on the same boots everyday.

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- e. How many boots does the poet have?

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f. Which quality of the walking boots make them the poet very happy?

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f. Which line expresses the poet's love for travelling?

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3. Look at the picture of different kinds of footwear. What are they called? Choose the words from the box. Write the words that describe their quality.



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slippers, boots, shoes, sports shoes, sandals

4. Give one word for the following. Choose the right answer from the box given below.

a. Time in the evening just after sun set

b. At the break of the day

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c. Two in number

.....

d. One by one

.....

e. Dark blue colour

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f. Not uneasy

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navy, dawn, step by step, pair, comfortable, dusk

5. Write describing words/phrases related to nature for the picture given below.



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6. Read the following sentences.

Example : a) I had the train compartment to myself up to Rohana

b) I slipped and hurt myself

'Myself' in these sentences is a reflexive pronoun. In these sentences myself refers to I. So in these sentences instead of saying 'I slipped and hurt I', we are saying I slipped and hurt myself.

They can be used to emphasize the subject or object of a sentence.

E.g. a) I saw I in the mirror sounds awkward, so we write I saw myself in the mirror.

b) I made the cake myself.

Here is a table showing the subjective and objective pronouns in English and their reflexive forms

Subjective	Objective	Reflexive
I	me	myself
you	you	yourself
he	him	himself
she	her	herself
it	it	itself
one	one	oneself
we	us	ourselves
they	them	themselves
you (plural)	You (plural)	yourselves

Fill in each blank with an appropriate reflexive pronoun as in the example above.

(themselves, ourselves, myself, herself, himself, itself)

- He had the train compartment to.....
- She had the room to.....
- They had the library to.....
- We had the road to.....
- The lion kept all its food to.....

7. Read the following examples

- The train had left **before I reached the station.**
- You may go **wherever you like.**
- I cannot go to school **because I am ill.**

In these sentences the clauses in bold are **adverb clauses**. An adverb clause is a group of words that function as an adverb. It can modify verbs, adverbs and adjectives by telling when, where, why, how, how much and under what condition. It begins with a subordinating conjunction (e.g. after, if, because and although, as etc.) and it contains a subject and a predicate

Example : I hired a taxi so that I could reach the station on time.

Given below are main clauses and adverbial clauses. Match main clauses with adverbial clauses to make meaningful sentences. One has been done. Rewrite the sentences in the blanks below.

Example : I hired a taxi so that I could reach the station on time.

Adverb clause	Subordinators	Example
Time	After, before, since, when, as	The train had left before I reached the station.
Place	Where, wherever	You may go wherever you like.
Reason	As, because, since, for	I cannot go to school because I am not feeling well.
Purpose	So that, in order that	He worked hard so that he might succeed.
Condition	If, in case, unless	If you do exercise daily, you will be healthy.
Result	So..that, such.. that	He is so weak that he cannot walk.
Comparison	As, th an, as...as	Gold is more valuable than silver.
Concession or contrast	Though, although, yet	Though he is poor, he is honest.
Manner	As, as if, as though	You may do as you please.

Given below are main clauses and adverbial clauses. Match main clauses with adverbial clauses to make meaningful sentences. One has been done. Rewrite the sentences in the blanks below.

Example : I hired a taxi so that I could reach the station on time.

Main Clause	Adverb Clause
I hired a taxi	Unless the rain stops
The paddy crop dried up.	so that I could reach the station on time.
We cannot play	as if he had seen a ghost.
He can read without glasses.	as there was no rain this year
He cried in great fear	Although he is eighty years old

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8. Read the sentence given below:

As I was totally blind, I could not see the girl.

It can also be written as follows:

I could not see the girl as I was totally blind.

Now rewrite the following sentences as given in the example.

- a. As they looked anxious about her comfort, the woman gave the girl detailed instructions.

.....

- b. As I was not feeling well, I did not go to school.

.....

- c. As he had a college degree, he was given a good job.

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- d. As she worked hard. he passed the course.

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9. Look at the following examples:

- a. He said, "I like to play football."
He said that he liked to play football.
- b. She said, "I like to play football."
She said that she liked to play football.
- c. Sameer said to Amit, "You sing very well."
Sameer told Amit that he sang very well.
- d. Sameer said to Arpita, "I sing very well."
Sameer told Arpita that he sang very well.

Now change the following sentences from Direct speech to Indirect speech.

- a. "I love the hills; especially in October," he said.

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- b. "You are a very gallant young man," she said.

.....

- c. "She was an interesting girl," I said.

.....

- d. "We will soon be at your station," I said.

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10. The sentences in direct speech given below have two mistakes. Rewrite the sentences in reported speech correctly.

- a. Mother said to the shopkeeper, "I want a packet of biscuits."
Mother told the shopkeeper that I want a packet of biscuits.

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- b. The teacher said to the students, "You must submit your project report tomorrow."
The teacher told the students to submit her project report tomorrow."

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- c. The players said, "We liked our stay in your state".
The players said that he liked the stay in your state.

.....

For the teacher : Read each sentence slowly and carefully. You might need to read each sentence twice. (appendix-I)

11. Listen to the sentences and write the names of the girls in the space provided under each picture.



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12. Your teacher will read out a passage about Chhattisgarh. Listen carefully and fill in the details in the table. questions given below:

University	Location	Type	Established in	Specialization
Ayush Health Services Univ.				
Bastar University				
Guru Ghasidas Univ.				
Hidayatullah Nat. Law Univ.				
Indira Gandhi Agri. Univ.				
Indira Kala Sangeet Vish.				
Khushabhau Thakre Univ. of				
Journalism & Mass Comm.				
Pt. Ravishankar Shukla Univ.				
Pt. Sunderlal Sharma Open Univ.				
Dr. C.V. Raman. University				

13. Your teacher will give a list of twenty activities on the board. Select any two of the activities and say what you can or can't do.

E.g. sing a song, draw a picture

sing a song	draw a picture
work on computers	paint a wall
speak English	climb a mountain
ride a bicycle	drive a car
sweep the floor	cook food

Use this as an example. I can sing a song but I can't paint.

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14. Look at the picture given below. The boy is on a hike to the mountains. Describe the things he is carrying and the clothes he is wearing.



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