

Lesson 5

A Holiday in Delhi



Do you recognise the pictures given below? They are all places of historical importance and tourist interest in Delhi. Their names are given in jumbled order. Working in pairs, find out their names and write them in the space given below.



PARMLIANET HUOES



TRAHRASPATI BHVANA



DIAIN ATEG



DRE FRTO



LOSUT EMPLT



TUBQU NAMIR

Would you like to visit the city during your holidays?

Let us now read about a trip to Delhi by two young children Rishov and Rishika.



It was a lovely October morning. “Delhi is so beautiful!” thought Rishov as he looked out of the window of the speeding bus.

How he and his sister Rishika had pestered their parents for a holiday trip to Delhi! “Father, let us go to Delhi for the Puja holidays,” Rishika had pleaded. Rishov and his mother had fully supported her. “Don’t say no,” she had begged her father. Rishov fondly recalled that father had been rather reluctant that day. “What about your exams in November?” he asked. But they had noticed a smile on his lips.

“Don’t worry, Father. Rishika will do well,” Rishov recalled saying. “And so will I.”

Their mother too was on their side and ultimately father had agreed.

“We’ll go by air, Father,” Rishika had pleaded. “Say yes again!”

“OK,” said father with a mischievous smile.

Tickets were arranged, two rooms were booked in a good hotel and the trip chalked out in no time. Three days later they were in Maple Inn, a lovely hotel in South Delhi. It was a nice hotel with lavish lawns and a wonderful complimentary buffet breakfast.

Everything about Delhi amazed Rishov and especially Rishika. There was so much to see! The huge structure of the Red Fort amazed them. Rishika recognized the India Gate and shouted to her father excitedly, “Father, look!” Then, this morning they were on a luxury bus to Agra. They couldn’t afford to miss the Taj Mahal.

The bus sped on and Rishov felt wonderful. Suddenly he saw something on the floor of the bus below his seat. He bent down and picked up a wallet lying on the floor.

Father, sitting beside him, was as usual, fast asleep. He always slept in cars and buses while travelling. Mother no longer got embarrassed by Father’s habit. Rishov woke him up and showed him the wallet. “Father, this wallet was lying under my seat.”

“I see. Open it and see if you can find any card to trace the owner,” he said.

“There’s a lot of money, Father,” Rishov said.

“Is there? The wallet must be returned. See if you find something about the owner.”

“Look, father! There’s a slip of paper with a few telephone numbers and one number marked as ‘my number’ inside a pocket of the wallet,” he told his father.

“Shall we ring the person up?” Rishov said. “You try, Rishov,” father said.

Rishov dialed the number from his father’s mobile phone. A voice replied, “Hello! Rajeev Sharma from Agra here. May I know who is speaking?”

“Hello! I’m Rishov Baruah from Guwahati. My younger sister, my parents and I are travelling from Delhi to Agra on a bus. I found a wallet under my seat. Is it yours, by any chance?”



“Yes, it is! You don’t know how worried I was! I had my ATM card, my driving licence and my PAN card inside the wallet. There was some money as well.”

Rishov told him that they were visiting Agra and would be stopping at the Taj Mahal area. He gave the man the number of the bus. He also described the colour and model of the bus. He told Mr. Sharma that they should be in Agra in an hour’s time. If he could come up to the tourist bus stop near the Taj Mahal, Rishov would hand over the wallet to him. Meanwhile, they would keep contact over the mobile phone.

Rajeev Sharma was waiting with his mobile phone fixed to his ear at the bus stop. When he saw the bus, he stood by the door. He introduced himself as a young businessman in the city. He was very happy to get the wallet back. “I don’t know how to thank you!” he said, offering Rishov a thousand rupees from the wallet. Rishov refused to take the money, and said he was happy that Mr. Sharma had got back his lost wallet. Rajeev Sharma thanked them once again, and promised to keep in touch.

ACTIVITIES

1. Let's see how much you have understood the lesson. Read the sentences below and put a tick on the correct option to complete each sentence:

(a) Rishov, Rishika and their parents went to Delhi during their

- (i) summer holidays
- (ii) Puja holidays
- (iii) winter holidays
- (iv) Bihu holidays

(b) They went to Delhi by

- (i) air
- (ii) bus
- (iii) train
- (iv) their own car

(c) Maple Inn is a lovely

- (i) palace
- (ii) fort
- (iii) restaurant
- (iv) hotel

(d) Rishov found a wallet lying on the

- (i) seat of the bus
- (ii) floor of the hotel
- (iii) floor of the bus
- (iv) bus stop



(e) **The person who dialed the number was**

- (i) Rishov
- (ii) Rishov's father
- (iii) Rishika
- (iv) Rishov and Rishika's mother



(f) **The person who was very happy to receive the wallet was**

- (i) Rishika
- (ii) Rishov
- (iii) Rajeev Sharma
- (iv) Rishov and Rishika's father

2. **Here are some sentences about Rishov and Rishika's holiday. Arrange the sentences in chronological order (as they happened in the story).**

- (a) They saw the Red Fort and India Gate.
- (b) They went to Agra.
- (c) Rishov and Rishika pleaded with their father for a holiday trip to Delhi.
- (d) They returned the wallet to its owner.
- (e) Tickets were bought and the hotel was booked.
- (f) Rishov found and picked up a wallet lying on the floor of the bus.

3. (a) **What is a diary entry? Read to know.**

A diary entry is a written record of one's thoughts, feelings, opinions and plans that have occurred during the day. These entries are arranged by date.

Diary writing format:

- (i) Write the date of the entry on the left hand corner of the entry.
- (ii) Choose the topic of entry.
- (iii) One can address the diary as 'Dear Diary' or give the diary a name.



(b) Rishov is trying to record the important points about their holiday in his diary. Working with a friend, read the lesson and help Rishov to complete his diary entry:

October 5th : Started our journey to Delhi

Places we visited : _____, _____ and _____

Hotel we stayed in : _____

What I found under my seat : _____

Who it belonged to : _____

How I found Mr. Sharma : _____

Where I returned the wallet : _____

The most memorable thing about our vacation : _____

4. Now, try to record the important points about one of your holidays. You may work in groups to complete your diary entry. You can check the points on the left if you like.

Date of your journey:

Place you visited:

Place you stayed in:

What you did there:

What interesting things happened to you:

What you most liked about that holiday:

Which place you would like to visit in future:

5. Rishika is talking on her mobile phone with her friend Minati who lives in Delhi. Read the conversation between Rishika and Minati. The conversation is not given in proper order. Re-arrange the sentences spoken and write them in sequence in the space given.

- * Fine. How are you Rishika?
- * Are you coming by air?
- * Fine, thank you! We're coming to Delhi.
- * Yes, by Air India.
- * OK dear. I'll be at the airport.
- * We'll reach on 5th October.
- * Hello! How are you Minati?
- * Oh! It'll be nice to meet you all again. When are you coming?



Rishika

1



2



Minati



3



4



5



6



7



8



Now work in pairs. Practise the conversation with a friend of yours.

6. Let's learn some negative sentences. They are sentences that express a negative meaning using 'No' or 'Not'.

Look at the following sentence:

"I don't know how to thank you."

- **The form "I don't know" is negative.**
- **The positive form is "I know".**
- **When there is no auxiliary (helping) verb before the main verb we use 'do' + 'not', which is shortened to 'don't' in the present tense and 'didn't' in the past tense.**
- **If there is an auxiliary, the 'not' comes after the auxiliary, as follows:**
 - (a) I would like to meet Rajeev Sharma.
I wouldn't like to meet Rajeev Sharma.
 - (b) I will give you the book.
I won't give you the book.

Here are some sentences from the lesson or related to the story.

Change the sentences into negative:

- (i) We'll go by air.
- (ii) Their mother too was on their side.
- (iii) The Red Fort amazed them.
- (iv) Rishov's father booked two rooms in the hotel.
- (v) The wallet must be returned.
- (vi) Rishov told him how he had found the wallet.
- (vii) He gave the man the bus number.
- (viii) Open the wallet, please.

7. Conversation practice (Pairwork):

Here is a part of the conversation between Rishov's father and the receptionist of Maple Inn. Mr. Baruah is trying to book rooms for their stay in Delhi.

Take turns in pairs to play the roles of Mr. Baruah and the receptionist.



- | | |
|--|---|
| (a) Hello. I am Bhargav Baruah from Guwahati. Is it Maple Inn? | (b) Hello, Good morning. Yes it is. Welcome to Maple Inn. |
| (c) I would like to make a reservation in your hotel for the first week of October. Are there any rooms available? | (d) Yes, we have several rooms available, sir. Can you please tell me the exact date of your arrival? |
| (e) Oh, sure! It is fifth October. | (f) How long will you be staying, sir? |
| (g) Four days. | (h) Great! How many rooms would you like to book? |
| (i) Two double bedrooms. What is the room tariff? | (j) Rs.500 per night, per room, sir. Taxes will be extra. |
| (k) Thank you very much for the information. | (l) It's my pleasure. If there is anything more you want to know, please contact us. We look forward to your visit. Have a good day, sir. |
| (m) Thank you. | |

8. Find new words from each of the following words and write them out in the space given. One is done for you.

below wallet person father smile lawns
 low

Find more such words from your text and add them to your list.

9. Read each row of the table below and make a sentence taking the words from each of them:

Here is an example :

Rang Ghar	Sivasagar	monument
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Rang Ghar is a monument in Sivasagar, Assam.

The name	Where it is	What it is
1. Taj Mahal	Agra	monument
2. Maple Inn	South Delhi	hotel
3. Red Fort	Delhi	fort
4. India Gate	Delhi	monument
5. Agra Fort	Agra	fort

10. Did you like reading about Rishov and Rishika's holiday? Imagine you are planning to visit a place of your interest. How would you prepare yourself for the visit? Write a few sentences about your plan. You may include the following points:

- (a) how you will travel
- (b) who will go with you
- (c) what you plan to see
- (d) how you are feeling about the visit

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For the Teacher

- Here is a story about a visit to Delhi. The story will be interesting for your learners, they will be acquainted with Delhi; and also read about the exciting things that happened to Rishika and Rishov. The story is also likely to teach learners certain values, and help them learn how to respond politely in English.
- “A Holiday in Delhi”, a story based on inculcation of values, involves language development through activities for comprehension, diary entry, telephonic conversation and role play. While making learners complete the activities, focus should be on bringing up situations that the learners can identify with.
- The teacher can elicit from the learners the comments and opinions on Rishov and Rishika’s experiences during their bus journey from Delhi to Agra. The teacher can also help the learners to focus on values such as honesty, sincerity, care and compassion for others.
- Activity 1 and Activity 2 are aimed at checking comprehension. Activity 3 introduces learners to the format of a diary entry. Arrange the students in pairs and ask them to help Rishov complete his diary entry based on the points provided in Activity 3(a). Based on this activity, divide the learners into groups and in Activity 4, help them to make a diary entry about their own holidays.
- In Activity 5, learners will read the conversation between Rishika and Minati. The conversation which is given in a jumbled order will have to be rearranged and written in sequence before learners practise this conversation. By working in pairs and practising the telephonic conversation in Activity 7, which is designed as role play between Mr. Baruah and the receptionist of Maple Inn, the learners will be able to develop confidence in speaking in English outside the classroom.

- The grammar practice activity on ‘negative sentences’ in Activity 6 will help learners to revise their understanding of the lesson, and learn grammar in context, i.e. related to the lesson. Activity 7 is an extension activity for speaking practice. The teacher can use his/her mobile phone to record learners’ conversation and help them correct any mistake by replaying the recordings for the learners.
- The children’s imagination, spontaneity and writing skills will be developed in Activity 10.

Learning Outcomes:

The learner:

- participates in activities in English like role play, group discussion, debate, etc.
- responds to oral messages, telephonic communication in English and communicates them in English or home language
- responds to announcements and instructions made in class, school assembly, railway station and in other public places
- reads a variety of texts in English/Braille and identifies main ideas, character, sequence of ideas and events and relates with his/her personal experiences
- reads to seek information from noticeboard, newspaper, internet, tables, charts, diagrams and maps, etc.
- responds to a variety of questions on familiar and unfamiliar texts verbally and in writing
- writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.
- writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience