

# Rent for Water

## Pre-reading

### Dictionary Reference: Learning New Words

#### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the chapter (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

arguing

draw

bowing

pleaded

justice



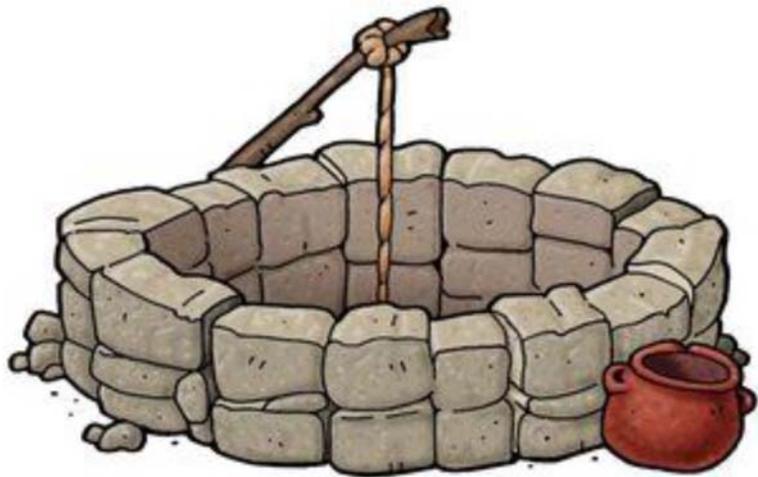
## Reading

### Let us read the story

#### Rent for Water

Once upon a time, a man sold his well to a farmer. The farmer bought the well so that he could water his fields. The next day, when the farmer went to draw water from that well, the man did not allow him to draw the water from it. He said, "I

have sold you the well, not the water, so you cannot draw the water from it." They started arguing. When they could not solve the problem, they decided to take the issue to the king. They went to the court of King Krishna Dev Rai.



King Krishna Dev Rai was sitting in his courtroom. He was listening to the complaints of the people of his kingdom. The man and the farmer came inside the courtroom of the king and greeted the king by joining their hands and bowing in front of him. The farmer looked very sad. King Krishna Dev Rai asked him, "Why are you looking sad? What is your problem?"

The farmer narrated everything to the king. He said in a sad voice, "Your Majesty! I am a poor farmer. It is difficult for me to get two meals every day. Please help me!"

The king said, "Alright, tell me your problem."



The farmer replied, "This man is my neighbour. I needed water for my fields. I bought a well from him to water my fields."

The king said, "Did you not pay him the money?"

The farmer said, "I did, Your Majesty! With great difficulty, I had collected money to buy a well. I bought the well from him by giving him the money he had asked for."

The king asked the man, "Did the farmer give you the money for the well?"

The man said, "Yes, Your Majesty."

The king asked the farmer, "So what is the argument about, then?"

The farmer said, "Now, he's asking me to pay the money for the water too. The water in the well is mine now. Why should I pay him more? I want justice, Your Majesty!"

The king asked the neighbour, "What is this? Is it true?"

The neighbour also pleaded, "Yes, Your Majesty! I sold him the well, but not the water inside it."

The king found the problem very interesting and asked Tenali Raman, the wisest minister of his court, to solve it.

Tenali Raman, then, said to the neighbour, "We understand that you sold your well to the farmer, but not the water."

"Yes, Sir", said the man.

"But you sold the well and took money for it?" said Tenali Raman.

"Yes, Sir", said the man.

The wise minister looked at the farmer and said, "So, the well belongs to you and the water to your neighbour".

"Yes, Sir", said the farmer.

"So is he giving you the rent for keeping his water in your well?" asked Tenali Raman.

"No, Sir", said the farmer, smilingly. He had understood that he would get justice.

Tenali Raman said to the man, "Since you have kept your water in the well, you should pay the rent to the farmer or take out your water immediately. If you do not take out your water from this man's well, you must pay two gold coins as rent to the farmer for keeping your water in the farmer's well. And the farmer will pay you one gold coin every month for drawing the water from the well for his fields."

King Krishna Dev Rai started smiling at how Tenali Raman had solved this tricky situation and done justice too.

Tenali Raman proved that greed is not good and punished the neighbour for his dishonesty.

## Post-reading

### Vocabulary Expansion

Given below are some phrases taken from the story. Their meanings are also given.

1. **draw water** - to take out water from a well  
Example: I am thirsty. Please let me *draw water* from your well.
2. **Your Majesty** - respectful words used when talking to or about a king or a queen.  
Examples: *Your Majesty!* I am a poor farmer. Please help me!  
*His Majesty* will soon arrive at the palace.
3. **get justice** - to be treated justly  
Examples: People go to the court *to get justice*.  
The farmer understood that he will *get justice* in the court.
4. **instead of** - 'Of ' is generally used with the word 'instead'. We say 'instead of ' to mean one thing or person will replace another thing or person.  
Examples: There were green small lanes *instead of* busy streets.  
There were big trees *instead of* tall buildings  
I think I will have tea *instead of* coffee today.

### Activity 2

Insert **instead of** in the following sentences, wherever needed:

1. Today, I will have butter jam on my bread.
2. By mistake, Sahib went to the railway station airport to pick up his friend.
3. I want to buy Samsung mobile Apple.
4. I wore blue socks red.
5. Rajinder had fresh cream custard.

### Learning to Read and Comprehend

### Activity 3

Answer the following questions:

1. Why did the farmer buy the well?

.....

2. Who did he buy it from?  
.....
3. What was the argument between the farmer and his neighbour about?  
.....
4. Where did they go to solve the issue?  
.....
5. What did the king do to solve their case?  
.....
6. How did Tenali Raman solve the case?  
.....

#### Activity 4

Read and answer the questions that follow.

1. The farmer bought the well so that he could water his fields.  
Who is '**he**' in the sentence? \_\_\_\_\_
2. I have sold you the well, not the water, so you cannot draw the water from it.  
What does '**it**' mean in the sentence? \_\_\_\_\_
3. They went to the court of King Krishna Dev Rai.  
Who are '**they**' in the sentence? \_\_\_\_\_
4. He was listening to the complaints of the people of his Kingdom.  
Who is '**he**' in the sentence? \_\_\_\_\_
5. I bought a well from him to water my fields.  
Who is '**him**' in the sentence? \_\_\_\_\_

#### Activity 5

Read the sentences taken from the story. Answer the questions that follow in the given blanks.

1. **They decided to take the issue to the king.**

What was the issue?

.....

2. **Why are you looking sad?**

Who was looking sad and why?

---

3. **I want justice, Your Majesty!**

What was the farmer's argument?

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4. **Tenali Raman had solved this tricky situation.**

How did Tenali Ram solve the problem?

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## Learning Language

### The Noun: Revision

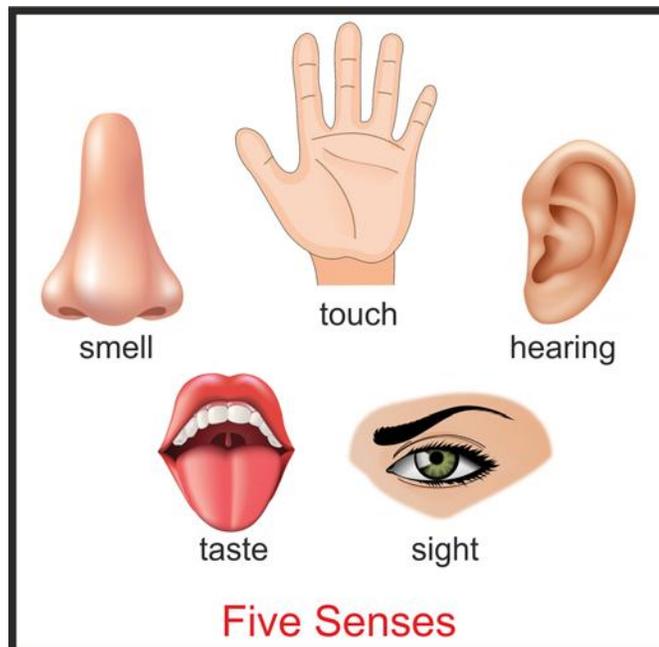
A noun is the name of a person, place, animal, thing, etc.

Let us look at some sentences.

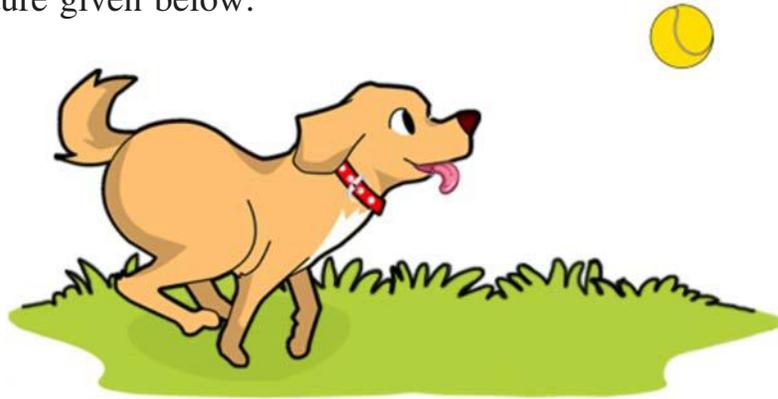
1. **Divyam** is a good **dancer**.
2. **New York** is a big **city**.
3. **Animals** are important for the **existence** of **human beings**.

The words in bold are nouns. They are the names of a **person**, **place**, **animal** or a **thing**. In this lesson, we will discuss some more types of nouns i.e. Abstract, Concrete and Collective.

The 'thing' mentioned above may be **concrete** (a bag, a pencil, a pen - something that we can see and touch) **or abstract** (peace, honesty, goodness - something that we can only feel but cannot see or touch).



Look at the picture given below:



**The dog fetched the ball 'with glee'.**

In the picture above, the word 'glee' is an **Abstract Noun**. 'The dog', 'the ball', 'the grass' and 'the sky' that we can see are **Concrete Nouns**.

Examples of **Concrete Nouns** include :

1. people (man, woman, dentist, teacher)
2. animals ( cat, dog, bird, eagle, )
3. objects (book, pencil, pen, blanket)
4. places and geographical features (mountain, valley, Punjab, India)

Examples of **Abstract Nouns** include:

1. qualities and characteristics (beauty, kindness, wisdom)
2. emotions and states of mind (love, happiness, anger)
3. concepts and ideas (justice, freedom, truth)
4. events and processes (progress, Friday, Diwali)

**Collective Nouns are words that describe a group of people, animals or things.**

bunch

bevy

class

committee

litter

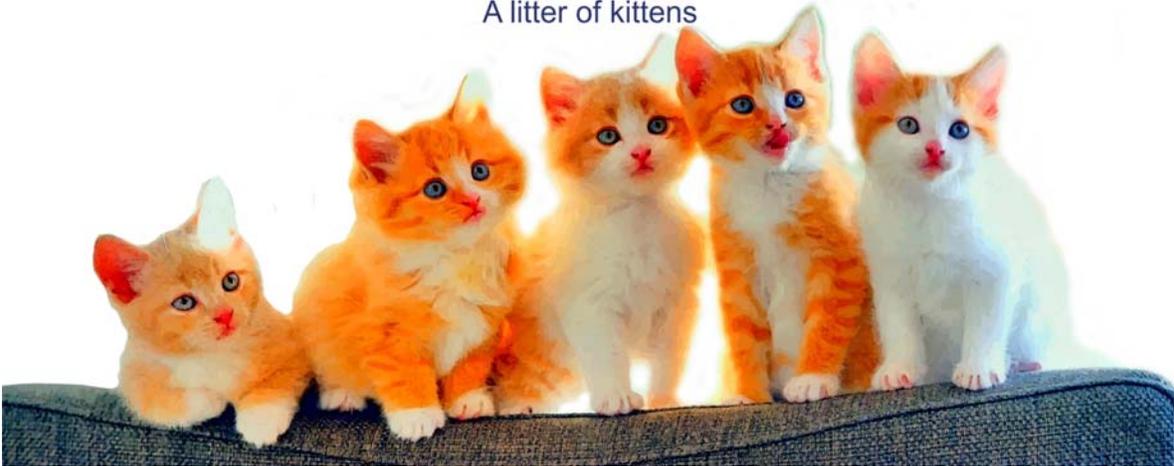


A bunch of flowers



A bevy of Swans

A litter of kittens



A particular type of Collective Nouns is called 'Nouns of Assembly.' These are phrases that describe a group of animals, such as

1. a pride of lions
2. a murder of crows

But sometimes people also make up funny or clever new ones such as

3. a blister of shoes
4. a forest of books

### Activity 6

Read the sentences below and underline the Concrete Nouns and encircle the Abstract Nouns.

1. I felt pain when the surgeon put stitches on my arm.
2. I fell in love with that little puppy.
3. After lunch, Seema went to the market.
4. My mom will pick me up from school every week.
5. The kitten jumped upon the table and ate the cake.
6. Sanya's childhood was painful.
7. I have full trust in my maid.
8. She is planting flowers in the garden.
9. That girl is very beautiful.
10. A dog is a loyal animal.

### Activity 7

Given below are two boxes. Match the words in box 1 with their collective nouns in box 2 (The teacher can also convert it into a group game by cutting out the word labels in both the boxes and asking the students to match them.)

#### Box 1

an army	a bouquet	a bunch	a company
a colony	a deck	a fleet	a flock
a herd	a lounge	a pack	a swarm
a litter	a range	a school	a pride

#### Box 2

of actors	of lions	of puppies	of flowers
of ships	of wolves	of frogs	of mountains
of cattle	of birds	of bees	of lizards
of cards	of fish	of grapes	of rabbits

### Learning to Listen

#### Activity 8

The teacher will read a story twice. You must number the sentences given below as the events happen in the story. You will mark the sequence in the space given after each sentence. Number one has been done for you.

1. Ram said that the mango tree was his; while Sham said he owned it. [ ]
2. Birbal understood the situation. [ ]
3. Unable to find a way out, they decided to ask Birbal for help. [ ]
4. Upon hearing Birbal, Ram nodded and said he agreed to the [ ] suggestion.
5. He said, "The tree belongs to Sham because the very thought of cutting [ ] it down troubled him".
6. Someone who has cared for it for three years won't cut it down . [ ]

7. He told the brothers to remove all the mangoes, share them between [\_\_\_\_\_] the two brothers and then cut the tree in two equal halves.
8. Birbal found out who the real owner of the tree was. However, Sham [\_\_\_\_\_] pled not to cut the tree for he had nurtured it for three whole years.
9. Once, two brothers, Ram and Sham, were fighting over the ownership [ 1 ] of a mango tree.

## Learning to Speak

### Activity 9

Look at the words given below. They are commonly mispronounced. Learn to pronounce them well. Repeat the words after your teacher. (The teacher must check the pronunciation before teaching.)

1. clothes
2. monkey
3. picture
4. bury
5. dengue
6. donkey
7. village
8. heart
9. tomb
10. Wednesday
11. women
12. develop
13. plumber
14. truth
15. coupon



## Learning to Write

### Activity 10

Look at the picture given below. Describe the picture in your own words in the given space.



You can use the following words to describe the picture.

park, children, playing, trees, green, slides, seesaw, clouds, sky


## Learning to Use Language

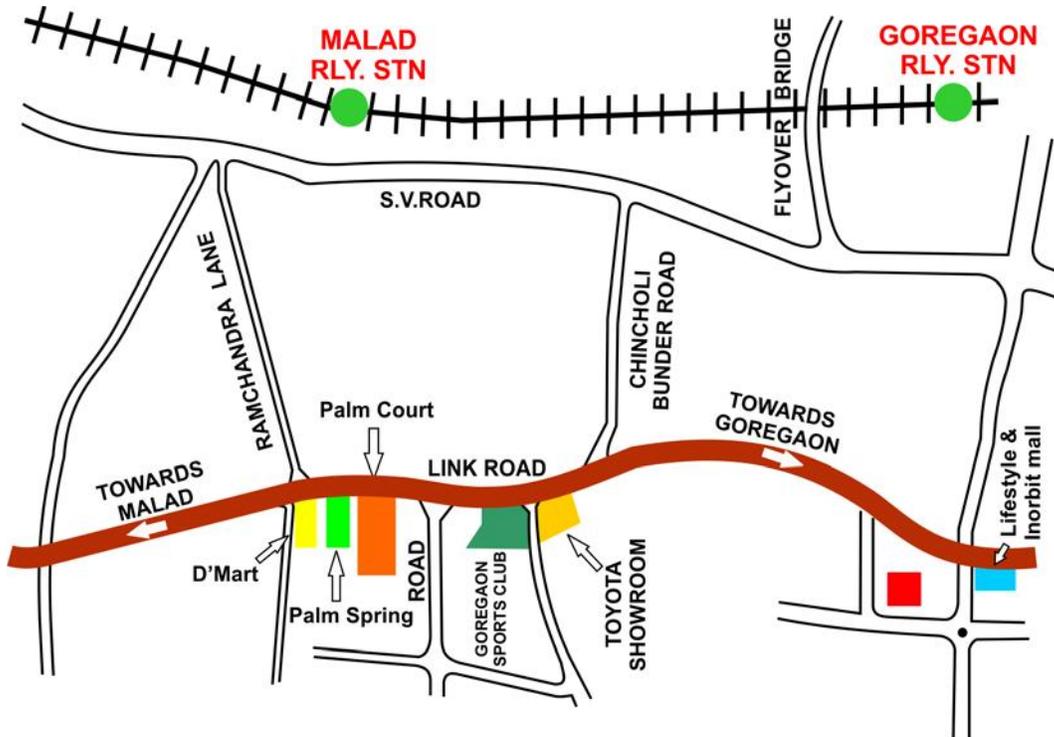
### Activity 11

#### Giving Directions

#### Read the following phrases:

1. Go straight...
2. Take a right/left turn...
3. Turn left/right...
4. Go along the road...
5. Go down this street...
6. Walk down...
7. Next to the...
8. Go past...
9. Until you come to the...
10. For about 1 kilometre...
11. About three buildings away...

Study the following road map of Malad Mumbai. Give directions to Nanika standing on the Palm Court side of the Link Road to reach Goregaon Railway Station using the above-mentioned phrases.



# Trains

## Pre-reading

### Dictionary Reference and Learning New Words

#### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the poem (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

passenger	precious	mail	freight
dusk	dawn	without	fail

## Reading

Have you travelled by a train?

Let us read and enjoy this poem

### Trains

Over the mountains,  
 Over the plains,  
 Over the rivers,  
 Here come the trains.  
 Carrying passengers,  
 Carrying mail,  
 Bringing their precious loads  
 In without fail.



Thousands of freight cars  
 All rushing on  
 Through day and darkness,  
 Through dusk and dawn.  
 Over the mountains,  
 Over the plains,  
 Over the rivers,  
 Here come the trains.

—James S. Tippett

### Post-reading

#### Vocabulary Expansion

Trains are a very important means of land transport in India. India has a large network of trains.

#### Activity 2

Given below are some more means of transport. Put them under the right box.

car	aeroplane	scooter	helicopter	boat	auto
bus	ship	submarine	train	jeep	bicycle

Land	Sky	Water

### Learning to Read and Comprehend

#### Activity 3

Write answers to the following questions.

1. What places do the trains go to?

-----

2. What do they carry?

-----

3. Why does the poet call passengers and mail as "precious loads"?

-----

4. Where do the trains run?

-----

5. What are freight cars?

-----

#### Activity 4

Read the following lines and answer the questions that follow.

**Through day and darkness,**

**Through dusk and dawn.**

1. What do the above lines refer to?

-----

2. What do the 'day and darkness' and 'dusk and dawn' in the poem tell the readers?
- 

## Learning Language

### Conjunctions: 'so', 'because', 'although', 'and', 'yet'

We use **Conjunctions** like 'and', 'or', 'but', 'because' and 'although' to join two parts of sentences. Conjunctions can be used to give more or unexpected information, results, options and reasons.

#### Activity 5

Complete the sentences given below with 'so' or 'because'. Here are a few examples. Read them before you do the activity.

#### Examples

1. Rajan is happy **because** he has stood first in the race.
2. It was raining, **so** I did not go to school.
3. I went to the cinema **because** it was a holiday.

We use '**because**' for giving reasons, and '**so**' for talking about results or purposes.

1. My dog was hungry, \_\_\_\_\_ it stole biscuits from the shelf.
2. I am feeling sleepy \_\_\_\_\_ I am very tired.
3. Babli bought new clothes \_\_\_\_\_ she wanted to wear them on Diwali.
4. It was raining, \_\_\_\_\_ my books got wet.
5. He did not study hard, \_\_\_\_\_ he failed the test.
6. I asked for directions \_\_\_\_\_ I was lost.
7. I did not clean the room, \_\_\_\_\_ it became dirty.
8. I met with an accident \_\_\_\_\_ I was driving fast.
9. Deepa went to the doctor \_\_\_\_\_ she was feeling sick.
10. Mohan did not help Sohan \_\_\_\_\_ he was not well.



## Activity 6

Combine the sentences given below using 'although' and 'yet'. Write them in your notebook. Here are a few examples. Read them before you do the activity.

### Examples

1. Rajan did not win the race. Rajan was happy.

**Although** Rajan did not win the race, **yet** he was happy.

2. It was raining. I went to school.

**Although** it was raining, **yet** I went to school.

3. It was a holiday. I did not go to the cinema.

**Although** it was a holiday, **yet** I did not go to the cinema.

**We use 'although' and 'yet' in the same sentence for unexpected or different information.**

1. My dog was hungry. It did not eat biscuits.
2. He is very sleepy. He is watching a movie.
3. Babli wanted to wear new clothes on Diwali. Babli did not buy them.
4. It was raining. I did not take an umbrella.
5. He did not study hard. He passed the test.
6. I was lost. I did not ask for directions.
7. My room was dirty. I did not clean the room.
8. I was ill. I did not go to the doctor.
9. Mohan and Sohan were friends. Mohan did not help Sohan.
10. I went to the market. I did not buy anything.

## Learning to Listen

### Activity 7

Listen to the teacher, recite the following poem and repeat after her/him.

#### Clouds

White sheep, white sheep,  
On a blue hill,  
When the wind stops,  
You all stand still.  
When the wind blows,  
You walk away slow.  
White sheep, white sheep  
Where do you go?



## Learning to Speak

### Activity 8

Speak the following pairs aloud.

- |           |        |
|-----------|--------|
| 1. mail   | fail   |
| 2. dawn   | lawn   |
| 3. plains | trains |

### Activity 9 (Pairwork)

Discuss with your partner about how you would like to travel. You can discuss the following questions with each other.

1. Do you like to travel by train/ship/plane?
2. How would you like to travel if you have to go from Punjab to Mumbai? Why?
3. If you decide to go by train, what would you like to take with you?

## Learning to Write

### Activity 10

Paragraph writing

A paragraph is a short description of a point. Its length is about 100 words. Writing a paragraph is an art. The first sentence should introduce the topic in about 10-15 words and the last sentence should conclude it in 10-15 words. Rest 70-80 words must describe the main topic or idea.



**Pre-reading****Dictionary Reference: Learning New Words****Activity 1**

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the story (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Words that normally go with the given word. For example: 'return' does not take 'back' with it. It is not correct to say 'I returned back from work'.
4. Spellings

glowing	starving	frozen	extreme
deserve	consider	warmth	brahmin

**Reading****Let us read the story****Birbal's Khichdi**

It was winter time. The ponds and lakes near Akbar's palace were all frozen.

At Akbar's court:

Akbar asked Birbal, "Tell me one thing, Birbal! Do you think a man will do anything for money?"



Birbal replied, "Yes, Your Majesty".

Akbar ordered, "Alright, then prove it!"

The next day, Birbal came to the court along with a brahmin. He was extremely poor and his family was starving. He had no money to feed them.

Birbal said to the king, "This brahmin is ready to do anything for the sake of money".

Akbar asked, "Will he do what I say?"

"Anything, if I get some money to feed my family," said the poor brahmin, before Birbal could reply.

The king said to the brahmin, "Stand inside the frozen pond all through the night without any clothes and I will give you two thousand gold coins."

The poor brahmin needed money. He had no choice. He stood in the frozen pond all through the night, shivering.



In the morning, he returned to Akbar's court to receive his reward of two thousand gold coins.

The king asked the brahmin "How could you stand in the frozen pond in such an extreme temperature?"

The innocent brahmin replied, "I could see faintly glowing lights of the palace a mile away and that was a ray of hope for me. I kept looking at the lights and thinking about my family that they will get food if I continue to stand in the pond."

Akbar suddenly became very stern. He said harshly, " Oh brahmin, you have cheated me. I will not give you any reward for this. You looked at the palace lights and got warmth from the lights. You do not deserve the reward."

Birbal said, "Your Majesty, it is impossible to get the warmth from the lights glowing so far away!"

Akbar did not listen to him.

How could the poor brahmin argue with the emperor? He returned disappointed and bare-handed from Akbar's court.

The next day, Birbal did not go to Akbar's court. He sent a messenger to the emperor saying that he would come to the court only after his khichdi gets cooked.

Birbal did not turn up even after five days. The emperor himself went to Birbal's house to see what he was doing. He saw that Birbal had lit the fire and kept the pot of uncooked khichdi one yard above the fire.

Akbar said, " Birbal, I considered you to be the wisest in this country, but you have proved me wrong."

Birbal said, "Why, your majesty?"

Akbar said, "How will the khichdi get cooked when it is one yard above the fire? What is wrong with you, Birbal?"

Birbal kept stirring the pot and replied, "Oh my Great Emperor, when it is possible for a person to receive warmth from the faintly glowing lights a mile away, then it should be possible for this khichdi, which is just a yard above the fire to get cooked."



Akbar realised his mistake. He called the poor brahmin and gave him two thousand gold coins. Akbar was happy that Birbal had helped him to realise his mistake.



## Vocabulary Expansion

### Activity 2 (Prefixes and Suffixes)

Look at the following words. Break them into smaller words and look up the meaning of the words if required.

#### Example

The word 'uncooked' can be broken as under:

un + cook + ed

In the example above, **un-** is a prefix to cook and **-ed** is a suffix.

**Prefixes** and **suffixes** are groups of letters that come at the beginnings and endings of words respectively and make them longer. For example, the suffix '-er' when added to 'long' changes it to 'longer'.

Learning the meanings of common prefixes and suffixes can help you understand unknown words you read. It can also help you become better at spelling words.

**Prefixes** come before the main word and suffixes come after. They change the meaning of the word and generally make them the opposite of the main word. For example, the prefix un- can mean "not," "remove," or "opposite." Adding the prefix un- to the word "happy" gives you the word "unhappy", which means not happy.

#### Prefixes with their meanings and examples

Prefix	Meaning	Example
non-, un-, im-, in-, il-, ir-	not, opposite	nonsense, unhappy
re-	again, back	revisit, replay
mis-	wrongly, not	misunderstand
de-	reverse, remove out of	deactivate, dehydrate
co-	with, together	coexist
dis-, di-	separation, away, apart, two	dislike, diacid

A **suffix** is a letter or a group of letters added to the end of a word. Suffixes do not make the opposites. They are used to show the part of speech of a word. For example, adding "ion" to the verb "progress" gives us "progression," the noun form of the word. Suffixes also tell us the verb tense of words or whether the words are singular or plural .

Suffixes with their meanings and examples

Suffix	Meaning	Example
-er, -or	one who; or showing a comparison	teacher, faster
-able, -ible	capable of being	unforgettable, reversible
-d, -ed	forming the past tense or having the quality of	added, loved
-ing	forming a gerund meaning an “act of” or the present participle	singing
-ment	the act, state or result of an action	appointment, government
-ive	having the quality of	creative, divisive

Now let us look at some words from the story and see how we can break them. In the word 'impossible', im- is a prefix and in the word 'national' -al is a suffix.

1. frozen \_\_\_\_\_
2. return \_\_\_\_\_
3. extremely \_\_\_\_\_
4. disappointed \_\_\_\_\_
5. shivering \_\_\_\_\_
6. wisest \_\_\_\_\_
7. realise \_\_\_\_\_
8. looking \_\_\_\_\_

## Learning to Read and Comprehend

### Activity 3

Write answers to the following questions.

1. What time of the year was it in the story?  
-----
2. What had happened to the ponds and lakes?  
-----
3. What did Akbar want to know?  
-----
4. Why did the brahmin accept Akbar's challenge?  
-----
5. How much money did Akbar agree to give to the brahmin?  
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### Activity 4

Who said to whom? Write in the given space.

1. Stand inside the frozen pond all through the night without any clothes and I will give you two thousand gold coins.  
-----
2. How could you stand in the frozen pond in such an extreme temperature?  
-----
3. Oh brahmin, you have cheated me.  
-----
4. Your Majesty, it is impossible to get the warmth from the lights glowing so far away!  
-----
5. Birbal, I considered you to be the wisest in this country, but you have proved me wrong.  
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### Activity 5

What do you understand about Birbal in the story? Write three to four sentences on Birbal.

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## Learning Language

### Adverbs

### Activity 6

Look at the following words. Notice what is common in them.

1. harshly
2. faintly
3. mainly
4. truly
5. frankly

The common thing about the words above is the use of the letters 'ly' at the end. The words can easily be divided into two parts. (word + ly).

For example: harsh+ly

Words that end with -ly are mostly **Adverbs**. They add to the quality of the verb. **For Example:** to speak (verb) harshly (adverb). Adverbs of Manner usually take -ly after a word.

Expressions of time show frequency of an action. Let's look at some examples:

1. The girls always get late for the party.
2. I usually do yoga every morning.
3. He is often late for work.
4. My dentist told me to brush my teeth twice daily.

Adverbs are of many types such as time, place, manner, frequency etc. and give information regarding '**how things happen**', '**how many times**', '**when**' and '**where**'.

### Activity 7

Divide the following words into two parts. The first has been done for you.

1. mainly      main + ly \_\_\_\_\_
2. generally      \_\_\_\_\_
3. aptly      \_\_\_\_\_
4. sternly      \_\_\_\_\_
5. normally      \_\_\_\_\_
6. suddenly      \_\_\_\_\_
7. carefully      \_\_\_\_\_
8. rarely      \_\_\_\_\_

### Activity 8

Fill in the blanks with appropriate -ly words given in the box.

truly, sternly, fairly, certainly, quietly

1. Akbar spoke \_\_\_\_\_ with the brahmin.
2. The exam was \_\_\_\_\_ easy.
3. Birbal was \_\_\_\_\_ wise.
4. You should \_\_\_\_\_ take leave from work.
5. The student sat \_\_\_\_\_ after the teacher scolded him.

### Activity 9

The following exercise will help you to understand how Adverbs of Frequency work. Choose the best answer to complete each sentence.

1. I \_\_\_\_\_ late on weekends.
  - a. get up usually
  - b. get usually up
  - c. usually get up
  - d. up get usually



2. My father \_\_\_\_\_ late for work.
  - a. never is
  - b. is never
  - c. are never
  - d. were never
  
3. How \_\_\_\_\_ on weekends?
  - a. often do you travel
  - b. do you often travel
  - c. often you do travel
  - d. often does you travel
  
4. Tim \_\_\_\_\_ early for class.
  - a. often is
  - b. are often
  - c. often are
  - d. is often
  
5. When do you \_\_\_\_\_ go on vacation each year?
  - a. always
  - b. never
  - c. usually
  - d. ever



### Activity 10 (Pairwork)

The following grid has some-ly words. You can find them either vertically or horizontally. Find them and write them in the blanks given below. (The teacher will explain how to do the activity.)

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

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

## Learning to Speak

### Activity 11

Three sets of dialogues are given below. Practise them in the class.

**Note:** The teacher must get the dialogues rehearsed one at a time in pairs and small groups. The best three groups in speaking for each set will present their dialogue in front of the class. The teacher must help the students to understand the text and speak as instructed in square brackets.

#### Set 1 (Pairwork)

Akbar (to Birbal): Tell me one thing, Birbal! Do you think a man will do anything for money? **[question]**

Birbal (to Akbar): Yes, Your Majesty. **[statement]**

Akbar (to Birbal): Alright, then prove it! **[order]**

#### Set 2 (a group of 3)

Birbal (to Akbar): Your Majesty, this brahmin is ready to do anything for the sake of money. **[statement]**

Akbar (to Birbal): Will he do what I say, Birbal? **[question]**

Birbal (to Akbar): Yes, Your Majesty. **[statement]**

Birbal (to the brahmin): Are you ready to do anything that His Majesty asks you to? **[question]**

Brahmin (to Akbar): Anything, if I get some money to feed my family, Your Majesty. **[statement]**

Akbar (to the brahmin): Stand inside the frozen pond all through the night without any clothes. For this, I will give you two thousand gold coins. **[order]**

#### Set 3 (a group of 3)

Akbar (to the brahmin): Tell me, how could you stand in the frozen pond in such an extreme temperature? **[question]**

The brahmin (to Akbar): It was very difficult. It was freezing. But I needed the money for my family. So I kept standing in the cold water. **[statement]**

Akbar (to the brahmin): Was it due to money that you could stand in the water all night? **[question]**

The brahmin (to Akbar): Your Majesty, I could also see the faintly glowing lights of the palace. The lights helped me. I kept looking at the lights and thinking about the food my family will get. **[statement]**

Akbar (angrily to the brahmin): What! Oh brahmin, you have cheated me! **[exclamation]**

The brahmin (to Akbar): Your Majesty, I did as you said. I have not cheated. **[statement]**

Akbar (angrily to the brahmin): You do not deserve the reward. You looked at the palace lights and got warmth from the lights. **[statement]**

The brahmin (pleadingly to Akbar): Your Majesty, I have stood all night in the freezing waters of the pond. **[statement]**

Akbar (sternly to the brahmin): I will not give you any reward for this. If you say one more word, I will put you in jail for cheating. **[order]**

Birbal (to Akbar): Your majesty, it is impossible to get the warmth from the lights glowing so far away! **[exclamation]**

## Learning to Write

### Dialogue writing.

Writing a dialogue is a very interesting activity. If you already have a passage, converting it into dialogue form is very simple. You must remember:

1. You do not use words such as 'said', 'asked', 'replied', 'told', etc. Instead, you use 'to' at its place.
2. You use colon after addressee put in round bracket.
3. You do not use inverted commas ( " " ) for what the speaker has to say. You simply write it.

<b>Statements:</b> →	Birbal told the messenger, "Give my message to the emperor."	Birbal tells the messenger to go to the emperor and give him a message.
<b>Process</b>		
<b>Step 1.</b>	Remove 'told', comma and inverted commas.	Remove 'tells'
<b>Step 2.</b>	Instead of 'told' use 'to'	Remove 'to' after 'messenger'. Use 'to' and remove 'tells'.
<b>Step 3.</b>	Put 'to' and 'the messenger' in round brackets after the name of the speaker.	
<b>Step 4.</b>	Add colon (:) the name of the speaker and the addressee as in Birbal (to the messenger):	

<b>Step 5.</b>	...	Make the first letter of the statement capital.
<b>Dialogue</b>	Birbal (to the messenger): Give my message to the emperor.	Birbal ( to the messenger): Go to the emperor and give him a message.

### Activity 12 (Pairwork)

Read the given statements and rewrite them as dialogues.

**1. Statement :** Akbar said, "Birbal, I considered you to be the wisest in this country, but you have proved me wrong."

Dialogue: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**2. Statement :** Birbal said, "Why, your majesty?"

Dialogue: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**3. Statement :** Akbar said, "How will the khichdi get cooked when it is one meter above the fire? What is wrong with you Birbal?"

Dialogue: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Learning to Use Language

#### Activity 13 (Group Work)

Students will do this activity in a group of four or five.

Let us write a small paragraph. The topic is 'A Visit to a Hill Station'. Read the questions given below and answer them in complete sentences.



1. Where did you go? (e.g. I went to Simla).

\_\_\_\_\_

2. Who did you go with?

\_\_\_\_\_

3. How did you reach there?

\_\_\_\_\_

4. How long did it take?

\_\_\_\_\_

5. Where did you stay?

\_\_\_\_\_

6. What did you do during the day?

\_\_\_\_\_

7. What did you do at night?

\_\_\_\_\_

8. How was your trip?

\_\_\_\_\_

Now put all your answers together and write in a paragraph form in the following box.
