Chapter 2: Wit and Humour

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Exercise 2.1 — Let us discuss — Animals, Birds, and Dr. Dolittle (Part I)

Q1 Complete the following sentence by selecting a suitable reason. The Cat's-food-Man suggests to Doctor Dolittle that he should become an animal doctor because he believes that Dolittle _____.

1. earns less fee by treating human patients
2. enjoys the company of animals as they speak less
3. dislikes spending time with human patients
4. knows more about animals than the local veterinarians

SOLUTION

The Cat's-food-Man says Dolittle knows 'all about animals—much more than what these vets here do' and praises his book about cats.

He also says 'You might have been a cat yourself. You know the way they think.' This clearly shows he believes Dolittle's knowledge of animals exceeds that of local vets.

Answer: 4. knows more about animals than the local veterinarians.

Q2 Fill in the blanks by choosing the suitable option given in the brackets. Doctor Dolittle reacts to Polynesia's information about animal languages with both excitement and _____ (certainty/curiosity). He rushes to _____ (write/memorise) the bird words she provides and is interested in learning more.

SOLUTION

The text says Dolittle was 'all excited' and rushed for a book and pencil to record the bird words — showing curiosity, not certainty.

He explicitly says 'Now don't go too fast—and I'll write it down', so he chose to write them, not memorise them.

Answer: curiosity; write.

Q3 Do you think Doctor Dolittle would be famous as an animal doctor? If yes, why? If not, why not?

SOLUTION

Yes, Doctor Dolittle would become famous as an animal doctor.

He could actually speak and understand animal languages, which no other doctor could do.

This ability allowed animals to describe exactly where the pain was and how they felt, making diagnosis and treatment easy.

Animals spread word of his skills among themselves — 'every living thing for miles and miles got to know about John Dolittle'.

Birds even told animals in foreign lands about him, making him famous worldwide.

Answer: Yes. His unique ability to communicate with animals in their own languages meant they could describe their symptoms directly, making him far more effective than any other vet. Animals spread the word among themselves, bringing him worldwide fame.

Exercise 2.2 — Let us discuss — Animals, Birds, and Dr. Dolittle (Part II)

Q1 What became a common sight in Puddleby after Doctor Dolittle started treating animals?

1. Humans talking to farm animals
2. Farm animals wearing glasses
3. Farm animals learning bird language
4. Birds riding atop farm animals

SOLUTION

After Dolittle prescribed green spectacles for the plough horse, 'it became a common sight to see farm animals wearing glasses in the countryside, round Puddleby; and a blind horse was a thing unknown.'

Answer: 2. Farm animals wearing glasses.

Q2 What challenges do you think Doctor Dolittle might face if more and more animals come to him for help? How might he overcome these challenges to ensure that he provides good treatment?

SOLUTION

Challenges: managing the large crowds of animals of different kinds, providing separate waiting spaces, having enough time to treat every animal, and sourcing medicines or aids (like spectacles) suited to different species.

Overcoming them: Dolittle already showed resourcefulness — he had 'special doors made for the different kinds' of animals and even a tiny tunnel for mice.

He could train assistants in animal languages or set up an appointment system. His ability to communicate directly with animals means he always knows exactly what treatment is needed, reducing wasted effort.

Answer: Challenges include managing huge crowds, catering to diverse species, and sourcing species-specific treatments. He could overcome these by organising separate entry points (which he did), setting timed appointments, and using his language skills for quick, accurate diagnosis.

Q3 Arrange the following events in correct order according to the story. Two have been done for you.

1. Doctor Dolittle decides to stop being a doctor for people and becomes a doctor for animals.
2. Animals from near and far come to Doctor Dolittle for help, crowding his garden.
3. A man with a stomach-ache visits Doctor Dolittle and suggests he should treat animals instead of people.
4. Polynesia teaches Doctor Dolittle animal languages, and he starts understanding and communicating with animals.
5. A plough horse with vision problems visits Doctor Dolittle, who prescribes green spectacles, to improve the horse's eyesight.
6. The parrot, Polynesia, encourages Doctor Dolittle to become an animal doctor, revealing that animals can talk.
7. Doctor Dolittle installs special doors for different animals to enter his house for treatment.
8. Doctor Dolittle's ability to communicate with animals helps him diagnose and treat their illnesses effectively.
9. Doctor Dolittle gains fame among animals worldwide, and they come to him from various places for his help.
10. Word spreads, and people start bringing their sick pets and farm animals to Doctor Dolittle for treatment.

SOLUTION

Reading the story in sequence:
Event 3 (Cat's-food-Man visits with stomach-ache and suggests animal doctoring) happens first.
Event 6 (Polynesia reveals animals can talk) follows immediately.
Event 4 (Polynesia teaches Dolittle animal languages) comes next.
Event 1 (Dolittle gives up being a people's doctor) follows.
Event 10 (People bring sick pets and farm animals) comes next.
Event 5 (Plough horse gets green spectacles) is one of the early treatment cases.
Event 8 (Communication helps diagnosis and treatment) is ongoing after Event 4.
Event 7 (Special doors installed for different animals) follows as crowds grow.
Event 2 (Animals crowd his garden from near and far) follows Event 7.
Event 9 (Worldwide fame) is the final outcome.

Answer: Correct order: 3 → 6 → 4 → 1 → 10 → 5 → 8 → 7 → 2 → 9.

Exercise 2.3 — Let us think and reflect — Animals, Birds, and Dr. Dolittle

Q1 Read the extract and answer the questions.

"If I say, 'Polly wants a cracker', you understand me. But hear this: Ka-ka oi-ee, fee-fee?"
"Good Gracious!" cried the Doctor. "What does that mean?"
"That means, 'Is the porridge hot yet?'—in bird language."
"My! You don't say so!" said the Doctor. "You never talked that way to me before."
"What would have been the good?" said Polynesia, dusting some cracker crumbs off her left wing. "You wouldn't have understood me if I had."

(i) Complete the sentence by choosing the correct option. In the line, "Good Gracious!" cried the Doctor, the expression 'Good Gracious' can be replaced by _____!
A. bravo B. gosh C. alas D. hurray

(ii) Why had Polynesia never used bird language with the Doctor earlier?

(iii) Identify whether the following statement is true or false. Polynesia had been munching on a food item while talking to Doctor Dolittle.

(iv) How did Doctor Dolittle feel according to the extract?
A. anxious B. surprised C. angry D. relaxed

SOLUTION

(i) 'Good Gracious' is an exclamation of surprise. 'Bravo' = admiration; 'alas' = sorrow; 'hurray' = joy. 'Gosh' is the correct match for surprise.

(ii) Polynesia explains: 'What would have been the good? You wouldn't have understood me if I had.' She had not used bird language because Dolittle could not understand it at the time.

(iii) Polynesia was 'dusting some cracker crumbs off her left wing' — she had been eating cracker pieces, not munching during the conversation itself. However, the statement is essentially True in that she had been eating crackers (the crumbs were on her wing).

(iv) The Doctor was 'all excited', rushed for a book and pencil, and said 'My! You don't say so!' — clear surprise.

Answer: (i) B. gosh. (ii) Because Dolittle would not have understood bird language at that time — there was no point in using it. (iii) True (cracker crumbs were on her wing, showing she had been eating crackers). (iv) B. surprised.

Q2 Read the extract and answer the questions.

"I would like a pair like yours," said the horse—"only green. They'll keep the Sun out of my eyes while I'm ploughing the field."

"Certainly," said the Doctor. "Green ones you shall have."

"You know, the trouble is, Sir," said the plough horse as the Doctor opened the front door to let him out—"the trouble is that anybody thinks he can doctor animals—just because the animals don't complain. As a matter of fact, it takes a much cleverer man to be a really good animal doctor than it does to be a good people's doctor."

(i) Choose a word from the extract to complete the analogy. digging: flower bed :: _____: field

(ii) Choose the correct word to complete the sentence. Doctor Dolittle's attitude in the extract is _____.

A. respectful B. sentimental C. understanding D. careful

(iii) Complete the sentence with an appropriate reason. Based on the extract, we can conclude that doctors take animals for granted because _____.

(iv) Do you agree with the concluding sentence of the extract? Why/why not?

SOLUTION

(i) The analogy pairs an activity with the location it is done in. 'Digging' is done in a 'flower bed'; 'ploughing' is done in a 'field'. The word from the extract is 'ploughing'.

(ii) Dolittle immediately agrees to the horse's request ('Green ones you shall have') without argument — he is understanding and accommodating.

(iii) The horse says, 'anybody thinks he can doctor animals—just because the animals don't complain.' Animals cannot speak to humans, so their inability to complain in human language leads doctors to assume they are not suffering or do not need specialist care.

(iv) Yes, the statement is fair. Treating animals requires interpreting non-verbal signs, understanding diverse anatomy across species, and gaining the animal's

trust without shared language — all skills that demand greater expertise than treating humans who can describe their symptoms.

Answer: (i) ploughing. (ii) C. understanding. (iii) Animals cannot complain to doctors in human language, so doctors assume they can get by with minimal care. (iv) Yes — diagnosing animals without a shared language requires greater observational skill and empathy.

Q3 How can we say that Polynesia was a good trainer of animal language?

SOLUTION

Polynesia sat with Dolittle 'all that afternoon' while it was raining, giving him bird words to write down — showing patience and dedication.

She taught him systematically, starting with 'the Birds' A.B.C.' and going slowly so he could record everything.

She also explained that animals talk 'with their ears, with their feet, with their tails—with everything', broadening his understanding beyond just spoken sounds.

She demonstrated live examples, like interpreting what Jip the dog was communicating through his body language.

As a result, 'the Doctor got to learn the language of the animals so well that he could talk to them himself and understand everything they said.'

Answer: Polynesia was systematic, patient, and thorough — she taught Dolittle from the basics ('Birds' A.B.C.'), explained body-language communication, and gave live demonstrations, resulting in Dolittle mastering animal languages completely.

Q4 Explain how Doctor Dolittle gave equal and individual attention to each animal who came to him for treatment.

SOLUTION

Dolittle had 'special doors made for the different kinds' of animals — 'HORSES' over the front door, 'COWS' over the side door, 'SHEEP' on the kitchen door.

Even mice had 'a tiny tunnel made for them into the cellar, where they waited patiently in rows for the Doctor to come round to them.'

He communicated with each animal in its own language, allowing it to tell him exactly where the pain was and how it felt.

This personalised communication meant treatment was tailored to the specific problem of each individual animal.

Answer: Dolittle built separate entry doors for each species and a tunnel for mice, ensuring each type of animal had dedicated access. By speaking their languages he gave each animal the chance to describe its own symptoms, so every treatment was individually tailored.

Q5 How does Doctor Dolittle's readiness to follow the parrot's advice highlight the importance of listening to different viewpoints?

SOLUTION

Dolittle was an established doctor for humans, yet he listened openly when his parrot suggested he switch to treating animals.

He did not dismiss Polynesia's perspective because she was a bird; instead he was 'all excited' and immediately started learning from her.

Her viewpoint — that animals have language and need a doctor who understands them — proved correct and transformed Dolittle's career.

This shows that important insights can come from unexpected sources, and that being open to different viewpoints leads to growth and positive change.

Answer: Dolittle's willingness to heed Polynesia's suggestion — despite it coming from a parrot — shows that valuable advice can come from any source. His openness led to a complete and successful change of career, proving that listening to different viewpoints opens up new possibilities.

Q6 Which qualities of Doctor Dolittle made him famous among the animals? Explain with evidence from the text.

SOLUTION

Empathy: He genuinely cared for animals and learned their languages to understand their problems directly.

Openness: He accepted Polynesia's advice without prejudice and eagerly learned from her.

Resourcefulness: He procured green spectacles for the plough horse and created species-specific entry doors.

Thoroughness: 'As soon as they found that he could talk their language, they told him where the pain was and how they felt, and of course it was easy for him to cure them.'

Fame spread because 'all these animals went back and told their brothers and

friends', and birds flying to other countries spread his reputation worldwide.

Answer: His empathy, openness to learning animal languages, and resourceful individualized treatment made him famous. Animals trusted him to listen and cure them, and they spread word of his skills — ultimately making him known 'all over the world'.

Q7 What changes do you think would happen in the world if people suddenly gained the ability like Doctor Dolittle, to understand and communicate with animals?

SOLUTION

Animal welfare would improve dramatically — animals could report pain, illness, and mistreatment directly, leading to better veterinary care.

Factory farming and other exploitative practices would become harder to maintain once animals can voice their suffering.

Conservation efforts would benefit from animals themselves guiding humans on what their habitats need.

Relationships between humans and animals would become far more respectful and collaborative.

Pets could communicate preferences, strengthening the human-animal bond.

Answer: Animal welfare, conservation, and veterinary care would all improve as animals could communicate their needs and suffering directly. Exploitative practices would be challenged, and human-animal relationships would become more empathetic and collaborative.

Exercise 2.4 — Let us learn — Animals, Birds, and Dr. Dolittle

Q1 Complete the following table correctly by choosing words from the box given below. An example has been done for you.
Words to place: sailor song, harvest mice, teatime, windowsill, check-in, well-bred, plough horse

Hyphenated Words | Open Compound Words | Closed Compound Words
(Example: check-in) | (Example: plough horse) | (Example: ?)

Place each word in the correct column.

SOLUTION

Hyphenated words join two or more words with a hyphen: check-in, well-bred.
Open compound words are written as two separate words: sailor song, harvest mice, plough horse.
Closed compound words are written as one word: teatime, windowsill.

Answer: Hyphenated: check-in, well-bred. Open compound: sailor song, harvest mice, plough horse. Closed compound: teatime, windowsill.

Q2 Create compound words from the table given below and complete the paragraph.
Column A: 1. fun 2. high 3. never 4. early 5. song 6. over 7. tree
Column B: (i) head (ii) birds (iii) flying (iv) loving (v) [ending] (vi) tops (vii) ending risers

Paragraph: After being treated by Doctor Dolittle, the A. fun-loving dolphins danced playfully in his sanctuary. The B. ___ chatter of monkeys echoed through the C. ___, their ailments cured. D. ___ eagles soared gracefully E. ___ their health restored. F. ___ among the G. ___ chirped joyfully from the branches.

SOLUTION

Matching A→B pairs from the table (each pair used once):
A. fun + loving = fun-loving (given example)
B. never + ending = never-ending — the chatter that goes on without stop
C. tree + tops = treetops — the tops of trees through which the chatter echoes
D. high + flying = high-flying — eagles that fly high

E. over + head = overhead — soaring overhead
F. song + birds = songbirds — birds that sing, chirping from branches
G. early + risers = early risers — songbirds are among those that wake earliest

Answer: B. never-ending; C. treetops; D. high-flying; E. overhead; F. songbirds; G. early risers.

Q3 Underline the names of animals that are hidden in the sentences given below. Clues are given within the brackets.
1. Dr. Dolittle was eating oatmeal for his breakfast. (a farm animal)
2. Old ladies began to bring him their pets. (an insect)
3. The author sees the connection between humans and animals. (a farm animal)
4. The three baby dinosaurs are from ice age. (field animal)
5. The patients who came late didn't know where to go. (ship of the desert)

SOLUTION

The hidden animal spans contiguous letters across word boundaries.
1. 'Dr. Dolittle was eating oatmeal' — eatin-G-OAT-meal: GOAT (G from 'eatinG' + OAT from 'OATmeal'). Farm animal. This sentence is the worked example shown in the textbook.
2. 'Old ladies began to bring him their pets' — beg-AN-T-o: ANT hidden in 'begAN To'. Insect.
3. 'The author sees the connection between humans and animals' — aut-HORSE-es: HORSE hidden in 'autHOR SEes'. Farm animal.
4. 'The three baby dinosaurs are from ice age' — t-HARE — tHREe bAby dinosauRs arE: HARE hidden across 'tHree bAby dinosauRs arE'. Field animal.
5. 'The patients who came late didn't know where to go' — CAME-L-ate: CAMEL hidden in 'cAME Late'. Ship of the desert.

Answer: 1. GOAT (eatin-G-OAT-meal); 2. ANT (beg-AN-To); 3. HORSE (aut-HOR-SEes); 4. HARE (t-H-ree-b-A-by-dinosau-R-s-ar-E); 5. CAMEL (came-l-ate).

Q4 Read the sentences below and identify the palindrome words and sentences.

1. Step on no pets.
2. Naman saw a race car at the show.
3. Nitin speaks in Malayalam.
4. The engineer used a rotator to check the surface level.
5. The pilot relied on the radar to navigate safely.
6. Eva can I see bees in a cave?

Now, create your own palindrome and share it with your classmates and the teacher.

SOLUTION

1. 'Step on no pets' — the entire sentence reads the same backwards (S-T-E-P-O-N-N-O-P-E-T-S). Palindrome sentence.
2. 'Naman' is a palindrome name (N-A-M-A-N); 'race car' is a palindrome word (R-A-C-E-C-A-R).
3. 'Nitin' is a palindrome name; 'Malayalam' is a palindrome word (M-A-L-A-Y-A-L-A-M).
4. 'rotator' is a palindrome word (R-O-T-A-T-O-R); 'level' is a palindrome word (L-E-V-E-L).
5. 'radar' is a palindrome word (R-A-D-A-R).
6. 'Eva can I see bees in a cave?' — reads the same backwards. Palindrome sentence.

Sample palindrome: 'Madam, I'm Adam.'

Answer: 1. Palindrome sentence: 'Step on no pets.' 2. Palindrome words: 'Naman', 'race car'. 3. Palindrome words: 'Nitin', 'Malayalam'. 4. Palindrome words: 'rotator', 'level'. 5. Palindrome word: 'radar'. 6. Palindrome sentence: 'Eva can I see bees in a cave?' Sample creation: 'Madam, I'm Adam.'

Q5 Underline the verbs and identify the tense form in the following sentences from the text.

1. He is asking you a question.
2. Oh, there are plenty of animal doctors.
3. I am going blind in one eye.
4. … the trouble is that anybody thinks he can doctor animals.

SOLUTION

1. 'is asking' — present continuous tense (is + verb-ing; ongoing action at the moment of speaking).
2. 'are' — simple present tense (states a general fact).
3. 'am going' — present continuous tense (an ongoing process).
4. 'is' and 'thinks' — simple present tense (states a current situation/general truth).

Answer: 1. 'is asking' — present continuous. 2. 'are' — simple present. 3. 'am going' — present continuous. 4. 'is', 'thinks' — simple present.

Q6 Fill in the blanks using the correct form of verbs (present perfect) given within brackets.

Since becoming an animal doctor, Doctor Dolittle 1. _____ (learn) to communicate with all animals and birds. He 2. _____ (treat) countless farm animals and pets with care. The parrot, Polynesia, 3. _____ (teach) him bird-language, and he 4. _____ (write) books about his adventures. Many people 5. _____ (bring) their sick animals to his door. Over the years, Dolittle 6. _____ (become) renowned worldwide for his unique abilities.

SOLUTION

Present perfect = has/have + past participle (V3).

1. learn → has learned (or has learnt)
2. treat → has treated
3. teach → has taught
4. write → has written
5. bring → have brought
6. become → has become

Answer: 1. has learned; 2. has treated; 3. has taught; 4. has written; 5. have brought; 6. has become.

Exercise 2.5 — Let us explore — Animals, Birds, and Dr. Dolittle

Q1 What is the best way to take care of stray and abandoned animals?

1. Provide food and water for the animal
2. Take them to an animal shelter
3. Adopt them by taking them home

Give reasons for your responses.

SOLUTION

All three options have merit depending on the situation.

1. Providing food and water is the immediate, practical step anyone can take safely — it relieves the animal's distress without requiring long-term commitment.

2. Taking them to an animal shelter is the most systematic solution — shelters have trained staff, medical care, and adoption networks to give the animal the best chance of a permanent home.

3. Adopting the animal gives it a loving, permanent home and is the ideal outcome if you have the space, time, and resources to care for it responsibly.

The best combination is: provide immediate food and water, contact a local animal shelter or welfare organisation, and if capable, consider adoption.

Answer: The best approach combines all three: provide immediate food and water to relieve distress, contact an animal shelter for proper medical care and rehoming, and consider adoption if you have the means. Shelters offer the most systematic long-term care for abandoned animals.

Exercise 2.6 — Let us discuss — A Funny Man

Q1 Work in pairs. Identify the true statements from the list below.

1. The poet says that she had never heard such an amusing song.
2. The funny man was quite ill-mannered.
3. The funny man wore two hats on his feet.
4. The funny man hopped on his head to reach home.
5. The funny man gave a rose to the poet.
6. The funny man smiled at the poet.

SOLUTION

1. The poem says 'You never heard in all your life / Such a funny feeling sound' — the song is described as a 'funny feeling sound', not specifically 'amusing'. The poet calls it unusual, not amusing — partially true but borderline.
2. 'His manners were polite' — the poem explicitly says the funny man was polite. FALSE.
3. The poem says 'He wore a shoe upon his head / And hats upon his feet' — two hats on his feet. TRUE.
4. 'He turned the other way about, / And hopped home on his head.' TRUE.
5. He held a currant bun to the poet's nose, not a rose — he said 'Allow me to present Your Highness with a rose' but produced a currant bun instead. FALSE.
6. 'He raised the shoe and smiled at me.' TRUE.

Answer: True statements: 3, 4, and 6. (The funny man wore two hats on his feet; hopped home on his head; and smiled at the poet.)

Q2 Identify the words from the poem based on the meanings given.

1. a small seedless raisin – C __ R __ __ __ T
2. moved unsteadily – S __ __ G G __ __ __ D

SOLUTION

1. The poem mentions 'taking out a currant bun'. A currant is a small seedless raisin. Word: C-U-R-R-A-N-T.
2. The poem says 'I staggered back against the wall'. To stagger means to move unsteadily. Word: S-T-A-G-G-E-R-E-D.

Answer: 1. CURRANT. 2. STAGGERED.

Q3 Complete the following sentences with a reason.

1. The tone of the poem is _____ because _____.
2. The rhyme scheme of the poem is _____; and it gives a _____ quality to the poem.
3. The poet has frequently repeated the word 'funny' in order to _____.

SOLUTION

1. The tone is humorous/playful because the poem describes a man doing absurd, topsy-turvy things (wearing a shoe on his head, hats on his feet, hopping home on his head) in a light-hearted way.
2. The rhyme scheme is ABCB (lines 2 and 4 of each stanza rhyme: e.g., 'feet'/'sight', 'nose'/'smell', 'ground'/'sound', 'head'). It gives a musical/rhythmic quality to the poem.
3. The poet repeatedly uses 'funny' to emphasise and reinforce the absurd, comical nature of the man's behaviour and to create a cumulative comic effect.

Answer: 1. humorous/playful; the man does absurd, topsy-turvy things described in a light-hearted way. 2. ABCB; a musical/rhythmic quality. 3. emphasise the absurd and comic nature of the man's actions and build a cumulative sense of humour.

Q4 Choose the correct answer from the options given in the brackets.

1. The poem uses vivid imagery to create a _____ (humorous and nonsensical/ confusing but thought-provoking) scene.
2. The structure of the poem is in _____ (monologue/ dialogue) form.
3. The phrases 'sounding sight' and 'hopped home' are examples of _____. (alliteration/simile)

SOLUTION

1. The images — a shoe on the head, hats on feet, a currant bun presented as a rose — are funny and make no logical sense: 'humorous and nonsensical'.
2. The poem includes a conversation between the poet-narrator and the funny man ('He said…', 'I answered…', 'I said…'): 'dialogue' form.
3. 'Sounding sight' has repeated 's' sounds; 'hopped home' has repeated 'h' sounds — both are examples of alliteration.

Answer: 1. humorous and nonsensical. 2. dialogue. 3. alliteration.

Q5 Rewrite the following lines from the poem in the correct order, and explain why the poet used inversion.

1. But never had I seen before / Such a funny sounding sight.

2. Why has the poet used phrases like 'funny sounding sight' and 'funny feeling sound' with reference to the funny man?

SOLUTION

1. Normal word order: 'But I had never seen such a funny sounding sight before.' Poets use inversion (changing normal word order) to maintain the rhythm and rhyme of the verse. Here, placing 'before' at the end allows 'sight' to rhyme with other end-words in the stanza.

2. The phrases 'funny sounding sight' and 'funny feeling sound' mix senses — a sight that sounds funny, a sound that feels funny. This technique (synaesthesia/oxymoron-like mixing) mirrors the funny man's topsy-turvy world where everything is reversed or mismatched. It adds to the poem's comic and surreal effect.

Answer: 1. Rewritten: 'But I had never seen such a funny sounding sight before.' The inversion maintains the rhyme scheme and rhythm. 2. The phrases mix senses (sight/sound/feeling), mirroring the funny man's upside-down world and deepening the comic, surreal effect.

Q6 Can you think of any real-world situations where people do similar things for fun, entertainment, or performance? Share with your classmates and the teacher.

SOLUTION

Yes — clowns in circuses wear oversized shoes and exaggerated costumes, doing absurd physical acts to make people laugh, just as the funny man does.

Street performers and mime artists use unexpected, exaggerated movements and props for comic effect.

Stand-up comedians use verbal absurdity, much like the funny man who describes a currant bun as a rose.

Children playing dress-up often wear clothes in silly, wrong ways for fun.

Carnival jesters and court fools in history played similar roles — using physical comedy and wit to entertain.

Answer: Real-world parallels: circus clowns (oversized props, absurd costumes), street performers and mimes, stand-up comedians using verbal absurdity, children's dress-up play, and historical court jesters. All use unexpected, topsy-turvy behaviour to create laughter.

Exercise 2.7 — Let us think and reflect — A Funny Man

Q1 Read the extract and answer the questions.

He said, "Allow me to present / Your Highness with a rose."
And taking out a currant bun / He held it to my nose.
I staggered back against the wall / And then I answered, "Well!"

(i) Why does the funny man address the poet as 'Your Highness'?
(ii) Choose a phrase from the extract which indicates a polite request.
(iii) Choose the option which shows a 'currant bun'. A. Image 1 B. Image 2 C. Image 3 D. Image 4
(iv) Complete the sentence with an appropriate reason. When the poet says, 'Well!', it expresses surprise. This was so because _____.

SOLUTION

(i) 'Your Highness' is a title used to address royalty. The funny man uses it humorously and with exaggerated courtesy to make a grand, comical gesture — it fits his polite-but-absurd character described as having good manners.
(ii) 'Allow me to present' — this phrase is a formal, polite way of offering something and functions as a polite request for permission.
(iii) A currant bun is a plain, round, slightly golden bread roll with dried currants baked in — no icing, no hole, no layering. Image 1 shows exactly this: a plain round bun. Image 2 has white icing and a cherry (a fancy cupcake). Image 3 has a hole (a ring doughnut). Image 4 is a rectangular layered roll. The correct option is A. Image 1.
(iv) The poet expected a rose but was presented with a currant bun instead — the complete mismatch between the announcement and the actual object caused her surprise.

Answer: (i) To address her with exaggerated, comical courtesy — the funny man is playfully acting grandly. (ii) 'Allow me to present'. (iii) A. Image 1 (a plain round bread bun — a currant bun has no icing, no hole, and no cherry). (iv) The funny man announced he was presenting a rose but held a currant bun to her nose instead — the absurd mismatch caused surprise.

Q2 Read the extract and answer the questions.

You never heard in all your life / Such a funny feeling sound.
"My friend, why do you wear two hats / Upon your feet?" I said.
He turned the other way about, / And hopped home on his head.

(i) Choose the line from the extract which tells us that the sound was unique.
(ii) Complete the sentence with an appropriate reason. The poet calls the funny man 'my friend' because _____.
(iii) What does the reaction of the funny man to the poet's question tell us about him?
(iv) Choose the correct option to complete the sentence. The last line of the extract makes the readers feel _____.
A. dreamy B. impatient C. worried D. cheerful

SOLUTION

(i) 'You never heard in all your life / Such a funny feeling sound' — this line tells us the sound was unique and unlike anything heard before.
(ii) The poet calls the funny man 'my friend' because she has interacted with him pleasantly throughout the encounter — he was polite and she engaged in conversation with him, creating a sense of friendly familiarity.
(iii) Instead of answering the question, the funny man 'turned the other way about, and hopped home on his head' — this tells us he responds to situations in an unexpected, unconventional way. His reaction is playful and whimsical; he defies logic and normal behaviour to the very end.
(iv) The image of a man hopping home on his head is absurd and hilarious, leaving readers feeling cheerful and amused.

Answer: (i) 'You never heard in all your life / Such a funny feeling sound.' (ii) She has shared a pleasant, polite interaction with him and feels a friendly connection. (iii) His reaction shows he is consistently unpredictable, playful, and unconventional — he responds to a question by hopping home on his head. (iv) D. cheerful.

Q3 Which character trait of the funny man was most appealing to you? Why?

SOLUTION

The most appealing trait is his politeness — despite doing everything upside-down, he never loses his courtesy. He 'raised the shoe and smiled', said 'Allow me to present Your Highness with a rose', and his 'manners were polite'.

This combination of absurdity and politeness is charming — he is funny without being rude or mean.

Answer: His politeness is most appealing — despite behaving in a completely topsy-turvy way, he remains courteous and warm. The contrast between his absurd actions and his gentlemanly manners makes him endearing.

Q4 The funny man does unusual things in the poem. How does it affect the overall mood of the poem?

SOLUTION

His unusual behaviour — wearing a shoe on his head, hats on his feet, presenting a currant bun as a rose, singing while sitting on the ground, and hopping home on his head — creates a consistently comic and playful mood.

Each new absurdity builds on the last, maintaining a light-hearted, joyful atmosphere throughout.

The repeated use of 'funny' reinforces this playful mood.

The poem never becomes dark or threatening; the funny man's polite manners ensure the tone stays cheerful even when events are surreal.

Answer: His unusual behaviour creates and sustains a consistently comic, playful mood. Each new absurdity adds to the humour, the repeated word 'funny' reinforces it, and his politeness keeps the tone warm and cheerful throughout.

Q5 What alternative title would you suggest for the poem? Give reason(s) for your choice.

SOLUTION

Suggested alternative title: 'The Topsy-Turvy Man' or 'The Upside-Down Visitor'.

Reason: The poem's central comic device is that the funny man does everything the opposite of how it is conventionally done — shoes on the head, hats on feet, hopping on his head. 'Topsy-turvy' (meaning upside-down or in complete disorder) captures the poem's essence more precisely than the generic 'A Funny Man'.

Answer: 'The Topsy-Turvy Man' — because the poem's humour comes entirely from the man doing everything upside-down and backwards, which 'topsy-turvy' captures precisely.

Q6 Why do you think the poet has included dialogues in the poem?

SOLUTION

Including dialogues makes the poem lively and dramatic, drawing the reader into the encounter as if witnessing it.

The dialogue ('Allow me to present Your Highness with a rose'; 'My friend, why do you wear two hats upon your feet?') shows the contrast between the funny man's polite speech and his absurd actions.

It also gives the poet-narrator a voice, making her reaction (surprise, curiosity, friendliness) part of the humour.

Dialogue breaks the narrative monotony and gives each exchange a comic punchline quality.

Answer: Dialogues make the poem dramatic and engaging, show the contrast between the funny man's polite words and absurd actions, give the narrator a comic voice, and create punchline moments that heighten the humour.

Q7 What does the poet wish to convey by highlighting the unusual behaviour of the funny man?

SOLUTION

The poet conveys that humour can come from simply inverting the ordinary — doing everyday things in the opposite or wrong way can be delightfully funny.

She also suggests that a person can be unconventional yet still kind and polite (the funny man's good manners persist throughout).

There may be a deeper message: the world looks different if you flip your perspective, and not everything needs to conform to convention to be enjoyable.

Above all, the poem celebrates innocent, playful fun and the joy of absurdity.

Answer: The poet shows that humour emerges from inverting the ordinary. She also conveys that being unconventional does not mean being rude — the funny man is absurd yet polite. The poem celebrates innocent fun and the delight of a topsy-turvy perspective.

Exercise 2.8 — Let us learn — A Funny Man

Q1 Match the phrasal verbs in Column 1 with their correct meaning in Column 2.

1. take up
2. take after
3. take in
4. take over
5. take off

(i) to understand or comprehend something
(ii) to assume control or responsibility for something
(iii) to begin to study, practice, or do something
(iv) to become successful or popular quickly
(v) to resemble or look similar to (usually a family member)

Then fill in the blanks with suitable phrasal verbs:

1. The new technology is set to _____ traditional methods of communication.
2. I tried hard to _____ what the writer wanted to say but was unsuccessful.
3. Arjun decided to _____ painting as a hobby.
4. The smartphone quickly _____ the sales in the market.
5. Sheela _____ her father; they have the same smile.

SOLUTION

Matching:

1. take up → (iii) to begin to study, practice, or do something
2. take after → (v) to resemble or look similar to (usually a family member)
3. take in → (i) to understand or comprehend something
4. take over → (ii) to assume control or responsibility for something
5. take off → (iv) to become successful or popular quickly

Fill in the blanks:

1. 'take over' — the new technology is set to assume control over traditional methods.
2. 'take in' — to comprehend what the writer wanted to say.
3. 'take up' — to begin painting as a hobby.
4. 'took off' — became popular/successful quickly.

5. 'takes after' — resembles her father.

Answer: Matches: 1-(iii), 2-(v), 3-(i), 4-(ii), 5-(iv). Fill in blanks: 1. take over; 2. take in; 3. take up; 4. took off; 5. takes after.

Q2 Match the verbs in Column 1 with any suitable adverbs or prepositions in Column 2. Write their meanings in Column 3. An example has been done for you (look after: take care of).
Verbs: look, run, put, break, call
Adverbs/prepositions: after, away, up, for, in, on, into, down, off, out

Now, frame sentences of your own using any five phrasal verbs.

SOLUTION

Possible matches (multiple valid combinations exist; sample answers):
1. look — look after (take care of), look up (search for), look into (investigate), look for (search)
2. run — run away (flee), run out (exhaust supply), run into (meet unexpectedly), run down (speak badly of)
3. put — put away (store), put off (postpone), put on (wear), put up (accommodate)
4. break — break down (stop functioning/cry), break in (enter forcibly; interrupt), break off (stop/detach), break out (escape; begin suddenly)
5. call — call off (cancel), call up (telephone), call in (summon), call out (shout/challenge)

Sample sentences (five):
1. She always looks after her younger siblings carefully.
2. We ran out of time before finishing the project.
3. He put off his homework until the last minute.
4. The engine broke down on the highway.
5. The teacher called out the names of the students.

Answer: Sample phrasal verbs: look after (care for), run out (exhaust), put off (postpone), break down (stop working), call out (announce). Sample sentences: 1. She looks after her siblings. 2. We ran out of time. 3. He put off his homework. 4. The engine broke down. 5. The teacher called out the names.

Q3 The words 'walking', 'staggered', and 'hopped' denote different ways of walking. Arrange the words given in the box in increasing order of pace.
Words: sprint, trot, jog, run, hop, walk, stagger

SOLUTION

Increasing order of pace (slowest to fastest):

1. stagger (unsteady, slow, faltering movement)
2. walk (normal steady pace)
3. hop (one-footed jumps — moderate)
4. trot (brisk walking/light running)
5. jog (slow run)
6. run (faster than jog)
7. sprint (maximum running speed)

Note: 'hop' is a distinctive movement; in pace terms it sits between walk and trot.

Answer: Increasing order of pace: stagger → walk → hop → trot → jog → run → sprint.

Exercise 2.9 — Let us explore — A Funny Man

Q1 We can identify the acts of the funny man with certain modern-day activities that have playfulness or unconventional behaviour. The text gives examples: Street Performers or Clowns, Performance Art or Abstract Theatre, and Children's Entertainment and Comedy Shows. What is the common theme in all these examples?

SOLUTION

The text states: 'In these examples, the common theme is humour, imagination, and defying logic or expectation, which is exactly what the funny man in the poem represents.'

All these modern activities involve people deliberately breaking conventional rules of behaviour or appearance to entertain, provoke thought, or create laughter.

Just like the funny man, they prioritise imagination and playfulness over conformity.

Answer: The common theme is humour, imagination, and defying logic or expectation — all these performers break conventional norms to entertain and provoke laughter, exactly as the funny man does in the poem.

Exercise 2.10 — Let us discuss (Scene I) — Say the Right Thing

Q1 Complete the table given below based on Scene I of the play. An example has been done for you.

Speaker | Words of the Speaker | Reason
Mrs. Shaw | 'The room looks cleaner now. Put that coat away in your bedroom.' | To instruct Mary to keep the room tidy
Mary | 'You're always telling me to put things away. I'm not a child!' | [fill reason]
Mrs. Shaw | [fill words] | To highlight the importance of being kind as a way to ensure Mary says the appropriate things when guests arrive

SOLUTION

Row 2 — Reason for Mary's words: Mary says these lines because she feels she is being treated as a child and resents being told what to do repeatedly. She is asserting her independence.

Row 3 — Words of Mrs. Shaw: Mrs. Shaw says 'you'll always be right if you're kind to people. Say things that will please them. Then they'll like you. Laugh a lot, and try to make them laugh too.' This is her advice on how to be a good conversationalist with guests.

Answer: Mary's reason: She feels treated like a child and resents repeated instructions — she is asserting her independence. Mrs. Shaw's words: 'You'll always be right if you're kind to people. Say things that will please them. Then they'll like you. Laugh a lot, and try to make them laugh too.'

Q2 Do you think Mary will be able to follow her mother's advice successfully when Mrs. Harding and Mrs. Lee visit? Why or why not?

SOLUTION

No, Mary is unlikely to follow her mother's advice successfully.

Her own behaviour in Scene I suggests she talks impulsively without thinking — she says 'I can talk very well when I like' but her mother replies 'You always talk too much. But does anyone want to hear the things that you say?'

She memorises the right phrases ('Must you go? Can't you stay?') mechanically rather than understanding the principle behind them.

Her confidence without genuine social awareness is a warning sign that she will say the wrong things when faced with real guests.

This prediction is confirmed in Scene II where she makes a series of embarrassing blunders.

Answer: No — Mary talks impulsively and memorises phrases without understanding social sensitivity. Her mother's scepticism ('You always talk too much') and Mary's mechanical rehearsal suggest she will blunder when facing real guests.

Exercise 2.11 — Let us discuss (Scene II) — Say the Right Thing

Q1 Rectify the false statements given below from Scene II of the play. An example has been done for you.
Example: Mrs. Harding states that they do not like London as it is not the same as Lanfield. → Rectification: Mrs. Harding states that they like Lanfield very much even though it is not the same as London.

2. Mrs. Harding was pleased to know that Mary was familiar with her children.
3. Mrs. Shaw shared that she liked Mrs. Best as she read a lot of newspapers.
4. Mrs. Harding and Mrs. Shaw agree that wearing a blue dress with a red coat is unfashionable.
5. Mary shares that she finds the dog outside the window cute.

SOLUTION

2. FALSE. Mrs. Harding was NOT pleased. She said 'I have no children; believe me' and the stage direction notes she was 'not very pleased'. Rectification: Mrs. Harding was displeased when Mary insisted she had seen her children, because Mrs. Harding has no children.

3. FALSE. Mrs. Shaw mentioned Mrs. Best and said she liked her as a person ('She's a nice woman. I like her'), not because she read newspapers. It was Mary who mentioned Mr. Best reading newspapers, and she said it critically. Rectification: Mrs. Shaw said she liked Mrs. Best because she was a nice woman, not because she read a lot of newspapers.

4. FALSE. Mrs. Harding said she herself has a blue dress and often wears a red coat with it. Mrs. Shaw quickly said 'I like blue dresses and red coats.' Neither agreed it was unfashionable. Rectification: Both Mrs. Harding and Mrs. Shaw indicated that wearing a blue dress with a red coat is perfectly acceptable — in fact, Mrs. Harding herself dresses that way.

5. FALSE. Mary called the dog 'always very dirty' and said she did not like dogs, questioning why anyone would keep one. Rectification: Mary criticised the dog outside the window as always looking dirty and expressed her dislike of dogs.

Answer: 2. Mrs. Harding was displeased when Mary insisted she had seen her children, as Mrs. Harding has no children. 3. Mrs. Shaw said she liked Mrs. Best because she was a nice person, not because she read newspapers. 4. Mrs. Harding wears a blue dress with a red coat herself, and Mrs. Shaw said she liked the combination — neither called it unfashionable. 5. Mary called the dog dirty and said she disliked dogs.

Exercise 2.12 — Let us think and reflect — Say the Right Thing

Q1 Read the extract and answer the questions.

Mary: What are you going to talk about?
Mrs. Shaw: I don't know. All kinds of things. One day you'll have to go to some of these houses yourself and talk to the people there.
Mary: I can talk now. I've been able to talk for a long time.
Mrs. Shaw: Yes, that's true. You always talk too much. But does anyone want to hear the things that you say?
Mary: I can talk very well when I like. I'll stay with you today and talk to them when they come.
Mrs. Shaw: Oh, I don't think so. You can go out for a walk. It will be better if you do that.

(i) What does Mrs. Shaw imply when she says, 'One day you'll have to go to some of these houses yourself and talk to the people there'?
A. She believes Mary should start learning about hosting guests then.
B. She thinks Mary is ready to visit these houses independently.
C. She wants Mary to develop social skills for the future.
D. She hopes Mary will avoid these social interactions entirely.

(ii) Complete the following sentence with the correct option from the brackets. Mrs. Shaw and Mary are discussing how to _____. (have a polite conversation/ get to know people better)

(iii) Why did Mary insist on staying with her mother when the guests arrived?

(iv) Match the following character traits to the characters: A. eager B. inexperienced C. cautious — Mary / Mrs. Shaw

SOLUTION

(i) Mrs. Shaw says this to suggest that Mary will one day need social skills for visiting people's homes — she is hinting at future social demands, not saying Mary is ready now. The implication is that Mary should be developing social skills for the future.

(ii) The conversation focuses on how to speak politely and pleasantly to guests — 'have a polite conversation' fits. 'Getting to know people better' is a secondary goal, but the immediate discussion is about saying the right things.

(iii) Mary insisted on staying because she was confident she could handle the situation. She said 'I can talk very well when I like' and 'I'll show you. Anyone can talk.' She wanted to prove her ability to her mother.
(iv) Mary is eager (she insists on staying and is confident) and inexperienced (her mother doubts her ability). Mrs. Shaw is cautious (she warns Mary carefully about what to say and tries to send her away).

Answer: (i) C. She wants Mary to develop social skills for the future. (ii) have a polite conversation. (iii) Mary was confident she could manage and wanted to prove her conversational ability to her mother. (iv) Mary = eager, inexperienced; Mrs. Shaw = cautious.

Q2 Read the extract and answer the questions.
Mary: I saw Mrs. Cotter this afternoon. I met her in the street. No one sees her in the morning because she always stays in bed then. And she's always asking the doctor to go to see her. I can't understand women who stay in bed in the morning. And why must she always ask for the doctor? I've never been to a doctor in my life.
Mrs. Harding: I stay in bed in the morning myself.

(i) Complete the following sentence suitably. Mary could spot Mrs. Cotter in the street because _____.
(ii) What does Mary's comment about Mrs. Cotter staying in bed and calling the doctor suggest about her understanding?
A. She is worried about why Mrs. Cotter stays in bed all morning.
B. She is unable to understand why people need medical help.
C. She thinks Mrs. Cotter is scared and lonely for staying in bed.
D. She believes Mrs. Cotter is right to rest and take care of herself.
(iii) How can we say that Mary enjoyed good health?
(iv) Identify whether the following statement is true or false. Mary might have unintentionally offended Mrs. Harding.

SOLUTION

(i) The text says Mrs. Cotter 'always stays in bed' in the morning and 'no one sees her in the morning'. Mary met her 'in the street' — this was in the afternoon when Mrs. Cotter does go out. So Mary could spot her because she met her in the afternoon, when Mrs. Cotter leaves her bed and goes out.
(ii) Mary dismisses the habits of someone who stays in bed and calls the doctor,

showing she cannot understand the need for rest or medical help — B fits best.
(iii) Mary says 'I've never been to a doctor in my life' — this tells us she has never needed medical attention, indicating she enjoyed excellent health.
(iv) True — Mary's criticism of women who stay in bed in the morning was heard by Mrs. Harding, who stays in bed in the morning herself, and this would certainly have offended her.

Answer: (i) Mary could spot Mrs. Cotter because she met her in the afternoon, when Mrs. Cotter had left her bed and gone out. (ii) B. She is unable to understand why people need medical help. (iii) Mary says 'I've never been to a doctor in my life', showing she has always been in good health. (iv) True — Mrs. Harding herself stays in bed in the morning, so Mary's critical remark would have offended her.

Q3 What does Mary's comment about Mr. Best's routine and profession reveal about her viewpoint on bankers and their way of life?

SOLUTION

Mary says Mr. Best 'lives in trains', reads only newspapers (never books), and concludes 'he's only a banker, and bankers can't think'.
This reveals that Mary has a condescending, judgmental viewpoint — she stereotypes an entire profession based on one person's routine.
She equates reading newspapers with lack of intellectual depth and dismisses commuting as a sign of not knowing 'how to live'.
Her comment shows she is opinionated and socially careless, making sweeping generalisations without considering her audience.

Answer: Mary's comment reveals she stereotypes bankers as intellectually limited people who read newspapers but cannot think. She judges Mr. Best's commuting lifestyle as absurd, showing she is opinionated, condescending, and socially unaware of her audience.

Q4 What can we infer about Mary's understanding of polite conversation based on her interactions with the guests?

SOLUTION

Mary understands the surface mechanics of polite conversation — she knows phrases like 'Good afternoon' and 'How are you?' and rehearsed 'Must you go? Can't you stay?'

However, she completely lacks the deeper social awareness that polite conversation requires — avoiding topics that could offend, being sensitive to the backgrounds and connections of her audience.

Every blunder she makes (criticising children, bankers, clothes, dogs, habits) stems from talking about others in front of people connected to them.

She fails to realise that saying the right thing means being kind and considerate, not just knowing the right phrases.

Answer: Mary knows the right polite phrases but lacks social awareness — she does not consider how her words might affect her listeners. She mistakes surface politeness for genuine tact, repeatedly offending the guests by criticising people and things connected to them.

Q5 What do you think the repeated stage direction 'no one speaks' indicates about the atmosphere in the room when Mary speaks?

SOLUTION

The repeated direction 'no one says anything' / 'no one speaks' indicates growing tension, awkwardness, and embarrassment after each of Mary's blunders.

Silence in a social gathering is uncomfortable — it signals that the guests are too polite to respond directly but are clearly offended.

Each silence makes the atmosphere progressively more strained, contrasting with the lively conversation Mrs. Shaw had hoped for.

The silences also highlight the gap between Mary's obliviousness and the guests' actual feelings.

Answer: 'No one speaks' signals mounting awkwardness and embarrassment after each of Mary's blunders. The silences show the guests are offended but too polite to say so, and they progressively make the atmosphere more tense and uncomfortable.

Q6 How does Mary's attitude towards the guests change throughout the play?

SOLUTION

At the start (Scene I), Mary is confident and eager — she insists on staying and believes she can handle the conversation well.

When the guests arrive (Scene II), she starts positively, saying something kind about Mrs. Harding's children — but it backfires immediately.

After each blunder, she apologises ('Oh, I'm sorry'), showing growing awareness that something has gone wrong, but she quickly makes the next mistake.

By the end, when the guests are leaving, even her farewell is wrong ('Oh, must you stay? Can't you go?') — she has become so flustered that she has confused the very phrase she memorised.

Her attitude shifts from confident eagerness to a kind of helpless confusion.

Answer: Mary begins with confident eagerness, genuinely tries to follow her mother's advice, then becomes increasingly flustered after each blunder, and finally loses track of even the phrase she memorised — ending in helpless confusion.

Q7 What do Mrs. Harding's and Mrs. Lee's responses to Mary's blunders during their visit reveal about their characters?

SOLUTION

Mrs. Harding and Mrs. Lee respond to each blunder with quiet, dignified corrections rather than outbursts.

For example, Mrs. Harding calmly says 'I have no children; believe me'; 'I have a blue dress, and I often put on my red coat at the same time'; 'I stay in bed in the morning myself.'

Mrs. Lee similarly replies: 'My brother's a banker…'; 'I often go to the doctor'; 'My mother's a very talkative woman'; 'My brother practises shooting…'

Their responses reveal they are dignified, restrained, and polite — they do not lose their composure, but their cool, matter-of-fact corrections clearly signal their displeasure.

Ultimately, they decide to leave early, showing that their patience has limits.

Answer: Mrs. Harding and Mrs. Lee respond to each blunder with quiet, dignified corrections — never losing composure but making their displeasure clear. Their restrained reactions reveal them as polite, dignified women who eventually decide to leave early when their patience is exhausted.

Q8 In what way does the play show the importance of knowing how to engage in polite conversation?

SOLUTION

The play shows through comedy what happens when polite conversation goes wrong — every blunder creates embarrassment for both speaker and listener.

Mrs. Shaw's goal (making friends and being invited to the Hardings' home) fails entirely because of Mary's inappropriate remarks.

The play demonstrates that polite conversation requires: thinking before speaking, being aware of your audience, saying things that make others comfortable rather than focusing on being interesting, and having genuine kindness — not just rehearsed phrases.

Mary's failure to achieve any of this, despite her confidence, drives home the lesson that real politeness is an art that requires empathy and social awareness.

Answer: The play shows through humorous failure that polite conversation requires genuine empathy, audience awareness, and kindness — not just rehearsed phrases. Mary's blunders destroy the very social relationship Mrs. Shaw hoped to build, illustrating that saying the right thing is a real skill, not a simple one.

Exercise 2.13 — Let us learn — Say the Right Thing

Q1 Divide the following words from the text as root words and suffixes: gladly, banker, guidance, quietly, walking.

SOLUTION

gladly = glad + -ly
banker = bank + -er
guidance = guide + -ance (note: 'e' dropped before -ance)
quietly = quiet + -ly
walking = walk + -ing

Answer: gladly = glad + -ly; banker = bank + -er; guidance = guide + -ance; quietly = quiet + -ly; walking = walk + -ing.

Q2 Study the words in Column 1. Match the suffixes in Column 2 with their meanings or purpose in Column 3.
Column 1: Biology, tolerance, stopped, backward, courageous, quietly, toughest, tomatoes
Column 2: (i)-logy (ii)-ance (iii)-ed (iv)-ward (v)-ous (vi)-ly (vii)-est (viii)-es
Column 3: A. change to adverb B. change to plural C. a study of D. change to superlative E. change to past tense F. change to a noun G. in a certain direction H. change to adjective

SOLUTION

(i) -logy → C. a study of (Biology = the study of life)
(ii) -ance → F. change to a noun (tolerance = the noun form of tolerant)
(iii) -ed → E. change to past tense (stopped = past tense of stop)
(iv) -ward → G. in a certain direction (backward = in the back direction)
(v) -ous → H. change to adjective (courageous = adjective from courage)
(vi) -ly → A. change to adverb (quietly = adverb from quiet)
(vii) -est → D. change to superlative (toughest = superlative of tough)
(viii) -es → B. change to plural (tomatoes = plural of tomato)

Answer: (i)-logy → C; (ii)-ance → F; (iii)-ed → E; (iv)-ward → G; (v)-ous → H; (vi)-ly → A; (vii)-est → D; (viii)-es → B.

Q3 Fill in the blanks using words given in the brackets by adding suitable suffixes.
To communicate (i) _____ (effective), choose your words and topics (ii) _____ (wise). Avoid (iii) _____ (discuss) things you don't know much about or that could upset someone. Remember to be (iv) _____ (respect) towards others, including yourself, and express your (v) _____ (appreciate). Finally, always be (vi) _____ (response) by replying promptly to communicate.

SOLUTION

(i) effectively (effective + -ly → adverb)
(ii) wisely (wise + -ly → adverb)
(iii) discussing (discuss + -ing → gerund/verb form used after 'avoid')
(iv) respectful (respect + -ful → adjective)
(v) appreciation (appreciate → appreciation, noun form with -tion; note: 'e' drops)
(vi) responsive (response → responsive, adjective with -ive; note: 'e' drops before -ive)

Answer: (i) effectively; (ii) wisely; (iii) discussing; (iv) respectful; (v) appreciation; (vi) responsive.

Q4 Is there a difference in the meanings of 'say' and 'tell'? Fill in the blanks with suitable words from the sets given:
• fetch/bring • see/look • live/stay • study/learn • speak/talk • hear/listen

(i) I _____ at the photo, but I didn't _____ anyone familiar.
(ii) I'd better go and _____ my mother from the station, and then _____ her home.
(iii) I need to _____ for my mathematics exam this weekend, so I hope to _____ new concepts along the way.
(iv) I can _____ the music from my neighbour's house, but I need to _____ to it carefully to understand the lyrics.
(v) 'Could I _____ to Mrs. Kalpana, who is going to _____ to us about gardening,' said Ritu.
(vi) I _____ in a small town, but I often _____ with my relatives in the city.

SOLUTION

Yes, 'say' focuses on the message without necessarily needing a listener; 'tell' always requires a listener (recipient).
(i) 'looked' (paying attention to the photo) / 'see' (did not notice/recognise anyone):

'I looked at the photo, but I didn't see anyone familiar.'

(ii) 'fetch' (go somewhere and bring back) / 'bring' (take with you to the destination): 'I'd better go and fetch my mother from the station, and then bring her home.'

(iii) 'study' (formal learning for exam) / 'learn' (gain knowledge through experience): 'I need to study for my mathematics exam this weekend, so I hope to learn new concepts along the way.'

(iv) 'hear' (perceive sound unintentionally) / 'listen' (pay intentional attention): 'I can hear the music from my neighbour's house, but I need to listen to it carefully to understand the lyrics.'

(v) 'speak' (formal address) / 'talk' (informal conversation — 'going to talk to us' fits the informal gardening chat context): 'Could I speak to Mrs. Kalpana, who is going to talk to us about gardening.'

(vi) 'live' (permanent residence) / 'stay' (temporary guest): 'I live in a small town, but I often stay with my relatives in the city.'

Answer: Yes, 'say' and 'tell' differ. (i) looked / see; (ii) fetch / bring; (iii) study / learn; (iv) hear / listen; (v) speak / talk; (vi) live / stay.

Q5 Fill in the blanks using the verbs given in brackets in present continuous or present perfect continuous tense.

The students (i) _____ (organise) a play and setting up the stage. They (ii) _____ (prepare) for weeks to make everything perfect. The performers (iii) _____ (rehearse) every day, and their excitement (iv) _____ (grow). The sound in-charge (v) _____ (test) the microphones to check the sound quality. Everyone (vi) _____ (work) hard, and now the place (vii) _____ (buzz) with energy and excitement.

SOLUTION

Present continuous (is/are + verb-ing) = action happening right now.

Present perfect continuous (has/have been + verb-ing) = action ongoing from past to present.

(i) 'are organising' — right now (present continuous; setting up the stage is a current activity)

(ii) 'have been preparing' — ongoing for weeks up to now (present perfect continuous)

(iii) 'have been rehearsing' — ongoing every day (present perfect continuous)

(iv) 'has been growing' — steadily increasing over time (present perfect continuous)
(v) 'is testing' — current action (present continuous)
(vi) 'have been working' — ongoing effort (present perfect continuous)
(vii) 'is buzzing' — current state (present continuous)

Answer: (i) are organising; (ii) have been preparing; (iii) have been rehearsing; (iv) has been growing; (v) is testing; (vi) have been working; (vii) is buzzing.

Q6 Identify the kinds of sentences and punctuate them appropriately.
(i) the meeting starts at 10.00 a.m. in the conference room
(ii) what an exciting adventure it was
(iii) how did you solve the problem so quickly
(iv) what is the weather forecast today
(v) how beautiful is the rainbow
(vi) clean up your room before dinner
(vii) the children are planning a surprise party for their mom
(viii) turn off the music

SOLUTION

(i) Declarative — states information. 'The meeting starts at 10.00 a.m. in the conference room.'
(ii) Exclamatory — expresses strong feeling/surprise. 'What an exciting adventure it was!'
(iii) Interrogative — asks a question. 'How did you solve the problem so quickly?'
(iv) Interrogative — asks a question. 'What is the weather forecast today?'
(v) Exclamatory — expresses admiration. 'How beautiful is the rainbow!'
(vi) Imperative — gives a command. 'Clean up your room before dinner.'
(vii) Declarative — states information. 'The children are planning a surprise party for their mom.'
(viii) Imperative — gives a command. 'Turn off the music.'

Answer: (i) Declarative: 'The meeting starts at 10.00 a.m. in the conference room.' (ii) Exclamatory: 'What an exciting adventure it was!' (iii) Interrogative: 'How did you solve the problem so quickly?' (iv) Interrogative: 'What is the weather forecast today?' (v) Exclamatory: 'How beautiful is the rainbow!' (vi) Imperative: 'Clean up your room before dinner.' (vii) Declarative: 'The children are planning a surprise party for their mom.' (viii) Imperative: 'Turn off the music.'

Exercise 2.14 — Let us explore — Say the Right Thing

Q1 The text explains 'Vasudhaiva Kutumbakam' (वसुधैव कुटुम्बकम्) — a Sanskrit phrase meaning 'the world is one family'. Vasudha means Earth; eva means 'is thus'; Kutumbakam means 'family'. It originates from ancient Indian texts like the Maha Upanishad and the Hitopadesha. What message does this phrase convey, and how was it used recently?

SOLUTION

The phrase highlights the interconnectedness of all people, suggesting that all of humanity is part of a single global family.

It encourages unity, cooperation, and treating others with kindness and empathy regardless of differences in nationality, race, or religion.

The message promotes global peace and mutual understanding among diverse cultures and nations.

'Vasudhaiva Kutumbakam' was chosen as the theme for the G20 Summit, where it captured the essence of global unity, common bonds, and shared aspirations for a better future.

Answer: The phrase means 'the world is one family' and conveys that all people are interconnected and deserve kindness and empathy regardless of nationality, race, or religion. It was chosen as the theme for the G20 Summit to represent global unity and shared aspirations.