Chapter 1: Wit and Wisdom

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Exercise 1.1 — Let us do these activities before we read — The Wit That Won Hearts

Q1 From the box given, select qualities of a person who uses wit. Then discuss reasons for your choices.

SOLUTION

The qualities that best describe a person who uses wit are: wise, confident, clever, observant, humorous, and creative.

Reasons: A witty person must be wise to understand situations deeply, confident to speak up at the right moment, and clever to find unexpected solutions. Being observant helps them notice details others miss, while humour and creativity allow them to express their wit in ways that entertain and persuade.

(Model answer — students may select and justify their own choices.)

Answer: Wise, confident, clever, observant, humorous, creative — chosen because wit requires intelligence, awareness, and the ability to express ideas in a fresh, amusing way.

Q2 Solve the riddles: (i) I can be a friend or a foe, depending on how you use me. I can bring both joy or pain. What am I? (ii) What is always in front of you but can't be seen? (iii) I can be measured, but I cannot be touched. I can be spent, but I cannot be saved. What am I? (iv) What has to be shared before you can keep it?

SOLUTION

(i) Words — words can be kind or hurtful depending on how they are used.
(ii) The future — it is always ahead of you but remains unseen.
(iii) Time — it can be measured by clocks and calendars, but it cannot be held; once spent, it cannot be saved.
(iv) A secret — you must share a secret with someone before you can truly 'keep' it as a shared bond.

(Answers confirmed from the text's answer key on page 16.)

Answer: (i) Words (ii) The future (iii) Time (iv) A secret

Q3 Discuss in pairs: (1) Why are qualities like humour and wit important in a person? (2) Why did kings and queens prefer witty courtiers? (3) If asked to solve a disagreement, what approach would you take? (4) Recall a situation where a small misunderstanding led to a big problem and how it was resolved.

SOLUTION

(1) Humour and wit help a person defuse tension, communicate ideas creatively, and make others feel at ease. They allow someone to address difficult problems without causing offence.

(2) Kings and queens preferred witty courtiers because a witty advisor could solve complex problems cleverly, lighten the atmosphere in court, and offer creative solutions that straightforward advisors might miss.

(3) A good approach to resolving a disagreement would be to listen to both sides patiently, identify the root cause of the misunderstanding, and then suggest a solution that respects both parties — much as Tenali Rama did in the story.

(4) Model answer: Once, I misunderstood a friend's joke as an insult and stopped talking to them. A common friend intervened, explained the context, and we apologised and reconciled. The lesson was that it is important to clarify before reacting.

(Model answers — students should share personal experiences.)

Answer: Model answers above — adapt as needed.

Exercise 1.2 — Let us discuss — The Wit That Won Hearts

Q1 Rectify the false statement: 'The queen insulted the king by speaking against the quality of his poem.'

SOLUTION

The statement is false. The queen did not insult the king by speaking against his poem. In fact, she yawned while the king recited his poem — not deliberately, but out of exhaustion after a tiring day. The king misinterpreted her yawn as a sign of disrespect, which led to their quarrel.

Answer: The queen did not insult the king. She yawned involuntarily while he recited his poem because she was exhausted; the king mistook this as disrespect.

Q2 Rectify the false statement: 'Tenali Rama immediately went to the king and convinced him to talk to the queen.'

SOLUTION

The statement is false. Tenali Rama did not go to the king immediately. When the queen sought his help, he said, 'If you like, I will try my best to resolve this matter, Your Highness. But this needs a well-planned approach, and I may need time to find the right strategy.' He devised an indirect plan using the paddy seed episode in court the next day to make the king realise his mistake on his own.

Answer: Tenali Rama did not approach the king directly. He devised a clever indirect strategy — introducing the topic of yawning while sowing seeds during a court discussion — to help the king realise his mistake himself.

Q3 Rectify the false statement: 'The courtiers admired the king's poem and praised his literary talent.'

SOLUTION

The statement is false. The courtiers did not admire or praise the king's poem. When the king tried reciting it to his ministers, 'they all avoided him, making excuses.' The text makes clear that the courtiers were not enthusiastic about the poem and tried to stay away from the king when he wished to recite it.

Answer: The courtiers did not praise the king's poem; they avoided him and made excuses when he tried to recite it to them.

Q4 Rectify the false statement: 'The ministers in the court were eager to hear Tenali Rama's idea about paddy cultivation.'

SOLUTION

The statement is false. The ministers and courtiers were not eager to hear Tenali Rama's idea; on the contrary, they mocked him. When Rama presented his 'revolutionary' paddy seeds, one courtier whispered sarcastically, 'I wonder if these are magic seeds! Next, he'll claim they grow without water,' and another muttered, 'Perhaps he found them on the moon!' Snickers rippled through the court.

Answer: The ministers were not eager; they mocked Rama's idea with sarcastic remarks, saying the seeds must be magic and snickering at his suggestion.

Q5 Rectify the false statement: 'The king never realised his mistake and continued to stay angry with the queen.'

SOLUTION

The statement is false. The king did realise his mistake. After Rama's demonstration in court — pointing out that yawning while sowing seeds is natural, just as yawning in general is natural — 'the king's expression shifted as realisation dawned. His mind raced back to the quarrel with the queen. He remembered scolding her harshly for yawning while he recited his poem.' That evening, he approached the queen with a 'softened expression' and apologised: 'I have been foolish. I see now that I overreacted. I let my pride blind me. I'm so sorry.'

Answer: The king did realise his mistake. After Rama's hint in court, he recalled how he had scolded the queen unfairly and apologised to her that very evening.

Exercise 1.3 — Let us think and reflect — The Wit That Won Hearts

Q1 Read the extract: '…The king thought I was disrespecting his poem and stormed off. Since then, he has not spoken to me. If I had known this would happen I would have chosen another day. Help me, please, Rama. Only you can help the king understand.' Rama nodded thoughtfully. 'If you like, I will try my best to resolve this matter, Your Highness. But this needs a well-planned approach, and I may need time to find the right strategy.' (i) Why does the queen believe that only Tenali Rama can help the king understand? (ii) What does the queen's statement 'If I had known this would happen, I would have chosen another day' suggest about her feelings? (iii) How does Tenali Rama's response reflect his wisdom and problem-solving skills? (iv) Fill in the blank: The king's reaction shows that he is sensitive and _____ (has a lot of faith / takes great pride) in his poetry.

SOLUTION

(i) The queen believes only Tenali Rama can help because he is renowned in the court for his 'quick wit and humour' and his 'clever solutions to seemingly insurmountable problems.' He is described as 'the court's brilliant and witty poet' and a trusted advisor. None of the other courtiers or ministers had managed to resolve the situation, so the queen placed her last hope in Rama's unique ability to handle the king with intelligence and tact.

(ii) Answer: B. She regrets the unintended misunderstanding. The queen's statement shows deep regret. She did not yawn deliberately; it happened because she was exhausted. She wishes she had simply chosen a different day to listen to the poem, which shows she feels guilty about the unintended offence and is genuinely sorry that a small, involuntary act caused such a big quarrel.

(iii) Tenali Rama's response reflects his wisdom in several ways. Rather than rushing to the king, he first listens patiently and acknowledges that the matter requires careful thought: 'this needs a well-planned approach, and I may need time to find the right strategy.' This shows he understands that a direct confrontation with the king would fail. His wisdom lies in knowing that the king's pride must not be wounded further — the solution must come through the king's own realisation, not through external pressure.

(iv) The king's reaction shows that he is sensitive and takes great pride in his poetry. His extreme reaction to a yawn — stopping all communication with the queen for weeks — reveals how personally he took any perceived slight to his creative work.

Answer: (i) Rama's legendary wit and track record of solving impossible problems made the queen trust only him. (ii) B — she regrets the unintended misunderstanding. (iii) He shows wisdom by planning carefully rather than acting impulsively. (iv) takes great pride

Q2 Read the extract: 'Thirumalambal,' he began, his voice gentle, 'I have been foolish. I see now that I overreacted. I let my pride blind me. I'm so sorry.' The queen smiled and replied, 'If you like, we can leave this quarrel behind us. I would very much like to listen to your poem.' (i) Complete: When the king said 'I let my pride blind me', he means that ____. (ii) Why does the queen say 'If you like, we can leave this quarrel behind us'? (iii) Fill in the blank: The king acknowledges that his pride clouded his judgement, which shows _____. (intelligence and courage / maturity and self-awareness) (iv) State one characteristic the queen's response shows about her.

SOLUTION

(i) When the king said 'I let my pride blind me', he means that his excessive pride in his poetry prevented him from seeing the situation clearly and thinking rationally. He was so attached to the idea that his poem deserved admiration that he treated an innocent, involuntary yawn as a deliberate insult. His pride made him react harshly and unfairly, cutting off all communication with the queen for weeks.

(ii) The queen says this because she is gracious and forgiving. She does not want to prolong the pain of the quarrel or hold a grudge against the king now that he has apologised sincerely. By using the phrase 'if you like', she also gives the king the dignity of making the choice — she is not commanding him, but gently inviting reconciliation. Her desire to listen to his poem shows she still values his creative side.

(iii) maturity and self-awareness. The king's willingness to admit that his pride clouded his judgement — and to apologise openly — shows emotional maturity and honest self-reflection.

(iv) The queen's response shows that she is forgiving and generous in spirit. Despite having suffered for weeks because of the king's unreasonable anger, she does not scold him or remind him of his mistake. She immediately offers to move forward and even expresses a desire to hear his poem, showing her warmth and grace.

Answer: (i) His pride prevented him from seeing the situation fairly and led him to overreact. (ii) She is forgiving and wants to end the quarrel graciously. (iii) maturity and self-awareness. (iv) She is forgiving and gracious.

Q3 Why was the Vijayanagara Empire considered to be in its 'Golden Era' during Krishnadeva Raya's reign?

SOLUTION

The Vijayanagara Empire was considered to be in its 'Golden Era' during Krishnadeva Raya's reign (1509–29 CE) because it was a time when art, literature, and architecture flourished. The king was not only an eminent warrior but also a gifted poet — his works such as the epic Amuktamalyada and the Sanskrit drama Jambavati Parinayam are 'acclaimed even today.'

His court was home to eight celebrated poets collectively known as the Ashtadiggajas, including Allasani Peddana and Tenali Ramakrishna, who enriched the literary tradition with their masterpieces. Krishnadeva Raya was 'a great patron of learning', supporting the arts and scholars, which contributed to the cultural brilliance of the era.

Answer: Because art, literature, and architecture flourished; the king was a gifted poet and a great patron of learning; and his court included the renowned Ashtadiggajas poets.

Q4 How did Tenali Ramakrishna gain a special place in the king's court?

SOLUTION

Tenali Ramakrishna gained a special place in King Krishnadeva Raya's court through his quick wit and humour. The text states that he 'was known for his quick wit and humour, earning him a special place in the king's court as both a poet and a witty advisor.' His 'clever solutions to seemingly insurmountable problems' made him not just a literary figure but a valued counsellor. He was a beloved figure in the empire's history because he could navigate complex situations with intelligence and grace, as seen in how he resolved the quarrel between the king and queen.

Answer: Through his quick wit, humour, and clever solutions to seemingly insurmountable problems — he served as both a poet and a witty advisor.

Q5 How did the quarrel between the king and the queen affect the palace?

SOLUTION

The quarrel had a deep effect on the palace atmosphere. The king, in his frustration, 'stopped visiting her altogether.' The text describes how 'his absence cast a shadow over the palace, and the once cheerful corridors seemed quiet and forlorn.' The queen was 'distraught and upset' and tried her best to resolve the issue but failed. The unresolved quarrel also affected the king's demeanour in court — when he sat on his ornate throne the next morning, 'a tension hung in the air' and 'it was evident that the unresolved quarrel still gnawed at him.'

Answer: The palace became quiet and forlorn; the queen was distraught; the king's absence cast a shadow over the corridors; and tension was evident in court the next morning.

Q6 What strategy did Tenali Rama use to make the king realise his mistake?

SOLUTION

Tenali Rama used an indirect and clever strategy. During a court discussion on improving paddy cultivation, he presented a plate of paddy seeds and claimed they would yield three times the normal harvest. When the king and courtiers were sceptical, Rama steered the conversation towards the sower's habits, saying: 'The real issue lies not with the seeds themselves but with the person who sows them.'

He then raised the idea that yawning while sowing would scatter seeds unevenly. This made the king instinctively yawn. Rama then said: 'Your Majesty, is there anyone in this world who does not yawn? It is as natural as breathing.'

This caused the king to recall how he had scolded the queen for yawning while he recited his poem. The realisation dawned on him that yawning is involuntary and natural — not a sign of disrespect. Rama never directly mentioned the queen or the quarrel; he let the king reach the conclusion on his own.

Answer: He used an indirect approach: during a court discussion, he introduced the topic of yawning while sowing seeds, making the king realise that yawning is natural — prompting him to reflect on the unfairness of scolding the queen for it.

Q7 What was the reaction of the courtiers when Tenali Rama introduced his 'special' paddy seeds?

SOLUTION

The courtiers reacted with mockery and sarcasm. One courtier known for his sarcasm whispered just loud enough to be heard: 'I wonder if these are magic seeds! Next, he'll claim they grow without water.' Another muttered: 'Perhaps he found them on the moon!' Snickers rippled through the court. Even the king was unimpressed and muttered that it sounded absurd. However, once Rama's real point became clear — that yawning is natural — the mood shifted and the court erupted into laughter, the earlier sarcasm replaced by genuine amusement.

Answer: The courtiers mocked Rama with sarcastic remarks, snickered, and the king called the idea absurd. Their scepticism later turned to genuine laughter when Rama's true meaning was revealed.

Q8 How does the story conclude, and what lesson can be learnt from it?

SOLUTION

The story concludes with the king approaching the queen that evening with a 'softened expression' and apologising sincerely: 'I have been foolish. I see now that I overreacted. I let my pride blind me. I'm so sorry.' The queen graciously forgave him and offered to listen to his poem. Tenali Rama, who had orchestrated the reconciliation, felt victorious. The king and queen later presented him with valuable gifts, and 'the royal couple's bond was restored, and the palace brimmed once again with joy and laughter.'

Lesson: The story teaches us that wit and wisdom — used thoughtfully and indirectly — can resolve even the most stubborn conflicts. It also shows that pride can cloud our judgement and lead to unfair behaviour. True wisdom involves recognising our mistakes and making amends.

Answer: The king apologised to the queen, she forgave him, and the palace was restored to joy. Lesson: wit can heal relationships; pride blinds judgement, while humility and wisdom restore harmony.

Exercise 1.4 — Let us learn — The Wit That Won Hearts

Q1 Fill in the blanks in the paragraph by choosing suitable expressions from the box: cast a shadow, mind raced back, murmur swept through the room, stormed off, hush fell over, rippled through.

SOLUTION

1. a hush fell over (making everyone feel uncomfortable — silence descended on the room)
2. rippled through (laughter rippled through the gathering)
3. stormed off (the person who started the argument stormed off)
4. murmur swept through the room (everyone disapproved — a murmur swept through the room)
5. mind raced back (My mind raced back to how my mother had saved other situations like this)
6. cast a shadow (such moments would have cast a shadow over the gatherings)

Complete paragraph: My mother is quite witty, and her sense of humour always lightens stressful moments. Once, at a family dinner, an argument began over a minor issue, and a hush fell over, making everyone feel uncomfortable. Just as things were getting serious, she made a clever remark and laughter rippled through the gathering, making everyone relaxed. The person who started the argument stormed off. Everyone disapproved of the action and a murmur swept through the room. My mind raced back to how my mother had saved other situations like this. Without her, such moments would have cast a shadow over the gatherings.

Answer: 1. a hush fell over 2. rippled through 3. stormed off 4. murmur swept through the room 5. mind raced back 6. cast a shadow

Q2 Fill in the blanks with suitable sound words from the box (murmur, snickers, roared, sighed, thud, whispered, mumble, groan, gasped, rattle): 1. a __ of excitement 2. Anaya __ in relief 3. the teacher began to __ 4. students __ 5. exchanged __ 6. tapped with a small __ 7. stretching with a __ 8. windows __ 9. students __ 10. Anaya __ 'Sometimes, the trickiest questions…'

SOLUTION

1. murmur — 'a murmur of excitement spread through the classroom'
2. sighed — 'Anaya sighed in relief'
3. mumble — 'the teacher began to mumble' (she spoke softly while writing the riddle)
4. gasped — 'a few students gasped, realising it wasn't as easy as expected'
5. snickers — 'exchanged snickers, wondering if anyone would solve it'
6. thud — 'tapped her book on the desk with a small thud'
7. groan — 'stretching with a groan'
8. rattle — 'the windows rattle'
9. whispered — 'the students whispered, their voices filled with playful enthusiasm'
10. whispered — 'Anaya whispered, Sometimes, the trickiest questions have the simplest answers'

Answer: 1. murmur 2. sighed 3. mumble 4. gasped 5. snickers 6. thud 7. groan 8. rattle 9. whispered 10. whispered

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Q3 Create compound words by matching Column 1 (quick, soft, common, house, book, ill, sky, dance) with Column 2 (hall, tempered, spoken, blue, store, sense, witted, hold). Then fill in the blanks in the paragraph with the words created.

SOLUTION

Matching:

(i) quick — G. witted → quick-witted
(ii) soft — C. spoken → soft-spoken
(iii) common — F. sense → common sense
(iv) house — H. hold → household
(v) book — E. store → bookstore
(vi) ill — B. tempered → ill-tempered
(vii) sky — D. blue → sky-blue
(viii) dance — A. hall → dance hall

Paragraph filled in:
Ravi was (i) soft-spoken, always speaking calmly even in arguments. He grew up in a lively (ii) household, where he learned to handle different personalities. His friend Arun, however, was (iii) ill-tempered and often lost his patience. Despite this, Arun admired Ravi's (iv) quick-witted thinking. One evening, as they passed a (v) dance hall, they saw some performers rushing out. Ravi noticed that one of them dropped a (vi) sky-blue book on the ground. 'Is this yours?' he asked. 'Oh thank you, young man!' the performer smiled. 'It's a recent purchase from the (vii) bookstore round the corner.' True to his nature Arun promptly said to Ravi, 'It's (viii) common sense that it's not from a bakery but a bookshop!' Ravi smiled and they walked on.

Answer: (i) soft-spoken (ii) household (iii) ill-tempered (iv) quick-witted (v) dance hall (vi) sky-blue (vii) bookstore (viii) common sense

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Q4 Identify the subordinate (if) clause and main clause in: (2) 'If, by chance, something were to go wrong, our farmers would suffer.' (3) 'If I had known this would happen, I would have chosen another day.' Then match subordinate clauses in Column 1 with main clauses in Column 2.

SOLUTION

Sentence 2:
Subordinate clause: 'If, by chance, something were to go wrong'
Main clause: 'our farmers would suffer'

Sentence 3:
Subordinate clause: 'If I had known this would happen'
Main clause: 'I would have chosen another day'

Matching subordinate + main clauses:
(i) If I had a magic wand → C. I would give myself wings.
(ii) If it rains tomorrow → E. We will stay indoors and play board games.
(iii) If you had listened carefully → F. You would have solved the puzzle.
(iv) If you finish your homework → A. We will go to the theatre.
(v) If I were invisible → B. I would sneak into the secret room.
(vi) If the alarm had rung → D. The boys would have woken up on time.

Answer: Sentence 2 — subordinate: 'If, by chance, something were to go wrong'; main: 'our farmers would suffer'. Sentence 3 — subordinate: 'If I had known this would happen'; main: 'I would have chosen another day'. Matching: (i)-C, (ii)-E, (iii)-F, (iv)-A, (v)-B, (vi)-D.

Q5 Complete the following sentences with either the main clause or the if clause: 1. Your teacher will be unhappy if ___. 2. They would have caught the train if ___. 3. ___ if you continue to stay up late every night. 4. If she knew the answer, ___. 5. ___ if she had studied harder. 6. If I had a million rupees, ___.

SOLUTION

1. Your teacher will be unhappy if you do not submit your homework on time.
2. They would have caught the train if they had left the house earlier.
3. You will ruin your health if you continue to stay up late every night.
4. If she knew the answer, she would raise her hand and speak.
5. She would have passed with distinction if she had studied harder.
6. If I had a million rupees, I would donate half to charity and save the rest.

(Model answers — students may write their own completing clauses.)

Answer: Model answers above — adapt as needed.

Q6 Complete the following sentences using Type 2 (imaginary/hypothetical) conditionals: 1. If I were a tree, I would play with the wind and talk to the birds. 2. If I were the Head Teacher of my school, ___. 3. If I were a bird, ___. 4. If I were a magician, ___. 5. If I had studied harder, ___.

SOLUTION

1. (Given example) If I were a tree, I would play with the wind and talk to the birds.
2. If I were the Head Teacher of my school, I would introduce more outdoor learning activities and shorten the duration of exams.
3. If I were a bird, I would fly over mountains and oceans and see the world from above.
4. If I were a magician, I would eliminate poverty and bring clean water to every village.
5. If I had studied harder, I would have scored higher marks in the examination.

(Model answers — students should write their own imaginative responses.)

Answer: Model answers above — adapt as needed.

Exercise 1.5 — Let us speak — The Wit That Won Hearts

Q1 Mark the intonation (rising ↗ or falling ↘) for the following questions and practise them aloud: (i) Is this your cat? (ii) What is the name of your cat? (iii) Will you be going to your village? (iv) Why are you going to your village? (v) Is this where you live? (vi) Where do you live? (vii) Can I meet your parents? (viii) How are your parents? (ix) Do you have any plans for tomorrow? (x) What are you going to do tomorrow?

SOLUTION

Yes/No questions use a rising tone ↗; Wh-questions use a falling tone ↘:
(i) Is this your cat? ↗
(ii) What is the name of your cat? ↘
(iii) Will you be going to your village? ↗
(iv) Why are you going to your village? ↘
(v) Is this where you live? ↗
(vi) Where do you live? ↘
(vii) Can I meet your parents? ↗
(viii) How are your parents? ↘
(ix) Do you have any plans for tomorrow? ↗
(x) What are you going to do tomorrow? ↘

Answer: Yes/No questions (i, iii, v, vii, ix) → rising ↗. Wh-questions (ii, iv, vi, viii, x) → falling ↘.

Q2 Using the prompts (Where, Why, How, When, Who, What), form questions about a planned trip and about witty characters in folktales. For the witty character activity, frame questions for: 1. The name of the witty character (Who…?) 2. The reason for her/his wit being important (Why…?) 3. The most famous trick or clever idea (What…?) 4. The time period or setting (When…?) 5. How she/he used intelligence to solve a problem (How…?) 6. The location of the story (Where…?)

SOLUTION

Sample questions about a witty character (using Tenali Rama as example):
1. Who is the witty character in the story 'The Wit That Won Hearts'?
   Answer: Tenali Ramakrishna is the witty character.
2. Why is Tenali Rama's wit important in the story?
   Answer: His wit is important because he resolves the quarrel between the king

and queen indirectly, without offending anyone.

3. What is the most famous clever idea Tenali Rama uses?
Answer: He uses the paddy seeds episode in court to make the king realise that yawning is natural, thereby prompting him to reconcile with the queen.

4. When is the story set?
Answer: The story is set during the reign of King Krishnadeva Raya (1509–29 CE) in the Vijayanagara Empire.

5. How does Tenali Rama use his intelligence to solve the problem?
Answer: He devises an indirect plan, using a seemingly unrelated discussion about paddy seeds to introduce the idea that yawning is natural — guiding the king to realise his mistake without direct confrontation.

6. Where does the story take place?
Answer: The story takes place in the court of the Vijayanagara Empire.

(Model answers — students may apply these question forms to any folktale character they know.)

Answer: Model answers above — adapt as needed.

Exercise 1.6 — Let us write — The Wit That Won Hearts

Q1 Write a narrative essay based on one of the given situations: 'The Day I Learnt the Value of Teamwork' or 'A Small Act of Kindness that Made a Difference'. Follow the features of a narrative essay (introduction, body with a turning point, conclusion with a lesson, personal tone, first person narration).

SOLUTION

MODEL ESSAY: The Day I Learnt the Value of Teamwork

It was a bright Tuesday morning when our teacher, Mr. Sharma, announced that we would work in groups for the Annual Science Exhibition. My heart sank a little — I preferred working alone, convinced I could do a better job by myself. Our group had four members: me, Riya, Dev, and Ananya. I had already decided to take charge and do most of the work.

Over the next few days, I realised things were not going as I had planned. The model I was building alone kept falling apart, and I was running out of time. Riya, it turned out, was excellent at designing; Dev had a natural talent for explaining scientific concepts clearly; and Ananya could write beautifully. While I had been struggling alone, they had been ready to help all along — I just had not asked.

On the day before the exhibition, I swallowed my pride and asked for help. Within a few hours, our project came together beautifully. We won the second prize. As I held the certificate, I realised something important: no one person has every skill. Working together — combining different strengths — produces results far better than anything any one of us could achieve alone.

From that day on, I no longer saw teamwork as a burden. I understood that collaboration is not about giving up control; it is about gaining strength.

Answer: Model answer above — adapt as needed.

Exercise 1.7 — Let us explore — The Wit That Won Hearts

Q1 Read and enjoy the given limericks and create one of your own.

SOLUTION

Given limericks are provided for enjoyment. Here is a model original limerick:

A young boy named Raj loved to climb,
He scaled every wall in good time.
He slipped on a stone,
And let out a groan,
'I'm fine!' he announced, covered in slime!

(Model limerick — students should create their own five-line poem with an AABBA rhyme scheme and a humorous twist in the last line.)

Answer: Model answer above — adapt as needed.

Q2 Go to the library and read a story of your choice. Share its theme and the interesting parts with classmates and teacher.

SOLUTION

Model response (using Tenali Rama as a library story):

Title: Tenali Rama and the Thieves
Theme: Wit and cleverness can outwit brute force.
Interesting part: When thieves entered Tenali Rama's house at night, he cleverly pretended to be unaware and whispered loudly to his wife that their valuables were hidden in the well. The thieves spent the whole night drawing water from the well looking for treasure — and in doing so, watered Rama's garden! In the morning, he thanked them for their 'help.'
Lesson: A quick mind can turn a threatening situation into an advantage.

(Model response — students should share a story they have actually read.)

Answer: Model answer above — adapt as needed.

Q3 Make a list on chart paper of stories of wit, humour, and wisdom you have read (in your language or English). Each student reads at least one new story from the list.

SOLUTION

Model list of stories of wit, humour, and wisdom:

1. Tenali Rama stories (Telugu folklore)
2. Birbal stories — Akbar and Birbal series
3. Panchatantra tales — e.g., 'The Lion and the Clever Rabbit'
4. Gopal the Jester stories (Bengali folklore)
5. Vikramaditya and Betal stories
6. Mullah Nasruddin tales (Central Asian folklore)
7. Malgudi Days by R.K. Narayan (short stories with wit and wisdom)

(Model answer — students should add their own choices and ensure each student reads at least one new title from the class list.)

Answer: Model answer above — adapt as needed.

Exercise 1.8 — Let us do these activities before we read — A Concrete Example

Q1 Read the names of garden items and write their names against the pictures: garden hose, sapling, hedge, flower beds, flower pot, pebbles, rockery, fence, vine, wheelbarrow.

SOLUTION

The ten garden items to be labelled in the pictures are:
garden hose, sapling, hedge, flower beds, flower pot, pebbles, rockery, fence, vine, wheelbarrow.

(Students match each word to the correct picture in the textbook. This is a visual labelling activity.)

Answer: Model answer above — students label the ten garden items in their textbook pictures.

Q2 What kind of garden would you like to have? Mention the features you would include and give reasons.

SOLUTION

I would like to have a kitchen garden with a small flower section.

Features:
- Raised vegetable beds with tomatoes, spinach, and mint for daily use.
- A small patch of marigolds and sunflowers to attract butterflies and bees.
- A compost bin in one corner to recycle kitchen waste.
- Stone-edged paths to walk through the garden without damaging plants.

Reasons: A kitchen garden provides fresh, chemical-free vegetables for the family. Flowers add colour and attract pollinators. A compost bin makes it eco-friendly. Stone paths are practical and also beautiful, much like Mrs. Jones' garden.

(Model answer — students should describe their own dream garden.)

Answer: Model answer above — adapt as needed.

Q3 Read the title 'A Concrete Example'. What comes to your mind? Does 'concrete' have more than one meaning?

SOLUTION

When reading the title 'A Concrete Example', the first meaning that comes to mind is a 'clear, specific, real-life example' — as in a concrete (solid, definite) illustration of an idea.

However, 'concrete' also refers to the building material made of cement, sand, gravel, and water — hard and stony. Given that the poem is about Mrs. Jones' garden full of stones, both meanings apply. This double meaning is a pun — a deliberate play on words for humorous effect.

So 'A Concrete Example' is both literally about a stone-filled garden (concrete = stone-like material) and symbolically about a clear example of someone's peculiar gardening style.

Answer: 'Concrete' means both a hard building material (literal — stones in the garden) and a clear/specific example (symbolic). The title is a pun using both meanings.

Exercise 1.9 — Let us discuss — A Concrete Example

Q1 Complete the following summary with exact words from the poem: The poem describes Mrs. Jones, the speaker's next-door neighbour, who has a unique garden filled with 1. _____. Her garden includes a peculiar 2. _____, a pond, and a rockery, along with an unusual 3. _____ that she finds charming. Mrs. Jones plants tiny, 4. _____ plants between the stones, which the speaker thinks must be so small that they are planted with a 5. _____. One day, Mrs. Jones invites the speaker to see her garden, and they discuss a 6. _____ that Mrs. Jones treasures. When the speaker asks where the 7. _____ flower is, Mrs. Jones says that the speaker has been 8. _____ on it all along.

SOLUTION

Answers from the poem text:

1. stones — 'has got a garden full of stones'
2. crazy path — 'A crazy path, a lily pond, a rockery'
3. sundial — 'A sundial with a strange device, which Mrs. Jones thinks rather nice'
4. delicate — 'They are so delicate and small'
5. pin — 'unless she plants them with a pin'
6. flower — 'We stood and talked about a flower for quite a quarter of an hour'
7. lovely — '"Where is this lovely thing?" I cried'
8. standing — '"You're standing on it," she replied'

Answer: 1. stones 2. crazy path 3. sundial 4. delicate 5. pin 6. flower 7. lovely 8. standing

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Q2 Select the correct option: 1. The tone of the poem is ___. 2. The speaker in the poem is ___. 3. The rhyme scheme of the poem is ___.

SOLUTION

1. D. (ii) humorous, (iv) amusing, and (v) light-hearted — The poem is not mournful or bitter; it gently mocks Mrs. Jones' odd gardening while remaining good-humoured and entertaining.

2. (ii) the poet — The speaker describes observations about the neighbour's garden from an outsider's perspective. This matches the voice of the poet/narrator.

3. (i) AABBCC — Each pair of consecutive lines rhymes: 'stones/Jones', 'pond/beyond', 'device/nice', etc. This is a couplet (AABBCC) rhyme scheme.

Answer: 1. D — humorous, amusing, and light-hearted. 2. (ii) the poet. 3. (i) AABBCC.

Q3 Complete the sentences: 1. The poet uses the word 'stones' in all stanzas in order to emphasise her ___ (obsession with a stony garden / pride in gardening skills). 2. The poet uses imagery to describe the features of the garden that help readers ___ (understand Mrs. Jones' love for plants / visualise the garden's peculiar nature).

SOLUTION

1. obsession with a stony garden — The word 'stones' appears as the second line of every stanza, acting as a refrain that underlines Mrs. Jones' unusual, stone-dominated garden. The repetition emphasises how central stones are to the garden's identity and to Mrs. Jones' personality.

2. visualise the garden's peculiar nature — The imagery of 'a crazy path', 'a lily pond', 'a rockery', 'a sundial with a strange device', and tiny plants that might be planted with a pin all help the reader form a vivid mental picture of this odd, stone-filled garden rather than explaining Mrs. Jones' feelings abstractly.

Answer: 1. obsession with a stony garden. 2. visualise the garden's peculiar nature.

Q4 Pick examples of alliteration from the poem.

SOLUTION

Alliteration is the repetition of the same consonant sound at the beginning of nearby words. Examples from the poem:

1. 'crazy path' and 'A sundial with a strange device' — the soft 's' sound in 'sundial' and 'strange'
2. 'plants them with a pin' — the 'p' sound in 'plants' and 'pin'
3. 'lily pond' — though not strict alliteration, the repeated soft consonants add musicality
4. 'standing on it' — not alliterative, but the poem's most alliterative pair is: 'she plants them with a pin' — 'p' in 'plants' and 'pin'

Primary example: 'plants them with a pin' — the repeated 'p' sound creates alliteration.

Answer: Primary alliteration: 'plants them with a pin' (repeated 'p' sound). Also: 'sundial' and 'strange' repeat the 's' sound.

Q5 A refrain is a repeated line or phrase that appears in each stanza. Identify the refrain from the poem.

SOLUTION

The refrain in the poem is:

'My next-door neighbour, Mrs. Jones' — this phrase opens every stanza of the poem, appearing in the first line of each of the three stanzas. It draws the reader's attention back to Mrs. Jones as the central subject and reinforces her identity as the poem's focus.

Answer: 'My next-door neighbour, Mrs. Jones' — it opens every stanza and is the poem's refrain.

Q6 Identify the line(s) from the poem that display situational irony.

SOLUTION

The situational irony in the poem occurs in the final stanza:

"Where is this lovely thing?" I cried.
"You're standing on it," she replied.

The expected situation is: when you invite someone to admire a flower, the flower is visible and prominent. The ironic reality is: the speaker has been standing on the flower all along without noticing it. The outcome is the opposite of what is expected — instead of a beautiful, clearly visible flower, it is so tiny and ordinary that the speaker has trampled it. This creates a humorous and surprising effect, highlighting the contrast between Mrs. Jones' great pride in her garden and the visitor's failure to even see the prized flower.

Answer: The lines 'Where is this lovely thing? I cried. / You're standing on it, she replied.' — the visitor stands on the very flower they were meant to admire, the opposite of what a garden visit typically involves.

Q7 Complete the sentences: 1. The word 'concrete' can refer to ___ in Mrs. Jones' garden. 2. The title has symbolic meaning, as the poem provides a clear or 'concrete' example of Mrs. Jones' ___ gardening habits.

SOLUTION

1. The word 'concrete' can refer to the stones and hard, stone-like materials in Mrs. Jones' garden — the crazy path, rockery, sundial, and pebble-filled landscape all suggest a garden built of concrete-like, stony elements.

2. The title also has a symbolic meaning, as the poem provides a clear or 'concrete' example of Mrs. Jones' peculiar (or unconventional) gardening habits.

Answer: 1. The stones / stony materials in the garden. 2. Peculiar (unconventional) gardening habits.

Q8 The title 'A Concrete Example' is a pun. Explain the pun and give examples of puns provided in the textbook.

SOLUTION

A pun is a figure of speech that uses a word with multiple meanings — or words that sound alike but mean differently — to create a humorous effect.

The pun in the title 'A Concrete Example':
- Literal meaning: the garden is full of stones/concrete materials.
- Symbolic/figurative meaning: the poem is a concrete (clear, specific) example of Mrs. Jones' unusual gardening personality.
Both meanings apply simultaneously, making the title witty.

Textbook examples of puns:
1. 'I tried arguing with my pencil but it kept making sharp points.' — 'sharp points' refers to both the actual pointed tip of a pencil and a strong argument point.
2. 'My pencil and I had a disagreement but we finally got to the point.' — 'got to the point' refers to reaching the core of an argument and also the pencil's tip.

Answer: 'Concrete' = stones in the garden (literal) AND a clear/specific example (figurative) — both apply. This double meaning is the pun.

Exercise 1.10 — Let us think and reflect — A Concrete Example

Q1 Read the extract (stanza 1 of the poem) and answer: (i) What can be inferred about Mrs. Jones's taste in gardening from 'a garden full of stones'? (ii) True or false: The garden serves as a means to reveal more about Mrs. Jones herself. (iii) What does the poet mean by 'crazy path'? (iv) What does the sundial with a 'strange device' suggest about Mrs. Jones' personality?

SOLUTION

(i) From the description of a garden 'full of stones', one can infer that Mrs. Jones has an unconventional, eccentric taste in gardening. Most people prefer lush green plants and colourful flowers; Mrs. Jones, however, treasures stones, rockeries, and unusual features. This reveals a personality that finds beauty in what others might consider stark or uninviting.

(ii) True. The garden serves as a mirror of Mrs. Jones' personality — her enthusiasm for stones, her delight in a sundial with a 'strange device', and her pride in tiny plants all reveal that she is an eccentric, passionate, and unconventional person.

(iii) The 'crazy path' means a winding, irregular, or zigzag path — one that does not follow a straight or conventional route through the garden. The word 'crazy' here means irregular or patterned in an unpredictable way (as in crazy paving, a mosaic of irregular stone pieces), not 'mad.'

(iv) A. She has a fascination with unusual items. A sundial is already an uncommon garden feature; that it has a 'strange device' (an unusual mechanism or design) shows that Mrs. Jones is drawn to rare and curious objects.

Answer: (i) Unconventional, eccentric taste — finds beauty in stones. (ii) True. (iii) A winding, irregular path (crazy paving — mosaic of irregular stones). (iv) A — she has a fascination with unusual items.

Q2 How does Mrs. Jones feel about her garden? Support your answer with evidence from the poem.

SOLUTION

Mrs. Jones feels deeply proud of and attached to her garden. Evidence from the poem:

1. She 'thinks rather nice' the sundial with a strange device — she finds unusual

items charming and admirable.

2. She plants tiny, delicate plants between the stones with great care, even though they are so small the speaker imagines they must be planted with a pin. This shows dedication.

3. She invites the speaker 'round to see her stones' — she is eager to share her garden with others, which indicates pride and affection.

4. She talks about a flower 'for quite a quarter of an hour' — she is passionate and enthusiastic about even the smallest element of her garden.

5. The flower she treasures is so small that the speaker was standing on it, yet to Mrs. Jones it is 'this lovely thing' — a term of great affection.

Answer: Mrs. Jones is proud and deeply fond of her garden. She admires the sundial, carefully plants tiny flowers, eagerly shows it to others, and calls a flower she treasures 'this lovely thing.'

Q3 Why do you think the speaker describes the plants as being so small that they could be planted with a pin?

SOLUTION

The speaker describes the plants as being so small they could be planted with a pin to highlight how tiny and almost invisible Mrs. Jones' plants are. This is a humorous exaggeration (hyperbole) that emphasises the contrast between Mrs. Jones' great pride in these plants and the speaker's inability to notice or appreciate them.

The remark is gently ironic — normal plants are large enough to handle and observe easily, but Mrs. Jones' plants are so delicate and small that a pin would seem like the appropriate planting tool. It also subtly suggests that the speaker finds the garden puzzling and the plants so insignificant that they are barely visible to the eye.

Answer: It is a humorous exaggeration to show how tiny and barely visible the plants are — contrasting Mrs. Jones' pride in them with the speaker's bemusement.

Q4 What do we get to know about Mrs. Jones based on her gardening style and her interaction with the speaker?

SOLUTION

From her gardening style and interaction with the speaker, we learn that Mrs. Jones is:

1. Eccentric and unconventional — she prefers stones, rockeries, and unusual garden features over typical lush greenery.
2. Passionate and enthusiastic — she talks about a single flower 'for quite a quarter of an hour', showing how deeply she cares about every small element of her garden.
3. Generous and friendly — she invites the speaker round to see her garden, sharing what she loves.
4. Oblivious to the speaker's perspective — she is so absorbed in her own admiration of the garden that she does not notice (or mind) the speaker's confused reaction.
5. Proud and self-assured — she is comfortable being different. When the speaker does not even see the flower, she calmly tells them they have been standing on it all along.

Answer: Mrs. Jones is eccentric, passionate, generous, and self-assured — proud of her unconventional garden and undisturbed by others' inability to appreciate it.

Q5 The poem portrays Mrs. Jones in a positive light. Support this statement.

SOLUTION

Although the speaker's tone is gently amused and slightly puzzled by Mrs. Jones, the poem does portray her positively:

1. She is enthusiastic and passionate — she finds beauty in stones and tiny plants that others would overlook.
2. She is sociable and warm — she invites the speaker to see her garden, sharing her world generously.
3. She is knowledgeable about her garden — she knows exactly where every tiny plant is, even when the speaker cannot see it.
4. She is proud without being arrogant — she simply tells the speaker 'You're standing on it', without embarrassment or anger.
5. Her quirky, individual gardening style suggests a creative and independent

spirit who does not follow convention.

The poem's humour is affectionate rather than mean — it invites us to smile with Mrs. Jones, not laugh cruelly at her.

Answer: Mrs. Jones is warm, passionate about her garden, knowledgeable about her plants, and sociable — portrayed as an endearing eccentric rather than a figure of mockery.

Q6 What does the poem tell us about the way people think differently about the world around them?

SOLUTION

The poem shows that people perceive the same reality very differently based on their values and sensibilities. The speaker sees an odd, stone-filled garden full of tiny, almost invisible plants — something that seems ordinary or even underwhelming. Mrs. Jones sees beauty, charm, and great worth in exactly the same space.

The most powerful illustration of this is the final moment: the speaker cries 'Where is this lovely thing?' while standing on the very flower Mrs. Jones treasures. To the speaker, the flower is invisible; to Mrs. Jones, it is a 'lovely thing.'

The poem gently reminds us that our perspective shapes our experience of the world. What one person overlooks or dismisses, another may find precious and beautiful. This calls for empathy and an open mind when encountering others' ways of seeing the world.

Answer: The poem shows that beauty is in the eye of the beholder — Mrs. Jones treasures what the speaker literally stands on without seeing. People's values and perspectives shape what they notice and appreciate.

Exercise 1.11 — Let us learn — A Concrete Example

Q1 Select the appropriate word from the brackets that correctly replaces the underlined word: 1. A sundial with a strange device (unusual, peculiar, new, rare, external). 2. ...which Mrs. Jones thinks rather nice (pleasant, superior, agreeable, gentle, charming). 3. They are so delicate… (delicious, fragile, dainty, graceful, weak). 4. 'Where is this lovely thing?' I cried (exclaimed, wept, shouted, announced, whispered).

SOLUTION

1. 'strange' — best replaced by: peculiar. 'Peculiar' means strange or unusual in a way that is specific or distinctive, which best captures the oddness of the sundial's design. 'Unusual' also fits but 'peculiar' is more precise.

2. 'nice' — best replaced by: charming. 'Charming' conveys Mrs. Jones' warmth and affection for the sundial, matching the gentle, positive tone of the poem. 'Pleasant' or 'agreeable' are also acceptable.

3. 'delicate' — best replaced by: dainty. 'Dainty' means delicately small and pretty, which best captures the tiny, fragile nature of the plants Mrs. Jones places between the stones. 'Fragile' focuses more on weakness than smallness.

4. 'cried' — best replaced by: exclaimed. 'Exclaimed' means to say something suddenly in surprise or emotion, which matches the context of the speaker suddenly realising they cannot see the flower. 'Shouted' implies loudness rather than surprise.

Answer: 1. peculiar 2. charming 3. dainty 4. exclaimed

Q2 The 'sundial' is referred to as a 'device' in the poem. Infer the meaning of 'device'. Then match types of instruments in Column 1 with definitions in Column 2 and add examples in Column 3.

SOLUTION

Meaning of 'device': In the poem, 'device' refers to a mechanical or decorative mechanism on the sundial — likely a gnomon (the blade that casts the shadow) and the hour markings. More broadly, 'device' means a thing made or adapted for a particular purpose, especially a mechanical or electronic one.

Matching (Column 1 — Column 2 — Column 3 example):

1. implement — (iii) something that works on being moved by hand — spade,

knife; also: hoe, rake

2. tool — (v) something used by hand to make or repair — hammer; also: screwdriver, wrench

3. equipment — (iv) a set of necessary items for a particular purpose — cricket bat, helmet, batting gloves; also: laboratory equipment, camping gear

4. appliance — (i) something that is electrical and is used to do work in the house — mixer grinder; also: washing machine, refrigerator

5. gadget — (ii) something small that is mechanical or electronic — mobile phone, laptop; also: smartwatch, calculator

Answer: 1. implement-(iii) 2. tool-(v) 3. equipment-(iv) 4. appliance-(i) 5. gadget-(ii)

Q3 Complete the table by replacing the first letter of the given word to create new words as hinted: Table 1 (base: 'nice'): (i) cut into small pieces, (ii) grain that we cook, (iii) plural of mouse, (iv) bad habit. Table 2 (base: 'soil'): (i) heat something, (ii) work very hard, (iii) length of wire in a circle, (iv) sheets to wrap food items.

SOLUTION

Table 1 — base word: nice

(i) dice — cut into small pieces (d + ice = dice)

(ii) rice — grain that we cook (r + ice = rice)

(iii) mice — plural of mouse (m + ice = mice)

(iv) vice — bad habit (v + ice = vice)

Table 2 — base word: soil

(i) boil — heat something (b + oil = boil)

(ii) toil — work very hard (t + oil = toil)

(iii) coil — length of wire in a circle (c + oil = coil)

(iv) foil — sheets to wrap food items (f + oil = foil)

Answer: Table 1: (i) dice (ii) rice (iii) mice (iv) vice. Table 2: (i) boil (ii) toil (iii) coil (iv) foil.

Exercise 1.12 — Let us speak — A Concrete Example

Q1 The speaker may have felt sorry for standing on Mrs. Jones' flower. Practise apologising for four informal situations: (i) eating your brother's share of sweets, (ii) breaking your sister's flower craft, (iii) accidentally spilling ink on your mother's important documents, (iv) forgetting to return your friend's notebook.

SOLUTION

(i) Brother's sweets:
Apology: 'I'm really sorry, I ate your sweets by mistake. I didn't realise they were yours.'
Response: 'That's alright, just don't do it again!'

(ii) Sister's flower craft:
Apology: 'I'm so sorry, I accidentally broke your flower craft. I'll help you make a new one.'
Response: 'It's no big deal. Let's fix it together.'

(iii) Spilled ink on mother's documents:
Apology: 'Sorry, I didn't mean to. I'll try to reprint the pages that got spoiled.'
Response: 'These things happen. Be more careful next time.'

(iv) Forgot friend's notebook:
Apology: 'I'm really sorry I forgot to bring your notebook to school. I'll bring it first thing tomorrow.'
Response: 'No problem. Just remember tomorrow, okay?'

(Model answers — students should practise these dialogues in pairs using natural language.)

Answer: Model answers above — adapt as needed.

Q2 Practise formal apologies for: (i) not bringing an assignment due for submission, (ii) being late to school for three days (meeting the Principal), (iii) not submitting project work.

SOLUTION

(i) Assignment not submitted:
Apology: 'I'm extremely sorry for not submitting my assignment on time. I promise it won't happen again, and I will submit it by tomorrow.'
Response (teacher): 'I accept your apology. Please ensure you manage your time

better going forward.'

(ii) Late to school — Principal's office:
Apology: 'Good morning, Ma'am. I owe you an apology for being late to school for the past three days. There were some unavoidable issues at home, but I assure you that this will never happen again.'
Response (Principal): 'I'm glad you realised your mistake. Please inform your class teacher if there are ongoing difficulties.'

(iii) Project not submitted:
Apology: 'I really regret not submitting my project work on time. I take full responsibility and I'll do my best not to repeat this. May I please submit it by this Friday?'
Response (teacher): 'I appreciate you saying this, but you must submit by Thursday at the latest.'

(Model answers — students should practise these in pairs with appropriate formal language.)

Answer: Model answers above — adapt as needed.

Exercise 1.13 — Let us write — A Concrete Example

Q1 You are a member of the Nature Club. Draft a notice informing students of Grades 6–8 about the inauguration of the Herb Garden. Use formal language in third person, write in a box, include purpose, date, time, venue, and contact information.

SOLUTION

GREENFIELD PUBLIC SCHOOL
NOTICE
Date: 15 July 2026

INAUGURATION OF THE HERB GARDEN

The Nature Club of Greenfield Public School is pleased to inform all students of Grades 6 to 8 about the inauguration of the school's Herb Garden.

The event will be held on 20 July 2026 at 10:00 a.m. in the school garden (near the Science Block). Students are invited to attend and learn about the medicinal and culinary uses of common herbs. Saplings of basil, mint, aloe vera, and tulsi will be on display.

Students who wish to participate in the planting activity or seek further information may contact Ms. Priya Sharma (Nature Club Coordinator) at the school office by 18 July 2026.

All are welcome.

Ananya Verma
Secretary, Nature Club
Class 8A

(Model notice — students should adapt names, dates, and venue to their own school context.)

Answer: Model answer above — adapt as needed.

Exercise 1.14 — Let us explore — A Concrete Example

Q1 Find out about popular gardens in your region and share with classmates and teacher. (Reference: Amrit Udyan — 15 acres around Rashtrapati Bhavan in New Delhi, with Bal Vatika, Bonsai, Herbal-I, Herbal-II, Tactile Garden, Arogya Vanam, and Circular Gardens.)

SOLUTION

Model response:

A well-known garden in my region is Cubbon Park in Bengaluru. It covers about 300 acres in the heart of the city and features a rich variety of trees, including teak, mahogany, and silver oak. The park also houses the State Central Library, the Karnataka High Court building, and a children's play area.

Another famous garden is Lalbagh Botanical Garden (also in Bengaluru), which has a glasshouse modelled on London's Crystal Palace, a 3,000-million-year-old rock formation, and over 1,800 species of plants. It holds famous flower shows twice a year.

(Model response — students should research gardens in their own city or state and present information about their location, special features, and significance.)

Answer: Model answer above — adapt as needed.

Q2 Collect fallen flowers and leaves from your neighbourhood, press them in newspaper under books for a week, then use them to make a card, wall hanging, or artwork.

SOLUTION

Steps for the pressed flower activity:

1. Collect a variety of fallen flowers, petals, and small leaves from your neighbourhood — choose ones with interesting shapes and colours.
2. Arrange them between two sheets of plain white paper so they don't overlap.
3. Place the paper inside a fold of newspaper and put a stack of heavy books on top.
4. Leave undisturbed for 7–10 days.
5. Once dry and flat, carefully remove the pressed specimens and arrange them on a piece of card paper.
6. Use a small amount of glue (white glue or mod podge) to affix them.

7. You can write a short poem or label the plants on the card for a herbarium-style artwork.

(Model guidance — students should carry out the activity and create their own artwork.)

Answer: Model answer above — adapt as needed.

Q3 Read and enjoy the poem 'A Sea of Foliage' by Toru Dutt.

SOLUTION

'A Sea of Foliage' by Toru Dutt is a sonnet (14 lines) that vividly describes a lush Indian garden. Key observations:

- The poem is rich with colour imagery: light-green tamarinds, 'green profound' mango clumps, grey palms, and the striking red of the seemul (silk-cotton tree): 'Red — red, and startling like a trumpet's sound.'
- The final sestet describes moonlight filtering through bamboo gaps and reflecting on the white lotus, which becomes 'a cup of silver.'
- The poet describes the beauty as so overwhelming that 'one might swoon / Drunken with beauty' — comparing the garden to 'a primeval Eden.'

This poem offers a beautiful contrast to 'A Concrete Example': Toru Dutt's garden is lush, tropical, and overflowing with colour, whereas Mrs. Jones' garden is stony and spare. Both poets, however, find deep beauty in the natural world.

Answer: Model answer above — adapt as needed.

Exercise 1.15 — Let us do these activities before we read — Wisdom Paves the Way

Q1 Why do we seek advice of the elderly in our family? Share your thoughts.

SOLUTION

We seek the advice of the elderly in our family because they possess wisdom that comes from years of lived experience. They have faced many of the same challenges we encounter now and have learnt from both their successes and mistakes.

The elderly also tend to take a long-term view — they can help us see beyond immediate emotions to understand the wider consequences of our decisions. Their perspective is often more patient and less reactive than that of younger people.

Additionally, elderly family members carry the traditions, values, and cultural knowledge of the family, which helps us understand our roots and make decisions that align with deeper values.

(Model answer — students should share personal experiences of seeking advice from grandparents or elderly relatives.)

Answer: Model answer above — adapt as needed.

Q2 Classify the following situations as 'knowledge' or 'wisdom': 1. Riya's plant-care understanding (knowledge, given as example). 2. Mr. Kumar values family over wealth. 3. Karuna's programming expertise. 4. Rohan's time management timetable. 5. Ramesh forgives his friend. 6. Ms. Vaijayanthi lectures on classical music.

SOLUTION

1. Riya — Knowledge (given as example: applying factual understanding of plant care)
2. Mr. Kumar — Wisdom (choosing family over wealth shows good judgement and a grasp of what truly matters in life)
3. Karuna — Knowledge (programming expertise is a technical/factual skill)
4. Rohan — Wisdom (knowing that time management leads to better outcomes and acting on it shows judgement, not just facts)
5. Ramesh — Wisdom (choosing to forgive is a moral and emotional judgement, not just factual knowledge)
6. Ms. Vaijayanthi — Knowledge (delivering a lecture on classical music draws on

factual and artistic knowledge)

Answer: Knowledge: 1 (given), 3, 6. Wisdom: 2, 4, 5.

Q3 Observe the picture provided in the textbook carefully. What do you think might have happened? Share your answers.

SOLUTION

The picture appears to show travellers on a road encountering an unusual situation (likely related to the play 'Wisdom Paves the Way', where four young men observe a camel's tracks).

Model response: The picture seems to show young men pausing on a dusty road to examine tracks or clues in the ground. They appear to be observing carefully and discussing what they see — perhaps they have noticed signs left by an animal or person who passed before them. Their attentive, thoughtful posture suggests they are reasoning from evidence, which reflects the theme of the play: that careful observation and deduction are signs of true wisdom.

(Model answer — students should describe what they see in their specific textbook picture.)

Answer: Model answer above — adapt as needed.

Exercise 1.16 — Let us discuss (Scene I) — Wisdom Paves the Way

Q1 Complete the sentences with suitable reasons (example given: 'Shiv Datt said, "I believe it has been over a week, perhaps even longer," because it had been a long time since they left the village.'): 2. Dev Datt said, 'Indeed, we ought to be united in this hope. That is why we press on towards Ujjain,' because ___. 3. Har Datt said, 'Look there, friends. A camel has passed this way. The tracks are fresh,' because ___. 4. Shiv Datt said, 'It appears to be a merchant, running as if pursued by trouble,' because ___. 5. The merchant said, 'How could you possibly know that? Surely you are a healer!' because ___. 6. Dev Datt said, 'You are free to do as you wish, sir. If the King desires our presence, we shall be waiting under that banyan tree yonder,' because ___.

SOLUTION

2. Dev Datt said this because all four men shared the goal of reaching Ujjain and finding employment; unity and shared purpose were essential to keep them motivated on the long, uncertain journey.

3. Har Datt said this because he had sharp observational skills and noticed fresh camel tracks on the road, suggesting a camel had passed very recently.

4. Shiv Datt said this because he could see the man running towards them in great haste and with an anxious expression, which suggested he was in serious trouble — likely searching for something he had lost.

5. The merchant said this because Dev Datt accurately described the camel's stomach pain — something only someone who had closely examined or treated the camel would know. The merchant found it impossible to understand how a stranger could know such a specific detail without having seen the camel.

6. Dev Datt said this because the four men had done nothing wrong and had nothing to fear. They were confident in their honesty and willing to face the King to prove their innocence. By staying nearby rather than fleeing, they demonstrated their integrity.

Answer: 2. Unity and shared purpose kept them motivated. 3. Sharp observation — he noticed fresh tracks. 4. The man's haste and anxious expression. 5. Dev Datt knew a specific detail (stomach pain) impossible for a stranger to know without examination. 6. They were honest and unafraid to face the King.

Exercise 1.17 — Let us discuss (Scene II) — Wisdom Paves the Way

Q1 Arrange the events from Scene II in order of occurrence (example: event 1 = position 8): 2. Ram Datt explains how he infers the camel is lame. 3. The King asks the merchant to state his accusation. 4. The King praises the young men and dismisses the accusation. 5. Shiv Datt reveals the camel is blind in its right eye. 6. Dev Datt explains his observation about the camel's stomach pain. 7. Har Datt clarifies how he knew the camel has a short tail. 8. The merchant accuses the four men of knowing too much about his camel.

SOLUTION

Correct order of events in Scene II:

The Merchant and Sentry arrive at court → the King commands them to speak → the Merchant makes his accusation → the four men are brought in → the King questions each man → each explains his observation → the King dismisses the accusation and appoints the four men as advisers.

Numbered sequence:
Event 3 — position 1: The King asks the merchant to clearly state his accusation.
Event 8 — position 2: The merchant accuses the four men of knowing a lot about his missing camel.
Event 2 — position 3: Ram Datt explains how he infers from the tracks that the camel is lame.
Event 5 — position 4: Shiv Datt reveals that the camel is blind in its right eye as it had only chewed on the leaves on the left side of the road.
Event 7 — position 5: Har Datt clarifies how he knew that the camel has a short tail.
Event 6 — position 6: Dev Datt explains his observation about the camel's pain and careful movement.
Event 4 — position 7: The King praises the young men for their observations and dismisses the merchant's accusation.
Event 1 — position 8 (given): The King makes the four young men his advisers.

Answer: Order: 3 → 8 → 2 → 5 → 7 → 6 → 4 → 1 (event 1 = position 8 is given).

Exercise 1.18 — Let us think and reflect — Wisdom Paves the Way

Q1 Read the extract (dialogue from Scene I about pressing on to Ujjain) and answer: (i) Identify the false statement from A and B and rectify it. A: Dev Datt believes that finding employment is an easy task. B: Ram Datt is confident that the King would recognise their talents. (ii) What does Ram Datt's confidence in gaining the King's recognition tell us about him? (iii) Complete: In 'That's why we press on towards Ujjain', 'press on' refers to ___. (iv) Har Datt says 'We need to devise a strategy.' What can be inferred about Har Datt's character?

SOLUTION

(i) Statement A is false. Dev Datt does not believe finding employment is easy — he says, 'Ten days are but a short span in the grand scheme of things. We may still have many more roads to wander before we find employment befitting all four of us.' This shows he acknowledges that finding suitable work may take a long time. The corrected statement: Dev Datt believes that finding employment is a long and uncertain task that requires patience.

(ii) Ram Datt's confidence tells us that he is self-assured and believes in his own abilities and those of his companions. His willingness to seek an audience with the King — a 'no simple task' — shows ambition, optimism, and faith in their talents. He does not doubt their worth; he is certain that anyone who sees their abilities will recognise and reward them.

(iii) B. Moving forward with determination. 'Press on' means to continue advancing despite difficulty — it conveys determination and resilience, not physical heaviness of step, frequent rest, or brevity.

(iv) C. He is cautious and thoughtful, preferring to plan ahead. Har Datt's remark shows that while others express hope or confidence, he takes a practical, strategic approach — reminding the group that simply arriving at the city will not be enough; they need a plan.

Answer: (i) A is false — Dev Datt believes finding employment will take time, not that it is easy. (ii) Self-assured, ambitious, and confident in his group's abilities. (iii) B — moving forward with determination. (iv) C — cautious and thoughtful.

Q2 Read the extract (King's speech offering the four men positions as advisers and Ram Datt's response) and answer: (i) Select the correct Assertion-Reason option: (A) The Merchant left the court feeling humbled and ashamed. (R) The King commanded that the four wise men join his court. (ii) 'See beyond the obvious' means the men had the ability to ___. (iii) Complete: Ram Datt described the King's offer as 'an honour we had not dared to dream of' because ___. (iv) How does the King's offer reflect his values as a ruler?

SOLUTION

(i) B. Both (A) and (R) are true, but (R) is not the correct explanation of (A). The Merchant left ashamed because the King exposed his accusation as 'baseless and misguided' — not because the King appointed the four men. These are two separate outcomes of the same scene. The Merchant's shame is caused by the King's defence of the four men, not directly by the appointment.

(ii) C. Notice details that others might overlook. The four young men did not actually see the camel; they deduced its characteristics solely from tracks, foliage, and other indirect clues. Their ability to 'see beyond the obvious' is the skill of reading the environment carefully to uncover hidden information.

(iii) Ram Datt described the offer as 'an honour we had not dared to dream of' because they were four young, travel-worn men who had not yet found employment; being invited to serve as royal advisers to the King of Ujjain was far beyond what they had expected when they set out. Their goal was merely to find work; becoming royal counsellors was an extraordinary recognition.

(iv) The King's offer reflects his values as a wise and just ruler. He recognised that true wisdom is rare and valuable — 'such minds are rare and highly valued in my court.' By rewarding the four men with respected positions rather than dismissing them, he shows that he prizes intelligence, reasoning, and honesty above social status or appearance. He also demonstrates fairness by first exposing the merchant's baseless accusation before honouring the young men.

Answer: (i) B — both true but R does not explain A. (ii) C — notice details others overlook. (iii) Being appointed as royal advisers far exceeded their modest hope of finding work. (iv) He prizes wisdom, fairness, and honest reasoning over social status.

Q3 What does the dusty road leading to Ujjain tell us about the challenges of the young men's journey?

SOLUTION

The dusty road leading to Ujjain symbolises the difficulty and uncertainty of the young men's journey. The men are described as 'travel-worn but resolute', suggesting physical exhaustion from days of walking. Ram Datt says they have been on the road for ten days: 'Every day feels longer than the last.'

The dusty, open road suggests limited comforts — no shade, no certainty of arrival, no guarantee of employment at the end. Dev Datt acknowledges they 'may still have many more roads to wander before we find employment befitting all four of us.' The road therefore represents not just a physical journey but a life challenge: the uncertainty of finding one's purpose and place in the world when resources are scarce and outcomes are unknown.

Answer: The dusty road represents physical hardship (ten days of walking, travel-worn) and the uncertainty of their search for meaningful employment in an unfamiliar place.

Q4 Why did the merchant become suspicious of the four men? What does this tell us about him?

SOLUTION

The merchant became suspicious because the four men described his missing camel in exact detail — lame in one leg, blind in the right eye, short tail, suffering from stomach pain — yet claimed they had never seen it. From the merchant's perspective, this was impossible: how could strangers know so much without having stolen and examined the animal?

This tells us that the merchant is quick to judge and suspicious by nature. Rather than pausing to consider that the men might have deduced these facts through careful observation, he immediately concluded they were thieves. He says: 'You are deceivers! You must have stolen it and sold it off.' This reveals that he lacks the patience and reasoning ability of the four young men. He draws conclusions based on emotion and assumption rather than evidence.

Answer: The merchant was suspicious because the men knew every detail about his camel yet claimed not to have seen it. This reveals that he jumps to conclusions based on emotion rather than reasoning.

Q5 How do the four young men's observations about the camel serve as a turning point in the play?

SOLUTION

The four men's observations serve as the central turning point because they transform the men from suspects into respected advisers. What begins as an accusation of theft ends in royal appointment.

Before the camel observations are explained, the four men are in a dangerous position — publicly accused of theft and brought before the King. The moment each man calmly and logically explains how he deduced the camel's condition purely from tracks, foliage, and bloodstains, the nature of the scene changes entirely. The King shifts from judging the men to marvelling at them: 'You have not seen the camel, yet you know it intimately. Your reasoning is flawless and speaks of wisdom that goes beyond mere sight.'

This turning point also serves the play's theme: that wisdom (patient observation and deduction) is more powerful than hasty accusation.

Answer: Their logical explanations transform them from accused suspects to marvelled-at advisers — the moment the King hears their reasoning, the accusation collapses and royal appointment follows.

Q6 Why did the King believe the four young men and not the merchant?

SOLUTION

The King believed the four young men because their explanations were grounded in evidence, logical reasoning, and specific, verifiable observations:

- Ram Datt cited the camel's track patterns (three distinct impressions and one faint) to deduce a limp.
- Shiv Datt observed that the camel had eaten only from the left side of the road, indicating blindness in the right eye.
- Har Datt noticed droplets of blood indicating mosquito bites — evidence that the camel lacked a long tail to swat them away.
- Dev Datt observed that the forefeet prints were deep and the hind foot faint, suggesting the camel was dragging its belly in pain.

Each explanation was detailed, coherent, and tied to physical evidence. The merchant, by contrast, offered only emotional accusation without a single logical argument. The King valued reasoning over assumption.

Answer: Each young man gave a specific, evidence-based explanation for his knowledge; the merchant offered only emotional accusation with no evidence. The King valued logical reasoning.

Q7 How does the capability of the four young men make them suitable to become advisors?

SOLUTION

The four young men demonstrate exactly the qualities a ruler needs in his advisers:

1. Sharp observation — each noticed a different, specific detail about the camel that others would have missed.
2. Logical deduction — they drew accurate conclusions from indirect evidence without jumping to assumptions.
3. Calm composure — even when falsely accused and brought before the King, they remained calm and respectful.
4. Honesty — they readily admitted they had not seen the camel while explaining exactly how they knew what they knew.
5. Collaborative thinking — each brought a unique perspective, showing the value of diverse viewpoints.

These qualities — observation, deduction, composure, honesty, and intellectual diversity — are precisely what a wise ruler needs from counsellors who will 'guide his decisions' and be 'a beacon for the kingdom.'

Answer: They show sharp observation, logical deduction, composure under pressure, honesty, and complementary perspectives — all essential qualities in a royal adviser.

Q8 Why does the merchant feel ashamed for accusing the four young men of stealing his camel?

SOLUTION

The merchant feels ashamed because he made a false, impulsive accusation against four innocent and highly intelligent men in front of the King and his court. He assumed they were thieves simply because they knew details about his camel — but the truth was far more admirable: they had deduced every fact through careful observation of tracks, foliage, and blood marks, without ever seeing the

animal.

The King publicly exposed his error: 'Your accusations are baseless and misguided. These are men of wisdom, not thieves.' This public correction, before the entire court, would have been deeply humiliating. The merchant had brought four remarkable people before the King expecting to have them punished — instead, he witnessed the King honouring them as royal advisers. His hasty, suspicious nature was exposed in contrast to their reasoned, patient intelligence, making his shame all the more profound.

Answer: He made a false, public accusation based on assumption rather than evidence. The King exposed this as 'baseless and misguided' before the whole court — the very men he accused were appointed as royal advisers, making his error all the more humiliating.

Exercise 1.19 — Let us learn — Wisdom Paves the Way

Q1 Complete the sentences by filling in the noun form of the textual words in brackets: 1. Some word games need a lot of thought and ___ (deduce). 2. We need to make close ___ of animals to understand their behaviour (observe). 3. A detailed ___ of the documents shows a lot of errors (scrutinise). 4. You should not make any false ___ against anyone (accuse). 5. She was given an award in ___ of her contribution to literature (recognise).

SOLUTION

1. deduction — 'Some word games need a lot of thought and deduction.'
2. observations — 'We need to make close observations of animals in order to understand their behaviour.'
3. scrutiny — 'A detailed scrutiny of the documents shows a lot of errors.'
4. accusations — 'You should not make any false accusations against anyone.'
5. recognition — 'She was given an award in recognition of her contribution to literature.'

Answer: 1. deduction 2. observations 3. scrutiny 4. accusations 5. recognition

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Q2 Match expressions in Column 1 with meanings in Column 2: 1. with all our hearts, 2. to be precise, 3. gain an audience with, 4. catch his breath, 5. erupts in applause, 6. grand scheme of things, 7. taken aback, 8. more than meets the eye. Then make sentences using any five.

SOLUTION

Matching:

1. with all our hearts — (vi) complete sincerity
2. to be precise — (iv) exact and accurate
3. gain an audience with — (v) meeting or hearing someone
4. catch his breath — (vii) to pause or rest for some time
5. erupts in applause — (ii) starts cheering together
6. grand scheme of things — (viii) overall plan of life in a larger context
7. taken aback — (i) surprised
8. more than meets the eye — (iii) hidden information that is not obvious

Five model sentences:

1. with all our hearts: 'We accept this responsibility with all our hearts and will serve our King faithfully.'

2. to be precise: 'The journey took ten days — to be precise, exactly ten days and four hours.'
3. gain an audience with: 'It is not easy to gain an audience with a busy government official.'
4. taken aback: 'The merchant was taken aback when the strangers described his camel so accurately.'
5. more than meets the eye: 'The simple set of camel tracks had more than meets the eye — each mark told a story.'

Answer: 1-(vi), 2-(iv), 3-(v), 4-(vii), 5-(ii), 6-(viii), 7-(i), 8-(iii). Model sentences above.

Q3 Match the different meanings of 'face' and 'bear' with the correct usage in the sentences given in the table.

SOLUTION

face:
1. (n.) the front part of a person's head — (iii) She has a round, smiling face.
2. (v.) to be positioned with the face or front towards — (i) Ravi turned to face his father, when he was called.
3. (v.) to deal with a difficult task or situation — (iv) We should be ready to face life's challenges.
4. (n.) the front surface of a thing — (ii) The face of the clock was painted red and blue.

bear:
1. (v.) tolerate — (iv) I can't bear the sound of vehicles honking.
2. (v.) accept — (iii) Riya agreed to bear the responsibilities with confidence.
3. (n.) a large heavy mammal — (ii) I spotted a bear on a wildlife safari.
4. (v.) produce; give birth to — (i) The trees that I planted in my garden took a long time to bear fruit.

Answer: face: 1-(iii), 2-(i), 3-(iv), 4-(ii). bear: 1-(iv), 2-(iii), 3-(ii), 4-(i).

Q4 Match the highlighted modal verbs in Column 1 with the functions they express in Column 2: 1. 'will' — I will gladly pay. 2. 'must' — You must have stolen it. 3. 'shall' — You shall come with me. 4. 'could' — How could you know? 5. 'would' — he would recognise. 6. 'would have' — A camel would have fended off. 7. 'may' — They may tell us more. 8. 'May' — May your wisdom shine. 9. 'ought to' — we ought to be united. 10. 'need to' — We need to devise. 11. 'as if it stood' — as if it stood before you.

SOLUTION

1. 'will' (I will gladly pay) — (ix) willingness
2. 'must' (You must have stolen it) — (v) logical conclusion
3. 'shall' (You shall come with me) — (x) command
4. 'could' (How could you know?) — (i) expression of disbelief
5. 'would' (he would recognise) — (viii) prediction
6. 'would have' (A camel would have fended off) — (ii) imagined (hypothetical) possibility
7. 'may' (They may tell us more) — (xi) possibility
8. 'May' (May your wisdom shine) — (vi) wish or hope
9. 'ought to' (we ought to be united) — (iii) moral obligation or advice
10. 'need to' (We need to devise) — (vii) necessity
11. 'as if it stood before you' — (iv) challenge (the merchant challenges their claim by expressing incredulity — as if the camel stood before them, yet they claim not to have seen it)

Answer: 1-(ix), 2-(v), 3-(x), 4-(i), 5-(viii), 6-(ii), 7-(xi), 8-(vi), 9-(iii), 10-(vii), 11-(iv).

Q5 Complete the story with modal verbs (may, might, must, could, should, need to, can) using the function clues in brackets: 1. How ___ (ability) I become wise? 2. Wisdom ___ (necessity) be earned through patience. 3. You ___ (suggestion) listen more than you speak. 4. It ___ (weak possibility) take years. 5. You ___ (obligation) learn from your mistakes. 6. Wisdom ___ (possibility) come slowly. 7. He ___ (ability) become wise if he followed the advice.

SOLUTION

1. can — 'How can I become wise like you?' (ability)
2. must — 'Wisdom must be earned through patience.' (necessity)
3. should — 'You should listen more than you speak.' (suggestion)
4. might — 'It might take years, but I'll try.' (weak possibility)

5. must — 'You must learn from your mistakes too.' (obligation)
6. may — 'Wisdom may come slowly, but it always arrives for those who seek it.' (possibility)
7. could — 'The boy knew he could become wise if he followed the old man's advice.' (ability)

Answer: 1. can 2. must 3. should 4. might 5. must 6. may 7. could

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Q6 Rewrite the sentences using appropriate modal verbs (take clues from highlighted words): 1. (example given: 'advisable' → 'You should think before you speak.'). 2. It is unnecessary to worry about things beyond your control. 3. It is not possible for a person to gain experience without taking risks. 4. It is essential to treat others with kindness. 5. It is not allowed to interrupt when someone else is speaking.

SOLUTION

1. You should think before you speak. (given example)
2. You need not (or don't need to) worry about things beyond your control.
3. A person cannot gain experience without taking risks.
4. You must treat others with kindness, even when they disagree with you.
5. You must not (or may not) interrupt when someone else is speaking.

Answer: 2. You need not worry about things beyond your control. 3. A person cannot gain experience without taking risks. 4. You must treat others with kindness. 5. You must not interrupt when someone else is speaking.

Exercise 1.20 — Let us speak — Wisdom Paves the Way

Q1 Practise saying the sentence 'I take my dog for a walk in the evening' five times, stressing a different highlighted word each time. Explain how the meaning changes with each stress shift.

SOLUTION

1. 'I take my dog for a walk in the evening.' (stress on 'I') — Meaning: It is I who take the dog, not anyone else (e.g., not my brother or sister).
2. 'I take my dog for a walk in the evening.' (stress on 'my') — Meaning: I take my own dog, not someone else's dog.
3. 'I take my dog for a walk in the evening.' (stress on 'walk') — Meaning: I take my dog for a walk, not a drive or some other activity.
4. 'I take my dog for a walk in the evening.' (stress on 'evening') — Meaning: I take my dog in the evening specifically, not in the morning or afternoon.

(Model answers — students should practise these sentences aloud in pairs, exaggerating the stress on the highlighted word to hear the meaning shift.)

Answer: Each stress shift changes the contrast focus: 'I' (who), 'my' (whose), 'walk' (what activity), 'evening' (when). Model answers above.

Q2 Statements and exclamatory sentences usually end with a falling tone. Practise the following sentences with correct intonation: 'Very well. We shall go to the king.' / 'Yes, yes, it is!' / 'Good day, kind sirs.' / 'We regret to inform you that we do not know where it is.' / 'You describe it perfectly!' / 'You shall come with me to face the King!'

SOLUTION

All the listed sentences are statements or exclamations — they end with a falling tone ↘ in English intonation.

'Very well. We shall go to the king.' ↘ — a calm, resolved statement.
'Yes, yes, it is!' ↘ — an exclamation of surprised confirmation (falling despite the exclamation).
'Good day, kind sirs.' ↘ — a greeting (declarative).
'We regret to inform you that we do not know where it is.' ↘ — a formal, polite statement.
'You describe it perfectly!' ↘ — an exclamation of astonishment.
'You shall come with me to face the King!' ↘ — a command/exclamation.

(Students should practise these sentences aloud, letting the voice drop at the end of each, and contrast with the rising ↗ tone they practised for yes/no questions.)

Answer: All six sentences use a falling tone ↘ — they are statements, commands, or exclamations, not yes/no questions. Model guidance above.

Exercise 1.21 — Let us write — Wisdom Paves the Way

Q1 Write a formal letter of complaint to the Commissioner, Municipal Corporation or Sarpanch, Gram Panchayat about the kutcha road in your colony that is in very bad condition due to heavy rains. Use the format and cues provided.

SOLUTION

12, Green Meadows Colony
Near Water Tank Road
Pune – 411 001
13 July 2026

The Commissioner
Municipal Corporation of Pune
Main Administrative Building, Shivajinagar
Pune – 411 005

Subject: Complaint regarding the deplorable condition of the kutcha road in Green Meadows Colony

Respected Sir/Ma'am,

I would like to bring to your attention the very poor condition of the kutcha road leading into Green Meadows Colony, near Water Tank Road. This road has deteriorated badly after the recent heavy rains and requires immediate attention.

The problems that we face are numerous and serious. The road is riddled with deep potholes filled with stagnant water, making movement on foot extremely dangerous. Residents have already suffered minor injuries from stumbling into these potholes in dim light. Consequently, this stagnant water has also become a breeding ground for mosquitoes, posing a public health risk. Vehicles are unable to pass easily, causing inconvenience to emergency services as well.

Firstly, I would like to suggest that the potholes be filled with gravel or tar as an immediate measure. Secondly, proper drainage channels should be constructed to prevent waterlogging after rains. I request you to look into this matter urgently and direct the concerned department to take necessary action at the earliest. I look forward to your prompt response and a swift resolution.

Yours faithfully,
Rohan Mehta
Resident, Green Meadows Colony

Answer: Model formal complaint letter above — adapt name, address, and specific details as needed.

Exercise 1.22 — Let us explore — Wisdom Paves the Way

Q1 Using the 13 steps listed in the textbook, present an enactment of the play 'Wisdom Paves the Way'. Ensure correct intonation and sentence stress.

SOLUTION

Steps for staging the play 'Wisdom Paves the Way':

1. Choose the play (already given: 'Wisdom Paves the Way').
2. Assign roles: Director, Stage Manager, Light and Sound Incharge, Props Manager, Costume Designer, Makeup Artist.
3. Hold auditions — assign roles: King of Ujjain, Ram Datt, Shiv Datt, Har Datt, Dev Datt, Merchant, two Sentries.
4. Read the script together; plan stage movements: Scene I on the road (simple backdrop), Scene II in court (rich tapestries and a throne).
5. Set a rehearsal schedule: 3–4 sessions before the performance.
6. Set design: a dusty road backdrop for Scene I, a regal court backdrop for Scene II. Props: a toy camel or illustration card, a plate of seeds.
7. Costumes: traditional Indian dress for the young men, royal attire for the King, merchant's robe.
8. Makeup to suggest age and status differences.
9. Check sound (if any) and lighting arrangements.
10. Hold a full dress rehearsal with light, sound, and costumes.
11. Promote the event through a class notice or poster.
12. Organise backstage: label props and plan entries and exits.
13. Present the play.

Intonation reminder: Rising ↗ for questions; Falling ↘ for statements and commands. Stress key words for dramatic effect (e.g., 'You must have stolen it!', 'Your reasoning is flawless.').

(This is a process guide — students carry out the actual staging.)

Answer: Model answer above — adapt as needed.

Q2 Go to the library and read stories associated with: Vikramaditya and Betal, Tenali Rama, Gopal the Jester, Panchatantra Tales.

SOLUTION

Brief notes on each to help students choose:

Vikramaditya and Betal: A series of stories in which King Vikramaditya must carry a corpse (Betal) on his back. Betal tells a story and poses a moral puzzle; if the King answers, the Betal flies back. The stories test wisdom and the courage to give a truthful answer even at personal cost.

Tenali Rama: Stories from the Vijayanagara Empire featuring the witty court jester and poet. Each story shows Rama solving a seemingly impossible problem through lateral thinking, humour, and clever wordplay.

Gopal the Jester (Gopal Bhar): Bengali folklore featuring a witty jester at the court of King Krishnachandra. Gopal uses clever tactics and humour to expose greed, vanity, and injustice among the courtiers.

Panchatantra Tales: Ancient Indian fables featuring animals as characters. Stories like 'The Lion and the Clever Rabbit' and 'The Crow and the Cobra' teach lessons about wit, friendship, and survival through cunning and wisdom.

(Students should read at least one story from each collection and prepare to discuss it in class.)

Answer: Model answer above — adapt as needed.