

# NCERT Solutions Class 8 English (Poorvi)

## Unit 1: Chapter 1 The Wit that Won Hearts

Let us do these activities before we read. (Page 1)

I. Select qualities of a person who uses wit from the box given below:

wise	serious	clever	powerful	humorous
stubborn	courageous	observant	charming	creative
punctual	confident	energetic		

Now, discuss reasons for your choice of qualities.

**Answer:** Qualities of a person who uses wit:

- Wise
- Clever
- Humorous
- Observant
- Charming
- Creative
- Confident

Discussion: Reasons for your choice of qualities:

1. Wise-A witty person often has deep understanding and uses their knowledge wisely to solve problems.
2. Clever-Wit involves quick thinking and smart responses.
3. Humorous-Wit is closely related to humour; witty people can make others laugh or smile even in tense situations.
4. Observant-Witty people notice small details that others might miss, helping them respond cleverly.
5. Charming-Witty people's words and humour can make them likable and win hearts.
6. Creative-Witty people think out-of-the-box and find unique solutions to problems.
7. Confident-It takes confidence to speak cleverly, especially in front of others.

II. Work in pairs and answer the riddles that are given below. Share the answers with your classmates and teacher.



**Answer:** 1. Words

2. Future

3. Time

4. Secret

### Discuss in Pairs (Page 2)

**Question 1. Why are qualities like humour and wit important in a person?**

**Answer:** Humour and wit help a person deal with difficult situations calmly and wisely. They make communication more engaging and help solve problems peacefully. These qualities also make a person more likable and approachable.

**Question 2. Why do you think kings and queens preferred to have witty people among their courtiers?**

**Answer:** Witty courtiers like Tenali Rama could lighten tense moments, offer clever solutions to difficult problems, and entertain the court. Their intelligence and humour were valuable in maintaining harmony and offering wise advice.

**Question 3. If you were asked to solve a disagreement between two people, what approach would you take?**

**Answer:** I would first listen to both sides patiently without judging. Then, I would try to find common ground and help them understand each other's perspectives. If needed, I would use humour or examples to ease tension and guide them toward a peaceful solution.

**Question 4. Have you ever been in a situation where a small misunderstanding led to a big problem? How was it resolved?**

**Answer:** Yes, once I misunderstood a friend's message and thought they were upset with me. I felt hurt, and we didn't talk for days. Later, when we spoke honestly, we realised it was just a simple miscommunication. Talking openly and forgiving each other helped us resolve the issue.

### Let us discuss (Page 7)

**I. Rectify the following false statements from the text.**

**Question 1. The queen insulted the king by speaking against the quality of his poem.**

**Answer:** The queen yawned due to tiredness, not to insult him.

**Question 2. Tenali Rama immediately went to the king and convinced him to talk to the queen.**

**Answer:** Tenali Rama first planned a clever strategy before acting.



**Question 3. The courtiers admired the king's poem and praised his literary talent.**

**Answer:** The courtiers avoided the king and made excuses.

**Question 4. The ministers in the court were eager to hear Tenali Rama's idea about paddy cultivation.**

**Answer:** The ministers were sceptical and mocked Tenali Rama.

**Question 5. The king never realised his mistake and continued to stay angry with the queen.**

**Answer:** The king realised his mistake and apologized.

### Let us think and reflect (Pages 7-9)

**I. Read the extracts given below and answer the questions that follow.**

1. "... 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?**

**Answer:** The queen believes that only Tenali Rama can help because he is witty, wise, and trusted by the king.

**(ii) What does the queen's statement, "If I had known this would happen, I would have chosen another day", suggest about her feelings?**

- A. She is angry at the king for overreacting.
- B. She regrets the unintended misunderstanding.
- C. She believes the poem was not worth listening to.
- D. She is worried that the king might punish her.

**Answer:** B. She regrets the unintended misunderstanding.

**(iii) How does Tenali Rama's response reflect his wisdom and problem-solving skills?**

**Answer:**

Tenali Rama's response shows his patience, wisdom, and ability to plan carefully before acting.

**(iv) Fill in the blank by choosing the correct option from those given in the brackets.**  
The king's reaction shows that he is sensitive and \_\_\_\_\_ (has a lot of faith/takes great pride) in his poetry.

**Answer:** takes great pride

2. That evening, the king approached the queen with a softened expression. "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, who had longed for this moment, 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 the following with a suitable explanation. When the king said, "I let my pride blind me", he means that \_\_\_\_\_**

**Answer:** his pride prevented him from seeing the situation clearly.

**(ii) Why does the queen say, "If you like, we can leave this quarrel behind us"?**

**Answer:** The queen says so because she wants to forgive and move on peacefully.

**(iii) Fill in the blank by choosing the correct option from those given in the brackets.**

The king acknowledges that his pride clouded his judgement, which shows \_\_\_\_\_ (intelligence and courage/maturity and self-awareness)

**Answer:** maturity and self-awareness

**(iv) State any one characteristic that the queen's response to the king's apology shows about her. -y**

**Answer:** The queen is forgiving and kind-hearted.

## **II. Answer the following questions.**

**Question 1. Why was the Vijayanagara Empire considered to be in its 'Golden Era' during Krishnadeva Raya's reign?**

**Answer:** The Vijayanagara Empire was considered to be in its 'Golden Era' during Krishnadeva Raya's reign because under Krishnadeva Raya, art, literature, and architecture flourished.

**Question 2. How did Tenali Ramakrishna gain a special place in the king's court?**

**Answer:** Tenali Ramakrishna gained a special place in the king's court through his quick wit, humour, and clever problem-solving skills.

**Question 3. How did the quarrel between the king and the queen affect the palace?**

**Answer:** The palace became dull and lifeless as the king stopped seeing the queen.

**Question 4. What strategy did Tenali Rama use to make the king realise his mistake?**

**Answer:** Tenali Rama used a humorous comparison with sowing seeds and yawning to make the king reflect on his actions.

**Question 5. What was the reaction of the courtiers when Tenali Rama introduced 'special' paddy seeds?**

**Answer:** When Tenali Rama introduced 'special' paddy seeds, the courtiers mocked him and doubted his claim.

**Question 6. How does the story conclude, and what lesson can be learnt from it?**

**Answer:** The king apologizes and peace is restored. The story teaches the value of empathy, wit, and communication.

### Let us learn (Pages 9-12)

**I. Fill in the blanks and complete the paragraph by choosing suitable expressions from the box given below.**

cast a shadow      murmur swept through the room      hush fell over  
mind raced back      stormed off      rippled through

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 1. \_\_\_\_\_, making everyone feel uncomfortable. Just as things were getting serious, she made a clever remark and laughter 2. \_\_\_\_\_ the gathering, making everyone relaxed. The person who started the argument 3. \_\_\_\_\_. Everyone disapproved of the action and a 4. \_\_\_\_\_. My 5. \_\_\_\_\_ to how my mother had saved other situations like this. Without her, such moments would have 6. \_\_\_\_\_ over the gatherings. I hope that I grow up to be as witty as my mother.

**Answer:** 1. cast a shadow

2. rippled through

3. stormed off

4. hush fell over

5. mind raced back

6. cast a shadow

**II. The writer uses words like 'roared', 'murmur' in the text to indicate the sound produced. Fill in the blanks with suitable sound words from the box given below. You may refer to a dictionary.**

murmur      sighed      mumble      gasped  
snickers      thud      groan      rattle  
roared      whispered



1. As the teacher began the riddle challenge, a \_\_\_\_\_ of excitement spread through the classroom.

2. Anaya \_\_\_\_\_ in relief—she loved riddles more than solving Mathematics problems.

3. Think carefully,' the teacher began to \_\_\_\_\_, as she wrote a riddle on the board.

4. When the question was revealed, a few students \_\_\_\_\_, realising it wasn't as easy as

they had expected.

5. Some exchanged \_\_\_\_\_, wondering if anyone at all would be able to solve it.

6. Just then, Anaya tapped her book on the desk with a small \_\_\_\_\_, deep in thought.

7. 'Ah, I see it now!' she said stretching with a \_\_\_\_\_, as if it had taken her great effort.

8. A small breeze made the windows \_\_\_\_\_, adding to the suspense of the moment.

9. 'So, what's the answer?' the students \_\_\_\_\_, their voices filled with playful enthusiasm.

10. Leaning forward with a smile, Anaya \_\_\_\_\_, "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. roared
10. whispered

III. As you have learnt, a compound word is formed when two or more words are combined to create a new word with a distinct meaning. These are of three types: closed compounds (sunlight, courtroom), hyphenated compounds (well-planned), and open compounds (paddy seeds).

**Question 1.**

Create new compound words by matching words in Column 1 with those in Column 2.

Column 1	Column 2
(i) quick	A. hall
(ii) soft	B. tempered
(iii) common	C. spoken
(iv) house	D. blue
(v) book	E. store
(vi) ill	F. sense
(vii) sky	G. witted
(viii) dance	H. hold

**Answer:**

Column 1	Column 2

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

**Question 2. Fill in the blanks with the words created in the previous question.**

Ravi was (i) \_\_\_\_\_, always speaking calmly even in arguments. He grew up in a lively (ii) \_\_\_\_\_, where he learned to handle different personalities. His friend Arun, however, was (iii) \_\_\_\_\_ and often lost his patience. Despite this, Arun admired Ravi's (iv) \_\_\_\_\_ thinking. One evening, as they passed a (v) \_\_\_\_\_, they saw some performers rushing out. Ravi noticed that one of them dropped a (vi) \_\_\_\_\_ 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) \_\_\_\_\_ round the corner." True to his nature Arun promptly said to Ravi, " It's (viii) \_\_\_\_\_ that it's not from a bakery but bookshop!" Ravi smiled and they walked on.

**Answer:** (i) soft-tempered

(ii) house hold

(iii) ill-tempered



- (iv) quick-witted
- (v) dance hall
- (vi) sky blue
- (vii) book store
- (viii) common sense

#### IV. Read the sentences from the text and their explanation given in the table below.

Sentences from the Text	Tenses	Explanation
1. If you <b>like</b> , I <b>will</b> try my best to resolve this matter.	Simple Present + Present Modal	The condition in the 'if' clause may or may not be fulfilled. The present tense refers only to a possible future action.
2. If, by chance something <b>were</b> to go wrong, our farmers <b>would</b> suffer.	Simple Past + Past Modal	The condition in the 'if' clause expresses a hypothetical or imaginary situation.
3. If I <b>had known</b> this would happen, I <b>would have chosen</b> another day.	Past Perfect + would have + Past Participle	The condition in the 'if' clause describes what the speaker would have done (differently) if the past situation had been different and it is impossible to rectify it in the present.

In sentence 1 'if you like' is the subordinate clause (if clause) and 'I will try my best to resolve this matter' is the main clause. Identify the subordinate and main clauses in sentences 2 and 3.

**Answer:** 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.

Now, match the subordinate clauses (if clauses) in Column 1 with the appropriate main clauses in Column 2 to make complete sentences.

Column 1	Column 2
(i) If I had a magic wand,	A. We will go to the theatre.
(ii) If it rains tomorrow,	B. I would sneak into the secret room.
(iii) If you had listened carefully,	C. I would give myself wings.
(iv) If you finish your homework,	D. The boys would have woken up on time.
(v) If I were invisible,	E. We will stay indoors and play board games.
(vi) If the alarm had rung,	F. You would have solved the puzzle.

Answer:

Column 1	Column 2





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

**V. Complete the following sentences appropriately with either the main clause or the subordinate clause (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, \_\_\_\_\_.

**Answer:** 1. you don't complete your homework.

2. they had left earlier.
3. You will feel tired
4. she would raise her hand.
5. She would have passed
6. I would travel the world.

**VI. Complete the following sentences. One example has been done for you.**

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, \_\_\_\_\_



**Answer:** Imaginative completions:

2. I would reduce homework and increase playtime.
3. I would fly over mountains and oceans.
4. I would make everyone happy.
5. I would have topped the class.

### Let us listen (Page 12-13)

**I. You will listen to a woman narrating a story. As you listen, fill in the blanks in the following sentences by selecting the correct options. (Refer to the NCERT Textbook Page-46 for transcript.)**

**1. The rope tying the bundle of sticks was \_\_\_\_\_.**

- (i) loose
- (ii) thick
- (iii) short

**Answer:** (i) loose

**2. The scholar is finally referred to as \_\_\_\_\_**

- (i) irritable
- (ii) mischievous
- (iii) arrogant

**Answer:** (iii) arrogant

**II. You will once again listen to the story.**

**As you listen, number the events of the story in the correct order of occurrence.**

1. The great scholar was ashamed because he did not know what to say.
2. Rama accepted the challenge thrown by the visitor.
3. Rama had a bundle tied in silk when he came to the palace.
4. The king laughed at the explanation given by Rama.
5. The visitor wanted to show his superiority over others in the palace.
6. Rama showed the work to be a bundle of sticks tied together by a rope.
7. The king wanted to know more about the work mentioned by Rama.
8. The court scholars were afraid of the king's anger.

**Answer:** Correct order:

5. → 2. → 3. → 7. → 6. → 4. → 1. → 8.

### Let us speak (Pages 13-14)

**I. While asking questions, it is important to use the appropriate tone to convey the correct meaning.**

1. Yes' or 'No' questions have a rising tone at the end.  
Are you coming home?



2. '-Wh' questions have a falling tone at the end.

When will you come home?

This rise and fall in tone is called intonation.

Now, work in pairs and mark the intonation in the questions given below.

Take turns to practise by saying them aloud with the correct intonation.

- (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:** Marking tones –

Rising intonation (↗ □) for Yes/No questions Falling intonation (↘ □) for Wh- questions

- (i) Is this your cat? ↗ □
- (if) What is the name of your cat? ↘ □
- (iff) Will you be going to your village? ↗ □
- (iv) Why are you going to your village? ↘ □
- (y) 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? ↘ □

**II. 'What', 'Why', 'When', 'How', 'Where', and 'Who' are the words used to ask questions. These words are called question words. Let us use these words and make some questions.**

**While making questions, remember the correct word order.**

- Who is the cleverest character in the story? (Correct)
- Who the cleverest character is in the story? (Incorrect)

Work in pairs and take turns to ask and answer questions about a trip that you are planning. Remember to use the correct intonation while asking these questions.

Here are some prompts for you.

- The destination (Where...)
- Purpose (Why...)

- Mode of transport (How...)
- Duration (When...)
- Travel companions (Who...)
- Activities (What...)

**Answer:** (Sample prompts for practice in pairs – answers will vary.)

About a trip:

- Where are you going?
- Why are you going there?
- How will you go there?
- When will you leave?
- Who is going with you?
- What will you do there?

**Now, work in pairs and take turns to ask and answer the questions about witty characters in folktales or stories you have read. Use the correct intonation while asking questions.**

**For example:** Your favourite character in the folktale (Who...?)

Who is your favourite character in the folktale?

1. The name of the witty character (Who...?)
2. The reason for her/his wit being important in the story (Why...?)
3. The most famous trick or clever idea she/he used (What...?)
4. The time/period or setting of the folktale/ story (When...?)
5. The way she/he used her/his intelligence to solve a problem (How...?)
6. The location where the story takes place (Where...?)

**Answer:** 1. Who is the witty character in the story?

2. Why is their wit important in the story?
3. What is the most famous clever idea they used?
4. When does the story take place?
5. How did she/he use her/his intelligence to solve a problem?
6. Where does the story take place?

### Let us write (Pages 15-16)

A narrative essay is written on a personal experience or an imagined experience.



**I. Read the narrative essay given below.**

A Lesson in Responsibility

One bright Monday morning, I woke up to the sounds of birds chirping loudly. For once, I wasn't late for school. My uniform was neatly laid out, and my homework was already packed in my bag. I felt proud of myself for being so organised. But little did I know, the day would still teach me an important lesson.

During the morning assembly, our teacher, Mrs. Rao, announced a surprise Science quiz. My heart skipped a beat. I had studied the chapter a week ago, but I had forgotten to revise it over the weekend. As I sat at my desk with the question paper in front of me, I froze. The questions looked familiar, yet I couldn't recall the answers clearly. I tried my best to focus, but it wasn't enough. Later, when the results were announced, I scored much lower than I expected. Disappointed, I spoke to Mrs. Rao after the class. She smiled and said, "It's not about how much you know but how consistently you prepare. Small efforts add up every day."

Her words stayed with me. From that day on, I made it a habit to revise my lessons regularly, even if there wasn't an immediate test. Responsibility isn't just about being on time or finishing tasks—it's about being ready for what's unexpected.

Now, work in pairs and check (✓) if the following features are present in the narrative essay.

### 1. Introduction

- The essay begins with a clear and engaging opening.
- The introduction sets the context for the narrative.
- The central idea or purpose is clear.

### 2. Body of the essay

- Events are narrated in a logical sequence.
- Descriptive details are used.
- Characters and settings are clearly described.
- The narrator's emotions or thoughts are shared.
- The essay includes a challenge or a problem or a turning point.

### 3. Conclusion

- The essay ends with an outcome.
- A lesson or a message is clearly stated.

### 4. Writing Style

- The tone is personal and engaging.
- First person narration is used (for example, 'my').



## 5. Language

- The essay uses simple and clear language.
- Grammar, punctuation, and spellings are correctly used.

Note: A narrative essay focuses on sharing a personal experience to convey a specific lesson, a reflection, or an idea. It has an introduction, a body, and a conclusion.

**Answer:** All the mentioned features are present in the given narrative essay.

Now, write a narrative essay based on any one of the situations given below.

- The Day I Learnt the Value of Teamwork
- A Small Act of Kindness that Made a Difference

**Answer:** Hints to write Narrative Essay

### 1. The Day I Learnt the Value of Teamwork

Write about a time when working with others helped you succeed at something.

### 2. A Small Act of Kindness that Made a Difference

Describe an incident where your kindness or someone else's made someone feel better. (Note: This is a writing task – let me know if you want sample essays for either prompt.)

**Let us explore (Page 16)**

**I. Limericks are poems in five lines that have a twist in the last line. Read and enjoy the following limericks and create one on your own.**

Raju flew his kite in the sky so wide,  
It soared with grace, full of pride.  
But a crow came along,  
Singing its song,  
And now it's the crow on a joyride!

**Answer:** There once was a fox so sly,  
Who'd steal food without a tiy.  
He'd sneak through the night,  
Out of everyone's sight,  
Till one day he tripped on a pie!

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

**Answer:** Do it yourself.



**III. You must have read stories of wit, humour, and wisdom in your own language or English. Make a list of these stories that you have read on a chart paper. Each student should read at least one new story from the list.**

**Answer:** Make a classroom chart listing stories like:

- Tenali Rama tales
- Akbar and Birbal
- Mulla Nasruddin stories
- Panchatantra tales
- Aesop's Fables



# NCERT Solutions Class 6 English (Poorvi)

## Unit 1: Chapter 2 A Concrete Example

Let us do these activities before we read (Page 17)

I. Read the names of items you usually find in a garden and write their names against each picture given below.

garden hose, sapling, hedge, flower beds, flower pot, pebbles, rockery, fence, vine,  
wheelbarrow



**Answer:**



**II. Work in groups of four. What kind of garden would you like to have? Mention the features that you can include and the reasons for your choice. Share your answers with your classmates and teacher.**

**Answer:** Sample Answer:

I would like to have a butterfly garden filled with colourful flowers such as marigolds, sunflowers, and lavender. I would also include a small fountain, benches, and a path made of pebbles. The garden would be enclosed with a wooden fence and decorated with stone sculptures. I love this type of garden because it would attract butterflies and birds, making the space lively and peaceful. It would be a perfect place to relax and enjoy nature.

**III. Read the title of the poem. What comes to your mind when you read the word 'concrete'? Does it have more than one meaning? Share your answers with your classmates and teacher.**

**Answer:** Sample Answer:

When I hear the word 'concrete', I think of hard grey cement or building material. But the word can also mean something I'm clear and real, like a 'concrete example' in language. Yes, the word has more than one meaning: Literal meaning: Cement or stone (like in Mrs. Jones' garden).

Figurative meaning: Something specific, real, or definite (as in a clear example). This double meaning is a play on words or pun, which makes the poem's title interesting.

**Let us discuss (Pages 19-20)**

**I. Complete the following summary with exact words from the poem. One example has been done for you. Share your answers with your classmates and teacher.**

The poem describes Mrs. Jones, the speaker's next-door neighbour, who has a unique garden filed 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.

**Answer:** 1. stones

2. path

3. device

4. delicate

5. pin

6. flower

7. lovely

8. standing

## II. Select the correct option to fill in the blanks for the following sentences.

**Question 1.** The tone of the poem is \_\_\_\_\_

(i) mocking

(ii) humorous

(iii) mournful

(iv) amusing

(v) light-hearted

A. (i), (ii), and (iii)

B. (i), (ii), and (v)

C. (ii), (iii), and (iv)

D. (ii), (iv), and (v)

**Answer:** D. (ii), (iv), and (v)

**Question 2.** The speaker in the poem is

(i) Mrs. Jones

(ii) the poet

(iii) a gardener

(iv) a child

**Answer:** the poet

**Question 3.** The rhyme scheme of the poem is

(i) AABCC

(ii) ABABCC

(iii) AABCAC

(iv) ABBACC

**Answer:** (i) AABCC

**III. Complete the following sentences by choosing the correct answer given in the brackets.**

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)

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

**IV. Pick examples of alliteration from the poem.**

**Answer:** puts plants, flower for quite a quarter

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

**Answer:** My next-door neighbour, Mrs. Jones.

**VI. Irony is a literary device that emphasises the difference between what is expected and what actually happens. It often involves a situation where the outcome is the opposite of what is expected, creating a surprising or a humorous effect. For example, Mrs. Jones' excitement about her garden contrasts with the speaker's disappointment on how ordinary it is. Identify the line(s) from the poem that display(s) situational irony.**

**Answer** "You're standing on it," she replied.

**VII. Complete the following sentences appropriately.**

1. The word 'concrete' can refer to \_\_\_\_\_ in Mrs. Jones' garden.

**Answer:** the stones and hard surfaces

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

**Answer:** clear or fixed

**VIII. The title 'A Concrete Example' carries both literal and symbolic (metaphorical) meaning. Such word play is called a pun. A pun is a figure of speech that uses words with multiple meanings or words that sound alike but have different meanings, creating a humorous effect.**

**I tried arguing with my pencil but it kept making sharp points, (suggests the idea of an actual sharp pencil point and strong argument points)**

**Answer:** Literal: Garden made of concrete/stones

**My pencil and I had a disagreement but we finally got to the point, (refers to solving an argument and the pencil's tip)**

**Answer:** Metaphorical: Clear example of Mrs. Jones' strange gardening style



## Let us think and reflect (Pages 20-21)

### I. Read the extracts given below and answer the questions that follow.

1. My next-door neighbour, Mrs. Jones,  
has got a garden full of stones:  
A crazy path, a lily pond, a rockery and,  
just beyond A sundial with a strange device,  
which Mrs. Jones thinks rather nice.



(i) What can be inferred about Mrs. Jones's taste in gardening from the description of her garden being 'full of stones'?

**Answer:** She prefers minimalism and unusual garden design.

(ii) Identify whether the following statement is true or false.

The garden serves as a means to reveal more about Mrs. Jones herself.

**Answer:** True

(iii) What does the poet mean by 'crazy path'?

**Answer:** By the term 'crazy path' the poet means a path with an odd or irregular arrangement.

(iv) What does the sundial with a 'strange device' suggest about Mrs. Jones' personality?

- A. She has a fascination with unusual items.
- B. She prefers traditional garden decorations.
- C. She is uninterested in her garden's appearance.
- D. She likes modern and expensive items.

**Answer:** A. She has a fascination with unusual items.

### II. Answer the following questions.

**Question 1.** How does Mrs. Jones feel about her garden? Support your answer with evidence from the poem.

**Answer:** Mrs. Jones takes pride in her unique garden. She sees beauty in its tiny elements.

**Question 2.** Why do you think the speaker describes the plants as being so small that they could be planted with a pin?

**Answer:** The speaker describes the plants as being so small that they could be planted with a pin because they are so small and delicate.





**Question 3.** What do we get to know about Mrs. Jones—based on her gardening style and her interaction with the speaker?

**Answer:** Based on her gardening style and her interaction with the speaker, it is obvious that Mrs. Jones is detail- oriented, eccentric, and values things that others may overlook.

**Question 4. The poem portrays Mrs. Jones in a positive light. Support this statement.**

**Answer:** Yes, she is shown as someone with a strong taste and passion for gardening. Gardening encourages planting trees.

**Question 5. What does the poem tell us about the way people think differently about the world around them?**

**Answer:** People find beauty in different things; it encourages respecting varied views.

### Let us learn (Pages 21-23)

**I. Select the appropriate word from the brackets that correctly replaces the underlined word in the sentences from the text.**

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)

**Answer:** 1. Strange → peculiar

2. Nice → charming

3. Delicate → fragile

4. Cried → exclaimed

**II. The 'sundial' is referred to as a 'device' in the poem. Work in pairs to infer the meaning of 'device'. Share your thoughts with your classmates and teacher.**

**Answer:** The word 'device' means a piece of equipment that has been designed to do a particular work.

**Now, match the type of instruments in Column 1 with their definitions in Column 2.**

**Column 3 shows one example of each type of instrument. Add more examples in Column 3.**

Column 1	Column 2	Column 3
1. implement	(i) something that is electrical and is used to do work in the house	spade, knife
2. tool	(ii) something small that is mechanical or electronic	hammer
3. equipment	(iii) something that works on being moved by hand	cricket bat, helmet, batting gloves, etc.
4. appliance	(iv) a set of necessary items for a particular purpose	mixer grinder
5. gadget	(v) something used by hand to make or repair	mobile phone, laptop

**Answer:**



Column 1	Column 2	Column 3
1. implement	(iii) something that works on being moved by hand	spade, knife, scissors
2. tool	(v) something used by hand to make or repair	hammer, saw
3. equipment	(iv) a set of necessary items for a particular purpose	cricket bat, helmet, batting gloves, seat belt
4. appliance	(i) something that is electrical and is used to do work in the house	mixer grinder, microwave, toaster
5. gadget	(ii) something small that is mechanical or electronic	mobile phone, laptop, remote control

**III. Complete the table by making new words in Column 1 using the hints given in Column 2. Replace the first letter of the given word to create new words. One example has been done for you.**

1.	Column 1	Column 2
	nice	
	(i) dice	cut into small pieces
	(ii)	grain that we cook
	(iii)	plural of mouse
	(iv)	bad habit

**Answer:** (i) dice

(ii) rice

(iii) mice

(iv) vice

2.

Column 1	Column 2
soil	
(i)	heat something
(ii)	work very hard
(iii)	length of wire in a circle
(iv)	sheets to wrap food items

**Answer:** (i) boil

(ii) toil

(iii) coil

(iv) foil

**Let us listen (Pages 23-24)**

I. You will listen to a presentation about the wonderful Rock Garden of Chandigarh. As you listen, answer the following questions using one to three exact words from the presentation. (Refer to the NCERT Textbook Page 47 for transcript.)



**Question 1. Where was Nek Chand's Rock Garden featured?**

**Answer:** Indian postage stamp

**Question 2. What kind of sculptures does the Rock Garden have?**

**Answer:** colourful sculptures

**Question 3. How is the Rock Garden divided?**

**Answer:** three distinct phases

**Question 4. Name any one thing that has been transformed into a piece of art in the Rock Garden.**

**Answer:** toilet pots (Other valid answers could be: terracotta pots, light fixtures)

**Question 5. Approximately, how many statues border the Rock Garden?**

**Answer:** 5,000 statues

### Let us speak (Page 23)

**I. The speaker of the poem might have felt sorry for stepping on Mrs. Jones' flower. When we make a mistake, we must express regret and apologise for our actions.**

**Question 1. When we apologise to a friend or a family member, we use informal language.**

Take turns to apologise for the following situations and respond to the apology,

- (i) You have eaten your brother's share of sweets.
- (ii) You have broken your sister's flower craft.
- (iii) You accidentally spilled ink on your mother's important documents.
- (iv) You forgot to bring your friend's notebook to the school after borrowing it.

You may use the following phrases given below.

Phrases for Apology	Phrases to Respond to Apology
• I'm sorry about...	• That's alright.
• I'm really sorry...	• It's no big deal.
• Please forgive me for...	• No problem.
• Sorry, I didn't mean to...	• These things happen.

**Answer: (i) Apology:** I'm really sorry, I ate your share of sweets. I didn't mean to hurt your emotions!

**Response:** That's alright. These things happen.

**(ii) Apology:** Please forgive me for breaking your flower craft. I didn't do it on purpose.

**Response:** It's no big deal. I can make another one.

**(iii) Apology:** Sorry, I didn't mean to spill ink on your documents, it happened accidentally, Mom. I'm really very sorry!

**Response:** These things happen. Just be careful next time.

**(iv) Apology:** I'm sorry for forgetting your notebook. Ill bring it tomorrow for sure!

**Response:** No problem. Just don't forget it again!



**Question 2. When we apologise to someone in authority like a Principal or a teacher in a formal setting, we use formal language. Work in pairs and take turns to apologise for the following situations and respond to the apology.**

- (i) You did not bring an assignment that was due for submission.
- (ii) You were late to school for the past three days and had to meet the Principal.
- (iii) You did not submit your project work and were asked to explain.

You may use the following phrases given below.

Phrases for Apology	Phrases to Respond to Apology
<ul style="list-style-type: none"><li>• I'm extremely sorry for... I promise it won't happen again.</li></ul>	<ul style="list-style-type: none"><li>• I accept your apology. Please ensure you...</li></ul>
<ul style="list-style-type: none"><li>• I owe you an apology for... I'll do my best not to repeat it.</li></ul>	<ul style="list-style-type: none"><li>• I appreciate you saying this, but...</li></ul>
<ul style="list-style-type: none"><li>• I really regret... I assure you that this will never happen again.</li></ul>	<ul style="list-style-type: none"><li>• I'm glad you realised your mistake...</li></ul>

**Answer: (i) Apology:** I'm extremely sorry for not bringing the assignment that was due today. I really regret my mistake.

**Response:** I accept your apology. Please ensure you submit it tomorrow without fail.

**(ii) Apology:** I owe you an apology for being late to school for the past three days. I assure you that this will never happen again.

**Response:** I appreciate you saying this, but please make sure you are on time going forward.

**(iii) Apology:** I really regret not submitting my project work on time. I promise it won't happen again.

**Response:** I'm glad you realised your mistake. Make sure to meet the next deadline.

**Let us write (Page 25)**

**You are a member of the Nature Club of your school. Draft a notice informing the students of Grades 6-8 about the inauguration of the Herb Garden.**



### Points to remember:

- Mention the purpose of writing, date, time, venue, and any other relevant information— whom to contact, when, and where.
- Use formal language in the third person form.
- Write the notice in a box.

NAME OF THE ORGANISATION	
NOTICE	
Date	
	Title
	(Body of the notice)
Name	
Signature	
Class	

### Answer:

#### GREENFIELD PUBLIC SCHOOL NATURE CLUB NOTICE

16th May 2025

Inauguration of the School 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 new Herb Garden. The event aims to encourage awareness of herbal plants and sustainable gardening.

Date: 20th May 2025

Time: 10:30 a.m.

Venue: School Backyard (behind the science block)

Students interested in volunteering or participating in plantation activities are requested to contact Mrs. Anita Sharma (Science Department) by 18th May during school hours. All students of Grades 6 to 8 are invited to witness the inauguration and learn about the



usefulness of herbs like tulsi, mint, aloe vera, and more.

Let's grow green and learn together!

Priya Mehta

(Member of the Nature Club)

Class 8-B

### Let us explore (Pages 25-26)

**I. Amrit Udyan is a garden spread over an expanse of 15 acres around Rashtrapati Bhavan in New Delhi. It has multiple attractions that include a specially curated garden for children called Bal Vatika, a treehouse, nature's classroom, etc. It also has the Bonsai, Herbal-I, Herbal-II, Tactile Garden, Arogya Vanam, and Circular Gardens with a diverse variety of flora and fauna.**



Now, find out about popular gardens in your region and share with your classmates and teacher.

**Answer:** Popular Garden in My Region

Name of the Garden: Lalbagh Botanical Garden

Location: Bengaluru, Karnataka

#### Key Attractions:

- Spread over 240 acres in the heart of the city
- Houses over 1,800 species of plants, trees, and herbs
- Glass House inspired by London's Crystal Palace, used for flower shows
- Lake, fountain, and ancient trees that are over 100 years old
- A rock formation believed to be more than 3,000 million years old

#### Children's Attractions:

- Open spaces to play
- A walking path and informative boards for plant education
- Beautiful flower arrangements during annual flower shows

#### Educational Value:

- Excellent for school field trips and nature studies
- Promotes awareness about biodiversity and plant conservation

**You can also choose these gardens if you are in different cities:**

- Sanjay Gandhi Botanical Garden, Patna
- Hanging Gardens, Mumbai
- Mughal Gardens, Srinagar
- Eden Gardens, Kolkata (historical park, not the stadium)
- Nehru Zoological Park and Gardens, Hyderabad

**II. A herbarium is a collection of plant samples preserved for long-term study, usually in the form of dried and pressed plants mounted on paper.**

Now, collect some fallen flowers and leaves from your neighbourhood.

Place them in folds of a newspaper carefully and put a pile of books on them. After one week, take them out and use them to make a card, wall hanging or any other artwork. A sample has been given for your reference.



**Answer:** My Herbarium Activity

I collected some fallen flowers and leaves from my neighbourhood garden and nearby park. The types of leaves and flowers I picked up included: Gulmohar leaf, Hibiscus flower, Mango leaf, Bougainvillea petal and Neem leaf.

**Steps I followed:**

- I carefully placed each flower and leaf between the folds of newspaper.
- I put a pile of heavy books on top to press them.
- I left them untouched for one week.

How I used them: After a week, I took out the dried plant samples and used them to make a handmade greeting card for Teacher's Day.

- I glued the pressed hibiscus and bougain-villaea petals on the front.
- I used the mango leaf as a border.
- I decorated it with a handwritten message: "Thank You for Helping Me Grow!"

**What I learned:**

- I learned how to preserve plant samples carefully.
- I realised how nature can be used in art.

- This activity helped me understand the meaning of a herbarium and appreciate the beauty of dried flowers and leaves.

**Answer:** Do it yourself.

# NCERT Solutions Class 6 English (Poorvi)

## Unit 1: Chapter 3 Wisdom Paves the Way

Let us do these activities before we read. (Page 27)

**I. Why do we seek advice of the elderly in our family? Share your thoughts with your classmates and teacher.**

**Answer:** We seek advice of the elderly in our family because they have life experience and wisdom that helps them make better decisions.

**II. Knowledge is about learning facts and information, while wisdom is about using that knowledge with good judgement.**

Work in pairs. Read the following situations and classify each one as either 'knowledge' or 'wisdom'. One example has been done for you.

1. Riya's understanding of plant care helped her grow a healthy vegetable garden in her backyard.
2. Mr. Kumar values time with family over chasing wealth.
3. Karuna's expertise in computer programming helped her develop a successful app.
4. Rohan understood the value of time management and created a timetable to complete his assignments systematically.
5. Ramesh chose to forgive his friend for a misunderstanding.
6. Ms. Vijayanthi delivered a lecture on Indian Classical music at the cultural festival.

Knowledge	Wisdom
1.	

**Answer:**

Situations	Knowledge/Wisdom
1. Riya's understanding of plant care helped her grow a healthy vegetable garden in her backyard.	Knowledge



2. Mr. Kumar values time with family over chasing wealth.	Wisdom
3. Karuna's expertise in computer programming helped her develop a successful app.	Knowledge
4. Rohan understood the value of time management and created a timetable to complete his assignments systematically.	Wisdom
5. Ramesh chose to forgive his friend for a misunderstanding.	Wisdom
6. Ms. Vijayanthi delivered a lecture on Indian Classical music at the cultural festival.	Knowledge

**III. Observe the picture carefully. What do you think might have happened? Share your answers with your classmates and teacher.**



**Answer:** I think the man has lost something, may be an animal, and he is not able to find his animal. He approaches a house and finds some women standing outside the house. The man enquires about his animal and wants to find out where his animal is. From the picture it appears that the three local women are not able to help the man. Because of the commotion caused, a cat and a monkey are watching the scene.

### Let us discuss (Page 32)

**I. Complete the following sentences with suitable reasons. One example has been done for you. Share your answers with your classmates and teacher.**

1. 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? The poor creature has been unwell for two weeks now. 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 \_\_\_\_\_.

- Answer:**
2. they all hoped to get employed by the King.
  3. he. had seen the fresh camel tracks on the road.
  4. the merchant was running fast and seemed worried.
  5. Dev Datt correctly guessed that the camel had stomach pain.
  6. Dev Datt had nothing to fear and was ready to face the King.

### Let us discuss. (Pages 36-37)

**I. Arrange the following events in order of their occurrence from Scene II of the play. One example has been, done for you. Share your answers with your classmates and teacher.**

1. The King makes the four young men his advisers, impressed by their skills. (8)
2. Ram Datt explains how he infers from the tracks that the camel is lame.
3. The King asks the merchant to clearly state his accusation.
4. The King praises the young men for their observations and dismisses the merchant's accusation.
5. 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.
6. Dev Datt explains his observation about the camel's pain and careful movement.
7. Har Datt clarifies how he knew that the camel has a short tail.
8. The merchant accuses the four men of knowing a lot about his missing camel.

- Answer:**
1. The merchant accuses the four men of knowing a lot about his missing camel.
  2. The King asks the merchant to clearly state his accusation.
  3. Ram Datt explains how he infers from the tracks that the camel is lame.
  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.

5. Har Datt clarifies how he knew that the camel has a short tail.

6. Dev Datt explains his observation about the camel's pain and careful movement.

7. The King praises the young men for their observations and dismisses the merchant's accusation.

8. The King makes the four young men his advisers, impressed by their skills.

### Let us think and reflect (Pages 37-39)

#### I. Read the given extracts and answer the questions that follow.

1. Dev Datt: 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.

Ram Datt: If only we could secure an audience with the King of Ujjain.

I am confident he would recognise our talents and appoint us to his service.

Shiv Datt: I share your belief.

Dev Datt: Indeed, we ought to be united in this hope. That is why we press on towards Ujjain.

Har Datt: (Pausing thoughtfully) Gaining an audience with the King is no simple task. We need to devise a strategy.

#### (i) Identify the false statement from the two given below 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.

**Answer:** False Statement – A.

Dev Datt believes that finding employment is a long journey.

#### (ii) What does Ram Datt's confidence in gaining the King's recognition tell us about him?

**Answer:** Ram Datt's confidence in gaining the King's recognition tells us that he is confident and optimistic, showing self-belief.

#### (iii) Complete the sentence given below with the correct option from those given.

In the line, 'That's why we press on towards Ujjain', the phrase 'press on' refers to

\_\_\_\_\_

A. walking with heavy steps

B. moving forward with determination

C. slowing down frequently for rest

D. stopping briefly to save time

**Answer:** B. moving forward with determination

#### (iv) Har Datt says, "We need to devise a strategy." What can be inferred about Har Datt's character from his statement?

- A. He is doubtful of their abilities and wants to give up.
- B. He is eager to rush into the palace without preparation.
- C. He is cautious and thoughtful, preferring to plan ahead.
- D. He relies on others to make decisions for the group.

**Answer:** C. He is cautious and thoughtful, preferring to plan ahead.

## 2. King: (To the four men)

You have demonstrated remarkable intelligence and the ability to see beyond the obvious. Such minds are rare and highly valued in my court. I extend to you the honour of becoming my advisers. Your counsel shall guide my decisions, and your wisdom shall be a beacon for my kingdom. What do you say to my offer?

Ram Datt: (Stepping forward) Your Highness, it is an honour we had not dared to dream of.



### (i) Select the option that is true for both Assertion (A) and Reason (R).

(A): The merchant left the court feeling humbled and ashamed.

(R): The King commanded that the four wise men join his court.

- A. Both (A) and (R) are true, and (R) is the correct explanation of (A).
- B. Both (A) and (R) are true, but (R) is not the correct explanation of (A).
- C. (A) is true, but (R) is false.
- D. (A) is false, but (R) is true.

**Answer:** A. Both (A) and (R) are true, and (R) is the correct explanation of (A).

### (ii) Complete the following sentence by choosing the correct option.

The line, 'See beyond the obvious' means that the men had the ability to \_\_\_\_\_

- A. challenge common beliefs with reasoning
- B. interpret information in traditional ways
- C. notice details that others might overlook
- D. predict what is going to happen in the future

**Answer:** C. notice details that others might overlook

### (iii) Complete the following sentence with a suitable reason.

Ram Datt described the King's offer as 'an honour we had not dared to dream of because \_\_\_\_\_

**Answer:** he had never imagined such honour from the King.

### (iv) How does the King's offer to the four men reflect his values as a ruler?

**Answer:** The King's offer shows that he values observation, intelligence, and justice.



## II. Answer the following questions.

**Question 1. What does the dusty road leading to Ujjain tell us about the challenges of the young men's journey?**

**Answer:** The dusty road leading to Ujjain tells us that how difficult and long their journey has been.

**Question 2. Why did the merchant become suspicious of the four men? What does this tell us about him?**

**Answer:** The merchant became suspicious because the men described his camel so accurately without seeing it. It tells us that the merchant was unable to judge the four men rightly.

**Question 3. How do the four young men's observations about the camel serve as a turning point in the play?**

**Answer:** The four young men's observations about the camel help them prove their intelligence and gain the King's trust.

**Question 4. Why did the King believe the four young men and not the merchant?**

**Answer:** The King believed the four men because their logic was clear and truthful.

**Question 5. How does the capability of the four young men make them suitable to become advisors?**

**Answer:** The four young men's reasoning, attention to detail, and honesty make them good advisers.

**Question 6. Why does the merchant feel ashamed for accusing the four young men of stealing his camel? Explain in your own words.**

**Answer:** The merchant feels ashamed because he falsely accused the innocent, wise men.

### Let us learn (Pages 39-42)

**Complete the sentences by Ailing in the noun form of the textual words given in the brackets.**

1. Some word games need a lot of thought and \_\_\_\_\_ (deduce)
2. We need to make close \_\_\_\_\_ of animals in order 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)

**Answer:** 1. deduction

2. observation



3. scrutiny
4. accusation
5. recognition

**II. Match the expressions in Column 1 with their meanings in Column 2.**

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

**Answer:**



Column 1	Column 2
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

**Now, make sentences using any five of the expressions from Column 1.**

**Answer:** 1. with all our hearts: We sang the national anthem with all our hearts.  
 2. to be precise: There were many students present in the assembly hall, 70 to be precise.  
 3. gain an audience with: The new online course aimed to gain an audience by offering practical, real-world applications.  
 4. catch his breath: After the race, he sat down to catch his breath.  
 5. erupts in applause: When the winner was announced, the crowd erupts in applause.  
 6. grand scheme of things: I was disappointed not to get the job, but it is not that important

in the grand scheme of things.

7. taken aback: The audience was taken aback by the unexpected announcement.

8. more than meets the eye: That simple question was more than meets the eye; it was a carefully crafted trap.

**III. Match the different meanings of 'face' and 'bear' with the correct usage in the sentences given in the table below, (n. stands for the word noun and v. stands for the word verb.)**

Words	Meanings	Sentences
face	1. (n.) the front part of a person's head from the forehead to the chin	(i) Ravi turned to face his father, when he was called.
	2. (v..) to be positioned with the face or front towards	(ii) The face of the clock was painted red and blue.
	3. (v.) to deal with a difficult task or situation	(iii) She has a round, smiling face.
	4. (n.) the front or surface of a thing	(iv) We should be ready to face life's challenges.
bear	1. (v.) tolerate	(i) The trees that I planted in my garden took a lone time to bear fruit.



2. (v.) accept	(ii) I spotted a bear on a wildlife safari.
3. (n.) a large, heavy mammal	(iii) Riva agreed to bear the responsibilities with confidence.
4. (v.) produce; give birth to	(iv) I can't bear the sound of vehicles honking.

**Answer:** Face: 1. (iii) 2. (i) 3. (iv) 4. (ii)

Bear: 1. (iv) 2. (iii) 3. (ii) 4. (i)

**IV. Match the highlighted words in the sentences in Column 1 with the functions they express in Column 2.**

Column 1	Column 2
1. I will gladly pay your fee if you can cure it.	(i) expression of disbelief
2. You must have stolen it and sold it off.	(ii) imagined (hypothetical) possibility
3. You shall come with me to face the King!	(iii) moral obligation or advice



4. How could you possibly know that?	(iv) challenge
5. I am confident he would recognise our talents and appoint us to his service.	(v) logical conclusion
6. A camel with a long tail would have fended off these pests with ease.	(vi) wish or hope
7. They may tell us more than meets the eye.	(vii) necessity
8. May your wisdom shine upon Ujjain and guide us to prosperity.	(viii) prediction
9. Indeed, we ought to be united in this hope.	(ix) willingness
10. We need to devise a strategy.	(x) command
11. You speak of my camel as if it stood before you, yet you dare to claim not to have seen it!	(xi) possibility

**Answer:**

Column 1	Column 2

1. I will gladly pay your fee if you can cure it.	(viii) prediction
2. You must have stolen it and sold it off.	(vii) necessity
3. You shall come with me to face the King!	(x) command
4. How could you possibly know that?	(iv) challenge
5. I am confident he would recognise our talents and appoint us to his service.	(v) logical conclusion
6. A camel with a long tail would have fended off these pests with ease.	(ii) imagined (hypothetical) possibility
7. They may tell us more than meets the eye.	(xi) possibility
8. May your wisdom shine upon Ujjain and guide us to prosperity.	(vi) wish or hope
9. Indeed, we ought to be united in this hope.	(iii) moral obligation or advice

10. We need to devise a strategy.	(ix) willingness
11. You speak of my camel as if it stood before you, yet you dare to claim not to have seen it!	(i) expression of disbelief

**V. Complete the following story with modal verbs in the box given below by using the clues from the functions given within brackets.**

may might must could should need to can

An old man, known for his wisdom, lived in a small village. One day, a young boy asked him, "How 1. \_\_\_\_\_ (ability) I become wise like you?" The old man smiled and said, "Wisdom 2. \_\_\_\_\_ (necessity) be earned through patience. You 3. \_\_\_\_\_ (suggestion) listen, more than you speak." The boy thought for a while and replied, "It 4. \_\_\_\_\_ (weak possibility) take years, but I'll try." The old man nodded. "You 5. \_\_\_\_\_ (obligation) learn from your mistakes too. Wisdom 6. \_\_\_\_\_ (possibility) come slowly, but it always arrives for those who seek it." The boy knew he 7. \_\_\_\_\_ (ability) become wise if he followed the old man's advice.

**Answer:** 1. can

2. must

3. should

4. might

5. need to

6. may

7. could

**VI. Rewrite the following sentences using appropriate modal verbs.**

You may take clues from the highlighted words. One example has been done for you.

1. It is advisable for you to think before you speak.

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, even when they disagree with you.

5. It is not allowed to interrupt when someone else is speaking.

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

**Let us listen (Page 42)**

1. You will listen to four people sharing their thoughts on why they enjoy witty characters in stories. As you listen, match statements 1–6 given below to the speakers (i)–(iv). There are two statements you do not need. (Transcript for teacher on page 48)

Speaker (i): I love witty characters because they make serious situations funny! Even when things seem tense, they always have a clever response. Such characters never panic, think fast, and solve problems in the smartest way. I wish I could think that quickly!

Speaker (ii): Witty characters are the best because they make stories exciting. I especially like how they turn ordinary moments into something memorable. It makes me feel like intelligence and humour are just as powerful as strength.

Speaker (iii): I enjoy witty characters because they always have an answer for everything! They use humour instead of fighting, and that’s really wonderful. Even in folktales, they prove that smart thinking can win over force. It makes me laugh but also teaches me to stay calm in tricky situations.

Speaker (iv): Witty characters add charm to a story. Their intelligence keeps the reader engaged, and their humour makes learning fun. Whether it’s a folktale or a modern one, a clever character always stands out. I often feel that wit and wisdom go hand-in-hand!

Statements	Speaker  No.
1. Witty characters prove that cleverness is as powerful as strength.	
2. Witty characters show us ways to make learning enjoyable.	
3. Witty characters in a story keep the reader involved.	
4. Witty characters teach me that tricky situations can be managed calmly.	
5. Witty characters add excitement to a story by their extraordinary deeds.	
6. Witty characters can deactivate tense situations with their cleverness.	

**Answer:** 1. (ii)

2. (iv)

3. (iv)

4. (iii)

5. (ii)

6. (i)

### Let us speak (Page 43)

**I. The way in which a word is stressed in a sentence can change its meaning.**

**Read the following examples.**

1. Look there, friends.	(look, not go or do some other action)
2. Look <b>there</b> , friends.	(look there, not here or somewhere else)
3. Look there, <b>friends</b> .	(is addressing the friends and not anybody else around)

Now, work in pairs. Take turns to say the following sentences aloud by stressing on the highlighted words. Share the meanings of the sentences with each other and teacher.

**I take my dog for a walk in the evening.**

**Answer:** Emphasizes that you, not someone else, take the dog for a walk.

**I take my dog for a walk in the evening.**

**Answer:** Emphasizes the action of taking (not feeding, not playing, etc.).

**I take my dog for a walk in the evening.**

**Answer:** Emphasizes that it's your dog, not someone else's.

**I take my dog for a walk in the evening.**

**Answer:** Emphasizes the type of activity—a walk, not a run or drive.

**I take my dog for a walk in the evening.**

**Answer:** Emphasizes the time of the walk—not morning or afternoon.

**II. Statements and exclamatory sentences usually end with a falling tone. Listen to the teacher read these sentences aloud and repeat it with the correct intonation.**

Very well. We shall go to the king.

Yes, yes, it is!

**Answer:** Falling tone at the end: calm and assured.

Yes, yes, it is!

**Answer:** Falling tone on "is!" to show strong confirmation or excitement.

Now, practise by saying the following sentences with the correct intonation.  
Good day, kind Sirs.

**Answer:** Falling tone to indicate politeness in greeting.

We regret to inform you that we do not know where it is.

**Answer:** Falling tone to convey finality and seriousness.

You describe it perfectly!

**Answer:** Falling tone to express strong appreciation or surprise.

You shall come with me to face the King!

**Answer:** Falling tone to command with authority.

**Let Us Write (Page 44)**

**I. You have observed that the kutchra road leading to your colony is in a very bad condition due to heavy rains. The potholes are dangerous for people and can lead to accidents. They also serve as a breeding ground for mosquitoes as there is stagnant water all around.**

Write a letter of complaint to the Commissioner, Municipal Corporation or the Sarpanch, Gram Panchayat to look into the matter and take necessary action.

Follow the format of a formal letter and draft the letter with the help of cues given below.

Body of the Letter	Useful Phrases
Paragraph 1: state the purpose of writing, and the issue	<ul style="list-style-type: none"><li>I would like to bring to your attention...</li><li>I am writing to draw your attention towards...</li></ul>
Paragraph 2: give details and consequences of the problem	<ul style="list-style-type: none"><li>The problems that we face are...</li><li>... is causing inconvenience as...</li><li>As a result...</li></ul>

	<ul style="list-style-type: none"> <li>• Consequently...</li> </ul>
Paragraph 3: give suggestions and request for swift action	<ul style="list-style-type: none"> <li>• Firstly, I would like to suggest...</li> </ul> <p>Secondly...</p> <ul style="list-style-type: none"> <li>• I request you to look into this matter and...</li> <li>• I look forward to your prompt response...</li> </ul>

### Answer:

M-52, Mohan Garden  
Uttam Nagar  
New Delhi  
17 May 20XX .  
The Commissioner  
Municipal Corporation of Delhi  
New Delhi

Subject: Complaint regarding the poor condition of the kutcha road in our colony

Respected Sir/Madam

I am writing to draw your attention towards the extremely poor condition of the kutcha road leading to our colony. Due to the recent heavy rains, the road has developed large potholes, and stagnant water has collected in many places, making it dangerous for pedestrians and vehicles alike.

The potholes are not only causing damage to vehicles but also increasing the risk of accidents, especially for children and the elderly. The stagnant water is serving as a breeding ground for mosquitoes, increasing the chances of vector-borne diseases like dengue and malaria. As a result, the residents are facing a lot of inconvenience and health concerns.

I kindly request you to take immediate action. Firstly, the road should be repaired and converted into a pucca road if possible. Secondly, proper drainage facilities should be ensured to prevent waterlogging. We hope you will look into this matter seriously and





provide a prompt resolution. I look forward to your positive and swift response.  
Thank you.

Yours sincerely  
Abhay Gupta

### Let us explore (Pages 44-45)

**Read the steps to enact a play, from : [NCERT Textbook Pages 44-45.]**

**I. Staging a play requires creativity, organisation, and teamwork.**

**Answer:** Perform the play before the audience yourselves with correct intonation and expression.

**II. Stories related to wit and wisdom have always fascinated the readers. Go to the library and read the stories associated with the following.**

Vikramaditya and Betal — Tenali Rama

Gopal the Jester — Panchatantra Tales

“Let knowledge be the beacon that ; dispels the darkness of ignorance”. Savitribai Phule

“The highest education is that which : does not merely give us information but | that makes our life in harmony with all ; existence”. Rabindranath Tagore

**Answer:** Do it yourself.