

UNIT 1**The Wit that Won Hearts****Summary**

The chapter highlights the glory of the Vijayanagara Empire under the rule of King Krishnadeva Raya, a wise and powerful ruler known for his love of art, literature, and culture. His court included the famous Ashtadiggajas, among whom Tenali Ramakrishna stood out for his intelligence and humour.

The story revolves around a misunderstanding between the king and his queen, Thirumalambal. The king became upset when the queen yawned while he was reciting his poem, thinking it was a sign of disrespect. Hurt and angry, he stopped speaking to her, creating tension in the palace.

Unable to resolve the issue, the queen sought help from Tenali Rama. Understanding the situation, Rama devised a clever plan. During a court discussion on agriculture, he presented an unusual idea about special paddy seeds. Through his witty explanation, he indirectly pointed out that yawning is a natural human action and not a sign of disrespect.

The king realised his mistake and felt ashamed of his behaviour. He apologised to the queen, and their relationship was restored. In the end, Tenali Rama's wisdom and humour helped bring peace back to the palace, showing that intelligence and wit can solve even delicate problems.

- **Message:** The story teaches us the importance of understanding, patience, and not jumping to conclusions. It also shows how wisdom and humour can resolve conflicts effectively.

New Terms

- **Renowned** – Famous and well-known
- **Illustrious** – Highly respected and admired
- **Monarch** – A king or ruler
- **Flourished** – Grew or developed successfully
- **Patron** – A person who supports art or learning
- **Eminent** – Famous and respected
- **Acclaimed** – Praised publicly
- **Collectively** – As a group
- **Wit** – Quick intelligence and humour
- **Insurmountable** – Impossible to overcome
- **Disharmony** – Lack of agreement or peace
- **Trivial** – Unimportant
- **Forlorn** – Sad and lonely
- **Distraught** – Very upset and worried
- **Recounted** – Told in detail
- **Vague** – Not clear or definite
- **Exhausted** – Very tired
- **Disrespecting** – Showing lack of respect
- **Profusely** – In large amounts
- **Strategy** – A planned way to solve a problem
- **Bustling** – Full of activity

- **Intricately** – In a very detailed way
- **Ornate** – Highly decorated
- **Exquisite** – Fine and attractive
- **Tension** – Mental or emotional strain
- **Cultivation** – Growing crops
- **Advocated** – Supported or suggested
- **Unfazed** – Not disturbed or worried
- **Sarcasm** – Mockery or taunting remarks
- **Snickers** – Suppressed laughter
- **Absurd** – Silly or unreasonable
- **Yield (here)** – Harvest or produce
- **Sceptical** – Doubtful or not easily convinced
- **Furrowed** – Wrinkled (usually forehead)
- **Gnawed (here)** – Bothered or troubled
- **Keenly** – Intensely or sharply
- **Gesture** – A movement of the hand or head to express an idea
- **Realisation** – Understanding something clearly
- **Orchestrated** – Planned and arranged carefully
- **Victorious** – Successful or winning
- **Brimmed** – Filled to the top

Question Answer

Let us do these activities before we read.

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

Now, discuss reasons for your choice of qualities.

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

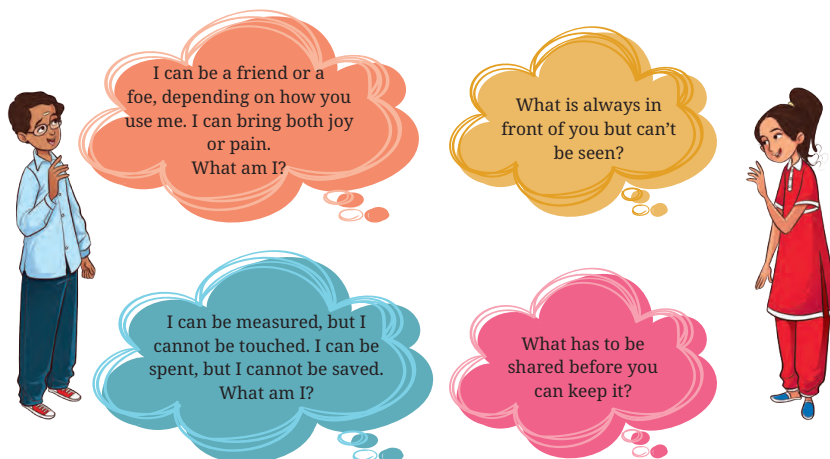
Ans. Qualities of a Person:

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

Reasons:

- **Wise** – A witty person often has a deep understanding of situations and uses their knowledge wisely to solve problems.
- **Clever** – Wit requires quick thinking and the ability to give smart and timely responses.
- **Humorous** – Wit is closely connected with humour; witty people can make others laugh or smile, even in difficult situations.
- **Observant** – Witty individuals notice small details that others might overlook, which helps them respond in a clever way.
- **Charming** – Their sense of humour and choice of words make witty people likable and appealing to others.
- **Creative** – Witty people think outside the box and come up with unique and innovative ideas or solutions.
- **Confident** – Confidence is important for expressing witty thoughts, especially when speaking in front of others.

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



Ans.

1. Words
2. The future
3. Time
4. A secret

Discuss in pairs.

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

Ans. Humour and wit make a person pleasant and enjoyable to be around. They help in reducing stress, solving problems easily, and handling difficult situations in a smart way. A witty person can express ideas clearly and make others understand things without hurting their feelings.

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

Ans. Kings and queens preferred witty courtiers because they could give intelligent advice and solve problems in clever ways. Witty people could also lighten the mood in tense situations and help rulers make better decisions. Their presence made the court lively and wise.

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

Ans. I would first listen carefully to both sides without taking sides. Then, I would try to understand the problem clearly and find a fair solution. I would encourage calm discussion and help them see each other's point of view so that the issue can be resolved peacefully.

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

Ans. Yes, sometimes small misunderstandings can create big problems. Such situations can be resolved by talking openly and honestly. When people explain their feelings and clear the confusion, the problem usually gets solved, and relationships improve.

Let us discuss

I. Rectify the following false statements from the text.

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

Ans.

- Incorrect: The queen insulted the king by speaking against the quality of his poem.
- Correct: The queen did not insult the king; she only yawned because she was tired, which the king misunderstood as disrespect.

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

- Incorrect: Tenali Rama immediately went to the king and convinced him to talk to the queen.
- Correct: Tenali Rama did not go immediately; he planned a clever strategy and resolved the issue indirectly in the court.

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

- Incorrect: The courtiers admired the king's poem and praised his literary talent.
- Correct: The courtiers avoided listening to the king's poem and made excuses instead of praising it.

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

- Incorrect: The ministers in the court were eager to hear Tenali Rama's idea about paddy cultivation.
- Correct: The ministers and courtiers were sceptical and even made sarcastic remarks about Tenali Rama's idea.

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

- Incorrect: The king never realised his mistake and continued to stay angry with the queen.
- Correct: The king realised his mistake with the help of Tenali Rama and apologised to the queen.

Let us think and reflect**I. Read the extracts 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?

Ans. The queen believes that only Tenali Rama can help the king understand because he is known for his intelligence, wit, and ability to handle difficult situations wisely. Rama has a unique way of solving problems and explaining things cleverly without hurting anyone's feelings. The queen trusts that he can find a thoughtful solution and make the king realise the misunderstanding.

(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.

Ans. B. She regrets the unintended misunderstanding.

This shows that the queen feels sorry that her innocent action (yawning) was misunderstood.

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

Ans. Tenali Rama's response shows his wisdom because he does not act in haste. Instead, he plans carefully and chooses a smart strategy to solve the problem indirectly.

(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.

Ans. The king's reaction shows that he is sensitive and takes great pride in his poetry.

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 ____.

Ans. When the king said, "I let my pride blind me", he means that his ego and pride stopped him from understanding the truth and made him overreact.

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

Ans. The queen says this because she wants to forgive the king and restore peace. She values their relationship more than the quarrel.

(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)

Ans. maturity and self-awareness

The king realises his mistake and accepts it, which shows his growth.

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

Ans. The queen's response shows that she is forgiving (or kind/understanding).

II. Answer the following questions.

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

Ans. The Vijayanagara Empire was considered to be in its 'Golden Era' because art, literature, and architecture flourished during Krishnadeva Raya's reign. It was a time of prosperity and cultural development.

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

Ans. Tenali Ramakrishna gained a special place in the king's court because of his wit, intelligence, and humour. He could solve difficult problems with clever ideas.

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

Ans. The quarrel created tension in the palace. The king stopped visiting the queen, and the once lively palace became quiet and gloomy.

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

Ans. Tenali Rama used a clever strategy by presenting an idea about special paddy seeds in the court. Through this, he indirectly showed that yawning is natural and helped the king realise his mistake.

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

Ans. The courtiers were surprised and curious when Tenali Rama introduced his 'special' paddy seeds. Some were interested, while others doubted his idea.

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

Ans. The story concludes with Tenali Rama cleverly proving that no one in the court was perfect, which makes the king realise his mistake. The misunderstanding is cleared, and the king and queen reconcile.

- **Lesson:** We should not jump to conclusions and must handle misunderstandings with patience, wisdom, and understanding.

Let us learn

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.

Ans. Fill in the Blanks –

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

Completed 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 1. a hush fell over everyone, making them feel uncomfortable. Just as things were getting serious, she made a clever remark and laughter 2. rippled through the gathering, making everyone relaxed. The person who started the argument 3. stormed off. Everyone disapproved of the action and a 4. murmur swept through the room. My 5. mind raced back to how my mother had saved other situations like this. Without her, such moments would have 6. cast a shadow over the gatherings. I hope that I grow up to be as witty as my mother.

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		

- As the teacher began the riddle challenge, a _____ of excitement spread through the classroom.
- Anaya _____ in relief—she loved riddles more than solving Mathematics problems.
- 'Think carefully,' the teacher began to _____, as she wrote a riddle on the board.
- When the question was revealed, a few students _____, realising it wasn't as easy as they had expected.
- Some exchanged _____, wondering if anyone at all would be able to solve it.
- Just then, Anaya tapped her book on the desk with a small _____, deep in thought.
- 'Ah, I see it now!' she said stretching with a _____, as if it had taken her great effort.
- A small breeze made the windows _____, adding to the suspense of the moment.
- 'So, what's the answer?' the students _____, their voices filled with playful enthusiasm.
- Leaning forward with a smile, Anaya _____, 'Sometimes, the trickiest questions have the simplest answers.'

Ans.

- | | | | | |
|-----------|-----------|------------|-----------|-------------|
| 1. murmur | 2. sighed | 3. whisper | 4. gasped | 5. snickers |
| 6. thud | 7. groan | 8. rattle | 9. roared | 10. mumbled |

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).

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

Ans. Matching (Compound Words)

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

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.

Ans. Fill in the Blanks –

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

Completed Paragraph:

- 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 bookshop!" Ravi smiled and they walked on.

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

Sentences from the Text	Tenses	Explanation
1. If you like , I will 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 were to go wrong, our farmers would suffer.	Simple Past + Past Modal	The condition in the 'if' clause expresses a hypothetical or imaginary situation.
3. If I had known this would happen, I would have chosen 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.

Ans. Identification of Clauses

- **Sentence 2:**
 - Subordinate clause (if clause): If, by chance something were to go wrong
 - Main clause: our farmers would suffer
- **Sentence 3:**
 - Subordinate clause (if 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.

Ans. Matching 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.

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, _____.

Ans. Complete the Sentences:

1. Your teacher will be unhappy if you do not complete your homework on time.
2. They would have caught the train if they had left earlier.
3. You will fall ill if you continue to stay up late every night.
4. If she knew the answer, she would tell us.
5. She would have passed the exam if she had studied harder.
6. If I had a million rupees, I would help the needy and fulfil my dreams.

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, _____.

Ans. Complete the Sentences:

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, I would make learning more fun and interesting for students.
3. If I were a bird, I would fly freely in the sky and explore new places.
4. If I were a magician, I would remove all problems and spread happiness everywhere.
5. If I had studied harder, I would have scored better marks in the exam.

Let us listen

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. (Transcript for teacher on page 46)

1. The rope tying the bundle of sticks was _____.
(i) loose (ii) thick (iii) short

Ans. (ii) thick

2. The scholar is finally referred to as _____.
(i) irritable (ii) mischievous (iii) arrogant

Ans. (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.

Ans. Correct Order of Events

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

Let us speak**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?****Ans. Intonation Marking:****(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 ↘****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...)**

Ans. 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...?)

Ans. Sample Questions:

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

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, 'I,' '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.

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

Ans.

The Day I Learnt the Value of Teamwork

The midday sun was beating down heavily on the playground during the final match of our school's football tournament. As the star striker of Class 8-A, I was determined to win the trophy, but I foolishly believed that winning meant I had to score the final goal. During the first half, I refused to pass the ball, greedily trying to dribble past three defenders on my own. Consequently, I lost possession both times, and by halftime, Class 8-B was leading 1–0. I walked to the bench, exhausted and angry at myself.

Our sports teacher, Mr. Kapoor, noticed my frustration and handed me a bottle of water. "Ankit," he said, "Can you lift a heavy sports box with just your thumb?" When I shook my head, he smiled and added, "Exactly. A single finger is weak, but when they form a fist, they can lift anything. Trust your team."

His words completely changed my mindset. When the second half began, I stopped playing blindly. Seeing the defenders rush toward me, I quickly passed the ball to Rohan, who set up Sneha for a brilliant goal, tying the match 1–1. Finally, with just two minutes left, I delivered a precise pass from a corner kick right to our defender, Amit, who fired it into the net for the winning goal. Lifting the trophy together, I realized that while individual talent wins moments, true teamwork wins championships.

A Small Act of Kindness that Made a Difference

It was a stormy Thursday afternoon when the final school bell rang. Standing at the gate, I realized in panic that I had lost both my umbrella and my bus pass, and my phone was dead. With no other choice, I walked through the pouring rain to the local bus stand. By the time I arrived, I was soaked and shivering. When the bus came, the conductor refused to let me ride without a pass and told me to get off. Embarrassed and helpless, I sat on the wet bench, close to tears.

Suddenly, a kind voice asked, "Are you okay?" I looked up to see an elderly woman holding a bright yellow umbrella. Seeing my miserable state, she immediately pulled some money from her bag to buy me a ticket and handed me a packet of biscuits. When the next bus arrived, she shielded me from the rain, paid the conductor, and told me to go home safely. When I asked how I could ever repay her, she smiled and said, "Just promise me that when you see someone else in trouble, you will help them too."

As the bus drove away, my bad day completely transformed. That afternoon, I learnt that kindness doesn't require grand gestures. A simple coin and a compassionate word can be a lifeline to someone in need. Since then, I always keep my eyes open to pass that kindness along.

Let us explore

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!

Ans.

A little boy named Sam loved to play,
He laughed and joked all through the day.
He slipped on a peel,
Gave a loud squeal,
And then just laughed it all away!

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.

Ans. Story Sharing (Example):

- **Story Name:** The Lion and the Mouse
- **Theme:** Kindness and helping others
- **Interesting Parts:**
 - The tiny mouse saves the powerful lion.
 - It shows that even small creatures can be helpful.
 - The twist where the weak becomes strong is very interesting.

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.

Ans. List of Stories (for Chart Paper):

- The Thirsty Crow
- The Fox and the Grapes
- The Honest Woodcutter
- Tenali Rama Stories
- Akbar and Birbal Stories
- The Lion and the Mouse
- The Greedy Dog