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NCERT Solutions

*Step-by-step solutions for Class 8 Arts (Kriti),
2026-27 NCERT (Latest Edition)*

Chapter 4: Applause and Advice

This chapter teaches how to be a respectful audience member and a fair reviewer. You learn to watch a performance closely, appreciate effort, and give useful advice. The solutions below help you answer the reflection and activity questions in clear Class 8 English.

Chapter 4 Questions

Q 4.1 What did you learn about being a performer after understanding the review process?

Concept used. A review is thoughtful feedback after observing a performance. It helps performers understand what worked well and what can improve. For a performer, review is not an insult. It is a mirror for growth.

Review meaning

A good review notices strengths, details, and areas for improvement. It stays fair and respectful.

Step 1. I learnt that a performer works for both expression and audience connection. Acting is not only saying lines. It includes voice, movement, timing, costume, lights, and teamwork.

Step 2. I also learnt that feedback can show what the audience understood. If the story felt clear, the performer knows the scene reached people. If a part confused the audience, the performer can practise that part again.

Step 3. Understanding reviews makes a performer more careful before the show. A performer starts checking:

- **Voice:** Can everyone hear the

words clearly?

- **Body:** Do gestures match the emotion?
- **Teamwork:** Are entries and exits smooth?
- **Respect:** Is every role supporting the full play?

Step 4. It also teaches humility. A performer should accept praise with thanks and suggestions with patience.

Final Answer: I learnt that a performer must be open to feedback, work as part of a team, and use reviews to make the next performance clearer and stronger.

EXPERT'S SOLUTION : Meera Iyer, M.A Theatre Arts, National School of Drama

Concept used. Reviewing is a feedback process. It connects performance, audience response, and improvement. A performer can use it to refine acting choices.

Quick reading. The chapter says performers expect attention, kindness, and applause. It also says reviewing is not about finding faults. So the best answer should show how a

performer grows after hearing fair feedback.

Step 1. Start with the performer's aim. The aim is to make the audience understand and feel the scene.

Step 2. Link review to improvement. A review can point out clear speech, believable emotions, smooth movement, and weak areas.

Step 3. Add the attitude needed. The performer should not feel hurt by every suggestion. The performer should listen, think, and practise again.

Step 4. Finish with a personal learning point. Reviews help performers become observant, disciplined, and respectful towards the audience.

This answer works because it treats review as a learning tool. It also keeps the performer responsible without sounding harsh.

Final Answer: A performer learns to welcome fair reviews, improve weak parts, and value the audience's response.

Q 4.2 Is it easy to review your own work or the work of others? Which is more important?

SOLUTION

Concept used. Self-review means checking one's own work. Peer review means giving feedback to another person or group. Both reviews need honesty, care, and respect.

 Balanced answer

For reflection questions, avoid choosing only one side too quickly. Explain both parts, then give your final view.

Step 1. Reviewing our own work can be difficult because we may be attached to it. We may remember the effort and miss the mistakes.

Step 2. Reviewing others can also be difficult. We must speak honestly, but we should not hurt the performer.

Step 3. Self-review is important because it builds responsibility. Before asking others to comment, we should check our own preparation.

Step 4. Review from others is also important because another person may notice

things we missed. For example:

- unclear voice,
- weak stage position,
- confusing scene change,
- strong emotion that worked well.

Step 5. If I must choose, self-review is the first step. After that, review from others completes the learning.

Final Answer: Both are important. Self-review comes first because it builds honesty, and review by others helps us see what we could not notice ourselves.

EXPERT'S SOLUTION : *Arjun Kapoor, M.A
Performing Arts, University of Hyderabad*

Concept used. A review compares intention with effect. Intention means what the performer tried to do. Effect means what the audience actually saw and felt.

Structural observation. Self-review and peer review do different jobs. Self-review checks effort from inside the group. Peer review checks the result from outside the group.

Step 1. In self-review, the performer asks,
“Did I prepare well? Did I support the

scene? Did I remember my cues?”

Step 2. This is useful because it makes the performer responsible for personal growth.

Step 3. In reviewing others, the reviewer asks, “What reached me clearly? What could be clearer for the audience?”

Step 4. This is useful because the performer cannot watch the whole show from the audience’s seat.

Step 5. The best answer is not a fight between the two. A mature performer uses both reviews.

So, self-review begins the process. Review from others tests the work in front of real viewers.

Final Answer: Self-review and review by others are both needed. Self-review starts improvement, and outside review makes it fairer and fuller.

Q 4.3 Are you able to accept reviews from others as fairly as you give your reviews to others?

SOLUTION

Concept used. Fair feedback has two sides. We should give comments kindly, and we should receive comments calmly. This creates trust in a theatre group.

X Avoid defensiveness

Do not answer by saying, “I am always right.” A reflective answer should show that accepting reviews takes practice.

- Step 1.** I try to accept reviews fairly, but it is not always easy. Sometimes a suggestion can feel personal.
- Step 2.** The chapter reminds us to critique the performance, not the person. This rule also helps when we receive a review.
- Step 3.** If someone says my voice was unclear, I should not feel attacked. I can treat it as a point for practice.
- Step 4.** To accept reviews fairly, I can follow these habits:
- listen without interrupting,
 - ask for examples,
 - thank the reviewer,
 - choose one or two points to improve first.

Step 5. I should also remember how I give reviews to others. If I expect others to listen to me, I should listen to them too.

Final Answer: I am learning to accept reviews fairly. I can improve by listening calmly, asking for examples, and using feedback for practice.

EXPERT'S SOLUTION : *Aanya Rao, M.A Drama Education, Tata Institute of Social Sciences*

Concept used. Review etiquette means the manners used while giving and receiving feedback. It protects respect in the group.

Strategic angle. The question asks for honest self-checking. A good answer should not sound perfect. It should show effort, fairness, and a plan for improvement.

Step 1. First, accept that reviews can feel uncomfortable. That feeling is normal.

Step 2. Next, separate the work from the person. A comment on a scene is not a comment on someone's worth.

Step 3. Then, listen for useful detail. A clear

review says what worked and what can improve.

Step 4. Finally, respond with action. The performer can practise voice, gesture, timing, or teamwork based on the review.

This answer follows the spirit of the chapter. It shows that being fair is not only about speaking well. It is also about receiving advice with respect.

Final Answer: Yes, I try to accept reviews fairly, and I can do better by staying calm and using advice to improve my performance.

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Activity 4.2 source photos for the picture-based review questions

SOLUTION

Concept used. Genre means the type of play. A play may be comedy, tragedy, musical, historical drama, folk theatre, or modern drama. We identify genre by looking at costume, movement, mood, setting, and acting style.

 Use visual clues

When a prompt gives pictures, use what you can see. Mention costume, posture, lights, and mood.

Step 1. The pictures show actors in bright, traditional-looking costumes. Their gestures are expressive and dramatic.

Step 2. The stage lighting is strong, with a clear performance mood. The actors appear to be presenting a story through speech, gesture, and movement.

Step 3. This suggests a dramatic stage performance with folk or mythological elements. It may also include music or dance because the costumes and movement look stylised.

Step 4. Since the activity asks us to guess

creatively, we can write the genre as a folk or mythological drama.

Final Answer: The play appears to be a folk or mythological drama, possibly with music and dance. Answers may vary if another student notices different clues.

EXPERT'S SOLUTION : *Rohit Nair, M.A Theatre Studies, Jawaharlal Nehru University*

Concept used. Genre is a category of performance. We decide it by matching visible clues with known forms of theatre.

Picture-first. The pictures do not give the play's title. So the answer should not pretend to know the exact play. It should make a careful guess from the visible details.

Step 1. Notice the costumes first. They are colourful and look closer to folk or traditional stage dress than everyday clothing.

Step 2. Notice the acting style. The actors use strong body positions and clear gestures, which suit theatre with stylised storytelling.

Step 3. Notice the stage mood. Focused lights and grouped actors suggest a dramatic scene rather than a casual classroom skit.

Step 4. Combine these clues. The safest genre guess is folk drama or mythological drama with music and movement.

This answer is fair because it uses evidence from the image. It also leaves space for other possible interpretations.

Final Answer: A suitable genre answer is folk or mythological drama, with a chance of musical theatre because movement and costume are important.

Q 4.5 What is the scene being enacted?

Observe each actor and their action. You can guess and write creatively a few possible dialogues.

SOLUTION

Concept used. Scene reading means observing the action on stage and guessing the story moment. We use actors' positions, expressions,

props, and relationships to build a possible scene.

Dialogue writing

Keep dialogues short. Let each line reveal what the actor wants or feels.

- Step 1.** In the upper picture, one actor in white seems serious and alert. The actor in dark costume appears confident and expressive. A third actor bends with a stick, as if asking, serving, or pleading.
- Step 2.** In the lower picture, the group seems to be discussing or reacting together. Their costumes and body positions suggest a lively dramatic moment.
- Step 3.** A possible scene is a meeting in a royal or village setting. One person may be giving advice, another may be challenging it, and the younger actor may be requesting help.
- Step 4.** Possible dialogues:
- **Actor 1:** “Tell us the truth. Why have you come here?”
 - **Actor 2:** “I have come with a warning, not with fear.”
 - **Actor 3:** “Please listen to me. The

village needs help.”

- **Group:** “Then speak clearly, and we will decide together.”

Final Answer: The scene may show a village or royal discussion where one character brings a warning or request, while others listen, question, and respond.

EXPERT'S SOLUTION : Priya Banerjee, M.A
Theatre Practice, Ambedkar University Delhi

Concept used. A review can include creative inference. Inference means using clues to make a sensible guess when the full story is not given.

Strategic angle. The question asks us to observe each actor. So the answer should name actions first, then create possible dialogue from those actions.

Step 1. The actor standing upright can be read as a leader, elder, or messenger. This actor seems to control the moment.

Step 2. The actor with a strong expression may be reacting, questioning, or

advising another character.

Step 3. The bent actor with a stick may be a traveller, helper, old person, or comic character. The body position shows respect or need.

Step 4. The group in the second picture may be supporting the main conflict. Their costumes and stance suggest a shared story world.

Step 5. A possible dialogue set is:

- “I saw danger on the road.”
- “Do not hide anything from us.”
- “If we stand together, the village will be safe.”

The exact story may be different. The strength of this answer is that every guess comes from a visible stage clue.

Final Answer: A good creative response is that the scene shows a serious group discussion, with one character bringing news and others deciding what to do.

Q 4.6 Your opinion on the lighting, costumes, make-up and props?

SOLUTION

Concept used. Theatre design includes lighting, costumes, make-up, and props. These elements support the story and help the audience understand character, mood, time, and place.

♥ Design supports story

A strong review explains how design choices help the performance. It does not only say “good” or “bad.”

- Step 1.** The lighting looks focused and dramatic. It helps the audience see the actors clearly and creates a stage mood.
- Step 2.** The costumes are colourful and expressive. They make the characters look larger than real life and suggest a folk or traditional setting.
- Step 3.** The make-up seems stage-friendly. It helps facial expressions show from a distance.
- Step 4.** The visible prop, such as the stick, helps define the character. It may

show age, travel, authority, or a special role in the scene.

Step 5. A fair review should also include one suggestion. For example, if the lights are too bright in one area, the team can balance them better.

Final Answer: The lighting, costumes, make-up, and props seem effective because they support the mood and character. A small improvement could be balancing light levels across the stage.

EXPERT'S SOLUTION : *Kavya Menon, M.F.A
Theatre Design, Shiv Nadar University*

Concept used. Design review checks whether visual elements help the audience read the performance. Each design choice should support character, place, mood, or action.

Structural observation. The answer should be organised by design area. That makes the review clear and prevents a single vague sentence.

Step 1. Lighting: The bright stage lights guide attention towards the actors. They also make the scene feel energetic.

- Step 2. Costumes:** The costumes are colourful and stylised. They suggest a traditional or folk world instead of everyday life.
- Step 3. Make-up:** Stage make-up helps expressions remain visible. This is useful because the audience may sit far from the stage.
- Step 4. Props:** The stick gives one actor a clear physical identity. It also gives the actor a useful action on stage.
- Step 5. Suggestion:** The team should check that every actor is equally visible in group scenes.

This review is helpful because it praises specific choices and gives one practical suggestion.

Final Answer: The design choices look strong and suitable for the scene. They make the characters clear, while balanced lighting could improve the group picture.

Key Takeaways

- A good audience watches, listens, and

responds with respect.

- A review should appreciate strengths and suggest improvements fairly.
- Self-review and peer review both help performers grow.
- Picture-based review should use visible clues from costume, light, action, and props.

End of Chapter 4 Questions