Chapter 3: Dreams and Discoveries

CONTENTS 11 exercises · 35 questions

3.1	Let us discuss (Part I) — My Brother's Great Invention	2 Q
3.2	Let us discuss (Part II) — My Brother's Great Invention	1 Q
3.3	Let us think and reflect — My Brother's Great Invention	4 Q
3.4	Let us learn — My Brother's Great Invention	8 Q
3.5	Let us discuss — Paper Boats	7 Q
3.6	Let us think and reflect — Paper Boats	2 Q
3.7	Let us learn — Paper Boats	3 Q
3.8	Let us explore (Riddles) — Paper Boats	1 Q
3.9	Let us discuss — North, South, East, West	1 Q
3.10	Let us think and reflect — North, South, East, West	3 Q
3.11	Let us learn — North, South, East, West	3 Q

Exercise 3.1 — Let us discuss (Part I) — My Brother's Great Invention

Q1 Complete the cause-and-effect table. Row 1: Cause — Anand set up his burglar alarm and rigged it to work when the door was opened softly. Effect = ? Row 2: Cause = ? Effect — Anita was able to avoid any responsibility as Anand faced the consequences alone. Row 3: Cause — We watched the movie 'Back to the Future'. Effect for Anand = ? Row 4: Cause — Papa firmly said 'NO' to trying out the time machine. Effect = ?

SOLUTION

Row 1 — Effect: Papa, who always opened the door softly, triggered the alarm and was soaked by the water bag; he was thoroughly angry.

Row 2 — Cause: Anita had warned Anand that if he got into trouble, she would not be involved ('If you get a shelling, don't bring me in'). So when Papa was soaked, Anand faced the consequences alone.

Row 3 — Effect for Anand: Anand decided he had to build a time machine, throwing the entire household into a fortnight of frantic activity.

Row 4 — Effect: Anand looked crestfallen (sad and disappointed). Ma took pity and suggested they at least look at the machine; Papa reluctantly agreed, but the trial was delayed because his parents had to leave for Kharagpur the next day.

Answer: Row 1: Papa was soaked and angry. Row 2: Anita had warned she would not be involved. Row 3: Anand decided to build a time machine. Row 4: Anand was crestfallen; parents postponed the trial.

Q2 Do you think Anand was able to keep his promise regarding the time machine? If yes, why? If no, why not?

SOLUTION

No, Anand was not able to keep his promise.

His promise to Ma was that he would not do anything with the time machine until his parents returned. However, while they were away, a thief named Boppa broke into the house at night. Anand misdirected Boppa into his own room, where the time machine was kept. The thief accidentally activated the machine, which produced loud, eerie noises. When the neighbours searched the room, Boppa had disappeared completely — only his green scarf remained near the panel of switches.

So although Anand did not deliberately operate the machine, the machine did get 'used' in his room while his parents were away — which was exactly what Ma had asked him to prevent.

Answer: No. The time machine was accidentally activated by the thief Boppa, who disappeared inside it — which broke Anand's promise to Ma not to use it until their return.

Exercise 3.2 — Let us discuss (Part II) — My Brother's Great Invention

Q1 Arrange the following events in the correct order of occurrence: (1) The door swings open, and they see Boppa, standing there with an evil grin. (2) Boppa is nowhere to be found, but his green scarf is lying near the time machine. (3) Mrs. Sharma, her husband, and Dr. Mohan unlock the door and enter the house to help the children. (4) Anita wakes Anand up, informing him that someone is trying to get into the house. (5) Anand misleads Boppa into entering his room instead of his father's room.

SOLUTION

The correct order is: 4 → 1 → 5 → 3 → 2.

4. Anita wakes Anand up, informing him that someone is trying to get into the house.
1. The door swings open, and they see Boppa, standing there with an evil grin.
5. Anand misleads Boppa into entering his room instead of his father's room.
3. Mrs. Sharma, her husband, and Dr. Mohan unlock the door and enter the house to help the children.
2. Boppa is nowhere to be found, but his green scarf is lying near the time machine.

Answer: Correct order: 4 → 1 → 5 → 3 → 2

Exercise 3.3 — Let us think and reflect — My Brother's Great Invention

Q1 Extract 1: 'Before beginning this story, let me put you in the picture. I am Anita, fourteen years old. My brother Anand, one year younger than me, caused all that hoo-ha with his burglar alarm. The trouble with him is that he thinks he is a scientist. He loves tinkering with all sorts of electrical gadgets, tools, dynamos, planks of wood, and things like that. And he keeps creating 'inventions' that never work out as they are supposed to.' (i) When Anita says '…let me put you in the picture', she wants to _____ (introduce/summarise) the situation for the benefit of the readers. (ii) Anand loves 'tinkering' with all sorts of electrical gadgets. This means that he enjoys _____ gadgets. A. dismantling and creating B. labelling or naming C. repairing or improving D. collecting and displaying (iii) Which of the following options most suitably describes Anand's personality? A. methodical and cautious B. creative and experimental C. energetic and hasty D. shy and reserved (iv) Based on the extract, compare what Anita thinks of her brother Anand with what he thinks of himself.

SOLUTION

(i) introduce — Anita is providing background information about her brother and the incident for the reader's benefit.

(ii) A. dismantling and creating — 'tinkering' means experimenting or fiddling with gadgets, which involves taking them apart and trying to make new things.

(iii) B. creative and experimental — Anand constantly invents things and experiments with gadgets, even though his inventions do not always work as intended.

(iv) Anita thinks Anand is a troublemaker whose inventions never work properly ('The trouble with him is that he thinks he is a scientist… inventions that never work out as they are supposed to'). She sees him as a nuisance who frightens people and gets on Papa's nerves. Anand, on the other hand, genuinely believes he is a scientist and a genius. He is confident in his abilities, uses professional-sounding words like 'blueprint', and is convinced that each of his inventions will be successful.

Answer: (i) introduce (ii) A (iii) B (iv) Anita sees Anand as a troublesome, failed inventor; Anand sees himself as a brilliant scientist.

Q2 Extract 2: 'I was about to direct him upstairs, when Anand said quickly, "The one next to this one." "You silly goose!" I said angrily as soon as the man had gone. "That's your room. He'll come back as mad as mad can be." "At least it will give us some time to think of something," Anand said. "He'll take a while to locate the light switch. Let's shout." All of a sudden there was a crash followed by a loud scream. More strange noises emerged from the next room — a few muffled thumps, an eerie whine, and a low, humming sound.' (i) Complete the sentence given below with a suitable reason. Anita was angry with Anand because _____. (ii) Which action of Anand shows his presence of mind? (iii) What might be the cause of the strange noises emerging from the next room? A. The intruder moving furniture around B. Anand's time machine getting activated C. The intruder locating the light switch D. Anand's invention malfunctioning (iv) Which of the following best describes the atmosphere in this extract? A. relaxing B. peaceful E. suspenseful F. joyful (a) A, D and E (b) B and F (c) C and E (d) Only D

SOLUTION

(i) Anita was angry with Anand because he sent Boppa into his own room (which contained the time machine) instead of his father's room. She feared the thief would come back even angrier once he found no valuables there.

(ii) Anand's quick redirection of Boppa to the wrong room ('The one next to this one') shows his presence of mind. Instead of panicking, he immediately thought of a way to buy them time to think and shout for help, since Boppa would take a while to find the light switch in the unfamiliar room.

(iii) B. Anand's time machine getting activated — the crash, scream, muffled thumps, eerie whine, and low humming sound are all consistent with the time machine being triggered accidentally by the thief.

(iv) (c) C and E — the atmosphere is tense (C) and suspenseful (E), as the children are locked in their room with a thief next door and strange noises coming from the adjacent room.

Answer: (i) Anand sent the thief into his own room. (ii) Redirecting Boppa to the room with the time machine to buy time. (iii) B. (iv) (c) C and E — tense and suspenseful.

Q3 Complete the table with the suitable traits of the characters based on evidence from the text. Choose from: creative, curious, careful, responsible, confident. For Anand: 2. Trait = ? Evidence: 'He loves tinkering with all sorts of electrical gadgets, tools, dynamos, planks of wood, and things like that. And he keeps creating inventions…' 3. Trait = ? Evidence: 'Nothing will go wrong this time. I've planned it out carefully. See the blueprint.' For Anita: 1. Trait = ? Evidence: 'We're old enough to look after ourselves, Ma…' 2. Trait = ? Evidence: 'But how does the alarm know that a burglar is opening the door?' 3. Trait = ? Evidence: 'Now clean up this mess before anyone gets home.'

SOLUTION

Anand:

2. Trait: creative — He loves inventing things out of electrical gadgets, planks of wood, and other materials.

3. Trait: confident — He confidently assures Anita that nothing will go wrong, showing his blueprint as proof.

Anita:

1. Trait: responsible — She assures Ma that they are old enough to look after themselves.

2. Trait: curious — She questions the logic of the alarm, asking how it will know a burglar is opening the door.

3. Trait: careful — She asks Anand to clean up the mess before their parents come home, thinking ahead.

Answer: Anand: 2 = creative; 3 = confident. Anita: 1 = responsible; 2 = curious; 3 = careful.

Q4 Answer the following questions. 1. What prompted Anand to create the burglar alarm? 2. How did Anand's father become the target of the burglar alarm? 3. How did Anand's parents and sister react to his ideas? 4. How did Anand behave when he was on his 'inventing binges'? 5. Why did Mr. Sharma not believe Anand when he spoke about his time machine? 6. Give an ending to this story, explaining what might have happened to Boppa.

SOLUTION

1. There had been a rush of thefts in the colony recently. Anand decided that a burglar alarm was needed to protect their home. The moment Papa left for the office and Ma went to the market, he began building it.

2. Anand rigged the alarm so that it would be triggered when the door was opened gently — because, he reasoned, a thief would try to enter stealthily. However, Papa also always opened the front door softly, so he was the one who triggered the alarm and was drenched by the water bag.

3. Parents: Papa was angry and sceptical — he locked up his tool box and hid the key when Anand began the time machine, and said a firm 'NO' to testing it. Ma was more sympathetic; she felt sorry for Anand and persuaded Papa to at least let them look at the machine. Sister (Anita): She was sceptical and cautious, warning Anand not to involve her if he got into trouble, but she helped him anyway and respected his enthusiastic nature.

4. When on an 'inventing binge', Anand took apart all the gadgets in the house to collect parts, making tremendous noise with hammering, sawing, and clattering. His room was transformed into a network of wires, springs, levers, and bulbs. He looked dishevelled — when Ma was not watching, he did not even comb his hair.

5. Mr. Sharma found it impossible to believe that a time machine built by a young boy could actually work. The whole idea seemed fantastical to an adult. He assumed Boppa had simply slipped out of the house unnoticed, and smiled indulgently at Anand's claim that the machine had sent Boppa into the past.

6. (Model ending) Boppa found himself transported back to ancient times, perhaps to the era of the Mughal Empire. Unable to speak the language or understand the customs, he was bewildered and frightened. He could never find his way back to the present. As for his green scarf, it remained the only proof that the time machine had truly worked — a secret that Anand cherished forever, even after the machine was dismantled.

Answer: 1. Recent colony thefts prompted him. 2. Papa opened the door softly, triggering the alarm. 3. Papa was sceptical and firm; Ma was sympathetic; Anita was cautious but supportive. 4. He took apart gadgets, made noise, and neglected personal grooming. 5. Adults found it impossible to believe a boy-built time machine could work. 6. (Model) Boppa was sent back to ancient times and could never return.

Exercise 3.4 — Let us learn — My Brother's Great Invention

Q1 Onomatopoeia — Read the sound words used in the story in Column 1. Complete Column 2 by matching expressions from the box: 'whispered angrily', 'constant and loud construction noises', 'sudden loud sound of breaking', 'a continuous low and soothing sound'. An example is done: Crash = sudden loud sound of breaking. Now match: (ii) Humming (iii) Hissed (iv) Hammering, sawing, clattering

SOLUTION

(ii) Humming — a continuous low and soothing sound
(iii) Hissed — whispered angrily
(iv) Hammering, sawing, clattering — constant and loud construction noises

Answer: (ii) Humming = a continuous low and soothing sound; (iii) Hissed = whispered angrily; (iv) Hammering, sawing, clattering = constant and loud construction noises.

Q2 Binomials — Match the words in Column 1 with correct pairs in Column 2 to make binomials. Column 1: (i) safe (ii) odds (iii) make (iv) pros (v) now (vi) give. Column 2: A. break B. cons C. never D. take E. sound F. ends. Conjunction used: 'and' or 'or'.

SOLUTION

(i) safe and sound
(ii) odds and ends
(iii) make or break
(iv) pros and cons
(v) now or never
(vi) give and take

Answer: (i) safe and sound (ii) odds and ends (iii) make or break (iv) pros and cons (v) now or never (vi) give and take

Q3 Complete the following sentences with suitable binomials from the matched pairs above. (i) This project will be a _____ moment for our team's success. (ii) After a long journey, we were relieved to arrive home _____. (iii) Every friendship works well when there is a balance of _____. (iv) She organised all the _____ in the cupboard, to make space for new clothes. (v) Before making a decision, it is important to weigh the _____ carefully. (vi) This is our final chance to perform on stage, it is _____.

SOLUTION

(i) make or break
(ii) safe and sound
(iii) give and take
(iv) odds and ends
(v) pros and cons
(vi) now or never

Answer: (i) make or break (ii) safe and sound (iii) give and take (iv) odds and ends (v) pros and cons (vi) now or never

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Q4 Phrasal verbs — Complete the paragraph by using the phrasal verbs from the box: 'tripped off', 'let up', 'turned out', 'ran out of', 'rigged up'. 'It had been raining and we (i) _____ time to set up for the function, so we quickly (ii) _____ some decorations using whatever materials we had. We accidentally (iii) _____ the fire alarm because of the smoke from the bonfire. Thankfully, the rain (iv) _____ just as the guests were arriving, and despite all the chaos, the function (v) _____ to be a huge success.'

SOLUTION

(i) ran out of
(ii) rigged up
(iii) tripped off
(iv) let up
(v) turned out

Answer: (i) ran out of (ii) rigged up (iii) tripped off (iv) let up (v) turned out

Q5 Idioms — Complete the following sentences by filling in the blanks with suitable idioms from the text: 'leaving the coast clear', 'frighten me half to death', 'get on our nerves', 'get a shelling', 'fell over ourselves'. (1) Shekhar knew he would _____ for breaking his mother's favourite flower vase. (2) We _____ trying to help the injured dog and get it to the vet as quickly as possible. (3) Faizy distracted Kanchan, _____ for us to get inside the room to prepare the birthday surprise. (4) The constant power fluctuations during meetings can _____. (5) When I am alone at home, any unexpected loud noise in the night can _____.

SOLUTION

(1) get a shelling — Shekhar knew he would get a scolding from his mother.
(2) fell over ourselves — We rushed eagerly and tripped over each other trying to help the dog.
(3) leaving the coast clear — Faizy distracted Kanchan, leaving the coast clear for the surprise preparations.
(4) get on our nerves — Constant power fluctuations are irritating and frustrating.
(5) frighten me half to death — Any unexpected loud noise at night can terrify someone who is alone.

Answer: (1) get a shelling (2) fell over ourselves (3) leaving the coast clear (4) get on our nerves (5) frighten me half to death

Q6 Simple past and past perfect — Underline the verbs in simple past and past perfect tense. (i) Ma had rushed in to see what the racket was all about and found Papa standing there, sopping wet and scowling. (ii) Anand had vanished by this time and reappeared only after dinner when Papa had cooled down.

SOLUTION

(i) Past perfect: 'had rushed'. Simple past: 'found'.
Ma had rushed in (past perfect — action completed before the main event) and found (simple past — the action she performed when she arrived) Papa standing there.

(ii) Past perfect: 'had vanished', 'had cooled down'. Simple past: 'reappeared'.
Anand had vanished (past perfect — he disappeared before the next events) and reappeared (simple past — a specific completed action); Papa had cooled down (past perfect — his cooling happened before Anand reappeared).

Answer: (i) Past perfect: 'had rushed'; Simple past: 'found'. (ii) Past perfect: 'had vanished', 'had cooled down'; Simple past: 'reappeared'.

Q7 Fill in the blanks with the simple past or past perfect form of the verbs given in brackets. (i) After Rohan A. _____ (finish) his homework, he B. _____ (decide) to go for a walk. He C. _____ (leave) the house and D. _____ (realise) he E. _____ (forget) his keys inside. (ii) By the time we A. _____ (reach) the station, the train B. _____ (already/leave). We C. _____ (wait) for the next one to arrive.

SOLUTION

(i) A. had finished B. decided C. left D. realised E. had forgotten
Explanation: A and E use past perfect because they describe actions completed before the next action. B, C, D use simple past for sequential events.

(ii) A. reached B. had already left C. waited
Explanation: B uses past perfect because the train's departure happened before they reached the station. A and C use simple past.

Answer: (i) A. had finished B. decided C. left D. realised E. had forgotten. (ii) A. reached B. had already left C. waited.

Q8 Combine the pairs of sentences using the time expressions 'before', 'after', 'by the time', 'when' and rewrite them using the past perfect tenses. (ii) Old action: We started work. New action: He arrived in the morning. (iii) Old action: They set up the tents. New action: The others brought food and medicine. (iv) Old action: The students became quiet. New action: They heard the teacher coming. (v) Old action: The villagers left the village. New action: The flood submerged the entire area.

SOLUTION

(ii) We had started work before he arrived in the morning. (or: By the time he arrived in the morning, we had already started work.)

(iii) They had set up the tents before the others brought food and medicine. (or: After they had set up the tents, the others brought food and medicine.)

(iv) The students had become quiet before they heard the teacher coming. (or: By the time the teacher came, the students had become quiet.)

(v) The villagers had left the village before the flood submerged the entire area.

(or: By the time the flood submerged the entire area, the villagers had already left.)

Answer: (ii) We had started work before he arrived. (iii) They had set up the tents before the others brought food. (iv) The students had become quiet before they heard the teacher. (v) The villagers had left before the flood submerged the area.

Exercise 3.5 — Let us discuss — Paper Boats

Q1 Choose the correct words from the brackets to complete the summary of the poem. 'The poet sends paper boats down a 1. _____ (stream/river) each day, writing his name and the name of his 2. _____ (school/village) on them. He hopes that someone in a 3. _____ (strange/familiar) land will find them and know who he is. The poet fills his boats with 4. _____ (rose/shiuli) flowers from his garden, hoping they will be safely carried to another land at 5. _____ (night/morning). As he launches his boats, he imagines that the 6. _____ (clouds/birds) in the sky are like friends, racing with his boats. At night, he dreams that his paper boats continue to 7. _____ (swim/float) under the midnight stars, with the fairies of sleep sailing in them, their baskets full of 8. _____ (dreams/fruits).'

SOLUTION

1. stream
2. village
3. strange
4. shiuli
5. night
6. clouds
7. float
8. dreams

Answer: 1. stream 2. village 3. strange 4. shiuli 5. night 6. clouds 7. float 8. dreams

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Q2 Choose the correct option. The theme of the poem is _____. 1. innocence 2. imagination 3. ignorance 4. playfulness 5. travel. Options: (i) 1, 2 and 3 (ii) 3, 4 and 5 (iii) 1, 4 and 5 (iv) 1, 2 and 4

SOLUTION

Option (iv) 1, 2 and 4 — innocence, imagination, and playfulness.

The poem portrays the innocent, playful world of a child who floats paper boats on a stream. The child uses imagination to picture clouds as racing companions and fairies of sleep sailing in the boats at night. The playful activity of making and launching paper boats reflects the carefree spirit of childhood. Ignorance (3) and travel (5) are not central themes.

Answer: (iv) 1, 2 and 4 — innocence, imagination, and playfulness.

Q3 Identify whether the following statement is true or false. 'The setting of the poem is a natural, outdoor environment.'

SOLUTION

True.

The poem is set outdoors, beside a running stream. The poet floats paper boats on the stream, observes clouds in the sky, and dreams under the midnight stars — all natural, outdoor elements.

Answer: True — the poem is set beside a running stream in a natural, outdoor environment.

Q4 Complete the following sentence by choosing the correct word given within the brackets. 'The tone is _____ (sad and serious/gentle and wishful) and the mood is _____ (thoughtful/boring).'

SOLUTION

The tone is gentle and wishful — the poet gently expresses his hopes and wishes through the paper boats rather than lamenting anything.

The mood is thoughtful — the poem makes the reader think about dreams, imagination, and the desire to be known by someone far away.

Answer: Tone: gentle and wishful; Mood: thoughtful.

Q5 Identify the examples of alliteration from the poem.

SOLUTION

The clearest example of alliteration in the poem is 'big black letters' — the 'b' sound is repeated in consecutive words ('big black'). Tagore uses sound patterns sparingly; this is the most prominent alliterative pair in the poem.

Answer: Main example: 'big black letters' — the 'b' sound repeated in consecutive words.

Q6 Fill in the blanks with suitable words from the poem. 1. The repetition of words _____ and _____ emphasises the passage of time. 2. The poet uses imagery like _____ and _____ to create a clear picture in the minds of the readers.

SOLUTION

1. The repetition of words 'day by day' and 'on and on' emphasises the passage of time — 'day by day' shows the regularity of the activity and 'on and on' suggests the endless floating through the night.

2. The poet uses imagery like 'little clouds setting the white bulging sails' and 'the fairies of sleep are sailing in them, and the lading is their baskets full of dreams' to create a clear picture in the minds of the readers. (Other valid examples: 'I load my little boats with shiuli flowers'; 'bury my face in my arms and dream'.)

Answer: 1. 'day by day' and 'on and on'. 2. 'little clouds setting the white bulging sails' and 'fairies of sleep sailing in them, their baskets full of dreams'.

Q7 Match the descriptions in Column 1 with what they symbolise in Column 2. Column 1: 1. the child's innocence, dreams, hopes, and messages sent out into the world 2. purity, beauty, and the start of a new day 3. the vast universe and the child's dreams continuing through the night. Column 2: (i) midnight stars (ii) paper boats (iii) shiuli flowers

SOLUTION

1 → (ii) paper boats — they carry the child's name, dreams, and hopes out into the unknown world.

2 → (iii) shiuli flowers — shiuli (night jasmine) flowers bloom at dawn and are symbols of purity and the freshness of a new day.

3 → (i) midnight stars — the vast night sky with its stars represents the endless universe through which the child's dreams travel on.

Answer: 1 → (ii) paper boats; 2 → (iii) shiuli flowers; 3 → (i) midnight stars.

Exercise 3.6 — Let us think and reflect — Paper Boats

Q1 Extract: 'When night comes I bury my face in my arms and dream that my paper boats float on and on under the midnight stars. The fairies of sleep are sailing in them, and the lading is their baskets full of dreams.' (i) Select the option that is most likely to be the speaker as per the extract. [A child / an adult / a fairy / a sailor] (ii) What can be inferred about the speaker's feelings when night comes? (iii) What kind of beings are the 'fairies of sleep' imagined as? Select the most appropriate option. A. mischievous B. gentle C. fearsome D. playful (iv) Fill in the blank: The phrase 'lading is their baskets full of dreams' suggests that the speaker imagines the fairies of sleep carefully _____ (carrying his dreams / collecting his wishes) in their baskets.

SOLUTION

(i) A child — the imagery of paper boats, burying the face in arms, and dreaming of fairies is characteristic of a child's perspective and imagination.

(ii) When night comes, the speaker feels peaceful and dreamy. The child does not simply go to sleep but imagines the paper boats continuing their journey under the midnight stars. There is a sense of wonder, hope, and gentle longing — the child finds comfort in imagining that his boats carry his dreams onward even while he sleeps.

(iii) B. gentle — the fairies of sleep are imagined as soft, dream-bringing beings who sail in the paper boats and carry baskets full of dreams. They are not mischievous, fearsome, or merely playful.

(iv) carrying his dreams — 'lading' means loading or cargo, so the fairies are carefully carrying the child's dreams in their baskets as they sail through the night.

Answer: (i) A child. (ii) Peaceful, dreamy, and full of wonder. (iii) B. gentle. (iv) carrying his dreams.

Q2 Answer the following questions. 1. Why do you think the poet writes his personal details on the paper boats? 2. The poet talks about the imagination of a child. Support this view with examples from the poem. 3. How does the poet bring together imagination and reality to make the poem more interesting?

SOLUTION

1. The poet writes his name and the name of his village on the paper boats because he hopes that someone in a faraway, unknown land will find the boats and know who he is. It is a child's way of sending a message to the wider world — a longing for connection and recognition beyond the limits of his immediate surroundings. The paper boat becomes a kind of messenger carrying the child's identity.

2. The poet's imagination is evident throughout the poem:
- He imagines that 'someone in some strange land' will find his boats — a fantasy of distant discovery.
- He sees the 'little clouds setting the white bulging sails' — he imagines the clouds in the sky as his companions racing with his boats.
- He pictures 'the fairies of sleep' sailing in his boats at night, carrying 'baskets full of dreams' — a vivid, magical image born of a child's dreaming mind.
These examples show that the child transforms a simple everyday activity into a rich world of fantasy and wonder.

3. The poet blends imagination and reality skilfully. The real elements are the running stream, the paper boats, the shiuli flowers from the garden, the clouds in the sky, and the midnight stars. The imaginary elements are the stranger in a far land who might find the boats, the clouds racing as playmates, and the fairies of sleep sailing through the night with dream-filled baskets. By grounding the fantasy in concrete, real objects (the stream, flowers, stars), the poet makes the imagination feel vivid and believable, giving the poem a magical yet emotionally real quality.

Answer: 1. To reach an unknown person far away — a wish for connection. 2. Imagining clouds as racing companions; fairies of sleep in boats; stranger finding boats in a distant land. 3. Real objects (stream, flowers, stars) anchor vivid imaginary scenes (fairies, racing clouds, distant stranger).

Exercise 3.7 — Let us learn — Paper Boats

Q1 The poet uses phrases like 'blooms of the dawn' and 'fairies of sleep'. Select words from Column 1 (wings, waves, dreams, songs, glimmers, cries, tears, roars, shadows) and Column 2 (the birds, the wind, the evening, the children, the rain, the stars, the thunder, the ocean, the clouds) and combine them with 'of' to write as many phrases as possible. An example is done: 'wings of the wind'.

SOLUTION

Possible phrases (combining any Column 1 word + 'of' + any Column 2 word that creates a meaningful image):

- wings of the birds
- wings of the wind
- waves of the ocean
- waves of the rain
- dreams of the evening
- dreams of the children
- songs of the birds
- songs of the wind
- glimmers of the stars
- glimmers of the rain
- cries of the children
- cries of the birds
- tears of the clouds
- tears of the rain
- roars of the thunder
- roars of the ocean
- shadows of the clouds
- shadows of the evening

(Students may write as many as they can; any grammatically correct and meaningful combination is acceptable.)

Answer: Sample phrases: wings of the birds, waves of the ocean, dreams of the evening, songs of the wind, glimmers of the stars, cries of the children, tears of the clouds, roars of the thunder, shadows of the evening.

Q2 The poet uses words like 'dawn', 'night', and 'midnight' to show different parts of the day. Sort the following words into the correct columns — Morning, Afternoon, Evening, Night: twilight, dawn, nightfall, sunset, noontime, night-time, dusk, midnight, noonday, sunrise, noon, daybreak, sunup, forenoon, sundown, midday.

SOLUTION

Morning: dawn, sunrise, daybreak, sunup, forenoon
Afternoon: noontime, noonday, noon, midday
Evening: twilight, sunset, dusk, sundown, nightfall
Night: midnight, night-time

Answer: Morning: dawn, sunrise, daybreak, sunup, forenoon. Afternoon: noontime, noonday, noon, midday. Evening: twilight, sunset, dusk, sundown, nightfall. Night: midnight, night-time.

Q3 Match the words from the text in Column 1 with their opposites in Column 2. Column 1: 1. strange 2. dawn 3. launch 4. bulging 5. float 6. lading. Column 2: (i) halt (ii) emptying (iii) sink (iv) dusk (v) ordinary (vi) shrinking

SOLUTION

1. strange → (v) ordinary
2. dawn → (iv) dusk
3. launch → (i) halt
4. bulging → (vi) shrinking
5. float → (iii) sink
6. lading → (ii) emptying

Answer: 1 → (v) ordinary; 2 → (iv) dusk; 3 → (i) halt; 4 → (vi) shrinking; 5 → (iii) sink; 6 → (ii) emptying.

Exercise 3.8 — Let us explore (Riddles) — Paper Boats

Q1 Solve the riddles. 1. 'I have water that you cannot drink, / People come to see how in me the Sun sinks. / I can be rough, I can be calm, / I hold within myself plenty of charm. / My depths tell a never-ending tale. / Who am I with dolphins and the whale?' 2. 'I sit in stillness, but move with the wind, / My surface mirrors the world you are in. / The trees around me live happily, / In me, you can take a dip daily. / Home to ducks, frogs, fish, and all, / Can you guess what I am, after all?' 3. 'I gently travel through valleys deep, / My soft murmur can make you sleep. / Little paper boats float on me in rain / The merry laughter of the kids I gain. / You may sit beside me without any fear, / Who am I who skips along, crystal clear?' 4. 'I have a bed, but I do not sleep. / I have a bank, but no money I keep. / I carry stories, old and new, / High mountains to the oceans blue. / I journey far to meet the sea, / Can you guess, who I can be?'

SOLUTION

1. The sea / ocean — it has saltwater you cannot drink, people watch sunsets over it, it can be rough or calm, and it is home to dolphins and whales.

2. A lake / pond — it is still but its surface ripples with the wind, it mirrors its surroundings, trees grow around it, you can swim in it, and ducks, frogs, and fish live in it.

3. A stream / river — it travels through valleys, its murmuring sound is soothing, paper boats float on it, children play beside it, and it flows crystal clear.

4. A river — a river has a 'bed' (riverbed) but does not sleep, 'banks' (riverbanks) but holds no money, travels from high mountains to the ocean, and carries stories of the land it flows through.

Answer: 1. The sea / ocean. 2. A lake / pond. 3. A stream / river. 4. A river.

Exercise 3.9 — Let us discuss — North, South, East, West

Q1 Complete the table based on Shaana's postcards. Fill in the missing places (rows 3, 7) and missing descriptions (rows 2, 4, 5, 6). Row 1 (example): Thajiwas glacier, Kashmir — white and blue glaciers; throwing snowballs. Row 2: Himachal Pradesh — ? Row 3: ? — walking through a thick forest to reach the treehouse. Row 4: Gujarat — ? Row 5: The Narmada river — ? Row 6: Chennai — ? Row 7: ? — floating and looking at the fish; Appa and Amma went for a dive.

SOLUTION

Row 2: Himachal Pradesh — very quiet; mountains visible from the cabin; colourful birds chirping at sunrise; (Shaana thought she heard) bears growling at night (actually Appa snoring).

Row 3: Arunachal Pradesh — walking through a thick forest to reach the treehouse; the forest was so dense that one could get lost by blinking or stopping to tie shoelaces; Shaana loved it the best so far and hoped to see red pandas.

Row 4: Gujarat — hot, dry, and sandy (like a beach without the sea); Shaana loved the colourful local clothes; Amma gave her a surprise test, which she passed with 88 per cent.

Row 5: The Narmada river — went rafting; the river was wild and scary (not calm as Shaana had imagined); she got fully wet; Appa was so scared he decided never to go rafting again.

Row 6: Chennai — learnt to surf (fell only twice); Amma and Appa splashed water on each other and behaved like children; the beach waves were rougher and the water was browner than at Rameswaram.

Row 7: Olaikaadu beach (near Rameswaram) — floating and looking at the fish while parents dived; found all sorts of pebbles on the beach.

Answer: Row 2: quiet, mountains, colourful birds chirping. Row 3: Arunachal Pradesh. Row 4: hot/dry desert, colourful clothes, surprise test. Row 5: rafting on the wild river, Appa scared. Row 6: surfing, Amma–Appa playful, rougher waves. Row 7: Olaikaadu beach.

Exercise 3.10 — Let us think and reflect — North, South, East, West

Q1 Extract 1 (postcard dated 24 May): 'Amma tells me that places like the Sundarbans are called wetlands. I never knew such a place existed, and that it was possible for trees called mangroves to grow in seawater! But Amma is sad about how much this place floods today. We also saw crocodiles and a lonely snake while boating. I hope they don't follow us home. How is everyone? Are you missing me yet?' (i) What feeling does Shaana most likely experience when she says, 'I never knew such a place existed...'? A. pride B. hope C. relief D. wonder (ii) Complete the following sentence with a suitable reason. Amma is sad about the frequent flooding in Sundarbans because _____. (iii) Select the evidence from the text that reflects a feeling of the speaker's slight nervousness. (iv) Select the option that applies to both the Assertion and the Reason. Assertion: The speaker is missing her friends. Reason: The speaker wishes to know the well-being of her friends. A. Both the assertion and the reason are true, and the reason correctly explains the assertion. B. Both the assertion and the reason are true, but the reason does not correctly explain the assertion. C. The assertion is true, but the reason is false. D. Both the assertion and the reason are false.

SOLUTION

(i) D. wonder — Shaana expresses genuine surprise and amazement at discovering wetlands and the ability of mangrove trees to grow in seawater. She had never imagined such an environment could exist.

(ii) Amma is sad about the frequent flooding in Sundarbans because excessive flooding damages this unique ecosystem and harms the mangroves, wildlife, and the people living in and around it. The Sundarbans are a fragile wetland habitat, and more frequent flooding indicates the effects of climate change and environmental degradation.

(iii) 'I hope they don't follow us home' — after seeing crocodiles and a snake while boating, Shaana adds this humorous yet slightly nervous remark, showing a mild undercurrent of unease about the wildlife.

(iv) B. Both the assertion and the reason are true, but the reason does not correctly explain the assertion. Shaana does miss her friends (assertion is true — she asks 'Are you missing me yet?', implying she is thinking of them). She also wishes to know their well-being (reason is true — 'How is everyone?'). However, asking about others' well-being does not explain why Shaana herself is missing her friends; she misses them because she is away from home for a long time, not

because she wants their status update.

Answer: (i) D. wonder. (ii) Because flooding harms this fragile wetland ecosystem. (iii) 'I hope they don't follow us home.' (iv) B — both true but the reason does not correctly explain the assertion.

Q2 Extract 2 (postcard dated 12 June): 'Amma and Appa are fast asleep, and I should be sleeping too, but I just love looking out of the window. I think we're in the southwest part of the country, in Goa, and you won't believe how nice the plateaus look. There are so many hills here, and beaches too. There are also a lot of tunnels that the train goes through. I used to be afraid of tunnels, but I'm not any more. Someday, I wish we could all go on a tour of the plateaus.' (i) Complete the sentence with a suitable reason. The speaker chooses to stay awake because _____. (ii) What does the speaker mean by saying, 'You won't believe how nice the plateaus look'? (iii) What has been the change in the speaker's attitude towards tunnels? A. from fear to comfort B. from courage to confidence C. from doubt to clarity D. from fascination to delight (iv) Fill in the blanks with the correct option from those given in the brackets. The speaker's wish to share the experience of touring the plateaus with others indicates her _____ (ability to communicate/sense of connection) as well as the value she places on _____ (shared experiences/updating information) with her peers.

SOLUTION

(i) The speaker chooses to stay awake because she loves looking out of the train window and enjoying the beautiful night views of the plateaus, hills, and beaches of Goa. The scenery is too captivating for her to close her eyes.

(ii) By saying 'You won't believe how nice the plateaus look', Shaana means that the plateaus are so strikingly beautiful that it would be hard to imagine without seeing them. She is expressing amazement at the visual splendour of the landscape — the hills, the flat-topped elevated terrain, and the interplay of hills and beaches create a stunning scene.

(iii) A. from fear to comfort — Shaana used to be afraid of tunnels, but travelling through them repeatedly has made her comfortable and unafraid. The change is from an earlier state of fear to a present state of ease.

(iv) sense of connection; shared experiences — Shaana's wish that her friends could join her on a tour of the plateaus shows that she feels a bond with them and

wants them to share in what she is experiencing, not merely receive information from her.

Answer: (i) She loves looking at the beautiful nighttime plateau scenery. (ii) The plateaus are so beautiful they are hard to imagine without seeing. (iii) A. from fear to comfort. (iv) sense of connection; shared experiences.

Q3 Answer the following questions. 1. Shaana mentions that she used to be afraid of tunnels. What could have been the most likely reason for her to be scared of tunnels? 2. Do you think Shaana's Appa and Amma enjoyed themselves, just like children do? Support your answer with evidence from the text. 3. Shaana mentions less snow in the glaciers and more flooding in the Sundarbans. Explain what these observations indicate. 4. Shaana's visits to different parts of the country highlight the diversity of India's geography. Support this statement with evidence from the text. 5. How does Shaana use language to convey her excitement, curiosity, and sometimes her fears about the places she visits? 6. What might Shaana have learnt from her travels across India? How would it impact her understanding of the country? 7. What could be the author's purpose of presenting the text in the form of postcards?

SOLUTION

1. Shaana was likely afraid of tunnels because they are dark, enclosed spaces, and the sudden plunge into darkness combined with the loud noise of the train inside a tunnel can be frightening, especially for a child. The sense of being cut off from the outside world momentarily triggers fear of the unknown.

2. Yes, Shaana's Appa and Amma certainly enjoyed themselves like children. Evidence: At the Thajiwas glacier, 'Appa and Amma love it here, and they like throwing snowballs at each other.' On the Narmada, Appa went rafting and 'was so scared that he decided never to go rafting ever again' — a childlike reaction. In Puducherry, 'Amma and Appa splashed water on each other and behaved like children.' Shaana even humorously says, 'It's a good thing I was there to control them.'

3. Less snow in the glaciers and more frequent flooding in the Sundarbans are both indicators of climate change. Melting glaciers mean rising temperatures in the Himalayan region, which reduces snow and ice cover over time. Increased flooding in the Sundarbans suggests that rising sea levels and changing rainfall patterns — consequences of global warming — are affecting this low-lying coastal

wetland. Both observations signal that the environment is under stress from human-caused climate change.

4. India's geographical diversity is evident in Shaana's postcards: white-and-blue glaciers in Kashmir (cold mountains of the north); dense forests and treehouses in Arunachal Pradesh (northeast); mangrove wetlands in the Sundarbans, West Bengal (east); hot, dry Thar Desert in Gujarat (west); the fast-flowing Narmada river in central India; plateaus and hills in Goa (southwest); and beaches in Puducherry and Rameswaram (south). She travels across glaciers, forests, deserts, wetlands, plateaus, rivers, and seas — all within one country.

5. Shaana uses vivid, informal language to bring her emotions to life. For excitement: 'You won't believe where I am!' and 'Today was the best day ever!' For curiosity: 'I never knew such a place existed' and 'I had no idea all the Pradesh states didn't sit next to each other.' For fear/nervousness: 'I think I hear bears growling in the west when it gets dark' and 'I hope they don't follow us home' (about the crocodile and snake). Her first-person, conversational style — using exclamation marks and humour — makes her feelings vivid and immediate.

6. Shaana learnt that India is an extraordinarily diverse country — in its landscapes, languages, people, food, and climates. She discovered that places she had only read about (wetlands, glaciers, deserts) are real and astonishing. She also learnt that nature is changing due to climate change (less snow, more flooding). These travels would deepen her respect for the country's variety, make her more empathetic towards different communities and cultures, and broaden her sense of identity as an Indian.

7. The author chose the postcard format to give the story an authentic, personal, and immediate feel. Postcards are real objects written on the move — short, informal, and addressed to specific people. This format allows the author to present multiple locations in brief, vivid snapshots without a lengthy narrative. It also makes Shaana's voice feel genuine and childlike. The postcard format naturally limits each entry to the most striking observation, keeping the account lively and personal, as if the reader is receiving actual correspondence from a travelling friend.

Answer: 1. Darkness, enclosure, and sudden noise make tunnels frightening. 2. Yes — snowball-throwing in Kashmir, rafting scare, splashing each other in Puducherry. 3. Indicators of climate change — warming and rising sea levels. 4. Glaciers, forests, deserts, wetlands, rivers, plateaus, and beaches across the country. 5. Exclamations for excitement, simple wonder-phrases for curiosity, humorous understatements for fear. 6. Respect for India's diversity; understanding of climate change; broader identity. 7. Postcard format gives an authentic, personal, immediate voice; snapshots suit a travelling child narrator.

Exercise 3.11 — Let us learn — North, South, East, West

Q1 Read the situations given in Column 1 and choose the associated words from the text box (blink, scary, existed, amazing, splashed, floating). Column 1 situations: 1. In the middle of the night, the little boy heard a loud noise. He felt so afraid that he couldn't sleep. 2. There used to be a bookstore near my house. But it is now shifted to the town. 3. The flashes of light from the car made her suddenly close and open her eyes several times. 4. The children jumped into the pool and threw water at each other with loud noises. 5. My grandmother's place is so beautiful with all green paddy fields and palm trees. It was a great experience. 6. When I looked up at the sky, the clouds were not staying at one place. They were moving across the sky. (An example is given: 1. → scary)

SOLUTION

1. scary — the boy was frightened by the loud noise at night.
2. existed — the bookstore used to exist near the house but is no longer there.
3. blink — the flashes of light made her blink repeatedly.
4. splashed — the children splashed water at each other.
5. amazing — the beautiful paddy fields and palm trees made it an amazing experience.
6. floating — the clouds were floating (drifting) across the sky.

Answer: 1. scary 2. existed 3. blink 4. splashed 5. amazing 6. floating

Q2 Subject-verb agreement — Read the following sentences from the text and underline the subject and the verb. Apply the rules stated. 1. 'Amma and Appa are fast asleep.' 2. 'It's hot, dry, and there is sand everywhere.' 3. 'There are so many hills here, and beaches too.'

SOLUTION

1. Subject: 'Amma and Appa' (compound subject joined by 'and') → Verb: 'are' (plural verb). Rule: When a subject has two or more nouns connected by 'and', we use a plural verb.

2. First clause — Subject: 'It' → Verb: 'is' (singular). Rule: When the subject is 'it', the verb is 'is' or 'was'. Second clause — Subject: 'sand' (after 'there is') → Verb: 'is'.

3. Subject: 'hills' (comes after 'there are') → Verb: 'are' (plural). Rule: When a sentence begins with 'there', the subject comes after the verb; the verb agrees

with the subject that follows.

Answer: 1. Subject: 'Amma and Appa'; Verb: 'are'. 2. Subject: 'It'; Verb: 'is'. 3. Subject: 'hills'; Verb: 'are'.

Q3 Subject-verb agreement (Let us understand) — Choose the correct option from the words given in the brackets. 1. A pair of sunglasses _____ (is/are) essential when travelling to sunny destinations. 2. Either the tour guide or the tourists _____ (has/have) to arrive first at the meeting point. 3. The information on travel expenses _____ (is/are) useful for first-time travellers. 4. Neither the flight crew nor the pilot _____ (was/were) aware of the delay. 5. The news about the heavy rains _____ (makes/make) many people reconsider their vacation plans. 6. A pair of binoculars _____ (is/are) useful for spotting wildlife on a safari. 7. The hill stations in India _____ (remains/remain) a popular travel destination during winter. 8. Keeping accounts _____ (is/are) important for spending money wisely during travel. 9. Either the ticket or the bus passes _____ (need/needs) to be used for travelling in the tourist bus. 10. Neither the passengers nor the taxi driver _____ (was/were) aware of the best route to the hotel.

SOLUTION

1. is — 'pair' is the subject (singular); 'of sunglasses' is a prepositional phrase. Rule: 'A pair of' takes a singular verb.
2. have — with 'either…or', the verb agrees with the subject closer to it ('the tourists' = plural). Rule: verb matches the nearer subject.
3. is — 'information' is an uncountable noun (singular).
4. was — with 'neither…nor', the verb agrees with the subject closer to it ('the pilot' = singular).
5. makes — 'news' looks plural but is a singular noun.
6. is — 'pair' is the subject (singular). Rule: 'A pair of' takes a singular verb.
7. remain — 'hill stations' is a plural subject.
8. is — 'keeping accounts' is a gerund phrase functioning as a singular subject.
9. need — with 'either…or', the verb agrees with the subject closer to it ('the bus passes' = plural).
10. was — with 'neither…nor', the verb agrees with the subject closer to it ('the taxi driver' = singular).

Answer: 1. is 2. have 3. is 4. was 5. makes 6. is 7. remain 8. is 9. need 10. was