Chapter 3: Mystery and Magic

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Exercise 3.1 — Pre-reading — The Case of the Fifth Word

Q1 Work in pairs. Solve the crossword puzzle with anagram clues. (Illustrative responses for selected clues)

SOLUTION

An anagram rearranges the letters of one word to form another.
Across: 3. DECLARE → CLEARED 6. TUCKS → STUCK 7. HEART → EARTH 9. FELT → LEFT 10. SOWN → OWNS 12. SWORD → WORDS 13. EVIL → VILE
Down: 1. ACES → CASE 2. READ → DARE 4. TOOL → LOOT 5. ALPS → SLAP 6. HOOKS → SHOOK 8. MANE → NAME 11. LOVES → SOLVE

Answer: Model answers above — adapt as needed.

Q2 Match the different meanings of 'case' with the sentences. Which meaning does the title refer to?

SOLUTION

1. 'that was not the case' → (iii) situation
2. 'the case to be taken up in court' → (iv) matter
3. 'My pencil case' → (ii) container
4. 'written in title case' → (i) writing format

The title 'The Case of the Fifth Word' uses 'case' in the sense of (iv) matter — a mystery or investigative matter that needs to be solved.

Answer: 1→(iii), 2→(iv), 3→(ii), 4→(i); title uses 'case' as a matter/mystery to be solved.

Exercise 3.2 — Let us discuss I (after Part I) — The Case of the Fifth Word

Q1 Complete: Leroy's nickname was Encyclopedia and everyone called him by that name because _____.

SOLUTION

Leroy had read more books than anyone in Idaville and never forgot a fact.
His head was like an encyclopedia — a book filled with facts from A to Z.
His friends said he was like a library and computer rolled into one, and more user-friendly.
This vast, reliable store of knowledge earned him the nickname 'Encyclopedia'.

Answer: he had read more books than anyone and never forgot a fact — his head was like a living encyclopedia.

Q2 Complete: At the dinner table on Tuesday night, Chief Brown stared at his cream-of-mushroom soup as _____.

SOLUTION

Chief Brown had a habit of staring at his soup when he was troubled by an unsolved case.
That night, he was thinking about Tim Nolan's death and the mystery surrounding it.
He stared at his soup because he had a case he could not solve and was lost in thought about it.

Answer: he had a mystery he could not solve and was lost in troubled thought.

Q3 Complete: Encyclopedia sat quietly at the dinner table because _____.

SOLUTION

Encyclopedia knew that his parents were discussing the case for his benefit — to give him all the facts.
He sat quietly so that he could listen carefully and absorb all the details needed to solve the mystery.
He also did not want to seem different from other boys, so he never drew attention to his detective abilities.

Answer: he knew his parents were sharing the case details for his benefit, and he was listening carefully to solve it.

Q4 Complete: Nolan put the will on the kitchen table because _____.

SOLUTION

Nolan had suffered from a bad heart for years and had a stroke.
He realised he was dying and used his last strength to act.
He put the will on the kitchen table to ensure Davenport would inherit his palm-tree nursery — and, with the coded message attached, know where the stolen jewellery was hidden.

Answer: he was dying and wanted to ensure Davenport received both the nursery and the coded clue to the hidden jewellery.

Q5 Do you think Chief Brown would need Leroy's help to solve this case? Why or why not?

SOLUTION

Yes, Chief Brown would need Leroy's help.
The four-word message — 'Nom Utes Sweden Hurts' — appeared completely meaningless to both Chief Brown and Mrs. Brown.
Chief Brown and his wife tried to interpret the words literally (nominative, an Indian tribe, a country, a verb) but could not decode the hidden meaning.
Only Encyclopedia's extraordinary knowledge and lateral thinking allowed him to recognise that the words were derived from days of the week by dropping the letters d-a-y.
Without Leroy, the code would have remained unsolved and Davenport would have retrieved the stolen jewellery undetected.

Answer: Yes — the coded message was beyond Chief Brown's ability to decode; only Encyclopedia's unique knowledge could reveal that the four words represented Monday–Thursday, pointing to 'Friday' (Fir) as the hiding place.

Exercise 3.3 — Let us discuss II (after Part II) — The Case of the Fifth Word

Q1 Identify which statements are facts or opinions. (Statement 1 done as example: Fact)

SOLUTION

1. 'Encyclopedia's father was the Chief of Police.' — FACT (verifiable from the text).
2. 'Everyone thought that Chief Brown must be the smartest police chief in the country.' — OPINION (based on people's beliefs, not proven).
3. 'An encyclopedia is a book or set of books filled with facts from A to Z.' — FACT (a verifiable definition).
4. 'Leroy's friends said he was like a library and computer rolled into one.' — OPINION (it is a comparison expressing the friends' belief).
5. 'Two masked men held up the Diamond Mart on Sixth Avenue.' — FACT (a reported event in the story).
6. 'Nolan and Davenport had met while both were in prison in South Carolina.' — FACT (stated as known information by Chief Brown).
7. 'Chief Brown's hunch was that Davenport and Nolan decided to hide the loot until things cooled down.' — OPINION (it is a hunch, a personal belief, not proven).
8. 'Nolan wrote a four-word code to tell Davenport where he had hidden the stolen jewellery.' — FACT (confirmed at the end of the story).

Answer: Facts: 1, 3, 5, 6, 8. Opinions: 2, 4, 7.

Q2 Complete the character traits table for Leroy (Textual Evidences given; match each to a trait from: cleverness, listener, knowledgeable, gentle, keen, humble).

SOLUTION

1. 'He read more books than anyone in Idaville, and he never forgot a fact.' → knowledgeable
2. 'Encyclopedia never spoke of the help he gave his father. He didn't want to seem different from other boys.' → humble
3. 'Encyclopedia sat quietly. He knew his mother and father were discussing the case for his benefit.' → listener (keen listener)
4. 'Usually, he needed to ask only one question to solve a case before dessert.' → cleverness

Note: 'gentle' is the extra word that does not need to be used.

Answer: 1→knowledgeable, 2→humble, 3→listener, 4→cleverness; 'gentle' is the unused extra word.

Exercise 3.4 — Let us think and reflect — The Case of the Fifth Word

Q1 Extract 1 (Chief Brown / Encyclopedia passage). (i) Complete: Chief Brown's dilemma can be called unique because _____.

SOLUTION

Chief Brown was proud of his son and wanted to share his achievements with the world.

However, his son's abilities were so extraordinary — solving cases that even the police found difficult — that no one would believe an eighth grader was the best detective alive.

If he revealed the truth, people would doubt or mock him; if he stayed silent, his son's genius went unrecognised.

This made his dilemma unique: he was a police chief who was both proud of his son and unable to tell anyone the real source of his success.

Answer: he was proud of his son's extraordinary detective abilities but knew no one would believe that an eighth grader was the best detective alive, so he was forced to stay silent.

Q2 Extract 1. (ii) What can be inferred about why Encyclopedia never spoke of the help he gave his father? (A–D options)

SOLUTION

Option A: He is shy and lacks confidence — not supported; the text shows he is confident when solving cases.

Option B: He wants to avoid jealousy — possible, but the text does not explicitly state this.

Option C: He desires to blend with the other boys to prevent seeming different — this is directly stated: 'He didn't want to seem different from other boys.'

Option D: He is embarrassed about being smarter than adults — not supported by the text.

The correct answer is C.

Answer: C — he desires to blend with the other boys to prevent seeming different.

Q3 Extract 1. (iii) Select the reason that is FALSE for why the parents choose not to call their son 'Encyclopedia'.

SOLUTION

Option A: 'For them he is more than his unique abilities; he is their child with a personal identity.' — TRUE. Parents naturally see their child as more than a label.
Option B: 'Calling him by his real name reflects their affection and the desire to acknowledge him as an ordinary boy.' — TRUE. Using 'Leroy' is an act of warmth and normalcy.
Option C: 'They want him to be remembered as different from the others around.' — FALSE. The parents use his real name precisely to NOT highlight his difference; they want him to feel normal.

Answer: C is false — the parents call him 'Leroy' to acknowledge his ordinary identity, NOT to make him seem different.

Q4 Extract 1. (iv) What does the writer mean by the fact that Leroy was 'stuck with' the name Encyclopedia?

SOLUTION

'Stuck with' means he had no choice but to accept the nickname.
Despite not wanting to seem different, his extraordinary knowledge was so obvious to everyone that they naturally called him Encyclopedia.
He could not escape the nickname no matter what he did — it had become permanently attached to him because of his remarkable abilities.
The phrase conveys a gentle irony: the very quality he tried to hide became the one thing that defined him publicly.

Answer: He had no choice but to accept the nickname — his exceptional knowledge was so apparent that it permanently attached to him regardless of his wish to blend in.

Q5 Extract 2 (Nom Utes Sweden Hurts passage). (i) What does Chief Brown's reaction of shaking his head suggest? (A–D options)

SOLUTION

Option A: He is confident the words are a clue — not supported; shaking his head shows confusion, not confidence.

Option B: He is confused, unable to make sense of the words — directly supported by the action of shaking his head and passing the notebook to Mrs. Brown.

Option C: He believes the words are random and meaningless — partially possible but not the main inference; he did have them copied as evidence.

Option D: He thinks the words are unrelated to the case — not stated.

The correct answer is B.

Answer: B — he is confused, unable to make sense of the words.

Q6 Extract 2. (ii) True or False: Mrs. Brown explained the actual meanings of the individual words rather than decoding the hidden message behind them.

SOLUTION

TRUE.

Mrs. Brown, a former English and other subjects teacher, explained each word literally: 'Nom' as a grammatical term (nominative), 'Utes' as an American Indian tribe, 'Sweden' as a country, and 'Hurts' as the verb 'hurts'.

She focused on the surface-level dictionary meanings of the words, not on any hidden code connecting them.

Answer: True — Mrs. Brown gave literal definitions of each word instead of finding the coded meaning behind them.

Q7 Extract 2. (iii) What does Mrs. Brown's inability to decode the words suggest about the message?

SOLUTION

Mrs. Brown was an educated former teacher, yet she could not decode the message.

This suggests the coded message was not obvious or straightforward — it required a specific key or context to understand.

It also suggests the message was cleverly designed: it appeared to be four unrelated words, making it incomprehensible to anyone who did not know the key. The code's effectiveness lay in its simplicity — once the key (days of the week minus 'd-a-y') was known, it was easy, but without the key, even an intelligent person would be stumped.

Answer: It suggests the message was deliberately cryptic — without the specific key (days of the week with 'd-a-y' dropped), even an educated person could not decode it.

Q8 Extract 2. (iv) Complete: The purpose of Encyclopedia's reminder in the last line of the extract was to _____.

SOLUTION

The options given are: refocus the discussion on the context of the crime / suggest that the coded message was meant for Davenport / imply that the message was likely a clue about the location of the stolen jewellery.

Encyclopedia reminded everyone that 'Davenport disappeared right after the hold-up'.

This reminder served to suggest that the coded message was meant for Davenport — that Nolan wrote it specifically so Davenport would know where the jewellery was hidden.

It redirected the family's thinking from the literal words to the criminal context, hinting that the code had a purpose tied to the crime.

Answer: suggest that the coded message was meant for Davenport — redirecting attention from the words' literal meanings to their purpose within the context of the crime.

Q9 II.1 Nolan and Davenport were very close. Support this statement with evidence from the text.

SOLUTION

Several pieces of evidence support this:

1. They met while both were in prison in South Carolina and became friendly because of shared interests.

2. Davenport came to live with Nolan a week before the jewellery store hold-up — showing deep personal trust.

3. Nolan's will left everything he owned, including his palm-tree nursery, to Davenport.
4. Nolan's last act before dying was to write a coded message telling Davenport where the stolen jewellery was hidden — a final gesture of loyalty.
These acts together show a bond of friendship, shared criminal partnership, and mutual trust that went beyond mere acquaintance.

Answer: They met in prison, shared living quarters, committed crimes together, and Nolan left all his possessions — including a coded clue to the loot — to Davenport in his will.

Q10 II.2 Why did Davenport disappear right after the jewellery hold-up? What might his plans have been if Nolan had not died?

SOLUTION

Davenport disappeared because during the hold-up, one gunman's mask had slipped and a clerk thought she recognised Nolan.
Though the clerk refused to testify, the pair knew the police were suspicious.
Chief Brown's hunch was that they had decided to hide the stolen jewellery and wait until suspicion cooled down before retrieving it.

If Nolan had not died, Davenport would likely have waited until the police lost interest in the case, then returned to Idaville.
Using the coded calendar message, he would have located the jewellery hidden in the jug of earth under the fir tree in Nolan's nursery.
They would then have divided the loot — worth a million dollars — and quietly enjoyed the proceeds of their crime.

Answer: He disappeared to avoid arrest after the clerk nearly identified Nolan. If Nolan had lived, Davenport would have returned once suspicion faded, used the code to locate the hidden jewellery, and collected his share of the loot.

Q11 II.3 What does Mrs. Brown's interest in the case tell us about her?

SOLUTION

Mrs. Brown's active participation — asking questions, recalling past events, and attempting to decode the message — reveals several things:
1. She is intelligent and well-informed; she remembered details of the jewellery robbery from five years ago.

2. She is curious and intellectually engaged, not just a passive listener.
3. She is supportive of both her husband and son; she helps facilitate Encyclopedia's role by keeping the conversation going.
4. Her attempt to decode the four words, even though she failed, shows her analytical mind.
She is presented as an equal intellectual partner in the family's informal detective sessions.

Answer: It shows she is intelligent, curious, well-informed, and actively engaged — an equal partner in the family's problem-solving, not a passive observer.

Q12 II.4 Explain why Chief Brown was proud of his son.

SOLUTION

Chief Brown was proud because Encyclopedia consistently solved mysteries that stumped even experienced police officers.
Every time Chief Brown faced a case he could not solve, he would come home and discuss it at dinner.
Before dinner was over, Encyclopedia would solve it — usually with just one well-chosen question.
The fact that an eighth grader could outthink trained detectives made Chief Brown feel his son was extraordinary.
He felt so strongly that Leroy was the 'best detective alive' that he wished he could tell everyone — but knew no one would believe him.
This combination of remarkable talent and quiet humility made Chief Brown immensely proud.

Answer: Leroy consistently solved cases the entire police force could not — before dinner was even over — making Chief Brown feel his son was the best detective alive, though he could tell no one.

Q13 II.5 Why were Chief Brown's suspicions regarding Nolan and Davenport justified, even when there was a lack of concrete proof?

SOLUTION

Chief Brown's suspicions were based on strong circumstantial evidence:
1. Nolan and Davenport had met in prison — giving them both criminal backgrounds.

2. Davenport came to live with Nolan just one week before the hold-up — a suspicious coincidence.
3. During the hold-up, a gunman's mask slipped and a clerk thought she recognised Nolan.
4. Davenport disappeared immediately after the robbery.
5. No trace of the stolen jewellery was ever found, suggesting it was hidden.

All these facts pointed strongly to their guilt, even though no physical evidence or witness testimony was secured.

The final discovery — jewellery hidden in the fir tree pot — ultimately proved his suspicions correct.

Answer: Multiple circumstantial facts pointed to guilt: prior criminal records, Davenport's suspicious arrival a week before the robbery, a near-identification by a clerk, Davenport's disappearance, and the absence of recovered loot — all validated by the eventual discovery.

Q14 II.6 Analyse the role of the four-word coded message in the story.

SOLUTION

The four-word message 'Nom Utes Sweden Hurts' is the central puzzle that drives the second half of the story.

It serves as the key to locating the stolen jewellery worth a million dollars.

Nolan created it as a dying act of loyalty — to secretly communicate the jewellery's new hiding place to Davenport without anyone else understanding it.

The message also demonstrates Nolan's cleverness: by using a desk calendar as the key context, the code appears as meaningless words to outsiders.

Its role in the plot is to test Encyclopedia's deductive abilities — only someone with his breadth of knowledge could recognise the pattern (days of the week minus 'd-a-y').

It also creates dramatic tension: the reader, like Mrs. Brown, is puzzled until the reveal, making the solution both surprising and satisfying.

The message ultimately leads to the recovery of the jewellery and closes the case, confirming Encyclopedia's genius.

Answer: It is the story's central puzzle — a dying man's coded legacy to his partner. It drives the plot, tests Encyclopedia's genius, and ultimately leads to recovery of the stolen jewellery.

Q15 II.7 Write a character sketch on Leroy (beginning: 'Encyclopedia was a knowledgeable eighth grader who never forgot a fact that he read.').

SOLUTION

Encyclopedia was a knowledgeable eighth grader who never forgot a fact that he read. His head was like an encyclopedia — a book filled with facts from A to Z — which was exactly why his friends called him by that nickname, though only his parents and teachers called him by his real name, Leroy.

Despite his extraordinary abilities, Leroy was remarkably humble. He never spoke of the help he gave his father, the Chief of Police, because he did not want to seem different from other boys. This quiet restraint showed both his maturity and his desire to live a normal life.

Leroy was also a patient and attentive listener. At the dinner table, he sat quietly while his parents discussed cases, absorbing every detail carefully before drawing conclusions. He possessed sharp cleverness — usually needing only one well-chosen question to crack a case that had baffled experienced police officers.

In the case of the fifth word, Leroy demonstrated all these qualities: patient listening, deep knowledge, lateral thinking, and the ability to see connections invisible to others. He is a rare combination of brilliance, humility, and quiet confidence.

Answer: Model answer above — adapt as needed.

Exercise 3.5 — Let us learn — The Case of the Fifth Word

Q1 I. Match phrasal verbs from the text with their meanings. Then fill in the blanks.

SOLUTION

Matching:

1. put on → (iv) wear (clothes, hat, etc.)
2. cooled down → (iii) became normal or calmed
3. turned up → (i) appeared, been discovered
4. make of → (vi) have an idea or understanding of something
5. figure out → (ii) solve a problem
6. got away with → (v) escaped without being punished

Fill in the blanks:

A. Finally, some important evidence about the case has turned up.

B. After I figured out, I understood that I had made a big mistake.

C. I couldn't make of why he was angry with me.

D. He put on his special coat and went to his friend's birthday party.

E. Ravi forgets to do his homework but he got away with it as the teacher didn't ask for it that day.

F. I do not know what to make of his behaviour.

Answer: 1→(iv), 2→(iii), 3→(i), 4→(vi), 5→(ii), 6→(v); blanks: A-turned up, B-figured out, C-make of, D-put on, E-got away with, F-make of.

Q2 II. Fill in the blanks with correct homophone pairs from the box (week/weak, peace/piece, dying/dyeing, break/brake, fore/four).

SOLUTION

1. After running for 50 kilometres last week, I felt weak for two days.
2. When the committee met yesterday, they brought four local cases to the fore.
3. While learning to drive, Rina used too much force on the brake, causing the car to break down.
4. He has composed a beautiful piece of music in order to bring peace to thousands of people.
5. She was busy dyeing her hair not caring about the dying flowers in her garden.

Answer: 1-week/weak, 2-four/fore, 3-brake/break, 4-piece/peace, 5-dyeing/dying.

Q3 III. Solve the visual word puzzles (rebus puzzles). Example done: 'Top secret'.

SOLUTION

Example: SECRET (written on top of 'It') = Top secret.

1. SECRET × 3 stacked = Three secrets (or 'Top secret' repeated — the puzzle shows SECRET three times → 'Three secrets' / or SECRET on top of SECRET on top of SECRET = 'Top of secrets'). Most likely: 'Three secrets'.
2. AGED × 3 = Middle-aged (AGED appears three times around a central space) → 'Middle-aged'.
3. 'stand' with '2' below it = 'Understand' (under + stand, with 2 = double → 'Misunderstand'). More precisely: the '2' likely means 'two' → 'understand' (under + stand).
4. 'uu' = You and you — or 'Double you' (W).
5. GO written with 'It' three times above = 'Let it go' or 'It's a go'.
6. 'sense' written six times = Six senses / Common sense (common = occurring together).
7. ONCE over M1LLION = 'Once in a million'.
8. R-O-R-O-A-D-S-D-S arranged as a cross with ROADS in the centre = 'Cross roads' (crossroads).

Answer: Model answers above — exact answers: 1-Three secrets, 2-Middle-aged, 3-Understand, 4-Double you (W), 5-Let it go, 6-Six senses/Common sense, 7-Once in a million, 8-Crossroads.

Q4 IV. Find the correct order for the following spoonerisms.

SOLUTION

A spoonerism swaps the first sounds of two words.

1. 'knowing sits' → 'showing knits' (swap kn/sh) — or more naturally: 'sowing knits' → original is 'sitting know' → likely: 'sitting know' → 'knowing sits' means the original is 'knowing sits' reversed = 'sitting knows'? The pattern: swap first consonants: 'knowing sits' → swap k and s → 'sowing knits'.
2. 'it's roaring with pain' → swap r and p → 'it's pouring with rain'.
3. 'plaster man' → swap pl and m → 'master plan'.
4. 'blarm wanket' → swap bl and w → 'warm blanket'.
5. 'tars and crucks' → swap t and cr → 'cars and trucks'.
6. 'shake a tower' → swap sh and t → 'take a shower'.

7. 'bead a rook' → swap b and r → 'read a book'.
8. 'mardon me padam' → swap m and p → 'pardon me madam'.

Answer: 1-sowing knits, 2-pouring with rain, 3-master plan, 4-warm blanket, 5-cars and trucks, 6-take a shower, 7-read a book, 8-pardon me madam.

Q5 V. Fill in the blanks to complete the paragraph about detective stories using words from the box (where, when, why, because, who, whose, though, if, which, how).

SOLUTION

Detective stories are exciting, keeping readers guessing (i) who the real culprit is.
They take place in settings (ii) where clues are hidden carefully.
(iii) Though the mystery seems tricky, a clever detective always finds answers.
Readers often wonder (iv) why criminals leave small but important clues.
The challenge is to decide (v) whose suspect is guilty.
(vi) When the truth is revealed, everything makes sense.
But one may wonder (vii) if they could have solved it themselves.
These stories are fun (viii) because they make readers think till the very end.

Answer: (i) who, (ii) where, (iii) Though, (iv) why, (v) whose, (vi) When, (vii) if, (viii) because.

Q6 VI. Combine sentences using the word given in brackets.

SOLUTION

Example (done): 'We gave him the signal that he was waiting for.'

2. (where) We went to a place where the incident occurred.
3. (who) Teacher, who is now nearly sixty, said she would retire soon.
4. (when) It was the day when half the class was absent.

Answer: 2-We went to a place where the incident occurred. 3-Teacher, who is now nearly sixty, said she would retire soon. 4-It was the day when half the class was absent.

Q7 VII. Transform the five sentences from direct speech to indirect speech (Mrs. Brown as reporting character).

SOLUTION

Direct sentences:

1. 'What's suspicious about that?' — 2. 'What do you make of the four words, Leroy?' — 3. 'Wasn't he mixed up in a jewellery robbery a few years ago?' — 4. 'Didn't you search Nolan's house, dear?' — 5. 'Is there a young fir tree in Mr. Nolan's palm-tree nursery?'

(i) Mrs. Brown asked what was suspicious about that.
(ii) Mrs. Brown questioned Leroy what he made of the four words.
(iii) Mrs. Brown inquired whether he had been mixed up in a jewellery robbery a few years before.
(iv) Mrs. Brown asked Chief Brown whether he had searched Nolan's house.
(v) Mrs. Brown inquired whether there was a young fir tree in Mr. Nolan's palm-tree nursery.

Answer: (i) asked what was suspicious about that; (ii) questioned Leroy what he made of the four words; (iii) inquired whether he had been mixed up in a jewellery robbery a few years before; (iv) asked Chief Brown whether he had searched Nolan's house; (v) inquired whether there was a young fir tree in Mr. Nolan's palm-tree nursery.

Q8 VIII. Rewrite sentences in Reported Speech.

SOLUTION

1. 'Why did you stop talking to me?' asked Rohan.
Rohan questioned why I had stopped talking to him.

2. 'Did you enjoy the family gathering yesterday?' asked my aunt.
My aunt asked if I had enjoyed the family gathering the day before.

3. 'When will you visit us again?' asked my grandmother.
My grandmother inquired when I would visit them again.

4. 'Will you come with me to meet our old teacher tomorrow?' asked Madavi.
Madavi asked Ravi if he would go with her to meet their old teacher the following day.

5. 'What gift are you planning to give your brother?'

My friend inquired what gift I was planning to give my brother.

6. 'Shall I carry these notebooks to the staffroom, Ma'am?' asked Veenu.
Veenu asked her teacher if she should carry those notebooks to the staffroom.

Answer: Model answers above — adapt as needed.

Q9 IX. Complete the indirect speech paragraph from the Aditi–Rahul dialogue.

SOLUTION

Aditi asked Rahul 1. if he had seen anyone leave a package near the lift.
Rahul replied that he had noticed a man wearing a blue jacket drop it off.
Aditi asked Rahul 2. what time he had seen it happen.
Rahul replied that it had been around 6.45 p.m.
Aditi further inquired 3. whether he had been able to see his face.
Rahul said that he had worn a hood, so he couldn't see his face.

Answer: 1-if he had seen anyone leave a package near the lift; 2-what time he had seen it happen; 3-whether he had been able to see his face.

Exercise 3.6 — Let us speak — The Case of the Fifth Word

Q1 I. Practise reading tricky words aloud with pronunciation guides. (Scope B — speaking practice)

SOLUTION

Key words with pronunciations from the text:
jewellery → jool-ree
clerk → claak
dessert → dih-zuht (sweet dish)
January → ja-nyoo-uh-ree
sour → sau-uh
Wednesday → wenz-day
bowl → bol
pronunciation → pruh-nuhn-see-ay-shn
pizza → peet-zaa
buffet → buh-fay

Tip: Pay attention to silent letters (Wednesday's silent 'd'), stress shifts (pronunciation — stress on 4th syllable), and anglicised French borrowings (buffet).

Answer: Model answer above — adapt as needed.

Q2 II. Conduct a group discussion on 'The Interesting Aspects of a Mystery Story'. (Scope B — talking points)

SOLUTION

Talking points for the discussion:
• A mystery story builds suspense by withholding key information from the reader.
• The detective character — often smarter than those around them — makes the reader feel clever when they spot clues.
• Clues are planted throughout the story; a good mystery is fair — the reader has access to all the information the detective does.
• The coded message in 'The Case of the Fifth Word' is an excellent example: simple once the key is known, baffling without it.
• Mystery stories teach critical thinking — readers learn to question what seems obvious.
• The surprise ending is satisfying only if it is logically consistent with earlier clues.

Phrases to use: 'If I may say something…', 'I'm totally in agreement with that…', 'I'm afraid I don't agree…', 'I would like to add to what (speaker) mentioned…'

Answer: Model answer above — adapt as needed.

Exercise 3.7 — Let us write — The Case of the Fifth Word

Q1 Write a report on an 'Inter-school Art Exhibition' organised by your school. (Scope B — model report)

SOLUTION

Inter-school Art Exhibition
By Arjun Sharma, Class 8B

An Inter-school Art Exhibition was organised by Delhi Public School, Sector 12, from 15 March 20XX to 17 March 20XX at the school's Main Hall. Twelve schools from the district participated in the event.

The exhibition was inaugurated by the Chief Guest, Ms. Anita Rao, a renowned artist and art educator, on Monday, 15 March 20XX, in the presence of students, teachers, and parents from participating schools. The event showcased over 200 artworks including paintings, sculptures, sketches, and digital art. Following the inauguration, visitors were given a guided tour of the exhibits arranged by school and category.

After two days of public viewing, a panel of judges evaluated all entries. Subsequently, prizes were awarded in four categories: Best Painting, Best Sculpture, Best Sketch, and Most Innovative Work. Finally, our school won the Best Painting award for a watercolour landscape by Class 9 student Priya Menon.

The winning entries were awarded certificates and trophies by the Chief Guest. Addressing the students, Ms. Rao said, 'Art is the language of the soul — never stop creating.' The Inter-school Art Exhibition was a grand success, providing a wonderful platform for young artists to showcase their talent and learn from one another.

Answer: Model answer above — adapt as needed.

Exercise 3.8 — Let us explore — The Case of the Fifth Word

Q1 I. Look at the optical illusion images and check your answers. (Scope B — observation activity)

SOLUTION

Optical illusions trick the eye into seeing two different things in the same image.
Common examples: a vase that also looks like two faces; an old woman and a young woman in the same drawing; a rabbit and a duck.
The key insight: what you perceive depends on where you focus your attention.
This connects to the story: Encyclopedia's ability to 'see' the code in 'Nom Utes Sweden Hurts' was a mental version of shifting perception — seeing days of the week where others saw random words.

Answer: Model answer above — adapt as needed.

Q2 II. Play the 'Name the Mystery Object' language game. (Scope B — model example response)

SOLUTION

Example object (given in text — answer: Blackboard/Whiteboard):
(i) I display information for all to share, with a swipe I'm clean and bare.
(ii) I am rectangular or a square, whom neither teacher nor student can spare.
(iii) I am mostly black, sometimes green, now in white too I am seen.

Student model: Object — Dictionary
Hint 1: I hold thousands of words but cannot speak a single one.
Hint 2: People open me to find meanings, spellings, and origins.
Hint 3: I come in print and digital forms, arranged from A to Z.
Answer: Dictionary (20 pts if guessed after Hint 1, 10 pts after Hint 2, 5 pts after Hint 3).

Answer: Model answer above — adapt as needed.

Q3 III. Visit the library and look for an encyclopedia. How is it different from a dictionary?

SOLUTION

An encyclopedia is a comprehensive reference work containing detailed information on a wide range of subjects.
It provides in-depth articles covering the history, importance, and details of each topic.

A dictionary, in contrast, focuses on words — their spellings, pronunciations, grammatical forms, and definitions.

Key differences:
Encyclopedia: covers topics (events, people, places, sciences, arts); articles are long and detailed; organised by subject or alphabetically by topic.
Dictionary: covers words; entries are concise; strictly alphabetical by word.

Connection to the story: Leroy's nickname came from having a head like an encyclopedia — full of detailed facts on every topic, not just word definitions.

Answer: An encyclopedia covers topics in depth (history, science, people, events); a dictionary covers words (spellings, meanings, pronunciations). Leroy's nickname reflected the former — he held encyclopaedic knowledge of facts, not just definitions.

Q4 IV. Use a thesaurus to find alternative words for any five words of your choice.

SOLUTION

Model response (five words from the chapter):
1. mystery → puzzle, enigma, riddle, conundrum
2. clever → intelligent, sharp, astute, bright
3. suspicious → doubtful, distrustful, questionable, wary
4. hidden → concealed, secret, buried, disguised
5. solve → crack, decode, unravel, resolve

Answer: Model answer above — adapt as needed.

Exercise 3.9 — Pre-reading — The Magic Brush of Dreams

Q1 I. Discuss: 1. A magical object you would like to have and why. 2. What you would draw with a magic paintbrush and why. 3. Would you use it for someone else?

SOLUTION

1. If I could have any magical object, I would choose a magic notebook that brings whatever is written in it to life. Reason: writing has the power to communicate ideas, and a notebook that makes ideas real could solve problems — clean water for drought-affected villages, medicine for the sick, books for every child.

2. If I had a magic paintbrush, I would draw a lush green forest for a village that has lost its trees. The forest would bring clean air, water, and shade. Alternatively, I would paint a school for children in a remote area who have no access to education.

3. Yes, I would use the magic paintbrush for others — especially for people who cannot help themselves. This reflects the same value the mysterious man taught Gopi: 'Paint not for the wealthy ones, but only for the poor.'

Answer: Model answer above — adapt as needed.

Q2 II. Discuss instances of acts of kindness you have heard, read, or experienced.

SOLUTION

An act of kindness I have read about: During the 2004 tsunami, fishermen in Kerala risked their boats to rescue strangers from flooded areas — a spontaneous act of generosity from ordinary people.

An act of kindness I have experienced: A neighbour regularly left fresh vegetables outside elderly residents' doors during the pandemic lockdown, asking for nothing in return.

What makes these acts meaningful: they were done without expectation of reward, echoing Gopi's use of the magic brush — she painted for the poor simply because it was right.

Answer: Model answer above — adapt as needed.

Q3 III. Guess meanings of words and draw pictures; then sort into categories (Things, Actions, Emotions).

SOLUTION

Word meanings:
paintbrush → a tool with bristles used for painting
winding → twisting and turning (e.g., a winding road)
joy → a feeling of great happiness
twig → a small thin branch of a tree
fortress → a large strong building for protection; a fort
bows → bends at the waist as a sign of respect
feast → a large elaborate meal
drawing → making pictures with a pencil or brush
fear → an unpleasant feeling caused by danger or threat
cold → low temperature; also an emotion of unfriendliness

Categories:
Things: paintbrush, twig, fortress, feast, drawing
Actions: winding, bows, drawing (can be both)
Emotions: joy, fear, cold (emotional sense)

Answer: Things: paintbrush, twig, fortress, feast, drawing. Actions: winding, bows. Emotions: joy, fear, cold.

Exercise 3.10 — Let us discuss — The Magic Brush of Dreams

Q1 I. Arrange the events in order of occurrence in the poem. (Event 10 is last.)

SOLUTION

Correct chronological order:

1st: 3 — Gopi is told to gather food but instead sits drawing pictures in the sand.

2nd: 9 — A man gives a magic brush to Gopi to paint only for the poor.

3rd: 1 — Gopi paints a bowl of khichdi, which becomes real and amazes the villagers.

4th: 7 — Gopi uses the magic brush to paint useful items for the villagers.

5th: 2 — The Zamindar orders Gopi to paint treasures for him.

6th: 5 — The Zamindar throws Gopi into prison.

7th: 6 — Gopi paints a road and a horse to escape.

8th: 4 — Gopi returns to the village with the Zamindar and his men chasing her.

9th: 8 — Gopi paints a wide river, stopping the Zamindar and his men.

10th: 10 — Gopi scares the Zamindar away and celebrates with the villagers.

Answer: Order: 3, 9, 1, 7, 2, 5, 6, 4, 8, 10.

Q2 II. Fill in the blanks about the poem's shifting tone (options: playful and innocent / tension and suspense / triumphant and celebratory).

SOLUTION

The tone of the poem shifts throughout, reflecting the different moods of the story.

Initially, the tone is 1. playful and innocent as Gopi uses her imagination to draw in the sand.

Later when the Zamindar enters the story, the tone shifts to one of 2. tension and suspense.

In the final part of the poem, the tone becomes 3. triumphant and celebratory as Gopi escapes, the Zamindar is defeated, and the villagers rejoice.

Answer: 1-playful and innocent, 2-tension and suspense, 3-triumphant and celebratory.

Q3 III. Fill in the blanks about rhyme scheme and poetry genre.

SOLUTION

1. The poem mostly follows a simple rhyme scheme, ABCB, which adds a rhythmic flow.

(In ABCB: lines 1 and 3 do not rhyme; lines 2 and 4 rhyme. Example: 'hand' / 'sand'; 'rice' / 'nice'.)

2. This poem belongs to the narrative or ballad poetry genre, which tells a story through verse.

Answer: 1-ABCB, 2-narrative or ballad.

Q4 IV. Give examples from the poem for: 1. Imagery. 2. Effect of repetition in 'On you, and you and you!'

SOLUTION

1. Imagery examples from the poem:

'Gopi sits beneath the banyan, / A twig is in her hand' — visual image of a girl drawing in the sand under a tree.

'She paints a muffler for a farmer, / A plough for another man, / A shawl for a grandmother, / And for a girl, a fan' — creates a clear picture of villagers receiving useful gifts.

'She paints a mighty river wide, / Its currents fast and deep' — vivid image of a rushing, impassable river.

'Now Gopi paints for the village folk, / A feast of sweets and tea. / A courtyard bright, a band to play, / And songs of victory' — a joyful, celebratory scene.

2. Effect of repetition in 'On you, and you and you!':

The repetition of 'you' creates a sense of direct threat, pointing at each of the Zamindar's men individually.

It builds dramatic intensity and emphasises that no one in the Zamindar's group is safe.

The rhythm mimics the act of pointing — accusatory and powerful — reinforcing Gopi's newfound authority over her pursuers.

Answer: 1. Imagery: 'Gopi sits beneath the banyan, a twig is in her hand' / 'a mighty river wide, its currents fast and deep'. 2. Repetition of 'you' creates direct threat, individual accusation, and dramatic tension — Gopi turns the chase into a confrontation.

Q5 V. Match phrases from Column 1 with what they symbolise in Column 2.

SOLUTION

1. The magic paintbrush → (iii) the power of art and imagination to change the world
2. The grand fortress → (i) greed and the desire for wealth
3. The river and the beast → (ii) barriers to protect Gopi from the Zamindar's anger

Answer: 1→(iii), 2→(i), 3→(ii).

Q6 VI. True or False: While Gopi uses the magic brush to help others, the Zamindar wants to use it for personal gain. This contrast drives the moral of the story.

SOLUTION

TRUE.

Gopi paints practical items for the poor — khichdi, a muffler, a plough, a shawl, a fan — and ultimately uses the brush to protect herself and the village.

The Zamindar, in contrast, demands 'a fortress tall and grand' and 'treasures, jewels, and riches rare, enough to rule this land.'

This contrast between selfless use and greedy use of the same power drives the poem's moral: art and gifts have their greatest value when directed towards the welfare of others, not personal enrichment.

Gopi's refusal — 'I swore to use this magic brush / To help the needy by' — directly articulates this moral.

Answer: True — the contrast between Gopi's selfless use and the Zamindar's greedy demand is the moral engine of the poem.

Exercise 3.11 — Let us think and reflect — The Magic Brush of Dreams

Q1 Extract 1 (man gives Gopi the brush). (i) Fill in: The man is whispering and telling Gopi to keep the brush a secret, reflecting his _____ nature. (Options: careful and secretive / magical and delightful)

SOLUTION

The man whispers, looks around, and specifically instructs Gopi not to let the village know about the brush.

These actions reflect caution and deliberate secrecy — not magic or delight.

The correct answer is: careful and secretive.

Answer: careful and secretive.

Q2 Extract 1. (ii) What is the significance of the man slipping the brush into Gopi's hand?

SOLUTION

The act of slipping the brush into her hand — rather than presenting it openly — is significant in several ways:

1. It suggests a passing of responsibility: the man has decided that Gopi is the right person to carry on the brush's purpose.

2. It is a private, intimate transfer of power — reinforcing the secrecy and importance of the gift.

3. It signals trust: he chooses Gopi because she is simple, artistic, and not driven by greed.

4. The brushed-into-hand gesture is gentle, suggesting the gift is not an imposition but an invitation.

It marks the moment Gopi transforms from an ordinary girl drawing in the sand to a figure with extraordinary power and responsibility.

Answer: It marks the quiet transfer of both magical power and moral responsibility — the man chooses Gopi because she is trustworthy and selfless, passing the brush secretly so its power is not misused.

Q3 Extract 1. (iii) Complete: The most likely reason the man instructs Gopi to 'Paint not for wealthy ones but only for the poor' is because he _____.

SOLUTION

The man instructs Gopi this way because he understands that the wealthy already have the means to acquire what they need.

The poor, by contrast, lack basic necessities and have no other means of obtaining them.

The brush's magic is most meaningful — and most just — when it fills genuine need rather than increasing existing abundance.

The man likely believes that power, art, and gifts should serve equity, not reinforce the existing imbalance between rich and poor.

Most likely reason: he believed the magic brush's power should be used to uplift those in need and correct social injustice, since the wealthy have no true need of it.

Answer: he believed the brush's power should serve those in genuine need to correct injustice, not increase the wealth of those who already have plenty.

Q4 Extract 1. (iv) Select the most appropriate title from: A. The Magic Brush's Secret B. Gopi's Special Gift

SOLUTION

Option A — 'The Magic Brush's Secret' — focuses on the brush itself and the secrecy surrounding it ('We mustn't let the village know / About this magic brush').

Option B — 'Gopi's Special Gift' — focuses on Gopi as the recipient.

The extract's core theme is the secret nature of the brush and the conditions attached to it — not simply the fact that Gopi received a gift.

The most appropriate title is A — The Magic Brush's Secret — because the extract is defined by the whispering, the looking around, and the instruction to keep it hidden.

Answer: A — The Magic Brush's Secret.

Q5 Extract 2 (news spreads / Zamindar's demand). (i) Complete: The news of Gopi's magic brush spreads 'through forests, fields, and plains' because of its _____.

SOLUTION

The news spreads because of its extraordinary, miraculous nature.

Gopi's brush produces real objects — khichdi, tools, clothing — from paint.

Such a phenomenon, benefiting ordinary villagers, would be astonishing and unprecedented.

Word of 'magic gains' would travel rapidly because it offered hope to the poor across regions.

The answer: extraordinary/miraculous impact on ordinary people's lives — the news spread because of its remarkable, beneficial, magical quality.

Answer: extraordinary and miraculous nature — painted objects becoming real and benefiting the poor was news so astonishing it spread across forests, fields, and plains.

Q6 Extract 2. (ii) Why does the poet refer to things painted by Gopi's paintbrush as 'magic gains'?

SOLUTION

The phrase 'magic gains' has a double meaning:

1. Literally, the objects Gopi paints — khichdi, mufflers, ploughs, shawls — are 'gains' because they give the poor something real and useful.

2. They are 'magic' because they come from paint rather than labour, money, or trade — they appear as if from nothing.

The phrase captures the wonder of it: ordinary villagers gained tangible, life-improving objects through what seemed like pure magic.

It also reinforces the poem's theme that art can create real value in the world when used for the right purpose.

Answer: The painted objects were both 'gains' (real, useful things received by the poor) and 'magic' (created from paint alone, defying normal means of acquisition) — the phrase captures both the wonder and the benefit.

Q7 Extract 2. (iii) Which statement is false? Rectify it. A. Gopi's magic brush draws the attention of the powerful Zamindar. B. The Zamindar requests Gopi to paint a grand fortress and jewels.

SOLUTION

Statement A is TRUE — the news of Gopi's magic brush did spread until the Zamindar himself heard of it.

Statement B is FALSE — the Zamindar does not 'request' Gopi; he issues a command and an order.

The text says: 'I order you to paint for me, / A fortress tall and grand.'

The Zamindar's tone is one of authority and demand, not polite request.

Rectified statement B: The Zamindar orders/commands Gopi to paint a grand fortress and jewels for him.

Answer: B is false — the Zamindar ordered/commanded Gopi to paint a grand fortress and jewels; he did not 'request' her. Rectified: 'The Zamindar orders Gopi to paint a grand fortress and treasures for him.'

Q8 Extract 2. (iv) What does the Zamindar's demand for a grand fortress and jewels reveal about his character?

SOLUTION

The Zamindar's demand reveals several character flaws:

1. Greed: he wants 'treasures, jewels, and riches rare, enough to rule this land' — he is never satisfied with what he has.

2. Arrogance: he issues an order ('I order you') rather than asking — he treats Gopi as a subject, not a person.

3. Lust for power: the fortress is not for shelter but to establish dominance — 'enough to rule this land.'

4. Selfishness: while Gopi has used the brush for the community's basic needs, the Zamindar thinks only of personal gain.

He represents the dangerous potential of power when combined with greed — a stark contrast to Gopi's compassion.

Answer: It reveals his greed, arrogance, and lust for power — he demands wealth 'enough to rule this land', contrasting sharply with Gopi's use of the brush for the poor's basic needs.

Q9 II.1 Explain why Gopi made the right decision by refusing to paint for the Zamindar.

SOLUTION

Gopi had made a promise to the mysterious man: 'Paint not for the wealthy ones, but only for the poor.'

Honouring this commitment was both a moral and a practical necessity:

1. The Zamindar already had land, power, and resources. Giving him more would only increase inequality.
2. Painting a fortress and jewels for the Zamindar would betray the purpose of the brush — to serve the needy.
3. If Gopi had complied, the Zamindar's greed would likely have grown unchecked, making him even more dangerous.
4. Her refusal preserved the integrity of the brush's power as a tool for good.

Her decision was ultimately vindicated — she escaped, defeated the Zamindar, and returned to serve the village, showing that standing by one's principles leads to justice.

Answer: Gopi had sworn to use the brush only for the poor. Complying would have violated her promise, increased the Zamindar's power and greed, and betrayed the community she was meant to serve. Her refusal was both moral and strategically correct.

Q10 II.2 Gopi threatens to draw a beast to scare away the Zamindar. Justify her action. How would you have dealt with the situation differently?

SOLUTION

Justification of Gopi's action:

Gopi was being pursued by the Zamindar and his men after escaping prison. She needed a way to stop them without causing injury.

By threatening to paint a beast, she used the power of fear rather than violence — a non-lethal strategy that was effective and proportionate.

Her threat was credible (the Zamindar knew the brush's power was real) and ultimately worked — he fled without anyone being harmed.

Gopi showed that sometimes a credible, non-violent threat can be more powerful than direct conflict.

Personal response: I might have painted a barrier — a thick wall of thorns or a fog

— to slow the pursuers while escaping to safety, rather than threatening a beast. This would avoid any risk of escalation while still protecting myself and the village.

Answer: Gopi's threat was justified — she used fear as a non-violent deterrent, proportionate to the threat, and it worked without injury. Model personal response above — adapt as needed.

Q11 II.3 What is the significance of Gopi celebrating with the villagers at the end of the poem?

SOLUTION

The celebration at the end carries multiple layers of significance:

1. It confirms that Gopi's victory is not personal but communal — she belongs to the village and returns to it.
2. The feast of 'sweets and tea, a courtyard bright, a band to play, and songs of victory' symbolises joy and restoration after fear and oppression.
3. It demonstrates that the magic brush was always meant to serve community, not individual, ends — and Gopi has fulfilled this mission.
4. The celebration also signals that the Zamindar's threat is over — the village is free.
5. It reinforces the poem's moral: when power is used selflessly, the result is collective joy and victory.

Answer: The celebration marks collective freedom and the fulfilment of the brush's purpose — Gopi's return to community, not personal triumph, shows that power used selflessly creates shared joy.

Q12 II.4 Compare Gopi's use of the magic brush to how the Zamindar would have used it.

SOLUTION

Gopi's use:

• Painted food, clothing, and tools for the poor — basic necessities.
• Used it to escape unjust imprisonment.
• Painted protective barriers (river, threat of beast) only when necessary for defence.
• Ended with a community feast — the brush served the collective good.

The Zamindar's intended use:

• Demanded a grand fortress and rare jewels — symbols of power and wealth.
• Purpose: 'enough to rule this land' — political domination and personal enrichment.
• No concern for others' welfare — purely self-serving.

Contrast: Gopi used the brush as a tool of compassion and equity; the Zamindar would have used it as a weapon of power and greed.
The same brush becomes something beautiful or something dangerous depending on the character of its user — this is the poem's central message.

Answer: Gopi used it to meet genuine needs and protect the community; the Zamindar would have used it for a fortress, jewels, and political dominance. Same brush, opposite moral purpose — one creating equity, the other reinforcing oppression.

Q13 II.5 What can be inferred about Gopi's character based on her refusal to follow the Zamindar's orders?

SOLUTION

Gopi's refusal reveals the following character traits:
1. Moral courage: she stands firm against a powerful, angry authority figure who has the power to imprison her.
2. Integrity: she honours her promise even at personal cost — 'I swore to use this magic brush / To help the needy by.'
3. Clarity of purpose: she knows exactly what the brush is for and will not be swayed by threats or enticement.
4. Humility: she says 'My lord, I can't comply' — she is respectful in tone but unyielding in principle.
5. Resourcefulness: when imprisoned, she does not give up but uses the brush to engineer her escape.
Gopi is not just kind — she is principled, brave, and strategically intelligent.

Answer: Her refusal shows moral courage, integrity, and clarity of purpose — she honours her vow at personal cost, faces imprisonment rather than compromise, and then engineers her own escape, revealing both bravery and resourcefulness.

Q14 II.6 Justify the appropriateness of the title 'The Magic Brush of Dreams'.

SOLUTION

The title is highly appropriate for several reasons:

1. 'Magic Brush': the central object of the poem is a paintbrush that makes painted things real — a literal magic brush.
2. 'of Dreams': this phrase works on two levels:
   a. The brush literally paints things people dream of having — food, warmth, tools, freedom.
   b. The brush represents the power of dreams and imagination to transform reality.
3. The title captures both the plot (a magic brush) and the poem's deeper message (art, imagination, and dreams can change the world for the better).
4. It is also slightly mysterious and evocative — drawing the reader in with promise of wonder.

The title perfectly encapsulates the poem's magic realism and its hopeful, empowering theme.

Answer: The title is apt: 'Magic Brush' names the central object, and 'of Dreams' captures both its literal effect (painting people's dreams into reality) and its thematic meaning (the transformative power of imagination and art).

Q15 II.7 If you had the magic brush, how would you use it in today's world?

SOLUTION

If I had the magic brush today, I would use it to address the most urgent needs of communities around me.

I would paint clean water sources for villages that rely on polluted rivers.

I would paint solar panels on schools and hospitals that lack electricity.

I would paint books and computers for children in areas with no libraries.

Like Gopi, I would refuse to use it for personal gain — no luxury or power, only necessity.

I would also remember the man's instruction: the brush's power is most meaningful when used for those who have no other means of getting what they need.

The world has changed since Gopi's time, but the principle remains the same: use whatever extraordinary gifts or opportunities you have to reduce suffering and

increase opportunity for others.

Answer: Model answer above — adapt as needed.

Exercise 3.12 — Let us learn — The Magic Brush of Dreams

Q1 I. Match sentences in Column 1 with appropriate meanings of the verb 'draw' in Column 2.

SOLUTION

1. 'His speech drew loud applause from the audience.' → (iii) got a reaction
2. 'The event will draw huge crowds from all neighbouring places.' → (iv) attract
3. 'Plants draw water from the soil.' → (vi) absorb
4. 'I reached the station when the train was drawing into the station.' → (v) moving
5. 'The room was dark, so she drew the curtains to let the sunlight in.' → (i) opened
6. 'He drew a piece of paper from the folder.' → (ii) pulled out

Answer: 1→(iii), 2→(iv), 3→(vi), 4→(v), 5→(i), 6→(ii).

Q2 II. Fill in the crossword using words from the poem. (Clues given)

SOLUTION

Across:

2. the fastest pace of a horse → GALLOPS
4. happen fast → SWIFTLY (or URGES — 'swiftly urges')
7. speaks very softly → WHISPERS
10. take hold of (something) and quickly remove it from its place → SNATCH (or SLIPS — 'slips the brush')
11. having a lot of money; rich → WEALTHY
12. take hold of something suddenly and forcibly → SEIZE

Down:

1. runs away from a place → FLEES
3. possessing a great deal of strength or power → MIGHTY
5. a deep loud shout in pain or anger → ROARS (or BELLOWS)
6. to act according to rules → COMPLY
8. moved in a continuous flow in a specified direction → STREAMED
9. a win after overcoming an enemy → VICTORY

Answer: Across: 2-GALLOPS, 4-SWIFTLY, 7-WHISPERS, 10-SLIPS, 11-WEALTHY, 12-SEIZE. Down: 1-FLEES, 3-MIGHTY, 5-BELLOWS/ROARS, 6-COMPLY, 8-STREAMED, 9-VICTORY.

Q3 III. Match expressions (interjections) in Column 1 with emotions in Column 2. Then create sentences using any five.

SOLUTION

Matching:

1. Phew! → (v) relief
2. Eek! → (vii) alarm
3. Ouch! → (ii) pain
4. Yippee! → (vi) delight
5. Whoa! → (i) surprise
6. Oops! → (iii) mistake
7. Hey! → (iv) attract attention

Model sentences:

1. Phew! I thought I had missed the bus, but it was still at the stop.
2. Eek! I didn't see that spider on the wall!
3. Ouch! That was a sharp corner.
4. Yippee! We won the quiz competition.
5. Hey! Wait for me, I'm coming too.

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

Exercise 3.13 — Let us speak — The Magic Brush of Dreams

Q1 I. Read sentences with falling tone (imperative sentences). Practice notes.

SOLUTION

Falling tone is used in imperative sentences — commands, instructions, requests, warnings.
The pitch falls from a high level to a low level at the end.

Sentences from the text with falling tone:
• 'Come here!' — a command
• 'Seize this magic brush…' — a command
• 'Paint my fortress tall!' — a command
• 'Go and fetch some rice.' — an instruction

Tip: When reading these, start with higher pitch on the stressed word and let the voice fall at the sentence end. For example: 'COME here!' (high on COME, fall on here).

Answer: Model answer above — adapt as needed.

Q2 II. Make formal and informal requests for the given situations. (Scope B — model talking points)

SOLUTION

Formal Requests:
Situation 1 (class picnic): 'Would you mind if we organised a class picnic next month? I believe it would be a wonderful opportunity for team-building.'
Situation 2 (extra sports period): 'I would like to request an extra sports period this week, as I missed last week's session due to illness. Would it be possible?'
Situation 3 (inter-school event): 'Do you think you could include me in the upcoming inter-school event? I have been practising and would love the opportunity.'

Informal Requests:
Situation 1 (sibling's help): 'Can you help me finish my project tonight? I'm stuck on the last section.'
Situation 2 (dance class): 'Do you mind if I join the dance class at the community centre? I've wanted to learn for a long time.'
Situation 3 (cousin visit): 'Will you come over this weekend? It would be so much

fun to spend time together.'

Answer: Model answer above — adapt as needed.

Exercise 3.14 — Let us write — The Magic Brush of Dreams

Q1 II. Complete the checklist for an imaginative essay based on 'My Life as EcoFlash'. (Scope B — model analysis)

SOLUTION

1. Title: 'My Life as EcoFlash' — relevant and intriguing, immediately signals a superhero identity.
2. Introduction: ✓ Captivating opening ('Imagine an ordinary 13-year-old…'); ✓ Clear setting (neighbourhood, school); ✓ Tone is playful and adventurous; ✓ Narrator introduced ('I'm Meenu').
3. Setting and Context: ✓ Setting described (neighbourhood, school, garbage dump); ✓ Present time frame; ✓ Imaginative element explained (powers: grow plants, purify water, clean air).
4. Characters: ✓ Main character (Meenu/EcoFlash) with unique traits; ✓ Supporting character (little brother) briefly described.
5. Central Idea: ✓ Clear focus (eco-superhero protecting environment); ✓ Logical flow (day life → superhero missions → secret almost revealed → reflection).
6. Language and Style: ✓ Sensory details (clean streets, blooming flowers, green parks); ✓ Contrast (ordinary school day vs secret superhero evening).
7. Resolution: ✓ Key moment (brother nearly reveals secret); ✓ Resolution (convinced it was a magic trick); ✓ Takeaway (small changes make a big difference).
8. Conclusion: ✓ Reflective ending ('keeps me going'); ✓ Strong final impression (environmental responsibility as a personal mission).

Answer: All eight checklist elements are present in the model essay. Model analysis above.

Q2 III. Write an imaginative essay on one of the topics: 1. A scarf that flew away from a clothesline. 2. A magical book that transported you to a different time period. (Scope B — model essay)

SOLUTION

Model essay — Option 2: A Magical Book in the Library

Title: The Book That Took Me to 1857

One rainy Tuesday afternoon, I found myself alone in our school library, browsing

shelves I had never explored before. Tucked between two dusty encyclopaedias was a small, gold-edged book with no title on its cover. The moment I opened it, the words on the page began to glow.

Before I could close it, the floor tilted, the lights disappeared, and I found myself standing in the middle of a crowded marketplace. The air smelled of spices and burning torches. People were dressed in cotton kurtas and saris; soldiers in red uniforms patrolled the streets. A boy my age grabbed my arm: 'Stay hidden — the sepoys are meeting tonight!'

I had landed in 1857, the year of India's First War of Independence. For three days I watched ordinary people — farmers, weavers, soldiers — plan, argue, and act out of a fierce desire for freedom. I helped the boy carry messages between villages under the cover of night, terrified at every checkpoint.

When I finally reopened the book in desperation, the world dissolved and I was back in the library — the gold-edged pages now blank.

The most important learning: history is not just dates and names. It is ordinary people making extraordinary choices under impossible circumstances. When I read about 1857 now, I do not see events — I see faces.

Answer: Model answer above — adapt as needed.

Exercise 3.15 — Let us explore — The Magic Brush of Dreams

Q1 I. P. C. Sorcar Sr. — Find out about him. He is known as one of the 'World's Greatest Magicians'.

SOLUTION

P. C. Sorcar Sr. (Pratul Chandra Sorcar) was a renowned Indian magician born in 1913 in Ashokenagar, West Bengal.

He was known internationally for spectacular live magic performances and television shows, particularly famous for his 'Indrajal' (magic show).

He performed across Asia, Europe, and beyond, and was awarded the Padma Shri on 26 January 1964 for his outstanding contribution to the world of magic.

His most famous act was the 'sawing a woman in half' illusion, which astonished television audiences in England in 1956.

He demonstrated that magic — like Gopi's brush — is the art of making the impossible seem real, using skill, practice, and imagination rather than supernatural power.

Answer: P. C. Sorcar Sr. was a globally acclaimed Indian magician, awarded Padma Shri in 1964, famous for his 'Indrajal' shows and the 'sawing in half' illusion — demonstrating that magic is the art of making the impossible seem real.

Q2 II. Solve the riddles about things that seem unreal.

SOLUTION

1. 'I can fill a room, but I take up no space. I'm often heard, but never seen. What am I?' → Sound (or light/music).
2. 'The more you take, the more you leave behind. What am I?' → Footsteps.
3. 'I have cities but no houses, I have forests but no trees. What am I?' → A map.
4. 'I'm tall when I'm young and short when I'm old, in a dark room, my story is told.' → A candle.

Answer: 1-Sound, 2-Footsteps, 3-A map, 4-A candle.

Q3 III. Create a magical object — draw and describe its special quality.

SOLUTION

Model response:

Object: The Memory Mirror

Description: A handheld oval mirror with a silver frame engraved with vines.

Special quality: When you hold it and think of someone, the mirror shows you their happiest memory — not their current location or future, only their most cherished moment. It cannot be used for surveillance or control. It is a mirror of empathy, helping the user understand others better.

Moral: Like Gopi's brush, the Memory Mirror's power is limited to compassion — it shows you someone's joy, not their secrets, making it a tool for connection rather than manipulation.

Answer: Model answer above — adapt as needed.

Exercise 3.16 — Pre-reading — Spectacular Wonders

Q1 I. Sort the pictures into natural and man-made wonders. (Scope B — illustrative response)

SOLUTION

The text later identifies seven natural phenomena in India and mentions several man-made wonders.

Natural wonders (examples from the text): Valley of Flowers, Living Root Bridges, Lonar Crater Lake, Magnetic Hills, Glowing Waters of Kerala, Sundarbans, Chandipur Beach.

Man-made wonders (examples from Let us explore): Kallanai Dam (Tamil Nadu), Nalanda University ruins (Bihar), Vittala Temple — SaReGaMa pillars (Hampi, Karnataka), Bandra–Worli Sea Link (Mumbai), Statue of Unity (Gujarat), Bhupen Hazarika Setu (Assam).

Answer: Model answer above — adapt as needed.

Q2 II & III. Which wonders — man-made or natural — are more appealing and why? Write two wonders of nature that amazed you.

SOLUTION

Natural wonders are more appealing to me because they were not designed or planned — they emerged over millions of years through geological, biological, and atmospheric processes far beyond human control. Their scale, unpredictability, and mystery are humbling.

Two natural wonders that amazed me:
1. The Living Root Bridges of Meghalaya — bridges grown from living tree roots, strong enough to support people, lasting hundreds of years. The idea that a community worked with nature over generations to build something both functional and beautiful is extraordinary.
2. The Glowing Waters of Kumbalangi, Kerala — bioluminescence caused by micro-planktons makes the sea glow at night. A natural light show that no technology can fully replicate.

Answer: Model answer above — adapt as needed.

Q3 IV. Complete the web chart with words associated with 'Nature's Power'.

SOLUTION

Words associated with 'Nature's Power':

Central: Nature's Power

Connected ideas: storms, earthquakes, tidal waves, volcanic eruptions, bioluminescence, glaciers, monsoons, lightning, roots cracking stone, rivers carving valleys, coral reefs, migration, metamorphosis, pollination.

Key insight: nature's power is not always destructive — the living root bridges, the Valley of Flowers, and bioluminescence show that nature's power can also be delicate, creative, and life-sustaining.

Answer: Model answer above — adapt as needed.

Exercise 3.17 — Let us discuss — Spectacular Wonders

Q1 I. Complete the table: Amazing Natural Phenomena — Location and One Unique Feature.

SOLUTION

1. The Valley of Flowers → Location: Chamoli district, Uttarakhand. Unique feature: Around 600 species of exotic flowers (done in the table as example).
2. The Living Root Bridges → Location: Meghalaya. Unique feature: Bridges built entirely from intertwined living tree roots by indigenous people; can last hundreds of years.
3. The Lonar Crater Lake → Location: Buldhana district, Maharashtra. Unique feature: Only crater in India formed in basaltic rock by a meteorite impact; contains a unique saline lake.
4. Magnetic Hills → Location: About 30 km from Leh, Ladakh. Unique feature: Creates an optical illusion where vehicles appear to roll uphill on their own.
5. Glowing Waters → Location: Kumbalangi village, near Kochi, Kerala. Unique feature: Bioluminescent backwaters that glow at night due to high concentration of micro-planktons.
6. The Sundarbans → Location: West Bengal (delta of Ganga, Brahmaputra, and Meghna). Unique feature: One of the world's largest mangrove forests; home to the Bengal tiger and rare species.
7. The Chandipur Beach → Location: Balasore district, Odisha. Unique feature: The sea retreats by 2–5 km during ebb tide, making it appear to disappear and reappear daily.

Answer: 2-Meghalaya/living root bridges; 3-Buldhana Maharashtra/only basaltic meteorite crater in India with saline lake; 4-Leh Ladakh/vehicles appear to roll uphill (optical illusion); 5-Kerala (Kumbalangi)/bioluminescent glowing waters; 6-West Bengal/largest mangrove forest, Bengal tiger habitat; 7-Balasore Odisha/sea retreats 2–5 km at ebb tide.

Exercise 3.18 — Let us think and reflect — Spectacular Wonders

Q1 Extract 1 ('India is home to…'). (i) Replace the underlined phrase: 'India is the birthplace of several rare species of flora and fauna that thrive in its diverse ecosystems.' — replace 'the birthplace of' with a phrase from the extract.

SOLUTION

The extract states: 'India is home to some of the most mystifying natural phenomena…'

The replacement phrase from the extract is: 'home to'.

Rewritten sentence: India is home to several rare species of flora and fauna that thrive in its diverse ecosystems.

Answer: 'home to' — India is home to several rare species of flora and fauna that thrive in its diverse ecosystems.

Q2 Extract 1. (ii) What does the phrase 'nature's unusual side' suggest about the phenomena described?

SOLUTION

The phrase 'nature's unusual side' suggests that the phenomena described are not the everyday, familiar aspects of nature.

It implies that nature has many faces — the ordinary and the extraordinary — and that these phenomena belong to the latter.

It also suggests these are aspects of nature that defy easy explanation, evoking wonder and curiosity.

The phrase signals to readers that what follows will challenge their assumptions about what is possible in the natural world.

Answer: It suggests these phenomena are extraordinary, rare, and not easily explained — belonging to nature's mysterious and surprising side rather than its ordinary everyday face.

Q3 Extract 1. (iii) Complete the analogy: spark : imagination :: _____ : _____.

SOLUTION

The relationship: 'spark' triggers or ignites 'imagination' — a small catalyst that sets off a larger creative or mental process.

Option A: inspiration : creativity — inspiration triggers creativity, the same relationship (A is correct).
Option B: wonder : amazement — these are similar, not cause-effect.
Option C: effort : reward — effort precedes reward, but it is a consequence relationship, not a catalyst one.
Option D: knowledge : books — knowledge comes from books; this is source-to-result, not catalyst-to-response.

Correct answer: A — inspiration : creativity.

Answer: A — inspiration : creativity (inspiration sparks/triggers creativity, just as a spark ignites imagination).

Q4 Extract 1. (iv) True or False: Some natural phenomena can surprise people.

SOLUTION

TRUE.
The very first sentence of the text states: 'India is home to some of the most mystifying natural phenomena that surprise and spark our imagination.'
The word 'surprise' is explicitly used in the text, confirming this statement is true.

Answer: True — the text directly states these phenomena 'surprise and spark our imagination'.

Q5 Extract 2 (Chandipur Beach passage). (i) Complete: The writer's most likely purpose to introduce the Chandipur Beach information with a question is to ____.

SOLUTION

The options: engage the reader's curiosity and create a sense of suspense / draw the reader to learn more about the unusual phenomenon / set the tone for the surprising nature of the content that follows.

The writer opens with a relatable question ('Have you seen things disappearing in front of your eyes?') before linking it to the beach phenomenon.

This rhetorical device primarily serves to engage the reader's curiosity and create a sense of suspense — the reader is drawn in by a familiar experience (forgetting where you put something) before being told the sea itself disappears.

All three options have merit, but the primary purpose is: engage the reader's curiosity and create a sense of suspense.

Answer: engage the reader's curiosity and create a sense of suspense — the relatable opening question pulls the reader in before revealing the astonishing truth.

Q6 Extract 2. (ii) Select the correct option for Assertion (A) and Reason (R). A: Chandipur Beach is known for the sea disappearing. R: The tides retreat drastically, exposing the beach.

SOLUTION

Assertion A is TRUE: the text confirms 'the Chandipur Beach which is known for its unique feature of playing hide-and-seek with its visitors' — the sea does appear to disappear.

Reason R is TRUE: 'the sea water moves. It retreats by 2–5 km during ebb tide…' — this is the scientific explanation.

R does explain A — the retreating tide (R) is why the sea appears to disappear (A).

Correct answer: A — Both (A) and (R) are true, and (R) is the correct explanation of (A).

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

Q7 Extract 2. (iii) What does the term 'unique' suggest about the beach in Balasore?

SOLUTION

The options: A. very popular, B. one of its kind, C. ancient place, D. far from city.

'Unique' means having no like or equal — one of a kind.

Chandipur Beach is described as 'unique' because the sea retreating 2–5 km and returning is an unusual feature not found at typical beaches.

Correct answer: B — one of its kind.

Answer: B — one of its kind.

Q8 Extract 2. (iv) What does the writer want to convey with 'playing hide-and-seek with its visitors'?

SOLUTION

The phrase 'playing hide-and-seek with its visitors' is a personification — it treats the sea as a playful, living entity.

It conveys that the sea at Chandipur appears and disappears predictably (like a game) — retreating during ebb tide and returning at high tide.

The comparison to hide-and-seek makes the phenomenon sound charming and playful, rather than strange or alarming.

It also suggests visitors can 'participate' — watching the sea withdraw and walking on the exposed seabed, then watching it return.

The writer uses this imagery to make a geological phenomenon feel accessible, fun, and inviting to readers.

Answer: The writer conveys that the sea retreats and returns in a predictable, playful pattern — like the children's game — making a tidal phenomenon sound charming and inviting rather than alarming.

Q9 II.1 How are the living root bridges a boon for the local people of Meghalaya?

SOLUTION

The living root bridges solved a centuries-old problem for the people of Meghalaya:

1. The region has many waterways and heavy monsoon rains that made crossing rivers difficult and dangerous.

2. Earlier attempts using bamboo or wooden bridges failed because these materials could not survive the heavy rains and strong currents.

3. The root bridges, made of intertwined living tree roots, are naturally strong and durable.

4. Under ideal conditions, a root bridge can last hundreds of years — far longer than any man-made structure.

5. They can rise 50 to 100 feet in the air; the longest is about 175 feet — impressive engineering achieved without cement or concrete.

6. They represent a naturally built ecosystem, showing the community's deep knowledge of and harmony with their environment.

They are a boon because they provide sustainable, long-lasting infrastructure using only natural resources.

Answer: They solved the problem of crossing waterways in heavy monsoons — bamboo and wood failed, but root bridges are naturally durable, lasting hundreds of years, requiring no cement, and encoding indigenous ecological knowledge.

Q10 II.2 Why is the Lonar Crater Lake considered a remarkable and rare site?

SOLUTION

The Lonar Crater Lake is remarkable for several reasons:

1. It is the only crater in India formed in basaltic rock by a meteorite impact.
2. It ranks as the third largest crater in the world and is among the top five largest craters globally.
3. The crater's perfectly circular depression contains a unique saline lake at its core.
4. This creates a striking visual contrast — a saltwater lake surrounded by rugged terrain, formed by a celestial event thousands of years ago.
5. It is a rare blend of two extraordinary phenomena: a meteorite impact site and a naturally formed lake, in one location.

These combined factors — geological rarity, global ranking, and scientific significance — make it a truly remarkable site.

Answer: It is the only basaltic meteorite crater in India, the world's third largest of its kind, containing a unique saline lake — a rare fusion of celestial impact and terrestrial beauty.

Q11 II.3 What might be the writer's purpose of highlighting the awe-inspiring natural wonders of India?

SOLUTION

The writer's purposes are likely multiple:

1. To generate pride and awareness among Indian readers about the country's extraordinary natural heritage.
2. To inspire curiosity and a spirit of exploration — encouraging young readers to visit and learn about these places.
3. To demonstrate that 'mystery and magic' are not confined to stories; they exist in the real, natural world.
4. To connect science and wonder — each phenomenon has a scientific explanation (bioluminescence, optical illusion, meteorite impact) but is no less

marvellous for being explainable.

5. To encourage respect and conservation — knowing the uniqueness of these places might inspire readers to protect them.

Answer: To build awareness and pride in India's natural heritage, inspire curiosity and exploration, and demonstrate that real-world phenomena are as wondrous as fiction — blending scientific understanding with a sense of magic.

Q12 II.4 The writer uses descriptive language and introductory questions for some phenomena. What impact does it have on readers?

SOLUTION

The use of descriptive language:

Phrases like 'eyecatching spectacle', 'a breath-taking spectacle of nature's power', 'magically glowing waters', and 'perfectly circular depression' create vivid mental images.

Readers feel transported to these places even without visiting them, making the text experiential rather than merely informational.

The use of introductory questions:

Questions like 'Have you seen things disappearing in front of your eyes?' and 'Can a forest exist in a coastal zone?' activate the reader's prior knowledge and curiosity.

They create a sense of dialogue — the writer seems to be speaking directly to the reader.

They set up surprise: the expected answer is 'no' or 'impossible', which makes the revelation even more striking.

Combined impact: readers are not passive recipients of information but active participants, imagining the scenes and wondering about the explanations.

Answer: Descriptive language creates vivid mental images; introductory questions activate curiosity, invite the reader into a dialogue, and make the revelations more dramatic — turning an informational text into an immersive experience.

Q13 II.5 Which of these unusual phenomena did you find the most interesting and why?

SOLUTION

Model response:

I found the Glowing Waters of Kumbalangi, Kerala, the most interesting phenomenon.

The idea that tiny living organisms — micro-planktons — can cause an entire body of water to glow in the dark is extraordinary.

Unlike many other wonders that require daytime visits, this phenomenon transforms a familiar element (the sea or backwaters) into something magical after sunset.

It also connects biology, ecology, and tourism in one place — Kumbalangi became an eco-tourism village because of it.

Most importantly, it reminds me that magic can be entirely natural, rooted in science, and visible to anyone who knows where to look.

Answer: Model answer above — adapt as needed.

Exercise 3.19 — Let us learn — Spectacular Wonders

Q1 I. Fill in the blanks with correct expressions from the text (came into existence / in disbelief / to no end / to name a few / in full glory / age-old problem).

SOLUTION

1. I have read many stories to name a few.
2. Do you know when this little town came into existence?
3. His hard work has helped him to no end.
4. There are no simple solutions to the age-old problem of traffic jams.
5. He opened the ancient wooden box and stared at the treasure in disbelief.
6. The garden is in full glory in spring with lots of beautiful flowers in bloom.

Answer: 1-to name a few, 2-came into existence, 3-to no end, 4-age-old problem, 5-in disbelief, 6-in full glory.

Q2 II. Select synonyms from the box (colossal, enigmatic, exotic, serene, spectacular) for the five groups of words.

SOLUTION

1. mysterious, puzzling, baffling → enigmatic
2. mighty, gigantic, huge → colossal
3. breath-taking, stunning, awe-inspiring → spectacular
4. peaceful, calm, tranquil → serene
5. unusual, peculiar, foreign → exotic

Answer: 1-enigmatic, 2-colossal, 3-spectacular, 4-serene, 5-exotic.

Q3 III. Match binomials in Column 1 with meanings in Column 2. Then use them in sentences.

SOLUTION

Matching:

1. odds and ends → (vii) small, unimportant things
2. on and off → (v) sometimes, occasionally
3. mix and match → (i) put different things together to get a range of possibilities
4. all or nothing → (viii) something to be done completely or not at all
5. part and parcel → (ii) complete part of or belong to
6. pick and choose → (iii) choose only the best (things, people, etc.)

7. sooner or later → (iv) at some time in the future
8. leaps and bounds → (vi) increase or develop very quickly

Model sentences:
1. I cleared the odds and ends from my desk before starting to study.
2. She practises the piano on and off — about twice a week.
3. You can mix and match the colours in your outfit to create different looks.
4. For him, it was all or nothing — he refused to do the project halfway.
5. Hard work is part and parcel of achieving success.
6. You can't pick and choose which rules to follow.
7. Sooner or later, the truth always comes out.
8. Her drawing skills have improved by leaps and bounds this year.

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

Q4 IV. Identify present or past participles used as adjectives in examples, then fill in the blanks.

SOLUTION

Examples from the text:
'living' root bridges — present participle (ongoing: the roots are alive and growing)
'striking' visual contrast — present participle (the contrast is actively striking)
'rugged' terrain — past participle (the terrain has been roughened/shaped)

Fill in the blanks (verbs given: stand, amaze, carve, scatter, glow):
1. The glowing marble monument looks even more spectacular in the moonlight. (present participle — glow→glowing)
2. The amazing view of the Himalayas from Darjeeling attracts visitors from all over the world. (present participle — amaze→amazing)
3. The Sun Temple in Konark features intricately carved stone wheels and walls. (past participle — carve→carved)
4. Standing at a height of 182 m, the Statue of Unity is dedicated to Sardar Vallabhbhai Patel. (present participle — stand→Standing)
5. The scattered islands of the Andaman and Nicobar offer some of the cleanest beaches in India. (past participle — scatter→scattered)

Answer: 1-glowing, 2-amazing, 3-carved, 4-Standing, 5-scattered.

Q5 V. Identify gerunds (G) and participles (P) in sentences.

SOLUTION

Example (done): 'Dancing is a great way to express emotions.' — Dancing = G

2. 'Travelling can broaden your perspective.' — Travelling = G (subject of sentence)
3. 'The falling leaves signalled the arrival of autumn.' — falling = P (adjective modifying leaves)
4. 'She enjoys cooking new recipes for her family.' — cooking = G (object of 'enjoys')
5. 'Reading helps improve your vocabulary.' — Reading = G (subject of sentence)
6. 'He watched the shimmering stars in the night sky.' — shimmering = P (adjective modifying stars)
7. 'Forgetting the keys inside, Kanchan locked the door.' — Forgetting = P (participial phrase modifying Kanchan)

Answer: 2-Travelling=G, 3-falling=P, 4-cooking=G, 5-Reading=G, 6-shimmering=P, 7-Forgetting=P.

Q6 VI. Combine pairs of sentences using participles or gerunds.

SOLUTION

Example (done): 'Entering the room, Nitesh saw his friend sitting in the corner.'

2. (participle) Walking carelessly, Smitha slipped on the doormat.
3. (gerund) Sleeping for eight hours is good for health.
4. (participle) Feeling happy about the result, Ranjith called his parents.
5. (gerund) Father encouraged Meena's joining the course. (OR: Father encouraged Meena by suggesting joining the course.)

Answer: 2-Walking carelessly, Smitha slipped on the doormat. 3-Sleeping for eight hours is good for health. 4-Feeling happy about the result, Ranjith called his parents. 5-Father encouraged Meena's joining the course.

Exercise 3.20 — Let us speak — Spectacular Wonders

Q1 I. Make a group presentation on a place of interest in and around your region. (Scope B — model outline)

SOLUTION

Model presentation outline — Subject: Hampi, Karnataka

Slides 1–2: Hampi is a historical town in Karnataka, a UNESCO World Heritage Site, famous for its Vijayanagara Empire ruins.

Slides 3–4: Located in Ballari district, Karnataka. Nearest airport: Hubli (60 km). Nearest railway station: Hospete (13 km). Road trips possible from Bengaluru (~360 km).

Slides 5–6: Attractions include the Vittala Temple (SaReGaMa pillars — 56 musical stone pillars that produce musical notes when tapped), the Virupaksha Temple, Elephant Stables, and boulder-strewn Tungabhadra riverbank. Historical importance: once the wealthiest city in the world under the Vijayanagara Empire (14th–16th century).

Slides 7–8: Hot, dry climate; best local food includes Bisi Bele Bath and banana chips. Kannada is the local language. Annual Hampi Utsav festival in November.

Slides 9–10: Best time to visit: October to February (cooler months). Recommended because: the ruins are extraordinary, history is living here, and the Vittala Temple's musical pillars are an experience unlike any other in India.

Answer: Model answer above — adapt as needed.

Exercise 3.21 — Let us write — Spectacular Wonders

Q1 I. Write a descriptive essay for your school magazine about something from nature that attracted your attention. (Scope B — model essay)

SOLUTION

Title: The Night the Sea Glowed

Introduction:
Some things in nature are so unexpected that they seem to belong in a story rather than the real world. One such experience was the night I stood on the edge of a backwater in Kumbalangi, Kerala, and watched the dark water glow.

Body — Paragraph 1:
It was past nine in the evening. There was no moon, and the palms on the bank were silhouettes against the sky. Our guide asked us to switch off our torches. In the complete darkness, the water seemed to hold its breath — and then, as our boatman dipped his oar, the surface lit up in a pale blue-green light. Every ripple glowed.

Body — Paragraph 2:
Our guide explained the science. Micro-planktons — tiny organisms in the water — produce light through a chemical reaction called bioluminescence when they are disturbed. The denser the concentration, the brighter the glow. In Kumbalangi's sheltered backwaters, these organisms gather in extraordinary numbers. Every movement of the water — a fish leaping, a paddle stroke, a swimming hand — triggered a burst of cold, living light.

Body — Paragraph 3:
I cupped some water in my palms and watched the glow fade as the organisms settled. In that moment, the line between the magical and the scientific dissolved completely. Here was something that looked like a wizard's spell and was explained by a biology textbook.

Conclusion:
Nature, I realised that night, does not need our stories to be spectacular. It has its own. The glowing waters of Kerala reminded me that the most astonishing things are often already here, waiting quietly for us to turn off our torches and pay attention.

Answer: Model answer above — adapt as needed.

Exercise 3.22 — Let us explore — Spectacular Wonders

Q1 I. Identify and describe the man-made wonders mentioned. (Scope B — from the text)

SOLUTION

From the text:

1. Kallanai Dam (The Grand Anaicut), Tamil Nadu — one of the world's oldest dams, still in use. Built by Chola King Karikala around 150 CE. A significant achievement in ancient Indian hydraulic engineering.
2. Nalanda University, Bihar — the world's first residential university. Established before any European university, it provided higher education to thousands. Declared a UNESCO Heritage Site in 1980. Reference: https://nalandauniv.edu.in/about-nalanda/history-and-revival/
3. Vittala Temple, Hampi, Karnataka — a UNESCO World Heritage Site. Built in the 15th century, it features 56 special 'SaReGaMa pillars' that produce musical notes when tapped.
4. Modern wonders: Bandra–Worli Sea Link (Mumbai); Statue of Unity (Gujarat); Bhupen Hazarika Setu / Dhola-Sadiya Bridge (Assam).

Answer: Kallanai Dam (150 CE, Tamil Nadu), Nalanda University (first residential university, Bihar), Vittala Temple's musical pillars (Hampi, Karnataka), Bandra-Worli Sea Link, Statue of Unity, Dhola-Sadiya Bridge.

Q2 II. Some micro-planktons are bioluminescent. Identify the insect shown (implied: firefly) and find what it is called in your language.

SOLUTION

The bioluminescent insect shown is a firefly (also called a lightning bug).

Fireflies produce light through bioluminescence — the same process as the marine micro-planktons at Kumbalangi.

The chemical reaction involves an enzyme called luciferase acting on a compound called luciferin in the presence of oxygen.

Names in Indian languages:

Hindi: जुगनू (Jugnu)

Tamil: மின்மினிப் பூச்சி (Minmini poochu)

Telugu: మిణుగురు పురుగు (Minuguru purugu)

Kannada: ಮಿಣಕು ಹುಳ (Minaku hula)

Malayalam: മിന്നാമിനുങ്ങ് (Minnaminungu)

Where to spot them: in fields, near wetlands, or forested areas — usually on warm, humid evenings after the monsoon.

Answer: The insect is a firefly (jugnu in Hindi). It produces bioluminescent light via luciferase enzyme + luciferin + oxygen — the same mechanism as marine micro-planktons. Found in fields and wetlands on warm evenings.