

THE MAGIC BRUSH OF DREAMS

Let us do these activities before we read.

I Work in pairs. Discuss the following questions. Share your answers with your classmates and teacher.

1. Mention a magical object that you would like to have. Give a reason for your choice.
2. What would you draw for yourself, if you had a magic paint brush? Why?
3. Would you use the magic paint brush to draw for someone else? If yes, why? If no, why not?

II Work in pairs. Discuss instances of acts of kindness that you have heard, read, or experienced. Share your answers with your classmates and teacher.

III Work in pairs and guess the meanings of the words given below and draw pictures depicting their meanings. Share with your classmates and teacher.

paintbrush	joy	fortress	feast	fear
winding	twig	bows	drawing	cold

Now, arrange these words into different categories as given below.

Things:

.....

Actions:

.....

Emotions:

.....



Let us read

“Go and gather wild beans, Gopi,
Go and fetch some rice.
Go and pluck the mangoes
And bring home something nice.”

Gopi sits beneath the banyan,
A twig is in her hand.
She sits there drawing pictures,
Pictures in the sand.

The winds blow by and sweeps away
The pictures in the sand.



But on a stone there sits a man,
A brush is in his hand.

He looks around. He calls to Gopi.
“Come here!” he whispers. “Hush!
We mustn’t let the village know
About this magic brush.”

He slips the brush into her hand
And tells her to be sure,
“Paint not for the wealthy ones,
But only for the poor.”



“Did you gather wild beans, Gopi?
Did you fetch some rice?
Did you pluck the mangoes
And bring home something nice?”

“No beans, no rice, no mangoes!”
Gopi grins and runs inside.
She paints a bowl of *khichdi*
and waits,
Until the paint has dried.



“The bowl is full of *khichdi*, Gopi!”
Into the house the villagers streamed
The young and old all wish to see
The magic brush of dreams.

She paints a muffler for a farmer,
A plough for another man,
A shawl for a grandmother,
And for a girl, a fan.

And soon the news spreads far and wide,
Through forests, fields, and plains,
Until the Zamindar himself
Hears of these magic gains.



"I order you to paint for me,
A fortress tall and grand.
Paint treasures, jewels, and riches rare,
Enough to rule this land."

Gopi bows and shakes her head.
"My lord, I can't comply.
I swore to use this magic brush
To help the needy by."

The Zamindar roars and stamps his foot.
He bellows to his men,
"Seize this brush and seize the girl.
Throw her in the pen!"

Now Gopi waits inside the cell,
Upon a cold mud floor.
Until the Zamindar returns
And shouts through the door.

He holds the brush. He thunders loud,
"Paint my fortress tall!
Paint gold and rubies, emeralds bright,
And you shall leave this hall!"

That night the Zamindar lies in bed,
Dreaming of his gold,
While Gopi paints a winding road,
A horse both strong and bold.

The road leads out of prison gates.
The horse, she swiftly urges
Gopi leaps on and gallops fast,
Through fields and many villages.

“It’s Gopi! It’s Gopi! She’s back again!”
Say the villagers, merry and kind.
But Gopi keeps on painting still,
With the Zamindar’s men following behind.

She paints a mighty river wide,
Its currents fast and deep.
The Zamindar and all his men
Stop short and cannot leap.

“Now should I paint a beast
To leap and chase you through?
Stop this chase or it will feast
On you, and you and you!”

The Zamindar cries, “No, no, no more!
I’ll leave, I’ll go away!”
He turns and flees; his men behind
Dare not choose to stay.



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

ADAPTED FROM A FOLK TALE

Let us discuss

I Arrange the events in order of occurrence in the poem. The last one has been marked for you. Share your answers with your classmates and teacher.

1. Gopi paints a bowl of <i>khichdi</i> , which becomes real and amazes the villagers.	
2. The Zamindar orders Gopi to paint treasures for him.	
3. Gopi is told to gather food but instead sits drawing pictures in the sand.	
4. Gopi returns to the village with the Zamindar and his men chasing her.	
5. The Zamindar throws Gopi into prison.	
6. Gopi paints a road and a horse to escape.	
7. Gopi uses the magic brush to paint useful items for the villagers.	
8. Gopi paints a wide river, stopping the Zamindar and his men.	
9. A man gives a magic brush to Gopi to paint only for the poor.	
10. Gopi scares the Zamindar away, and celebrates with the villagers.	10

II Fill in the blanks by choosing the correct answer from the box given below.

triumphant and celebratory tension and suspense
playful and innocent

The tone of the poem shifts throughout, reflecting the different moods of the story. Initially, the tone is 1. _____ as Gopi uses her imagination to draw in the sand, and later when the Zamindar enters the story, the tone shifts to one of 2. _____. In the final part of the poem, the tone becomes 3. _____ as Gopi escapes, the Zamindar is defeated, and the villagers rejoice.



III Fill in the blanks by choosing the correct option from within the brackets.

1. The poem mostly follows a simple rhyme scheme, _____, which adds a rhythmic flow. (ABCB, ABBA, ABAB)
2. This poem belongs to the _____ poetry genre, which tells a story through verse. (descriptive, narrative or ballad, free style)

IV Give examples from the poem for the following explanations.

1. The poem is rich in imagery, creating clear pictures in the reader's mind. For example, _____.
2. What is the effect of repetition in the line—'On you, and you and you!'?

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

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

VI Identify whether the following statement is 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.



Let us think and reflect

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

1. *But on a stone there sits a man,
A brush is in his hand.
He looks around. He calls to Gopi.
"Come here!" he whispers. "Hush!
We mustn't let the village know
About this magic brush."
He slips the brush into her hand*



*And tells her to be sure,
 "Paint not for the wealthy ones,
 But only for the poor."*

- (i) Fill in the blank by selecting the correct option from those given in the brackets.

The man is whispering and telling Gopi to keep the brush a secret reflects his _____ (careful and secretive/magical and delightful) nature.

- (ii) What is the significance of the man slipping the brush into Gopi's hand?
- (iii) Complete the following sentence with a suitable reason.

The most likely reason the man instructs Gopi to 'Paint not for wealthy ones but only for the poor' is because he _____.

- (iv) Select the most appropriate title for the extract from the two given below.

- A. The Magic Brush's Secret
 B. Gopi's Special Gift

2. *And soon the news spreads far and wide,
 Through forests, fields, and plains,
 Until the Zamindar himself
 Hears of these magic gains.*

*"I order you to paint for me,
 A fortress tall and grand.
 Paint treasures, jewels, and riches rare,
 Enough to rule this land."*

- (i) Complete the following sentence with the correct reason.

The news of Gopi's magic brush spreads 'through forests, fields, and plains' because of its _____.

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



(iii) Which of the following statements given below is false? Rectify the false statement.

- A. Gopi's magic brush draws the attention of the powerful Zamindar.
- B. The Zamindar requests Gopi to paint a grand fortress and jewels.

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

II Answer the following questions.

1. Explain why Gopi made the right decision by refusing to paint for the Zamindar.
2. Gopi threatens to draw a beast to scare away the Zamindar. Justify her action. How would you have dealt with the situation differently?
3. What is the significance of Gopi celebrating with the villagers at the end of the poem?
4. Compare Gopi's use of the magic brush to how the Zamindar would have used it.
5. What can be inferred about Gopi's character based on her refusal to follow the Zamindar's orders?
6. Justify the appropriateness of the title of the poem.
7. If you had the magic brush, how would you use it in today's world?

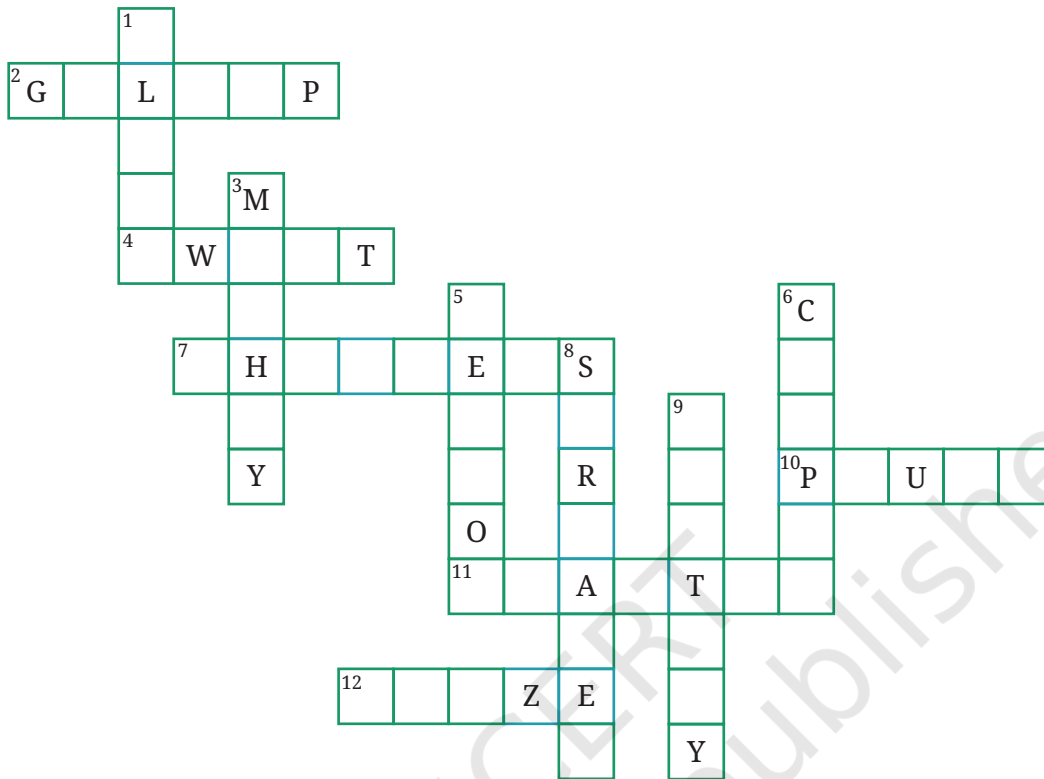


Let us learn

I The verb 'draw' has different meanings in different contexts. Match the sentences in Column 1 with their appropriate meanings in Column 2.

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

II Fill in the crossword. Clues have been given below. You will find the words in the poem.



Across	Down
2. the fastest pace of a horse	1. runs away from a place
4. happen fast	3. possessing a great deal of strength or power
7. speaks very softly	5. a deep loud shout in pain or anger
10. take hold of (something) and quickly remove it from its place	6. to act according to rules
11. having a lot of money; rich	8. moved in a continuous flow in a specified direction
12. take hold of something suddenly and forcibly	9. a win after overcoming an enemy



III There are certain expressions that convey a sudden feeling or reaction. They can be used to express a variety of emotions and thoughts.

Example: ... he whispers. "Hush!"

('Hush' denotes the act of silencing someone)

Now, match the expressions in Column 1 with what emotions or reactions they convey, in Column 2.

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

Now, create sentences using any five expressions from Column 1.



Let us listen

I You will listen to five speakers speak about a magical power they wish for. As you listen, match statements 1–7 with speakers (i)–(v). There are two statements you do not need. (Transcript for teacher on page 152)

Statements	Speaker No.
1. Power of healing ailments	
2. Ability to end poverty in the world	
3. Power to control the weather as per need	
4. Ability to make wise business decisions	
5. Power to predict one's own future clearly	
6. Ability to remember information quickly	
7. Power to move around without using vehicles	



Let us speak

I **Intonation** is the rise and fall of the pitch of tone while speaking.

The 'falling' tone is the fall in the pitch of the voice from a high level to a low level. It is marked [↘]. The falling tone is generally used in **imperative sentences**. Such sentences are used in speech for different communicative purposes— to express a command or an instruction, to ask for a favour or to give a warning.

Read the following sentences from the text with the falling tone.

- Come here! ↘
- Seize this magic brush... ↘
- Paint my fortress tall! ↘
- Go and fetch some rice. ↘

II Work in pairs. Take turns to make requests for the following formal and informal situations.

Formal Requests

Situation 1	Situation 2	Situation 3
You request your teacher to organise a class picnic.	You request your class teacher for an extra sports period, since you missed it last week.	You request your Activity incharge teacher to include you in the upcoming inter-school event.

Informal Requests

Situation 1	Situation 2	Situation 3
You request your sibling to help you with the completion of your project.	You request your mother to enroll you in a dance class.	You request your cousin to come over to spend the weekend with you.

You may use the following phrases when you make the request.

Formal	Informal
• Would you mind if... • Do you think you could... • I would like to... • Would it be possible...	• Can/Will you... • Do you mind if... • By any chance do you know... • I was wondering if...





Let us write

I Imaginative **essay** is a type of creative writing where the writers use their imagination. An imaginative essay can be based on real-life events, observation, or experiences. It is usually a descriptive piece or a personal reflection.

Read the sample of an imaginative essay.



My Life as EcoFlash

Imagine an ordinary 13-year-old student who is also a secret superhero protecting the environment. That's my life as EcoFlash! By day, I'm Meenu, an ordinary Grade 8 student. By evening, I use my powers to keep my neighbourhood green and clean.

As EcoFlash, I have the ability to grow plants, purify water, and clean polluted air with a wave of my hand. I wear a green suit with a glowing leaf symbol and carry a small seed pouch that holds magic seeds to restore damaged areas. My mission is to fight pollution, save trees, and educate people about taking care of our planet. My friends wonder why I'm always carrying a plant in my bag or why my shoes are muddy, but I can never tell them the truth.

Once, my little brother saw me turning a garbage dump into a beautiful garden and almost spilled my secret to our parents. I had to convince him it was a magic trick!

Being EcoFlash is not just about powers but also responsibility. Every time I see clean streets, blooming flowers, and children playing in green parks, I feel proud. I know that even small changes can make a big difference, and that's what keeps me going.

II Complete the given checklist based on your observations and understanding of what an imaginative essay includes. Share the answers with your classmates and teacher.

1. **Title** — A relevant title

2. **Introduction**

- Captivating opening sentence to catch the reader's attention
- Clear statement of the setting, situation, or main idea



- Establishes the tone (e.g., playful, serious, and adventurous)
- Introduces the narrator briefly (if applicable)

3. **Setting and Context**

- Description of the setting to create a mental picture
- Clear time frame (past, present, or future)
- Brief explanation of any unique or imaginative elements (e.g., powers, fantasy world)

4. **Characters**

- Main character introduced with unique traits
- Supporting characters briefly described (if relevant)

5. **Central Idea**

- Clear focus on a single powerful idea or narrative
- Logical flow of events, even if the story involves imagination or fantasy

6. **Language and Style**

- Use of sensory details (sight, sound, touch, smell, and taste) to enhance the narrative
- Creative metaphors or similes to enrich descriptions

7. **Resolution**

- Key turning point or moment of realisation
- Resolution of the main idea
- Clear takeaway message

8. **Conclusion**

- Ends on a reflective or thought-provoking note
- Summarises the main message or leaves the reader with a strong final impression

III Write an imaginative essay on any one of the following.

1. Imagine you were a scarf that flew away from a clothesline. Describe the places you travelled to and how you came back. Also write about what you thought was the most valuable experience.
2. Imagine you stumbled upon a magical book in the library. The book transported you to a different time period. Describe your experience and an important learning.





Let us explore

I Have you heard of India's famous magician, P. C. Sorcar Sr.? He is known as one of the 'World's Greatest Magician' and performed live magic shows in front of audiences and on television, internationally.

He was awarded Padma Shri on 26 January 1964 for his contribution to the world of magic.



II Words can also play tricks. Read the riddles about things that seem to be unreal and find what they refer to.

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

III You are asked to create a magical object. What object would you create? Make a drawing with all its details and mention its special quality on the same sheet. Put up the sheet on the display board.