

KERALA PUBLIC SCHOOLS
ACADEMIC YEAR 2020-21
HOME ASSIGNMENT



CLASS : X

DATE : 14.06.2021 to 29.06.2021

SUBJECT	ASSIGNMENT
MATHS	<p>CHAPTER 6: Triangles (similar triangle) Ex- 6.1, 6.2, 6.3, 6.4. CHAPTER 15: Probability. Ex- 15 Note: kindly solve the different questions from R.S. Aggarwal book related to above topic.</p>
SCIENCE	<p style="text-align: center;"><u>Physics</u></p> <p>Ch- Magnetic effects of electric current.</p> <ol style="list-style-type: none"> 1) Go through the chapter thoroughly. 2) Write the answers of the following questions. <ol style="list-style-type: none"> a) What are magnetic field lines? b) Draw the magnetic field lines around a bar magnet and also write their characteristics. c) Give an activity to show that electric current produces magnetic effect. (Pg no 293, activity 13.1 NCERT.) d) State maxwell's right hand thumb rule. What is this rule used for? e) Draw the magnetic field pattern produced by a straight current carrying wire and also by a circular loop wire. f) What is a solenoid? How is the magnetic field pattern produced by a solenoid? (Draw the magnetic field pattern) g) Give an activity to demonstrate that when a current carrying wire is placed in a magnetic field perpendicularly it experiences a force.(Activity 13.7). Also name and state the rule to find the direction of this force. h) What is electromagnetic induction? i) Name and state the rule to find the direction of the induced current. j) What are AC and DC current ? k) Give a schematic diagram of household wiring. l) What are short circuiting and overloading? m) What is the function of an earth wire? n) What is the function of an electric fuse? <p style="text-align: center;"><u>Chemistry</u></p> <p>Chapter: Acids,bases and salts</p> <ol style="list-style-type: none"> 1. Read the chapter thoroughly and underline the key-words. 2. Do the questions given in pages 18,22,25,28 and 33. 3. Answer the following questions: <ol style="list-style-type: none"> a) Name the natural source of each of the following acid <ol style="list-style-type: none"> (i) Citric acid. (ii)Oxalic acid. (iii)Lactic acid. (iv)Tartaric acid. b) Define olfactory indicators. Name two substances which can be used as olfactory indicators. c) State reason for the following statements: <ol style="list-style-type: none"> (i) Tap water conducts electricity whereas distilled water does not. (ii) Dry hydrogen chloride gas does not turn blue litmus red whereas dilute hydrochloric acid does. (iii) During Summer season, a milk man usually adds a very small amount of baking soda to fresh milk.

- (iv) For a dilution of acid, acid is added into water and not water into acid.
- (v) Ammonia is a base but does not contain hydroxyl group.
- d) Write the name given to bases that are highly soluble in water. Give an example.
- e) How is tooth decay related to pH? How can it be prevented?
- f) Explain why is hydrochloric acid a strong acid and acetic acid, a weak acid. How can it be verified?

Biology

Chapter-6 ; Life Process

‘TRANSPORTATION’

1. Read page no 105 -110 thoroughly.
2. Underline the key words and write the question answers given on page number 110. (1,2,3,4,5)
3. Draw the diagrams , fig -6.10 and fig-6.11 (pg no:106)
4. Answer the following questions:
 - a) State four advantages of ‘transpiration’.
 - b) What will happen, if platelets were absent in the blood ?
 - c) Differentiate between an artery and a vein.
5. Give reasons:
 - a) Veins have thin walls as compared to arteries.
 - b) Blood circulation in human heart is called ‘double circulation’
 - c) It is necessary to separate oxygenated and deoxygenated blood in mammals.

‘EXCRETION’

1. Read page no 110 – 112 thoroughly and underline the key words
2. Write question-answers (1,2,3) of pg no:112.
3. Write the question answers(1 to 13) of pg no: 113.
4. Draw diagrams , fig- 6.13 and fig- 6.14 of pg nos:110 & 111 respectively.
5. Answer the following questions:
 - a) How is urine formed in human beings? Mention the composition of human urine.
 - b) State the two vital functions of human kidney.
 - c) State the functions of glomerulus.

हिन्दी भाषा - वाच्य

वाच्य

वाच्य शब्द संस्कृत की 'वच्' धातु से बना है जिसका अर्थ होता है, 'कहे जाने योग्य' अथवा 'बताने योग्य'। वाच्य से यह ज्ञात होता है कि बोले जाने वाले वाक्य में किस कथ्यबिन्दु (कर्ता, कर्म या भाव) की प्रधानता है; अर्थात् क्रिया के जिस स्वरूप द्वारा यह बोध होता है कि वाक्य में कर्ता, कर्म अथवा भाव में किस की प्रधानता है। कर्ता, कर्म अथवा भाव के अनुसार क्रिया के लिंग वचन तथा पुरुष का होना ही वाच्य कहलाता है।

वाच्य के भेद

वाच्य के तीन भेद हैं:-

- 1) कर्तृवाच्य
- 2) कर्मवाच्य
- 3) भाववाच्य

1) कर्तृवाच्य-जिन वाक्यों में कर्ता की प्रधानता होती है अर्थात् जिनमें कर्ता के अनुसार क्रिया का प्रयोग किया जाता है वाक्य का वह रचना-विधान कर्तृवाच्य कहलाता है। इसमें कर्ता के लिंग, वचन तथा पुरुष के अनुसार ही क्रिया के लिंग वचन तथा पुरुष का प्रयोग होता है।

उदाहरण: लड़के क्रिकेट खेल रहे हैं।

सूरज चमक रहा है।

कबूतर दाने चुग रहे हैं।

ऊपर लिखेवाक्यों को पढ़ने से ज्ञात होता है कि

- 1) कर्तृवाच्य वाले वाक्यों में अकर्मक और सकर्मक दोनों प्रकार की क्रियाएं प्रयोग की जा सकती हैं।
- 2) इन वाक्यों में क्रिया का प्रयोग सदैव कर्ता के अनुरूप किया गया है।
- 3) क्रिया का प्रयोग कर्ता के लिंग के अनुसार किया गया है।
- 4) कर्तृवाच्य में कर्ता प्रधान होता है और कर्म गौण।

2) कर्मवाच्य-जिन वाक्यों में कर्म की प्रधानता होती है और क्रिया का विधान कर्म के लिंग, वचन के अनुसार होता है उसे कर्मवाच्य कहते हैं।

उदाहरण: किसान के द्वारा फसल काटी जाती है।

कविता से चित्र नहीं बनाया जाता।

राम के द्वारा रोटियाँ खाई जाती हैं।

ऊपर लिखे वाक्यों से ज्ञात होता है कि

- 1) कर्मवाच्य वाले वाक्यों में केवल सकर्मक क्रिया का प्रयोग होता है।
- 2) इन वाक्यों में क्रिया का विधान कर्म के अनुरूप होता है।
- 3) कर्मवाच्य में कर्म की प्रधानता होती है और कर्ता गौण हो जाता है।

HINDI

- 4) कर्मवाच्य के कुछ वाक्यों में कर्ता का लोप हो जाता है। ये वाक्य कर्म से शुरू होते हैं। इनकी क्रिया के साथ मुख्य रूप से 'जा' क्रिया का भूतकालिक रूप-- गया है, गई है, गए हैं, आदि का प्रयोग होता है इन्हें देख कर कर्मवाच्य की पहचान की जा सकती है।
- 5) प्रायः कर्मवाच्य में कर्ता के बाद 'से', 'के द्वारा' या 'द्वारा' का प्रयोग होता है।
- 3) भाववाच्य-- जिन वाक्यों में कर्ता और कर्म दोनों ही गौण तथा भाव की प्रमुखता हो और क्रिया का विधान भाव के अनुसार होता है उसे भाववाच्य कहते हैं।

उदाहरण—पक्षियों से उड़ा जाता है।

मरीज से उठा नहीं जाता।

कुत्ते द्वारा जोर से भौका जाता है।

ऊपर लिखे वाक्यों से ज्ञात होता है कि

- 1) भाव वाच्य में सदैव अकर्मक क्रिया का प्रयोग होता है।
- 2) इसमें क्रिया के भावों की प्रमुखता होती है।
- 3) इसमें प्रयुक्त क्रिया एकवचन, अकर्मक, पुलिग तथा अन्य पुरुष में होती है।
- 4) अकर्मक क्रिया का कर्मवाच्य ही भाव वाच्य होता है।
- 5) इन वाक्यों में असमर्थता प्रकट करने के लिए 'नहीं' का प्रयोग होता है।

वाच्यपरिवर्तन

कर्तृवाच्य से कर्मवाच्य में परिवर्तन के उदाहरण:

कर्तृवाच्य

कर्मवाच्य

- 1) अध्यापक कहानी सुनाते हैं। अध्यापक द्वारा कहानी सुनाई जाती है।
- 2) माली फल तोड़ता है। माली द्वारा फल तोड़े जाते हैं।
- 3) मोहन ने भिखारी को भोजन दिया। मोहन द्वारा भिखारी को भोजन दिया गया।
- 4) वह गरीबों को दान देता है। उसके द्वारा गरीबों को दान दिया जाता है।

कर्मवाच्य से कर्तृवाच्य में परिवर्तन के उदाहरण:

कर्मवाच्य

कर्तृवाच्य

- 1) छात्रों के द्वारा पाठ याद किया गया। छात्रों ने पाठ याद किया।
- 2) नानी द्वारा बच्चों को कहानी सुनाई गई। नानी ने बच्चों को कहानी सुनाई।
- 3) सुनीता द्वारा कपड़े सिले जाते हैं। सुनीता कपड़े सिलती है।
- 4) हमसे खीर-पूड़ी खाई गई। हमने खीर-पूड़ी खाई।

कर्तृवाच्य से भाववाच्य में परिवर्तन के उदाहरण:

कर्तृवाच्य

भाववाच्य

- 1) मरीज उठ नहीं सकता। मरीज से उठा नहीं जाता।
- 2) सोहन हँसता है। सोहन से हँसा जाता है।
- 3) वे घूमने जाते हैं। उनसे घूमा जाता है।
- 4) इस गंदगी में मैं नहीं रह सकता। इस गंदगी में मुझसे नहीं रहा जाएगा।

भाववाच्य से कर्तृवाच्य में परिवर्तन के उदाहरण:

भाववाच्य

कर्तृवाच्य

- | | |
|----------------------------------|-------------------------|
| 1) रोगी से चला नहीं जाता | रोगी चल नहीं सकता |
| 2) बच्चे द्वारा जोर से रोया गया | बच्चा जोर से रोने लगा |
| 3) चलो, बाग में टहला जाए | चलो, बाग में टहलते हैं |
| 4) पहरेदार द्वारा रातभर जागा गया | पहरेदार रातभर जागता रहा |

अभ्यासकार्य

निर्देशानुसार वाच्य परिवर्तन कीजिये।

- | | |
|---|------------------|
| 1) मंत्री जी ने राहत सामग्री बँटवाई। | (कर्मवाच्य में) |
| 2) उनके द्वारा कैप्टन की देशभक्ति का सम्मान किया गया। | (कर्तृवाच्य में) |
| 3) चलिए, अब सोया जाए। | (कर्तृवाच्य में) |
| 4) किसी के द्वारा दरवाजा खटखटाया जा रहा है। | (कर्तृवाच्य में) |
| 5) रोगी नहीं चल सकता। | (भाववाच्य में) |
| 6) गीता मधुर गीत गाती है। | (कर्मवाच्य में) |
| 7) छोटा बच्चा दौड़ नहीं सकता। | (भाववाच्य में) |
| 8) गांधी जी ने अहिंसा का पाठ पढ़ाया। | (कर्मवाच्य में) |
| 9) बालिका से गाना नहीं गाया गया। | (कर्तृवाच्य में) |
| 10) पक्षी देर तक उड़ते रहे | (भाववाच्य में) |

साहित्य-माता का अंचल (प्रश्नोत्तर)

- 1) माँ के प्रति अधिक लगाव ना होते हुए भी विपत्ति के समय भोलानाथ माँ के अंचल में ही प्रेम और शांति पाता है। इसका आप क्या कारण मानते हैं?

उत्तर: भोलानाथ के पिता उसके प्रत्येक खेल में शामिल होने का प्रयास करते थे। उसे किसी न किसी प्रकार अधिकांश समय अपने साथ रखते थे। अतः भोलानाथ का अपने पिता के प्रति अधिक लगाव स्वाभाविक था। किंतु माँ का स्नेह हृदयस्पर्शी होता है। निश्छल हृदय शिशु को माँ के उस स्नेह की पहचान होती है। यही कारण है कि विपदा के समय शिशु पिता के पास ना जाकर माँ के पास जाता है। माँ की गोद में उसे सुरक्षा के साथ वात्सल्य पूर्ण स्नेह की अनुभूति होती है।

- 2) आपके विचार से भोलानाथ अपने साथियों को देखकर सिसकना क्यों भूल जाता है?

- उत्तर: बच्चा अपनी स्वाभाविक आदत के अनुसार अपनी उम्र के बच्चों के साथ खेलने में रुचि लेता है। उनके साथ खेलना उन्हें अच्छा लगता है। अपनी उम्र के बच्चों के साथ वह जिस रुचि से खेलता है वह रुचि बड़ों के साथ नहीं होती। दूसरा कारण मनोवैज्ञानिक भी है- बच्चे को अपने साथियों के बीच रोने में हीनता का अनुभव होता है। यही कारण है कि भोलानाथ अपने साथियों को देखकर सिसकना भूल जाता है।

- 3) पाठ में माता-पिता का बच्चे के प्रति जो वात्सल्य व्यक्त हुआ है उसे अपने शब्दों में लिखिए।

उत्तर: पिताका अपने साथ शिशु को नहला-धुला कर पूजा में बैठा लेना ,माथे पर तिलक लगाना, फिर कंधे पर बैठाकर गंगा तक ले जाना, लौटते समय पेड़ पर बैठा कर झूला झूलाना, पिता का बच्चे के साथकुशती लड़ना, बच्चे के गालों का चुम्मा लेना, बच्चे के द्वारा मुँछ पकड़ने पर बनावटी रोना रोने का नाटक करना आदि दृश्य अत्यंत जीवंत लगते हैं।

मां के द्वारा गौरस- भात तोता मैना आदि के नाम पर खिलाना, उबटन लगाना, शिशु का श्रृंगार करना आदि दृश्यों के द्वारा माता-पिता का वात्सल्य प्रकट होता है।

4) भोलानाथ और उसके साथियों के खेल और खेलने की सामग्री आपके खेल और खेलने की सामग्री से किस प्रकार भिन्न है?

उत्तर: भोलानाथ और उसके साथियों के खेल और खेलने की सामग्री हमारे खेल और खेल सामग्रियों में कल्पना से अधिक अंतर आ गया है। भोलानाथ के समय में परिवार से लेकर दूर पड़ोस तक आत्मीय संबंध थे। जिससे खेलने की स्वतंत्रता थी। बाहरी घटनाओं- अपहरण आदि का भय नहीं था। खेल की सामग्री बच्चों द्वारा स्वयं निर्मित की जाती थी। घर की टूटी फूटी वस्तुएँ उनकी खेलने की सामग्री बन जाती थी। धूल मिट्टी से खेलने में उन्हें पूर्ण आनंद आता था। न कोई रोग, न कोई डर। जो भी खेल खेलते वह उन सब की सामूहिक बुद्धि की उपज थी। आज के समय में ऐसी स्वतंत्रता नहीं है। हर समय बड़ों का निर्देशन तथा सुरक्षा हावी रहती है। आज की खेल सामग्री बाजार से खरीदी भी होती है। यहाँ तक कि खेलने की समय सीमा तक निश्चित कर दी जाती है। अतः बच्चों को आजादी नहीं होती। घर के अंदर खेलने के कारण धूल मिट्टी से भी बच्चों का परिचय नहीं होता।

The Ball Poem(Poem)

By John Berryman

About the Poet

John Berryman (October 25, 1914 – January 7, 1972) was an American poet and scholar, born in McAlester Oklahoma. He was a major figure in American poetry in the second half of the 20th century and is considered a key figure in the Confessional school of poetry. His best-known work is 'The Dream Songs'.

Introduction

'The Ball Poem' underlines the idea that the loss of one thing or the other in a world of possessions is inevitable. The loss is universal. Nothing remains forever. Each one of us has to be brave and cope with the loss. I think once something is lost, it cannot be regained. The boy in the poem seems to be quite attached emotionally to his ball. He continues to stare at the ball which falls into the water. The poet does not want to go and console him he wants him to grow up and overcome his grief and understand the fact that loss is a part and parcel of a life.

A Brief Summary

A boy loses a ball in the water. He is very upset. Though the ball does not cost too much, it gives a big shock to him. He keeps staring at the place where his ball has gone. The poet sees all this but he doesn't interfere with the boy's ruminations.

The poet thinks that the loss of the ball will teach the boy a lesson of accepting the loss with tolerance and pleasure. Everyone has to lose something or the other in this world still they are to survive and fulfil their obligations. This loss makes the boy learn that gains and losses are part and parcel of life. One should accept them.

Main Points of the Poem

- a. The young boy lost his ball.
- b. He was playing and saw the ball bouncing down the street.
- c. Then, in the end, the ball fell down into the water and lost forever.

ENGLISH

- d. The boy sees everything happening before his eyes but he is helpless.
- e. He only stands there helplessly moaning at the loss of the ball.
- f. The loss of the ball may appear to be an ordinary incident.
- g. It seems that boys lose such balls many times while they are playing.
- h. The boy should not make a fuss over it.
- i. The loss of ball is symbolic. It has a deeper meaning.
- j. The loss of the ball is the loss of childhood and the loss of his dreams. And if it is lost, it never comes back again.
- k. Similarly, we can't console the child that he can have another ball.
- l. Actually, he is sad that the ball he has lost can't be brought back.
- m. The innocent childhood that he has lost can't be replaced or bought back with money.
- n. Wealth can't buy life and time.
- o. Ultimately, a change comes in the grieving boy.
- p. He comes to know that losing is a part of life.
- q. The loss must not break his spirits.
- r. There is no use of grieving over what has been lost.
- s. He must stand up to face such losses with courage and determination.
- t. Life has to be lived and not wasted in grieving and mourning over the losses suffered in the past.

Multiple Choice Questions

1. Who loses his ball?

- (A) The poet
- (B) The boy
- (C) Both (A) and (B)
- (D) None of the above

Ans. (B) the boy

2. Where has the boy lost his ball?

- (A) in the water
- (B) in the school
- (C) in the fire
- (D) at home

Ans. (A) in the water

3. How does the boy feel when he loses his ball?

- (A) confused
- (B) shaken
- (C) trembling
- (D) all of the above

Ans. (D) all of the above

4. What does the poet say about this world is made of?

- (A) possessions
- (B) happiness
- (C) joys
- (D) troubles

Ans. (A) possessions

5. The boy remembers his days of -

- (A) Childhood
- (B) infancy

(C) old (D) all of the above
Ans. (A) Childhood

6. What meaning is the boy learning?

(A) meaning of loss (B) meaning of life
(C) meaning of playing (D) the meaning of happiness

Ans. (A) meaning of loss

Reference to context

1. An Ultimate shaking grief fixes the boy

As he stands rigid trembling, staring down

All his young days into the harbour

Where is ball went.

I would not intrude on him.

A dime, another ball is worthless.

Now he senses first responsibility

In a world of possessions.

(a) What is the boy's reaction to his loss?

Ans: The boy is shattered and grieving over his loss. He is turned into a picture of grief.

(b) Why would not the poet intrude on him ?

Ans: The poet refused to intrude on the boy because he wants him to cope with his sense of loss bravely.

(c) What is dime?

Ans : A dime is a small amount of money equal to 10 cents

2. People will take

Balls, balls will be lost always, little boy.

And no one buys a ball back. Money is external.

(a) Why does the poet say 'balls will be lost always'?

Ans: The poet wants to say that the loss of dear things is a fact of life.

(b) Why does the poet say that no one buys a ball back?

Ans: The poet says so because no one can buy the ball back because it is lost. He means to say that money cannot compensate for the sense of loss.

(c) What does the poet mean by 'Money is external'?

Ans : It means that it always meant to be spent.

Short Answer Questions

1. What is the theme of the poem —'The Ball Poem'?

Ans. In this world sometimes we lose things which we love and are attached to. We must not feel disheartened, dejected and desperate but try to stand up and bear the loss through self-understanding as the boy who lost the ball he loved was trying to learn.

2. A ball is an easily available, inexpensive thing. Then, why is the boy so sad to lose it?

Ans. No doubt the ball is an easily available and inexpensive item but the ball, the boy has lost is valuable for him. His memories of young days are associated with it for he had been playing with it for a long time. It was not an ordinary but special a ball for him. No other ball could take its place. So, he is sad to lose it.

3. What shows that the ball was valuable for the boy?

Ans. The ball was valuable for the boy is obvious (clear) from the way he reacts after losing it He was shocked, remained fixed, trembled with grief staring at the place where the ball had fallen. All this shows that he loved the ball and it was valuable for him.

4. 'He senses first responsibility'—what responsibility is referred to here?

Ans. The responsibility referred to here is how to stand up or bear the loss through self-understanding and trying to console oneself on his own as the boy who lost his ball was trying to do.

5. Why did the poet not console the boy?

Ans. The poet did not console the boy for two reasons—One, the boy was too shocked and grief-stricken to listen to anyone. Second, the poet also observed that the boy was trying to stand up or bear the loss on his own through self-understanding which is much more reflective and lasting. The poet's or anybody else's consoling would not be that effective.

6. Why does the poet say, "Balls will be lost always"?

Ans. The balls are the symbol of man's possessions. We love our things. Some things are dearer to us than the others. But nothing is permanent in life. We may lose our dear things. Then we suffer from a sense of loss. This is experienced by everyone in life. That is why, the poet says, "Balls will be lost always.

7. How is the boy learning the 'epistemology of loss' from the loss of his ball? What he has to learn?

Ans. The boy has to understand the nature of the loss. He has to understand what it means to lose something. Gain and loss are the two sides of the same coin. The boy has to learn how to move forward forgetting everything about the losses he has suffered in the past.

Long Answer Question

Q.1 How is the lost ball, the metaphor of the lost childhood of the boy? Why doesn't the poet want to 'intrude on' the boy by offering him money to buy another ball?

Ans. The boy has a ball. Perhaps he has been keeping it for a long time. He must have developed a lot of attachment and love with the ball. Suddenly while he is playing, the ball bounces down the street. And after a few bounces, it falls down into the harbour. It is lost forever. The boy stands there shocked and fixed to the ground. He constantly goes on staring at the spot where his ball fell down into the water. Outwardly, the loss seems to be quite small. The boy seems to be making a fuss over the loss. Many boys have lost such balls and will lose so in future. A new ball can be easily bought in a dime. The metaphor of the lost ball is beautifully linked to the loss of sweet childhood. No amount of money can buy the ball back that has been lost forever. Similarly, no worldly wealth can buy back the lost childhood. The poet doesn't want to sermonise on this issue. The boy himself has to learn epistemology or the nature of the loss. He has to move ahead in life forgetting all the losses he has suffered in the past.

Q 2. What is the epistemology of loss in this world of possessions? How has the child learned to stand up in life?

Ans. Gain and loss are the two sides of the same coin. Getting, spending and losing things form a natural cycle of life. The boy is inconsolable at the loss of his ball. Actually, it is not the ordinary ball but his long association and attachment with it that makes the loss so unbearable. It is like the good sweet days of childhood that the boy cherishes so much but are lost and gone forever. They will never come back again. So, what is the remedy? He can bear this loss by understanding the epistemology or nature of the loss. In this world of material wealth and possessions, it seems that money can buy anything. However, it is a false conception. Money has its own limitations. Its nature is external. It cannot compensate for the losses that a person suffers emotionally or internally. No wealth can buy back the ball that has been lost forever. Similarly, no wealth can buy back the lost childhood. The child will have to move ahead and stand up in life. He has to stop weeping over his past losses and start living life as it should be lived.

Literature –

Two Stories About Flying

His First Flight (Part 1)

Message – We learn that we should never allow fear to overcome us. If we remain fearful we lag behind others. Sometimes the fear may prove fatal. Whenever we face any kind of fearful situation, we should be courageous and take the first step forward. If we move forward we soon overcome fear. This is what the young seagull in the story experiences. He is afraid of flying. However, once he comes out of his nest, his fear is gone. He gains confidence and succeeds in his effort. Success comes to those who overcome all fears and move ahead.

Title – The title of the story ‘His First Flight’ is appropriate. The story relates the young seagull’s maiden flight after he is stuck up in his high nest as a result of his fear of flight. The focus is on a peculiar situation in which the young seagull finds himself. He wants to fly and go down to catch and eat fish as his brothers and sisters are doing. But he finds no courage to take his first step. He becomes hungry. Hunger forces him to come to the ledge. His sudden fall seize him with panic. But soon his wings are spread and he finds himself flying. The first flight fills himself with great joy and shrill. He goes up and down and thus overcome his fear.

Textual Short Answer Questions-

Q.2 ‘The sight of the food maddened him’. What does this suggest? What compelled the young seagull to finally fly?

A. 2 The young seagull was hungry. He had not taken any food since the previous night.

When he saw food it increased his hunger manifold. He felt an intense desire to have food. He felt as if he were mad with hunger. The mother took a piece of fish in her mouth and came close to the hungry seagull. In an attempt to catch the fish the hungry seagull fell out of the ledge. Now he had to make efforts to fly. Thus in a way it was his hunger and mother’s clever trick that taught him to take flight.

Q. 3 “They were beckoning to him, calling him shrilly”. Why did Seagull’s mother and father threaten him and cajole him to fly?

A. 3 The seagull was afraid to fly and his family wanted him to learn how to fly. All of them left thinking that they would come after them. But he remained in the hole on the ledge. He was hungry, his parents cajoled and threatened him to fly. They knew he was hungry. They did all this to encourage him to take his first flight.

Additional Short Answer Questions-

Q. 3 What training did the young seagull’s parents give to his brothers and sister?

A. 3 The young seagull’s parents flew about with his brothers and sister, perfecting them in the art of flight, teaching them how to skim the waves and how to dive for fish. The parents saw with satisfaction the young ones making efforts and catching fish for food.

Q. 4 Why did the seagulls family mock at the young one?

A. 4 Though the seagulls two brothers and sister were comfortable in their flight after being trained by their parents, the seagull himself failed to shed his diffidence. He was terribly scared of the sea. So he became the object of mocking with his family for his failure to go with them.

Q. 5 Describe what the coward seagull saw his family members doing ?

A. 5 The coward seagull saw his brothers and sister dozing with their beaks sunk into their necks. His father was preening the feathers on his white back. Only his mother was looking at him. She would tear a piece of fish and scrap each side of her beak on the rock.

Q. 7 What made the young seagull finally fly?

A. 7 The young seagull was terribly hungry. The mother took a piece of fish in her mouth. She came very close to the seagull. In an attempt to catch the piece of fish the seagull fell out of the ledge. Now we have to make efforts to fly. Thus in a way it was his hunger and his mother’s clever trick that taught him to take flight.

Q. 8 How did the mother trick the young Seagull into flying ?

A. 8 The young Seagull was afraid to take his first flight. While the brothers and sister had faced no fear in taking the flight. But his mother was bent upon teaching him how to shed fear and take a bold step. So she came nearer to him with a piece of fish in her beak. But as the young one came near, she did not allow him to reach it. When the young one fell down he had no alternative but to make frantic efforts at flying for survival. In this way the mother could teach him how to fly in the sky.

Q. 9 How did the young seagulls family celebrate his first flight?

A. 9 The young seagull's family became extremely excited over the successful attempt made by the young one in taking his flight. When they saw him floating comfortably on the surface of the sea, they commended his efforts, praised him and offered him scraps of dogfish. It was a family rejoicing.

Q. 10 What was the young seagull's experience during his flight?

A. 10 As the young seagull fell from the ledge he was seized by panic. But soon his wings spread and he found himself flying. He was overjoyed and thrilled. He soared high and forgot that he did not know how to fly. As he was landing he became fearful again, but soon he was at ease.

Q. 11 The young seagull was afraid flying. Why?

A. 11 The young seagull was afraid of flying because he thought that his wings were too weak to support him. He could not muster courage to come out of his ledge.

Long Answer Questions –

Q. 2 What do you think of the value of courage? Discuss it in relation to the story “ His First Flight”.

A. 2 Only a man of courage succeeds in life. A timid person can hardly achieve anything. We need to be fearless and courageous, but it is not easy. Many difficult situations make us fearful. The way to overcome fear varies from situation to situation. In this story ‘His First Flight’ the young seagull fails to gather courage. He refuses to take the first flight. He is left alone by his family and remains hungry. His mother comes to him with a piece of fish. She withdraws when he comes to catch it. He falls down headlong. He is filled with fear then he takes courage and is able to fly. The story thus makes it clear that we can learn nothing without courage and strong will.

Q. 3 How did the seagulls family help the young seagull overcome his fear and fly?

A. 3 All the members of the seagulls family tried to encourage the young seagull to fly. They even threatened him to leave to starve. His brothers and sister soared in the sky and showed their skill in flying. They tried their best but there was no result. Ultimately they ignore them but the mother seagull looked at him. He pretended to fall asleep. His mother thought of a plan. She took a piece of fish and flew towards him. She wanted to tempt him by food. He felt angry on seeing the piece of fish and dived to catch it. In the process he fell out of the ledge. Gradually started floating in the air. His fear of flying had disappeared. He felt amused in taking the first flight.

Q. 4 Do we learn something from the incident related to the young seagull?

A. 4 The story tells us about the value of courage and hard work. A person having willpower and determination achieves success easily. Lack of courage results in failure and inaction. In the story, the young seagull's experience of taking the first flight carries this message for us. It makes him a role model for all of us. In the beginning the young seagull fails to gather courage. He fears that his wings would not support him. His brothers and

sister who have much shorter wings learn to fly much earlier. In the end he takes courage and learns flying. His mother helps him take the plunge. The way he learns flying becomes an objective lesson for us.

Reference to Context –

Q. 1 That was twenty four hours ag. Since then nobody has come near him. The day before,all day long, he had watched his parents flying about with his brothers and sister, perfecting them in the art of flight, teaching them how to skim the waves and how to dive for fish.He had,infact seen his older brother catch his first herring and devour it standing on a rock while his parents circled around raising a proud cackle.

- (a) Did anybody meet him for twenty four hours ?
- (b) What were his parents doing the day before ?
- (c) What had his elder brother done ?
- (d) Where was his elder brother and what was his parents doing ?

Answers –

No,he was alone for twenty four hours.

The day before his parents were flying about. They were perfecting his brothers and sister in the art of flying.

His elder brother and caught his first herring and devoured it.

His elder brother was standing on a rock and his parents were raising a proud cackle while they circled around him.

Q.4 But when she was just opposite to him she halted. Her wings motionless the piece of fish in her beak almost within reach of his beak. He waited a moment in surprise wondering why she did not come nearer, and then maddened by hunger he died at the fish. With the loud scream he fell out words and downwards into the space. Then a monstrous terror seized him and his heart stood still. He could hear nothing but this only lasted for a moment. The next moment he felt his wings spread outwards. The wind rushed against his breast feathers and then under the stomach and then under his wings.

- (a) When did she halt ?
- (b) Did she carry something in her beak ?
- (c) Why did he wait 'a moment in surprise' ?
- (d) What happened when he fell outward ?

Answers –

She halted when she was just opposite to him.

Yes, she carried a piece of fish in her beak.

He waited a moment in surprise because his mother had not come nearer. Carrying a piece

of fish she had gone away instead of coming closer to the seagull.

When he felt outward, he felt his heart standing still. But it lasted a moment only.

Q. 5 He answered her with another scream. Then his father flew over him screaming he saw his two brothers and sister flying around him curveting and banking and soaring and diving. Then he completely forgot that he has not always been able to fly, and commended himself to dive and soar and curve shrieking shrilly. He was near the sea now flying straight over it, facing straight out over the ocean. He saw a vast green sea beneath him, with little ridges moving over it and he turned his beak sideways and cawed amusedly.

- (a) How does he answer her ?
- (b) Mention the activities of his brothers and sisters that the seagull has seen ?
- (c) What did he forget ?
- (d) Did he feel afraid any longer ? What shows this ?

Answers –

He answers her with another scream.

He had seen them flying. They indulged in soaring curveting banking and diving.

He forgot that he had not been able to fly.

No, he no longer felt afraid. He moved over the sea, turned his beak sideways and cawed amusedly. All this shows he is not afraid now.

Q. 6 His parents and his brothers and sister had landed on this green flooring ahead of him. They were beckoning to him calling shrilly. He dropped his legs to stand on the green sea. His legs sank into it. He screamed with fright and attempted to rise again flapping his wings. But he was tired and weak with hunger and he could not rise exhausted by the strange exercise. His feet sank into the green sea and then his belly touched it and he sank no farther. He was floating on it and around him his family was screaming, praising him and their beaks were offering him scraps of dogfish.

- (a) Where did the young seagull land ?
- (b) Why did he scream ?
- (c) What made him tired ?
- (d) How did his parents brothers and sister encourage him ?

Answers –

- (a) The young seagull landed on the green sea.
- (b) He felt his legs sinking into the sea and screamed with fright.
- (c) Hunger and the effort to fly made him tired.
- (d) His parents brothers and sister encouraged him by screaming and offering him scraps of dogfish.

The Black Aeroplane(Part 2)

The Message –

Black aeroplane seems to be a mystery story. However it teaches us that one must not give up in face of troubles and obstacles. One needs to be courageous and fearless only then one can achieve success. The narrator flying is Dakota over France is suddenly in the middle of a terrible storm. He has inadequate fuel to fly up or over the storm on north and south of it. His radio contact is also snap and he finds himself entirely on his own. When he sees a pilot of a mysterious plane beckoning to him to follow him, it takes the rest and follows in like a child. Which heroic efforts able to land is plane safety.

Title – The title of the story 'The Black Aeroplane' is quite appropriate. The narrator of the story intends to focus on the mysteriousness of the black aeroplane throughout the story. The pilot flying his Dakota over France is surprised to see the black aeroplane. It is this mysterious aeroplane which helps him to land safely. When he makes an enquiry about the plane he is surprised to know that there has been no other plane than his in the sky that night. We are the need to think beyond the text. What is the reality of the black what is the reality of the black aeroplane who was piloting it? Was he a ghost or a supernatural thing who had come to help the pilot? Nobody knows. The Black Aeroplane continues to haunt us.

Textual Short Answer Questions –

Q. 2 Describe the narrator's experience as he flew the aeroplane into the storm ?

A. 2 The narrator had a very frightening experience. There was utter darkness he found the radio contact lost. The compass was out of order, the aeroplane twisted and jumped in the storm. It was difficult to fly the plane.

Q.4 What made the woman in the control centre look at the narrator strangely ?

A.4 When the narrator asked the woman in the control centre about the pilot of the plane which helped him land safely, she looked at him strangely. As no plane was there in the sky that night ,she looked upon the question as absurd.

Q. 5 Who do you think helped the narrator to reach safely?

A. 5 There could be two views as to who helped the narrator to reach safely. If we believe in God or supernatural forces then we can say that either God or some supernatural force helped the pilot. If we are rational human beings then we can say that it was the narrator's determination and courage that helped him to reach safely and that the sight of the black aeroplane is only a figment of his imagination.

Additional Short Answer Questions –

Q. 4 What risk did the narrator decide to take ?

A. 4 The narrator could easily turn back to Paris and land there. There was not much fuel left to fly around the threatening clouds. But he took the risk to wade through stormy clouds. He had thought of the English breakfast so the risk of the tempestuous cloud did not seem big in front of the tempting breakfast.

Q. 7 What kind of strange experience did the pilot have during his flight ?

A. 7 Though the flight seemed to be an easy one initially, the pilot of Dakota was suddenly caught in the stormy clouds. All the instruments to control the plane had gone out of control. But there was providential help as if out of the blue. A strange aeroplane appeared before

him and guided the pilot to safety. But soon it disappeared and no radar showed any other plane than Dakota.

Long Answer Questions –

Q. 2 Why does the narrator say ‘ I landed and I was not sorry to walk away from the Dakota’?

A. 2 The narrator took the risk and flew his Dakota plane straight into the storm clouds. The plane twisted and turned and there was darkness all around. He could not find the way out and all the instruments were dead. Suddenly saw a black aeroplane flying near him. He followed that plane and landed safely. He did not suffer any injury or loss. He did not have to feel sorry for his decision of taking risk. He was not troubled at all. He felt like offering his thanks to the pilot of the black aeroplane. He thought the plane must be there somewhere on the runway. He was not unhappy with the decision of taking the risk. Had something gone amiss he would have felt sorry.

Q. 6 From the beginning to the end of the lesson ‘The Black Aeroplane’ is a mystery. How?

A. 6 The lesson ‘The Black Aeroplane’ from the beginning to the end is a mystery. The flight in The Dakota from Paris to England continues in the clear sky at night. The pilot has nothing to worry. He thinks of a nice English breakfast. But then all of a sudden he finds himself surrounded by black clouds. It is a mystery from where these clouds have come. Then its again a mystery that all the instruments stop working. The contact with the radio control also snaps.

Then a really marvellous thing happened. The pilot of Dakota sees another in the black clouds. The plane coming from nowhere is a subject of mystery. It is this black aeroplane that guides the Dakota and helps it to land safely. As the pilot of The Dakota looks for the black aeroplane in the sky he finds it nowhere. The lady in the control room deepens the mystery with the remark ,“No other aeroplane was flying tonight, yours was the only one I could see on the radar”.

Reference to Context –

Q. 2 suddenly I came out of the clouds and saw two long straight lines of light in front of me. It was a runway! An airport! I was safe! I turned to look for my friend in the black aeroplane, but the sky was empty. There was nothing there the black aeroplane had gone. I could not see it anywhere.

- (a) What did he see when he came out of the clouds ?
- (b) Why did he think he was safe ?
- (c) Why did he turn to look at the black aeroplane ?
- (d) What did he see?

Answers –

- (a) He saw two straight lines of light in front of him. It was a runway.
- (b) Since he had seen the runway he felt he was safe.
- (c) He turned to look for his friend in the black aeroplane.
- (d) He could not find anything the black aeroplane was gone.

Q. 6 The voice turn the radio and send me immediately “DS 088, I can hear you. You ought to turn twelve degrees west now, 088.Over”.

I checked the map and the compass, switched over to my second and last fuel tank, and turned the Dakota twelve degrees west towards England. “I will be in time for breakfast, I thought. A good big English breakfast ! Everything was going well - it was an easy flight.

- (a) What did the voice from the radio ask him to do?
- (b) To which direction did he turn ?
- (c) What did he do before turning his aeroplane ?
- (d) What did he think about the flight?

Q. 7 Paris was about 150 kilometers behind me, when I saw the clouds, the Storm Clouds. They were huge like black mountains standing in front of me across the sky. I knew I could not fly up and over them and I did not have enough fuel to fly around them or to the north or south. “ I ought to go back to Paris”, I thought, but I wanted to get home. I wanted that breakfast! “I will take the risk, I thought” and flew that old Dakota straight into the storm.

- (a) How far was Paris when he saw the clouds?
- (b) What did the clouds look like?
- (c) Could he fly up and above them?
- (d) Why did he not go back to Paris?

Answers –

- (a) Paris was 150 kilometers behind when he saw the clouds.
- (b) The clouds looked like black mountains.
- (c) No, he could not fly up and above them.
- (d) He did not go back to Paris because he wanted to reach home.

ANALYTICAL PARAGRAPH WRITING **CLASS 10**

Analytical Paragraph writing - An analytical paragraph is a form of descriptive writing which is written on the basis of a given chart, graph, data, outline, clues, table, etc. When **writing an analytical paragraph**, one should remember to describe the facts in the best possible manner and to cover the information provided. The **analytical paragraph** has to be written in around 100-120 words. So, the paragraph must use clear and crisp language along with providing complete details of the chart given in the question.

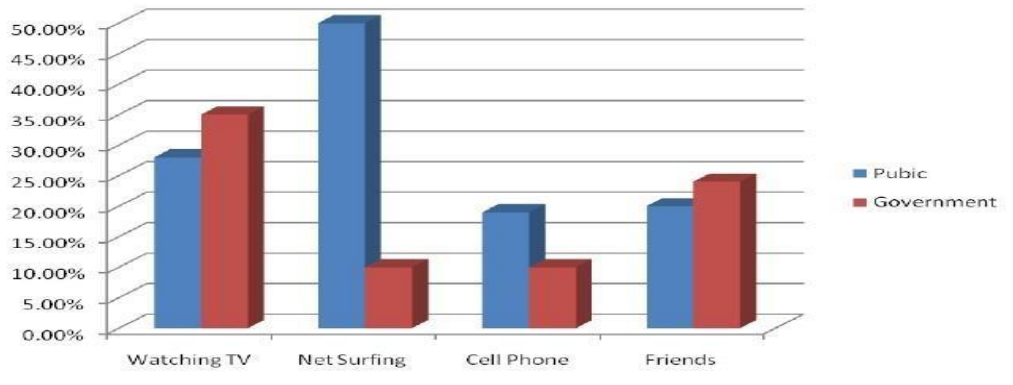
Features of an analytical paragraph writing-

It describes the given chart, table, data, graph, cues etc.

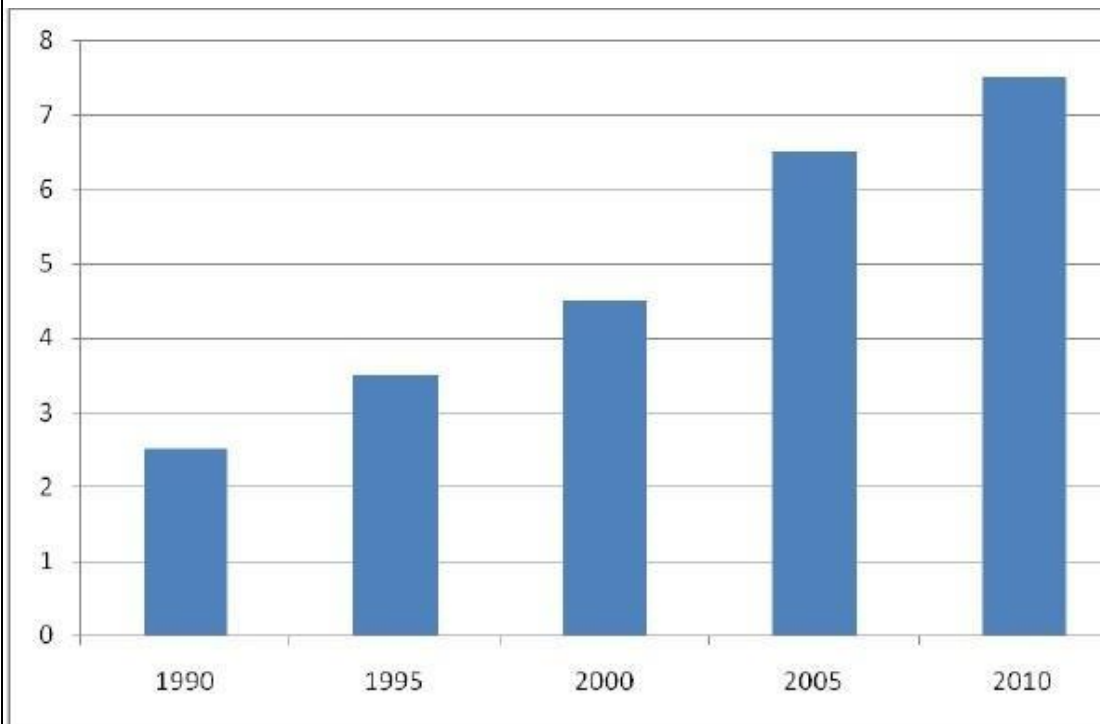
- It should be brief and comprehensive (include complete information) at the same time.
- It should state facts that are provided by the chart.
- It is necessary to make use of simple and accurate language.
- It should mention figures and quantities appropriately.
- It is appropriate to use the same tense throughout the analytical paragraph.
- No personal observation or response should be provided.
- It would be preferable to use the passive form of the verb.

Questions

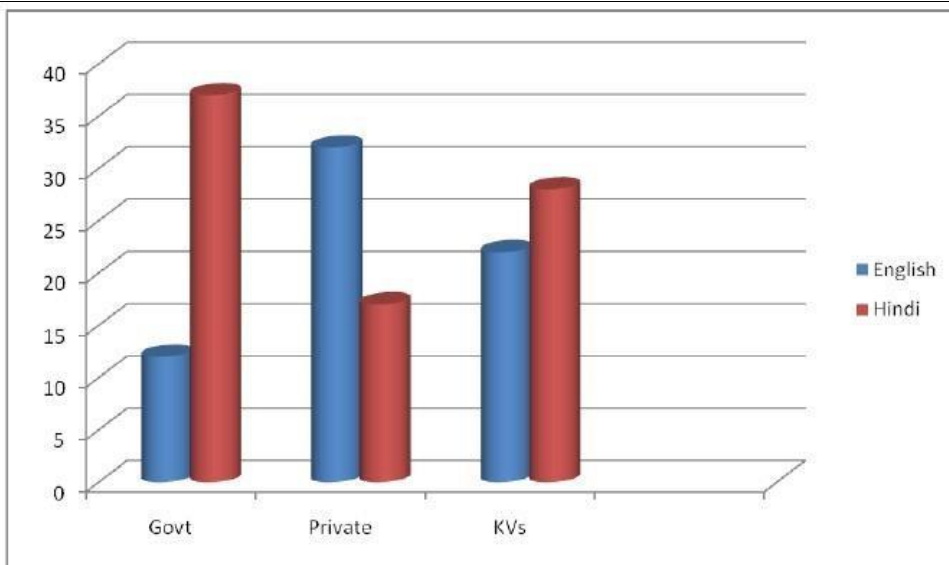
Q.1 Study the chart given below, which is the result of the survey conducted in the public schools and government schools of Vadodara. This depicts the types of activities the teenagers (Age 13- 19 years are involved during their leisure time). Complete the summary in about 80 words.



Q.2 The following data in the form of histogram shows that death due to violence has increased considerably during recent years. Write its interpretation in 100 words on how educated youth can play a major role in establishing peace in society.

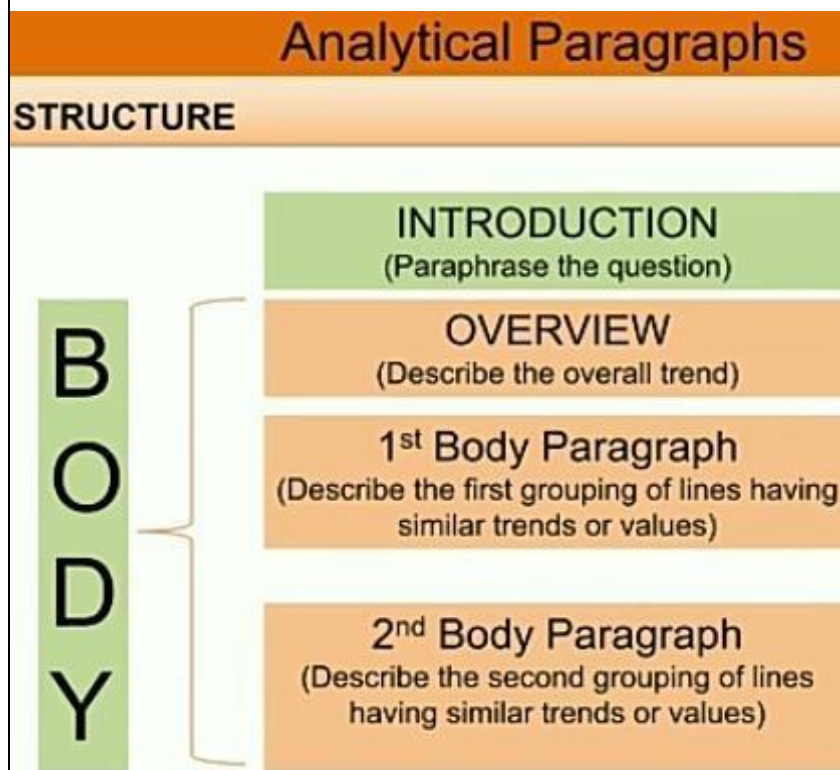


Q.3 Study the graph given below, which is based on a survey done on students of tenth class in three different types of schools in Ahmedabad. The chart depicts the number of students speaking English and Hindi. On the basis of the details given in the bar-graph given below, briefly summarize the data making comparison wherever necessary in about 80 words.



Hint- Compare the percentage of students speaking English and Hindi in all three schools giving the possible reasons.

Note -When writing the analytical paragraph, the verb is often in the past tense. The Analytical Paragraph Format is given below for reference.



CHAPTER - WATER RESOURCES

SOCIAL STUDIES

- 1.How is freshwater obtained? (Pg 23)
- 2.What are the causes of water scarcity? (Pg 24)
- 3."Water scarcity may be an outcome of large and growing population ".Justify.(pg 24)
- 4.How do increasing number of industries exert pressure on the existing freshwater resources? (Pg 25)
- 1.How does urbanisation and urban lifestyle lead to overexploitation of water resources? (Pg-25)
- 2.What are the qualitative aspects of water scarcity? (Pg -25)
- 3.Why is it necessary to conserve water resources in India? (Pg -25)

1. Write a short note on hydraulic structures in ancient India. (Pg 25-26)
2. What are dams? What are different kinds of dams? (Pg - 26)
3. What are multipurpose projects? Give some examples. (Pg - 26)
1. Mention the disadvantages of multipurpose projects. (Pg - 27)
2. Write a short note on 'Narmada Bachao Aandolan'. (Pg - 27)
3. Describe different traditional rainwater harvesting systems of India. (Pg - 29)
1. Explain the rooftop rainwater harvesting technique. (Pg - 30)
2. Write the features of the 'tankas'. (Pg - 31)
3. What is bamboo drip irrigation? Mention the features of it. (Pg --32)

ACTIVITY

Use simple and innovative methods to collect rainwater in your house and try to utilise it eg, watering plants, cleaning, recharging well or groundwater. Take the picture of the process and stick in the notebook. Help other people also in your locality to save rainwater.

Chapter 4 : Basic HTML 5 Elements

- Do all the objective type Question (Fill in the blanks, True and False & Choose the correct option) given in page no 80 & 81, in your Notebook.
- Descriptive Type Questions:

1. What is comment and how are comments given in an HTML5 document?

Ans: Comments: Comments are text which are not displayed by a browser. Comments are usually written to provide explanation about the HTML 5 code.

The command tags are `<!--` and `-->`

Eg. `<!--This is a comment -->`

A comment may extend to multiple lines, as follow

`<!-- This is a comment`

`2nd line of comments -->`

2. What are the tags used for creating a definition list?

Ans:

- a. `<dl>` Description List
- b. `<dt>` Definition list term
- c. `<dd>` Definition list description

COMPUTER

3. What values can be assigned to line-style-type property of an unordered list?

Ans: **Line-style-type properties can take any one of the following value**

- None
- Disc (Default)
- Circle
- Square

4. Which set of tags is used to create an ordered list?

Ans: The list item are enclosed by `` and `` tags

5. Gurmeet wants to write headings in his web page in such a way that first letter of every word appears in capital and rest are small. Which property should he use for this purpose?

Ans: He has to use text-transform properties and value should be capitalize

6. Write and learn text properties, their description, and their possible values.

Property	Description	Values
Color	Specify the foreground color of the text	Color name/ hexadecimal color value/ RGB color values
Text-align	Specifies the horizontal alignment of text or block of text	Left/right/center/justify
Line-height	Specifies the distance between two lines	Normal/number/length/percentage value
Text-decoration	Specifies the decorations that are added to the text-underline, line-through, etc	None/underline/overline/line-through
Text-shadow	Specifies a list of shadow effects to be applied to the text	None/color name/color value



A nature study is the study of an object in nature. Almost everything which is readily available in nature is a good subject for art. Natural forms remains most popular subject among the artist of all levels.

Drawing from nature can be an enjoyable way of learning basic drawing skill such as contour line, shading, Proportion and composition.

We like to let students choose a natural objects like leaf, flower, bird, insect, etc. which they find beautiful or fascinating. Examining the texture, the surface, the negative space.

For the understanding it is better to start with only one object, then progress to more complex composition.



Medium : Coloured Pencil

4th Assignment
page no-42
STD - 10



Medium : Poster Colour



Medium : Water Colour



Medium : Poster Colour



Medium : Poster Colour

DRAWING

Dr. Rachana Nair
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