

KERALA PUBLIC SCHOOLS
ACADEMIC YEAR 2020-21
HOME ASSIGNMENT



CLASS : X
DATE : 1.08.2021 to 15.08.2021

SUBJECT	ASSIGNMENT
MATHS	CH 12 – AREAS RELATED TO CIRCLES (EX 12.1 , 12.2 & 12.3) CH 4 – QUADRATIC EQUATIONS (EX 4.1 , 4.2 , 4.3 & 4.4) NOTE : KINDLY SOLVE DIFFERENT QUESTION FROM RS AGGARWAL BOOK RELATED TO ABOVE TOPIC.
SCIENCE	<p><u>PHYSICS</u></p> <p><u>Revision of Chapter 13: MAGNETIC EFFECT OF ELECTRIC CURRENT</u></p> <ol style="list-style-type: none">1. State the factors on which the strength of magnetic field at a point due to current carrying conductor depends. State the rule which gives the direction of magnetic field.2. On what factors does the magnetic field produced by a current carrying solenoid depend?3. Describe an activity to show that magnetic field is generated around straight current carrying wire.4. Describe an activity to show that magnetic field is produced by an electric Current flowing through a circular coil of wire.5. Why does the current carrying conductor kept in a magnetic field experience force acting on the conductor?6. Write the difference between direct Current and alternating current?7. Draw the labelled diagram of an electric motor? What is the principle of an electric motor?8. Do in text Question 1 pg no 224 NCERT.9. Do In text Q.1,2 and 3 Pg no 229,230 NCERT.10. Do In text Q. 1,2 and 3 Pg no-231,232 NCERT.11. Do In text Q.1,2 and 3 Pg no-233 NCERT.12. Do Exercise question 1 to 18. (NCERT Pg no.-240,241). <p>CHEMISTRY</p> <p><u>Ch- 3 Metals and Non metals</u></p> <ol style="list-style-type: none">1. Read the chapter thoroughly and underline the new words.2. Write all the important key terms given in pg.no 55 NCERT BOOK.3. Write the answers of question number (1 to 3) pg.no.464. Write the definition of Reactivity series of metal in assignment copy or note copy.5. Write all the chemical properties of metals and non metal in assignment copy.6. Write all answers of question no (1 to 2) pg.no.49. <p>BIOLOGY</p> <p>Ch-8 'How do Organisms Reproduce' ? [pg : 127-135] (till sexual reproduction in flowering plants)</p> <ol style="list-style-type: none">1. Read the pages thoroughly.2. Write down the answers for the questions given in pg no-128 and 133.(NCERT).3. Answer the following questions ;<ol style="list-style-type: none">a) What do you mean by the term 'hermaphrodite'?b) Name the female reproductive part of a flower.

- c)What is the product of fertilization?
d)What are the characteristics of asexual reproduction?
e)What is tissue culture ? Describe its methodology and significance.
f)Give any two advantages and disadvantages of vegetative propagation.
g)What do you understand by binary fission?

4.Differentiate between the following:

- a) Binary Fission and Multiple Fission.
b) Pollination and Fertilization.
c) Asexual reproduction and Sexual reproduction.

5. Draw a neat and labelled diagram of the following:

- a)Stages of binary fission in amoeba.
b) Budding in hydra.
c) Underground stems showing vegetative propagation.
d) Structure of a flowering plant, a stamen, a typical carpel.
e) Germination of pollen grains on stigma and Fertilization.

साहित्य-(पाठ -अट नहीं रही है)

कविता का सार

अट नहीं रही है कविता फागुन की मादकता को प्रकट करती है। कभी फागुन की सर्वव्यापक सुंदरता अनेक संदर्भों में देखता है। जब मन प्रसन्न हो तो हर तरफ फागुन का ही सौंदर्य और उल्लास दिखाई पड़ता है। सुंदर शब्दों के चयन एवं लय ने कविता को भी फागुन की ही तरह सुंदर एवं ललित बना दिया है। कवि फागुन- मास के सौंदर्य से इतना अभिभूत है कि उसे फागुन- मास की आभा समाती हुई नहीं दिखाई दे रही है। चारों ओर फागुन- मास में प्रकृति का सौंदर्य-ही- सौंदर्य बिखरता हुआ दिखाई दे रहा है। कवि ने फागुन- मास का मानवीकरण कर दिया है। फागुन- मास साँस ले रहा है, साँस लेता है तो अपनी सुगंध भर देता है। इतना ही नहीं आकाश में भी सुगंध पर (पंख) लगा कर उड़ जाती है। कभी इस मास के सौंदर्य- दर्शन से अपनी आँखें हटा नहीं पा रहा है। पेड़ों की डालियाँ नए पत्तों से लदी हुई हैं। उन पेड़ों पर कहीं-कहीं लाल पत्तियाँ दिखाई दे रही हैं। फागुन के हृदय पर मंद सुगंध बिखरती हुई पुष्पों की मालाएँ पड़ी हुई हैं। ऐसे फागुन- मास की शोभा कहीं समा नहीं रही है।

प्रश्नोत्तर-

प्रश्न1-कवि की आंख फागुन की सुंदरता से क्यों नहीं हट रही है?

उत्तर- फागुन की प्रकृति प्रायः सभी को दर्शन- लाभ कराती है। ऐसा कौन सहृदय जन हो सकता है जो प्रकृति के सौंदर्य से अभिभूत ना हो। फागुन में बसंत का यौवन है, मादकता है, प्रफुल्लता है। अतः सहृदय जन आकर्षित हुए बिना नहीं रहता है। कवि सहृदय जन के साथ-साथ प्रकृति प्रेमी भी है। वह प्रकृति का सूक्ष्मदर्शी है। वह प्रकृति में अपनी रूचि के अनुसार सुंदरता ढूँढ़ लेता है। इस कारण कवि फागुन की सुंदरता से अपनी आंख चाहते हुए भी नहीं हटा पाता है।

प्रश्न2 -फागुन मास का पेड़ पौधों पर क्या असर पड़ता है?

उत्तर-फागुन मास में चारों ओर बिखरा प्राकृतिक सौंदर्य देखते ही बनता है। कल तक के ठूँठे पेड़ हरे-भरे होकर रंग-बिरंगे फूलों से भर उठते हैं। इनको देखकर लगता है कि वृक्षों ने स्वयं मंद सुगंध वाले पुष्पों की माला अपने गले में धारण कर रखी है। ऐसा लगता है जैसे पेड़- पौधों का कायाकल्प हो गया है।

प्रश्न3 -'कहीं सांस लेते हो' का अर्थ स्पष्ट करते हुए बताइए कि उसका संसार पर क्या प्रभाव पड़ रहा है?

उत्तर-फागुन माह सर्दी और गर्मी का संधिकाल होता है। वातावरण सुहावना हो चुका होता है। ऐसे में इस समय चलने वाली हवाओं का वेग बढ़ जाता है, जिसे देखकर लगता है कि फागुन लंबी- लंबी साँस ले रहा है। इसका प्रभाव इतना व्यापक होता है कि फागुन माह की मादकता चारों ओर छा जाती है।

प्रश्न4 -'उड़ने को नभ में तुम पर पर कर देते हो'- का आशय स्पष्ट कीजिए।

उत्तर-फागुन महीने में वातावरण अत्यंत सुहावना तथा मादक बन जाता है। प्रकृति की सुंदरता चरम पर होती है, जिसे देख कर मन खुशी से भर उठता है और प्रसन्नता से भर कल्पनाओं की उड़ान भरने लगता है।

HINDI

प्रश्न5 -प्रस्तुत कविता में कवि ने प्रकृति की व्यापकता का वर्णन किन रूपों में किया है?
 उत्तर-कविता 'अट नहीं रही है' में प्रकृति की व्यापकता का वर्णन कवि ने निम्न रूपों में किया है-
 1.फागुन के प्राकृतिक सौंदर्य का प्रभाव सर्वत्र व्याप्त है, जिसे विविध रंग के नव- पल्लवों, पुष्पों के रूप में पेड़ों पर देखा जा सकता है।
 2.फागुन की प्रकृति का प्रभाव मनुष्यों के मन पर देखा जा सकता है। कवि तो प्रकृति के सौंदर्य से इतना प्रभावित है कि वह प्रकृति के दर्शन से तृप्त नहीं हो पा रहा है।
 3.फागुन का इतना प्रभाव है कि सर्वत्र उल्लास और उत्साह दिखाई देता है। प्रफुलता -ही- प्रफुलता दिखाई देती है।
 4.फागुन की इतनी अतिशय शोभा है कि कहीं भी समा नहीं रही है।

प्रश्न6- होली के आसपास प्रकृति में जो परिवर्तन दिखाई देते हैं उसे लिखिए।
 उत्तर-होली के आसपास प्रकृति का सौंदर्य अत्यंत मनोहारी होता है। शीत का पलायन और ग्रीष्म का प्रवेश होता है। ग्रीष्म और शीत की वय-संधि होती है जिससे मन उत्साह से भरा होता है। साथ ही लोगों के मन में होली का उन्माद होता है। फसल पकने वाली होती है। आम के पेड़ पुष्पित और फलित होने लगते हैं। विकसित पुष्प- सौंदर्य आह्लादित करता है। भौरों का गुंजार-स्वर जोर पकड़ने लगता है। अब तक मौन बैठी कोयल पंचम स्वर से गान कर उठती है। मंद- मंद वायु का प्रवाह पुष्पों के स्पर्श से पर्यावरण को सुगंधित कर देता है। मधुमक्खियाँ अपने छत्ते में मकरंद का संचय करने लगती हैं।

पाठ- लखनवी अंदाज

प्रश्नोत्तर-

प्रश्न1-लेखक ने सेकंड क्लास का टिकट क्यों खरीदा?
 उत्तर-लेखक ने सेकंड क्लास का टिकट इसलिए खरीदा, क्योंकि-
 लेखक आराम से यात्रा करना चाहता था।
 लेखक को अधिक दूर यात्रा नहीं करनी थी।
 वह भीड़ से हटकर एकांत में कहानी के बारे में सोचना चाहता था।
 वह खिड़की से प्राकृतिक दृश्य निहारना चाहता था।

प्रश्न2 -लेखक नवाब साहब के बारे में क्या-क्या कल्पनाएँ करने लगा?
 उत्तर-लेखक नवाब साहब के बारे में कई कल्पनाएँ करने लगा ,जैसे-
 उसके (लेखक) के आने से नवाब साहब को असुविधा हो रही होगी।
 नवाब साहब ने किफायत के विचार से सेकंड क्लास का टिकट खरीदा होगा।
 वे यह नहीं चाहते होंगे कि उन्हें सेकंड क्लास में यात्रा करते कोई देखें।
 नवाब होकर वे साधारण से इंसान के सामने खीरा कैसे खाएँ?

प्रश्न3 -लेखक को नवाब साहब के किन हाव-भावों से महसूस हुआ कि वे उनसे बातचीत करने के लिए तनिक भी उत्सुक नहीं है?
 उत्तर-लेखक को सेकंड क्लास के डिब्बे में आया हुआ देखकर नवाब साहब के चेहरे पर असंतोष का भाव छा गया। उन्हें एकांतवास में बाधा का अनुभव होने लगा। वे अनमने होकर खिड़की से बाहर झाँकते रहे और लेखक को ना देखने का नाटकीय प्रदर्शन करते रहे। नवाब साहब की इन हाव-भावों को देखकर लेखक अनुमान लगा रहा था कि वह बातचीत करने के लिए किंचित भी उत्सुक नहीं हैं।

प्रश्न 4 -लेखक ने नवाब साहब के खीरे खाने के आग्रह को क्यों अस्वीकार कर दिया?
 उत्तर-लेखक स्वाभिमानी व्यक्ति था। नवाब के उपेक्षित व्यवहार से उसका स्वाभिमान आहत हुआ था। लेखक नवाब साहब का पहले ही खीरा खाने का आग्रह ठुकरा चुका था। अतः अनुकूल परिस्थिति और खाने की इच्छा होते हुए भी अपने आत्म सम्मान रक्षा के लिए, लेखक ने नवाब साहब के खीरे खाने के आग्रह को नकार दिया।

प्रश्न 5 -नवाब साहब का खीरा खाने का ढंग पारंपरिक ढंग से किस तरह अलग था?
 उत्तर-नवाब साहब ने नमक मिर्ची लगी खीरे की फाँखों को उठाया, उन्हें खाने के बजाय सूँघा और एक-एक कर खिड़की के बाहर फेंक दिया। फिर तृप्त होने का अभिनय भी किया जबकि अन्य लोग खीरे को

खाकर उस का आनंद उठाते हैं। इस प्रकार उनके खीरा खाने का ढंग पारंपरिक ढंग से अलग था।

प्रश्न 6 -नवाब साहब खीरा खाने के अपने ढंग के माध्यम से क्या दिखाना चाहते थे?

उत्तर -नवाब साहब खीरे के सुगंध का रसास्वादन करके तृप्त होने के अपने विचित्र ढंग के माध्यम से अपनी रईसी और नवाबी का प्रदर्शन करना चाहते थे। वे लेखक को यह बताना चाह रहे थे कि नवाब जैसे रईस लोग खीरा जैसी साधारण- सी खाद्य वस्तु का आनंद इसी तरह लेते हैं। इसमें उनकी दिखावा करने की प्रवृत्ति दिख रही थी।

प्रश्न 6 - बिना विचार ,घटना और पात्रों के भी क्या कहानी लिखी जा सकती है? यशपाल के इस विचार से आप कहाँ तक सहमत हैं?

उत्तर-कहानी किसी घटना ऐसा वर्णन है जो किसी विशेष कारण की ओर संकेत करती है। घटना कैसे घटी, उसके क्या कारण थे, उसका क्या परिणाम हुआ। यह सब जानने की जिज्ञासा मन में बनी रहती है और घटना बिना कारण के नहीं होती है। अतः बिना पात्र के कहानी तथा बिना कारण के घटना कैसे संभव है? घटना के बिना विचार कैसे? अतः लेखक का मानना है कि बिना विचार, घटना और पात्रों के कहानी नहीं लिखी जा सकती है। या पूर्णतः सत्य है। उसका विचार हमारे विचारों के अनुकूल है।

प्रश्न 7 -बिना कथ्य के कहानी लिखना संभव नहीं है 'लखनवी अंदाज' पाठ के आधार पर व्यंग्य स्पष्ट कीजिए।

उत्तर-लखनवी अंदाज पाठ में नवाबों के समाप्त होते अस्तित्व और उनके दिखावा करने पर व्यंग्य किया गया है। खीरों को मात्र सूँघकर नवाब साहब का पेट भर जाना उनकी पीड़ा को भी प्रदर्शित करता है कि कभी इतने ठाट- बाट थे कि ऐसी सामान्य वस्तुओं को केवल सूँघने तक ही उपयोग में लाते थे। फिर खीरे बिना खाए सूँघकर फेंकना और डकार लेना कितना हास्यप्रद है। क्या सूँघने मात्र से पेट भर सकता है? यह उसी प्रकार असंभव है जैसे बिना कथ्य के कहानी लिखना।

प्रश्न-8 लोग यथार्थ को स्वीकार करने से क्यों डरते हैं?

उत्तर सुख-सुविधाओं में जी रहे लोग अतीत के अस्तित्व को समाप्त होते देख डरते हैं कि अब समाज में उनको कोई नहीं पूछेगा, उनका वैसा सम्मान नहीं होगा। संभव है लोग उपहास करेंगे। इस कारण अभाव में रहकर व्यर्थ का नाटक करते हैं कि अभी हम किसी से कम नहीं हैं और यथार्थ को स्वीकार नहीं कर पाते।

प्रश्न 9 -नवाब साहब द्वारा खीरा खाने की तैयारी करने का एक चित्र प्रस्तुत किया गया है। इस पूरी प्रक्रिया को अपने शब्दों में व्यक्त कीजिए।

उत्तर-छात्र इसे स्वयं करेंगे।

भाषा-अपठित गद्यांश

'साँच बराबर तप नहीं' सूक्ति में सत्य की महत्ता को स्वीकारा गया है। सच के मार्ग पर चलना अपने आप में तप है। सच काम मार्ग सदैव कँटीला होता है, कठिन होता है। तब करने की ताकत रखने वाला ही इस पर चल सकता है। तप वही कर सकता है, जिसका हृदय साफ, निष्पाप एवं एकाग्रचित्त हो। 'सत्य' मानव हृदय के गौरव का प्रतीक है। सच बोलने वाले के मुख पर एक अलग तरह का तेज रहता है, सोच रहती है। ऐसा व्यक्ति निडर होता है वह लोगों के दिल में जगह बनाता है दूसरों की भलाई, कल्याण के लिए बोला गया बड़े- से- बड़ा झूठ भी सत्य है और वास्तविक सत्य, जो दूसरों को कठिनाई में डाल दे, बोला जाए, तो वह झूठ की परिधि में आता है।

सत्य अटल है। लाख झूठ भी उसके समक्ष टिक नहीं सकते। झूठ बुलबुले की भाँति है, जिसका अस्तित्व क्षणिक है। सच स्थायी है, चिरंतन है। एक झूठ को छुपाने के लिए सौ झूठ बोलने पड़ते हैं और अंत में सौ झूठों का आवरण भेद कर सत्य बाहर निकल ही आता है। सत्य से व्यक्ति जितना मुँह मोड़ता है, वह उतना पल- पल में सामने आता है।

प्रश्न1-सत्य का अनुगमन करना किस प्रकार के मार्ग को दिखाता है ?स्पष्ट कीजिए।

उत्तर-सत्य का अनुगमन करना काँटों से भरे मार को दिखाता है, क्योंकि सत्य के मार्ग पर चलना स्वयं में एक तप है। सच का मार्ग सदैव काँटों से भरा एवं कठिन होता है। तब करने की ताकत रखने वाला ही इस मार्ग पर चल सकता है।

प्रश्न 2- सत्य किसका प्रतीक है तथा सच बोलने वाले की क्या पहचान है?

उत्तर- सत्य मानव हृदय के गौरव का प्रतीक है। सच बोलने वाले व्यक्ति के मुख पर तेज (चमक) होता है। सच बोलने वाला सदैव निडर होता है और वह लोगों के दिल में जगह बनाता है। उसका हृदय साफ, निष्पाप एवं एकाग्रचित्त होता है।

प्रश्न 3- सत्य और झूठ में क्या अंतर है? स्पष्ट कीजिए।

उत्तर- सच और झूठ में सबसे बड़ा अंतर यह है कि सच अटल होता है उसके सामने झूठ नहीं टिक पाता, क्योंकि झूठ क्षणिक होता है। सच स्थायी और चिरंतन होता है। एक झूठ को छिपाने के लिए सौ झूठ बोलने पड़ते हैं और अंत में सौ झूठों का आवरण हटाकर सच बाहर आ जाता है।

प्रश्न 4- 'क्षणिक' शब्द का विपरीतार्थक शब्द बताइए।

उत्तर- 'क्षणिक' शब्द का विपरीतार्थक शब्द 'चिरकाल' है।

प्रश्न 5- प्रस्तुत गद्यांश का उपयुक्त शीर्षक लिखिए।

उत्तर- प्रस्तुत गद्यांश का उपयुक्त शीर्षक "साँच बराबर तप नहीं" होगा।

अनुच्छेद लेखन-कंप्यूटर आज की आवश्यकता

अनौपचारिक पत्र-समाज में बढ़ते भ्रष्टाचार पर चिंता व्यक्त करते हुए किसी समाचार पत्र के संपादक को पत्र लिखें।

विज्ञापन लेखन- किसी चाय पत्ती विक्रेता के लिए विज्ञापन तैयार करें।

(ये सभी लेखन कार्य कक्षा में बच्चे शिक्षिका की मदद से करेंगे।)

रस एवं भेद

आचार्यों ने रस को काव्य की आत्मा कहा है। किसी काव्य को पढ़कर अथवा नाटक आदि को देखकर हमारे मन में

की लहरें उठने लगती हैं। हम मंत्रमुग्ध होकर झूमने लगते हैं। इसी अलौकिक आनंद को रस कहते हैं।

रस के अंग-रस के चार अंग माने जाते हैं-

1.स्थायीभाव 2.विभाव 3.अनुभाव 4.संचारी भाव

स्थायीभाव की संख्या नौ है तथा इनके अनुसार ही रसों की संख्या भी नौ है।

स्थायीभाव	रस
रति	श्रृंगार
हास	हास्य
शोक	करुण
क्रोध	रौद्र
उत्साह	वीर
भय	भयानक
जुगुप्सा	वीभत्स
विस्मय	अद्भुत
निर्वेद	शांत

रस के भेद-हिंदी काव्य में नौ रस होते हैं। इनके नाम हैं-

1.श्रृंगार रस 2.हास्य रस 3. करुण रस 4. रौद्र रस 5. वीर रस

6. भयानक रस 7. वीभत्स रस 8. अद्भुत रस 9.शांत रस

1. श्रृंगार रस-

(क) बतरस लालच लाल की, मुरली धरि लुकाय।

सौह करे, भौहनि हँसै, दैन कहै, नटि जाय। (संयोग श्रृंगार रस)

(ख) बरसत नयन हमारे।

सदा रहति पावस ऋतु हम पै, जब ते स्याम सिधारे। (वियोग श्रृंगार रस)

2. हास्य रस-

(क) तंबूरा ले मंच पर बैठे प्रेमप्रताप, साज मिले पन्द्रह मिनट घंटा भर आलाप।

घंटों भरा आलाप, राग में मारा गोता, धीरे-धीरे खिसक चुके थे सारे श्रोता।

(ख) मोटे व्यक्ति की स्कूटर से भिड़ंत

लोगों ने पूछा- "अरे क्या हुआ"

बोला वह "----- जी, मैं ठीक-ठाक हूँ
स्कूटर का अंजर- पंजर ढीला हो गया।"

3. करुण रस -
(क) मेरे हृदय के हर्ष हा!
अभिमन्यु अब तू है कहाँ।
(ख) वह आता- दो टूक कलेजे के करता पछताता।
पथ पर आता।
पेट पीठ दोनों मिलकर हैं एक
चल रहा लकुटिया टेक,
मुट्टी भर दाने को- भूख मिटाने को मुँह फटी पुरानी झोली का फैलाता।

4. रौद्र रस-
(क) रे नृप बालक कालबस बोलत तोहि ना सँभार।
धनुही सम त्रिपुरारि धनु विदित सकल संसार।
(ख) उस काल मारे क्रोध के तनु काँपने उनका लगा।
मानो हवा के जोर से सोता हुआ सागर जगा।

5. वीर रस-
(क) वीर तुम बढ़े चलो, धीर तुम बढ़े चलो।
सामने पहाड़ हो कि सिंह की दहाड़ हो।
(ख) चमक उठी सन सत्तावन में, वह तलवार पुरानी थी
बुंदेले हरबोलों के मुख हमने सुनी कहानी थी
खूब लड़ी मर्दानी वह तो झांसी वाली रानी थी।

6. भयानक रस-
(क) एक ओर अजगरहिं लखि एक ओर मृगराय।
विकट बटोही बीच ही पर्यो मूर्छा खाय।
(ख) उधर गरजती सिंधु लहरियाँ, कुटिल काल के जालों सी
चली आ रही फेन उगलती, फन फैलाये व्यालों- सी।

7. वीभत्स रस-
(क) उन विषयों में परितृप्ति? हाय! करते हैं हम उल्टे उपाय!
खुजलाऊँ मैं क्या बैठ काय! हो जाये और भी प्रबल पाय?
ओ क्षणभंगुर भव, राम- राम।
(ख) सिर पर बैठयो काग आँख दोउ खात निकारत।
खींचत जीभहिं स्यार अतिहि आनंद उर धारत।

8. अद्भुत रस-
(क) राग है कि, रूप है कि। रस है कि, जस है कि।
तन है कि, मन है कि। प्राण है कि, प्यारी है।
(ख) अखिल भुवन चर- अचर सब, हरि मुख में लखि मातु।
चकित भई गदगद वचन, विकसित दृग पुलकातु।

9. शांत रस-
(क) बसो मेरो नैनन में नंदलाल।
मोर मुकुट मकाराकृति कुंडल, अरुण तिलक दिए भाल।
(ख) मन मस्त हुआ फिर क्यों डोले?
हीरा पायो गांठ गठियायो, बार-बार वाको क्यों खोले?

ENGLISH

Hundred Dresses Part I
Book – First Flight
Summary –

Wanda's unnoticed absence – Wanda Petronski usually sat at the corner of her classroom.
There was mud, dirt, laughter and noise at this corner of the classroom. Nobody took notice

of this young Polish girl. When Wanda did not come to school, her absence remained unnoticed for sometime. Even the girls Peggy and Maddie who waited for her after the school to make fun of her, did not notice Wanda's absence. These two girls noticed her absence on Wednesday as they had kept waiting for her so that they could have some fun with her.

Wanda and the other students – The students in Room number 13 where Wanda sat, were different from Wanda Petronski. They thought her name too lengthy and funny. She did not have any friends. Her dress looked shabby. She seemed different from other students. Sometimes the students of her class surrounded her at playtime.

Students tease Wanda – Peggy and the other girls at school teased Wanda. They often asked her how many dresses she had. She would tell them that she had a hundred dresses. It surprised them and they made fun of her. They further asked them about the sixty pair of shoes she said she had.

Peggy and Maddie's attitude towards Wanda –

Peggy had thought of this game of teasing Wanda. She did not think she was being cruel towards Wanda. She asked Wanda time and again about her dresses as she thought Wanda was telling a lie. Maddie, Peggy's close friend was poor herself. She did not like Peggy's attitude towards Wanda. But she dare not ask her stop this. She feared that she herself might not become a subject of their fun.

Maddie's note to Peggy –

Maddie started writing to Peggy not to bully Wanda. Suddenly she realized that she herself wore Peggy's second hand clothes. She wished Peggy should stop mocking at Wanda on her own. She thought Peggy was her close friend and Wanda was not. Therefore, she tore the note and threw it away.

Drawings and Colour Contest –

A drawing and color contest was going to be organized in the school. For girls the contest was to design dresses. The boys were to design motor boats. Maddie thought that Peggy would win the contest. She was good in designing. The teacher was to announce the result of the contest the next day.

Wanda Petronski wins the contest –

The next day before the results were declared Peggy and Maddie entered the class. They were surprised to see dazzling designs of dresses. There were about hundred dresses design. As soon as the class assembled Miss Mason declared the results. Jack Beggles had won for the boys and Wanda Petronski had won for the girls. It was for the hundred dresses that she designed.

Theme – The story the 'Hundred Dresses Part 1' focuses our attention on the idea of making judgement about a person. Most of us judge others by their money, wealth, possessions, social status. People are often discriminated on the basis of their colour, race or creed which is something totally undesirable. The sterling qualities in their characters like diligence, sincerity of purpose, honesty, truthfulness etc. are often ignored. In the story the young Polish girl, Wanda Petronski goes to school with other American children in an American town. She is seen as different in many ways – the way she dresses, the kind of clothes she wears, her look and her lengthy name. Nobody wants to see the real Wanda who is extremely hard working, dedicated, honest and amiable. Peggy and others make fun of her tease and harass her almost every day. She is mocked at for describing her hundred dresses and sixty pairs of shoes she says she has. When she wins the drawing and colour contest everyone is shocked. Thus, we are made to realize how our judgement about others goes wrong.

Characters –

Wanda – Wanda Petronski, a polish girl in an American school is brilliant and hard working. As she is poor she is always seen in a faded blue dress that does not hang right. She is without friends as she is not liked by other students in the school. She remains lonely.

However a lot of girls come to her to talk to her. Peggy and some other girls make fun of her by asking her again and again as to how many dresses or pairs of shoes she has. She is quite

simple and innocent. She often tells Peggy and other girls that she has a hundred dresses at her home. She is very skilful. She has herself drawn one hundred design for dresses. As she is very sensitive she doesn't want to speak about them. She surprises everyone by winning the drawing and colour contest of her school. Thus Wanda is a poor polish girl, innocent and hard working. She becomes a victim of being different from others.

Peggy and Maddie - Peggy is a rich, smart and over bearing type of girl. She is proud of her social and economic status. She looks down upon Wanda simply because she looks different and seems to tell a blatant lie about her hundred dresses. She continues to tease Wanda for claiming to have one hundred dresses at home while she herself appears in a faded blue dress everyday. She does not think that her attitude towards Wanda is cruel. Maddie is a poor girl but she is one of Peggy's followers. She feels guilty and remorseful in making fun of Wanda. She is however timid. She fails to ask Peggy not to make fun of Wanda fearing that she herself can be Peggy's target as she herself is no better than Wanda.

Message –

The story conveys to us the ill effects of discrimination against someone who is in a trying situation already. We should not value a person by her /his social or economic status. Even a poor person can have enviable qualities of head and heart. We should not make value judgements on the basis of money, wealth and possessions. Wanda a polish girl in the story, is mocked at for her poverty, her way of dressing and even her lengthy funny name. No one realizes that she is a talented and skillful girl. No wonder everyone is surprised when she wins the drawing and colour contest in her school.

Title -

The title of the story 'Hundred Dresses' is quite appropriate. The focus of the story remains on the hundred dresses Wanda claims to have at home. Wanda always appear in a faded blue dress. Her claim to have a hundred dresses arouses our curiosity. It makes her the butt of ridicule at the hands of Peggy and other girls who continues to tease her about her tall claim. When Wanda wins the drawing and colour contest in her school we learn that she actually has designs of hundred dresses at home, which are quite unique and exquisite. Wanda's claim is justified though it creates a wrong impression about her.

Thus the title of the story is apt and justified. It is meant to arouse our curiosity as also to suggest that it is not hundred dresses but their designs which are important. Thus it underlines the importance of talent and not possessions.

Questions and Answers –

Q.1 Where in the classroom does Wanda sit and why?

A.1 Wanda used to sit in that corner of the classroom where the rough boys sat, the boys who got the lowest marks and had the loudest laughter. No one ever knew why she really sat there but there were guesses that it was because of the dirt her shoes carried from all the mud.

Q.2 Where does Wanda live? What kind of a place do you think it is?

A.2 Wanda lived in Boggins Heights. According to the description given in the chapter, it was that part of the city or town where poor people lived. The place was filled with mud which is where Wanda got the dirt on her shoes from.

Q.3 When and why do Peggy and Maddie notice Wanda's absence?

A.3 On Wednesday, Peggy and Maddie noticed Wanda was missing. They had been waiting for which is where Wanda got the dirt on her shoes from.

Q.3 When and why do Peggy and Maddie notice Wanda's absence?

A.3 On Wednesday, Peggy and Maddie noticed Wanda was missing. They had been waiting for her outside the school, before school began. As she did not come, they even got late for school. It was then that they realized her absence from school.

Q.4 What do you think 'to have fun with her' means?

A.4 'To have fun with her' means to tease her about the hundred dresses she claimed to have which is contradictory to the fact that she always wore the same faded blue dress.

Q. 5 Did Wanda have a hundred dresses? Why do you think she said she did?

A.5 Wanda did not actually have a hundred dresses she only had drawings of them. She was

a poor girl who would have desired to have a closet full of hundred dresses, all lined up. That is why, she said that she did have them.

Q. 6 Why is Maddie embarrassed by the questions Peggy asks Wanda? Is she also like Wanda, or is she different?

A. 6 Maddie is embarrassed by how Peggy deals with Wanda not because she cares about Wanda but because she was poor herself and feared that one day, they would treat her the same way. Maddie is a poor girl but not as poor as Wanda and unlike Wanda she had a lot of friends.

Q.7 Why didn't Maddie ask Peggy to stop teasing Wanda? What was she is afraid of?

A.7 Maddie did not ask Peggy to stop teasing Wanda because as she too was poor, she feared that she could be the next target for the girls. As Maddie wore hands down clothes given by Peggy, she was afraid that if they did not tease Wanda, then probably they would start teasing her.

Q. 8 Who did Maddie think would win the drawing contest? Why?

A.8 Maddie thought that her best friend Peggy would win the drawing contest because she was the best artist in the room.

Q.9 Who won the drawing contest ? What had the winner drawn?

A.9 Wanda had won the drawing contest. She had drawn a hundred different dresses.

Q. 10 How is Wanda seen as different by the other girls? How do they treat her?

A. 10 Other girls saw Wanda as poor and vulnerable. She had a strange name, did not make friends and remained quiet. She sat in the corner with the rough and noisy boys. Wanda always wore the same dress and came from a place full of mud on the roads. The other girls treated her badly and belittled her. They made fun of Wanda.

Q. 11 How does Wanda feel about the dresses game? Why does she say that she has a hundred dresses?

A.11 Wanda felt embarrassed and insulted when other girls played the dresses game on her. She claimed to have a hundred dresses in order to put those insults and jokes away. Actually she was preparing drawings of a hundred dresses for the drawing competition and she referred to them when the girls asked her that how many dresses did she have.

Q.12 Why does Maddie stand by and do not do anything. How is she different from Peggy? (Was Peggy's friendship important to Maddie? Why? Which lines in the text tell you this?

A.12 Maddie stands quietly and watches as Peggy humiliates Wanda because she felt that she was high and mighty. Thus, Peggy could never be wrong. As Maddie was poor herself , she feared that she could be the next target for the girls to mock at. Also Maddie did not tease Wanda while Peggy did. Yes, Peggy's friendship was important to Maddie . The lines which indicate this are – 'Peggy was the most popular girl in school. She was pretty, she had many pretty clothes and her hair was curly. Maddie was her closest friend.'

Q.14 what does miss Mason think of land as drawings what do the children think of them how do you know?

A.14 Miss Mason thought of Wanda's drawings to be wonderful. She even said that judges liked it so much and thought any one of them to be worthy of winning. The children t outside the school, before school began. As she did not come, they even got late for school. It was then that they realized her absence from school.

Q.4 What do you think 'to have fun with her' means?

A.4 'To have fun with her' means to tease her about the hundred dresses she claimed to have which is contradictory to the fact that she always wore the same faded blue dress.

Q. 5 Did Wanda have a hundred dresses? Why do you think she said she did?

A.5 Wanda did not actually have a hundred dresses she only had drawings of them. She was a poor girl who would have desired to have a closet full of hundred dresses, all lined up. That is why, she said that she did have them.

Q. 6 Why is Maddie embarrassed by the questions Peggy asks Wanda? Is she also like Wanda, or is she different?

A. 6 Maddie is embarrassed by how Peggy deals with Wanda not because she cares about Wanda but because she was poor herself and feared that one day, they would treat her the

same way. Maddie is a poor girl but not as poor as Wanda and unlike Wanda she had a lot of friends.

Q.7 Why didn't Maddie ask Peggy to stop teasing Wanda? What was she is afraid of?

A.7 Maddie did not ask Peggy to stop teasing Wanda because as she too was poor, she feared that she could be the next target for the girls.As Maddie wore hands down clothes given by Peggy, she was afraid that if they did not tease Wanda, then probably they would start teasing her.

Q. 8 Who did Maddie think would win the drawing contest? Why?

A.8 Maddie thought that her best friend Peggy would win the drawing contest because she was the best artist in the room.

Q.9 Who won the drawing contest ? What had the winner drawn?

A.9 Wanda had won the drawing contest. She had drawn a hundred different dresses.

Q. 10 How is Wanda seen as different by the other girls? How do they treat her?

A. 10 Other girls saw Wanda as poor and vulnerable. She had a strange name,did not make friends and remained quiet. She sat in the corner with the rough and noisy boys. Wanda always wore the same dress and came from a place full of mud on the roads.The other girls treated her badly and belittled her.They made fun of Wanda.

Q. 11 How does Wanda feel about the dresses game? Why does she say that she has a hundred dresses?

A.11 Wanda felt embarrassed and insulted when other girls played the dresses game on her. She claimed to have a hundred dresses in order to put those insults and jokes away. Actually she was preparing drawings of a hundred dresses for the drawing competition and she referred to them when the girls asked her that how many dresses did she have.

Q.12 Why does Maddie standby and do not do anything. How is she different from Peggy?(was Peggy's friendship important to Maddie? Why? Which lines in the text tell you this?

A.12 Maddie stands quietly and watches as Peggy humiliates Wanda because she felt that she was high and mighty. Thus, Peggy could never be wrong.As Maddie was poor herself , she feared that she could be the next target for the girls to mock at. Also Maddie did not tease Wanda while Peggy did. Yes,Peggy's friendship was important to Maddie .The lines which indicate this are – 'Peggy was the most popular girl in school. She was pretty, she had many pretty clothes and her hair was curly. Maddie was her closest friend.'

Q.14 what does miss Mason think of land as drawings what do the children think of them how do you know?

A.14 Miss Mason thought of Wanda's drawings to be wonderful. She even said that judges liked it so much and thought any one of them to be worthy of winning. The children too were awestruck at the sight of such beautiful paintings. It is evident from the fact that the boys who had no interest in dresses were whistling and Peggy who thought of herself to be the best artist, accepted that Wanda's drawings were amazing.

HUNDRED DRESSES PART 2 CHAPTER - 6

CLASS – 10 BOOK – FIRST FLIGHT

I. Question and Answers –

Q.1 What did Mr Petronski's letter say?

A.1 The letter began with a salutation to Miss Mason.Wandas father conveyed his intention of not sending both of his children, Wanda and Jake to school anymore. He mentioned that they were now being shifted to another city, a big one where no one would care enough about their strange name, a big city with a lot of people having weird names.

Q.2 Is Miss Mason angry with the class or is she and unhappy and upset?

A.2 Miss Mason is amazed after reading the letter.She is upset about the fact that her students have treated someone badly because they came from a different place and had an unusual name.Even though she was unhappy she gave the children benefit of doubt that whatever happened must have happened in thoughtlessness.

Q.3 How does Maddie feel after listening to the note from Wanda's father?

A.3 Maddie gets sad and feels extremely bad after listening to the note from Wanda's

father. She felt like a coward for not standing up against other girls who were teasing Wanda. All she could think about is how they made Wanda feel and hope for a chance to make amends.

Q.4 What does Maddie want to do?

A.4 Maddie who is sad wanted to make everything right with Wanda. She hoped for one last chance to make amends and tell her how sorry she was.

Q.5 What excuses does Peggy think up for her behaviour? why?

A.5 In order to free herself of the guilt, Peggy claims that she is thankful that she never made fun of her because she was a Polish immigrant and had an unfamiliar name. She only asked about the number of dresses she had. Peggy said that Wanda should not have lied that she had a hundred dresses and sixty pairs of shoes.

Q.6 What are Maddie's thoughts as they go to Boggins Heights?

A.6 Maddie could only think about making amends with Wanda. She hoped the Petronski's hadn't left the town all she could think of was a chance to meet her and stop her from moving. She wanted to tell her that everyone at the school admired her and her drawings.

Q.7 Why does Wanda's house remind Maddie of Wanda's blue dress?

A.7 Wanda's house was a little one up on the hill. There were dry grasses all around it but no sign of life could be seen near it. The surroundings looked shabby but clean. This reminded Maddie of Wanda's faded blue dress which looked clean but shabby as if it was never ironed.

Q.8 What does Maddie think hard about? What important decision does he come to?

A.8 When they learned that the Petronski's have finally moved away, Maddie couldn't stop thinking about never being able to say sorry. She couldn't sleep that night as she was thinking too deeply. As a result of the thinking she came to a conclusion that she will never let anyone tease someone because they have an unfamiliar and long name. She decided to stand against all the wrongs.

Q.9 What did the girls write to Wanda?

A.9 Peggy and Maddie decided to write an apology letter to Wanda but somehow, they ended up writing a friendly note telling her that she won the contest, asking her how is she liking the new place and that they missed her a lot.

Q. 10 Did they get a reply? Who was more anxious for a reply Peggy and Maddie? How do you know?

Q. 10 No, they didn't get a reply but the letter didn't come back also, so they concluded that she must have received it but was too furious to have replied to it. Out of the two girls Maddie was more curious for a reply. She desperately wanted to make everything right with Wanda. This is evident as weeks after sending the letter, Peggy almost forgot about the business while Maddie used to make scenario in her head where she would defend Wanda from the mean girls.

II. Multiple Choice Questions –

1. Wanda was a girl.

(a) Polish (b) American (c) Dutch

2. She made the drawings of a dresses. (a) 150. (b) 100 (c) 50

3. She lived in .

(a) Boggins Heights (b) Room 13. (c) Amsterdam

4. _____ was the best artist in the class

(a) Wanda (b) Peggy. (c) Maddie

5. Wanda said she had pairs of shoes. (a) 50. (b) 60. (c) 100

6. Who won the competition for boys?

(a) Jake. (b) Jack Beggles (c) Wanda

7. What was the competition for boys?

(a) To make paper boats

(b) To make motor boats

(c) To make design for dresses

8. Who was extremely sensitive?

(a) Peggy (b) Maddie (c) Wanda

9. What does Maddie conclude?

(a) To break the friendship with Peggy.

(b) To never tease anybody else.

(c) Never let anyone tease someone.

10. Who was the class teacher?

(a) Miss Mason (b) Miss Petronski (c) Mr. Jan

III Mention at least three morals you learnt from the story(both part 1 and 2)by giving examples of the incidences from the story.

CLASS 10
ENGLISH ASSIGNMENT
GRAMMAR

I. Choose the correct form of the verbs given in the brackets in the following sentences:

1. Each of these producers..... his own advantage, (has, have)
2. Ten miles..... long distance, (is, are)
3. Many a student hard to pass his entrance exam, (try, tries)
4. The furniture in his house..... impressive, (look, looks)
5. Few students..... present in the class today, (is, are)
6. Ritesh, my best friend..... leaving for Japan next week, (is, are)
7. Most of my friends..... government employees, (is, are)
8. The level of intoxication..... from subject to subject, (vary, varies)
9. Either boys or girls..... telling lies, (is, are)
10. A number of people..... reported to be missing in the train accident at Jhansi.(was, were)
11. The jury..... divided in their opinions, (was, were)
12. There..... many exceptions to this rule, (is, are)
13. Bread and butter..... my favourite breakfast, (is, are)
14. Neither Ramesh nor his friends..... hurt, (was, were)
15. Slow and steady..... the race, (win, wins)
16. No news..... good news, (is, are)
17. There..... sixty students in our class, (is, are)
18. Mathematics..... my favourite subject, (is, are)
19. The poet and singer..... dead, (is, are)
20. He as well as his classmates working, (is, are)

II. Fill in the blanks with suitable determiners.

- (i)..... books are missing from the library. (Any, Some)
- (ii) She has not solved..... sums, (many, any)
- (iii) This book is mine but..... is yours, (that, any)
- (iv) boys have done their work. (That, These)
- (v) He didn't make..... progress, (much, many)
- (vi) He has forgotten..... of the details, (some, many)
- (vii) The District Magistrate visited..... flood affected area, (every, either)
- (viii)..... villa is this? (Whose, What)
- (ix) He is the..... boy who has joined this gym. (first, whose)
- (x) I met her..... week, (this, those)(xi)Does your cow give..... milk? (much, many)
- (xii) Ramesh bought..... ice-cream for the family, (some, many)
- (xiii) Good manners are needed..... where, (every, each)

- (xiv) The calves were grazing in the field with..... mothers for many years, (that, their)
 (xv) answer is correct. (Neither, Either)
 (xvi) I shall meet him week, (next, last)
 (xvii) Did you see..... persons at the dinner? (much, many)
 (xviii) I have watched..... movie of late B.R. Chopra, (every, many)
 (xix)shop should we go in? (Which, Whose)
 (xx) Given me..... advice on how to improve my writing skills, (some, many)

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

- The young boy lost his ball.
- He was playing and saw the ball bouncing down the street.
- Then, in the end, the ball fell down into the water and lost forever.
- The boy sees everything happening before his eyes but he is helpless.
- He only stands there helplessly moaning at the loss of the ball.
- The loss of the ball may appear to be an ordinary incident.
- It seems that boys lose such balls many times while they are playing.
- The boy should not make a fuss over it.
- The loss of ball is symbolic. It has a deeper meaning.
- 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.
- Similarly, we can't console the child that he can have another ball.
- Actually, he is sad that the ball he has lost can't be brought back.
- The innocent childhood that he has lost can't be replaced or bought back with money.
- Wealth can't buy life and time.
- Ultimately, a change comes in the grieving boy.
- He comes to know that losing is a part of life.
- The loss must not break his spirits.
- There is no use of grieving over what has been lost.

- He must stand up to face such losses with courage and determination.
- 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.

SUB: HISTORY CH: THE RISE OF NATIONALISM IN EUROPE

Read Page no-3-7 (UNIT1)

- * Introduction
- *The French Revolution and the idea of the Nation

Answer the following questions:

1. Who was Frederic Sorrieu? Name the countries which were part of the procession shown in his print.
2. What is a nation-state?
3. What was the main aim of the French revolutionaries?
4. Describe the events of French Revolution which had influenced the people belonging to other parts of Europe.
5. List any three features of the civil code of 1804 or Napoleonic Code.
6. How did the local people in the areas conquered by the Napoleon react to French rule? Explain.

**SOCIAL
STUDIES**

Read Pg no-8-12 (unit 2)

- The Making of Nationalism in Europe
- The Aristocracy and the New Middle class
- What did Liberal Nationalism Stand for?
- A New Conservatism after 1815
- The Revolutionaries

Answer the following questions:

- Q1. What was the meaning of Liberalism in early nineteenth century of Europe ?
- Q2. How was the ideology of liberalism allied with National unity in early 19th century in Europe ? Explain.
- Q3. What was Zollverein? Why was it formed?
- Q4. How did conservatives establish their power after 1815?

	<p>Q5. What was the main objective of the “Treaty of Vienna”?</p> <p>Q6. Who was Giuseppe Mazzini? Describe his role as an Italian revolutionary.</p> <p>Read Pg no-13-18 (unit3)</p> <ul style="list-style-type: none"> • The Age of Revolution:1830-1848 • The Romantic Imagination and National Feeling • Hunger ,Hardship and popular Revolt • 1848: The Revolution of the Liberals <p>Answer these questions:</p> <p>Q1. Who remarked “When France sneezes the rest of Europe catches cold”?</p> <p>Q2. Name the Treaty of 1832 that recognised Greece as an independent nation.</p> <p>Q3. What were the effects of revolutionary upheaval in France in 1830?</p> <p>Q4. Define the term Romanticism. How did it facilitate the promotion of nationalist sentiment?</p> <p>Q5. Explain the role of Languages in developing the national sentiments in Europe.</p> <p>Q6. Why the 1830’s were the years of great economic hardship in Europe? Give three reasons.</p> <p>Q7. Explain the role of women in the nationalist struggles of Europe.</p> <p>Q8. What are the politica ,social and economic ideas supported by the liberals in Europe?</p> <p>Read Pg no- 19-22 (unit 4)</p> <p>The making of Germany and Italy</p> <ul style="list-style-type: none"> * Germany- Can the army be the architect of a Nation? * Italy Unified * The strange case of Britain <p>Answer the following questions:</p> <p>Q1. Describe the process of unification of Germany.</p> <p>Q2. Describe the process by which Italy was unified.</p> <p>Q3. Who was Cavour? Explain his contribution to the unification of Italy.</p> <p>Q4. Describe the process of Unification of Britain.</p> <p>Read Pg no-23-27 (unit 5&6)</p> <ul style="list-style-type: none"> *Visualising the Nation *Nationalism and Imperialism <p>Q1. What is an allegory?</p> <p>Q2. Name the female allegory who represents France. Describe her main characteristics.</p> <p>Q3. “While it is easy enough to represent a ruler through a portrait or a statue,how does one go about giving a face to a nation .” Examine this statement in context of European Nationalism.</p> <p>Q4. What is meant by Balkan? Why did it turn into a perennial source of tension and proved the battlefield of the First World War?</p> <p><u>ACTIVITY</u></p> <p>Draw and write the significance of political symbols, which used as attribute of Nationalism in Europe.</p> <p>NOTE: PLEASE WRITE ANSWERS OF THE ABOVE QUESTIONS IN HISTORY NOTEBOOK.</p>
<p>COMPUTER</p>	<p>Chapter 5: Images, Tables, and Links in HTML5</p> <p>* Read the chapter thoroughly and learn and write all the tricky terms given on page number 102, in your notebook.</p> <p><u>Objective Type Questions</u></p> <p>1. Fill in the blanks with correct words.</p>

- a. Alt
- b. Column
- c. <table>
- d. Container
- e. Top
- f. Pixels
- g. Global link
- h. Small hand

2. Write True/False

- a. False
- b. True
- c. False
- d. False
- e. True
- f. False
- g. True
- h. False

3. Choose the correct option

- a. (ii) Src
- b. (i) pixel
- c. (ii) <caption>
- d. (i) caption-side
- e. (i) show
- f. All of these
- g. (i) <a>
- h. (i) href
- i.

DRAWING



Topic- Human Figure Line Drawing

Work to be done- Complete page 54 as per instructions given in your drawing book.

Dr. Rachana Nair
Director Academics