



**G.D. GOENKA**

INTERNATIONAL SCHOOL, ROHTAK



**JUNE 2025**

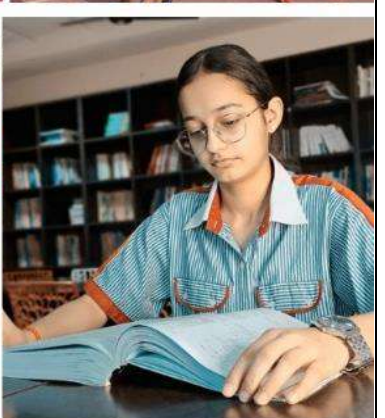
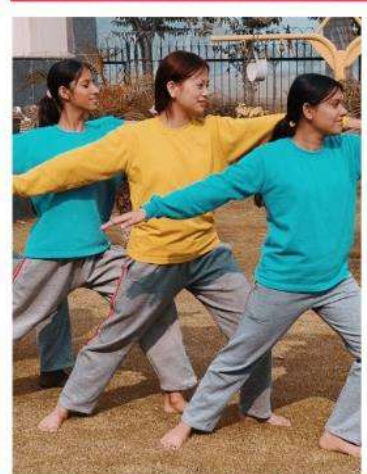
# SUMMER HOLIDAY HOMEWORK

**2025-2026**

**CLASS : - X (A+B)**



# ACTIVITIES





# SESSION: 2025-2026

## DEAR PARENTS

Vacation is the time for the children to explore their myriad interest and indulge in various activities which would lead to their all-round development.

Summer Vacation is the most awaited time for both parents and kids. We have tried to keep the homework simple, informative, interesting and fun filled.

Here are a few tips for parents to act as a facilitator to help your child balance his/her eagerness in pursuing adventure, creativity and self-expression with development of responsibility.

- Make sure that you are spending quality time with your wards.
- Teach them the importance of moral value in their life.
- Motivate them to read good books.
- Encourage and help your child in shouldering responsibilities in household chores. It will aid them to be independent.
- Keeping in view the prevailing situation, indulge yourself in various indoor games with them.
- Encourage the child to wish 'Good Morning' and 'Good Night' to everybody.
- Encourage the child to speak simple sentences in English
- Talk respectfully with the child and encourage your child to do the same.
- Motivate the child to use polite words such as 'Please', 'Thank You', 'Sorry', 'May I'.
- Revise the work done in the classes.

Please note: Use resources (rough notebook) only which are available at home to complete all homework including project work. Prepare a systematic time table and follow it religiously from the very first day. Allow them to complete homework on their own under your guidance. Make these holidays memorable for the young learners by providing a nurtured and stimulated environment at home which is full of fun, excitement, and learning. Wish you all safe and healthy holiday ahead!



# HOLIDAY



## Homework

### X - A

Sr. No.	Subjects	Name of Subject Teacher	Phone No.
1	ENGLISH	Ms. Heena Pant (Class Teacher)	7409004889
2	HINDI	Ms. Lucky	9984030022
3	MATHS	Mr. Mohit Singh Jadoun	9540173893
4	SCIENCE	Mr. Juber Mr. Aman Mishra Dr. Jatin Mehta	8077225694 9718767021 9818998729
5	SOCIAL SC.	Mr. Shyam Mr. Sonu	7428944459 8010484824
6	COMPUTER	Ms. Daya Mr. Puneet	8396817748 8218158966
7	FRENCH	Mr. Pawan	8810541783

### X - B

Sr. No.	Subjects	Name of Subject Teacher	Phone No.
1	ENGLISH	Ms. Heena Pant	7409004889
2	HINDI	Ms. Lucky Mr. Sankalp	9984030022 8115346711
3	MATHS	Mr. Mohit Singh Jadoun (Class Teacher)	9540173893
4	SCIENCE	Mr. Juber Mr. Aman Mishra Dr. Jatin Mehta	8077225694 9718767021 9818998729
5	SOCIAL SC.	Mr. Shyam Mr. Sonu	7428944459 8010484824
6	COMPUTER	Ms. Daya Mr. Puneet	8396817748 8218158966
7	FRENCH	Mr. Pawan	8810541783

**NOTE : IF YOU HAVE ANY QUERY RELATED TO ANY SUBJECT, YOU CAN CONTACT WITH SUBJECT TEACHER.**

# SUBJECT WISE HOLIDAY HOMEWORK

S	Subject	Holiday Home Work
1	English	<p>All students are required to complete their work in their fair notebooks. Ensure that all assignments, exercises, and notes are neatly written and maintained in the fair notebook. This will help you stay organized and keep track of your progress.</p> <p><b>1. <u>First Flight:</u> -</b> Read the chapter and question answer of Chapter- From the Diary of Anne Frank. Read the Poem and write question answer of Poem- Amanda</p> <p><b>2. <u>Footprint Without Feet:</u> -</b> Read the chapter and write the answer question of chapter- Footprints without Feet</p> <p><b>3. <u>Grammar:</u> -</b> Solve the worksheets of Tenses and write the given letters in the Fair Notebook.</p> <p><b>4. <u>Writing:</u> -</b> Let's practice writing formal and informal letters in your fair notebook and improve your writing skills!</p>
2	Hindi	<p>सभी कार्य एक ही फाइल या प्रोजेक्ट में संलग्न करें।</p> <p><b>क्षितिज-</b> नेताजी का चश्मा</p> <p>1. नेताजी का चश्मा कहानी का मुख्य संदेश क्या है?</p> <p>सूरदास के पद</p> <p>2. सूरदास के पदों का सारांश लिखिए।</p> <p>राम-लक्ष्मण संवाद</p> <p>3. राम-लक्ष्मण संवाद में राम की कौन सी विशेषताएं वर्णित हैं?</p> <p><b>कृतिका-</b> माता का अंचल</p> <p>4. माता का अंचल कहानी का मुख्य संदेश क्या है?</p> <p><b>व्याकरण-</b></p> <p>5. रचना के आधार पर वाक्य के कितने भेद होते हैं? उदाहरण सहित परिभाषा लिखिए।</p> <p>6. अलंकार किसे कहते हैं? श्लेष, उपमा, अतिशयोक्ति, मानवीकरण, रूपक और उत्प्रेक्षा अलंकार की परिभाषा उदाहरण सहित लिखिए।</p> <p>7. उत्साह एवं अट नहीं रही है के शब्दार्थ और प्रश्न उत्तर हिन्दी की कॉपी में लिखिए।</p>



3	<b>Maths</b>	<p><b>Do the following activities in the Practical File:-</b></p> <ol style="list-style-type: none"> <li>1. Activity 1.2 Quadratic equation</li> <li>2. Activity 1.3 pair of Linear equation in two variables</li> <li>3. Activity 1.6 Arithmetic progression-II</li> <li>4. Activity 2.1 Coordinate Geometry</li> <li>5. Activity 3.1 Triangles : Basic proportionality theorem.</li> <li>6. Activity 4.2 Application of trigonometry.</li> <li>7. Activity 5.5 Volume of a cylinder.</li> </ol>
4	<b>Science</b>	<p style="text-align: center;"><b>Physics</b></p> <ol style="list-style-type: none"> <li>1. Do the level 1, level 2, level 3 question of chapter 1 from module</li> <li>2. Do the NCERT exercise of chapter 1</li> <li>3. Do the practice of image formation of concave, convex and clean mirror with ray diagram</li> </ol> <p style="text-align: center;"><b>Chemistry</b></p> <ol style="list-style-type: none"> <li>1. Solve level 1, level 2, level 3 MCQ from chapter 1 chemical reaction and equation in GDGIS coaching module</li> <li>2. Solve subjective problems page number 46 47 48 from chapter 1 of GDGIS module in separate notebook</li> <li>3. Solve level 1, level 2, level 3 MCQ of chapter 2 acid base and salts in GDGIS coaching module</li> <li>4. Create a chart to illustrate different types of chemical reactions and their characteristics</li> <li>5. Create a concept map to illustrate the relationships between acids bases and salts</li> </ol> <p style="text-align: center;"><b>Biology</b></p> <ol style="list-style-type: none"> <li>1. Revise the chapter 1 (life processes) and chapter 2 (control and co-ordination) along with their NCERT questions and answers.</li> <li>2. Draw a well labelled diagram of Human Brain and Heart on a chart paper.</li> </ol> <p><b>Project Work:</b></p> <ol style="list-style-type: none"> <li>1. Prepare Herbarium of the following plants : Rose, Neem, Mango, Kari Patta, Peepal, Tulsi, Hibiscus, Ashok, Tomato and Chilli. Dry them Properly and Paste on a Herbarium sheet along with the following information: Name of Collector, Date of Collection, Place of Collection, Common Name , Scientific Name and family.</li> </ol>
5	<b>Social Studies</b>	<ol style="list-style-type: none"> <li>1. Prepare an individual project on the topic: Consumer Awareness (Roll No. 1-15), Sustainable Development (Roll No. 16 to 30), and Social Issues (Example. Poverty, Corruption, Racism etc.) (Roll No. 31 onwards) <ul style="list-style-type: none"> <li>• Project must be of more than 30 Pages.</li> </ul> </li> <li>2. Revise and learn the questions and topics from the chapters completed till now.</li> <li>3. History Ch-2 (Nationalism in India) – Make Notes Up to Page No. 34 of the book.</li> <li>4. Solve U.T-1 Social Science Paper in your notebook.</li> <li>5. Write down the complete important points of lesson -4 (Agriculture) in your fair notebook</li> </ol>

6	<b>Computer</b>	<ol style="list-style-type: none"> <li><b>Research Task/ Project:</b> <ol style="list-style-type: none"> <li>Students collect information about the different types of web browsers and their history.</li> <li>Collect information about the Internet, HTML and its history.</li> <li>Collect the information and pictures of famous IT Icons and paste/stick them on a chart with their name.</li> </ol> </li> <li><b>Reading &amp; Vocabulary Building:</b> <ol style="list-style-type: none"> <li>Read the complete Ch-3 from the book.</li> </ol> </li> <li><b>Learning Work:</b> <ol style="list-style-type: none"> <li>Learn Keywords/Recaps given on Pg No. 26 and 60 in book.</li> </ol> </li> <li><b>Writing Work:</b> <ol style="list-style-type: none"> <li>Do solved Section of Ch-3 in your Fair notebook</li> </ol> </li> </ol>
7	<b>FRENCH</b>	<ol style="list-style-type: none"> <li><b>Vocabulary &amp; Grammar Practice</b>  Task: Create a French Vocabulary Scrapbook (with drawings or cut-outs)  Topics to cover: <ul style="list-style-type: none"> <li>• Les vêtements (Clothes)</li> <li>• La nourriture (Food)</li> <li>• Les transports (Transport)</li> <li>• Les animaux (Animals)</li> <li>• Les émotions (Emotions)</li> </ul> ❖ Add 5 sentences for each topic using simple present tense. </li> <li><b>Creative Writing Task</b>  Choose 2 of the following tasks: <ol style="list-style-type: none"> <li>Écris une lettre à ton ami(e) sur tes projets de vacances. (Write a letter to a friend about your holiday plans.)</li> <li>Décris ta ville ou ton village. (Describe your town or village.)</li> <li>Imagine que tu es en France — décris ta journée. (Imagine you're in France— describe your day.)</li> </ol> ❖ Each writing should be 100–150 words in French. </li> <li><b>Cultural Exploration – “Discover France”</b>  Task: Make a PowerPoint or poster on any 1 French-speaking country.  Include: <ul style="list-style-type: none"> <li>• Location and flag</li> <li>• Language spoken</li> <li>• 3 Famous places</li> <li>• 3 Traditional dishes</li> <li>• 2 Cultural facts</li> </ul> </li> <li><b>Listening &amp; Speaking Practice</b>  Task: Watch 2–3 French short videos or cartoons (like Peppa Pig in French, Caillou, or Bonjour Tonton). <ul style="list-style-type: none"> <li>• Write down 10 new French words/phrases you learned.</li> <li>• Practice saying 5 sentences aloud every day.</li> <li>• Record a 1-minute video introducing yourself in French.</li> </ul> </li> </ol>

		<b>Submission Format:</b> <ul style="list-style-type: none"><li>• Use a single project folder or notebook.</li><li>• Label each section clearly.</li><li>• Include pictures, drawings, or decorations for better presentation</li></ul>
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# **G.D. GOENKA INTERNATIONAL SCHOOL, ROHTAK**

## **HOLIDAY HOMEWORK**

### **ENGLISH WORKSHEET-1**

#### **First Flight Ch- From the Diary of Anne Frank**

**Character Sketch:-** a young, intelligent, and insightful girl grappling with adolescence and the harsh realities of wartime. She is initially portrayed as a spirited, somewhat rebellious, and talkative teenager who is learning to mature and navigate her complex feelings. Despite the confinement of the secret annex and the constant fear, Anne maintains a hopeful outlook and a strong sense of justice, developing into a compassionate and empathetic individual.

#### **Character Traits:-**

- a) **Intelligent and Perceptive**
- b) **Witty and Humoristic**
- c) **Introspective and Self-Aware**
- d) **Resilient and Hopeful**
- e) **Growing into a Mature Thinker**
- f) **Emotional and Sensitive**
- g) **Desire for Freedom**
- h) **Strong Sense of Justice**

#### **Answer the following questions:-**

Question 1. What makes writing in a diary a strange experience for Anne Frank?

Answer: Writing in a diary was a strange experience for Anne Frank as she never had a diary and it was a gift on her 13th birthday. She considered it her best friend on which she relied the most and with whom she shared all her ups and downs.

Question 2. Why does Anne want to keep a diary?

Answer: Anne always feels lonely and distressed so to get off all the burden and pain she wants to keep a diary in which she finds a true friend as she has hardly any friends whom she could confide in.

Question 3. Why did Anne think she could confide more in her diary than in people.

Answer: Anne felt that paper had more patience than people to listen to her plight. So, it was easier for her to write all kind of thoughts which she had in her mind. Her personal diary was not meant for any one else to read.

Question 4. Why does Anne provide a brief sketch of her life?

Answer: By providing the brief sketch of her life, Anne wants to give an overview of her family, relatives and her age. This helps the reader to develop a connection with the author.

Question 5. What tells you that Anne loved her grandmother?

Answer: Anne lived with her grandmother for sometime while her parents settled down in Holland. She was very close to her Grandmother. She writes in her diary . “No one knows how often I think of her and still love her”. On her 13th birthday by lightening up one candle for Grandmother she shows her love for her.

Question 6. Why was Mr Keesing annoyed with Anne? What did he ask her to do?

Answer: Mr Keesing was annoyed with Anne because she was very talkative. He punished her by giving her extra homework to write essays to keep her silent and the topics always related to her nature.

Question 7. How did Anne justify her being a chatterbox in her essay?

Answer: Anne justified her being a chatterbox in her essay by explaining that it is due to her mother who was also very talkative and nobody could do anything about their inherited traits.

Question 8. Do you think Mr Keesing was a strict teacher?

Answer: No, Mr Keesing was not a bad or strict teacher because a teacher did something for the welfare of his students. Any teacher would be annoyed if children keep on talking in the class. Secondly, if he had been strict he would not have laughed at Anne's funny arguments.

Question 9. What made Mr Keesing allow Anne to talk in class?

Answer: Anne's last essay in the form of a poem showed Mr Keesing the lighter side of a naughty child. It helped bridge the generation gap between the teacher and the student.

Question 10. Was Anne right when she Said that the world would not be interested in the musings of a 13 year old girl?

Answer: Yes, Anne was right when she said so because most of the people don't want to give importance to a child's perspective toward the world because they are too immature for the world. But Anne Frank has become one of the most discussed of all holocaust victims. Her 'diary' has been translated into many language

Question 11. There are some examples of diary or journal entries in the 'Before You Read' section. Compare these with what Anne writes in her diary. What language was the diary originally written in? In what way is Anne's diary different?

Answer: Anne's diary was entirely different from most of the examples given before the text. It was somewhere closer to the memoir in which the name of Raj Kapoor has been mentioned. It was originally written in Dutch. It has informal tone which exudes the careful nature of a teenager.

Question 12. Why does Anne need to give a brief sketch about her family? Does she treat 'Kitty' as an insider or an outsider?

Answer: Anne gave an introduction of her family in the 'diary' because it was hard to make other realise that a 13 years old teenager could write about her loneliness. Kitty was an 'outsider' which was gifted by her parents on her 13th birthday but she considered it her best friend and treated it as an insider.

Question 13. How does Anne feel about her father, her grandmother, Mrs Kuperus and Mr Keesing? What do these tell you about her?

Answer: Anne has fond of memories of her father, grandmother, Mrs Kuperus and Mr Keesing, who have left indelible impressions on her mind and affected her life a lot. The way she represents all of them in her diary reveals that Anne was very good at understanding people and at developing interpersonal relations.

Question 14. What does Anne write in her first essay?

Answer: Mr Keesing asked her to write an essay on the topic 'A Chatterbox' as punishment. In the essay : she accepted the drawbacks of being talkative but argued that it was in her genes as her mother was also very talkative. It was difficult to give up the habit and it was also a student's trait. Even Mr Keesing laughed at the argument she had given.

Question 15. Anne says teachers are most unpredictable. Is Mr Keesing unpredictable?

Answer: Anne took perfect example of Mr Keesing as an unpredictable teacher because Mr Keesing seemed to be indifferent towards Annes' behaviour. Earlier he laughed but later he allowed Anne to talk in the class post reading her essays.

Question 16. What do these statements tell you about Anne Frank as a person?

1. We don't seem to be able to get any closer and that's the problem. Maybe it's my fault that we don't confide in each other.

2. I don't want, to jctf; down the facts in this diary the way most people would, but I want the diary to be my friend.

3. Margot went to Holland in December and I followed in February, when I was plunked down on the table as a birthday present for Margot.

4. If you ask me, there are so many dummies that about a quarter of the class should be kept back, but teachers are the most unpredictable creatures on Earth.

5. Anyone could ramble on and leave big spaces between the words, but the trick was to come up with convincing arguments to prove the necessity of talking.

Answers:

1.A. Anne is reserved.

2.A. She is self-confident and inventive.

3.A. She is humorous as well.

4.A. Anne is intelligent.

5.A. She has a sense of propriety and convincing attitude.

### **Poem- Amanda**

#### **Character Sketch**

Amanda is a young girl who feels trapped by constant instructions from the adults around her. She is imaginative and often escapes into her own world. In her mind, she dreams of being a mermaid, an orphan, and even Rapunzel, where she is free and peaceful.

These dreams show that Amanda wants freedom and a life without too many rules. The adults around her don't understand her, and their constant reminders make her feel trapped.

**Imaginative:** Amanda often escapes into a world of fantasy, imagining herself as a mermaid, an orphan, and Rapunzel.

**Desires Freedom:** She longs for independence and dreams of a life where she can do as she pleases.

**Misunderstood:** Amanda feels that the adults around her do not understand her need for space and freedom.

**Sensitive:** The constant instructions and nagging from adults make her feel controlled and frustrated.

**Quiet and Introverted:** She likes the quiet and peace of her imaginary worlds more than the loud demands of real life.

**Wishing for Peace:** Amanda's daydreams show her desire for a peaceful and untroubled life.

#### **Answer the following questions:-**

Question 1. How old do you think Amanda is? How do you know this?

Answer: Amanda is about a 9-10 year old school going girl. She is being scolded for things typical for that particular age. Her parents are trying to inculcate in her good manners and etiquettes. Amanda is very innocent and immature.

Question 2. Who do you think is speaking to her?

Answer: One of her parents is speaking to her. Most probably it is her mother. In a traditional household mother is held responsible for the conduct of child. In this case also, the range of instructions suggests that the speaker is Amanda's mother.

Question 3. Why are stanzas 2, 4 and 6 given in parenthesis?

Answer: Stanzas 2, 4 and 6 are given in parenthesis because they reflect the inner thoughts of Amanda. They can be taken as the reaction of the child for the instructions given in stanzas 1, 3 and 5. Here, there is an alternate sequence of scolding of the mother, and corresponding reaction to it given by the child. Also, parenthesis is used here to make the reading of ' the poem friendly



Question 4. Who is the speaker in stanzas 2, 4 and 6? Do you think this speaker is listening to the speaker in stanzas 1, 3, 5 and 7?

Answer: Speaker of the stanzas 2, 4 and 6 is the child, Amanda. No, she is not paying any attention to the speaker of stanzas 1, 3 and 5 as she is lost in a world of her own. Her imagination provides her an escape from her sorry reality.

Question 5. What could Amanda do if she were a mermaid?

Answer: Amanda wishes to be a mermaid so she could carelessly move along on a languid emerald sea. She just wishes to be carried away by the green sea waves slowly and gradually. Amanda longs for a place where she is all by herself as her happiness is not dependant on any other human being. Hence, she desires to be a mermaid because for a child, mermaid is a symbol of freedom and wonder.

Question 6. Is Amanda an orphan? Why does she say so?

Answer: No, Amanda is not an orphan, though she wishes to be one. She is so much stressed with the continuous nagging of her parents that she imagines herself to be better without them. The mere presence of her parents around her depresses her. Amanda is a little girl who seeks ‘golden’ silence and ‘sweet’ freedom. She wishes to roam around streets and draw patterns with her bare feet. Indeed it is horribly depressing that Amanda expects being an orphan.

Question 7. Do you know the story of Rapunzel? Why does she want to be Rapunzel?

Answer: Story of Rapunzel – Rapunzel’s story revolves around her life on a tower Rapunzel was made to live on a high tower by a witch. She eventually got used to living there. She was happy and satisfied with her life. Rapunzel had very long golden hair, using which the witch used to pay her a visit. The fate of Rapunzel took a turn when one day a prince came to meet her using her hair. The witch had punished both of them by separating them. Finally they met after a couple of years only to be united forever this time. Amanda Wishes to live like Rapunzel on a high tower away from everyone. She seeks peace and harmony. That is the reason Amanda wishes to be like Rapunzel. However, she also makes a point that in order to avoid being disturbed she would never let her hair down for anyone to climb to her. She needs no one to make her life happy.

Question 8. What does the girl yearn for? What does this poem tell you about Amanda?

Answer: A girl like Amanda yearns for freedom and space for herself. She is incapable to fulfil the expectations of her parents. Amanda is no less than a symbol for all the children who face similar fate irrespective of class, colour or nationality. Traditional societies demand a certain type of behaviour from the individuals and the training to produce such begins at a very young age. Parents ignore the innocence and understanding level of their children and thereby the young ends up killing their imagination and thoughts.

Question 9. Read the last stanza. Do you think Amanda is sulking and is moody?

Answer: No, Amanda is neither sulking nor moody. She is simply not interested enough in the nagging business of her parents. Amanda cares more about her imagination and thought process over the manners her parents are trying to inculcate into her.

## **Chapter – Footprint Without Feet**

### **Character Sketch of Griffins**

**Griffin** was not a true scientist as he misused a scientific discovery. Griffin set fire to the home of his landlord. He stripped off his clothing and turned invisible to avoid being discovered. He sneaked into a large supermarket in London despite the bitter cold. He broke down packets and boxes. He stole clothing and food. He then went to a different store. He stole both money and goods. He assaulted the shopkeeper before fleeing. He then went to a local inn. There, he burglarized a clergyman’s home and took money. To take him into custody, a cop was dispatched. Griffin now removed his clothing and vanished from view. Griffin abused a scientific discovery, proving that he was not a legitimate scientist as he misappropriated a scientific finding.

### **Character Sketch of Mrs Hall**

**Mrs. Hall**, a warm and affable person who enjoys mingling with her visitors, is constantly irritated by the mysterious Invisible Man's refusal to speak with her and his frequent outbursts. The Hall family is an ordinary one. Mrs. Hall nags Mr. Hall about drinking, and he consumes alcohol. Mrs. Hall lashes out at Millie, the serving girl, since Mr. Hall isn't moving as quickly as she would want. Mrs. Hall, a minor character, is revealed to be fairly cunning but in a good way.

### **Character Sketch of Mr Hall**

**Mr. Hall** is a hen-packed husband who dances on the tunes of his wife. He owns an inn in Iping. Along with his wife, he was in for a surprise when one morning they saw the door of the stranger's room, open. When they went inside to investigate, they were in for a shock. The furniture seemed to be haunted as it moved and flew while attempting to attack them.

Character Sketch of Officer Bobby Jaffers

### **Character Sketch of Bobby Jaffers**

**Bobby Jaffers** is a brave constable of Iping Village. He is a courageous, assertive, and shockingly obedient man. He displays his bravery and does his utmost to capture the man when he is ordered by Magistrate Shuckle to make the arrest. At first, he displays an arrest warrant for the person he believes to be responsible for stealing Bunting's money, but after observing the stranger's aggressive behavior, he must be careful around Griffin. Although strong, Griffin beats him mercilessly and turns him black and blue, he persists until the very end. In spite of failing to apprehend Griffin, he displays his superiority and eventually faints.

### **Answer the following questions:-**

Question 1. How did the invisible man first become visible?

Answer: The invisible man (Griffin) first became visible after he slipped into a big London store for keeping warm and overslept there while wearing some clothes taken from the store. The clothes made him visible to the shop assistants when the shop opened in the morning. To escape from them, he had to shed all his clothes to become invisible again.

Question 2. Why was he wandering the streets?

Answer: Though he was a brilliant scientist, he was a lawless person. His landlord disliked him and wanted to evict Griffin. In revenge, he set fire to the house. To escape, he removed his clothes, becoming invisible. Thus he became homeless and was wandering the streets of London.

### **Page 28**

Question 1. Why does Mrs Hall find the scientist eccentric?

Answer: Mrs Hall found the scientist eccentric

because of his strange appearance and also, when she tried to be friendly with him, he rebuffed her by saying that he had come there for solitude and did not wish to be disturbed in his work.

Question 2. What curious episode occurs in the study?

Answer: Very early one morning, a clergyman and his wife were awakened by noises coming from their study. Then they heard the sound of coins being taken from the desk there. However, when they entered the study, they did not find anybody there, which was curious.

Question 3. What other extraordinary things happen at the inn?

Answer: At the inn, Mrs Hall and her husband went into the scientist's room on finding its door open. However, he was not seen in the room, but Mrs Hall heard a sniff and the hat on the bedpost leapt up and dashed into her face. Then the bedroom chair sprang into the air and pushed them both out of the room. This made Mrs Hall think that her furniture was haunted.

### **Think About It (Page 31)**

Question 1. "Griffin was rather a lawless person." Comment.

Answer: Griffin was not bothered if he had harmed anybody in the fulfilment of what he wanted. He set his landlord's house on fire because the landlord tried to make him leave. Then his robberies at shops and later in the village indicate that he was a lawless person. When he encountered the landlady of the inn, he threw a chair at her and her husband. Lawless persons like Griffin never think about the safety and well-being of others. They are only concerned about themselves.

Question 2. How would you assess Griffin as a scientist?

Answer: Griffin is a brilliant scientist, as he discovers how to make himself invisible. But he seems to enjoy the feeling of power which he gets out of his invisibility. The power to hurt anybody without getting noticed can give sadistic pleasure to some people. A true scientist should make discoveries for the larger benefit of society, not just for his own benefit.

### **Talk About It (Page 31)**

Question 1. Would you like to become invisible? What advantages and disadvantages do you foresee, if you did?

Answer: It can be an exciting idea for most people. Like two facets of a coin, invisibility can have many advantages and disadvantages. For a child, invisibility may mean a licence for all kinds of pranks without getting caught. Like a Hindi movie, invisibility can help you beat all the villains black and blue and get rid of them. Once you become invisible, nobody would notice you. Within no time, the sadness of isolation will take over the excitement of being invisible. You will have no friend. You will tend to behave like the eccentric scientist in this story.

Question 2. Are there forces around us that are invisible, for example, magnetism? Are there aspects of matter that are 'invisible' or not visible to the naked eye? What would the world be like if you could see such forces or such aspects of matter? '

Answer: Magnetic forces and electrostatic forces are examples of invisible forces. The atoms and molecules in a matter are so small that they are not visible to the naked eye. Similarly, heat energy is invisible. Similarly, sound is invisible to us. While the idea of seeing invisible things can be very exciting, their visibility would create too many problems. For example, if we are able to see all the sound around us, that would be too irritating for us.

Question 3. What makes glass or water transparent (what is the scientific explanation for this)? Do you think it would be scientifically possible for a man to become invisible, or transparent? (Keep in mind that writers of science fiction have often turned out to be prophetic in their imagination)

Answer: The fact that light can pass through glass or water makes them transparent. When light falls on an object, the reflected light from that object makes it visible to us. If some device can be made which can prevent reflection of light from the human body then the human body can be made invisible.



**Grammar:- Fill the correct form of tenses.**

- a) She \_\_\_\_\_ (play) the piano beautifully.
- b) They \_\_\_\_\_ (finish) their homework before dinner.
- c) I \_\_\_\_\_ (see) that movie last week.
- d) He \_\_\_\_\_ (work) here for three years.
- e) We \_\_\_\_\_ (go) to the beach every summer.
- f) The teacher \_\_\_\_\_ (explain) the lesson right now.
- g) By next year, I \_\_\_\_\_ (graduate) from high school.
- h) They \_\_\_\_\_ (wait) for the bus when it started to rain.
- i) She \_\_\_\_\_ (never/see) such a beautiful sunset before.
- j) The children \_\_\_\_\_ (play) outside when their mother called them.
- k) She \_\_\_\_\_ (dance) gracefully at the party last night.
- l) They \_\_\_\_\_ (not/finish) their project yet.
- m) I \_\_\_\_\_ (read) a book when the lights went out.
- n) By next week, he \_\_\_\_\_ (complete) his training.
- o) The children \_\_\_\_\_ (play) in the garden every day.
- p) He \_\_\_\_\_ (study) for his exams right now.
- q) We \_\_\_\_\_ (go) to the museum last Saturday.
- r) She usually \_\_\_\_\_ (drink) coffee in the morning.
- s) They \_\_\_\_\_ (wait) for us for over an hour.
- t) He \_\_\_\_\_ (never/visit) that museum before.

**Writing:- Formal Letter:-**

1. Write a formal letter to the Local Police Station requesting increased security measures in your neighborhood due to recent incidents.
2. Write a formal letter to the Manager of a local store complaining about a defective product you purchased.
3. Write a formal letter to the Editor of a newspaper highlighting the issue of water scarcity in your area.
4. Write a formal letter to the School Principal requesting permission to organize a cultural event in your school.
5. Write a formal letter to the Public Health Department requesting them to take measures to prevent the spread of diseases during the monsoon season.

**Writing:- Informal Letter:-**

1. Write a letter to your friend describing your favorite holiday destination.
2. Write a letter to your cousin who has recently shifted to a new city, describing your school's annual sports day celebration.
3. Write a letter to your elder brother who is away at college, sharing your experiences and challenges in preparing for your board exams.
4. Write a letter to your best friend inviting them to spend a weekend at your place during the summer vacation.
5. Write a letter to your grandparents describing your favorite hobby and how you enjoy pursuing it.

ENJOY

# SUMMER VACATION

**“Summer is messy, Summer is fun, Trips to the beach, In the hot, hot Sun, Let’s give summer, A big fat cheer! Summer is the best time of the year”. Happy Summer**

