



# DELHI PUBLIC SCHOOL ANAND

(UNDER THE AEGIS OF THE DELHI PUBLIC SCHOOL SOCIETY, NEW DELHI)

Session 2019-20

Class - X

Dear parents,

Thank you for your care & support for a long time and we are much concerned that students could spend a colourful and happy Summer Vacation.

During the summer, students become more creative and expand their social horizons. But with enjoyment studies should go hand in hand for proper growth and development. Therefore, it is requested to you to promote children to maintain a balance between fun and studies. We are sending the holiday assignment designed with hope that children will enjoy doing it. At the same time we expect that children should be engaged in various activities like morning walk/games/cycling, reading good and informative books, helping mothers in completing their daily chores etc.

Kindly ensure that homework is done by the children in his/her own handwriting neatly under your guidance. The homework will be assessed as subject specific activity. We are also sending our suggestions to inculcate different values in the children with hope that you will try to nurture them.

In order to let them have a healthy, safe, civilized and happy life, please provide guidelines to them properly. In this regard we would like to forward some suggestions to you.

## LANGUAGE DEVELOPMENT

- Different types of languages are spoken by people from different regions but the most important thing is that, any language, when spoken should be spoken correctly. The two common languages that our children should be able to speak fluently are Hindi and English. Since English is a universal language spoken and understood by people all over world, we want our children to be proficient in speaking and writing it.

### For this:

- Please inculcate the habit of reading newspaper daily as it helps your child to improve his/her vocabulary and language acquisition.
- Try to converse with your child in English.
- Supervise children to do more exercise.

## SELF LEARNING

- Give proper and healthy food items explaining the importance of home cooked food.
- Encourage them to adopt habits of personal hygiene.
- Other than cartoon channels, they should watch other channels to enhance their general knowledge.

## SOCIAL SKILLS

- We at school, always aspire to put our best effort for the overall personality development of your children. This is done right from the beginning when these children are like clay in our hands. Like a potter works on his wheel to mould perfect objects, we try to mould them to make perfect individuals. But we can't achieve this goal without your co-operation. Please try to spend quality time with them. We have some suggestions as to how you can keep your ward occupied during the summer break.
- Be a friend: Play games with your child – like ludo, carom board, monopoly, scrabble etc.
- Explore nature: Take your child for a morning walk. Count trees, cars, stone, flowers, etc. while going for a walk.
- Inculcate Responsibilities: These young minds can be taught to do small jobs and develop a sense of responsibility. They can do activities like –laying the table, filling the water bottles, dusting, watering plants, taking care of the pet, cleaning their cupboard, arranging their toys etc.
- Kindly encourage your children to complete their homework on time.

## MORAL EDUCATION

- Children should develop the habit of reciting prayers.
- They should inculcate good manners in themselves.
- Pay attention to traffic safety.

## EXPLORE YOUR CITY

- Visit to different places like banks, railway reservation, newspaper's office etc. can be enriching for children. Try to visit such places with your ward.

## Summer Break Home Work

### Class X

<b>English</b>
Descriptive skill test Ch-1,2 Poem 1,2,3 Diary Entry
<b>Hindi</b>
‘भ्रमरगीत’ कविता में गोपियाँ कृष्ण के प्रति अपनी अनन्य भक्ति किन तर्कों के साथ प्रस्तुत करती हैं। ‘नेताजी का चश्मा’ पाठ में लेखकने समाज की किस समस्या को उठाया है ?
<b>Sanskrit</b>
Write the following twice in your notebook. शब्दरूपाणि अकारान्त – पुल्लिङ्ग शब्दः, बालकः, राम ,आकारान्त – स्त्रीलिङ्ग शब्दः, बालिका, माला ,अकारान्त नपुंसकलिङ्ग ,पुष्पम्, फलम्
<b>Science</b>
Descriptive skill test Sheet
<b>Computer</b>
<ol style="list-style-type: none"><li>1. During the summer vacation when you visit a restaurant for lunch or dinner write a dialogue how you ordered the food.</li><li>2. Describe a memorable incident during your summer vacation.</li><li>3. Describe a place you visited during the summer vacation in your own words.</li><li>4. Type all the above and send the same via E-mail to <a href="mailto:jatin.mistry@dpsanand.com">jatin.mistry@dpsanand.com</a>, Cc the same to <a href="mailto:jayalwayas1@gmail.com">jayalwayas1@gmail.com</a></li></ol>
<b>Social Science</b>
<b>History: Chapter 1, 2.</b> <ul style="list-style-type: none"><li>• Write summary of the whole chapter (part wise)</li><li>• Find about the anti-imperialist movement in any country in South America.</li><li>• Find Nationalist symbols in countries outside Europe.</li></ul> <b>Geography: Chapter 1, 2</b> <ul style="list-style-type: none"><li>• Prepare a list of resources.</li><li>• On an outline map of India mark the types of soil.</li><li>• Collect the information about Wildlife Sanctuaries and National Parks and mark their location on the map.</li><li>• Write a summarized note of both chapters. [200 words]</li></ul> <b>Civics: Chapter 1.</b> <ul style="list-style-type: none"><li>• Prepare a summarized note of the chapter.</li><li>• Prepare a linguistic chart of India.</li></ul> <b>Economics: Chapter 1, 2.</b> <ul style="list-style-type: none"><li>• Write a summarized note of both chapters. [200 words]</li><li>• Prepare a note of development in your area. How it is developed during last decades? Facilities. Compare the development of two states of your choice.</li></ul> <b>Disaster Management.</b> <ul style="list-style-type: none"><li>• Prepare an evacuation plan for your locality in case you are prone to flood.</li><li>• Prepare a brief note about survival skills in emergencies.</li></ul> <b>You can use web resources.</b>



Class : X

Subject : English

Ch : A Letter to God

**Summary:**

Lencho is a hard-working farmer who lives in a beautiful valley. He is a committed husband and devoted father and always gives his best to provide for his young family.

In the midst of the valley, he has prepared his fields of corn and kidney beans and is waiting for the rain to replenish the soil and reap healthy harvest this year.

One day while waiting for his wife calls him and the boys in to have dinner. As soon as they step inside, the rain-laden clouds appear over the mountains. Lencho goes out to enthral in the falling droplets which he calls as falling coins.

But soon his delight turns into despair as the rain is followed by a severe hailstorm. In a matter of hours, his entire field and its crops are covered by white hailstones. There is not a single crop left unscathed.

Lencho's heart sinks into melancholy. His wife encourages him to keep faith in God, who helps those in need and feeds the hungry. Lencho is a true faithful as well.

He decides to ask for divine help, literally through a written appeal. He takes a paper and scribbles his appeal for 100 pesos and addresses it to 'God'.

He carries the letter to the town post office himself and affixes the postage stamp to make it official. Then he lingers back to his village house in the valley.

Back at the post office, a postman collects the letter and brings it to the notice of his postmaster. They both are amused by the address on the letter but soon realize and admire the sheer strength of faith in Lencho's words.

They read the letter and realize his predicament as well. Trying to preserve Lencho's resolute faith and in the process help a desperate man, the entire post office contributes their share to pool money for the farmer. They are able to scrounge up 70 pesos and put it inside an envelope with a letter signed by 'God'.

The next weekend when Lencho arrives at the post office to collect his letter from 'God', he is not surprised at all to see it there. He takes it and leaves.

But, he returns soon afterwards. He is visibly disturbed and searches for a piece of paper and ink. He then writes something on the paper and sticks a postage stamp to it and deposits it in the post box. As soon he leaves, the postman runs back to the post box and opens his new letter. In the letter, Lencho informs God that he only got 70 per cent of the money that 'God' had sent him as the wicked and greedy people at the post office stole his 30 pesos.

He further goes on to request God to send the rest of the amount directly to him as he was still in desperate need of divine help.

**Points to remember:**

- Lencho was a farmer and had the field of ripe corn.
- He needed a downpour to make his harvest good.
- But the rain turned into hailstones which destroyed his whole crop of corn.
- He had nothing to eat so he decided to seek help from god.
- He wrote a letter to god demanding 100 pesos.

- The post office employees made fun of him. But the post master decided to help him.
- He collected 70 pesos from his own effort.
- But Lencho was angry to receive 70 pesos in place of 100.
- He wrote another letter to god demanding rest of the money.
- He also requested to send the money through another means because what he believed that post office employees were bunch of crooks.

**Answer the following questions in brief**

1. Where was Lencho's house situated?
2. What did Lencho and the earth need immediately?
3. How did rain come as predicted by Lencho and how did he receive it?
4. Why were the rain drops like new coins for Lencho?
5. Why did Lencho's happiness change into deep concern?
6. Describe the loss caused by the heavy fall of hailstones in general and to Lencho In particular.
7. Why did Lencho think of writing a letter to God? What did he write in the letter?
8. What was the address written and how was the letter sent to God?
9. Why did Lencho show no surprise on seeing the money?
10. Why was Lencho angry after counted the money?

**Answer the following questions in detail**

1. Describe Lencho as farmer. How did the rain gladden his heart but the heavy hailstone that followed him a worried man?
2. What circumstances made Lencho write a letter to God? What does this act show about him?
3. Writing a letter to God for help, really shows not only the unshaken faith in God of the writer but also shows his utter simplicity and innocence. Comment.
4. Draw a character sketch of Lencho, the farmer in about 120-150 words.
5. Describe the ironical end of the story.

After a long vacation, your school is going to reopen in couple of days. write a dairy entry describing your feeling about having to go to school

You are selected for Indian Cricket Team result you are on the Top of the world. Write a diary entry In 100 to120 words as Yammini.



Class : X

Subject : English

Ch : 2 Nelson Mandela

### Summary:

- **First Non-Racial Government:** It was the 10th of May, 1994. The day was bright and clear. The inauguration ceremony of the first non-racial government was held at the lovely amphitheatre in the Union Buildings in Pretoria. It was the largest gathering of international leaders on South African soil. Politicians and dignitaries from more than 140 countries attended the ceremony. First of all Mr. de Klerk was sworn-in as second Deputy President. Then Thabo Mbeki was sworn-in as the first Deputy President. Then came Mandela's turn. He was sworn-in as the first black President of South Africa.
- **Mandela's speech:** Mandela spoke how for decades South Africa was the seat of white supremacy. Now the presence of all people confer glory and hope to newborn liberty. The blacks who were considered as outlaws not so long ago were hosting the nations of the world on their soil. Their victory over 'apartheid' was a common victory for justice, peace and human dignity. Political freedom had been won. Now they would work hard to liberate all their people from the bondage of poverty, deprivation and diseases. Never would South Africa again face the oppression of one by another.
- **Impressive Display of jets:** Then there was a spectacular display of jets. South African jets and helicopters roared in perfect formation over them in the sky. It was also a demonstration of the military's loyalty to democracy and to the new government. Then two national anthems were played.
- **The sense of History:** Nelson Mandela was overwhelmed with a sense of history. A few years after the Anglo-Boer war, apartheid was introduced in South Africa. The society based on racial-discrimination was the harshest and most inhuman society in the world. Now a new system based on the equality of all men regardless of their colour and race has replaced the old and cruel system.
- **The policy of Apartheid:** Apartheid created a deep and lasting wound in the people. The decades of exploitation and oppression of the black produced heroes like Tambo's, Sibus and others. These black heroes were men of extraordinary courage, wisdom and generosity. The greatest wealth of South Africa was not in its minerals and diamonds but in men of such great character.
- **The struggle of Comrades:** Nelson Mandela learnt the meaning of courage from such brave comrades. Courage is the victory over fear. These comrades were ready to risk and sacrifice their lives for an idea—the idea of freedom and equality. Even in the darkest prisons their hopes and faith were not broken. They never allowed the flame of struggle to be extinguished.
- **Twin Responsibilities:** Nelson Mandela thought that every man has twin obligations. He has a duty towards his wife and children and an obligation to his people and country. In South Africa, it was impossible for blacks like him to fulfil both those obligations. If any black tried to live like a free human being, he was punished and isolated. He was forced to live an isolated life — away from his family. He was forced to live a life of rebellion and secrecy.
- **Joining the African National Congress:** Mandela realised that not only was he deprived of freedom but his brothers and sisters were also deprived of freedom. That was why he joined the African National Congress. It was his desire for the freedom of his people and their self-respect that totally transformed him from a weak young man to a bold one. A law-abiding lawyer was forced to become an outlaw. He realised that freedom is indivisible. He knew the oppressed must be liberated. The oppressed and the oppressor alike are robbed of their humanity. Both of them must be liberated.

## Points to Remember

- The inauguration ceremony of the first non-racial government was held in the Union Buildings in Pretoria.
- Politicians and dignitaries from more than 140 countries attended the ceremony.
- Nelson Mandela was then sworn-in as the President of the Republic of South Africa.
- For decades South Africa had been the seat for white supremacy.
- The blacks were considered as outlaws.
- Their victory over 'apartheid' was a common victory for justice, peace and freedom.
- Nelson Mandela was overwhelmed with a sense of history.
- The society based on racial discrimination was the harshest and most inhuman society in the world.
- The decades of oppression and exploitation of the blacks produced heroes like Tambo's, Sisulu and others in South Africa.
- Mandela learned the meaning of courage from such brave comrades who were ready to sacrifice their lives for the freedom of their people.
- Every man has twin responsibilities —responsibilities towards his family and for his people and country.
- If any black tried to live like a free human being, he was punished and isolated from his family and community.
- Mandela realised that not only he but his brothers and sisters were deprived of freedom.
- His desire for the freedom and dignity of his people made him a rebel.
- He realised that freedom is indivisible.

### Q.1 Answer the following questions in brief

11. What type of government was chosen in South Africa?
12. What type of government was chosen in South Africa?
13. How was it chosen?
14. What do the military generals do?
15. How has their attitude changed and why?
16. What animated the narrator's/author's life?
17. Who is the law-abiding attorney here?
18. How did 'he' become a criminal?
19. When and what transformation took place in Mandela?
20. What was the special importance of 10 May?
21. Why had the narrator been busy for the past few days?
22. What was to be inaugurated on that day?
23. How was the size of the gathering there?
24. Why was Mandela overwhelmed?
25. What did the white-skinned peoples of South Africa patch up?
26. What was the structure that they created?
27. Could Mandela and his people succeed in breaking that structure?
28. What does it require to produce men of such high characters?
29. What is South Africa rich in?
30. What has Mandela always known?

### Q.2 Answer the following questions in detail

1. Nelson Mandela in his inaugural speech used these two words 'an extraordinary human disaster' and so 'glorious a human achievement'. What did he mean by that?
2. What were the difficulties faced by Nelson Mandela in achieving freedom for his people?
3. Give the character-sketch of Nelson Mandela.

4. What different concepts of freedom did Mandela have at different stages of his life?

Or

How did Mandela's understanding of freedom change with age and experience?

5. Why was Nelson Mandela overwhelmed with a sense of history? Give the birth and finally the burial of the apartheid regime in South Africa.

6. The apartheid regime, the whites created in South Africa, was one of the harshest and most inhumane societies the world has ever known. Elucidate.

7. Which twin obligations does Nelson Mandela mention in the lesson? Why were he and the rest of blacks able to fulfil those obligations?

8. How was Mandela's concept of freedom was different in boyhood and youth than what it was in his mature age? How were 'transitory freedoms' changed into his hunger for the freedom of his people?

9. Why does Mandela say that freedom is indivisible? How are the oppressed and the oppressor alike are robbed of their humanity?

10. Describe the contribution of Nelson Mandela in the struggle for independence of the blacks of his country against the hated apartheid regime.

OR

11. Draw a character-sketch of Nelson Mandela highlighting his struggle against the apartheid regime for the human rights of his people.



Class : X

Subject : English

Poem 1: Dust of Snow

### Summary:

The 8 lines short poem Dust of Snow written by Robert Frost is about the poet's optimism and his message to the readers about finding something positive in the negative things.

The poem has been divided into two stanzas having 4 lines each. The rhyme scheme of the poem is ABAB. There is a shift of mood from hopelessness and boredom to blissful and hopeful.

#### Stanza 1

In the first stanza, the poet says that one day, he was on *the way* which means that he was outside, roaming around in the open. Suddenly in the winter season, a crow shook on him the dust of snow from a hemlock tree.

Here we have three important things which have a great significance in society. First, there is *a crow* which is black and often considered as the symbol of death, doom and ill-omen. Also, the crow shook snow on the poet and not threw. Thus it is obvious that the crow was shivering with the chilly cold – again a symbol of doom.

So, dusk again becomes another ill-omen and indicates bad-luck or doom or something terrible.

Finally, we have *a hemlock tree*. Hemlock is a poisonous tree which was used to Socrates to commit suicide. Thus this image is also the symbol of bad-luck or doom.

The poet here cleverly uses all these images to show that his day was quite bad and waste. He was stuck among ample of ill-omens which would have ruined his remaining day as well. But the stanza ends leaving the reader in thoughts about the worst which might occur soon as the poet is seeing so many bad-omens at the same time.

One important thing worth noticing is that the whole poem is written in a single sentence. Though the stanza ends in the 4th line, the sentence has not ended which indicates the continuity of mood.

#### Stanza 2

In the previous stanza, we had guessed that something bad will happen in the final stanza. But all the three things (which are the signs of ill-omens) have rather a good effect on the poet. The poet says that the crow, the dust of snow and the hemlock tree have *given a change of mood to his heart.*

Ironically, the poet feels good when the dust of snow (which is quite light-weight) falls on him and he feels that some part of the day which was wasted was saved. He is feeling good now.

The poem thus gives us the message that one should never become hopeless and sorrowful when he faces a problem. A person can get relief and inspiration even in the worst situation.

### Points to remember:

- The Poem is highly symbolic.
- Crow , Hemlock tree both are symbol of ill- omens
- Chilly hood symbol of doom.
- It was wintery day.
- The tree tops were covered with snow
- Poet was standing under a hemlock tree.

### **Answer the following questions in brief**

31. How did the poet feel before the 'change of mood'? Why did he feel so?
32. Describe the scene of falling of the dust snow. What impact does it have on the poet?
33. Do you think that the poet presents a very bright side of the nature in the poem? Give reason.
34. What is the dust of snow?
35. Why does the poet say that he had 'saved some part of the day he had rued'?
36. What happened when the dust of snow fell on the poet? How did crow come and sit on the tree?
37. What kind of tree it was?
38. How did the Poet feel in the end?
39. Why did the poet rue earlier?
40. Where was the Poet sitting?

### **Answer the following questions in detail**

6. Describe Lencho as farmer. How did the rain gladden his heart but the heavy hailstone that followed him a worried man?
7. What circumstances made Lencho write a letter to God? What does this act show about him?
8. Writing a letter to God for help, really shows not only the unshaken faith in God of the writer but also shows his utter simplicity and innocence. Comment.
9. Draw a character sketch of Lencho, the farmer in about 120-150 words.
10. Describe the ironical end of the story.

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Class : X

Subject : English

Ch 2 : Fire and Ice

**Summary:**

This short poet by Robert Frost is very meaningful and has very serious context with respect to the fate of the world. The author is analysing about the end of the world. It is for sure that this world along with all its creatures will be coming to an end.

The author provides and deals with two possible causes for the end of the world. Both the two reasons contrast each other and are equally opposite to each other. The two alternatives, which will, anyway become the reason for destructions are fire and ice.

Frost says that there is a never ending debate for which one of the two- fire and ice- will probably become the possible reason for the destruction of this entire world and the humanity.

On one side of the debate are people who are in favour of fire, that is, it will be the heat and the passion which will lead the humanity, the world to end. On the other side of the debate are those who favour ice and feel that it will be the 'ice' which will freeze the world. This can also be understood from a scientific meaning whereby the scientists analyzed the two reasons for the destruction of the world is either the fiery core or the ice age.

In other words, either the deep heat or fire under the earth beds will lead to natural calamities like volcanoes, earthquakes and tsunamis which will one day end the world or the melting of the ice from the snowy mountains due to global warming will shrink the world and one day the entire world will die of the icy water. But I feel that the poet is pointing more towards the emotional and sentimental side of the issue. As per him, fire denotes deep passion and the burning desire, while ice is highlighted for icy cold and hatred side of the emotions. He is favoring both the arguments to be equally valid. It is either the deep burning passion or the cold hatred jealousy factor which push people to walk on the path of destruction.

The poet is very much sure of this destruction of the humanity. He first talks about the destruction because of fire, and in case this fails, then ice will the world is full of hatred means the sweet love among people for each other has vanished, and this hatred will end humanity one day.

The author means that the love is full of passion for oneself and in this race of climbing up; people tend to hate each other. And the worst part is that these negative emotions are so strong that it surpasses the sweet relationships of love and humanity.

**Points to remember:**

- The poet feels that our world will come to an end.
- He is not very clear when the Earth will come to an end.
- He comes to a conclusion what the people say about the subject.
- Ice and Fire both are symbolic here.

**Answer the following questions in brief**

41. What do some people say?
42. What do others say?
43. Whom does the poet supports?
44. What has to parish twice?
45. What does the poet know enough?
46. What is also great for destruction?
47. What does 'Ice' symbolises?
48. Will the world come to an end? What does the poet say in this regard?
49. What do people think about the end of the world? Who does the poet support? Why?
50. How does the poet 'know enough of hate? Where will this 'hate' lead to?

**Answer the following questions in detail**

11. What does the poet does want to convey through example of fire and ice two extreme of human behaviour. Explain message of the poem in detail.



# DELHI PUBLIC SCHOOL ANAND

Session 2019-20

## CLASS: X CHEMISTRY CHEMICAL REACTIONS AND EQUATIONS

- Give 5 examples each of physical and chemical changes that take place around us in our day to day life.
- When a magnesium ribbon is burnt in air, what are the two observations that you make?
- Write a balanced chemical equation to represent decomposition of lead nitrate on heating. What are brown fumes due to?
- Make a list of at least 10 cations and 10 anions.
- Taking help from the list prepared in Q4, write the chemical formulae of:
  - Barium chloride
  - Sodium Sulphate
  - Ammonium phosphate
  - Calcium hydroxide
  - Aluminium carbonate
  - Magnesium hydrogen carbonate
  - Zinc sulphide
  - copper (I) chloride
  - Potassium Bromide
  - Lead nitrate
  - Iron ( III) oxide
  - Sodium Oxide
  - Silver sulphide
  - Calcium Fluoride
- Write the following in the form of balanced chemical equations:-
  - Calcium carbonate decomposes on heating to form calcium oxide and carbon – di – oxide.
  - When ammonium hydroxide is added to a solution of iron (II) Sulphate, a green ppt of iron (II) hydroxide and ammonium Sulphate are formed.
  - When a nail of iron is added to a solution of copper Sulphate, iron (II) Sulphate and copper metal are formed.
  - Zinc reacts with dil hydrochloric acid to form zinc chloride and hydrogen gas is liberated.
- A chemical reaction which is both combination as well as exothermic, is used by us for white washing purposes. Write the equation for the same.
- What is a decomposition reaction? Give 2 examples each of decomposition taking place due to heat, light and electricity.
- How does a displacement reaction differ from a double displacement reaction? Give examples to explain.
- Identify the type of reactions:
  - $4\text{Na} + \text{O}_2 \rightarrow 2\text{Na}_2\text{O}$
  - $\text{Cu} + 2\text{AgNO}_3 \rightarrow \text{Cu}(\text{NO}_3)_2 + 2\text{Ag}$
  - $\text{FeSO}_4 \xrightarrow{\Delta} \text{Fe}_2\text{O}_3 + \text{SO}_2 + \text{SO}_3$
  - $\text{AgNO}_3 + \text{NaCl} \rightarrow \text{AgCl} + \text{NaNO}_3$
  - $\text{CaO} + \text{CO}_2 \rightarrow \text{CaCO}_3$

11. Describe an activity that can be performed to obtain silver in its free state from silver chloride.
12. Find out the process of oxidation, reduction oxidizing agent, reducing agent from the following:-
  - (a)  $\text{MnO}_2 + 4\text{HCl} \rightarrow \text{MnCl}_2 + 2\text{H}_2\text{O} + \text{Cl}_2$
  - (b)  $\text{H}_2\text{S} + \text{SO}_2 \rightarrow \text{S} + \text{H}_2\text{O}$
  - (c)  $\text{CuO} + \text{C} \rightarrow \text{Cu} + \text{CO}$
13. Name the compounds formed when Fe, Cu, Ag and Al get corroded.
14. What is rancidity?
15. Give 2 measures each for the prevention of:- (a) Rusting of iron (b) rancidity of fats/oils.