



## ENGLISH

### NCERT - NCERT ENGLISH(HINGLISH)

#### THE HUNDRED DRESSES-I

#### Oral Comprehension Check

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



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



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



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4. What do you think “to have fun with her” means?



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5. In what way was Wanda different from the other children?



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



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



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8. Why didn't Maddie ask Peggie to stop teasing Wanda? What was she afraid of?



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



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**10.** Who won the drawing contest? What had the winner drawn?



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**11.** What did Mr Petronski's letter say?



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**12.** Is Miss Mason angry with the class, or is she unhappy and upset?



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



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**14.** What does Maddie want to do?



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**15.** What excuses does Peggy think up for her behaviour? Why?



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**16.** What are Maddie's thoughts as they go to Boggins Heights?



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**17.** Why does Wanda's house remind Maddie of Wanda's blue dress?



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**18.** What does Maddie think hard about? What important decision does she come to?



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**19.** What did the girls write to Wanda?



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20. Did they get a reply? Who was more anxious for a reply, Peggy or Maddie? How do you know?



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21. How did the girls know that Wanda liked them even though they had teased her?



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## Thinking About The Text

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



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



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3. Why does Maddie stand by and 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?)



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4. What does Miss Mason think of Wanda's drawings? What do the children think of them? How do you know?



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5. Why do you think Wanda's family moved to a different city? Do you think life there was going to be different for their family?



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6. Maddie thought her silence was as bad as Peggy's teasing. Was she right?



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7. Peggy says, “I never thought she had the sense to know we were making fun of her anyway. I thought she was too dumb. And gee, look how she can draw!” What led Peggy to believe that Wanda was dumb? Did she change her opinion later?



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8. What important decision did Maddie make?

Why did she have to think hard to do so?



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**9.** Why do you think Wanda gave Maddie and Peggy the drawings of the dresses? Why are they surprised?



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**10.** Do you think Wanda really thought the girls were teasing her? Why or why not?



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## Thinking About The Language

### 1. Combine to make sentences

This is the bus (what kind of bus?) It goes to Agra. (use which or that)



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### 2. Combine to make sentences

I would like to buy (a) shirt (which shirt?). (The shirt is in the shop window. (use which or that)





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### 3. Combine to make sentences

You must break your fast at a particular time (when?). You see the moon in the sky. (use when)



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### 4. Combine to make sentences

Find a word (what kind of word?). It begins

with the letter Z. (use which or that).



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## 5. Combine to make sentences

Now find a person (what kind of person). His or her name begins with the letter Z. (use whose)



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## 6. Combine to make sentences

Then go to a place (what place?). There are no people whose name begins with Z in that place. (usewhere)



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7. Can you say whose point of view the italicised words express?

(i) But on Wednesday, Peggy and Maddie, who sat down front with other children who got

good marks and who didn't track in a whole lot of mud, did notice that Wanda wasn't there.

(ii) Wanda Petronski. Most of the children in Room Thirteen didn't have names like that. They had names easy to say, like Thomas, Smith or Allen.



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**8.** Look at this sentence. The italicised adverb expresses an opinion or point of view.

Obviously, the only dress Wanda had was the

blue one she wore every day. (This was obvious to the speaker.)

Other such adverbs are apparently, evidently, surprisingly, possibly, hopefully, incredibly, luckily. Use these words appropriately in the blanks in the sentences below. (You may use a word more than once and more than one word may be appropriate for a given blank.)

\_\_\_\_\_, he finished his work on time.



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9. Look at this sentence. The italicised adverb expresses an opinion or point of view.

Obviously, the only dress Wanda had was the blue one she wore every day. (This was obvious to the speaker.)

Other such adverbs are apparently, evidently, surprisingly, possibly, hopefully, incredibly, luckily. Use these words appropriately in the blanks in the sentences below. (You may use a word more than once and more than one word may be appropriate for a given blank.)

\_\_\_\_\_, it will not rain on the day of the match.



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**10.** Look at this sentence. The italicised adverb expresses an opinion or point of view.

Obviously, the only dress Wanda had was the blue one she wore every day. (This was obvious to the speaker.)

Other such adverbs are apparently, evidently, surprisingly, possibly, hopefully, incredibly,

luckily. Use these words appropriately in the blanks in the sentences below. (You may use a word more than once and more than one word may be appropriate for a given blank.)

\_\_\_\_\_, he had been stealing money from his employer.



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**11.** Look at this sentence. The italicised adverb expresses an opinion or point of view.

Obviously, the only dress Wanda had was the



blue one she wore every day. (This was obvious to the speaker.)

Other such adverbs are apparently, evidently, surprisingly, possibly, hopefully, incredibly, luckily. Use these words appropriately in the blanks in the sentences below. (You may use a word more than once and more than one word may be appropriate for a given blank.)

Television is \_\_\_\_\_ to blame for the increase in violence in society.



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12. Look at this sentence. The italicised adverb expresses an opinion or point of view.

Obviously, the only dress Wanda had was the blue one she wore every day. (This was obvious to the speaker.)

Other such adverbs are apparently, evidently, surprisingly, possibly, hopefully, incredibly, luckily. Use these words appropriately in the blanks in the sentences below. (You may use a word more than once and more than one word may be appropriate for a given blank.)

The children will \_\_\_\_\_ learn from their mistakes.



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**13.** Look at this sentence. The italicised adverb expresses an opinion or point of view.

Obviously, the only dress Wanda had was the blue one she wore every day. (This was obvious to the speaker.)

Other such adverbs are apparently, evidently, surprisingly, possibly, hopefully, incredibly, luckily. Use these words appropriately in the blanks in the sentences below. (You may use a word more than once and more than one

word may be appropriate for a given blank.)

I can't \_\_\_\_\_ lend you that much money.



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**14.** Look at this sentence. The italicised adverb expresses an opinion or point of view.

Obviously, the only dress Wanda had was the blue one she wore every day. (This was obvious to the speaker.)

Other such adverbs are apparently, evidently,

surprisingly, possibly, hopefully, incredibly, luckily. Use these words appropriately in the blanks in the sentences below. (You may use a word more than once and more than one word may be appropriate for a given blank.)

The thief had \_\_\_\_\_ been watching the house for many days.



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**15.** Look at this sentence. The italicised adverb expresses an opinion or point of view.

Obviously, the only dress Wanda had was the blue one she wore every day. (This was obvious to the speaker.)

Other such adverbs are apparently, evidently, surprisingly, possibly, hopefully, incredibly, luckily. Use these words appropriately in the blanks in the sentences below. (You may use a word more than once and more than one word may be appropriate for a given blank.)

The thief \_\_\_\_\_ escaped by bribing the jailor.



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**16.** Look at this sentence. The italicised adverb expresses an opinion or point of view.

Obviously, the only dress Wanda had was the blue one she wore every day. (This was obvious to the speaker.)

Other such adverbs are apparently, evidently, surprisingly, possibly, hopefully, incredibly, luckily. Use these words appropriately in the blanks in the sentences below. (You may use a word more than once and more than one word may be appropriate for a given blank.)

\_\_\_\_\_, no one had suggested this before.



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**17.** Look at this sentence. The italicised adverb expresses an opinion or point of view.

Obviously, the only dress Wanda had was the blue one she wore every day. (This was obvious to the speaker.)

Other such adverbs are apparently, evidently, surprisingly, possibly, hopefully, incredibly,



luckily. Use these words appropriately in the blanks in the sentences below. (You may use a word more than once and more than one word may be appropriate for a given blank.)

The water was \_\_\_\_\_ hot.



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**18.** Here are thirty adjectives describing human qualities. Discuss them with your partner and put them in the two word webs (given below) according to whether you think they show

positive or negative qualities. You can consult a dictionary if you are not sure of the meanings of some of the words. You may also add to the list the positive or negative 'pair' of a given words.

kind, sarcastic, courteous, arrogant, insipid, timid, placid, cruel, haughty, proud, zealous, intrepid, sensitive, compassionate, introverted, stolid, cheerful, contented, thoughtless, vain, friendly, unforgiving, fashionable, generous, talented, lonely, determined, creative, miserable, complacent.





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**19.** What adjectives can we use to describe Peggy, Wanda and Maddie? You can choose adjectives from the list above. You can also add some of your own.

1. Peggy \_\_\_\_\_

2. Wanda \_\_\_\_\_

3. Maddie \_\_\_\_\_



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20. Find the sentences in the story with the following phrasal verbs.

lined up, thought up, took off, stood by



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21. Colours are used to describe feelings, moods and emotions. Match the following 'colour expressions' with a suggested paraphrase.





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