

KERALA PUBLIC SCHOOLS
ACADEMIC YEAR 2020-21
HOME ASSIGNMENT



CLASS : IX

DATE: 03.07.2020 to 17.07.2020

SUBJECT	ASSIGNMENT
MATHS	CHAPTER 7 : CONGRUENCE OF TRIANGLES AND INEQUALITIES IN A TRIANGLE. EX : 7.1 , EX : 7.2 , EX : 7.3 , EX : 7.4 AND EX : 7.5. [Please try different types of questions from R.S Aggarwal]
SCIENCE	<u>PHYSICS----</u>Chapter 8 : MOTION 1.Solve In text Question from NCERT Q. 1,2&3 (Pg.-100) , Q. 2,5 (Pg. – 102) , Q . 1,2,3&4(Pg. -107) , Q.2,4,5(Pg. -110) 2. Do Example number – 8.1 to 8.7 (NCERT) 3. Do Exercise question 1 to 10 . (NCERT) Chapter 9: Force and laws of motion 1. Solve In text Question from NCERT: Q. 1,3,4(Pg.-118) , Q. 1,23&4(Pg.-126) 2. Example : 9.1 to 9.8 (NCERT) 3. Exercise question : 1 to 18. (NCERT) Chapter 10 : Gravitation 1 . Solve In text Question from NCERT : Q. 1,2(Pg.- 134) , Q. 1,2 (Pg.-136) , Q. 1,2(Pg.- 138) 2. Examples : 10.1 to 10.5(NCERT) 3. Exercise question : 1 to 18(NCERT) up

SHORT ANSWER QUESTIONS

(Each Question Carries 2 or 3 Marks)

1. Can a body exist in a state of absolute rest or of absolute motion? Explain with example. (C.B.S.E. 2015)
- Ans.** A state of rest or state of motion is not absolute but it is a relative term. A body at rest in one frame of reference may be in motion in other frame of reference. For example, a passenger sitting in a moving bus is at rest with respect to the bus or other co-passengers. However, the same passenger is in motion with respect to a person standing on a road side. Thus, rest and motion are relative terms.

2. Distinguish between distance and displacement.

Ans. Refer Article 1.1.4.

(C.B.S.E. 2010, 2012, 2013)

3. Give one example each to differentiate between uniform acceleration and non-uniform acceleration.

Ans. Object has uniform acceleration if its velocity changes by an equal amount in equal intervals of time. For example, motion of an object falling freely from the top of a building.

On the other hand if velocity of an object changes by an unequal amount in equal intervals of time, then it has non-uniform acceleration. For example, the motion of a bus on a hilly track or on a circular track.

4. What is the difference between uniform motion in a straight line and uniform circular motion?

(C.B.S.E. 2010, 2012, 2013)

Uniform motion in a straight line	Uniform circular motion
1. The direction of motion of an object does not change.	1. The direction of motion of an object changes continuously.
2. If an object moves with constant velocity, acceleration of the object is zero.	2. In uniform circular motion, object moves with constant speed but its direction of motion changes continuously. Therefore, velocity of an object having uniform circular motion changes. Hence, the motion of the object is accelerated motion.

5. What is uniform circular motion? How is uniform circular motion regarded as an accelerated motion? Explain.

(C.B.S.E. 2010, 2011)

Ans. Circular motion of a body having constant speed is known as uniform circular motion. When a body has uniform circular motion, its velocity changes due to the continuous change in the direction of its motion. Hence, the motion of the body is accelerated motion.

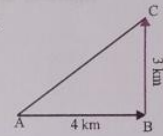
6. A cyclist travels a distance of 4 km from A to B and then moves a distance of 3 km at right angle to AB. Find his resultant displacement and total distance travelled.

(Similar C.B.S.E. 2014)

Ans. Resultant displacement = Shortest distance between initial and final positions

$$= AC = \sqrt{(4)^2 + (3)^2} = \sqrt{25} = 5 \text{ km}$$

Total distance travelled = 4 + 3 = 7 km.



7. Mention two differences between speed and velocity.

(C.B.S.E. 2013, 2015)

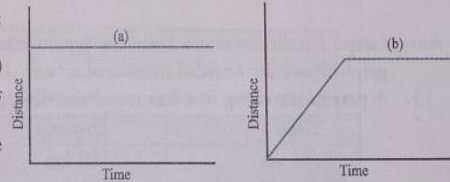
Ans. Refer Article 1.2.2.

8. State three equations of motion. Which of them describes :
(i) velocity-time relation (ii) position-time relation?

(C.B.S.E. 2013, 2015)

Ans. (a) $v = u + at$, (b) $S = ut + 1/2at^2$, (c) $v^2 - u^2 = 2as$
(i) Equation (a), (ii) Equation (b).

9. What kind of motion of a body is represented by the graphs shown in figure C?



Ans. (a) Body is at rest because its distance does not change with time.

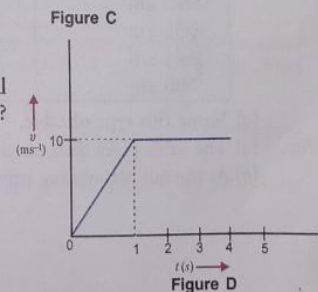
(b) Body has uniform motion and then comes to rest.

10. Velocity of a particle moving along a straight line in a certain time interval is shown in figure D. What is the distance travelled during acceleration?

Ans. Particle accelerates for 1s.

Distance travelled during acceleration = area under $v-t$ graph for 1s

$$= \frac{1}{2} \times \text{base} \times \text{height} = \frac{1}{2} \times 1 \text{ s} \times 10 \text{ m s}^{-1} = 5 \text{ m.}$$



11. Explain the differences between the two graphs shown in figure E.

Ans. Graph (a) shows that body starts from rest and then accelerates uniformly. Graph (b) shows that body starts with some initial velocity ($\neq 0$) and then accelerates uniformly.

12. Write any two equations of motion for a body having uniform acceleration.

Ans. (i) $v = u + at$, (ii) $S = ut + \frac{1}{2}at^2$

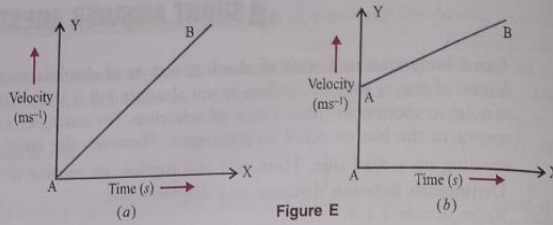


Figure E

13. Four speed-time graphs are shown in figure F:

Which graph represents the following cases?

- (a) A ball thrown vertically upwards and returning to the hand of the thrower.
 (b) A body decelerating to a constant speed and then accelerating.

Ans. (a) Graph (a) (b) Graph (d).

14. What do the graphs (I and II) shown in figure G indicate?

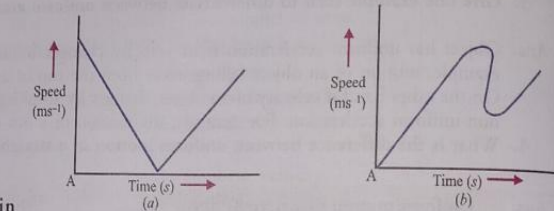


Figure F

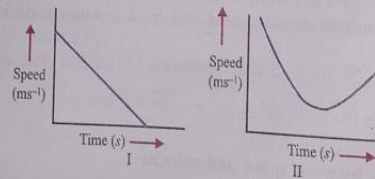


Figure G

- Ans. Graph I indicates that a body has certain initial speed and then its speed decreases to zero. In other words, this graph shows the retarded motion of a body. Graph II shows that a body first retards and then accelerates.

15. A person travelling in a bus noted the timings and the corresponding distances as indicated on the km stones.

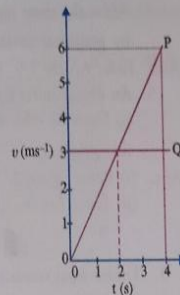
Time	Distance
8:00 am	10 km
8:15 am	20 km
8:30 am	30 km
8:45 am	40 km
9:00 am	50 km

- (a) Name this type of table. (b) What conclusion do you draw from this table?

Ans. (a) The table gives distance-time data.

(b) As the bus is travelling equal distances in equal intervals of time, so the motion of the bus is uniform motion.

33. The speed-time graphs of two cars are represented by P and Q as shown below :
 (a) Find the difference in the distance travelled by the two cars (in m) after 4 s.
 (b) Do they ever move with the same speed? If so when?
 (c) What type of motion car P and car Q undergoing?



Ans. (a) Distance travelled by car P = area under speed-time graph
 (C.B.S.E. 2015)

$$= \frac{1}{2} \times \text{base} \times \text{height}$$

$$= \frac{1}{2} \times 4 \text{ s} \times 6 \text{ m s}^{-1} = 12 \text{ m}$$

$$\text{Distance travelled by car Q} = \text{area under speed-time graph}$$

$$= 3 \text{ m s}^{-1} \times 4 \text{ s} = 12 \text{ m}$$

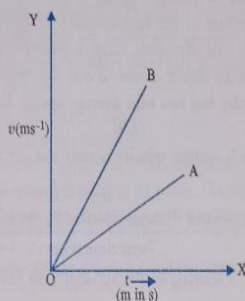
\therefore Difference in the distance travelled by cars P and Q = $12 \text{ m} - 12 \text{ m} = 0$

(b) Both graphs intersect each other at time 2 s. Therefore, both cars have same speed at $t = 2 \text{ s}$.

(c) Car P is moving with uniform acceleration and car Q is moving with constant or uniform speed.

34. Which of the two bodies A and B in the following graph is moving with a greater acceleration and why?

(C.B.S.E. 2015)



Ans. Acceleration of a body = slope of $v-t$ graph. Since slope of $v-t$ graph for body B is greater than the slope of $v-t$ graph for body A, therefore, body B is moving with a greater acceleration than the body A.

LONG ANSWER QUESTIONS

(Each Question Carries 5 Marks)

1. Draw velocity-time graph for an uniformly accelerated object. Using velocity-time graph, derive $v = u + at$.

Or

Derive the equation of motion $v = u + at$ using graphical method. (C.B.S.E. 2011, 2013, 2015)

Ans. Refer Article 1.5.1.

2. Draw velocity-time graph for an uniformly accelerated object. Using velocity-time graph, derive $S = ut + \frac{1}{2}at^2$.

(C.B.S.E. 2010, 2011, 2013, 2015)

Or

From velocity-time graph of a body, derive equation for "position-time" relation (II equation of motion) for a body. (C.B.S.E. 2012)

Ans. Refer Article 1.5.2.

3. Draw velocity-time graph for an uniformly accelerated object. Using velocity-time graph, derive $v^2 - u^2 = 2aS$.

(C.B.S.E. 2010, 2011, 2013)

Ans. Refer Article 1.5.3.

29. The brakes applied to a car produce an acceleration of 6 m s^{-2} in the opposite direction to the motion. If the car takes 2s to stop after the application of brakes, calculate the distance travelled by the car during this time. (C.B.S.E. 2015)

Ans. Here, $a = -6 \text{ m s}^{-2}$, $t = 2 \text{ s}$, $v = 0$
 Let $u =$ initial velocity of the car.
 Using, $v = u + at$, we get
 $u = v - at = 0 - (-6) \times 2 = 12 \text{ m s}^{-1}$

Distance travelled, $S = ut + \frac{1}{2}at^2$
 $= 12 \times 2 + \frac{1}{2} \times (-6) \times 4 = 24 - 12 = 12 \text{ m}$

30. A cyclist goes around a circular track once every 2 minutes. If the radius of the circular track is 110 m, calculate the speed of the cyclist. (C.B.S.E. 2015)

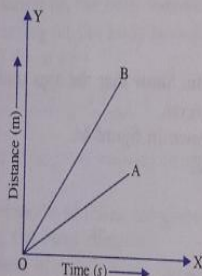
Ans. Radius of circular track, $r = 110 \text{ m}$
 Distance travelled by a cyclist in 2 minutes = circumference of circular track, S

$$= 2\pi r = 2 \times \frac{22}{7} \times 110 \text{ m} = \frac{4840}{7} \text{ m}$$

Time taken, $t = 2 \text{ minutes} = 2 \times 60 = 120 \text{ s}$

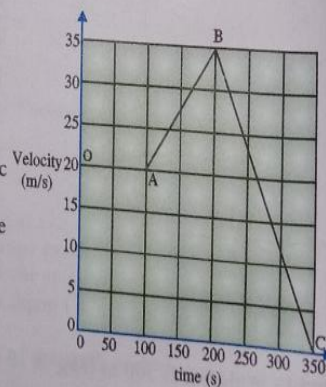
Speed of cyclist, $v = \frac{S}{t} = \frac{4840 \text{ m}}{7 \times 120 \text{ s}} = 5.76 \text{ m s}^{-1}$

31. Which of the two bodies A and B in the following graph is moving with higher speed and why? (C.B.S.E. 2015)



Ans. Speed of a body = slope of distance-time graph.
 Since slope of distance-time graph for body B is greater than the slope of distance-time graph for body A. Therefore, body B is moving with higher speed than body A.

32. The velocity-time graph represents the motion of an object for 350 s.
 (a) Calculate the acceleration for the time interval $100 \text{ sec} < t < 200 \text{ sec}$
 (b) Calculate the displacement of the object in 0 to 350 sec.
 (c) Which type of motion is represented by BC in the velocity-time graph?



Ans. (a) Acceleration for time interval $100 \text{ s} < t < 200 \text{ s} =$ slope of AB curve (C.B.S.E. 2015)

$$= \frac{(35 - 20) \text{ m s}^{-1}}{(200 - 100) \text{ s}} = 0.15 \text{ m s}^{-2}$$

(b) Displacement of object in 0 to 350 s = area under $v-t$ graph
 = area under OA + area under AB + area under BC

$$= (20 \text{ m s}^{-1} \times 100 \text{ s}) + (20 \text{ m s}^{-1} \times 100 \text{ s} + \frac{1}{2} \times 100 \text{ s} \times 15 \text{ m s}^{-1}) + (\frac{1}{2} \times 35 \text{ m s}^{-1} \times 150 \text{ s})$$

$$= 2000 \text{ m} + (2000 + 750 \text{ m}) + 2625 \text{ m} = 7375 \text{ m}$$

(c) BC represents uniformly decelerated motion i.e. velocity decreases uniformly to zero.

CHEMISTRY --CHAPTER - 2 IS MATTER AROUND US PURE

Read the chapter thoroughly page (14-26). NCERT BOOK

- 1.(i). List three points of differences between homogeneous and heterogeneous mixture with examples.
- (ii) what are alloys, explain with examples.
- (iii) What do you mean by concentration of a solution. ?
And differentiate between saturated and unsaturated solution.
- (iv) How can a saturated solution be made unsaturated ?
- (v) Name two solvents other than water ?
- (vi) In what respect does a true solution differ from colloidal solution ?
How will you test whether a given solution is a colloidal solution ?
- (vii) Differentiate between true solutions, colloid and suspension ?
- (viii) What do you mean by Centrifugation and what are its applications ?.
- (ix) How can we separate cream from milk. (Activity2.5) NCERT ?
- (X) How can we separate Kerosene oil from water ? (Activity2.6)

- 2.(i) What is the difference between pure substance and mixture ?
- (ii) Give two examples in which a physical change and chemical change take place simultaneously ?
- (iii) State two point differences between element and a compound ?
- (iv) Explain why air is considered mixture and not a compound ? How would you separate constituent of air ?
- (v) What is a metalloid ? Give three examples of metalloid ?

3. Higher order thinking questions :-

- (i) fog and cloud are both colloidal in nature. How do they differ ?
- (ii) Fractionating column is used in fractionation distillation why ?
- (iii) Electrolysis of water is a chemical change. Why ?
- (iv) How would you confirm that colorless liquid given to you is pure water ?
- (v) Calculate the mass of sodium sulphate required to prepare its 20 % solution in 100 g of water ?

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BIOLOGY---Chapter: Reproduction in Organisms

Read chapter reproduction in organisms from NCERT book.

I: Read page number 127 ,128 and answer the following questions:

1. What is the importance of DNA copying in reproduction?
2. Why is the variation beneficial to the species but not necessarily for the individual?

II: Read page number 129, 130 , 131 and 132 and answer the following questions:

1. How does binary fission differs from multiple fission?
2. Can you think of reason why more complex organism cannot give rise to new individuals through regeneration?
3. How will an organism be benefited if it reproduces through spores?
4. Why is vegetative propagation practised for growing some type of plants?
5. Why is DNA copying an essential part of the process of reproduction?

III: Read page number 133, 134 and 135 and answer the following questions

1. Draw the diagram of a bisexual flower and label its part. Write the functions of each part.
2. What is pollination? Differentiate between self-pollination and cross pollination.
3. Write down the changes that take place in a flower after fertilization.

IV: Read page number 136, 137 , 138 and 139 and answer the following questions:

6. How is the process of pollination different from fertilization?
7. What is the role of seminal vesicles and the prostate gland?
8. How does the embryo gets nourishment inside the mother's body?
9. If a woman is using Copper-T, will it help in protecting her from sexually transmitted diseases?

V: Answer the following questions from NCERT book on page number 141.

Q.No 1,2 and 3 in book.

Q.No: 4,5,6,7,8,9,10 and 11 in note book

CH- Improvement in food resources

I.Read page number 203,204,&205 thoroughly and answer the following questions.

- 1.How do biotic and abiotic factors affects crop production ?
- 2.What are the desirable agronomic characteristics for crop improvement?
- 3.What are macro and micronutrients?
- 4.Name three factors for which crop variety is improved.
- 5.Define the term Hybridisation.
- 6.What is G.M.crop?
- 7.How do plants get nutrients?

II.Read page number 206,207,20&,209 thoroughly and answer the following questions.

- 1.Compare the use of manure and fertilizers in maintaining the soil fertility.

	<p>2.What are the advantages of Inter Cropping and Crop Rotation? 3.Discuss various methods of weed control. 4. List & differentiate three cropping pattern. 5.What are weeds?Why they should be removed from the crop? 6.What factors may be responsible for losses of grain during storage ? III.Read page number number 209,210 & 211 thoroughly and answer the following question. 1.What re the difference between layers and broiler and in their management? 2.Which method is commonly used for improving cattle breeds & why? 3.What management practice are common in dairy and poultry farming ? IV. Read page number 211,212 &213 thoroughly and answer the following questions. 1. What are the advantages of composite fish culture? 2.What are the desirable characters of bee varieties suitable for honey production? 3.What is pasturage and how is it related to honey production? 4.How are fish obtained? 5.Differentiate between Capture Fishing , Mariculture and Aqua culture . 6.What is honey? What does the quality of honey depend upon? V. Answer the following questions N C E R T BOOK - Page number 214 Question number 1,2&4 N C E R T BOOK -Page number 215 Question number 6,7 & 8</p>
<p>HINDI</p>	<p>हिंदी भाषा - पाठ - अलंकार</p> <p>(1) अलंकार से आप क्या समझते हैं? अलंकार के कितने भेद हैं?</p> <p>(2) शब्दालंकार के कितने भेद हैं ?</p> <p>(3) अर्थालंकार के कितने भेद हैं ?</p> <p>(4) निम्न काव्य पंक्तियों में निहित अलंकारों के नाम लिखें</p> <p>(क) अवधि अधार आस आवन की</p> <p>(ख) काली घटा का घमंड घटा</p> <p>(ग) मैया मैं तो चन्द्र खिलौना लैहों</p> <p>(घ) तीन बेर खाती थीं वे तीन बेर खाती हैं</p> <p>(ङ) मेघ आए बड़े बन(ठन के सँवर के</p> <p>(च) पीपर पात सरिस मन डोला</p> <p>(छ) उषा सुनहले तीर बरसाती जयलक्ष्मी(सी उदित हुई</p> <p>(ज) सिर फट गया उसका वहीं , मानो अरुण रंग का घड़ा था</p> <p>(झ) मंगन को देखि पट देत बार(बार है</p> <p>(ञ) हनुमान की पूँछ में,लग न पाई आग</p> <p>सारी लंका जल गई, गए निशाचर भाग</p> <p>हिन्दी साहित्य - पाठ - नाना साहब की पुत्री देवी मैना को भस्म कर दिया गया</p> <p>(1) निम्न प्रश्नों के उत्तर दें</p> <p>(क) नाना साहब कौन थे ? वे अपनी पुत्री को साथ क्यों न ले जा सके ?</p> <p>(ख) बालिका मैना ने सेनापति 'हे' को कौन(कौन से तर्क देकर महल की रक्षा के लिए प्रेरित किया ?</p> <p>(ग) अंग्रेज़ नाना का स्मृति(चिन्ह तक क्यों मिटा देना चाहते थे ?</p>

- (घ) जनरल अउटरम ने मैना के साथ कैसा व्यवहार किया २
- (ङ) बालिका मैना के चरित्र की विशेषताओं को बताएँ
- (च) अंग्रेज़ नाना साहब और सेनापति 'हे' से कुपित क्यों थे २

ENGLISH

A Legend of the Northland

By Phoebe Cary

Introduction to the poem

'A Legend of the Northland' is a ballad. A ballad is a poem narrating a story in short stanzas. Ballad is such kind of poem which tells a story in short stanzas and in the poem all the stanzas comprise four lines. In total, there are 16 stanzas in this poem and these stanzas will tell us a story. Ballads are a part of folk culture or popular culture and are passed on orally from one generation to the next. (Folk culture is a story of any area and is known as ballad). Folk culture comprises of traditional stories which are passed on from one generation to next generation.

This story is of the Northland area, the area which is near the North Pole. This exact place is not specified but 'Northland' means the area in the northernmost part of the Earth i.e., near the North Pole. 'Legend' means a historical story, one which is very old and has been passed on from generation to generation.

Summary

The poem is a legend about an old lady who angered Saint Peter because of her greed. The story goes on like this. One day, Saint Peter was preaching around the world and reached the door of a cottage where this woman lived. She was making cakes and baking them on a hearth. St. Peter was about to faint with hunger. He asked the lady to give him a piece of cake. The cake that she was baking then appeared to be too big, so she did not give him that and instead, she baked another smaller one. That also appeared to be big so she did not give him that also. The second time she baked yet another smaller cake but found it too big to give away. In the third attempt, she took an extremely little scrap of dough and rolled it flat. She had it as thin as a wafer but was unable to part with that also. This angered St. Peter a lot. He said that she was not fit to live in human form and enjoy food and warmth. He cursed her and transformed her into a Woodpecker – A bird who had to bore in hard, dry wood to get its scanty food. She can be seen in the trees all day boring and boring for food.

Theme

The poem is based on the theme that greed is a grave sin. Greedy people do not deserve the blessings and the comforts of human life. Human beings should thus acquire qualities of kindness, fellow-feeling and empathy. The little woman's greed stopped her from sharing even her smallest cake with hungry Saint Peter, thus earning his wrath.

Very often, we get a lot of moral teachings from legends. They help to learn things from the past. Those ideas help to reform society. In this poem, we come across a man who is in dire need of food. He visits a cottage to ask for food but the woman of the cottage fails to provide him with any. So he curses the woman for her selfish behaviour. The need to treat our guests with affection is emphasized here.

Figures of Speech

1. Alliteration

Alliteration the repetition of vowel sounds (assonance) and of consonant sounds (consonance). The poet repeat sounds with the purpose of making a poem lyrical.

Examples:

In their funny, furry clothes
(‘f’ sound has been repeated)

If I tell the tale to you
(Here the poet repeats 't' sound)
And being faint with fasting
('f' sound has been repeated in this line)
And still a smaller one
('s' and 'I' sounds have been repeated here)
Then she took a tiny scrap
(Find here the repetition of ' t' sound)
My cakes that seem too small
(s' sound is repeated here)

2. Repetition

Repetition of words or phrases is a literary device that a poet employs for the purpose of emphasis.

Examples:

In the opening line of the poem "Away, away in the Northland", the repetition of 'away' emphasizes how distant Northland is.

Similarly in the line "And rolled and rolled it flat", the repetition of 'rolled' emphasizes that the lady rolled the dough many times to make it as flat and thin as a wafer.

Again in the line "By boring, and boring, and boring", the repetition of the word 'boring' emphasizes the hard effort that the woman-turned-woodpecker has to make to find its food.

3. Enjambment

Enjambment as a literary device refers to the practice of running lines from one to the next without using any kind of punctuation marks to indicate a pause (full stop, comma etc.).

Examples:

And the nights are so long in winter
That they cannot sleep them through;
(Here the first line rolls on to the next)
And the children look like bear's cubs
In their funny, furry clothes:

(There is no comma or full stop after the first line and it rolls on to the second one)

For she said, "My cakes that seem too small

When I eat of them myself

Are yet too large to give away."

(The first line carries on to the next without any punctuation mark)

4. Simile

In a simile, a comparison between two distinctly different things is indicated by the word 'like' or 'as'.

Examples:

thin as a wafer

The thinness of the cake has been compared with the thinness of a wafer. Thus the cake was too thin to qualify as a proper cake. The comparison also highlights the little woman's greed and stinginess.

as black as coal

The body of the woodpecker became as dark and black as coal is.

6. Rhyme Scheme

The poem is in the form of a ballad with four-line stanzas. Each stanza follows the pattern of the rhyme scheme 'abcb'

Multiple Choice Questions

1. How will you compare the winter days and nights in Northland?

(A) The days are too long and the nights are too short.

(B) The days are too short and the nights are too long.

- (C) The days and nights are of twelve hours each.
(D) There are no days; it is always night there.
2. Why can't people sleep the winter nights through in Northland?
(A) Because the nights are too short there.
(B) Because the nights are too long there.
(C) Because it is all the time night there.
(D) Because there is no night there
3. What do the people of Northland harness their sledges to?
(A) The Foxes.
(B) The oxen.
(C) The bullocks.
(D) The reindeer.
4. How do the children wearing furry clothes look?
(A) They look like little pups.
(B) They look like foxes.
(C) They look like fawns.
(D) They look like bear's cubs.
5. What was the little woman doing when Saint Peter went to her?
(A) She was eating cakes.
(B) She was giving away cakes to the poor.
(C) She was making and baking cakes.
(D) She was putting cakes on the shelf.
6. What did Saint Peter ask for from the little woman?
(A) A single cake.
(B) A dozen cakes.
(C) A loaf of bread.
(D) Something to eat.
7. How was Saint Peter feeling when he reached the little woman's cottage?
(A) Tired and hungry.
(B) Hale and hearty.
(C) Happy and refreshed.
(D) Trembling with cold and fever
8. The little woman baked a cake for Saint Peter. Then why did she not give it to him?
(A) She thought it was too big to give away.
(B) She thought it was too small for the holy man.
(C) She thought the holy man won't like it.
(D) She thought the cake was not tasty.
9. What made Saint Peter angry?
(A) The woman's greed.
(B) The woman's selfishness.
(C) The woman's pride.
(D) The woman's kindness.
10. What curse did Saint Peter pronounce on the selfish woman?
(A) That she shall build her shelter as birds do.
(B) That she shall bore hard, dry wood for her scanty food.
(C) That she shall keep boring all day.
(D) All the above.

Reference to Context

- 1. He came to the door of a cottage
In travelling around the earth**

**Where a little women was making cakes
And baking them on the earth.**

a) What was Saint Peter doing?

Ans: Saint Peter was travelling around the earth.

b) What was the little women making?

Ans: The little women was baking cakes.

c) What is the hearth?

Ans: Hearth is a fireplace.

**2. Then Saint Peter grew angry
For he was hungry and faint
And surely such a woman was enough to provoke a Saint.**

a) Why was Saint Peter about to faint?

Ans: Saint Peter was about to faint as he had been preaching and fasting.

b) How did the women provoke Saint Peter?

Ans: The woman provoked Saint Peter by not giving him the cake that was baked for him.

c) What is the rhyme scheme of the given stanza?

Ans: The rhyme scheme of the given stanza is 'abcb'.

Short Answer Questions

Q1. What did Saint Peter ask the old lady for? What was the lady's reaction?

Ans. Saint Peter asked the old lady for a piece of cake. The lady behaved miserly and kept changing the size of the cake. At last, she did not give him anything to eat.

Q2. How did Saint Peter punish the old lady?

Ans. When the little woman refused to give Saint Peter even a small cake, he got angry. He felt she did not deserve to be a human being. He cursed her and made her a woodpecker.

Q3. What is a legend? Why this poem is called 'A Legend of the Northland'?

Ans. A legend is a tale from ancient times about people and events that may or may not be true. It is a traditional story. It contains moral messages. The poem is a legend because it teaches us to be generous, unlike the old woman.

Q4. What happened to the cake every time which the old lady tried to bake it?

Ans. The old lady was a greedy woman. She had no desire to share her things with others. Once Saint Peter was tired and hungry. He arrived at her cottage to get something. The old lady tried, again and again, to bake a too small cake for Saint Peter. But the size of the cake always appeared to her bigger and the lady was unable to give this cake to the saint.

Q5. What happened to the old lady when Saint Peter cursed her?

Ans. Saint Peter became angry at her greed because she did not give a piece of cake to Saint Peter to satiate his hunger. When he cursed the lady, she turned into a bird. She became a woodpecker and flew through the chimney. She wore a red cap and her body was burned and had become black. This is the same colours that a woodpecker has on its body. Besides,

she was bound to live in the forest with scanty food.

Q6. Why did the little old woman have to struggle for her scanty food after she was cursed to be a woodpecker?

Ans. The greedy little woman refused to give hungry Saint Peter even a small piece of cake. She made a very small piece of cake but it seemed too large for her to be given away. She went on making it still small and smaller. She was cursed by Saint Peter to be a woodpecker. She was made to struggle even for her scanty food. As a woodpecker, she went on boring to get a small morsel of food.

Q7. Do you think that the old lady would have been so ungenerous if she had known who Saint Peter really was? What would she have done then?

Ans. No, she would not have done this. On the contrary, she would have given him a large piece of cake to make him happy with the greed to get a handsome return.

Long Answer Questions

Q.1 What moral lesson do you get from the poem 'A Legend of the Northland'?

Ans. This poem teaches us that true happiness lies in sharing things with the persons who are in need. If we are greedy, we cannot have happiness in our life. On the other hand, our charitable nature makes us think about pains and sorrows suffered by other people. The charitable people have many friends and they are always connected with one another with a strong bond of sentiments. But the greedy people have hardly any friends and they often live alone in the world.

Q.2 How is our happiness spoiled by greed? Explain in the context of the poem 'A Legend of the Northland'.

Ans. True satisfaction lies in sharing things with others. Peace and satisfaction are the two sides of a coin. If there is satisfaction in our life, peace is bound to come in our life. However, greed spoils both. If we are greedy, we cannot get satisfaction as well as peace in our life. In the poem, the old lady was greedy and she failed to give the cake to the saint. If she had satisfaction, she would certainly have shown honour and regard to the saint. So, in the case of this little lady, it can be said that her greed had spoiled her peace and satisfaction. Actually, Saints try to create such societies in which all the people shall be treated with equality and greed will have no room in them. With the help of teachings, they desire to bring down heaven on the earth.

Note

- 1. Two separate notebooks to be maintained for literature and language.**
- 2. Use gel pen only to write.**
- 3. Margins to be drawn properly and date should be mentioned.**

Grammar Assignment

I. Sentence Rearrangement

- (a) Mother Teresa/greatest/missionaries/one of the/was/time/of/our
(b) dedicated/the poorest of the poor/entire life/she/to/her/the/service/of
(c) she/apostle/was/of/unwanted/the/an

- (a) spread/healthy carriers/some/of/diseases/are/germs/spread/by
(b) healthy person/germs/a/carry/may/of/in/body/typhoid/his/cholera/dysentery/etc.
(c) person/does not/such/usually/a/disease/suffer/the/from

- (a) also/cultivate/they/asked them to/had to/those/which/crops/the English
- (b) two flask-shaped bags/inside/for/it/storing/belly/its/has/water
- (c) weigh up/elephant/an/to/can/5 tons

II. Editing and Omission

The following passages have not been edited. There is one error in each line. Write the incorrect word and the correction against the correct question number. Remember to underline the word you have supplied.

		Incorrect	Correct
1. Parents and children in the primary or the secondary schools is looking out for part-time jobs who they can manage to do when children be away at school. Manage canteens of their own child's school will gave them a very good opportunity. When there is a holiday they will also have an break as the canteen will not worked when the school is closed.	e.g.	and	of
	(a)	.....	.....
	(b)	.....	.....
	(c)	.....	.....
	(d)	.....	.....
	(e)	.....	.....
	(f)	.....	.....
	(g)	.....	.....
	(h)	.....	.....

		Incorrect	Correct
2. The news on felling of trees on a large scale comes as the shock because people all around has become conscious in preserving ecological balance The forest department kept a strict vigil in the activities of people which indulge in unlawful felling of trees. People might be educated regarding a dangerous consequences of indiscriminate cutting of trees.	e.g.	on	of
	(a)	.....	.....
	(b)	.....	.....
	(c)	.....	.....
	(d)	.....	.....
	(e)	.....	.....
	(f)	.....	.....
	(g)	.....	.....
	(h)	.....	.....

In the following passage one word has been omitted in each line. Write the missing word along with the word that comes before and after it. The first one has been done as an example.

		Before	Word	After
I never been in a large city, and this rather added my misery. when I reached Richmond. I completely out of money. I had not single acquaintance in place; and, being unused to city ways, I not know where go. I asked at several places for lodging, they all wanted money, and that was what did not have.	e.g.	never	had	been
	(a )	.....	.....	.....
	(b)	.....	.....	.....
	(c)	.....	.....	.....
	(d)	.....	.....	.....
	(e)	.....	.....	.....
	(f)	.....	.....	.....
	(g)	.....	.....	.....
	(h)	.....	.....	.....

III. Complete the following passage by choosing the most appropriate options from the ones given below:

1. Is your glass half-full or half-empty? On (a) _____ days when nothing in your life seems to be going right, it (b) _____ be really tough to see the silver lining among all those clouds. However, it's during these times when the (c) _____ to see the good in even the worst situations is so important. An optimistic attitude (d) _____ not only your mental health, but your physical well being as well.

- | | | | |
|--------------------|-------------------|----------------|------------------|
| (a) (i) some | (ii) those | (iii) few | (iv) these |
| (b) (i) can | (ii) might | (iii) will | (iv) must |
| (c) (i) wish | (ii) desire | (iii) chance | (iv) ability |
| (d) (i) benefitted | (ii) will benefit | (iii) benefits | (iv) benefitting |

2. Twenty years ago, kids in school (a)..... of the Internet. Now, I will bet you can't find a single person in your school (b)..... hasn't at least heard of it. In fact many of us (c)..... it on a regular basis and even have access to it from our homes! The internet is a vast resource to (d)..... information. You (e) enjoy using it to research for a school project, downloading your favourite songs or (e)..... with friends and family. But since (g)..... can put anything on the Internet. You also have to be careful and use your best judgment and (h)..... common sense.

- | | |
|------------------------|-----------------------|
| (a)(i) has never heard | (ii) have never heard |
| (iii) had never heard | (iv) never heard |
| (b)(i) whom | (ii) whose |
| (iii) who | (iv) which |
| (c)(i) use | (ii) used |
| (iii) have used | (iv) have been using |
| (d)(i) every types of | (ii) all types of |
| (iii) each types of | (iv) some types of |
| (e)(i) may | (ii) can |
| (iii) should | (iv) will |
| (f) (i) communicate | (ii) communicating |
| (iii) to communicating | (iv) communication |
| (g)(i) everyone | (ii) some one |
| (iii) no one | (iv) anyone |
| (h)(i) a little | (ii) little |
| (iii) the little | (iv) less |

Iswaran the Storyteller

By- R.K. Laxman

Introduction to the lesson

The title of this chapter- "Iswaran the storyteller" tells us that this story is about Iswaran. He is called the storyteller because as storytelling is an art, he is good at it. Iswaran uses special effects, does voice modulation, uses his body language to make the story realistic so that the listener, i.e. Mahendra gets attracted and captivated in his story. The writer wants to highlight this quality of Iswaran - that he was so good at telling stories that they appeared to be real. His stories were a source of entertainment for Mahendra.

Summary

Iswaran's story was told to Ganesh by Mahendra who worked as a junior supervisor at different construction sites. As Mahendra was unmarried, he was able to live in the temporary shelters provided by the construction company. Iswaran accompanied Mahendra wherever he went. He was an advantage to him as he provided him company, cooked food

for him and even washed his clothes. Mahendra says that Iswaran would gather all the things required to prepare a meal within no time. Every morning Mahendra would get ready, eat his breakfast, take his lunch along and go for his work. In the meantime, Iswaran would clean the living place, wash the clothes, take a bath, eat his lunch, read his favourite Tamil story book and take a nap. In the evening, Iswaran would entertain Mahendra with his stories. He had the art of storytelling as he would use his body gestures, facial expressions and voice modulation in order to bring his characters to life. Even though the stories seemed untrue, Iswaran narrated them in such a unique way that Mahendra listened to him with curiosity. Iswaran would start a story with an introduction; he would lay the background of the character, followed by the story. He described a simple incident in such detail, along with actions that it would create suspense in the listener's mind. Once he told Mahendra the story of an elephant that had escaped from the jungle and entered the town. The beast reached Iswaran school. As it destroyed the school property, all the students locked themselves up in the classroom. At that time, Iswaran was studying in one of the junior classes. He was watching the incident from the rooftop. He took a stick from the teacher and came down stairs, in the ground. He walked towards the elephant as it threatened to attack him. Iswaran was not scared of it. He gathered all his strength and hit the elephant on its toenail quickly. This attack stunned the elephant; it fainted and fell on the ground. He did not complete the story and said that he was getting late for the dinner. He went to get the dinner but Mahendra was curious to know what happened next. As Iswaran did not continue with the story,

Mahendra had to remind him that the ending was pending. Then Iswaran said that a veterinary doctor was called. He brought the elephant back to consciousness and after two days a mahout was called who took the elephant back to the jungle. Mahendra asked Iswaran that how did he manage to overpower the huge beast. Iswaran replied that he used the technique of a Japanese martial art which was either Karate or Jujitsu. He had read about it somewhere, that the martial art was able to make a person unconscious by paralyzing the nervous system. Everyday Iswaran would narrate one or the other story which was entertaining for him and fulfilled the absence of a television in his living quarter. One morning Iswaran asked permission to cook a special dinner as it was the day when they cooked meal for the dead elders of the family. That evening Mahendra enjoyed a tasty meal and complimented Iswaran on his cooking skills. As Mahendra was relaxing after the meal, to his dislike, Iswaran started narrating a story related to ghosts and supernatural powers. He said that the factory area where they lived was earlier a burial ground. On the very first day, he had seen a human skull lying around. He added that he was not afraid of ghosts and saw many bones and skulls. On a full moon night, he saw an ugly ghost of a woman who had a shrunken face, matted hair and held an unborn baby in its arms. Mahendra was uneasy and scolded Iswaran for talking nonsense. He said that Ghosts did not exist and ordered him to get himself examined as he thought that he had gone mad. Since that day, Mahendra felt uneasy and would peep out of the window in order to check the presence of any ghost around. One night, Mahendra woke up from his sleep as he heard someone crying. At first, he thought that it was a cat looking for mice. As the sound became more harsh and deep, Mahendra could not ignore it and gave into the desire of peeping out of the window. As he looked out, he saw the white moonlight and a dark shadow holding a bundle in its arms. As he saw the ghost he started sweating, breathing heavily and fell back on the bed. After sometime, Mahendra thought that probably his subconscious mind was playing a trick on him and actually there was no ghost. He got ready the next morning and had forgotten the incident of the previous night. Iswaran greeted him and gave him his lunch bag. He said that a few days ago Mahendra had scolded him for discussing the ghost but last night he saw it himself. Iswaran had heard Mahendra crying at night. It was confirmed that Mahendra had seen the ghost the previous night and it was not a trick played by his mind. Once again,

Mahendra was frightened, he left in a hurry and resigned from the job. He could not live at a haunted place for a single day.

Characters

Iswaran

Iswaran was Mahendra's cook and was like an asset to him. He was dedicated to his master and followed him uncomplainingly to all his postings. He would cook for him, wash his clothes, and also chat with him at night. He had the ability to improvise cooking material even at the remotest place and cooked delicious dishes in a very brief time.

Iswaran was fond of reading popular Tamil thrillers. Their imaginative descriptions and narrating styles would fascinate him. He became a master storyteller by adopting the art of storytelling from these novels. He would always add suspense and surprise even to the smallest incident and could make up innumerable stories on different subjects. While describing, he would get so involved that he would jump about on the floor. He would narrate the story in installments and would purposely leave it unfinished midway. On returning, he would not pick it up right away till Mahendra reminded him to. In this manner he would involve his listener too.

Every day, Iswaran would recount a new story filled with adventure, horror and suspense. Mahendra loved his stories and listened with rapt attention even if they were unbelievable. Iswaran thus entertained Mahendra just as TV does.

Iswaran enjoyed his job and would not sit idle when Mahendra was at work. He would use that time to tidy up the shed and wash clothes. He was also religious because he would mutter a prayer throughout his bath ritual. This character displays a shade of comedy as well when he teasingly asks Mahendra about his reaction at having seen the female ghost.

Mahendra

Mahendra used to work as a junior supervisor in a firm which offered on hire supervisors at construction sites. His work involved moving from one site to another. He was unmarried and a simple man. He was quite accommodating and adjusted well to odd conditions that he faced at different places. He was a disciplined man and would get up early in the morning. He would leave for work after breakfast and carry lunch with him.

Mahendra was very fond of his cook Iswaran whom he considered to be an asset. He relished the food cooked by him and enjoyed listening to his stories. He was a good listener and never interrupted Iswaran even when he exaggerated. He was very patient and would wait for Iswaran to return and complete the unfinished story. He was also curious as he would insist on knowing all the details.

Mahendra was a rational man and did not believe in ghosts or spirits but could not help getting influenced by what Iswaran told him about the female ghost. He tried to ignore the strange sounds at night but got scared when he saw the apparition. However, his rationality made him forget the previous night's experience.

Mahendra's faith in Iswaran was very strong. He was convinced about the presence of a female ghost when Iswaran told him that he had heard sounds at night.

This character appeals to the reader for his qualities as a devoted worker, a kind-hearted master and a trusting man.

Multiple Choice Questions

1. Who told Iswaran's story to Ganesh?
(A) Mahendra.
(B) Mahendra's cook.
(C) Ganesh's mother.
(D) Ganesh's cook.
2. What was Iswaran fond of reading?
A) books
B) comics

- C) fiction
D) popular Tamil thrillers
3. How did Iswaran make the elephant unconscious?
A) using a gun
B) shooting at him
C) giving him injection
D) using Japanese Art Karate (Ju- Jitsu)
4. Why does Iswaran use dramatic suspense and surprise in his story narration?
A) to catch the attention of the listeners
B) to boast
C) to fake
D) to befool others
5. How did Iswaran describe the uprooted tree?
A) adding suspense and surprise
B) using hands and eyes dramatically
C) catching the attention
D) all
6. How did Iswaran entertain Mahendra?
A) telling him stories just like a television
B) by scaring him like ghosts
C) by telling him jokes
D) none
7. What did Iswaran say he often found in the factory area?
(A) Ghost.
(B) Spirit.
(C)-Human skulls.
(D) Magic lamps.
8. What made Mahendra wake up on a full moon night?
A) a moan
B) a nightmare
C) a noise
D) all.
9. Why did Mahendra want to shift from his workplace?
A) he didn't like the place
B) weather didn't suit him
C) because of the fear of ghosts
D) All

Reference to Context

1. He would miraculously conjure up the most delicious dishes made with fresh vegetables within an hour of arriving at the zinc-sheet shelter at the new workplace.

(a) Who is 'he' in the above lines? Why is he being appreciated?

Ans: 'He' in the above lines is Iswaran, Mahendra's servant. He is being appreciated because he could quickly cook delicious dishes from fresh vegetables even in a remote workplace.

(b) What was the zinc-sheet shelter?

Ans: The zinc-sheet shelter was the temporary home at the new construction site where Iswaran stayed with his master, Mahendra.

(c) Was the cook resourceful?

Ans: The cook, Iswaran, was resourceful since he could arrange fresh vegetables even in unfamiliar workplaces.

(d) What is the meaning of 'conjure up' in these lines?

Ans: 'Conjure up' means to do some magic trick. Here it means to quickly cook delicious dishes even when ingredients were not ready at hand.

2. Can I make something special for dinner tonight, sir? After all today is an auspicious day-

(a) Who is 'I' and who is his 'sir'?

Ans: "I" here is Iswaran, the storyteller, and his 'sir' is his master, Mahendra, the junior supervisor.

(b) What permission is the speaker seeking here?

Ans: Iswaran is seeking permission to prepare something special for dinner that night.

(c) Why was the day auspicious?

Ans: The day was auspicious as it was devoted to the memory of ancestors.

(d) What tradition was followed on this day?

Ans: The tradition of preparing various delicacies to feed the spirits of ancestors was followed on this day.

3. It is an ugly creature with matted hair and a shrivelled face, like a skeleton holding a foetus in its arms.

(a) What is 'it' here and who is describing 'it'?

Ans: 'It' here is the female ghost who is being described by Iswaran, the cook.

(b) Why was 'it' ugly?

Ans: 'It' was ugly because it had matted hair and shrivelled face like a typical ghost.

(c) Who had seen 'it', when and where?

Ans: It was claimed to have been seen by Iswaran at midnight during the full moon in the factory area supervised by Mahendra.

(d) What effect does this description of the ugly creature have on Mahendra?

Ans: This description made Mahendra shiver with horror although he put up a brave show by dismissing Iswaran's belief in ghosts or spirits as a figment of his imagination.

Question and Answers

1. In what way is Iswaran an asset to Mahendra?

A. Iswaran is an asset to Mahendra as he accompanies him everywhere. He cooks food for him, washes his clothes, cleans the living place and entertains him with his unique stories.

2. How does Iswaran describe the uprooted tree on the highway? What effect does he want to create in his listeners?

A. Iswaran would raise his eyebrows in a curve and raise his arms in a dramatic gesture. He would say that once he was walking down the empty highway all alone. He saw a huge beast lying on the road. He thought of going back but as he got closer, he saw that it was a tree that had broken and had fallen on the road. Its branches appeared to be the beast's limbs that had spread out on to the road.

He wanted to create a scene in the listener's mind so that he would get captivated in the story. Iswaran wanted to create curiosity in the mind of the listener as to what happened next in the story.

3. How does he narrate the story of the tusker? Does it appear to be plausible?

A. Firstly, he gave an introduction that his village was surrounded by a dense forest. The wood was processed at the timber yards and the logs of timber were transported onto the lorries by elephants. He added that the beasts were huge and in case one of them went mad, it could not be controlled even by an experienced mahout. He would get so caught up in the excitement of his own story that he would get up from the floor and jump about, stamping his feet in emulation of the mad elephant. Iswaran's talent of narrating a story was praise-worthy. He put in a lot of effort to make it engrossing for the listener.

4. Why does the author say that Iswaran seemed to more than make up for the absence of a TV in Mahendra's living quarters?

A. Iswaran seemed to more than make up for the absence of a TV in Mahendra's living

quarters because his stories were so entertaining that every night they made up for the absence of a TV in Mahendra's living place. He would enjoy the unique way in which Iswaran narrated a story which was full of adventure, suspense and horror.

5. Mahendra calls ghosts or spirits a figment of the imagination. What happens to him on a fullmoon night?

A. Mahendra scolds Iswaran and says that ghosts do not exist. On a full moon night, he woke up from his sleep as he heard someone crying. At first, he thought that it was a cat which was hunting mice but as the sound grew louder and harsher, he was tempted to peep out of the window. In the white moonlight, he saw a dark, shady figure holding a bundle in its arms. Initially, he got scared but overcame it as he felt that his subconscious mind had played a trick on him. The next day, the presence of the ghost was confirmed by Iswaran and Mahendra realized that he actually saw a ghost the previous night. He did not want to live at a haunted place and so, resigned from the job.

Long Answer Questions

1. Storytelling is an art. Comment with reference to the story 'Iswaran the Storyteller'.

Ans. Story-telling is an art. The story-teller must have a grim tone, suitable expression of face and dramatic gestures of hands and body to leave a long-lasting impact on listeners. Stories can be made vivid by telling them in a unique style. Though stories are a figment of the imagination a perfect storyteller presents the facts. A good story has suspense in small things and has a surprise ending. Iswaran is a good storyteller. He used to read Tamil thrillers; it affected his behaviour. He used to narrate a small incident in a detailed way. He created suspense in small things and gave surprise endings. He was an expert in narrating stories in an elaborate way.

2. Iswaran was a master storyteller. Describe his amazing capacity of narrating stories and anecdotes.

Ans. Iswaran was a master storyteller. He was fond of reading popular Tamil thrillers. The stories that he narrated were greatly influenced by these novels. He narrated even the smallest of incidents by creating a loss of suspense. For example, if he had to describe a fallen tree, he would not simply say that he saw an up-rooted tree on the highway. He would say, "The road was deserted and I was all alone. Suddenly I spotted something that looked like an enormous beast. But as I came closer I saw that it was only a fallen tree." In order to make stories interesting, Iswaran added dramatic gestures to it. He would give the stories a surprise ending. Sometimes he would not end the story in order to heighten his master's curiosity. Often he was excited while telling a story. Then he would jump and stamp his feet in excitement.

Note

- 1. Two separate notebooks to be maintained for literature and language.**
- 2. Use gel pen only to write.**
- 3. Margins to be drawn properly and date should be mentioned.**

CHAPTER-SOCIALISM IN EUROPE AND THE RUSSIAN REVOLUTION

Read the following parts and try to answer the questions.

VOLUME 1

1. Part 1.1

1. Who were liberals? How were they different from Democrats?

2. Who were radicals?
3. Who were conservatives?

2. Part 1.2

1. What is Suffragate Movement?
2. Name the famous Italian nationalist.
3. Describe in detail what social changes were seen in the society after industrialization.

3. Part 1.3 & 1.4

1. What were the ideas and views of the socialists?
2. Who were Karl Marx and Friedrich Engels?
3. Who sought to build New Harmony?
4. Describe the ideas of Karl Marx.
5. In which year was the Labour Party formed and where?

4. Part 2.1 & 2.2

1. In 1914, who was the ruler of Russia?
2. What were the religions practised in Russia in 1914 ?
3. Describe the economic conditions of Russia before 1905.
4. How were the peasants of Russia different from the rest of Europe?

5. Part 2.3&2.4

1. Name any two socialist parties of Russia.
2. What were the differences between Bolsheviks and Mensheviks?
3. Who were Jadidists?
4. Analyse the circumstances which led to Russian Revolution, 1905.
5. What were the consequences of 1905 Revolution of Russia?

VOLUME 2

1. Part 2.5&3

1. Evaluate the circumstances leading to the February Revolution of 1917.
2. What were the impacts of the First World War on Russia?
3. What was the new name of St Petersburg?

2. Part 3.1&3.2

1. What do you know about Soviet?
2. Who was Lenin? What was April Theses?
3. Describe the factors responsible for the failure of the Provisional Government.
4. Describe the main events of the October Revolution in Russia.

3. Part 4

1. Explain the major effects of the October Revolution on Russia.
2. Discuss the positive and negative aspects of the Bolshevik government on Soviet Union and its people.

4. Part 4.1&4.2

1. What conditions led to the Russian Civil War in 1918-1920?
2. Who were Jadidists?
3. Explain the process of centralised planning in Russia.

5. Part 4.3 & 5

1. Who were Kulaks?
2. Explain the collectivisation policy of Stalin.
3. Explain the impact of the Russian Revolution on Russia and the world.

DRAWING

Topic- objects drawing (pencil shading)





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