

KERALA PUBLIC SCHOOLS  
ACADEMIC YEAR 2020-21  
HOME ASSIGNMENT



CLASS : IX  
DATE: 08.10.2020 to 22.10.2020

SUBJECT	ASSIGNMENT
MATHS	Chapter – 13 : Volume And Surface Area Of Solids [ Continue ] [ Ex – 13.5, 13.6, 13.7, 13.8, 13.9 ] Chapter – 14 : Statistics [ Ex – 14.1, 14.2, 14.3, 14.4 ] Chapter – 15 : Probability [ Ex – 15.1 ] Note – Problems Should Be Practiced From R.S Aggarwal Book.
SCIENCE	<p><b><u>PHYSICS</u></b></p> <p><b><u>Chapter 11: WORK AND ENERGY</u></b></p> <p>( NCERT Page no-154 to159)</p> <ol style="list-style-type: none"><li>1. Write the statement of law of conservation of energy.</li><li>2. Prove that total energy of a body at any instant during free fall of the body remain constant.</li><li>3. Define Power, write its S I unit and its practical unit.</li><li>4. Derive the relation between kilowatt hour and joule.</li><li>5. Do NCERT example 11.7, 11.8 and 11.9 and all In text Question in page number 156.</li><li>6. Do NCERT exercise Questions(1 to 21) in page number 158 and 159.</li><li>7. A body of mass 20 kg is lifted up to 10 metre height. Calculate its potential energy. If body is allowed to fall, find its Total energy just before it touches the ground(<math>g= 10 \text{ m/s}^2</math>).</li><li>8. A machine does 1920 joule of work in 240 seconds. What is the power of machine?</li><li>9. In a house three bulbs of 25 Watt each are used for 5 hours a day. Calculate the units of electricity consume in in a month of 31 days. Also find the total expenditure in one unit of electricity cost rupees 2.50?</li><li>10. Give mathematical relation between power, force and velocity .</li></ol> <p><b><u>CHEMISTRY</u></b></p> <p><b>CHAPTER-3 (ATOMS AND MOLECULES)</b></p> <ol style="list-style-type: none"><li>(1) Read the chapter thoroughly. Page (36-42) NCERT.</li><li>(2) Do question no.(1,2) pg.(42) NCERT BOOK.</li><li>(3) Do question (1-12) pg.(44) NCERT BOOK.</li><li>(4) Answers the flowing questions(Very Short Answer type)<ol style="list-style-type: none"><li>(i)What is mole ?</li><li>(ii) What is anion?</li><li>(iii) Define Avogadro's Number.</li></ol></li></ol>

- (5) What are the significance of mole?
- (6) Express the mole in terms of particles .
- (7) Express the number of moles in terms of mass.
- (8) Calculate the mass of the following:
  - (i) 0.5 mole of nitrogen gas.
  - (ii) 0.5 mole of nitrogen atom.
- (9) Calculate the number of particles of 46g of sodium atom.
- (10) Calculate the number of particles of 8g of oxygen molecules.

## **BIOLOGY**

### **Ch-13. Why do we fall ill**

A. Read the chapter thoroughly and answer the following questions:

1. Do question number 1 ,2 and 3 of page number- 178. 1 and 2 of page number -180.
- 1 ,2, 3 ,4 and 5 of page number -187 of NCERT book.

B. Answer the following questions :

1. What precautions can you take in your school to reduce the incidence of infectious diseases ?
2. What are infectious diseases ? Why are they called so
3. What is vaccination ? How is it different from the treatment of a disease ?
4. How antibiotics work against bacteria ?
5. What is immunity ? Explain : Natural and Acquired immunity ?
6. Differentiate between : a) Communicable and non-communicable diseases, b) Acute and Chronic diseases.

C. Give reasons :

1. we are normally advised to take bland and nourishing food when we are sick.
2. Bed rest is advised to a person who falls sick.
3. Antibiotics are not effective for viral diseases.
4. We consider prevention of diseases is better than cure.

D. Draw a flowchart to show the classification of immunity.

## **HINDI**

### **हिंदी साहित्य**

पाठ - प्रेमचंद के फटे जूते

छात्र पाठ को भली-भांति समझते हुए पढ़ें। कठिन शब्दों का अर्थ ढूंढें। मूल तत्व को समझने की कोशिश करें।

व्यंग्य में निहित अभिप्राय एवं कहानी के संदेश को समझने की कोशिश करें।

अभ्यास-कार्य

दिए गए प्रश्नों को अपने अभ्यास पुस्तिका में लिखिए।

Question 1: हरिशंकर परसाई ने प्रेमचंद का जो शब्दचित्र हमारे सामने प्रस्तुत किया है उससे प्रेमचंद के व्यक्तित्व की कौन-कौन सी विशेषताएँ उभरकर आती हैं?

उत्तर- प्रेमचंद

का व्यक्तित्व बहुत ही सीधा-सादा था, उनके व्यक्तित्व में दिखावा नहीं था। प्रेमचंद एक स्वाभिमानी व्यक्ति थे। किसी और की वस्तु माँगना उनके व्यक्तित्व के खिलाफ था। इन्हें समझौता करना मंजूर नहीं था। ये परिस्थितियों के गुलाम नहीं थे। किसी भी परिस्थितियों का डटकर मुकाबला करना इनके व्यक्तित्व की विशेषता थी।

Question 2: नीचे दी गई पंक्तियों में निहित व्यंग्य को स्पष्ट कीजिए -

(क) जूता हमेशा टोपी से कीमती रहा है। अब तो जूते की कीमत और बढ़ गई है और एक जूते पर पचीसों टोपियाँ न्योछावर होती हैं।

(ख) तुम परदे का महत्व ही नहीं जानते, हम परदे पर कुर्बान हो रहे हैं।

(ग) जिसे तुम घृणित समझते हो, उसकी तरफ हाथ की नहीं, पाँव की अँगुली से इशारा करते हो?

उत्तर

(क) यहाँ पर जूते का आशय समृद्धि से है तथा टोपी मान, मर्यादा तथा इज्जत का प्रतीक है। वैसे तो इज्जत का महत्व सम्पत्ति से अधिक है। परन्तु आज की परिस्थिति में इज्जत को समाज के समृद्ध एवं प्रतिष्ठित लोगों के सामने झुकना पड़ता है।

(ख) यहाँ परदे का सम्बन्ध इज्जत से है। जहाँ कुछ लोग इज्जत को अपना सर्वस्व मानते हैं तथा उस पर अपना सब कुछ न्योछावर करने को तैयार रहते हैं, वहीं दूसरी ओर समाज में कुछ ऐसे लोग भी हैं जिनके लिए इज्जत महत्वहीन है।

(ग) प्रेमचंद गलत वस्तु या व्यक्ति को इस लायक नहीं समझते थे कि उनके लिए अपने हाथ का प्रयोग करके हाथ के महत्व को कम करें बल्कि ऐसे गलत व्यक्ति या वस्तु को पैर से सम्बोधित करना ही उसके महत्व के अनुसार उचित है।

Question 3: पाठ में एक जगह पर लेखक सोचता है कि 'फोटो खिंचाने की अगर यह पोशाक है तो पहनने की कैसी होगी?' लेकिन अगले ही पल वह विचार बदलता है कि 'नहीं, इस आदमी की अलग-अलग पोशाकें नहीं होंगी।' आपके अनुसार इस संदर्भ में प्रेमचंद के बारे में लेखक के विचार बदलने की क्या वजहें हो सकती हैं?

उत्तर- पहले लेखक प्रेमचंद के

साधारण व्यक्तित्व को परिभाषित करना चाहते हैं कि ख़ास समय में ये इतने साधारण हैं तो साधारण मौकों पर ये इससे भी अधिक साधारण होते होंगे। परन्तु फिर बाद में लेखक को ऐसा लगता है कि प्रेमचंद का व्यक्तित्व दिखावे की दुनिया से बिल्कुल अलग है क्योंकि वे जैसे भीतर हैं वैसे ही बाहर भी हैं।

Question 4: आपने यह व्यंग्य पढ़ा। इसे पढ़कर आपको लेखक की कौन सी बातें आकर्षित करती हैं?

उत्तर - लेखक एक स्पष्ट वक्ता है। यहाँ बात को व्यंग्य के माध्यम से प्रस्तुत किया गया है। प्रेमचंद के व्यक्तित्व की विशेषताओं को व्यक्त करने के लिए जिन उदाहरणों का प्रयोग किया गया है, वे व्यंग्य को ओर भी आकर्षक बनाते हैं। कड़वी से कड़वी बातों को अत्यंत सरलता से व्यक्त किया है। यहाँ अप्रत्यक्ष रूप से समाज के दोषों पर व्यंग्य किया गया है।

Question 5: पाठ में 'टीले' शब्द का प्रयोग किन संदर्भों को इंगित करने के लिए किया गया होगा?

उत्तर: पाठ में 'टीले' शब्द का प्रयोग मार्ग की बाधा के रूप में किया गया है। प्रेमचंद ने अपनी लेखनी के द्वारा समाज की बुराईयों को प्रस्तुत करने का प्रयास किया। ऐसा करने के लिए उन्हें बहुत सारी कठिनाईयों का सामना करना पड़ा।

Question 6: आपकी दृष्टि में वेश-भूषा के प्रति लोगों की सोच में आज क्या परिवर्तन आया है?

उत्तर- पहले वेश-भूषा का प्रयोग शरीर ढकने के उद्देश्य से किया जाता था। परिवर्तन समाज का नियम है। इसलिए समय के बदलते रूप ने वेश-भूषा की परिभाषा को बदल दिया है। आज की स्थिति ऐसी हो गई है कि लोग फैशन के लिए इसका प्रयोग कर रहे हैं और समय के परिवर्तन के साथ अगर कोई स्वयं को न बदले तो समाज में उसकी प्रतिष्ठा नहीं बनती। स्वयं को समाज में प्रतिष्ठित करने के लिए लोग अपनी आर्थिक क्षमता से बाहर जाकर वेश-भूषा का चुनाव करते हैं। आज वेश-भूषा केवल व्यक्ति की ज़रूरत न होकर उसके व्यक्तित्व का एक अभिन्न अंग बन चुका है।

हिंदी भाषा

1. अर्थ के आधार पर वाक्य के भेद बताएं -

1. अब तक वह सो गया होगा।

2. एक गिलास पानी लाओ।

3. सौरभ को बुलाओ।

	<p>4. तुम्हारा मंगल हो ।  5. आज महाविद्यालय में अवकाश है ।  6. तुमने सुना होगा ।  7. झूठ मत बोलो ।  8. भगवान करे तुम्हारी नौकरी लग जाए।  9. यदि हम गवाही दे दें तो काम न बन जाए ।  10. गुरुजन का सम्मान करना सीखो ।</p> <p>2. निर्देशानुसार वाक्य परिवर्तन करें।  (i) विदेशी होकर भी वह हिंदी बोलती है। (विस्मयवाचक)  (ii) पछताने से बचने के लिए कठोर परिश्रम करो। (संकेतवाचक)  (iii) सुबह होते ही फूल खिलने लगे। (विस्मयवाचक)  (iv) ताकतवर होते हुए भी वह हार गया। (प्रश्नवाचक)  (v) हरिद्वार जाकर मैं गंगास्नान नहीं करूँगा। (विधानवाचक)  (vi) चिड़ियाँ यहाँ आकर दाना चुगती हैं। (इच्छावाचक वाक्य)  (vii) प्रांजल स्वस्थ होने के साथ धनी भी है। (निषेधवाचक वाक्य)  (viii) वह अपने माता-पिता की सेवा करता है। (इच्छावाचक वाक्य)  (ix) संपन्न होने के कारण वह अधिक खर्च करता है। (निषेधवाचक वाक्य)  (x) काश! इस पुस्तक को ध्यानपूर्वक पढ़ते। (आज्ञावाचक वाक्य)  (xi) सुंदर दृश्य है। (विस्मयवाचक वाक्य)  (xii) उसने बाज़ार जाकर जूते नहीं खरीदे। (विधानवाचक वाक्य)  (xiii) खेमू बरतन साफ़ करता है। (आज्ञावाचक वाक्य)  (xiv) हम घूमने जाते हैं। (इच्छावाचक वाक्य)  (xv) सुबह की पहली बस पकड़ने से ही समय पर पहुँचोगे। (संकेतवाचक वाक्य)</p>
<p><b>ENGLISH</b></p>	<p><b><u>ENGLISH LITERATURE</u></b></p> <p>THE STORY AT A GLANCE</p> <p>The Last Leaf" is a short story by <b>O. Henry</b> published in 1907 in his collection <i>The Trimmed Lamp and Other Story</i>. The story is set in <b>Greenwich Village</b> during a pneumonia epidemic. It tells the story of an old artist who saves the life of a young neighbouring artist, dying of pneumonia, by giving her the will to live. Through her window she can see an old vine (growing on a nearby wall), gradually shedding its leaves as autumn turns into winter, and she has taken the thought into her head that she will die when the last leaf falls. The leaves fall day by day, but the last lone leaf stays on for several days. The ill woman's health quickly recovers. At the story's end, we learn that the old artist, who always wanted to produce a masterpiece painting but had never had any success, spent considerable time painting with great realism a leaf on the wall for the whole night. Furthermore, the old artist himself dies of pneumonia contracted while being out in the wet and cold.</p>

## **Summary in detail:**

### **Sue and Johnsy, two young artists**

Sue and Johnsy were two young artists. They lived together in a small flat. It was situated on the third storey of an old house.

### **Johnsy caught pneumonia**

Johnsy fell seriously ill in November. She had pneumonia. Sue was worried. She sent for the doctor. But the doctor told Sue that Johnsy had lost the will to live. Medicines will not help her. Sue comforted her

Sue tried her best to make Johnsy to take interest in things around her. She talked about clothes and fashions. Sue brought her drawing-board into Johnsy's room and started painting. She also whistled while painting.

### **Johnsy's strange fancy**

Johnsy looked at an ivy creeper outside on the wall. It was shedding its leaves because it was autumn. Johnsy was counting backwards from twelve onwards. Sue asked what it was all about. Johnsy told her that she would die with the falling of the last leaf. It would happen in three days. Sue called it nonsense. She also told her that she would be all right soon. But it had no effect on Johnsy.

### **Sue met Behrman•**

Behrman was an old painter. He lived on the ground floor. He was sixty-years old. He had a dream that one day he would paint a masterpiece. But he had no success so far. Sue told Behrman about Johnsy's strange fancy. Both he and Sue went to Johnsy's room. Johnsy was sleeping. They saw that the ivy creeper had only one leaf left on it. It was raining. It seemed that the last leaf would fall any time.

### **Johnsy saw the last leaf**

Johnsy awoke from her sleep. She looked out of the window. She looked at the last leaf. She asked Sue to look at it. It was green and healthy. Johnsy looked at the leaf every hour. But it didn't fall even in the stormy evening. This revived a will to live in Johnsy.

### **Johnsy accused herself**

Johnsy accused herself. She called Sue. She admitted before her that she had been a bad girl. She told Sue that she was very wicked. The last leaf had shown her that. Now she felt that it was a sin to want to die. She then asked for a mirror. She had lots of hot soup also. told Johnsy of Behrman

Next morning Sue told Johnsy about Behrman. Behrman was ill for only two days. The guard found him on his bed. His clothes and shoes were wet. He was shivering in the stormy night. He had painted the last leaf on the wall in that night. He had caught pneumonia and died. Sue asked her if she hadn't wondered why the leaf had not fluttered. She told her that the last leaf was Behrman's masterpiece. He painted it the night the last leaf fell.

### **THEMES:**

### **Sacrifice**

Behrman's true masterpiece ends up being his selfless sacrifice to help Johnsy survive and get better. His painting is a symbol of hope and inspiration because he not only does something for another person but ends up giving the biggest sacrifice for it.

Similarly, Sue is also willing to sacrifice her time and wishes for her friend. She is willing to devote all her energy in her care and even support her emotionally and financially when it would be easier for her to not get too involved.

They both prove that sometimes love and compassion can be more valuable than even the most valuable of material possessions

### **Friendship**

The central theme of the story is the friendship between Sue and Johnsy. They both love their art and share similar passions. When Johnsy falls ill, Sue manages all her care. She prepares her food and arranges for her treatment.

When Johnsy falls into despair and depression, it is Sue who encourages her to stay optimistic and in the end, it is Sue who informs Behrman about Johnsy's mental conflict.

Behrman is also close with the two girls and he ends up painting a realistic leaf outside Johnsy's window that inspires her to fight and survive.

### **HOPE**

However, it is Sue who remains hopeful for both of them. She is the beacon of light for her friend. Behrman, having struggled as an artist, is depressed that he might never make a singular art piece.

However, he ends making a truly inspirational one. This example also highlights that hope is what keeps dreams alive. If one loses all hope of getting better and accomplishing one's goals, then it is like giving up without trying.

Hope is what helped Johnsy reappear from the darkness of doubt and depression and hope is what helped Behrman achieve immortal greatness through his art.

### **Title**

The title "The Last Leaf" raises the curiosity of the reader regarding a happening or an event towards some kind of 'end'. The word 'last' reflects the main idea of the story which is the last breath of Johnsy. The last leaf becomes the last hope of survival and keeps the reader hooked until the end. Throughout, the last ivy leaf remains the central point. In the early part of the story it remains associated with

Johnsy's ailment and depression while later on, it conveys the message of courage, hope and optimism. The last leaf saves Johnsy's life and fulfils Behrman's lifelong dream to paint a masterpiece. However, it also turns out to be his last masterpiece, too. Hence the title is very apt.

### **Title (2)**

The leaves of the ivy creeper are falling fast. Johnsy, the sick girl, feels that she would die as soon as the last leaf would fall from the ivy creeper. One night, only one leaf remains on the ivy. It would fall the same night. The old artist, Behrman, decides to go out in the rain and paint an artificial leaf as soon as the last leaf fall. So, since Johnsy makes her life depends upon the last leaf, the title is appropriate. The last leaf on the ivy helps one person to survive but results in the death of another person.

### **Message**

The chief message that this story gives is the spirit of sacrifice we need to have in our life. The old artist, Behrman sacrificed his life so that Johnsy could live. In this process, he also achieved his ambition of painting a masterpiece.

The other message is that we should have a positive attitude in life. Johnsy was under depression and she felt her life was linked to the leaves on the ivy creeper. This prevented her from getting better from her illness. She was also causing harm to her friend, Sue. Had she adopted a positive attitude, Behrman would not have died. Our thinking and attitude affect the lives of other people too.

### **Character Sketches**

**Behrman:** Behrman is a 60-years-old painter. He lived on the ground floor of the house where Sue and Johnsy lived. He had a lifelong dream to paint a masterpiece. Sue told him about the condition of Johnsy. Johnsy felt that she would die, once the last leaf fell from the ivy creeper. Behrman thought of a plan to save Johnsy. He went out in the rainy and stormy night and painted a picture of a leaf on the ivy. Johnsy saw the leaf the next morning and got back her will to live. But Behrman died of pneumonia because he had been out all night in the cold. Thus Behrman made the supreme sacrifice of giving up his life for the sake of another person. He was a great soul. In this process, he achieved his ambition of painting a masterpiece.

**Johnsy:** Johnsy was a young artist who lived with her friend Sue. She fell ill very seriously and had pneumonia. She had the fancy idea that she would die once the last leaf on the ivy creeper, outside her window, would fall down. The leaves were falling down very fast as the weather was stormy. Only one leaf remained. She felt that the last leaf will fall in the night and she would die. But Behrman went out in the cold night and painted a leaf on the wall. Johnsy saw this leaf the next morning and got back her will to live. But her foolish attitudes lead to the death of Behrman. She was a weak-hearted woman.

**Sue:** Sue was a young artist who lived with Johnsy. She tried her best to feel Johnsy

better and help in to get over her illness. But Johnsy would not listen to her. She was adamant. Sue sought the help of Behrman to solve the issue. Behrman solved the problem by painting a leaf on the wall. So we find that Sue is a true friend of Johnsy.

**Short Question/ Answers :**

**Q1. Were Sue and Johnsy good friends?**

**Ans.** Yes, Sue and Johnsy were very good friends. They had similar tastes and profession. They lived in the same flat. When Johnsy fell ill, it was Sue who looked after her and wished for her easy recovery.

**Q2. What was Johnsy's superstitious belief?**

**Ans.** Johnsy had developed a superstitious belief she would breathe her last as soon as the last leaf of the ivy vine fell.

**Q3. Why was Johnsy's condition worrisome according to the doctor?**

**Ans:** According to the doctor, Johnsy's condition was worrisome because she did not show any signs of improvement despite good treatment. He thought that perhaps she had lost her will to live and no medicine could help her in this negative state of mind.

**Q4. How did Sue try to revive Johnsy's interest in things around her?**

**Ans:** Sue talked about clothes and fashions to draw Johnsy's interest in things around her. She also moved her drawing-board to Johnsy's room and whistled as she painted, to keep Johnsy's mind off her illness.

**Q5. What did the people think of Behrman?**

**Ans.** Behrman was not only an artist, he was a true human being. He wanted to give relief to Johnsy from her superstitious beliefs. He painted the last leaf in a chilly and rainy night. He caught Pneumonia and sacrificed his life to save Johnsy's life.

**Additional Questions/Answers:**

**Q1.** Behrman has a dream. What is it? Does it come true?

**Ans.** Behrman has a dream. He wants to paint a masterpiece, but so far he has not succeeded in it. Johnsy's illness he paints his masterpiece. It is a leaf. However, he dies in the process of painting it.

**Q2.** What is Behrman's masterpiece? What makes Sue say so?

**Ans.** Behrman's masterpiece is the ivy creeper's leaf on the wall, it saves Johnsy's life. Looking at it in the morning, Johnsy regains her willingness to live. This makes Sue remark that Behrman has painted his masterpiece.

**Q3.** Why did Johnsy need a hand mirror?

**Ans.** Johnsy found that the last leaf of the ivy vine was still there despite strong wind and rain. Now she felt a bit relieved. She needed a mirror to see her face.

**Q4.** What was Sue's reaction when she came to know of Johnsy's belief?

**Ans.** Sue reacted instantaneously to Johnsy's superstitious beliefs by calling it "nonsense". The falling of the leaves of the ivy vine had nothing to do with Johnsy's life.

**Long Questions/Answers:**



**Q1. What was the reason for Johnsy's deteriorating health?**

**Ans:** Johnsy suffered an attack of pneumonia in the cold winter month of November. Her illness made her so weak that she went into depression. She would lie still on her bed and keep gazing out of the window. The autumn added to her gloom when she saw the trees shedding leaves. She began to associate her death with the falling leaves and this negative thought deteriorated her health. When she gave up all hope on life, she refused to eat anything and medicines lost their effect. According to the doctor, her recovery depended on her willingness to live. In the absence of determination to get well soon even the medicines failed to affect positively.

**Q2. How did Behrman save Johnsy's life?**

**Ans:** Behrman saved Johnsy's life by sacrificing himself at the altar of art. "The Last Leaf" is about his extreme sacrifice that infuses life in a young depressed woman. Johnsy's illness was serious but could be cured if she had the will to live. Her falling health was more due to her state of depression than pneumonia. The sixty-year-old painter Behrman took upon himself the difficult responsibility of saving Johnsy. He made a single-handed effort to brave the icy winds and rain to reach the window by climbing a ladder and finally paint a fresh and green leaf that looked natural and real. The readiness with which he gave up his life shows art unparalleled commitment to talent. He painted the leaf with such passion that it revived the sinking breath of Johnsy. He thus saved Johnsy's life by sacrificing his own.

**Q3. What values of friendship are prominent in Sue's character?**

Sue displays the virtues of a true and faithful friend. She and Johnsy were young artist friends who shared a small flat. When Johnsy fell ill, Sue did not spare any effort to nurse her back to health. She exhibited the values of sincerity and commitment to her friend by calling the doctor who would visit them daily to review Johnsy's condition. She tried to lift Johnsy's spirits by talking cheerfully to her and thus exemplifying the value of unwavering support to a depressed friend. She would sit beside Johnsy's bed and paint so that she could earn for herself and Johnsy. She comforted Johnsy and dealt with her cranky behaviour very patiently. With her cheerful disposition and her optimism, she tried her best to reassure Johnsy that the old ivy leaves had nothing to do with her illness. Sensing the seriousness of Johnsy's health and her state of mind, she at once sought Behrman's help. Thus, Sue proves to be a compassionate human being and a true friend.

**REFERENCE TO CONTEXT:**

**A: " Twelve!" After sometime she whispered "eleven",then "ten",then "nine", "eight", "seven".**

**Qi Who whispered the above lines?**

Ans. Johnsy looking out of the window whispered so.

Q ii. Who anxiously looked out and what did she find?

Ans. Sue looked anxiously out of the window. She saw an old ivy creeper climbing half-way up the brick wall opposite their window.

Q iii. Which season is referred to in the story? What significance does it have in context to the story?

Ans. Autumn season is referred to in the story. During this season trees shed their leaves, so the old ivy creeper outside their window was shedding its leaves.

**B: I will come with you and see Johnsy,”**

Q i. Who said these words?

Ans. Behrman said these words.

Q ii. What he assured Johnsy to come and see?

Ans. Behrman convinced Johnsy that he would come next morning to see through the window of her room, the last leaf of the ivy vine was still there or not.

Q iii. Who was Johnsy at that moment?

Ans. Johnsy was having a high fever. She even refused to eat or drink and that worried Sue a lot.

**PLEASE NOTE: Art Integration ( project work) to be done in the Scrap book only.**

**• Story writing on " Dream Big, sky is the Limit." ( Refer To Chapter ' A Truly Beautiful Mind.')**

**INSTRUCTIONS :**

The given assignment related to the chapter: “ **The Last Leaf** “is to be written systematically

In your English Literature notebook.

\* Draw margins on every page and headlines at the beginning.

\* Write the date and do your work neatly.

**INSTRUCTIONS :**

The given assignment related to the chapter: “ **editing, gap filling and re- arranging the sentences** “is to be written systematically

In your English Language notebook.

\* Draw margins on every page and headlines at the beginning.

\* Write the date and do your work neatly.

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.

**ERROR      CORRECTION**

- |   |  |
|---|--|
| 1. In the traditional sense prayer meant communicating on God Almighty. It includes the devotions, verbal but mental prayers that are saying. There are various ways and forms to prayer and meditation, vocal prayers, etc. But the fundamental either the base of prayer are not any of these.  | (a) .....<br>(b) .....<br>(c) .....<br>(d) .....<br>(e) .....<br>(f) .....<br>(g) .....<br>(h) ..... |
| 2. Maricha changed him into a charming golden deer on surpassing beauty and wandered around an <i>ashrama</i> playfully in order to drawing Sita's attention. Sita is gathering flowers near the <i>ashrama</i> , while she suddenly saw the golden deer. Enchanted with the charming beauty of the animal, she asked Rama and Lakshmana to look into the exquisite animal. | (a) .....<br>(b) .....<br>(c) .....<br>(d) .....<br>(e) .....<br>(f) .....<br>(g) .....<br>(h) ..... |
| 3. At a certain village, in the province of La Mancha at Spain, there live the gentleman of about 50 years of age. He was tall and thin and has giant features. At one time he is rich, but now he was poor, why he had sold all his lands at buy books. He loved reading and spending all his time between his beloved books.  | (a) .....<br>(b) .....<br>(c) .....<br>(d) .....<br>(e) .....<br>(f) .....<br>(g) .....<br>(h) ..... |
| 4. A city of Venice attracts many a traveller, as it lie sparkling in the sunshine, its buildings reflecting in the waters of the canals. There are much beautiful churches, places and museums. In fact most of their buildings are palaces long ago, so they look grand and state. Some of them have been converted into museums but libraries.                           | (a) .....<br>(b) .....<br>(c) .....<br>(d) .....<br>(e) .....<br>(f) .....<br>(g) .....<br>(h) ..... |

**GAP FILLING :**

1. It was a rainy day. Traffic (a)..... busy on the road. A (b)..... hit a car badly in the market. Five commuters were badly injured while one person (c).....on the spot. The injured persons were taken to the

nearest hospital. The local people were of great help.

- (a) (i) will be (ii) was (iii) is (iv) has been  
(b) (i) speeding bus (ii) speeded bus (iii) sped up bus (iv) speed bus  
(c) (i) was died (ii) had died (iii) died (iv) is died

2. For opening a bank A/C you (a)..... to select a bank of your choice. You (b)..... to visit the bank and contact the Customer Care Officer there. Thereafter you should meet the concerned Authority. You (c)..... to submit the required documents. Don't forget to visit the bank for collecting the passbook and ATM card.

- (a) (i) require (ii) are required (iii) will require (iv) have to require  
(b) (i) will (ii) should (iii) need (iv) are  
(c) (i) must (ii) shall (iii) are required (iv) should Last week the

3. Annual Function of our school (a)..... The Mayor of the town (b)..... to grace the occasion as the chief guest. The function (c)..... by the Principal while the Mayor, the chief guest distributed the prize to the winners.

- (a) (i) is celebrated (ii) had been celebrated (iii) was celebrated

(iv) shall be celebrated

- (b) (i) was invited (ii) has been invited (iii) is invited (iv) shall be invited  
(c) (i) is inaugurated (ii) was inaugurated (iii) will be inaugurated (iv) has been inaugurated

4. In the passage given below, some words are missing. Choose the correct word from the given options to complete the passage meaningfully.

Timely help (a) ..... the locals saved the life of a student caught (b) ..... heavy snowfall in Shimla. The girl was returning home when the taxi she (c) ..... in was caught in the heavy snowfall, (d) ..... people spotted her and (e) ..... her on their back, (f) ..... walked almost three kilometres to safety.

- (a) (i) to (ii) from (iii) of (iv) for

- (b) (i) under (ii) in (iii) during (iv) over

- (c) (i) travelled (ii) travels (iii) had travelled (iv) was travelling

- (d) (i) some (ii) any (iii) few (iv) no

(e) (i) lifted (ii) lifting (iii) had lifted (iv) were lifting

(f) (i) we (ii) they (iii) she (iv) you

**REARRANGE THE JUMBLED SENTENCES:**

1. Malala /was/ by the threats/ issued/ by nature/ on her /as she was /not deterred/  
courageous

2. his medication /mother advised /to take/ without fail/ Rohan

3. saves us/ turns away/ soft answer/anger and/ a/ a pitfall/from many

4. inventions/ armed/ which are/ has/ miracles/science/ man with/not less than/

5. generation/ time/ days/ younger/ to/ these/ doesn't have/ took after/ parents/ their

6. Hari /his/ to/ the airport /last week /to receive/ brother/went

7. ringing/ of the/ on migration/ most/ has come/from/ information/young and adult  
birds

8. are/ the /streets/ our /cities /noted for / their /some /of /crookedness

9. a /special / register/ released/ a detailed record/ and/ is kept in/ the bird/ then

10. the /farmer /has/ the corn/ is/ which /ripened /cutting.

**ON KILLING A TREE(POEM)**

**By GIEVE PATEL**

**ABOUT THE POET**

Gieve Patel (born on 18 August 1940) is an Indian poet, playwright, painter, as well as a practising physician. He belongs to a group of writers who have subscribed themselves to the 'Green Movement' which is involved in an effort to protect the environment. His poems speak of deep concerns for nature and expose man's cruelty to it.

**INTRODUCTION**

The poem "On Killing a Tree" by Gieve Patel presents the sturdiness of a fully grown tree, strengthened by nourishment from the earth, the sun and the air. The poem also depicts the survival instinct of a strong tree which refuses to die even when its trunk and branches have been chopped off. The real strength and vitality of a tree lie in its deep roots. It is only when these roots wither that the tree loses its life.

## **THEME**

“On Killing a Tree” is a scathing criticism of human callousness and cruelty in chopping down trees for agriculture, urbanization and industrialization. Apparently, the poem reads like a ‘How-to-Do’ manual of killing a tree but actually, it is a passionate appeal not to cut trees. The poem also applauds the sturdiness and resilience of trees in that they take all kinds of attacks and wounds in their stride but refuse to die. They may be wounded, scarred or maimed, but they bounce back into life by healing themselves in due course of time. One wonders if human beings can ever have that kind of attitude to life.

## **SUMMARY**

“On Killing a Tree” is a sensitive poem. The poet persuades the reader not to destroy trees and equates it with “killing” a human being. He says that a plant takes sunlight, water, air and nutrients from the soil to gradually become a huge tree. It develops a strong trunk and gets numerous leaves.

Merely cutting the trunk of the tree does not kill it. When a tree is cut, the sap flows out just like a wounded man bleed. Once the wound heals, new branches and tiny leaves grow from there which grow into trees.

In order to destroy a tree, it has to be uprooted. The roots which are white in colour and are damp due to the moisture that they get from the soil are hidden in a pit in the Earth. These roots are the most sensitive part of the tree as they bind it to the earth.

In order to kill the tree, these roots have to be detached from the soil.

Once the roots are detached, the tree starts dying, it withers, dries up with the action of heat and wind, twists, hardens and finally, dies.

## **LITERARY DEVICES**

1. **No rhyme scheme** is there in the poem. It is written in free verse. There is no rhyme or rhythm.

2. **Enjambment**: When one sentence continues into two or more lines.

Not a simple jab of the knife

Will do it. It has grown

Slowly consuming the earth

Rising out of it, feeding

Upon its crust, absorbing

Years of sunlight, air, water,

And out of its leprous hide

Sprouting leaves.

The most sensitive, hidden

For years inside the earth.

3. **Metaphor**: indirect comparison

Leprous hide - the uneven colour of the surface of the trunk of a tree is compared to the skin of a person suffering from leprosy.

Bleeding bark - the sap coming out of tree where it is cut is compared to the bleeding from the wound in a human's body.

4. **Alliteration:** repetition of a consonant sound in 2 or more closely places words.

Bleeding bark - 'b' sound

White and wet - 'w' sound

5. **Repetition:** a word or sentence is repeated to lay emphasis on it.

'Pulled out' is repeated.

### **REFERENCE TO CONTEXT**

**1. "Slowly consuming the earth  
Rising out of it."**

- (a) Name the poem and the poet.
- (b) What is the poem about?
- (c) Explain 'consuming the earth'.
- (d) What is 'it'?

Ans: (a) The name of the poem is 'On Killing a Tree', and the poet is 'Gieve Patel'.

(b) The poem is about the destruction of a tree.

(c) Consuming the earth' means that the tree has grown by securing food and nourishment from the earth.

(d) 'It' refers to the interiors of the earth.

**2. "Miniature boughs  
Which if unchecked will expand again  
To former size."**

- (a) What is a 'bough'?
- (b) What does the poet mean by 'unchecked'?
- (c) What will expand again?
- (d) What is the poet telling man?

Ans: (a) 'Bough' refers to the branches of a tree.

(b) The poet is telling man not to ignore the small twigs that grow out of the

stub of the  
chopped tree.  
(c) The unchecked twigs will grow and expand into its original size.  
(d) The poet is telling the inconsiderate human being not to do an incomplete job. He is warning them of the possibility of the tree growing back, if the sprouting shoots are not destroyed completely.

3.No,

**The root is to be pulled out—  
out of the anchoring earth;**

- (a) Who is saying these words?  
(b) Why does the poet say 'No'?  
(c) From where has the root to be pulled out?  
(d) What is the earth 'anchoring'?

Ans: (a) These are the words of warning said by the poet.

(b) The poet says 'No' to emphasise the need for controlling the regrowth of the tree.

(c) The root has to be pulled out from under the earth.

(d) The earth is anchoring the root of the tree.

### **SHORT QUESTION ANSWERS**

1. Can a "simple jab of the knife" kill a tree? Justify your answer

A. No, a simple jab of the knife cannot kill a tree. The place from where the tree is cut will give out sap and once the wound heals, new branches and leaves will grow from it which will develop into trees.

2. How has the tree grown to its full size? List the words suggestive of its life and activity.

A. The tree has grown by consuming nutrients from the Earth, absorbing sunlight, air and water. The words suggestive of its life and activity are - consuming the earth, Rising out of it, feeding Upon its crust, absorbing years of sunlight, air, water.

3. What is the meaning of "bleeding bark"? What makes it bleed?

A. Bleeding bark refers to the sap which flows out of the tree's bark where it is cut. The tree bleeds when it is cut with a knife.

4. The poet says "No" in the beginning of the third stanza. What does he mean by this?

A. 'No' means that the tree will not die by cutting or chopping the trunk.

5. What is the meaning of "anchoring earth" and "earth cave"?

A. "Anchoring Earth" means that the Earth supports the tree firmly. "Earth cave"



refers to the pit in the Earth where the roots of the tree bind it firmly to the Earth.

6. What does he mean by “the strength of the tree exposed”?

A. “the strength of the tree exposed” means that upon being uprooted, the most sensitive and important part of the tree i.e. the roots will no longer remain hidden in the Earth.

7. What finally kills the tree?

The tree dies when it is uprooted. When it is detached from the Earth, it withers, hardens, twists and finally dies.

### **LONG ANSWER QUESTION**

Q. What has the poet tried to express in the poem, “**On Killing a Tree**”?

Ans: The poet **Gieve Patel** has presented a very beautiful yet ironical poem, ‘**On Killing a Tree**’. He starts the poem with an ironical statement—It takes much time and strength to kill a tree. Then he explains the process of a tree’s growth—

it grows slowly and rises out of the earth by absorbing years of sunlight, air and water. So, it is not easy to kill a tree with a single stroke of a knife. One may cut off the trunk of a tree and all its branches, but the root continues to keep it alive. The tree has deep roots which draws its sap from the earth. It gives rise to tiny twigs and miniature boughs. The poet very skilfully describes the process of killing a tree. If total demolition is not done, green twigs are sure to emerge from the bleeding bark. The miniature boughs (branches) will grow from close to the ground and grow back to its normal size. The source of the tree is its roots which is white and wet. The secret of its strength is that it is hidden inside the earth for years together. It is fixed firmly in the earth. Thus, to kill a tree it has to be uprooted, scorched and choked in the sun. After uprooting, the roots are to be exposed to the sunlight till they dry and become brown. Then it stops breathing. It becomes hardened, twisted and browned.

### **MULTIPLE CHOICE QUESTIONS (BASED ON YOUR UNDERSTANDING ANSWER THE FOLLOWING)**

Q1- What does the tree symbolise in this poem?

- A) prosperity
- B) greenery
- C) deep rooted evil
- D) none

Q2- What helps the tree to grow?

- A) earth
- B) air
- C) gardener
- D) none

Q3- Where does the strength of the tree lie?

- A) in leaves
- B) in fruits
- C) in its roots
- D) All

Q4- What killed the tree?

- A) scorching and chopping
- B) floods
- C) irresponsible behaviours
- D) All

Q5- 'The strength of the tree is exposed'- what do these words convey?

- A) roots of the tree taken out of the earth
- B) roots are withered
- C) tree is withered
- D) All

Q6- What is the rhyming scheme of this poem?

- A) aabc
- B) abcd
- C) no rhyming scheme- It is written in free verse
- D) None

Q7-What does the poet equate killing trees with?

- A) killing animals
- B) killing insects
- C) killing human beings
- D) None

**COMP SC**

**Ch 7 :Advanced features of MS Word 2013.**

**Mention the commands available in in MS Word 2013 Ribbon for the following questions**

1. Insert a table

Example: insert tab/ table group/ insert table,, command( specify number of rose and columns )/press ok button

2. Merging of two cells

	3. Autofit table contents
	4. Convert table to text
	5. Shading First row of a table
	6. Aligning text to the centre of a cell
	7. Insert new row to the right
	8. delete an entire table
	9 updating page numbers in TOC
	10. no borders to the table

<b>SOCIAL STUDIES</b>	<p><b>CHAPTER : NAZISM AND THE RISE OF HITLER</b>  <b>READ THE FOLLOWING PARTS AND ANSWER THE GIVEN QUESTIONS</b>  <b>VOLUME -1</b></p> <p>PART 1&amp;1.1 ( PAGE 51&amp;52)</p> <ol style="list-style-type: none"> <li>Analyse the birth of Weimar Republic.</li> <li>Mention the major terms of the Treaty of Versailles.</li> <li>Who were known as November Criminals and why?</li> <li>The First World War left a deep imprint on European society and polity. Analyse by giving examples.</li> </ol> <p>PART 1.2&amp;1.3(PAGE:52-55)</p> <ol style="list-style-type: none"> <li>Write a short note on Spartacist League</li> <li>How did the situation of hyperinflation rise in Germany?</li> <li>What was Dawes Plan?</li> <li>Analyse the impact of the Great Depression on USA.</li> <li>Analyse the impact of the Great Economic Depression on Germany.</li> <li>What were the inherent defects of Weimar Republic?</li> </ol> <p>PART 2(PAGE 56-58)</p> <ol style="list-style-type: none"> <li>Explain the factors which led to the rise of Hitler in Germany.</li> <li>Define Propaganda</li> </ol> <p>PART 2.1(PAGE :58)</p> <ol style="list-style-type: none"> <li>How did Hitler destroy the democracy in Germany?</li> </ol> <p>PART 2.2(PAGE 59-60)</p> <ol style="list-style-type: none"> <li>Analyse the reconstruction policy of Hitler.</li> <li>Explain Hitler's foreign policy.</li> <li>Why U. S. A resisted it's involvement in the Second World War? Which incident marked it's entry?</li> </ol> <p><b>VOLUME 2</b></p>
-----------------------	--

	<p><b>PART 3(PAGE61)</b>  1.How were the ideas of Charles Darwin and Herbert Spencer adopted by Hitler or Nazis?  2.Explain Lebensraum.</p> <p><b>PART 3.1&amp;3.2</b>  1.Analyse the racial policy of Hitler or the Nazis.  2.Explain the Nazi policy towards the Jews.  3.Evaluate peculiar features of Nazi thinking.</p> <p><b>PART 4(PAGE 66)</b>  1.Explain Hitler or Nazi policy towards the youth.</p> <p><b>PART 4.1&amp;4.2(PAGE 67-69)</b>  1.Explain Hitler's policy towards women.  2.Evaluate the Nazi Art of Propaganda</p> <p><b>PART 5(PAGE - 71&amp;72)</b>  1.Explain the reaction of ordinary people regarding the policies of Nazism.  2.Who wrote the book 'Third Reich of Dreams'? What did the author describe in this book?  3.How did the world come to know about the 'Nazi Holocaust'?</p>
<b>DRAWING</b>	<p><b>Topic- pencil shading</b>  <b>Complete this drawing in your school drawing copy</b></p>



**Dr. Rachana Nair**  
**Director Academics**

