

**KERALA PUBLIC SCHOOLS**  
**ACADEMIC YEAR 2020-21**  
**HOME ASSIGNMENT**



**CLASS : IX**  
**DATE:05.12.2020 to 20.12.2020**

<b>SUBJECT</b>	<b>ASSIGNMENT</b>
<b>MATHS</b>	Sums to be practiced from R.S.Aggarwal and R.D.Sharma book.
<b>SCIENCE</b>	<p><b>PHYSICS</b> <b>CHAPTER 8 (Motion) Revision</b></p> <ol style="list-style-type: none"><li>1. An object has moved through a distance. Can it have zero displacement? If yes, support your answer with an example.</li><li>2. A farmer moves along the boundary of a square field of side 10 m in 40 s. What will be the magnitude of distance and displacement of the farmer at the end of 2 minutes 20 seconds?</li><li>3. Which of the following is true for displacement? (a) It cannot be zero. (b) Its magnitude is greater than the distance travelled by the object.</li><li>4. Distinguish between speed and velocity.</li><li>5. The odometer of a car reads 2000 km at the start of a trip and 2400 km at the end of the trip. If the trip took 8 h, calculate the average speed of the car in <math>\text{km h}^{-1}</math> and <math>\text{m s}^{-1}</math>.</li><li>6. A bus decreases its speed from <math>80 \text{ km h}^{-1}</math> to <math>60 \text{ km h}^{-1}</math> in 5 s. Find the acceleration of the bus.</li><li>7. A train starting from a railway station and moving with uniform acceleration attains a speed <math>40 \text{ km h}^{-1}</math> in 10 minutes. Find its acceleration.</li><li>8. A train is travelling at a speed of <math>90 \text{ km h}^{-1}</math>. Brakes are applied so as to produce a uniform acceleration of <math>-0.5 \text{ m s}^{-2}</math>. Find how far the train will go before it is brought to rest.</li><li>9. A trolley, while going down an inclined plane, has an acceleration of <math>2 \text{ cm s}^{-2}</math>. What will be its velocity 3 s after the start?</li><li>10. A racing car has a uniform acceleration of <math>4 \text{ m s}^{-2}</math>. What distance will it cover in 10 s after start?</li><li>11. What do you mean by uniform acceleration?</li><li>12. What is uniform circular motion? How is uniform circular motion regarded as an accelerated motion?</li><li>13. Draw velocity time graph for uniformly accelerated motion? Using V-T graph, derive i) position velocity relation. ii) Velocity time relation. iii) Position time relation.</li><li>14. What is the difference between uniform motion in straight line and uniform circular motion.</li><li>15. An artificial satellite is moving in a circular orbit of radius 42250 km. Calculate its speed if it takes 24 hours to revolve around the earth.</li></ol>

## **CHEMISTRY**

### **Chapter - 4 (Structure of the atom)**

1. Read the chapter thoroughly page no ( 49 – 53 )
2. Do Question no ( 10 – 19 ) page no ( 53 – 55 )
3. Answer the following questions ( VSA )
  - ( I ) Which sub atomic particles are found at nucleus of an atom ?
  - ( II ) What are shells or orbits ?
  - ( iii ) What do you mean by valence shells ?
  - ( iv ) Name of the element which does not contain any neutron In its nucleus ?
  - ( v ) Name the shell closest to the nucleus of an atom?
4. Define terms :-
  - ( a ) Mass Number ( b ) Atomic Number ( c ) Nucleus ( d ) Neutron
5. Answer the following questions . ( S.A )
  - ( I ) What observation led to the discovery of neutron ?
  - ( ii ) Helium atom has an atomic mass of  $4u$  and two protons in its nucleus. How many neutrons does it have ?
  - ( iii ) If number of electrons in an atom is 8 and number of proton is also 8 then.

- ( a ) What is the atomic number of the atom ?
- ( b ) What is the charge on the atom ?
- ( iv ) Compare the properties of electrons , protons and neutrons.
- ( v ) Describe Bohr's atomic model .
- ( vi ) List out the rules for writing of distribution of electrons in various shells for the first eighteen elements ?
- (vii) Define valency by taking examples of silicon and oxygen ?
- (viii) Differentiate between isotopes and isobars with suitable examples ?
- ( ix ) If  $z = 3$  what would be the valency of the element ?
- ( x ) Which of  $Na^+$  and He has completely filled K and L shell ? Also show diagrammatically the electron distribution in  $Na^+$  ion .

## **BIOLOGY**

### **Chapter: Why Do We Fall Ill ( Revision)**

#### **Answer the following questions**

1. What is symptom of a disease? Question how principle of immunization is being implemented for eliminating
2. State two consequences which one has to face while dealing with an infectious disease?

3. Which of the following diseases will cause major ill effects on general health - elephantiasis, cough and cold, tuberculosis, diarrhoea?
4. Write two examples of  
 i) viral diseases  
 ii) bacterial diseases
5. What are infectious diseases write two ways by which they can be controlled?
6. i) Define health.  
 ii) State and explain in brief the four major factors which are the causes of diseases?
7. i) What are communicable diseases?  
 ii) What are the common methods of transmission of disease?
8. a) What are communicable diseases ?  
 b) What are the common methods of transmission of disease?
9. a) List two causes of spread of typhoid?  
 b) Mention two ways by which we can prevent the spread of this disease?
10. a) Write the full form of AIDS.  
 b) Name the pathogen of this disease.  
 c) List any two modes by which these diseases transmitted.  
 d) Why a person suffering from AIDS cannot fight even a very small infection?
11. a) What is vaccination ?  
 b) Who discovered vaccine for the first time?  
 c) Name two viral diseases which can be prevented by using vaccines?
12. Differentiate between  
 i) Communicable diseases and non-communicable diseases.  
 ii) Acute diseases and chronic diseases.
13. What do you mean by inflammation? What are its common effects?
14. What are antibiotics? How do they work?
15. Ranjan was suffering from severe cold and cough I decided to appear in unit test. Shivam sitting next to Ranjan was not affected but Robin sitting behind got infected and suffered a lot. The teacher advised Ranjan to use clean handkerchief during coughing and sneezing. Answer the following questions:  
 i) Why did Shivam not got infected?  
 ii) Which type of disease is cold and cough?  
 iii) What values are shown by the teacher?

**HINDI**

SUB-HINDI

पाठ-बच्चे काम पर जा रहे हैं

प्रश्नोत्तर

1. प्रश्न- सुविधा और मनोरंजन के उपकरणों से बच्चे वंचित क्यों हैं?

उत्तर -समाज के बड़े वर्ग को आज भी गरीबी का अभिशाप झेलना पड़ रहा है। इस गरीबी और समाज की व्यवस्था के कारण करोड़ों बच्चों को अपने परिवार की आर्थिक गतिविधियों तथा जिम्मेदारियों में हाथ बटाना पड़ता है। ना चाहते हुए भी वे मजदूरी करने को विवश है। उनके माता-पिता के पास गेंद, खिलौने, किताबें आदि खरीदने की क्षमता नहीं है, इसलिए वे सुविधा और मनोरंजन के साधनों से वंचित है।

2. प्रश्न-दिन-प्रतिदिन के जीवन में हर कोई बच्चों को काम पर जाते देख रहा है, फिर भी किसी को कुछ अटपटा नहीं लगता। इस उदासीनता के क्या कारण हो सकते हैं?

उत्तर- काम पर जाते बच्चों को देख हर कोई उदासीनता का भाव प्रकट कर रहा है क्योंकि-

1. लोग आत्मकेंद्रित हो गए हैं। वे सोचते हैं कि चलो मेरा बच्चा तो काम पर नहीं जा रहा है।
2. लोग इस के प्रति जागरूकता नहीं दिखाते हैं, वे सोचते हैं कि यह सरकार के सोचने का कार्य है।
3. समाज का एक बड़ा वर्ग इन बच्चों से काम कराकर मुनाफा कमाकर अपनी जेब भर रहा है, तो वह इस बारे में क्यों सोचे।

3. प्रश्न-आपने अपने शहर में बच्चों को कब-कब और कहाँ-कहाँ काम करते हुए देखा है?

उत्तर-मैंने अपने शहर में बच्चों को चाय की दुकान पर, ढाबे पर, होटलों पर, सब्जियों या विभिन्न दुकानों पर, समृद्ध वर्ग के घरों में तथा प्राइवेट कार्यालयों में काम करते हुए देखा है।

4. प्रश्न-बच्चों का काम पर जाना धरती के एक बड़े हादसे के समान क्यों है?

उत्तर-बच्चों का काम पर जाना हादसे के समान है। क्योंकि बच्चे राष्ट्र का भविष्य हैं। जिस उम्र में बच्चों को पढ़ना-लिखना चाहिए तथा भविष्य का योग्य एवं सुशिक्षित नागरिक बनने की तैयारी करनी चाहिए, वे उस उम्र में बाल-मजदूरी करते हुए अपना भविष्य नष्ट कर रहे हैं। बच्चों का भविष्य नष्ट होना किसी हादसे से कम नहीं है।

5. प्रश्न-"बच्चे काम पर जा रहे हैं" कविता में कवि ने समाज के लिए क्या संदेश दिया है?

उत्तर-"बच्चे काम पर जा रहे हैं" कविता में कवि ने बच्चों के काम पर जाने की समस्या को प्रमुखता से उभारा है और प्रश्न किया है कि ऐसे कौन-से कारण हैं जिनके कारण बच्चों को काम पर जाना पड़ रहा है। समाज के लोग यह सब देखकर भी चुप हैं। कवि को समाज की यह संवेदनहीनता और भावशून्यता भयंकर लगती है। कवि समाज की इस संवेदनहीनता तथा भावशून्यता को भगाना चाहता है ताकि इन बच्चों के प्रति समाज कुछ सोचे और उन्हें बाल-मजदूरी से छुटकारा दिलाए। समाज के सभी लोग मिलकर बच्चों को पढ़ने-लिखने, खेलने-कूदने का अवसर प्रदान कराएं ताकि यही बाल-मजदूर कल के सुयोग्य नागरिक बन सकें।

6. प्रश्न-"हैं सारी चीजें हस्वमामूल" का अर्थ स्पष्ट कीजिए। यहाँ यह किस लिए प्रयुक्त हुआ है?

उत्तर-"हैं सारी चीजें हस्वमामूल" का अर्थ है-सभी चीजों का पहले जैसी स्थिति में रहना। उनमें कोई परिवर्तन न आना। यहाँ यह बच्चों के खिलौनों, पुस्तकें तथा खेल के मैदान आदि के लिए प्रयुक्त है।

7. प्रश्न-"क्या रंग-बिरंगी किताबों को दीमकों ने खा लिया है"-के माध्यम से कवि क्या कहना चाहता है?

उत्तर-कवि समाज से प्रश्न करता है कि क्या बच्चों की पुस्तकें नष्ट हो गई हैं। जो ये विद्यालय न जाकर काम पर जा रहे हैं। यदि पुस्तकें सलामत हैं तो उन्हें विद्यालय जाना चाहिए, काम पर नहीं।

पाठ- अलंकार

निम्नलिखित पंक्तियों में दिए गए अलंकारों को पहचान कर उनके नाम लिखें -

1. शशि-मुख पर घुँघट डालें

2. रति-रति शोभा सब रति के शरीर की

3. कहे कवि बेनी, बेनी ब्याल की चुराई लीन्हीं

4. सुरभित सुंदर सुखद सुमन तुझ पर झरते हैं

5. आरसी से अंबर में आभा-सी उजली लगे

6. है वसुंधरा बिखेर देती, मोती सबके सोने पर

	<p>7.हिमकणों से पूर्ण मानो हो गए पंकज नए        8.पाहुन क्यों ज्यों आए हो गाँव में शहर के        9.कोटि कुलिस सम वचन तुम्हारा        10.यह हरा ठिगना चना बाँधे मुरैठा शीश पर        11.हनुमान की पूँछ में, लगन पाई आग 1        सारी लंका जल गई, गए निशाचर भाग।        12.हरसाया ताल लाया पानी परात भर के</p>
<p><b>ENGLISH</b></p>	<p><b><u>ENGLISH LITERATURE</u></b>  <b>Topic: A House is Not a Home</b></p> <p><b>Introduction to the Lesson</b></p> <p>The story highlights the thin difference between a house and a home. While a house is a building where people live, a home is a place where a family lives together sharing the unique bond of love and oneness. The narrator’s house gets destroyed by fire and he gets a new house. Then he realizes that his home is the one built by the love and affection of his family and loved ones. Love and affection of one’s family is precious.</p> <p><b>A House is Not a Home Summary In Brief:</b></p> <p>The story revolves around Zan. He was sad as he got into a new high school. He did not have his old friends and was a junior there. He missed the old school and would visit it often. He had enjoyed being a senior there. To add to his miseries, one Sunday afternoon, his house caught fire. Other than a few papers and photos of his father that were retrieved by his mother, they lost everything. Zan did not even have a pair of shoes. His pet cat was also missing. Zan got depressed and did not want to attend school. He realized that he could not soak up in his sadness as they had to rebuild their life. They needed a new house, clothes, books, etc. They did not have any cash, credit cards or identity proofs and had to borrow money from his grandparents.</p> <p>One day at school, Zan was astonished to see a table full of things - books, stationary items, clothes, etc which had been collected by his classmates. They were helping Zan. Zan was overwhelmed and made friends. He came out of the depression and realized that life was beautiful. Zan saw his house being rebuilt and felt that same was happening with his life too. A kind woman returned his cat which had run away on being scared of the fire. Zan became full of life when he realized that life was not about material possessions but about love, affection and being with one’s loved ones.</p> <p style="text-align: center;"><b>THEME1:</b></p> <p>The story is based on the theme of adjustment issues encountered by teenagers. Routine problems of life appear grievous and difficult to children in their growing years. They fail to acknowledge the little blessings offered by life and focus on the small missing things. It takes some time, but love and support from people around them rebuild their faith in the goodness of life. Zan felt so pressurized by the changes in his life that he thought of death, the extreme way to escape. However, genuine outpouring of concern from his schoolmates made him realize that his fear and insecurities were unfounded. He connected back with life with the help of his new friends.</p> <p style="text-align: center;"><b>THEME2:</b></p>

When a student goes to a new school, some problems crop up. He needs time to adjust to the new situation. Further, when a boy faces a situation where his house is burned down it leads him to feel depressed and rejected. He feels the loss of his home badly. The boy is deeply saddened by the loss of his pet cat. But later, things change for better and normalcy returns in his life. Often, people come forward to help us in the time of our grief.

**MCQ Based Questions:**

**Q1-**What is the story 'A House is not a Home' about?

- (a) defines a home
- (b) defines a house
- (c) None
- (d) differentiates between a house and a home

**Q2-**How long did it take to blow out the fire?

- (a) two hours
- (b) three hours
- (c) four hours
- (d) five hours

**Q3-**Who made a collection of money for the author?

- (a) the students in the new high school
- (b) the teachers in the old primary school
- (c) neighbours
- (d) social workers

**Q4-**What did the author lose in the fire?

- (a) school shoes
- (b) uniform
- (c) bag and -books
- (d) all of the above

**Reference to context :-**

**A "She's going to be okay," "She just inhaled a little smoke".**

Qi Who is 'she' being referred to in the above extract?

Ans.'She' is being referred to Zan's mother.

Qii Who is speaking this line to whom?

Ans.The firefighter is speaking this to Zan.

Qiii Why did 'she's ran back to the house on fire?

Ans.'She ran back crazily into the house on fire to get back the pictures and letters of Zan's dead father, the only things she had to remember him by.

**B 'I walked around school like a zombie. '**

Qi Who walked around the school like a zombie?

Ans.Zan Gaudioso, the author walked around the school like a zombie.

Qii.What do you mean by the word ‘zombie ‘?

Ans.The word ‘zombie ‘ means a dull and apathetic person.

Qiii.Why did he feel himself to be a zombie?

Ans.Zan felt himself to be so because he lost his Tabby cat, his house, his old school, his old friends, his all security and wasn't sure what was going to happen next.Everything felt surreal to him.

### **A House is Not a Home Short Question and Answers**

Q1. What does the author notice one Sunday afternoon? What is his mother’s reaction? What does she do?

A. While he was doing his homework, Zan saw smoke coming in through the ceiling. The room was full of smoke in a few seconds. They rushed out of the house and saw that the roof was on fire. Zan’s mother ran inside and rescued some documents. She went again to get his father’s photographs and letters which were his only memories with them.

Q2. Why does he break down in tears after the fire?

A. Zan felt that everything was going the wrong way. He was in a new school, did not have his friends. Now, the fire snatched all his possessions, namely, his house, clothes, books and even his pet cat.

Q3.The cat and the author are very fond of each other. How has this been shown in the story? Where was the cat after the fire? Who brings it back and how

A.The cat and its master, Zan were attached to each other. Every morning Zan would disturb the cat and wake it. The cat would follow him, climb up his robe, sit in his pocket and sleep there. The cat would remain with Zan all the time. While he studied, it would hit its tail on his pen for entertainment.

Q4. What actions of the schoolmates change the author’s understanding of life and people, and comfort him emotionally? How does his **loneliness** vanish and how does he start participating in life?

A. Zan’s classmates were sympathetic and understood his situation. They arranged all necessities for him like clothes, books, stationary items. They invited him over to their place. All this comforted Zan. He came out of the negativity and made new friends. He realized that he was getting a new life.

Q5. What is the meaning of “My cat was back and so was I”? Had the author gone anywhere? Why does he say that he is also back?

A. “My cat was back and so was I” means that just like Zan got his cat back, similarly, he also got a new life. He came out of the gloom that had surrounded him. No, he had not gone anywhere. He says that he was back which implies that he got a new life which was full of affection and warmth

Of life.

**Q6. Why is the author deeply embarrassed the next day in school? Which words show his fear and insecurity?**

A. The author was deeply embarrassed the next day in school because he was not wearing the proper dress. He had lost everything in fire. He was still wearing the dress he had worn to church that morning. He had no shoes. He was wearing the tennis shoes that he borrowed from his aunt. He was totally embarrassed by everything. He had no books or homework, and his backpack was gone.

**Extra Questions/Answers :**

**Q1.** Why does the writer say that he walked around his school like a zombie?

**Ans.** He says this because the burning down of his house had been so sudden that it came as a shock to him. He had still not come to terms with it. Along with this, he had to wear borrowed clothes and shoes. All the security he had known, his old school, his friends, her house, and her cat, had all been ripped away from him, leaving his feeling desolate and empty.

**Q2.** Why did the writer's mother run back into the burning house?

**Ans.** The writer's father had died when he had been very young. His mother ran back into the burning house to try to save her husband's pictures and letters, which were all she had to remember him by.

**Q3.** How long did it take to bring the fire under control? Was the house habitable? Give reasons for your answer.

**Ans.** It took five hours to bring the fire under control. No, the house was completely burnt down, so it was not habitable.

**Q4.** Why does the writer say that he had no time to grieve?

**Ans.** He says this because he and his mother had to start life afresh at once. They had to find a new place to live and buy some clothes for school. They did not have time to spend feeling sad about what they had lost.

**Long Questions/Answers:**

**Q1.** Would you call the lady who returned the cat a kind and sensitive person? Give reasons for your answer.

**Ans.** Yes, the lady who returned the cat was definitely sensitive, because she allowed the cat into her house and took care of him. She understood that it must have strayed from its home, and needed to be cared for. Secondly, she realised that it was loved by someone who must be desperately trying to locate it. It was very selfless and generous on her part to try and locate the owners. She took a lot of time and trouble to reunite the cat with its family, without expecting anything in return.

**Q2.** What actions of the writer's schoolmates change his understanding of life and people, and comfort her emotionally?

**Ans.** The fact that his schoolmates got together and collected school supplies, notebooks, clothes like jeans, tops and sweatshirts for him affected the writer deeply. He was touched and



overwhelmed that people who had never even spoken to her before came up and introduced themselves. He got several invitations to their homes, and their genuine outpouring of concern made him feel a little less lost and sad. He felt more accepted and his loneliness vanished.

### **INSTRUCTIONS :**

The given assignment related to the chapter: “ **A House Is Not A Home**“ 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.

### **Topic: The Beggar (Prose)**

#### **The Beggar – Introduction**

The beggar is the story of the transformation of a beggar into a good person. The behaviour of a woman made him leave alcohol and lead a good life.

#### **Summary:**

##### **Advocate Sergei is detained**

Advocate Sergei was detained by a beggar one day. The beggar was crying to have pity on him. He said that he had nothing to eat. He had been a school teacher for eight years. But he lost the place.

##### **The beggar is described**

The beggar was in rags. He had dull and drunken eyes. He had the red spot on either cheek. He wore one high and one low shoe.

##### **Sergei recognises the beggar**

Sergei recognised the beggar. He told him that he had met him in Sadovya street. Then he had called himself a student. Sergei warned him that he would send for the police. The beggar admitted and told the truth.

##### **Sergei puts him to work**

The beggar asked Sergei for work. Sergei asked the beggar to chop wood for him when he asked for work. The beggar agreed to do that work, though unwillingly. The beggar was taken by Sergei's servant Olga to the shed. He had to chop woods there. Sergei could see Olga and the beggar in the shed.

##### **The beggar readies for work**

Olga gave the beggar an axe. But seeing the expression on his face, she scolded him. The beggar put a billet of wood between his feet, then he struck it feebly with his axe. The billet fell down. Meanwhile, Sergei went away. He had set a drunken and spoiled man at work in the cold. He began to feel sorry for it.

The beggar is given various kinds of work

Sergei found work for the beggar. The beggar would cut the wood on the first of every month.

He would also shovel snow. He would . beat dust out of the rugs and mattresses. He would put the wood-shed in order. Sergei ' moved into another house. The beggar packed and carried the furniture.

**Lushkoff, the beggar, offered other employment**

Lushkoff, the beggar, was now offered other employment. Sergei asked him to go to his friend. There he would be given some copying work as he could write. Sergei was happy as he had put a man on the right path.

**Sergei and Lushkoff meet after two years**

Two years went by. One evening Sergei was standing at a ticket window of a theatre. He was paying for his seat. He saw a little man beside him. That man wore a curly fur and a worn sealskin cap. Sergei recognised him. He asked him how he was.

**Lushkoff tells about himself**

Lushkoff told Sergei that he was a notary then. He was paid thirty-five roubles a month. Sergei was very pleased to hear him. Lushkoff thanked Sergei for what he had done for him. He told Sergei that if he had not helped him, he would have still been telling lies. He thanked Sergei and Olga, the cook. He told Sergei that Olga had actually saved him.

**Lushkoff tells more about Olga, the cook**

Lushkoff told Sergei that Olga would rebuke him. Then she would sit opposite to him and weep. She would call him various names. She would grow sad also. Then she would chop the wood for him. He amazed Sergei by saying that he didn't chop a single stick of wood for him. Due to Olga's actions, there came a change in his heart. He was set right by Olga and he won't forget her. He told Sergei that it was time for the bell. And he departed to the gallery.

**MCQ based Questions:**

- A) How much did Lushkoff earn per month working as a notary?
  - (b) twenty roubles
  - (d) twenty-five roubles
  - (c) thirty roubles
  - (d) thirty-five roubles
  
- B) What was Lushkoff in his earlier life?
  - (a) a village school teacher
  - (b) a student
  - (c) a Russian choir singer
  - (d) none of the above
  
- C) Where did Sergei meet Lushkoff after two years?
  - (a) in his house
  - (b) in his maid's house
  - (c) outside a theatre
  - (d) none

D) Why did Lushkoff agree to work for Sergei?

- (a) Sergei trapped him
- (b) because he was feeling ashamed
- (c) because of his own pride
- (d) all

**Reference to context :-**

**A “take this gentleman into the wood-shed and let him chop wood.”**

Qi. Who said these words to whom?

Ans. Sergei said these words to Olga.

Qii. Who is the ‘gentleman’ referred to in the extract?

Ans. Lushkoff, the beggar is being referred to.

Qiii. Why did Sergei bring this gentleman home?

Ans. Sergei brought this gentleman home with the hope that he could change him from a liar to a responsible person.

**B “Do you know, sir, that I did not chop one single stick of wood for you?”**

Qi. Who is confessing the truth to whom?

Ans. Lushkoff is confessing the truth before Sergei.

Qii. Who actually did the chopping of wood?

Ans. Olga, the cook actually did all the chopping activity.

Qiii. What message does the story ‘The Beggar’ convey to you?

Ans. The message the story ‘The Beggar’ conveys is simple. Acts of pure kindness can work wonders. They can bring about a change of heart even in the most stubborn persons like Lushkoff.

**THEME1**

The story is based on the theme of transformation of a depraved alcoholic through kindness, compassion and selflessness. Olga’s words and noble deeds changed Lushkoff’s heart. He gave up drinking and mended his truant ways. Another theme that runs through the story is gratitude. Lushkoff had become weak because of alcoholism and was no longer able to work. He resorted to telling lies and begging in order to survive. But when he received kindness, he acknowledged it with gratitude and remained indebted to Olga for life.

**THEME 2:**

Lushkoff is a beggar who is harmless and spends his life on the streets. His habit is to tell lies and beg from the people. He asks for alms from Sergei, an advocate, who admonishes him but also helps him out. Since the story revolves around the beggar Lushkoff, the title is justified.

**TITLE:**

The story is about the reformation of a beggar, Lushkoff who is helped by two different people in two different ways. The beggar is poor because he does not have any money and also because he does not have any integrity of character. He requires alms to feed himself and also genuine help to feed his impoverished soul. A prosperous advocate, Sergei, and his noble cook, Olga, help the beggar, Lushkoff, to come out of his miserable life and live respectably. The title "The Beggar" is apt in that it highlights the plight of a beggar to the readers and make them understand that beggars are unfortunate people who need more than money.

**Short question answer:**

**Q1.** The Beggar was a liar. What two lies did he tell Sergei?

When the beggar met Sergei for the first time, he told him that he was a student and had been expelled from the college. When he met Sergei, for the second time, he told him that he had been offered a position in Kaluga, but he had no money for the fare to get there.

**Q2.** What kind of work was given to Lushkoff initially? Why did he agree to do it?

Sergei refused to give alms to Lushkoff, the beggar. He offered to give him work. He took him home and gave him the work of chopping wood. Lushkoff agreed to do this work, not because he was hungry and scanted work. He agreed to do it because of pride and shame and because he had **been trapped by his own words.**

**Q3.** How did Olga treat Lushkoff in the beginning? Why did she do this?

Ans. **In the beginning, Olga treated Lushkoff callously. She called him a drunkard. She rebuked him. Then she would sit before him and grow sad. She looked into his face and wept. Then she chopped wood for him. She did so because she felt pity for him. Secondly, she wanted to put him on the right path.**

**Q4.** What is the excuse that the beggar gives Sergei for begging when he meets him for the second time?

Ans. He says he had been a village schoolmaster for eight years but had lost his job due to intrigues at his place of work. He had not eaten for three days and had no money for lodging.

**Q5.** How was the beggar rewarded for the odd jobs he did at the narrator's house?

Ans. He was given twenty to forty copecks for the jobs he performed, and was once even given a pair of old trousers as a reward and payment.

**Q6.** Has Lushkoff become a beggar by circumstance or by choice?

Ans. Lushkoff was a middle-aged man and belonged to the Russian choir. He was not a born beggar. He was sacked from the choir because of his drinking habits. He became a beggar by choice as he did not like to work hard at that stage.

**Extra Questions/Answers:**

**Q1.** Why do you think the beggar was so gloomy and silent when Sergei was moving houses?

Ans. He was probably upset that he would no longer be able to do odd jobs at his house and make the money he had been earning.

**Q2.** What surprised Sergei about Lushkoff when he met him at the theatre?

**Ans.**He was surprised to see how much Lushkoff had changed. He was wearing decent clothes and had got a job as a notary, earning thirty five roubles.

**Q3.**How does Lushkoff pay credit to Sergei?

**Ans.**He says that he was indebted to Sergei for his push, because he would never have changed for the better, but would have continued to deceive people and beg. By following Sergei's instruction, he had dragged himself out of the pit he had created for himself.

**Q4.**Why has the beggar been described as a scarecrow?

**Ans.**He has been described as a scarecrow because he was as thin as a scarecrow and shabbily dressed in ill- fitting, mismatched clothes.

### **Long Questions/Answers:**

**Q.1.**Describe the first meeting between Sergei and Lushkoff. How did Sergei take pity on Lushkoff?

**Ans.** **One day advocate Sergei came across a beggar. He was dressed in very poor clothes. He was crying and requested Sergei to have pity on him. He told Sergei that he had the offer of a position in Katuga, but he did not have money to get there. So he wanted some money to pay for the fare. Sergei looked at the beggar closely. Suddenly he remembered that he had seen him the previous day in Sadovya Street. Then he had told him that he was a student and had been expelled for not paying his fees. At first, the beggar denied the charge But when Sergei rebuked him, he admitted that he earned his living by lying. He told Sergei that his name was Lushkoff and that he was out of work. Sergei refused to give him alms. But he said that he would give him work of chopping wood. He brought Lushkoff home. He called his maidservant Olga and told her to take him into the woodshed and get some wood chopped. Sergei could see from a room that Lushkoff was weak as well as unwilling to do the chopping work. However, after one hour, Olga came and told Sergei that the wood had been chopped. Set-did gave Lushkoff half a rouble.**

**Q2.**Is Lushkoff a willing worker? Why does he agree to chop wood for Sergei?

**Ans.**No, Lushkoff is not a willing worker. He is too thin, weak and emaciated to work. He also remains drunk most of the time and is hence too unsteady to focus on any work. However, he agrees to chop wood for Sergei out of shame and pride, because he had been trapped by his own words. Sergei had caught him lying, and this was the only way he could redeem some of his self-respect.

### **INSTRUCTIONS :**

The given assignment related to the chapter: "**The Beggar**" 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.

## ASSIGNMENT(Language)

### DESCRIPTIVE WRITING

#### FACTUAL DESCRIPTION (PERSON)

Description of People is a biographical sketch of their lives from birth to the present time, highlighting major events and achievements during that span. In short it entails a person's characteristics and events related to his life and their effects on his life. When we write a description of a person, we include all important aspects of the person.

#### Important Points

- Name
- Relationship to writer
- Social status/role/profession
- Appearance (looks; features; clothes; height; health)
- Characteristics of personality—qualities/attitude; way of walking/talking
- Opinion of others about him
- Any other relevant point (could be brought about by narrating an incident)

## **FORMAT (Describing a Person)**

### Heading/Title

- Paragraph 1: Introduction

- *In the Main Body:*

Paragraph 2: Name, age, height, Relationship to the writer, Education and Profession

Paragraph 3: Physical Appearance : Height, Build (**Overweight, muscular, lean**); Complexion (**Dark, Fair, Wheatish**); Features (**Face, Eye, Lip, Teeth**); hair (**short, curly, black, grey, unkempt**); Clothes (**Formal, Casual, Jeans, Skirt etc**);

Paragraph 4: Personality and Character Traits and Hobbies ( Qualities of Head and Heart like **Intellectual, Confident, Inspiring, Understanding, Caring, Sensitive** etc, interests or any activities he/she takes part in.)

- In the Final Paragraph: Conclusion: Comments & feelings about the person, opinions of others about him. Achievements, honours and distinctions

**SAMPLE**

**MY FRIEND ANKITA**

I would like to talk about my best friend Ankita. I am so lucky to have her. Without her I would not be as happy as I am now. I have known her for my whole life. We are neighbours, so I see her often.

Ankita is small and quite slim. She has got an oval face with bright blue eyes and a full lips. She has long brown wavy hair but she usually wears it in a ponytail. She is quite beautiful, especially when she smiles. She always seems to be in a good mood. We have nearly the same hobbies and sometimes the same opinions. She always brings out the best in me by being positive and cheerful. She is like a part of my family. I trust her as much as I trust my close family member.

I find her very honest; she always says what she thinks. It can be useful sometimes .For example when we go shopping she tells me frankly what fits me and what not. We are really close to each other; she can tell if I'm lying even if I am keeping a straight face! I don't know how she does it! I don't know how it is possible but I am never bored with her. Sometimes she tends to be stubborn. she never admits her fault. But she is stubborn only with her parents. but we have never argued. I hope our friendship will be long and won't ever end.

**HOMEWORK**

Q. Your class teacher has always been supportive and guided you in every possible way. Write a descriptive passage about your class teacher in about 100-120 words.

**GRAMMAR**

**I. In the following passages, one word has been omitted in each line. Against which a blank is given. Write the missing word along with the words that come before and after it in the space provided.**

	<u>Before</u>	<u>Missing</u>	<u>After</u>
1. Most of us are familiar with fact	E.g. With	the	fact
(a) that silk derived from the cocoons of	.....	.....	.....
(b) mulberry silkworms. However insects	.....	.....	.....
(c) like spiders, beetles and fleas produce silk.	.....	.....	.....
(d) Silk is mass produced by silkworms are reared	.....	.....	.....
to produce white silk.			

	<u>Before</u>	<u>Missing</u>	<u>After</u>
2.			
(a) Imagine there a bank that credits your	.....	.....	.....
(b) account morning with a lot of money	.....	.....	.....
(c) It carries over no balance day to day.	.....	.....	.....
(d) Every evening bank deletes whatever	.....	.....	.....
(e) part the balance you failed to use during	.....	.....	.....
(f) the day. If this true, what would you	.....	.....	.....

(g) do? Draw every penny, of course! Each .....  
 (d) of us has such banks, its name is Time Bank. ....

**II. In the following passages, each line has an error. Against which a blank is given. Write the correct and the incorrect word in the space provided.**

1. Incorrect      Correct  
 (a) A priest is walking down the street one day .....  
 (b) when he noticed the small boy .....  
 (c) trying to press the doorbell of the house .....  
 (d) across the street. And the boy was really .....  
 (e) small and the doorbell was place at .....  
 (f) normal adult height, which the little .....  
 (g) fellow just can't reach. After watching .....  
 (h) the boy's sorry efforts in some time, the priest stepped .....  
 across the street and gave the doorbell a solid ring

2. Incorrect      Correct  
 (a) To accomplish anything, you need the driving .....  
 (b) force. Motivation is this force. A wish .....  
 (c) was not strong enough to make you take .....  
 (d) action. A wish is the weak desire. Only .....  
 (e) a desire could push you forward to act .....  
 (f) and accomplish our goals. To get motivated, .....  
 (g) you need for identify what you want; .....  
 (h) possesses a strong desire and be willing to do whatever it .....  
 takes to make things happen

**III. Rearrange the following words and phrases to make meaningful sentences.**

- (a) thirst-quenchers/one of the best/watermelon/in summer/is
- (b) cultivated /96 countries/it is/around/in the world
- (c) grown/about 5000 years/first/ago/it was/in Africa
- (d) is heard/is dialed/when/the dial tone/required/the/number
- (e) at/end/picked/the receiver/is/the/other
- (f) go/as/can/the/conversation/long/as one likes/on for
- (g) Kali/Ram's/prayers/sincere/heard/mother
- (h) she/before/him/in/appeared/glory/all her
- (i) was filled/he/when/saw her/he/with amazement

**SOCIAL STUDIES**

(Civics)  
**Topic – Poverty as a Challenge**

- Read the Chapter carefully ‘Poverty as a Challenge’
- Read it paragraph wise



- Read it again and again to understand the chapter well
- Read through page numbers ( 29 - 31)
  1. Mention the issues related to poverty (Pg 30)
  2. What is Social Exclusion? (Pg 31)
  3. Write few main dimensions of poverty (Pg 31)
  4. What do we mean by the term 'Vulnerability' of poverty? (Pg 31)
  5. What is Poverty Line? (Pg 31)
- Attempt quick revision in the book itself.
- Read through page numbers (32 – 34)
  1. When is a person considered poor? (Pg 32)
  2. What factors effect Poverty Line? (Pg 32)
  3. Why is the calorie requirement of the people is higher in rural areas than urban areas? (Pg 32)
  4. Which agency conducts the survey for estimating the poverty line in India? (Pg 33)
  5. Why women are declared as poorest of the poor in the family? (Pg 34)
- Attempt quick revision in the book itself
- Read through page number (35 – 39)
  1. Name the states where the urban poverty level is high. (Pg 35)
  2. Mention any 2 causes of poverty in India. (Pg 38)
  3. What were the aims of National Rural Employment Guarantee Act 2005? (Pg 39)
  4. Mention the 2 categories on which the current Anti Poverty Strategy of the Government is based. (Pg 38)
  5. What is the full form of SGSY? When was it launched? (Pg 39)
- Attempt quick revision in the book itself learn the keyboard used in the chapter.
- Do the Short answer questions.
- Do the Long answer questions.

Short answer questions :-

1. Discuss the major reasons for Poverty in India.

Ans : The major reasons for poverty in India are –

- Calorie rule – The policies of the colonial government ruined traditional handicrafts and discouraged development of industries like textile.
- High growth in population – The rapid growth of population, particularly among the poor people is one of the major reason for Indian poverty.
- Unemployment – The job seekers are increasing at a higher rate than the increase in the employment opportunities.

2. Explain the two methods to estimate Poverty Line.

Ans : The two methods used to estimate Poverty Line –

- Income method – The Poverty Line is estimated with the help of minimum income required.
- Consumption method – The average calorie requirement of a person is multiplied to the current prices.

The accepted average calorie requirement in rural 2400 calorie per person per day and 2100 calories per person per day in urban area.

3. Explain any 3 social indicators through which poverty is looked upon.

Ans : Poverty today is looked upon through social indicators like illiteracy level, lack of access to healthcare, lack of job opportunities, etc.

- People are poor because they are illiterate because they are poor.
- Poverty is a situation where sick people cannot afford treatment.
- Poverty also implies lack of a regular job at a minimum decent level.

Long answer questions :

1. State the dimensions of poverty.

Ans – The various dimensions of poverty are :

- It means hunger and shelter
- It is a situation in which parents are not able to send their children to school
- It is a situation where sick people cannot afford treatment
- Lack of safe drinking water and sanitation
- Lack of regular job at a minimum decent level

2. What are the main features of National Rural Employment Guarantee Act 2005?

Ans –

- Assures 100 days employment every year to every rural household
- One third of the jobs are reserved for women
- The share of SCs and STs and women was 23 %, 17 % and 53 % respectively
- It aimed at sustainable development to address the causes of draught,



	A	B	C	D	E
1					
2	<b>Data in form of frequency Distribution Table</b>				
3					
4		<b>Blood Group</b>	<b>Number of Students</b>		
5		A	9		
6		B	6		
7		O	12		
8		AB	3		
9		TOTAL	30		

- Write the native file extension of excel file.
- Which cell contains number of student”?
- Specify cell range which contains numbers value.
- The keyboard shortcut used to edit the cell is?

Ans. a .Xlsx

b C4

c C5:C9

d Double click in the cell . Move the insertion point using cursor keys and type the data.

- Name some most common spreadsheet applications .

Ans. some of the most common applications are :

- MS Exel, which is a part of Microsoft Office .
- Google sheets, which is a part of Google’s Office Suite .
- LibreOffice Calc , which is a part of LibreOffice.

- What is data validation?

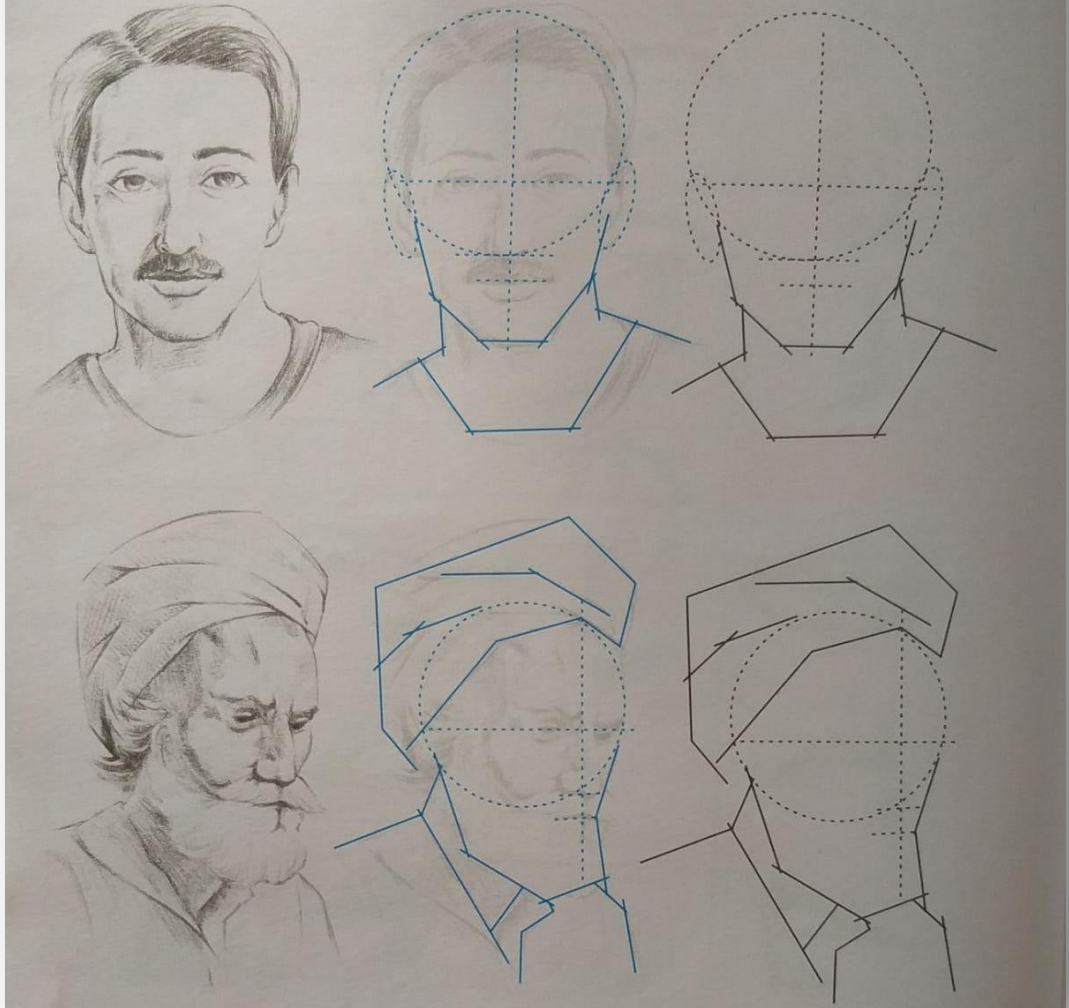
Ans. An Exel feature that you can use to define restrictions on what data can or should be entered in a cell ,and to display messages that prompt users for current entries and notify users about incorrect entries.

- What is cell reference?

Ans. A cell reference or a cell address is an alphanumeric value identifies a specific cell in a spreadsheet.

**DRAWING** CLASS –IX  
TOPIC :-FACE STUDY (PENCIL SHADING)

To make the face of a human, first divide it by the neck. Use light shading in the raised portion of the face.



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