

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



**CLASS : IX**  
**DATE : 07.04.21 to 22.04.21**

SUBJECT	ASSIGNMENT
<b>MATHS</b>	<b>CHAPTER 1: Number system</b> <b>Continued 1.1 to 1.5(N.C.E.R.T)</b> <b>CHAPTER 2: Polynomials</b> <b>Ex-2.1,2.2 and 2.3(N.C.E.R.T)</b> <b>Note: kindly solve the different questions from R.S.Aggarwal book related to above topic.</b>
<b>SCIENCE</b>	<b>Biology</b> 1. Read pages-60, 61, and 62 thoroughly. 2. Answer the following questions in your Biology note book: a) What will happen if the plasma membrane ruptures or breaks ? b) What is the chemical composition of cell wall in plants and fungi respectively? c) What are the chief components of a nucleus? What are their functions? d) Name the structures present in the nucleus. When are these structures visible? e) What does chromosome contain? f) What role does a nucleus play in cellular reproduction? g) Differentiate between 'cell wall' and 'cell membrane'? Give the functions of each one. 3. Give reasons for the following : a) The nucleus of a cell is known as the Control Centre? b) Plasma membrane is called us electively permeable membrane.
<b>HINDI</b>	<b>पाठ – ल्हासा की ओर</b> <b>प्रश्न -</b> <b>1.लेखक लङ्केश के मार्ग में अपने साथियों से निम्नलिखित कारणों से पिछड़ गया?</b>  *लेखक का घोड़ा सुस्त था इसलिए वह धीरे धीरे-चल रहा था।  *घोड़ा धीरे चलने के कारण लेखक अपने साथियों से पिछड़ गया ।  *दूसरे रास्ते पर डेढ़ दो मील चलने पर लेखक को लगा कि वह गलत रास्ते पर आ गया है-। वहाँ से वह फिर वापस आकर दूसरे रास्ते पर गया।  <b>2.उस समय के तिब्बत में हथियार का कानून न रहने के कारण यात्रियों को किस प्रकार का भय बना रहता था?</b> उस समय तिब्बत में हथियार संबंधी कानून न होने से यात्रियों को हमेशा अपनी जान को खतरा बना रहता था। लोग हथियारों को लाठीडंडे की तरह लेकर चलते थे।- डाकू अपनी रक्षा के लिए यात्रियों या लोगों को पहले मार देते थे, तब देखते थे कि उनके पास कुछ है भी या नहीं। इस तरह हमेशा जान जोखिम में रहती थी।  <b>3.लेखक ने शेकर विहार में सुमति को उनके यजमानों के पास जाने से रोका, परंतु दूसरी बार रोकने का प्रयास क्यों नहीं किया ?</b> लेखक जानता था कि शेकर विहार में सुमति के यजमान रहते हैं। सुमति उनके पास जाकर बोध गया के गंडों के नाम पर किसी भी कपड़े का गंडा देकर दक्षिणा वसूला करते थे। इस काम में वे हफ़्ता लगा देते, इसलिए मना कर दिया।  <b>4. अपनी यात्रा के दौरान लेखक को किन कठिनाइयों का सामना करना पड़ा?</b> अपनी तिब्बत - यात्रा के दौरान लेखक को विभिन्न कठिनाइयों का सामना करना पड़ा। एक बार वह भूलवश रास्ता भटक गया। दूसरी बार, उसे बहुत तेज धूप के कारण परेशान होना पड़ा।

5. सुमति के यजमान और अन्य परिचित लोग लगभग हर गाँव में मिले। इस आधार पर आप सुमति के व्यक्तित्व की किन विशेषताओं का चित्रण कर सकते हैं?

सुमति के यजमान और परिचितों के हर गाँव में मिलने से उनकी अनेक विशेषताओं का पता चलता है; जैसे-

\*सुमति मिलनसार और हँस-मुख व्यक्ति थे जिनकी जानपहचान का दायरा विस्तृत था।-

\*सुमति अपने यजमानों को बोध गया से लाए कपड़े के गंडे बनाकर दिया करते थे और उनसे दक्षिणा लेते थे।

\*सुमति लोगों की आस्था का अनुचित लाभ उठाते थे पर इसकी खबर लोगों को नहीं लगने देते थे।

\*वे बौद्ध धर्म में गहरी आस्था रखते थे।

6. तिब्बत यात्रा के दौरान लेखक ने क्याक्या नए अनुभव प्राप्त किए-?

अपनी तिब्बत यात्रा के दौरान लेखक ने पाया कि वहाँ समाज में छुआछूत, परदा प्रथा जैसी बुराइयाँ नहीं हैं। वहाँ औरतों को अधिक स्वतंत्रता मिली है। लोगों में छंड पीने का रिवाज है। बौद्ध धर्म के अनुयायी तिब्बती अंधविश्वासी भी हैं।

7. डाँड़े क्या है? वे सामान्य जगहों से किस तरह भिन्न हैं?

तिब्बत में डाँड़े सबसे खतरनाक जगह हैं। ये सत्रह अठारह-फीट ऊँचाई पर स्थित हैं। यहाँ आसपास गाँव न होने से डाकूओं का भय सदा बना रहता है।

8. डाँड़े के देवता का स्थान कहाँ था? उसे किस प्रकार सजाया गया था?

डाँड़े के देवता का स्थान सर्वोच्च स्थान पर था। उसे पत्थरों के ढेर रंगबिरंगे कपड़े की झंडियों-, जानवरों की सींगों आदि से सजाया गया था।

9. लेखक जिस रास्ते से यात्रा कर रहा था वहाँ के किलों को परित्यक्त क्यों कहा गया है?

लेखक जिस रास्ते से यात्रा कर रहा था, वहाँ किले बने थे। इन किलों में कभी चीनी सेना रहती थी। आज ये किले देखभाल के अभाव में गिरने लगे हैं। कुछ किसानों ने आकर यहाँ बसेरा बना लिया है। इसलिए इन्हें परित्यक्त कहा है।

10. कंजुर क्या हैं। इनकी विशेषताएँ लिखिए।

**हिंदी भाषा**

विषय) TOPIC (**समास**)

**समास** - समास शब्द का अर्थ है - संक्षेपीकरण अर्थात् दो या दो से अधिक शब्दों का अपने विभक्ति चिह्नों या अन्य प्रत्ययों को छोड़कर आपस में मिल जाना ही समास कहलाता है।

**समस्तपद** - समास रचना में दो पद होते हैं। पहले पद को 'पूर्वपद' और दूसरे पद को उत्तरपद कहते हैं। इन दोनों के मेल से एक नया शब्द बनता है, जिसे 'समस्तपद' कहते हैं।

**समास - विग्रह** - जब समस्तपद के सभी पदों को अलग - अलग किया जाता है, तब उस प्रक्रिया को 'समास-विग्रह' कहते हैं। जैसे - राजपुत्र = राजा का पुत्र

**समासों के परम्परागत छः भेद हैं-**

**1. तत्पुरुष समास** - जिस समास में पूर्वपद गौण तथा उत्तरपद प्रधान हो, तत्पुरुष समास कहलाता है। दोनों पदों के बीच परसर्ग (कारकों की विभक्तियों) का लोप रहता है। परसर्ग लोप के आधार पर तत्पुरुष समास के छः भेद हैं।

(i) कर्म तत्पुरुष ('को' का लोप) जैसे-

- मतदाता मत को देने वाला =
- गिरहकट गिरह को काटने वाला =

(ii) करण तत्पुरुष जहाँ करण-कारक चिह्न का लोप हो; जैसे-

- मुँहमाँगा मुँह =से माँगा
- गुणहीन गुणों से हीन =

(iii) सम्प्रदान तत्पुरुष जहाँ सम्प्रदान कारक चिह्न का लोप हो; जैसे-

- सत्याग्रह सत्य के लिए आग्रह =
- युद्धभूमि युद्ध के लिए भूमि =

(iv) अपादान तत्पुरुष जहाँ अपादान कारक चिह्न का लोप हो; जैसे-

- धनहीन धन से हीन =
- भयभीत भय से भीत =

(v) सम्बन्ध तत्पुरुष जहाँ सम्बन्ध कारक चिह्न का लोप हो; जैसे -

- प्रेमसागर प्रेम का सागर =
- भारतरत्न भारत का रत्न =

(vi) अधिकरण तत्पुरुष जहाँ अधिकरण कारक चिह्न का लोप हो; जैसे-

- आत्मविश्वास आत्मा पर विश्वास =
- घुड़सवार घोड़े पर सवार =

**2. कर्मधारय समास** - जिस समास में पूर्वपद विशेषण और उत्तरपद विशेष्य हो, कर्मधारय समास कहलाता है। इसमें भी उत्तरपद प्रधान होता है; जैसे -

- कालीमिर्च काली है जो मिर्च =
- नीलकमल नीला है जो कमल =

**3. द्विगु समास** - जिस समास में पूर्वपद संख्यावाचक हो, द्विगु समास कहलाता है। जैसे -

- नवरत्न नौ रत्नों का समूह =
- त्रिभुवन तीन भुवनों का समूह =

**4. द्वन्द्व समास** - जिस समास में पूर्वपद और उत्तरपद दोनों ही प्रधान हों और विग्रह करने पर उनके मध्य संयोजक शब्द का लोप हो तो द्वन्द्व समास कहलाता है। जैसे -

- भाईभाई और बहन = बहन-
- सुखसुख और दुःख = दुःख-

**5. अव्ययीभाव समास** -

जिस समास में पूर्वपद अव्यय हो, अव्ययीभाव समास कहलाता है। जैसे-

- यथास्थान स्थान के अनुसार =
- आजीवन भर-जीवन =

**6. बहुव्रीहि समास** - जिस समास में दोनों पदों के माध्यम से एक विशेष (तीसरे) अर्थ का बोध होता है, बहुव्रीहि समास कहलाता है। जैसे -

- लम्बोदर लम्बा उदर है जिनका अर्थात् गणेशजी =
- गिरिधर गिरि को धारण करने वाले अर्थात् श्रीकृष्ण =

### **BEEHIVE- THE SOUND OF MUSIC (PART-1)**

**By: Deborah Cowley**

**About the characters**

1. **Evelyn Glennie-** The renowned xylophone player who was deaf but managed to overcome her disability.

2. **Ron Forbes-**The percussionist who spotted the potential within the young Evelyn and motivated her to play drums.

**( Write down the synonyms, question answers, reference to context and long answers in your English notebook)**

**Synonyms:- (answers to be noted from the English Textbook.)**

i)jostle ii) slight iii) daunting iv) aspiring musician v) impaired vi) xylophone vii) percussionist viii) potential ix) auditioned x) intriguing xi) flawlessly xii) lilt xiii) tingles xiv) resonances xv) workaholic xvi) priority

**Answer the following questions.**

Q 1: How old was Evelyn when she went to the Royal Academy of Music?

Answer: She was sixteen when she went for the audition of the Royal Academy of Music.

Q 2. When was her deafness first noticed? When was it confirmed?

Answer: Her deafness was first noticed when she was eight years old. When she turned eleven, her deafness was confirmed.

Q 3. Who helped her to continue with music? What did he do and say?

Answer: It was a percussionist named Ron Forbes who spotted her potential in music. Ron Forbes advised her to feel the music instead of listening it. He said her to feel it thorough her whole body.

Q 4: Name the various places and causes for which Evelyn performs.

Answer: Evelyn performs at music concerts. Apart from that she also performs at prison and hospitals. Through music she wants to spread the message of love and peace to prisoners and sick people.

**ENGLISH**

Q 5: How does Evelyn hear music?

Answer: Evelyn hears music through her whole body. In fact she just feels the music. She tries to feel the vibrations which create sound. While playing drums she uses her upper and lower body to feel vibrations from different types of drums. While playing xylophone she feels the music pulsating through her fingers. When she has to perform on wooden floors, she removes her shoes. This enables her to feel the vibrations through her bare feet. She even feels the music through her hair.

**Answer the following with reference to the story.**

1. Evelyn Glennie’s loss of hearing had been gradual....”Everything suddenly looked black”, says Evelyn.

(i) Why was Evelyn taken to a specialist?

A. Evelyn was taken to the specialist in order to have a thorough check-up of her hearing problems.

(ii) Why did Evelyn say that everything looked black?

A. Evelyn said that everything looked black as there was a suggestion for her to be sent to a school for the deaf, which would have spoiled her future life.

(iii) Which word is not similar to ‘progressed’ in the extract.

A. The word is deteriorated.

(iv) How was Evelyn’s abnormality noticed?

A.Evelyn’s abnormality was noticed for the first time when she was to play the piano, but when her name was called, she didn’t hear it.

2. As for music, she explains, “It pours in through every part of my body.....she removes her shoes so that the vibrations pass through her bare feet and up her legs.

(i) How did Evelyn ‘hear’ the music?

A. Evelyn ‘heard’ the music as she left it being poured in through every part of her body.

(ii) How can Evelyn sense the sound of the xylophone?

A.Evelyn could sense the sound of the xylophone passing up the stick into her fingertips.

(iii) Find the word that has same meaning to the word ‘describes’ in the extract.

A. The word is ‘explains’.

(iv) What explanation did Evelyn give about music

A. Evelyn explained about music that it poured in through every part of her body.

**Long Answer Questions:**

1. How was the deafness of Evelyn detected for the first time? When was it confirmed?

A. Evelyn was waiting to play the piano once. She was waiting for her name to be called. Somebody called her name but she didn’t move at all. With this no response, it was probable that her hearing ability had been impaired. That gave a hint of her abnormality for the first time. Anyway, she was able to conceal her deafness somehow. But, it was evident that the impairment would not be suppressed for long. When she was eleven, her marks began to deteriorate and, on the urge of her headmistress, her parents took her to a specialist and then only was it confirmed that, due to gradual nerve damage, she wouldn’t be able to hear anymore.

**Q2. How does Evelyn hear music?**

A. Evelyn hears music by sensing the notes in different parts of her body. Ron Forbes, her trainer, turns two drums to different notes and asks her not to listen it through her ears but sense it in some other way. Then, she realizes that she could feel the higher drum from the waist up and the lower drum from the waist down. She learns how to open her mind and body to sounds and vibrations. Repeating the same exercise with Forbes, Evelyn starts discovering that she can sense certain notes in different parts of her body. When she plays the xylophone, she can sense the sound passing up the stick into her fingertips. By leaning against the drums, she can feel the resonances flowing into her body. On a wooden platform, she removes her shoes so that the vibrations pass through her bare feet and up her legs. She says that music pours in through every part of her body. It tingles in the skin, her cheekbones and even in her hair.

**Q3. Why was Evelyn “nervous yet excited” as she waited for the train?**

A. While leaving for the Royal Academy of Music, Evelyn was excited despite her nervousness as going to the Royal Academy of Music, London was a dream come true for her. She was going to join a three-year course in an institute she had dreamed of joining. It excited her to think that despite her hearing impairment she had made her way to such a prestigious institute.

**TOPIC: WIND(Poem)**

**By Subramanian Bharati**

**Summary**

The poem “Wind” describes the power of the wind on nature and human life. It focuses on the violent aspect of wind that causes destruction. The fierce wind is also seen by the poet as a symbol of adversities in life. It ends with a suggestion that if we remain strong, we can overcome any obstacles.

The poem opens with a plea to the wind to blow gently and not to cause damage. It is urged not to break the shutters of the windows or scatter papers by blowing them away. Personifying the wind, the poet tells it not to throw down books on the shelf and draws its attention to the papers that it has torn and the rain that it has brought again. The poet is not happy with the wind’s attitude here. He feels that wind takes advantage of weak people’s helplessness and blows so hard that their houses get destroyed; they may get injured or even killed, their lives are shattered, trees get uprooted and people suffer great loss. They feel very low and crestfallen. Wind, who has been referred to as a god, has the potential of destroying anything or anybody that comes in his way or tries to oppose him. In fact, wind god is so mighty that he charts his own course. It is difficult to control him, once he runs out of control. The surest way to deal with the onslaught of wind is to build strong, wind-resistant houses that can withstand powerful and speedy wind storms. Wind rattles all the doors and sometimes pulls them out of their hinges. It is important to fix the doors strongly so that they do not come off. People need to be physically strong to face any eventuality caused by wind. And if people are determined and make concerted and coordinated efforts, wind who is alleged to be the friend of the strong only can become an equally good friend of the weak, who are poor and helpless people. The poem closes with the observation that the wind extinguishes weak fires only. The strong flames are flared up further by it. If we are weak, the wind will overpower us; if we are strong it will aid us. When we make ourselves capable of combating the wind, it becomes a good friend.

## Poetic Devices

The poem contains four stanzas and each stanza contains five lines. This is called a quintain.

Thus the poem contains four quintains.

1. Alliteration

Example: Strong fires roar and flourish (repetition of F sound)

2. Metaphor

Example: The whole poem is a metaphor as it ends on a note to humanity to stand against all ravages natural or man-made.

3. Personification

The wind has been personified and has been addressed as a destructive force of weak things.

Example: "His friend is good", "He won't do what you tell him".

4. Repetition

Example: The word crumbling has been repeated.

Crumbling doors, crumbling windows and crumbling lives.

## MULTIPLE CHOICE QUESTIONS

Choose the correct answer :

1. What does the wind do?

(a) It throws down all the books on the shelf

(b) It tears the pages of the books.

(c) It brings the rain again.

(d) All the above.

2. What does the wind poke fun at?

(a) Weak houses and weak doors.

(b) Weak rafters and weak wood.

(c) Weak hearts and weak bodies.

(d) Any living or non-living thing that is weak and crumbling.

3. The wind god winnows—

(a) Anything that is big and strong.

(b) Anything that is weak and crumbling.

(c) Anything that is in this world.

(d) Anything that is not natural.

4. We can make friends with the wind god if we are—

(a) true.

(b) honest.

(c) strong.

(d) respectful.

5. What is the central idea of this poem?

(a) We should make friends with the wind god.

(b) If we are strong, even gods will be on our side.

(c) God helps the weak and the needy.

(d) We should love all creatures of God.

## ENGLISH LANGUAGE

### Topic: Gap Filing

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 fatuity. 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

#### Gap Filling Exercise On Tenses:

(i) 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 die

### CHAPTER - THE FRENCH REVOLUTION

#### DAY 1

1. When was France declared a republic?

2. When and where was the king Louis XVI executed?

3. Explain the symbols

The broken chain, Snake biting it's own tail. Eye within the triangle radiating light, The law tablet

#### DAY 2

1. Describe the period Reign of Terror in the history of France.

2. Who was Robespierre?

3. What was guillotine? Who invented it?

4. Who wrote Declaration of Rights of Women and Citizens. Write a short note on her.

5. Name the famous women 's club in France.

6. When did the women in France finally get the right to vote?

#### DAY 3

1. How was the Directory formed in France?

2. What was the need of five members in the executive?

#### DAY 4

1. What were the effects of the French Revolution in France?

2. Describe censorship in the context of the French society before and after revolution.

#### DAY 5

1. Who was Napoleon? What were the changes introduced by him?

2. What is the most important legacy of the French Revolution?

**SOCIAL  
STUDIES**

3.Name two important Indian personalities who were influenced by the French Revolution.

**PART- B**

**Unit II- Data Entering Keyboarding Skills**

**Ch2-Using data entry tools**

➤ Read the chapter thoroughly and write all the functions of some important keys on the keyboard (pg no (149-150)

**Answer the following questions**

1. What are Home Row Keys?

Ans. On the standard QWERTY keyboard ,the home row keys for left hand are A,S,D and F nad right hand are J,K,L and ;(semicolon)

2. Why is it important to maintain a proper posture while working on a computer?

Ans. While typing, it is important for the user to maintain the correct posture as the ideal typing posture minimizes both static and dynamic muscle loads. Correct position of the body helps to make you avoid health complications.

3. What is a pointing device? What is it used for?

Ans. A pointing device is an input device used to point at an object on the computer screen. It is used to point, select, open and even drag an item on the screen. The pointing devices are also used to draw and play games on the computer

4. What is the difference between a mechanical mouse and optical mouse?

Ans.

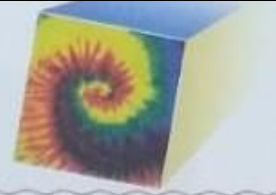
Mechanical Mouse	Optical mouse
The mechanical mouse has the rolling rubber ball under the case of the mouse	The optical mouse uses laser to control t movement of the pointer
The movement of the pointer is controlled by the ball	It does not have a ball. The movement is controll by laser.

**COMPUTER**





# 02 Colour Tone



In color theory, a tint is the mixture of a color with white which increases lightness and a shade is the mixture of a color with black which reduces lightness. A tone is made by the use of a color, both tinting and shading.

Tone is a color term commonly used by painters. In colour tone technique, many artists use original colour for dark shades and mix white colour for lighter shades.

Semicircular shape is created by using red for dark shades but when white is mixed in red then the arches gradually get lighter tone. Try to create different designs, compositions and landscapes.



- ARTWORK
  - Pattern Design
- TECHNIQUE
  - Colour Tone
- MEDIUM
  - Poster Colour

**DRAWING**

Topic - Colour tone  
work to done complete page 35  
as per instruction given in your  
drawing book