SUMMER ASSIGNMENT 2017

CLASS IX

**COMPUTER SCIENCE-**

Create a Power Point Presentation on “Future of the Class Room”. It should contain minimum 10 slides. Matters should be point-wise, not in big paragraph. The work should be done by the students themselves. Avoid Plagiarism. You can Email it to your own Mail-id.

**MATHEMATICS-**

Make a working model to obtain cone and cylinder by rotating right triangle and rectangle.

**ECONOMICS-**

Talk to some old residents in your region and write a short report (in the economics notebook) on the changes that have taken place in their surroundings. You may collect and stick pictures of the type of development that has taken place.

OR

Watch the movie ‘Peepli Live’ . Based on above movies, give your arguments with reference to the economic activities of people of village palampur.

**BIOLOGY-**

Draw a neat and well labeled diagram of either plant cell or animal cell on an A4 size sheet. Also write any three functions of plasma membrane

**CHEMISTRY-**

I. Draw 3D Charts on any one of the following topics: Fractional distillation, Chromatography, Sublimation, Evaporation, Separation funnel, Distillation, Interconversion of states of matter

 II GREEN TERRARIUM

 1 Name the two biochemical processes taking place in Terrarium.

 2 Explain with the help of neat and labelled diagram the role of water cycle in a

 closed Terrarium.

 WHAT IS A TERRARIUM?

 A Terrarium is a small glass enclosure or closed container in which selected living plants are grown. It depicts a small environment in the form of a ‘sealed container ecosystem’ that needs very little watering and moderate sunlight. Search the internet for sites that teach you in easy steps how to make your own green terrarium.

 You'll need the following supplies to make a terrarium:

 • Glass container

 • Rocks and pebble

 • Activated carbon or charcoal

* Soil

 • Plants that won't overgrow (croton, fern or succulent plants like cacti)

 • Basic tools (spoons or a funnel for placing soil, long tweezers for putting materials into the vessel, scissors for clipping greenery, and paper towels or cotton swabs for cleaning the glass.)

 How to Make a Terrarium:

 Step 1. Choose a glass container. It can be anything from a clean, reused pickle jar to a vase. Just make sure the container is clear and not colored glass, which could hinder growth. It's best to use a vessel with an opening wide enough to accommodate the width your hand so that you can easily place and move materials as needed.

 Step 2. Place a handful of rocks at the bottom of the container. This layer helps to shape the terrain while aiding drainage and aeration. Vary the layer's thickness by the size of the container. The smaller the vessel, the thinner the rock layer; you'll want to leave enough "head space" at the top of the terrarium when you're finished that the setup doesn't look cramped.

 Step 3. Add a layer of charcoal –just enough to cover the rocks. It helps to reduce bacteria, fungi and odours.

 Step 4. Scoop the soil into a funnel and fill the container with several inches of it.

 If you have brought your plant from the local nursery, use the same soil that is in the pot. Keep in mind that this layer doesn't have to be perfectly flat. Hills and valleys give the landscape character. Again, don't fill the container too high with soil, since you'll want to have enough space for the greenery to grow.

 Step 5. Plant your plants. Use scissors to trim it into shape and place it into the container. Make sure to press it down firmly to prevent air pockets. Loosen the root ball, place in a shallow layer of soil, add soil around it, and pat down.

 Step 6. Give the plant some water to help prevent transplant shock, keeping in mind that the container doesn't have drainage holes like a potted plant would. The rocks layer will aid with drainage. Maintaining a terrarium is easy. Just don't over-water! For most plants, you'll want a spot that receives indirect sunlight because the glass container will magnify the sun's rays. You also don't want to put it where there's no sunshine.

 Make an attractive terrarium and bring it to school in June. Enjoy the activity – maybe you’ll discover a new hobby!

 the \* Holiday assignment should be pasted and done in chemistry notebook.

**FRENCH-**

La Compréhension des Écrits

1. Lisez le texte suivant et répondez aux questions qui suivent:

La Cuisine et les Français

Comparés aux européens du nord, les Français peuvent être à juste titre être considérés comme des gastronomes nées. Cet intérêt pour la nourriture se manifeste dans la vie quotidienne par le soin consacré à la préparation des repas, ceci lorsque le mode de vie en France laisse le temps. Le fait qu’environ 50% des Françaises travaillent à l’extérieur fait par exemple que le déjeuner tend à se simplifier, même si la majorité des gens préfère déjeuner à la maison lorsque cela est possible. Cette évolution des habitudes est à l’origine d’un développement très important de la restauration rapide et des plats préparés, frais ou surgelés.

La « vraie cuisine » se limite de plus en plus aux repas de famille du week-end, aux fêtes et aux invitation. C’est lors de telles occasions que l’on peut découvrir les recettes traditionnelles. Un repas « sérieux » se doit de comporter un nombre de plants relativement élevé : une ou deux entrées, un poisson suivi d’une viande et de son accompagnement, une salade verte, un plateau de fromage, un dessert, le tout arrosé d'au minimum deux vins, le caf**é** et les alcools qui terminent le repas étant censés favoriser la digestion de ce qui précède.

Q.1. Complétez avec un mot du texte :

Mes cousins aiment cuisinier ; ils sont de vrais \_\_\_\_\_\_\_\_. (européens/ gastronomes/ français)

Le produits frais sont meilleurs que les produits \_\_\_\_\_\_\_\_. (préparés/ surgelés/ sérieux)

\_\_\_\_\_\_\_\_ est un produit de la fermentation du lait. (le café/ le fromage/ le dessert)

Il ne faut pas boire d'\_\_\_\_\_\_\_\_ quand on conduit. (alcool/ le café/ le coca)

Q.2. Trouvez un mot du texte qui veut dire

Quelqu’un qui aime la bonne nourriture. (européens/ français/ gastronomes)

Finir. (manifester/ terminer/ consacrer)

La vie de tous les jours. (temps, week-end, quotidienne)

Le contraire de « conduire » (découvrir/ suivre/ terminer)

Q.3 Donnez la forme nominale des verbes suivant :

Préparer. (le prépare/ la préparation/ les préparés)

Intéresser. (l’intéressant/ l‘entrée/ l’intérêt)

Evoluer. (l’évolution/ l’évolument/ l’évolve)

Inviter. (l’invite/ l’invitation)

Q.4. Écrivez vrai ou faux :

Les français aiment manger bien.

Les français préfèrent manger au restaurant que de manger chez eux.

Aujourd’hui, le déjeuner français est devenu très simple.

Le café et l’alcool sont pris pour la digestion.

 Mettez ce dialogue en ordre.

a) 16h20... D'accord. Vous êtes madame...?

b) Et cet après-midi?

c) C'est bon. Rendez-vous cet après-midi à 16h20. Au revoir, madame Farmer.

d) Alors... Oui, c'est possible a 16h20 ou à 18 heures.

e) Oui, bonjour monsieur. Je voudrais un rendez-vous ce matin avec le docteur Simonet. C'est possible?

f) Ah, je suis désolée, madame, mais ce matin tout est complet.

g) L'hôpital des Trois Iles, bonjour!

h) A 16 heures 20, c'est parfait.

i) Farmer. Mylène Farmer.

j) Je vous remercie. Au revoir!

**ENGLISH-**

1. Read any book written by Sudha Murthy and then write a review. Also write about 10 to 15 lines about the author.

Sub points of the review are as follows:

a. Name of the novel.

b. Short summary of the story.

c. Explain the important characters.

d. Why do you recommend the novel.

e. Rate the novel in stars.

2.Create a mind map for yourself of the poems- The Brook and The Road Not Taken.

Visit this URL and get an idea how to do it.

http://www.openculture.com/2014/11/lynda-barrys-wonderfully-illustrated-syllabus-homework-assignments-from-her-uw-madison-class-the-unthinkable-mind.html

**SOCIAL SCIENCE PROJECT**

PROJECT WORK:

Every student has to compulsorily undertake one project on Disaster Management. A list of topics for project work is enclosed. The text book entitled “Together Towards a Safer India, part II” by CBSE is the recommended primary source for successfully carrying out the project work.

Project work Requirements:

1. The total length of the project report will not be more than 15 written pages of

 A-4 size paper.

2. The project report will be hand written and credit will be awarded to original drawing,

 illustrations and creative use of materials.

3. The project report will be presented in a neatly- bounded folder OR Scrap Book.

4. Projects should be prepared with eco-friendly products.

Preparation and Submission of the project work:

The project report will be developed and presented in this order:

1. Cover Page showing Project Title, Student information, School and Year.

2. List of Content with Page numbers

3. Acknowledgement ( acknowledging the institution, Offices and libraries visited

 and persons who have helped)

4. Chapters with relevant headings

5. Bibliography should have the title, Page referred, author, publisher, year of publication and if a web site, the name of the website with specific website link which has been used.

6. All the photographs and sketches should be labeled and acknowledged.

7. Teacher’s evaluation repor**t-**

8. Last date of submission is 3rd July 2017

Allocation of marks:- Total marks will be allocated over the different aspect of

 The project work in the following manner-

S No. Aspects Marks

1. Content accuracy and originality 1

2. Presentation and Creativity 1

3. Process of project completion: Initiative, Cooperativeness,

 Participation and Punctuality. 1

4. Viva  **2**

 **Total marks for project in Class IX 5**

**Criteria for project Work:**

|  |  |
| --- | --- |
| Content accuracy and originality | Reads original sources and chooses content from books And internet. |
| Presentation and Creativity | Presents report with original thoughts and opinions supported by facts. |
| Process of project completion | Chooses topics on one’s own, shares information willingly, interacts with teachers and peers willingly, takes responsibility, punctuality in completing the project. |

Topics or Themes for project work based on One or Two case studies –

1. Tsunami: \*Causes

 \* Vulnerability

 \*Impact of Tsunami: Economic, Environmental

 \*Mitigation and Management: Include long term planning , Community

 Involvement, better warning system.

2. Floods/ Cyclone: \*Causes

 \* Vulnerability

 \*Impact of floods: Economic, Environmental

 \*Mitigation and Management: Include long term planning , Community

 involvement, better warning system, better constructionpractices.

**3. Fire :** \*Causes

 \* Vulnerability

 \*Impact of Fire: Economic, Environmental

 \*Mitigation and Management: Include long term planning , Community

 involvement, better warning system

Teachers report in the given Proforma will be attached at the end of the report**.**

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|  **PROJECT EVALUATION PROFORMA****SCHOOL’S NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****ADDRESS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****STUDENT’S NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****ROLL NO\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****CLASS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SECTION\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****TEACHER’S ASSESMENT****1. Content accuracy and originality \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****2. Presentation and creativity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****3. Process of project completion \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****4. Viva – Voce \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**1. **Overall Remarks\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****(with school stamp)** |

**PHYSICS-**

1. Read about (a) Fundamental and derived physical quantities (b) system of units

On the basis of your reading and understanding write down the SI units of following physical quantities.

1. Distance

2. Displacement

3. Speed

4. Velocity

5. Acceleration

6. Force

7. Momentum

8. Work

9. Energy

10. Power

11. Density

12. Weight

13. Time period

14. Frequency

15. Amplitude

**हिंदी -**

1.हिंदी की कोई भी चार कहानियाँ तथा कोई भी छ कविताएँ पढ़िए. पढ़ी हुई कहानियों तथा कविताओं के शीर्षक एवं रचनाकारों के नामों को हिंदी की कॉपी में लिखें.

2.हिंदी के समाचार-पत्र पढ़िए.