



**BLOOM PUBLIC SCHOOL**  
**VASANT KUNJ, NEW DELHI**  
**SUBJECT HINDI**  
**CLASS IX:**  
**HOLIDAY HOME WORK**

SUBJECT	HOME WORK
<b>ENGLISH</b>	<p><b><u>1. Preparation for July Assessment:</u></b>            Revise the following chapters / topics for the assessment to be conducted in the month of July:  <b><u>Textbook: First Flight</u></b>  <b>Unit-1:</b> The Fun They Had  <b>Poem-</b>The Road Not Taken  <b>Poem-</b>Wind  <b>Unit-2:</b> The Sound of Music                I. Evelyn Glennie                II. Bismillah Khan  <b><u>Moments-Supplementary Reader:</u></b>            Chapter 1: The Lost Child            Chapter 2-The Adventures Of Toto            Chapter 3-Iswaran the Storyteller  <b><u>2. Art Integrated Projects:</u></b>  <b><u>1.Skit: Lesson-1 : The Fun They Had:</u></b>            (Source: Art Integration document ,AAC-Week-4 writing)  <b><u>Different systems of Education</u></b>                On the basis of this theme, the class will be divided into three groups</p> <ul style="list-style-type: none"> <li>• <b>Group I: Education system during the time of their grandparents.</b></li> <li>• <b>Group II: Present Education System</b></li> <li>• <b>Group III: Futuristic Learning: Schools of Future</b></li> </ul> <p>Children are expected to</p> <ul style="list-style-type: none"> <li>• Form groups based on the theme.</li> <li>• Discuss on the characters</li> <li>• Frame the dialogues accordingly</li> <li>• Practise their roles collaboratively</li> </ul> <p><b><u>Learning Outcomes:</u></b>            The students will be able to</p> <ul style="list-style-type: none"> <li>• learn and understand the system of education in the past.</li> <li>• learn to appreciate the benefits of collaborative work.</li> <li>• realise the advantages of discipline and a structured curriculum.</li> <li>• understand the importance of a teacher as a mentor.</li> <li>• evaluate the three systems and analyse their pros and cons.</li> <li>• understand the desirable values learnt such as sharing, caring, patience and friendship along with learning.</li> <li>• learn the art of dialogue writing.</li> </ul>

**2. Project designed in accordance with Ek Bharat Shrestha Bharat**

**Folk Music/Dance of Sikkim ( Source : Art Integration document and English workbook-Words and Expression-1)**

**• Research work ( Internet)**

• Name of the folk dance	•
• Instrument/s used	•
• Origin	•
• Theme	•
• Costume (in case of dance)	•
• Song/dance	•

Prepare a report and present it to the class. Share your suggestions in the class to popularise the folk dance in your community.

Report to be made either in the form of a ppt/ scrap book

**Learning Outcomes:**

The students will be able to:

- celebrate the unity in diversity of our nation and to maintain and strengthen the fabric of traditionally existing emotional bonds.
- showcase the rich heritage and culture, customs and traditions of Sikkim.
- organise their thoughts in a logical manner.
- write a report using appropriate vocabulary and grammar on the given topic.

**HINDI**

**1. Preparation for July assessment:**

Revise the following chapters / topics for the assessment to be conducted in the month of July:

स्पर्श - दुख का अधिकार , तुम कब जाओगे अतिथि , रैदास

संचयन - गिल्लू

लेखन कौशल - अनौपचारिक पत्र , अनुच्छेद लेखन , अपठित गद्यांश

**Art Integrated Projects:**

**( छात्र कक्षा में निर्धारित किए गए निम्नलिखित में से किसी एक पर प्रोजेक्ट कार्य करेंगे )**

**1 दिल्ली पर ब्रौशर (Brochure)**

**Learning Outcomes:**

- छात्र देश की राजधानी की जानकारी प्राप्त करेंगे
- समूह में रहकर कार्य करने की योग्यता का विकास
- ICT के उपयोग में दक्षता प्राप्त करेंगे
- दिल्ली से जुड़ने का भाव जागृत करना

**2 देवनागरी लिपि के कैलिग्राफिक - स्ट्रोक के अध्ययन पर 8-10 slides की PPT तैयार करना**

**Learning Outcomes:**

- देवनागरी लिपि की जानकारी
- देवनागरी एक वैज्ञानिक लिपि

	<ul style="list-style-type: none"> <li>● अपनी भाषा के प्रति सम्मान व आदर भाव रखना</li> <li>● अपनी भाषा के प्रति रूचि जागृत करना</li> <li>● समूह में रहकर कार्य करने की योग्यता का विकास</li> <li>● ICT के उपयोग में दक्षता प्राप्त करेंगे</li> </ul> <p><b>3 संवाद लेखन छात्र पाठ्य पुस्तक के पाठ को संवाद के रूप में लिखेंगे</b> (पाठ तुम कब जाओगे अतिथि पर आधारित)</p> <p><b><u>Learning Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>● संवाद लेखन में कौशल प्राप्त करना</li> <li>● पाठ को आत्मसात करना</li> <li>● बात को व मनोभाव को उपयुक्त ढंग से कहने की कला</li> <li>● समूह में रहकर कार्य करने की योग्यता का विकास</li> </ul> <p><b>4 बचेन्द्रीपाल पर 8-10 slides की PPT तैयार करना</b> (पाठ एवरेस्ट मेरी शिखर यात्रा पर आधारित)</p> <p><b><u>Learning Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>● एवरेस्ट आरोही प्रथम भारतीय महिला की जानकारी प्राप्त करना</li> <li>● एवरेस्ट के प्रति जिज्ञासा उत्पन्न करना</li> <li>● चढ़ाई के दौरान सम्भावित समस्याओं के प्रति जागरूक करना</li> <li>● पर्वतारोहण के प्रति आकर्षित करना</li> <li>● समूह में रहकर कार्य करने की योग्यता का विकास</li> <li>● ICT के उपयोग में दक्षता प्राप्त करेंगे</li> </ul>
<p><b>MATHEMATICS</b></p>	<p><b>. <u>Preparation for July assessment:</u></b></p> <p>Revise the following chapters / topics for the assessment to be conducted in the month of July: Ch 1 – Number Systems Ch 2 – Polynomials Ch 3 – Coordinate Geometry</p> <p><b>2. <u>Practical Work:</u></b> All students to write the written theoretical component of the lab file activities as per the instructions given in class. The content to be written will be posted on google classroom.</p> <p><b><u>Activity No. 2:</u></b> To verify the algebraic identity: <math>a^2 - b^2 = (a + b)(a - b)</math></p> <p><b><u>Learning Outcomes:</u></b> The students will be able to use the identity for</p> <ul style="list-style-type: none"> <li>● difference of two squares</li> <li>● some products involving two numbers</li> <li>● simplification and factorisation of algebraic expressions.</li> </ul> <p><b><u>Activity No. 3:</u></b> To verify the algebraic identity: <math>(a + b + c)^2 = a^2 + b^2 + c^2 + 2ab + 2bc + 2ca</math></p> <p><b><u>Learning Outcomes:</u></b> The students will be able to use the identity for:</p> <ul style="list-style-type: none"> <li>● simplification/factorisation of algebraic expressions</li> </ul>

- calculating the square of a number expressed as a sum of three convenient numbers.

**Activity No. 4:** To find a hidden picture by plotting and joining the various points with given coordinates in a plane.

**Learning Outcome:** The students will be able to understand the plotting of points in a cartesian plane which in turn may be useful in preparing the road maps, seating plan in the classroom, etc.

**Activity No. 5:** To verify experimentally that if two lines intersect, then

- (i) the vertically opposite angles are equal
- (ii) the sum of two adjacent angles is  $180^\circ$
- (iii) the sum of all the four angles is  $360^\circ$ .

**Learning Outcome:** The students will be able to apply these properties in solving many geometrical problems.

**Activity No. 6:** To verify exterior angle property of a triangle.

**Learning Outcome:** The students will be able to apply this property in solving many geometrical problems

### **3 Art Integrated Projects:**

**Source:** A document on Art integration published by CBSE 2019.

**Aim:** The students shall be able to:

- Identify tessellations in the environment.
- Explain the theory and mathematics that make tessellations possible
- Create original tessellations

**Materials required:** Coloured paper/ Origami sheet, Geometry box, scissors and glue stick

### **Methodology of Activity:**

**Tesselations–** Meaning: An arrangement of shapes closely fitted together, especially of polygons in a repeated pattern without any gaps or overlapping.

The teacher will:

- Start with equilaterals triangles and its properties. Discuss what makes Tessellations possible for equilateral triangles.
- Discuss other shapes, regularity of shapes and which shapes are conducive for tessellation and why.
- Show them visuals of various tessellated patterns and brainstorm as to why they can be arranged so.

- Encourage them to develop their own tessellation patterns and explain the underlying mathematical concepts on an A-4 sheet and make a folder for the same

The student will:

- Identify tessellations in the environment, take pictures and make a PowerPoint presentation. For example, tile pattern on the floor/wall, Printed pattern on the bedsheet, curtains etc
- Develop their own tessellation patterns (5 to 10 patterns) and explain the underlying mathematical concepts on an A-4 sheet and make a folder for the same.

**Learning Outcomes:** The students shall be able to

- Recognise various regular and irregular shapes around us
- Understand and explain the mathematical concepts involved in tessellations
- Recognise which shapes can always be used for tessellation
- Explain how other shapes may be used in combination with different shapes to create new designs.

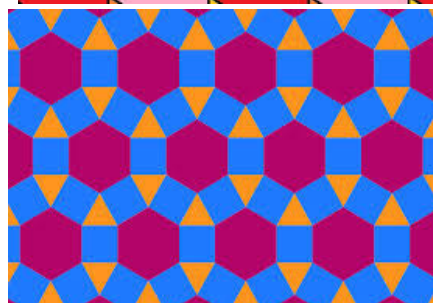
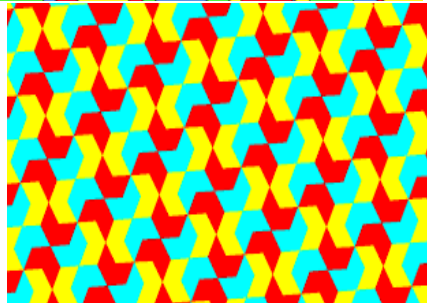
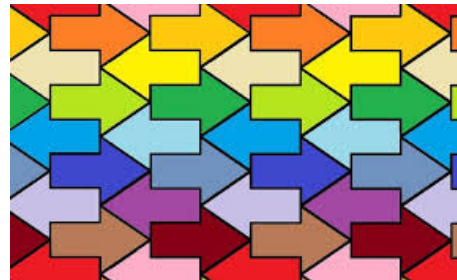
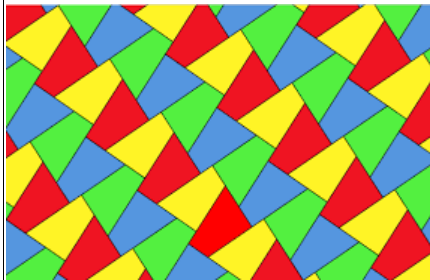
Resources:

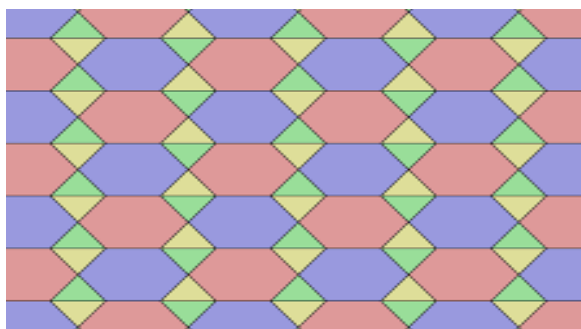
<https://www.mathsisfun.com/geometry/tessellation.html>

[https://youtu.be/\\_Lg19NvW\\_sU](https://youtu.be/_Lg19NvW_sU)

<https://youtu.be/5qrQTXEBDZo>

**Examples of tessellation pattern:**





## SCIENCE

### **1 Preparation for July assessment:**

Revise the following chapters / topics for the assessment to be conducted in the month of July:

Ch 1.Matter in our surroundings.

Ch 5.the fundamental unit of life

Ch 8.Motion

#### **Biology**

##### **a) Activity (AAC): (To be done by all the students)**

Make a poster on an A4 size sheet about the precautionary measures to be taken in order to avoid the spread of COVID-19.

**Aim-** To apply the concept of Principles of prevention in our day to day life in order to prevent the spread of COVID-19.

#### **Learning Outcome-**

- The learner applies scientific concepts in daily life and solving problems, such as, takes preventive measures to control disease causing agents.

##### **b) Art Integrated Projects**

Topic - Cell Organelle

To do - Draw a neat and well labeled diagram of any one cell organelle and explain about its location, structure and functions on an A4 size sheet.

#### **Learning Outcome**

- The student will be able to relate the importance of cell

organelle for the proper functioning of cell.

### **Chemistry:**

#### **Art Integrated Projects**

Activity: Physical states of matter (solids, liquids and gases).

To do:

1. Create a trifold brochure to demonstrate your knowledge on the three states of matter that we have discussed in class in this unit – 1-solids, liquids and gases.

2. The entire brochure will be handwritten and drawings will be completed in colored pencil/sketch pens/water colours.

#### **States of Matter**

Title -Description of a solid § Illustration of a solid showing how the particles look in this state

Title – Liquid § Description of a liquid § Illustration of a liquid showing how the particles look in this state.

Title – Gas § Description of a gas § Illustration of a gas showing how the particles look in this state.

Interesting fact about matter that has been learnt in this unit.

#### **Learning outcomes:**

- Application of scientific concepts in day to day life.
- Characteristics of particles of Matter.
- Difference b/w solid, Liquid and gas.

### **Physics:**

#### **Art Integrated Projects**

Activity: Three equations of motion.

(a)  $v = u + at$

(b)  $s = ut + \frac{1}{2}at^2$

(c)  $v^2 = u^2 + 2as$

To do: Make a ppt showing derivation of three equations of motion graphically.

#### **Learning outcomes:**

- Draw, analyse and interpret position-time, displacement-time, velocity-time relation also where appropriate, be able to relate

	<p>those graphs one to another.</p> <ul style="list-style-type: none"> <li>• Solve problems using the equations of motion.</li> </ul>
<b>SOCIAL SCIENCE</b>	<p><b><u>1 Preparation for July assessment:</u></b></p> <p>Revise the following chapters / topics for the assessment to be conducted in the month of July:</p> <p>Geography: Ch-1 India –Size and Location  Political Science: Ch-2 What is Democracy? Why Democracy?  History: Ch-1 French Revolution  Economics: Ch-1 The story of Village Palampur</p> <p><b>B. <u>Art Integrated Projects</u></b></p> <p>i. Scrap book/ Brochure/ Travelogue (Any 1) on famous buildings, monuments, symbols, and historical personalities associated with French Revolution. (For Brochure and travelogue use A4 size sheets)</p> <p><b><u>Learning outcome:</u></b></p> <ul style="list-style-type: none"> <li>• Showcase the rich culture, heritage, and customs of France.</li> <li>• Interpret visuals/ images pertaining to present day France.</li> <li>• Appreciate the values of liberty, equality and fraternity and their relevance in contemporary times.</li> <li>• Appreciate the French Revolution and its significance through exposure to contemporary texts, documents and illustrations of the period.</li> </ul>
<b>FRENCH</b>	<p><b><u>Preparation for July assessment:</u></b></p> <p>Revise the following chapters / topics for the assessment to be conducted in the month of July:</p> <p><b>Leçon -1 :</b> La famille  <b>Leçon-2 :</b> Au lycée</p> <p><b><u>Grammaire</u></b>  Verbes en ER (1 er groupe)  Les nombres  Les articles définis  Les articles indéfinis  L'alphabet  Etre, s'appeler  Qui est-ce ?/ Qu'est-ce que c'est?  Les adjectifs possessifs  Les adjectifs démonstratifs  L'accord des adjectifs  Les verbes en IR</p>



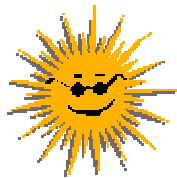
(2e groupe)  
Les prépositions

### **B Art Integrated Projects**

Vous avez rédiger un bulletin météo.

Aide-toi de tous les éléments ci-dessous en choisissant ceux qui te conviennent.

Exerce-toi à le présenter à la manière des météorologues de la télévision !



Il fera beau – Il y aura du soleil – Le temps restera ensoleillé



rafales de vent

Le vent soufflera à plus de .... Km/h – Il y aura de fortes



Il gèlera pendant la nuit – La température tombera à .....°C – Il fera très froid

etc....

- Utiliser A4 feuille.
- Completez tous les exercices (Leçon-1,2,3)

### **Learning Outcomes**

- Parler des facteurs influençant la météo
- Préparez le bulletin de météo

- |  |                                                                                                                            |
|--|----------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• Nouveau vocabulaire d'exprimer et parler des conditions météorologiques.</li></ul> |
|--|----------------------------------------------------------------------------------------------------------------------------|