

# Sanskar City International School

## SUMMER VACATION ASSIGNMENT (2024-25)

**Class - IX**

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**Que 1. Read the passage given below carefully and answer the questions that follow.**



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### Wildlife Outside National Parks

Usually, you would need to visit a national park or sanctuary to sight beautiful wild animals such as the wild boar, blue bull (Nilgai), spotted deer, chinkara, blackbuck, Indian hare, or monkeys. Today, just go round to any agricultural field and you may find plenty of wild herbivores roaming the grounds freely and feeding on the crops and natural palatable plants therein.

When forests were abundant, ecologically sound and self-sufficient, the movement of wildlife inside the Protected Areas/forests in search of food would extend no further than the buffer zone. Over time, however, the alarming rise in human population has put immense pressure on forest wealth, leading gradually to large swathes of the forest, including the buffer zone and corridors, being converted into agriculture fields and industries, and cleared for the construction of urban zones, big dams, railway tracks, roads and highways, mining corridors, electricity transmission lines and other development works that massively reduce forest area and shrink good-quality wildlife habitats.

Resultantly, as wild herbivores were made to move or migrate, through natural corridors, from one forest to another in search of food, they found themselves in agricultural fields, which are full of easily accessible feeding material. This has been the gradual effect of encroachment into the homes of wildlife by humans, compounding the human-wild animal conflict to boot. Exposed, such animals also come as easy prey for poachers or become a victim of roadkill. As per Delhi-based NGO Wildlife Protection Society of India (WPSI), over 1,000 tigers have been killed in the country by poachers over the last two decades. Over 650 instances of roadkill have been recorded in the last five years.

So, on the one hand, wildlife outside the protected areas is in great peril. On the other, farmers and locals in and around the forest-fringe areas are at a loss due to crop damage and the danger posed to human and livestock lives. The Ministry of Environment, Forest and Climate Change (MOEF & CC) estimates that between 2014 and 2017, one death took place every day due to human-animal conflict. It is observed that the wild herbivores damage between 15-50% of the standing crops in the field and may affect 50-75% of the total agricultural area. Hence, a balanced solution in the form of a 'Special Management Plan' (SMP) is the need of hour, not only to protect wildlife outside protected areas and forests but also to safeguard human lives and livelihoods.



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**On the basis of your reading and understanding of the above passage, answer the following:**

- (a) What is buffer zone?
  - (i) High human population
  - (ii) Protected zones in forests
  - (iii) Land designated for environmental protection
  - (iv) a development project
- (b) What is the most important reason behind the massively reduced forest area.
  - (i) Increase in agriculture
  - (ii) increase in buffer zones
  - (iii) Encroachment of forested land
  - (iv) developmental projects
- (c) What compounds the human-animal conflict?
  - (i) migration of animals
  - (ii) building of roads and highways
  - (iii) encroachment into the homes of animals
  - (iv) Killing of tigers
- (d) State one reason which has led to the decrease of animal population especially tigers, as discussed in a given passage.
  - (i) Increase in mining activities
  - (ii) Cutting of forests
  - (iii) Lack of waterholes
  - (iv) Increased poaching
- (e) Which word in the passage means 'edible' ?
  - (i) palatable      (ii) exposed      (iii) Feeding      (iv) reduce
- (f) Where would one find wild herbivores like Nilgai nowadays?
  - (i) National Parks
  - (ii) Agricultural fields
  - (iii) towns
  - (iv) both (i) and (ii)
- (g) Farmers of which area are mostly affected by straying of wild herbivores into agricultural fields ?
  - (i) villages      (ii) bufferzone      (iii) towns.      (iv) edge of the forests



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- (h) The need of the hour is to :
- (i) Protect wild life outside protected areas.
  - (ii) safeguard human lives and livelihood
  - (iii) implement 'Special Management Plan' .
  - (iv) both (i) and (iv)
- (i) Which word means the same as 'dangerous' ?
- (i) A Safeguard      (ii) Peril      (iii) Conflict      (iv) Transmission
- (j) Find a word in the passage which means the opposite of 'unapproachable'.
- (i) Immense      (ii) pressure      (iii) Massively      (iv) accessible

**Que. 2 . Choose the best determiner from the options given in the brackets to complete the following passage:-**

I felt stupid, being made to stand on (a) \_\_\_\_\_ desk while the other kids were bent over (b) \_\_\_\_\_ notebooks. I couldn't understand (c) \_\_\_\_\_ new school or my new classmates, or their alien language English—and (d) \_\_\_\_\_ fact that they could do sums in their head, while I struggled with a paper and pencil. For me, at age six, the good times had ended. Life seemed a far cry from those days in Nellore, Andhra Pradesh. (e) \_\_\_\_\_ thanks to my grandfathers reflected glory. He was (f) \_\_\_\_\_ military doctor, a great man, and I lived with him. And so even policemen gave me affectionate salaams, which I learned to acknowledge (g) \_\_\_\_\_ with a nod. I'd simply lay (h) \_\_\_\_\_ head down on the desk and sleep in Class, if bored. I was a pampered little prince.

**Options:**

- a) (i) little      (ii) the      (iii) an      (iv) any
- b) (i) his      (ii) our      (iii) their      (iv) those
- c) (i) his      (ii) your      (iii) my      (iv) her
- d) (i) The      (ii) a      (iii) an      (iv) any
- e) (i) some      (ii) all      (iii) little      (iv) few
- f) (i) little      (ii) a little      (iii) some      (iv) few
- g) (i) him      (ii) my      (iii) them      (iv) their
- h) (i) his      (ii) my      (iii) her      (iv) their

**Que. 3. Imagine and design their own superhero character, complete with a backstory, unique super powers, weaknesses, and a compelling costume design.**

**Que. 4. Create your own tongue twister.**

**Que. 5. Description: In this assignment, you will imagine yourself as time travellers and**



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**write a creative narrative about a day in your life.**

**Topic: “A Day in the Life of a Time Travellers “**

You can choose any time period or historical event to visit and describe your experiences, interactions, and observations.

Guidelines: You will write a narrative story in not more than 1000 words. You should include details about the time period you visit, such as the clothing, technology, and cultural aspects.

**Subject : Hindi**

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ç'u 2- Þx| dh fo/kkvksaß esa çR;sd fo|k dks ifjHkkf"kr djds foLrkj iwoZd fy[ksaA

ç'u 3- Þi| dh fo/kkvksaß esa ls çR;sd fo|k dks ifjHkkf"kr djds foLrkj iwoZd fyf[k, A

ç'u 4-ÞYgklk dh vksjß ikB ls lacaf/kr fn, x, cgqfodYih; ç'u ¼MCQ½ ds mÙkj Nk;Vdj fyf[k,A

ç'u 5- fn, x, dk;Z if=dk ¼Worksheet½dks iw.kZ djsaA

ç'u 6- Þçk—frd vkinkß fo"k; ij ,d lkjxfHkZr fuca/k fy[ksa A

ç'u 7- vius tUefnu ij vk;ksftr dk;ZØe dh :ijs[kk cukrs gq, vius fe= dks bl volj ij vkus ds fy, fuea=.k

i= fyf[k,A

ç'u 8- Þeqa'kh çsepan thß dk Øeokj thou ifjp; fy[ksa vkSj vkd"kZd fp= pkVZ isij esa cuk,iA



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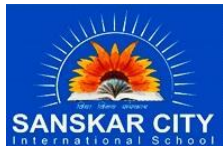
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### **Subject : Mathematics**

1. Locate  $\sqrt{3}$  on the number line.
2. Are the square roots of all positive integers irrational? If not, give an example of the square root of a number that is a rational number.
3. Find the decimal expansions of  $10/3$ ,  $7/8$  and  $1/7$ .
4. What can the maximum number of digits be in the repeating block of digits in the decimal expansion of  $1/17$ ? Perform the division to check your answer.



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5. Represent  $\sqrt{9.3}$  on the number line.

## VALUE BASED QUESTION

1. Manu went to his mathematics teacher and asked him “Sir, I want some chocolates to distribute among my classmates for my birthday but I have no money. Can you provide me some chocolates”. Teacher told Manu, I am giving you two numbers  $13+2\sqrt{2}$  and  $13-2\sqrt{2}$  and if you can find the value of sum of their squares, then I will provide you as many chocolates as the resulting value of sum of squares of given numbers. Find the number of chocolates.

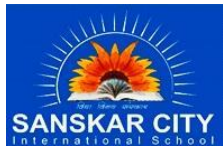
What value is depicted from this action?

## HOTS

1. prepare historical views about number system and write the name of great personality with their photos.

**Subject : Science**

S.No	HOMEWORK	ACTIVITY
	SCIENCE	
	PHYSICS	
1	Make portfolio on the following topic	



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	Visit nearby water reservoir in your location like river, dam, pond. Observe the water wave formed on the reservoir and sketch the following.	
	Draw a wave diagram and mention i. amplitude ii. Wavelength iii. frequency	
	How hydroelectric power plant work write a report on your observation.	
	The project should include the following	
	First page cover page which shows the school name and logo, in the middle write the topic of the project and below this write your name, class, roll number and in the right side write the name of guide teacher, designation etc	
	The 2nd page is the acknowledgment page/certificate that carries sign of principal, 3rd page is the index page, next minimum 5 to 8 pages which includes only the contents.	
	Clear, related and coloured pictures either printed or hand made.	
	Your suggestion on how to control the Hazards produced by hydroelectric power plant.	
2	<b>THE FOLLOWING ASSIGNMENT HAS TO BE DONE IN THE NOTEBOOK</b>	
	<b>ART INTRIGATION ACTIVITY “EK BHARAT SWACHHA BHARAT”</b>	
	<i>MAKE A NOTE BASED ON THE STEPS THAT ARE IMPLIMENTED BY OUR GOVERNMENT TO MAKE OUR CITY AND HENCE COUNTRY CLEAN AND HENCE ABOUT THE GREEN ENERGY EVOLUTION.</i>	Search the web about swachhbharat.
	<b>BIOLOGY</b>	
1	<b>MAKE A NOTE BASED ON TYPES OF CROPS.INLIST THE TYPES OF SEED ACCORDING TO THEIR NUTRITION VALUE.</b>	

Subject : Social Science





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### QUESTION-

1. WRITE DOWN THE NAME OF **HEAD OF THE STATE (PRESIDENT)** OF THE FOLLOWING COUNTRIES
  - (A) UNITED STATE OF AMERICA
  - (B) BRAZIL
  - (C) RUSSIA
  - (D) CHINA
  - (E) INDONESIA
2. WRITE DOWN THE NAME OF **HEAD OF THE GOVERNMENT (PRIME MINISTER)** OF THE FOLLOWING COUNTRIES
  - (A) ENGLAND
  - (B) CANADA
  - (C) JAPAN
  - (D) AUSTRALIA
  - (E) NEW ZEALAND
3. WRITE DOWN THE NAME OF THE FOLLOWING **HEAD IN CENTRAL GOVERNMENT**
  - (A) HEAD OF THE STATE (PRESIDENT)
  - (B) HEAD OF THE GOVERNMENT ( PRIME MINISTER )
  - (C) HUMAN RESOURCE MINISTER (HRD)
  - (D) DEFENCE MINISTER
  - (E) FINANCE MINISTER
  - (F) HOME MINISTER
  - (G) ROAD AND TRANSPORT MINISTER
4. WRITE DOWN THE NAME OF THE FOLLOWING **HEAD IN 28 STATE** OF INDIA
  - (A) GOVERNOR OF 28 STATE
  - (B) CHIEF MINISTER OF 28 STATE
  - (C) CAPITAL OF 28 STATE
5. WRITE DOWN THE NAME OF THE FOLLOWING **HEAD IN 8 UNION TERRITORIES** OF INDIA
  - (A) LT. GOVERNOR OR ADMINISTATOR OF 8 UNION TERRITORIES
  - (B) CHIEF MINISTER OF DELHI AND PUDUCHEERY
  - (C) CAPITAL OF 8 UNION TERRITORIES