

**CAMBRIDGE LOWER SECONDARY**  
**HOLIDAY ASSIGNMENT**  
**GRADE – 7**

<b>Subject</b>	<b>Assignment</b>														
<b>English</b>	<p>Read the novel ‘The Boy in Striped Pajamas’ by John Boyne and answer the following questions:</p> <p><b>CHAPTERS ONE, TWO</b></p> <p><b>Vocabulary:</b> Synonyms are words with similar meanings. Draw a line from each word in column A to its synonym in column B. Then use the words in column A to fill in the blanks in the sentences below.</p> <table><thead><tr><th data-bbox="349 1060 901 1123"><b>A</b></th><th data-bbox="901 1060 1596 1123"><b>B</b></th></tr></thead><tbody><tr><td data-bbox="349 1176 901 1239">1. chaos</td><td data-bbox="901 1176 1596 1239">a. indifferently</td></tr><tr><td data-bbox="349 1281 901 1344">2. frustration</td><td data-bbox="901 1281 1596 1344">b. limitations</td></tr><tr><td data-bbox="349 1386 901 1449">3. dismissively</td><td data-bbox="901 1386 1596 1449">c. immediate</td></tr><tr><td data-bbox="349 1491 901 1554">4. presumed</td><td data-bbox="901 1491 1596 1554">d. annoyance</td></tr><tr><td data-bbox="349 1596 901 1659">5. desolate</td><td data-bbox="901 1596 1596 1659">e. preferences</td></tr><tr><td data-bbox="349 1701 901 1764">6. restrictions</td><td data-bbox="901 1701 1596 1764">f. Disorder</td></tr></tbody></table>	<b>A</b>	<b>B</b>	1. chaos	a. indifferently	2. frustration	b. limitations	3. dismissively	c. immediate	4. presumed	d. annoyance	5. desolate	e. preferences	6. restrictions	f. Disorder
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7. foreseeable

g. Lifeless

8. priorities

h. Supposed

.....

1. The man was \_\_\_\_\_ to be innocent until proven guilty in a court of law.
2. Your \_\_\_\_\_ are wrong if you choose to watch television instead of finish-ing your report.
3. Happy with the community and its schools, my family intends to live here for the \_\_\_\_\_ future.
4. The severe hurricane left the town in a state of \_\_\_\_\_ .
5. There are so many \_\_\_\_\_ on the use of the playground that no one wants to come here anymore.
6. After trying in vain to solve the math problem, the student shook her head in \_\_\_\_\_.
7. The busy saleswoman waved the children off \_\_\_\_\_ when they asked her lots of questions.
8. The astronaut took a walk on the rocky, \_\_\_\_\_ surface of the moon.

### Chapters Three – Five (cont.)

#### Questions:

1. Why is Gretel surprised when she looks out the window?

2. How does Gretel react to the children on the other side of the fence?
3. How does Bruno's father react to his son's desire to go home?

### Chapters Three – Five (cont.)

#### Writing Activity:

Describe a time when you had a disagreement with one of your parents. What was the disagreement about? How was it resolved? (100 words)

### CHAPTERS SIX, SEVEN

**Vocabulary:** Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- |                 |                                |
|-----------------|--------------------------------|
| 1. enforced     | a. reckless adventure or prank |
| 2. reverberated | b. dislike                     |
| 3. engaged      | c. caused to be carried out    |
| 4. incredulous  | d. amusement                   |
| 5. escapade     | e. easily annoyed              |
| 6. diversion    | f. echoed                      |
| 7. distaste     | g. took part                   |
| 8. irritable    | h. showing a lack of belief    |

1. Playing video games is my favorite \_\_\_\_\_.
2. Most people are \_\_\_\_\_ when they hear stories about flying saucers.
3. After the rain spoiled her plans, my sister was \_\_\_\_\_ for the entire day.
4. After reading the book, the students \_\_\_\_\_ in a lively discussion about the characters.
5. The police officer \_\_\_\_\_ the law against speeding by giving the driver a ticket.
6. My little brother's latest \_\_\_\_\_ ended with a ball breaking a bedroom window.
7. The guide's call \_\_\_\_\_ in the cave.
8. Many people have a(n) \_\_\_\_\_ for snakes.

## **CHAPTERS EIGHT – TEN**

**Vocabulary:** Use the following words/phrases to make sentences of your own.

1. dominated
2. devise a way
3. retrieve
4. rummage

5. confirmed.

**Writing Activity:**

Bruno writes a letter to his grandmother and shares his feelings about the new place. Imagine that you are his Grandmother. Write a suitable reply to this letter.

**ESL**

**Biographical Sketch**

Students will work on their biography with research on the author of the book –

**The Enormous Crocodile**

Do a research on the author *Roald Dahl*

Biographical sketch means an account of the life and activities of an individual or family. It would include information about the person's name, place of residence, education, occupation, life and activities and other important details..

Biographical sketches tell a lot of interesting facts about the person. It tells about the age in which he lived. Biographical sketch also tells about the hobbies, interests, friends, influences in the life of that person and about his accomplishments.

- In your biographical sketch (about 300 words) you need to consider the following questions given below:
- Your writing needs to be typed – 12 point font, double spaced.
- Make sure you check for spelling, punctuation and verb usage.

**Students should write as much as they can to answer their questions about the person.**

**Elements of Biography**

- ü Birth date and place (where, when)
- ü Family (Birth order, Spouse/children)
- ü Childhood or School Life (stories and achievements)
- ü Hobbies, Interests
- ü Career
- ü Anecdotes/memories (interesting stories about why they are famous)
- ü Fame (reasons)
- ü Later Life
- ü Death (when, where, how)
- ü You will stick relevant pictures according to the elements given.
- ü Last page – Write some of his famous books

**Note:**

- You might also find other information that you would like to add, that is OK ! Make your report and presentation interesting.
- Your presentation should not just be one of you reading the paper you wrote. Make note cards and share the time!
- Make a Booklet – with relevant pictures
- The Cover page should have a picture of the author and then *laminated and spiralled (booklet)*
- Presentation - A way to project the biography to be shared with the class for an assessment
- Submission date of the booklet – 23<sup>rd</sup> July `19

**Happy Reading!**

## Math

### READ THESE INSTRUCTIONS FIRST

- There are two sections in this document. Answer all questions.
- Part A comprises of project work based on the guidelines given.
- Part B comprises of 20 questions which involves reinforcement of work done before summer break.
- You may submit the homework in a neat project file with an attractive cover.
- Do not use class math notebook for doing holiday homework.
- Write your name, class and section on the cover page.

### Section - A

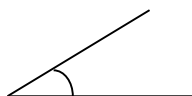
#### Estimating angles –

**(From chapter-7-ICT, investigations and problem solving-page 66 –Check point Maths 2)**

(a) You will need three pieces of paper or card. Draw on them:

- (i) an acute angle ( less than 90)
- (ii) an obtuse angle(between 90 and 180)
- (iii) a reflex angle (more than 180)

On each of them mark clearly the angle to be estimated. For example,



(b) Explain to your friends that you are going to show them three angles in turn for 5 seconds each,

- and that you will ask them to estimate the size of each angle.
- (c) Record the responses on a piece of paper. This is called 'raw data'.
  - (d) Design a clear table for the results.
  - (e) Display the data using a suitable graph
  - (f) What conclusions can you draw from your results?
  - (g) Suggest ways in which the experiment can be improved.
  - (h) Test the following statement: 'People become better at estimating the size of an angle if they practice'.

### **Section - B**

1. A recipe for a fruit punch has 1.25 liters of orange juice, 750ml of pineapple juice and 3 liters of lemonade.

- (a) How many liters of punch does this recipe make?
- (b) How many 100ml glasses could be filled with the punch?

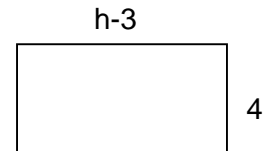
2. What is the total weight in grams of the fruits listed below?

Apples-1.5kg, Pear-0.5kg, Oranges-750g, Dried Grapes-1200mg.

3. Arrange in ascending order using the symbol for 'less than'.

0.46 , 4.6 , 0.04 , 46.0 , 0.406

4. Write expression for the area of the rectangle given:



5. Convert the following to metres.

- (a). 0.8km      (b). 96cm.      (c).12mm.

6. Calculate 450ml + 1.55 liters give the answer in ml.

7. Calculate 2.75liters–950ml liters give the answer in litre.

8. Express the total of the following in kg.

12 tonnes, 760kg, 0.93 tonnes, 640kg

9. A ship can carry 8500 tonnes of cargo. How many containers, each weighing 18 tonnes, can it

carry safely?

10. A baker makes loaves weighing 425g. How many loaves can he make from 15kg of dough?

11. Copy and complete:

(a) with < ,> or =

(i)  $4 \times 4$  \_\_\_\_\_  $2(3+5)$

(ii)  $7^3$  \_\_\_\_\_  $7 \times 3$

(iii) 7m \_\_\_\_\_ 99cm

(iv) 4890 kg \_\_\_\_\_ 9 tonnes

(v) 48liters \_\_\_\_\_ 4800ml

(b) Round:

(i) 643 to the nearest hundreds.

(ii) 56789 to the nearest thousands.

(iii) 64.734 to 1 decimal place.

(iv) 37.578 to 2 decimal places.

(v) 198.43 to the nearest whole number

12. Work out the following multiplications:

(i)  $380 \times 0.1 =$

(ii)  $237 \times 0.01 =$

(iii)  $5.08 \div 0.1 =$

(iv)  $0.49 \div 0.01 =$

13. Expand the brackets and simplify your answer where possible:

(i)  $3(x - 7) + 4x - 8$

(ii)  $-9(y - 4) + 6(2y + 1)$

(iii)  $3m(2 - m) - 7(-2m + 4) + 7m^2$

14. If  $1 \text{ km} = \frac{5}{8} \text{ mile}$  and  $1 \text{ mile} = \frac{8}{5} \text{ km}$ , Convert:

(i) 640 km = \_\_\_\_\_ miles

(ii) 1200 miles = \_\_\_\_\_ km

15. Copy these shapes and draw on the lines of symmetry for each one. If it will help you, use tracing paper or a mirror to check your results.

**a**



Isosceles triangle

**b**



Equilateral triangle

**c**



Square

**d**



Parallelogram

16. Find the order of rotational symmetry for each of these shapes:

**a**



**b**



**c**



17. Fill in the blanks.

(i)  $(-11)^2 =$  \_\_\_\_\_

(ii)  $-9 \times$  \_\_\_\_\_  $= 81$

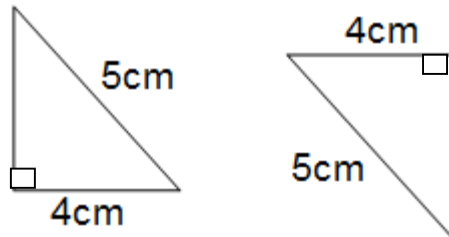
(iii)  $\sqrt{225} =$  \_\_\_\_\_



(iv)  $\sqrt{\frac{1}{64}} = \underline{\hspace{2cm}}$

(v)  $\sqrt{0.25} = \underline{\hspace{2cm}}$

18. Are the two triangles given below congruent? Justify your answer.



19. This data records the weights (in kilograms) of 30 students of Grade -7 students.

29	45	37	42	38	36	37	40	38	37	46	50	37	36	44
37	40	28	35	37	34	41	42	44	43	48	43	32	29	30

(i) Draw a stem – and – leaf diagram of the data.

(ii) From the stem – and – leaf diagram calculate:

(i) the mean weight of grade 7 students

(ii) the median weight

(iii) the modal weight

20. Calculate the following:

(i)  $(+15) \div (-5) = \underline{\hspace{2cm}}$

(ii)  $(-7) - (+12) = \underline{\hspace{2cm}}$

(iii)  $(-4) \times (+17) = \underline{\hspace{2cm}}$

(iv)  $(+12) \div \underline{\hspace{1cm}} = -4$

(v)  $-36 + 7 = \underline{\hspace{2cm}}$

### SECTION C

**Make a project/chart from one of the topics given below:**

1. Any two famous Mathematicians and their contribution.
2. Maths in daily life
3. Maths in nature
4. Making Mathematical jewellery (using 2dshapes or 3d objects-self made)
5. Exploring ‘Special Quadrilaterals’

6. Exploring “ lines of symmetry and order of rotational symmetry”
7. Any game/puzzle/crossword created on the topics covered so far.
8. A self-composed poem on the topics covered so far.

**Use your creativity and research skills to make the project.**

## Science

### Physics

**“Vibration to sound pollution”** explore the topic and present in class on returning from holidays. PPT, models and charts can be used (Topic will be discussed in class before hand)

### BIOLOGY, CHEMISTRY

#### **ACTIVITY -**

Students will carry the following activity as per the instructions given and record their observations.

**Aim - Time taken for germination of different types of seeds**

**Help can be taken from question 1**

**Students will need -**

- Four different types of seeds (5 of each type)
- Four containers of the same type
- Same amount of soil for the four containers

**What to do –**

- Sow the seeds at a distance in the soil
- Water everyday at the same time, putting the same amount of water in each tray
- Observe everyday at the same time for the day for 10 days

**Record your observation –**

- In a table
- Plot a graph
- By taking pictures or drawing your observation on A4 sheets (thick)

**Conclusion**

- Through your interpretation of the activity

**1. Sunita wants to find if some types of seeds germinate more quickly than others.**

**She plants her seeds in seed trays.**

**a. Name one variable Sunita is changing in her investigation.**

.....  
.....

**b. Sunita needs to make her investigation is fair.**

**Name 2 variables Sunita should keep the same to make her investigation fair.**

.....  
.....

.....  
.....

**c. When a seed germinates, a root starts to grow before a shoot.**

**Sunita measures each type of seed germinates first by recording when she first sees the shoot.**

**Explain why Sunita records when the shoot first appears and not when the root first appears.**

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.....

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.....  
**d. Sunita planted five seeds of each type in the trays.**

**Explain why it is a good idea to plant five seeds of each type rather than just one.**

.....  
.....  
.....  
.....  
**e. The diagram shows the life cycle of a plant.**

**Tick one box to show where germination happens in the cycle a plant.**

**2. Sandeep has some celery.**

**Water can travel up the stem of the celery to the leaves.**

**Sandeep puts a stick of celery in a glass of red coloured water.**

**When the water reaches the leaves the leaves turn red.**

**Sandeep wants to find out if the temperature affects how quickly the water gets to the leaves.**

**Think about an investigation you could do to find out if the temperature affects how quickly the water gets into the leaves.**

**a. Answer the questions below about your investigation.**

**i. The variable that you will change in your investigation is –**

.....  
.....  
**ii. The equipment that I will use to measure the time taken for red colour to reach the leaves is –**

.....  
.....

iii.           The two variable that I will keep the same to make my investigation fair are –

.....  
.....

.....  
.....

3.     David knows that plants need water to grow.

a.     Name two other things that plants need to take in for healthy growth.

.....  
.....

b.     David grows some plants.

He wants to find if the amount of water affects their growth.

Tick ONE box after each question to show the best way for David to carry out his test.

c.     Plants absorb rain water from the soil.

Name two plant parts that water must travel through to get from soil to the leaves.

.....  
.....

d.     Rain falling is part of the water cycle.

Write letter A-E on the diagram to show the order of the stages in the water cycle.  
One stage is done for you.

**4. Mia has four different solids.**

**Her teacher asks her to find out what the solids are.**

**Mia mixes one teaspoon of each of the solid into different beakers of water. She records her observations in table 1.**

**a. What is the name of the process that has happened to solids B and C?**

.....  
.....

**b. Mia tries to separate a mixture of solids A and D using a sieve.**

**Mia records her observation in Table 2.**

**Describe ONE difference between solids A and D that stops solid A from going through the sieve.**

.....  
.....

**c. Next Mia puts a teaspoon of solid B into a beaker of vinegar.**

**Then she puts a teaspoon of solid C into another beaker of vinegar**

**She records her observation in table 3.**

**i. Which solid has non-reversible change when mixed with vinegar? Tick one box.**

**ii. What evidence shows the change to be the solid you chose is non-reversible?**

.....  
.....

**d. The teacher tells Mia the names of the four solids.**

**Draw four lines to match each solid to its name.  
Use information in tables 1, 2 and 3 to help you.**

**5. Sophie thinks of some of the things you can do in the kitchen.  
The activities cause materials to change.**

- a. Complete the table by writing solid, liquid or gas in each box to show how the materials change. One box has been done for you.**
- b. Write yes or no in each of the table to show if the activity causes a reversible change.**
- c. Sophie heats water in a saucepan.**

**The water does not boil.**

**The water level in the saucepan goes down as water is heated.**

**Name the scientific process that causes the level of the water to go down as it is heated.**

.....  
.....

- d. There is a window near the pan of hot water.  
Sophie notices condensation happening on the inside of the window.  
Why does condensation happen on the window? Tick one box.**

**6. Justine lights a candle.**

- a. Complete the table to show if the observation is evidence of a reversible or a non-reversible change. Tick one box.**

- b. Justine has candles of different heights but the same width.  
She wants to burn them all down to a height of 1cm.**

**Describe the relationship between height of the candle and the time taken to burn the candle down to 1cm.**

.....  
.....

- c. Justine has 3 new candles. They are the same height but have different widths.**

Justine wants to find out if the width of the candle affects the time it takes to burn down.  
She times how long it takes for each candle to burn down to 1cm. the graph below shows Justine's results.

Candle C burns down the fastest.  
How many minutes did it take candle C to burn down to 4cm?

..... min.

d. Justine has another candle.  
It is thinner than candle C but it is of the same height. Draw a line on the graph to show how quickly the new candle will burn down to 1cm.

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.....

## Social Studies

This would be assessed for Internal Assessment.

### I. National Parks & Sanctuaries

To protect the wild animals and to save the natural vegetation, National parks and wildlife sanctuaries have been set up all over India to protect the wild animals and to save the natural vegetation. There are nearly 100 national parks and sanctuaries in India at present. Many rare plants and animals facing the extinction are protected in these parks & sanctuaries.

Collect more information about the national parks and sanctuaries in India and find out the answers to the following questions.

1. Name 4 national parks or sanctuaries of India.
2. Mark their location on a physical map of India.
3. What is the difference between a zoo and a sanctuary?
4. Paste the pictures of at-least 4 endangered species (Except tiger) in India.
5. Name two wild life sanctuaries where tigers are protected in India.

### 2. Shall we know about our place?



	<ol style="list-style-type: none"> <li>1. Name of the town/village/city :</li> <li>2. District :</li> <li>3. Pin Code :</li> <li>4. STD. Code :</li> <li>5. No.of temples/mosque/churches/hospitals/schools/police stations/banks etc in your place</li> <li>6. Main centres :</li> <li>7. Is it Municipality/Corporation/Metro? :</li> <li>8. Population of the place :</li> <li>9. Area :</li> <li>10. Important occupation of the people :</li> <li>11. Name of the Member of Parliament :</li> <li>12. Name of the Member of Legislative Assembly :</li> <li>13. Transport facilities from your place to the other special places like pilgrim centers,historical places etc., :</li> <li>14. Fairs/festivals celebrated in your place :</li> <li>15. Landmark Indications for quick identifications of your place:</li> </ol> <p><b><u>3. Collect the data on any one historical monument with the given information.</u></b></p> <ol style="list-style-type: none"> <li>1. Name of the historical monument :</li> <li>2. Year of construction :</li> <li>3. Constructed by :</li> <li>4. Material used for the construction :</li> <li>5. Construction style :</li> <li>6. Speciality of the construction :</li> <li>7. Uses of the monument :</li> <li>8. Reasons for the constructions :</li> <li>9. Important persons who visited the monument :</li> <li>10. Protection of the monument :</li> <li>11. Present position of the monument :</li> <li>12. Any extra information :</li> </ol> <p><b>Note: The work should be submitted handwritten.</b></p>
<b>French</b>	With pictures on a chart, show the different activities you, your friends and family do during the vacations. Use online dictionary to find the verbs and only use verbs ending in -ER
<b>Spanish</b>	<ol style="list-style-type: none"> <li>1. Make a scrap book about Spain mentioning its capital, culture, tradition, cuisine etc.</li> <li>2. Make sentences 15 with SER and 15 with verb ESTAR.</li> <li>3. Learn all the work done in your class notebook and rewrite them.</li> </ol>

## German

1. Make a Questionnaire in German with the following points. Questions can be in English.

For example

1. What is the Capital of Germany?

a. Berlin

b. München

c. Frankfurt

Ans.- Berlin

Think and research it and make at least 15 questions.

2. Make a Menu Card in German. Make a conversation between waiter and Customer in Notebook.

3. Write and draw School objects in German Notebook.

4. Collect 10-15 verbs and take a coloured printout ( which we use in our daily life for example kochen, schwimmen, backen, fernsehen, essen.....and paste it in your Notebook.

## Hindi

निम्नलिखित विषयों पर एक स्लोगन लिखिए :-

1. जल संरक्षण 2. स्वच्छ भारत 3. प्लास्टिक निषेध

- पतवार में से पेज न.70 से 'गुलगुले पुए' और 'आलमंड कूकीज़' व्यंजन की विधि पढ़कर रसोई घर में अपनी माँ को निर्देश देकर व्यंजन बनवाइए।
- विज्ञान की दुनिया विषय पर एक निबंध लिखिए।
- ग्रीष्म ऋतु पर एक कविता लिखिए।
- 'रामायण' हिन्दी पुस्तक में से एक से पाँच पाठ पढ़िए और कठिन शब्दों को अभ्यास पुस्तिका में लिखिए।
- आजकल की पीढ़ी में नैतिक मूल्यों की कमी होती जा रही है। इस विषय पर छः से सात पात्र लेकर एक नाटक लिखिए।

<b>Global Perspectives</b>	<p><b>Project-based learning</b></p> <p><b>Topic -Tradition, culture and Identity</b></p> <p><b>Theme-Diversity</b></p> <p><b>Make a movie about your culture, tradition and Identity to present in the class.</b></p>
<b>ICT</b>	<p style="text-align: center;"><b>Project</b></p> <ol style="list-style-type: none"> <li>1. Collect pictures on, “Swachh Bharat Abhiyan” and use them to make a movie and apply transitions to the pictures and add titles and credits.</li> <li>2. Prepare a chart showing how computer languages are classified. Use examples to highlight the significant features of different generations of computer languages.</li> </ol> <p style="text-align: center;"><b>Visual Basic</b></p> <ol style="list-style-type: none"> <li>1. Design an application of an area calculator wherein coordinates are entered to find area of: <ul style="list-style-type: none"> <li>• Area of Circle</li> <li>• Area of Rectangle</li> <li>• Area of Triangle</li> <li>• Area of Square</li> </ul> </li> <li>2. Design an application to find greater number amongst two and result comes in result Textbox</li> <li>3. Design an application to find no is even or odd</li> <li>4. Design a visual basic application to display the first 10 multiples of 5 using For-Next Loop</li> </ol>
<b>VA</b>	<p><b>Pointillism Art</b></p> <p>French artist George Pierre is noted for his innovative use of drawing media and for devising a technique of painting known as pointillism.</p> <p><b>Material required-</b> Full Ivory or cartridge sheet, pencil, marker, sketch pens, fiber tip pens, neon colors</p> <p><b>Procedure-</b> Create a beautiful drawing of your choice using a pencil very lightly and then fill the picture using the pointillism technique. The concept of pointillism is to create solid space of color by using dots of two or more colors in an area. The challenge to this project is that the entire thing must be done only using “dots”. Few Examples are shown below.</p>

