



**TAGORE INTERNATIONAL SCHOOL**  
**EAST OF KAILASH**

Deepa Agarwal, was born in Almora, Uttarakhand, a small town in the Himalayan region of India. She spent her childhood in the picturesque Kumaon region which forms the background of many of her books including CARAVAN TO TIBET. Her grandfather belonged to a nomadic tribe known as the Shaukas, who travelled to Tibet to trade.

### **Read the book Caravan to Tibet and do as directed:**

1. Imagine yourself as Debu and share your experience using interesting illustrations. You can make changes in the story and present it in the form story booklet.
2. Also write a letter to your friend recommending this book along with the reasons.
3. Make a display card of A4 size :
  - a) Use an A4 size pastel sheet of green, yellow or light blue colour.
  - b) Paste the picture of any one of your favorite authors. Below it provide the following information
    - about the author
    - Date of birth
    - Popular works
    - Awards received

### **Suggested Books for Reading**

- *Waiting for the Mahatma* by R.K Narayan
- *Under the Banyan Tree and Other stories* by R.K Narayan
- *Five on a Treasure Island* by Enid Blyton
- *A Bond with the mountains* by Ruskin Bond

## विषय – हिन्दी

### पुस्तक—प्रेमचन्द की कहानियाँ

प्रेमचन्द की निम्नलिखित कहानियों में से कोई एक कहानी पढ़िए व उस पर आधारित दिया गया कार्य रंगीन ए-4 शीट पर कीजिए।

- परियोजना 3-4 पृष्ठ की होनी चाहिए।

1. बूढ़ी काकी
2. ईदगाह
3. राजाहरदौल
4. नादान दोस्त

प्र.1. किसी एक कहानी का वह पात्र जो आपको सबसे अधिक अच्छा लगा व क्यों ? लिखिए।

प्र.2. किसी एक कहानी पर आधारित चित्र बनाकर कहानी का सार अपने शब्दों में लिखिए तथा एक आकर्षक परियोजना तैयार कीजिए।

प्र.3. किसी एक कहानी को नाटक के रूप में परिवर्तित करके लिखिए।

निर्देश:—सभी कार्य ए-4 शीट पर करें।

## संस्कृत

15 दैनिक—व्यवहारस्य वाक्यानाम् संग्रहं कृत्वा अर्थसहितं लिखत। (आवश्यकतानुसारं चित्राणां प्रयोगं कुरुत।) (ए-4 शीट पर लिखिए)

## FRENCH

### (ONLY FOR VII-C CLASS)

a) **Faites des phrases:** (Make sentences)

chanter, jolie, école, gâteau, fermer, arbre, fleur, sous, horloge, mignon

b) **Make a colorful dictionary** of 30 words from English to French. You can also show illustrations or pictures.

- 5 birds
- 5 fruits
- 5 professions
- 5 eatables (Ex. pastry, ice-cream, etc.)
- 5 things in the garden (Ex. flowers, trees, grass, etc.)
- 5 means of transportation (Ex. bus, car, train, etc.)
-

c) **Make a crossword puzzle on months of the year in French.**

d) **Complétez la grille:** (Complete the table)

Masculinsingulier	Fémininsingulier	Masculinpluriel	Fémininpluriel
ancien			ancienne
	longue	longs	
bas			basses
épais	jolie		
	nouvelle	nouveaux	
léger	légère		
		lourds	
	étroite		

e). **Mettez au pluriel:**

1. C'est un oiseau.
2. La femme prépare un gâteau.
3. Je préfère le stylo bleu.
4. Il donne un signal.
5. Le cheval est brun.
6. L'enfant joue avec un train
7. C'est une femme.
8. Voilà l'ami de Sylvie.
9. Tu as un clou.
10. le crayon est rouge.

## MATH

### PASSAGE 1

#### Theme – Adventure Camp

Adventure Camps are the perfect place for children to practice decision making for themselves without parents and teachers guiding their every move. Managing their daily choices in the safe and caring environment of a camp, gives children the opportunity to learn a lot of things. Coming to a camp means joining a close-knit community where everyone must agree to cooperate and respect each other. They live in harmony with others. Knowingly or unknowingly they develop their analytical skills.

It was a bright sunny morning when students of class VII stood in the school's assembly ground, thinking about the adventures they would have in Padampuri, Nainital. Yes, they were going to the much awaited Adventure Camp!

They would live in tents, trek in the forest, spot some flora and fauna, climb the rocks, observe the valleys, perhaps make their own food and what not. "Hurry up students, fall in line" said the Principal. Within no time the teachers and all the students gathered in the ground. Dr. Sharma continued, "You are representing your school in this Adventure Camp. So, behave, act and perform well. Be disciplined and do not harm the nature. I hope you would not let us down. Well, you would go to the camp by bus. Now, stand in order and move towards your buses."

The students stood in lines – class and section wise. There were exactly 10 students from each section, forming a group of 60 students.

10 teachers, including Dr. Sharma, were to accompany the students. All moved outside to board the buses.

Mrs. Saxena, the coordinating teacher exclaimed, “We have got only 4 mini buses; how do I adjust the students?”

Mr. Singh, the sports teacher, came forward and said, “Ma’am, I can see we have 4 buses in which 3 buses are 15 seater and 1 bus is 25 seater.

So, that should be enough.” Mrs. Saxena explained.

They all set off for the journey and reached Nainital. It was a place brimming with positivity and the scenic beauty was breath-taking. At the camp, each student was served with a welcome drink.

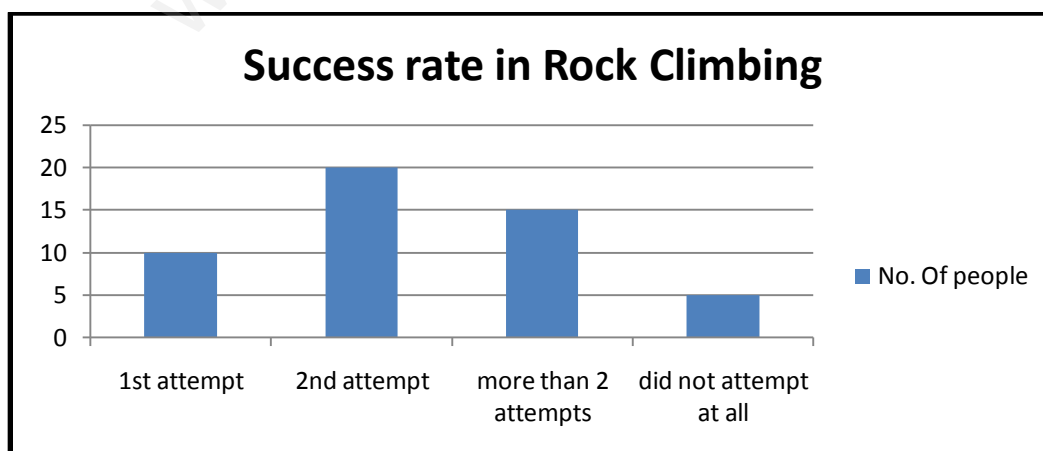
Soon the rooms were allotted and they all met in the Conference Hall. After an hour, they were greeted by Brigadier Tripathi and his team of 50 members who would guide the students and teachers in their camping activities. The students were divided into groups and within half an hour, the groups reached the camping site, where they would take part in the adventure activities.

The jungle trek was enjoyable but tiring. As dusk fell, it was time to take shelter.

At night, the students sat around the bonfire and presented group plays. At first light, the students were served breakfast and soon they were all taken for rock climbing.

Many students were scared and backed out. Then Brigadier Tripathi told the students about the performance of their team and success rate in climbing the given rock in their past. Some were successful in the first attempt, while some took more attempts; there were a few who had not tried rock climbing at all. However, they all wanted to try it. He tried to motivate them and showed them a data which had the following table:

No. of attempts	No. of people
1st attempt	10
2nd attempt	20
more than 2 attempts	15
did not attempt at all	5
<b>Total</b>	<b>50</b>



Within no time, all the students decided to climb the rock and enjoyed the activity. For the rest of the days students were taken for village walks, visit to organic farms, bird watching and river crossing. There were some in-house activities as well. Finally the departure time arrived. Dr. Sharma was happy to know that the students had an amazing time and the camp helped them in bringing out their hidden qualities. Now, referring to the instances and situations listed above, answer the following questions using mathematical knowledge:

Q1. Observe the success rate graph and answer the following questions:

- What is shown by the graph?
- What are shown along horizontal and vertical axis?
- How many persons are represented by the bar graph?

Q2. Find the ratio of the following:

- the people climbing the rock in 1st attempt to those climbing in 2 attempts.
- the people not attempting to climb the rock to those climbing in more than 2 attempts.
- Are the two ratios same ?
- Find the student-teacher ratio for Adventure camp.

Q3. a) Of the 50 team members of Brigadier Tripathi, what percent of the members were able to climb the rock in 2 attempts?

b) What percent of the members did not attempt to climb the rock?

Q4. a) Mr. Singh, the sports teacher, came forward and said, "Ma'am, I can see, we have 4 buses in which 3 buses are 15 seater and 1 bus is 25 seater. What is the total number of seats?

b) If the seats are increased in first type of bus from 15 to 20 and in second bus from 25 to 30, how many seats will be available?

## **PASSAGE 2**

### **TEENS PICK YOUTUBE OVER FACEBOOK**

YouTube is overtaking Facebook as the most favourite site among teenagers, a survey has found. The Futures Company, a research consultancy, interviewed 4,014 teens and found that the most popular site among young people was YouTube. Nearly 50% of teens cited YouTube as their favourite site versus 45.2% who favoured Facebook, Mashable reports. Others on the list include Amazon(27.8%), Google(25%), Twitter(19.5%), Yahoo(12.1%), eBay(10.7%) and Tumblr(12.3%). Facebook is still the most popular website with people in their 20s at 55%, followed by Amazon(37.5%).

The report shows modest growth for Twitter among the 12 to 29 group with 16.5% naming it as their favourite website vs 14.1% last year. Facebook's overall numbers went from 57.6% to 51.7%.

"Our new findings do suggest some weakness for Facebook, but I need to preface everything we discuss here with the fact that Facebook remains the favourite website overall among our sample of 12 to 29 year olds," says Rob Callender, director of youth insights at the Futures Co.

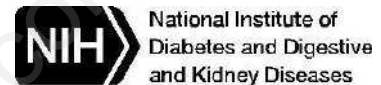
It is worth noting that the way the data is worded("favourite sites") probably skews toward fun, entertaining YouTube over the networking-focused, utility-centered Facebook.

Read the above article and answer the following questions:

- Q1. How many students were interviewed?
- Q2. What percentage of students cited YouTube as their favourite site? Find the number of students who favoured other sites than YouTube.
- Q3. Name all the sites mentioned in the article.
- Q4. On the basis of percentage, order them from the most favoured to the least favoured among teens.
- Q5. If compared with the last year, among the 12 to 29 group, which site has shown increase in percentage in terms of being favourite? How much is the increase?

### OPTIONAL PASSAGE -Extended work for Above average/ Bright students

## Overweight and Obesity Statistics



WIN

### About Overweight and Obesity

This fact sheet describes the prevalence of overweight and obesity in the United States.

**Overweight** refers to an excess amount of body weight that may come from muscles, bone, fat, and water.

**Obesity** refers to an excess amount of body fat.

### Using Body Mass Index (BMI) to Estimate Overweight and Obesity

The BMI is the tool most commonly used to estimate overweight and obesity in children and adults.

**For adults**, overweight and obesity ranges are measured by using weight and height to compute the person's BMI. The BMI is used because, for most people, it correlates with the amount of fat in their bodies.

**Children** grow at different rates at different times, so it is not always easy to tell if a child is overweight. BMI charts for children compare their height and weight to other children of their same sex and age.

### BMI of Adults Age 20 and Older

BMI	Classification
18.5 to 24.9	Normal <u>weight</u>
25 to 29.9	Overweight
30 +	Obesity
40 +	Extreme obesity

The tables to the right outline BMI scores and weight categories for adults and children. Online tools for gauging the BMIs of children and adults are listed in the Resources section of this fact sheet.

## Causes of Overweight and Obesity

Overweight and obesity result from an energy imbalance. The body needs a certain amount of energy (calories) from food to keep up basic life functions. Body weight tends to remain the same when the number of calories eaten equals the number of calories the body uses or “burns.” Over time, when people eat and drink more calories than they burn, the energy balance tips toward weight gain, overweight, and obesity.

Children need to balance their energy, too, but they are also growing and that should be considered as well. Energy balance in children happens when the amount of energy taken in from food or drink and the energy is being used by the body support natural growth without promoting excess weight gain.

Many factors can lead to energy imbalance and weight gain. They include genes, eating habits, how and where people live, attitudes and emotions, life habits, and income.<sup>1</sup>

### Health Risks of Overweight and Obesity

#### Type 2

diabetes

heart disease

High blood pressure

Nonalcoholic fatty liver disease  
(excess fat and inflammation in  
the liver of people who drink little  
or no alcohol)

Osteoarthritis (a health problem  
causing pain, swelling, and stiffness  
in one or more joints)

some types of cancer: breast,  
colon, endometrial (related to  
the uterine lining), and kidney

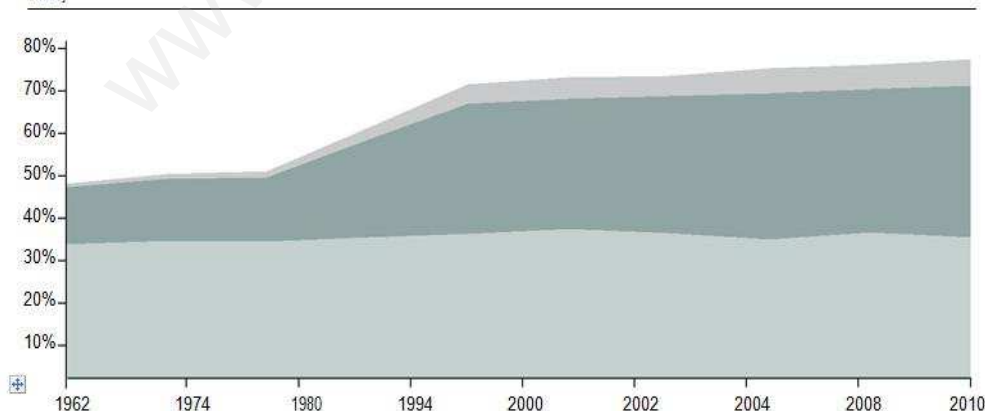
Stroke

### Treatment of Overweight and Obesity

Overweight and obesity are risk factors for type 2 diabetes, heart disease, high blood pressure, and other health problems (see box).

There is no single cause of all overweight and obesity. There is no single approach that can help prevent or treat overweight and obesity. Treatment may include a mix of behavioral treatment, diet, exercise, and sometimes weight-loss drugs. In some cases of extreme obesity, weight-loss surgery may be an option.

Trends in Overweight and Obesity among Adults, United States, 1962–2010†



Source: Ogden & Carroll, 2010; Flegal et al., 2012

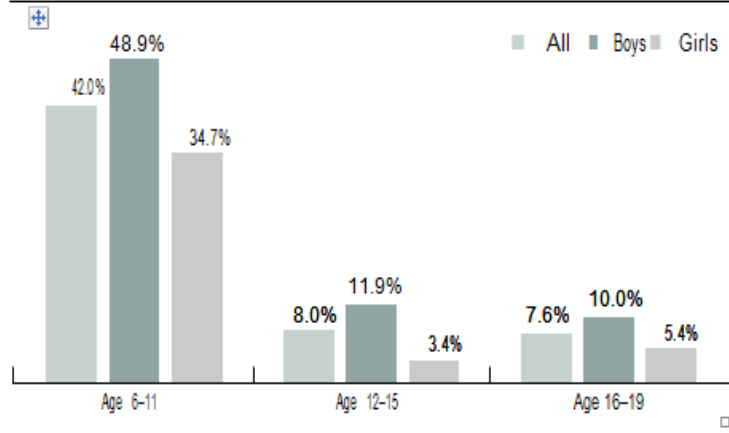
†Data for 1960–1980 are for adults ages 20 to 74; data for 1988–2010 are for adults age 20 and older.



## Children and Adolescents

The physical activity guidelines also recommend that children and youth get at least 60 minutes of physical activity daily.

Children and Adolescents Ages 6–19 Getting at Least 60 Minutes per Day of Physical Activity, United States, 2003–2004



Source: [Troiano et al., 2008](#)

## Research Findings

Findings from a study conducted in 2003–2004 that measured physical activity using a tool that records movement suggest the following:

In the age group of 6 to 11, almost half of boys (49 percent) and about a third of girls (35 percent) get the recommended amount of physical activity.

Physical activity declines with age. While 42 percent of children ages 6 to 11 get 60 minutes a day of physical activity, only about 8 percent of adolescents ages 12 to 15 reach this goal.

At all ages, girls have lower levels of physical activity than boys.

# Physical Activity Statistics

## Research Findings

Research suggests that staying active may lower a person's chance of getting heart disease, stroke, some cancers, type 2 diabetes, and other conditions.

Researchers believe that some physical activity is better than none. Extra health benefits can be gained by increasing how often and intensely one exercises and how long each session lasts.

## Adults

Government guidelines recommend that healthy adults take part in aerobic activity of moderate intensity for at least 150 minutes a week or vigorous intensity for 75 minutes a week.<sup>6</sup> Aerobic activity uses large muscles such as the legs and back and makes the heart beat faster. In addition, the guidelines recommend that people do activities that strengthen muscles (such as weight training or push-ups) at least twice a week.

Some studies measure physical activity by people's self-report of what they do. Other studies use a tool that records movement as it occurs. Researchers consider the studies using tools to be more accurate. A study conducted in 2003–2004 that used this type of tool to measure physical activity found that only about 3 to 5 percent of adults meet these recommendations.<sup>7</sup>



After reading the given Data from U.S Department of Health and Human Services, answer the following questions:

- a) Following data gives Body Mass Index (BMI) of adults 20 years and above. Represent the data on a bar graph

BMI of Adults Age 20 and Older

BMI	Classification
18.5 to 24.9	Normal weight
25 to 29.9	Overweight
30 +	Obesity
40 +	Extreme obesity

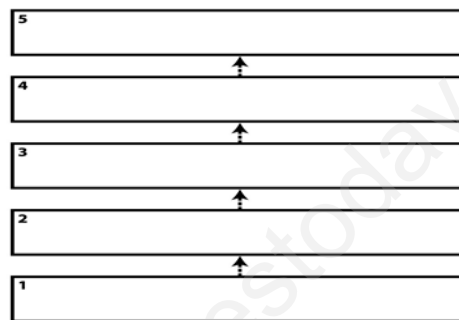
- b) Study the Graph Trends in Overweight and Obesity among Adults, United States, 1962–2010, and answer the following questions:
- 1) If the survey was conducted on 10,00,000 people in all, how many cases of obesity were reported in the year 1980?
  - 2) What percentage of people suffered from extreme obesity in the year 2000?
- c) According to the government guidelines, a healthy adult should take part in aerobic activity of moderate Intensity for 150 minutes a week, Calculate how much time will be spent for the same in 3 days?
- d) How many hours of exercise will be spent by a person following vigorous intensity training in 4 weeks?
- e) If the population of children aged 6 – 19 in the year 2003 – 2004 in U.S was 3,000,000 compute the following:
- 1) How many children between the age group 6 – 11, got at least 60 minutes per day of physical activity?
  - 2) How many boys between 16 – 19 yrs got 60 minutes per day of physical activity?

## SCIENCE

### BOOK- CARAVAN TO TIBET BY DEEPA AGARWAL

**Answer the following questions after reading the book.**

1. Due to the extremely high altitudes, and harsh climate, Tibetan culture has had to adapt. Tibetan food and clothing have also adapted. These are important not only for sustenance, but also to survive the harsh climates. Compile all the dishes and the clothing materials mentioned in the book and make at least two postcards with diagrams and pictures.
2. In the story Debu comes across a gold mine at ThokJalong and was helped by a kind couple.
  - (a) Use the given graphic on coloured A4 sheet and fill up the various stages in the process of mining gold .Support each stage with diagrams and pictures.



- (b) Identify and write how mining affects the soil, air and water of the environment . Also list the health hazards caused to the people working in the mines.

## SOCIAL STUDIES

The students can develop their imagination and understanding through an integrated curriculum. Bearing this in mind we have designed this year's holiday assignment in such a way that the students would get an insight into the relationship between different areas of study. **Read the book Caravan to Tibet by Deepa Agarwal** and get amazed by the adventures and the courageous spirit of Debu.

Que1. The students will make a **Pictorial Brochure** depicting life of the Tibet region.

Instructions:

- The **Pictorial Brochure** should contain :
  1. A brief introduction about the history of the region of Tibet.
  2. An insight about the climate of Tibet.
  3. An overview on the life of the people of Tibet. (with pictures)

4. Reference:

- <http://asianhistory.about.com/od/china/a/TibetandChina.htm>
- <http://en.wikipedia.org/wiki/Tibet>
- <http://www.responsibletravel.com/holiday/10706/tibet-wildlife-holiday-tibet-plateau-mammals>

OR

Que2. The students will create a **Pictorial Travel Log** pretending to be the protagonist- Debu.

**Instructions-**

- The **Pictorial Travel Log** should include:
  1. The thoughts of the hero when he learns about the death of his father.
  2. His experiences with the people of Tibet. (include pictures)
  3. The contrast he notices between the various tribes of the Tibet region.(include pictures)
  4. His excitement on getting reunited with his father.
  5. References:  
<http://asianhistory.about.com/od/china/a/TibetandChina.htm><http://en.wikipedia.org/wiki/Tibet>

**General Instructions:**

1. The students are advised to use plain A4 size sheets or coloured A4 size sheets
2. The brochure can be folded into three folds( samples shown in class) or it can also be in the form of a leaflet.(samples shown in class)
3. Include pictures relevant to the brochure and the travel log. The pictures may be showing the landscape, culture, traditions, people and life of Tibet.

**Note:** The assignment will be allotted on the basis of lots picked by the students in class.