



ACADEMIC WORLD SCHOOL™ BEMETARA

SESSION: 2026-27

SUMMER VACATION ASSIGNMENT

GRADE : VIII



Name _____ Class _____ Section _____

GENERAL GUIDELINES:

1. USE A SEPARATE NOTE BOOK / PROJECT FILE FOR EACH SUBJECT (100 Pages).
Activity based Homework to be done in a separate file.
2. **Do not copy & paste from the Internet.** Questions will be asked verbally on the content of the assignments given.
3. Submission of Holidays HW : **18th June, 2026.**
4. The Summer Assingment can be downloaded from the school's website: www.academicworld.co.in and School's ERP
5. For Assignment related queries, do contact the subject teacher via e-mail given underneath every subject assignment.
6. In case the subject teacher does not respond to the mail redirect it to principal@academicworld.co.in

1. ENGLISH

Topic: A World Where Everything is Opposite

Learning Outcomes:

The students will be able to :

1. Explore and imagine a world with opposite realities and understand how contrasting ideas function together.
2. Develop creative thinking by building unique settings, characters, and situations.
3. Improve writing skills by describing plot, setting, and characters clearly.
4. Present ideas in a neat, visually appealing, and well-organized manner.

Assignment Options

Opposite World Visual Map

Create a visual map of an imaginary world where everything works in reverse or opposite ways.

How to Proceed:

❖ Brainstorm Ideas: Think about your opposite world:

- Name of your world (e.g., *Ultra-Lok, Reverse Realm, Opposia*).
- What is opposite there?
 - Day is night and night is day
 - Sadness brings happiness
 - Poor people are powerful and rich people struggle
 - People walk backwards or talk in reverse
- Unique rules (e.g., people grow younger instead of older, rain falls upward).

❖ Draw Your Map:

- Show different regions of your world (e.g., *Upside-down Mountains, Backward Forest, Silent City*).
- Mark important places using symbols.

❖ Add Descriptions:

- Describe at least 3–4 places or features of your world.
- Explain how opposite rules work (e.g., how sadness creates joy).

❖ Legend/Key:

- Create a key for symbols used in your map.

❖ **Presentation:**

- Use bright colors and neat labeling.
- Organize your work in a scrapbook or folder with decorative borders.

Tips for the presentation :

- **Use Vibrant Colors:** Color coding will help make the map or tree visually engaging.
- **Be Creative:** Don't be afraid to think outside the box! The more unique your ideas, the better.
- **Focus on Neatness:** Keep your handwriting legible, and check your spelling.
- **Use Images:** Add illustrations, icons, and pictures to make your work stand out.
- **Scrapbook:** This is an excellent way to present your work creatively and organize everything.

Rubrics

Idea & Creativity	-	2M
Expression & Language	-	1M
Effort & Completion	-	1M
Presentation	-	1M

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2. HINDI

- 1) निबंध लेखन—युवा शक्ति और राष्ट्र निर्माण विषय सारगर्भित शब्दों का समावेश कर अपने विचार लिखिए।
- 2) गतिविधि—संकेतों की सहायता से वर्ग-पहेली पूरी कीजिए पाठ्यपुस्तक व्याकरण से पृष्ठ संख्या (62)
- 3) लिंग पर आधारित अभ्यास प्रश्न एवं गतिविधि पाठ्यपुस्तक व्याकरण से संकलित पृष्ठ संख्या (69)
- 4) किन्हीं दो भाषाओं हिंदी और संस्कृत के शिष्टाचार संबंधित वाक्यों को को चार्ट पर लिखकर wall magazine (भित्ति पत्रिका) तैयार कीजिए ।
- 5) दिए गये संकेत बिंदु के आधार पर शीर्षक व शिक्षा सहित कहानी लेखन कीजिए—

गर्मी की छुट्टियाँ शुरू होते ही, उत्साहित होना , मामा के गाँव जाना । गाँव का शांत वातावरण , खुला आकाश, अच्छा लगना , मुलाकात नए दोस्तों से , हम सब मिलकर , दिनभर खेलना , नई-नई जगहों की खोज करना , एक पुराना खंडहर , दीवारें टूटी हुई, लोगों का कहना, खजाने की खोज, कागज पर नक्शा, पत्थर के नीचे, पुरानी लोहे की चाबी, कोई सुराग, जमीन पर एक निशान, कुदाल किसी कठोर चीज से टकराना , घबराहट महसूस होना , छोटा लकड़ी का डिब्बा, पुराने सिक्के, चिड़ी और रंगीन कंचे मिले, चारों तरफ खुशियाँ , मन प्रसन्न होना , चिड़ी में लिखा था – असली खाजना दोस्ती , छुट्टियाँ समाप्त हुई , घर की ओर प्रस्थान सीख ।

निर्देश— (छात्र स्वयं उत्तरपुस्तिका का प्रयोग करें)

उद्देश्य— व्याकरण का मुख्य उद्देश्य भाषा को शुद्ध रूप में बोलना, लिखना और पढ़ना सिखाना है। यह भाषा के नियमों (वर्ण, शब्द, वाक्य) का ज्ञान कराकर अभिव्यक्ति को प्रभावी और त्रुटिहीन बनाता है। कहानी लेखन का मुख्य उद्देश्य पाठकों का मनोरंजन करने के साथ-साथ ज्ञानवर्धन, नैतिक शिक्षा, और रचनात्मकता का विकास करना है। यह कल्पना शक्ति को बढ़ाता है निबंध लिखने के कई उद्देश्य होते हैं। सूचनात्मक लेखन का अर्थ है कि लेखक पाठकों को तथ्य और जानकारी देना चाहता है, जैसे कि कोई रिपोर्ट या समाचार। प्रेरक लेखन में पाठकों को किसी मुद्दे पर लेखक के दृष्टिकोण या स्थिति से सहमत कराने का प्रयास किया जाता है। अंत में, व्याख्यात्मक लेखन सूचनात्मक लेखन का ही विस्तार है, जिसमें लेखक विषय के बारे में अपने विचार और कारण बताता है।

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3. SANSKRIT

SUMMER ASSIGNMENT	PROCEDURE	LEARNING OUTCOME
प्रश्न 1 स्वप्रदेशस्य स्वतन्त्रता सङ्ग्रामिणां नामानि सङ्गृह्य तेषु सचित्रा संक्षिप्त जीवनीं लिखत्।	विद्यार्थी अपने प्रदेश स्तर के किन्ही पाँच क्रांतिकारियों के विषय में जानकारी प्राप्त कर उनका सचित्र संक्षिप्त वर्णन संस्कृत भाषा में करेंगे। (पाँच-पाँच वाक्यों में)	छात्रों में संस्कृत भाषा के लेखनकौशल के विकास के साथ-साथ देशभक्ति की भावना का विकास होगा।
प्रश्न 2 विविध-धर्माणां धर्मग्रन्थानां नामानि विलिख्य कस्यचित् एकस्य धर्मग्रन्थस्य विवरणं लिखत।	छात्र विभिन्न धर्म एवं धर्मग्रन्थों के बारे में अवगत होकर किसी एक धर्मग्रन्थ का सचित्र संक्षिप्त वर्णन संस्कृत भाषा में करेंगे। (पाँच वाक्यों में)	विद्यार्थी सभी धर्मों के बारे में जानकर उनके बारे में वर्णन संस्कृत भाषा में कर पाएंगे।
प्रश्न 3 विद्यालयस्य परिसरे विद्यमानानां पञ्चवृक्षाणां नामानि तेषाम् औषधीयं प्रयोगं च लिखत।	छात्र विद्यालय परिसर में स्थित औषधीय पौधों के बारे में शोध करके उनका सचित्र वर्णन संस्कृत भाषा में करेंगे। (पाँच वाक्यों में)	छात्रों में संज्ञान, शोध एवं लेखन क्षमता का विकास होगा एवं वे औषधीय पौधों के बारे में जान पाएंगे।

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4. FRENCH

Note: The homework needs to be done in the French notebook. Stick the worksheet in the notebook. The worksheet should be done with pen, pencil and colour only.

1. Make a chart on groups of verbs and write 5 verbs of each group (er,ir,re)

Take the help from the table given below.

	-ER	-IR	-RE
Je	e	is	s
Tu	es	is	s
Il/Elle/On	e	it	
Nous	ons	issons	ons
Vous	ez	issez	ez
Ils/Elles	ent	issent	ent

2. **Write about French festivals in French. Paste the picture also.** (Paques, Mardi gras, Noel, Le 14 juillet)
(Take the help from your book)
3. **Find out some famous footballer of France. Like (Zinedine Zidane, Michel Platini, and Thierry Henry) write their personality.**
(Take the help from your book)

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5. SCIENCE

Activity 1: Find out about two traditional fermented foods eaten in your area ,also write about the ingredients used to prepare them. Write about their cultural and nutritional importance too.

Aim of Activity

To explore the fermentation process in traditional foods, using Pakhal Bhat (fermented rice) as an example. Understand the science behind fermentation in food preservation.

Materials Needed

- Cooked rice (leftover rice works best)
- Water
- Clean container or bowl
- Cheesecloth or cloth to cover
- Salt (optional)
- Spoons for stirring
- Measuring cup

Procedure-

1. Take 1–2 cups of cooked rice in a clean bowl.
2. Add enough water to fully soak the rice.
3. Cover the bowl with a clean cloth.
4. Keep it in a warm place for 24–48 hours.
5. Add tadka of curry leaves, mustard seeds etc..
6. Stir the rice gently before eating.
7. Taste and compare with fresh rice.

Activity 2: Make a scrapbook on “Effects of Human Activities on Earth.”

Aim of Activity

To understand how human activities affect the Earth and to present the information creatively through a scrapbook.

Materials Needed:-

- Scrapbook or notebook
- Chart papers / colored papers
- Pictures from newspapers, magazines, or printouts
- Glue and scissors
- Sketch pens, crayons, or color pencils
- Pencil and eraser

Procedure

1. Take a scrapbook or notebook.
2. Divide it into sections (air pollution, water pollution, deforestation, global warming, etc.).
3. Collect and paste pictures related to each topic.
4. Write short points explaining each human activity and its effects.
5. Add headings and decorate each page neatly.
6. Include one page on “Ways to Save Earth”.
7. Design a creative cover page for the scrapbook.

Activity 3: Model Making – Plant Cell and Animal Cell

Aim of Activity

To understand the structure and differences between plant and animal cells by creating a 3D model.

Materials Needed

- Thermocol / cardboard / clay
- Colored paper or paints
- Sketch pens and markers
- Glue and scissors
- Toothpicks and labels
- Colored clay or jelly (for organelles)
- Chart paper (for labeling)

Procedure

1. Take a base (cardboard or thermocol) for the model.
2. Draw or shape the outline of a plant cell (rectangular) and an animal cell (oval).
3. Use clay or colored materials to make organelles like nucleus, mitochondria, vacuole, etc.
4. Place each organelle correctly inside the cell.
5. Label each part using toothpicks and small paper tags.
6. Color and decorate the model neatly.
7. Prepare a small chart explaining each organelle's function.

Note: *The student can choose any one activity mentioned above.*

Rubrics- Total Marks: 5

- Explanation – 2 Marks
- Presentation – 2 Marks
- Accuracy – 1 Mark

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6. SOCIAL SCIENCE

SUMMER ASSIGNMENT-1 (SEA-I)

Aim of the Assignment: To explore and understand the diverse food cultures of different countries and develop appreciation for global cuisines.

Introduction: Food is an important part of every culture. Different countries have unique dishes based on their climate, geography, and traditions. Through this activity, students will explore how people across the world eat and celebrate food. This will help them understand cultural diversity and global connections.

Objective:

- To learn about traditional dishes of different countries.
- To compare food habits across nations.
- To understand the influence of culture and geography on food.
- To enhance creativity and research skills.

Materials Required

- A4 sheets / Project notebook/Scrap Book
- Colour pens and pencils
- Pictures (printed or hand-drawn)
- Glue and scissors
- Internet / books for research

Procedure:

- Select the five countries given in the topic.
- Research at least 2 famous dishes from each country.
- Write about ingredients, cooking methods, and cultural importance.
- Prepare a comparative table showing differences and similarities.
- Add pictures or drawings of dishes.
- Create a creative project (scrapbook/menu/food passport/chart).
- Prepare one simple dish at home and document it through video, send it via email id at **protyusha.chowdhury@academicworld.co.in**
- Compile all work neatly and present it in a project file or scrapbook.
- Use the below table format to document your Comparative Study
- Make a digital recipe book/recipe Passport using Canva with traditional recipe process and photos and videos of the recipes of five countries.

Part B: Comparative Table

Country	Famous Dish	Ingredients	Cooking Style	Special Feature
India				
Nepal				
UK				
South Korea				
Japan				

Learning Outcomes

By completing this assignment, students will be able to:

- Identify and describe cuisines from different countries.
- Compare food habits and cultural practices.
- Develop research and presentation skills.
- Appreciate diversity in global food traditions.

Submission Instructions

Submit your assignment neatly and prepare yourself to speak regarding the comparative study and research work for enhancing your oratory skills

SDGs:

SDG 2: Zero Hunger

SDG 3: Good Health and Well-being

SDG 4: Quality Education

Rubrics

Effort and clarity-1M

Explanation of Cultural Significance of food-1M

Quality and Completeness of Contribution, Collaboration and Teamwork in compiling Recipe Book-3M

Holiday Assignment

Guided by : Ms.Protyusha Gupta

SEA- II Topic - Monuments Mania – Explore World Heritage

- **Project Title:** “Famous Monuments of the World”

Objective:

Students will learn about important monuments of different countries and understand their cultural and historical importance.

Instructions for Students

Each student will:

- Select one famous monument of all the countries mentioned below:
- **India, South Korea, Nepal, Japan, France, UK**
- Prepare a Project File / Chart / Scrapbook including:
 - Name of the monument
 - Country
 - 5–6 lines about its history
 - Importance (Why it is famous?)
 - Draw or paste a picture
- Decorate your project neatly and creatively
- Write in simple English

Project Format (To be written in Scrapbook /chart):

Page 1: Title Page

Page 2: Introduction

Page 3: About the Monument

Page 4: Importance

Page 5: Picture / Drawing

For Example -

India – Taj Mahal



- Located in Agra
- Built by Shah Jahan
- Symbol of love
- Made of white marble

Learning Outcomes

Students will:

- Learn about world heritage monuments
- Develop research skills
- Improve creativity
- Understand global culture

RUBRICS (ASSESSMENT) -

- Research & Accuracy – 2 marks
- Cultural/Historical Significance – 1 mark
- Presentation & Communication – 1 mark
- Global Awareness & Connection – 1 mark

**Summer Homework -
Guided By - Aditya Ojha**

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7. MATHEMATICS

I. Maths Investigative Assignment for Class VIII: Rectangle, Square and Area–Perimeter Relationship

Objective:

- To understand the properties of rectangles and squares.
- To explore the relationship between perimeter and area.
- To discover which rectangle gives the maximum area for a fixed perimeter.

Answer following questions:

1. Write the properties of a **rectangle**.
2. Explain why a **square is also a rectangle**.
3. What is the formula for: (i) Perimeter of a rectangle? (ii) Area of a rectangle?
4. Draw at least 5 **rectangles** having perimeter 20 cm. on graph paper. Label length and breadth clearly, (i) Which rectangle has the **smallest area**? (ii) Which rectangle has the **largest area**? (iii) What is special about the rectangle with dimensions 5 cm×5 cm?

Dive deeper: Based on the activity, complete the statements:

- (i) All rectangles have the same _____ but different _____.
- (ii) As the length and breadth become more _____, the area _____.
- (iii) A _____ gives the maximum area among all rectangles with the same perimeter.

The Key learning outcome of this activity are: (i) When the **perimeter is fixed**, the rectangle with **maximum area is a -----**. And a square has **equal length and breadth**, which makes its area -----.

II. Different shapes that can cover the given plane surface without overlap or gaps.

Objective: To explore how regular shapes (polygon) can be arranged to cover a surface **without gaps or overlaps**, and to identify which regular shapes (polygon) can form tessellations.

- What is a tessellation or Mosaic?
- Which shapes can tessellate a plane?
- Why do some shapes tessellate while others do not?

Activity 1: Cut six pieces of each of the following shapes

- (i) Equilateral Triangle (ii) Square (iii) Rectangle
 (iv) Regular Pentagon (v) Regular Hexagon (vi) Circle

Arrange each shape repeatedly and record your observations in tabular form.

Shape	Tessellates (Yes/No)	Observation
		No gaps/ Leaves gap/ Cannot fill the space

Activity 2: (Investigation) Find the interior angle of each shape and check:

Shape	Interior angle	Sum of interior angle a point	Result Tessellate/ Not Fits

- Shapes tessellate when sum their angles fit perfectly around a point (360°). **Yes / No**
- Shapes like circles leave empty spaces. **Yes/No**
- Regular polygons like triangles, squares, and hexagons tessellate easily. **Yes/No**

Dive deeper:

1. Why do circles fail to tessellate?
2. Can irregular shapes tessellate? Give an example.
3. Where do you see tessellations in real life? (tiles, walls, floors, art)
4. Why are hexagons used in honeycombs?

Activity 3: Draw and colour your own **creative tessellation pattern** using:

- (i) One shape (regular -polygon)
- (ii) A combination of shapes (regular-polygons).

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8. ARTIFICIAL INTELLIGENCE

<u>Task/Activity</u>	<u>Learning objective</u>	<u>Learning outcomes</u>	<u>Skill to be acquired</u>
Virtual Eyewear Styling with 3D Try-On using Lenskart. Share 2-3 screenshots of various frames tried.	The students will be able to Understand the use of AI and AR in real-life applications. Explore digital tools for virtual visualization.	At the end of this activity, students will be able to - Identify suitable eyewear based on face shape. Demonstrate understanding of virtual try-on technology.	Observation-1 Decision making-2 Digital literacy-2

***Note:** Kindly send your file according to the sections given below:

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