

***Write the following notes on your English Activity Exercise Book.**

LESSON NOTES

Grammar: **Adjectives**

What is an Adjective?

*A word that modifies or describes a noun or a pronoun.

*They tell what kind, which ones, how many, what position or what colour.

*Example: Ripe apples fell from the tree.

*The present participle and past participle verb forms are sometimes used as adjectives and as predicate adjectives.

*We heard alarming news.

What are Proper Adjectives?

*They are formed from proper nouns.

*Like proper nouns they begin with capital letters.

*Example: Irish lace, French perfume

What are Predicate Adjectives?

*They follow a linking verb and modifies the subject of the sentence.

*Example: The apples are red and shiny.

Exercise

i. Identifying Adjectives.

Underline the adjectives in each sentence. Rewrite proper adjectives in the space provided, adding capital letters where needed.

1. The brown shoes may be old and worn, but they are also comfortable. _____
2. Solemn guards stand outside important foreign buildings. _____
3. When I am cold, I like nestle cocoa and cookies. _____
4. If I feel warm, I enjoy a tall glass of cool juice. _____

5. Bill plays the electric guitar, but he wants to learn Spanish classical guitar. _____
6. A sandy desert can be hot, dry and silent. _____

ii. Using Adjectives

Add an adjective to each sentence to replace each blank line.

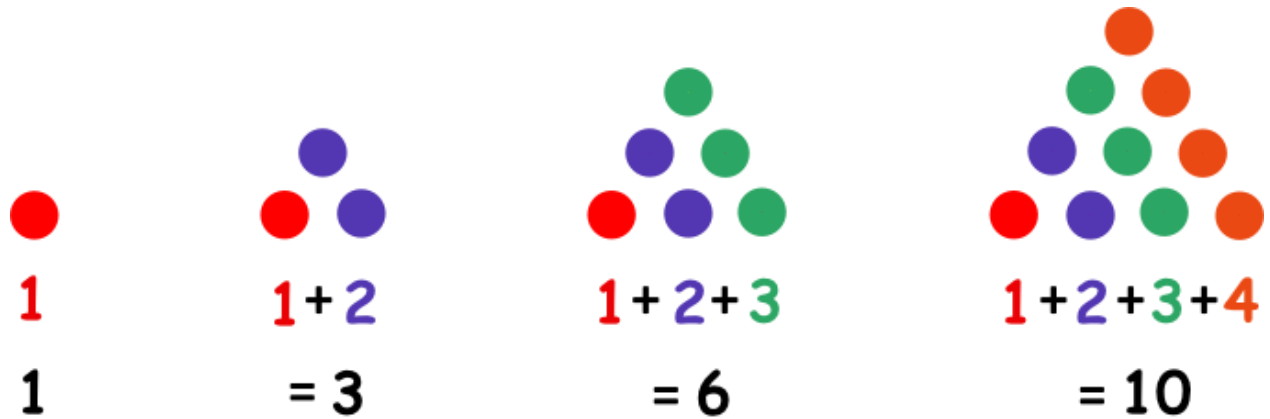
1. _____ birds circled the _____ harbour.
2. The jungle was alive with the sound of _____ .
3. The _____ guests were dressed in their _____ clothes.
4. The _____ audience applauded the _____ performance.
5. The artworks in the museum were _____ and _____ .

STRAND 2: ALGEBRA

TRIANGULAR NUMBERS

Triangular numbers are found by **adding the counting numbers**.

EXAMPLE: 1



EXAMPLE: 2

Using the rule for larger numbers

$$x = \frac{n(n + 1)}{2}$$

Find the 3rd triangular number

$$\begin{aligned}
 x(3) &= \frac{3(3 + 1)}{2} \\
 &= \frac{3 \times 4}{2} \\
 &= \frac{12}{2} \\
 &= \mathbf{6}
 \end{aligned}$$

(copy the notes in your maths book)

ACTIVITY

1. Find the 5th Triangular Number.

2. Using the rule find the following Triangular Numbers
 - a) 33
 - b) 54

THEME: Building Healthy Relationships

WHAT IS THREATENING BEHAVIOUR?

- 1) Is a behaviour that causes physical or emotional harm to others, or threatens to.
- 2) It can range from verbal abuse to the destruction of a victim's personal property.
- 3) People with threatening behaviour tend to be irritable, impulsive and restless.
- 4) Threatening behaviour is intentional, meaning it's done on purpose, violates social norms, and causes a breakdown in a relationship.
- 5) Emotional problems are the most common cause of threatening behaviour.
- 6) These types of behaviours can start with a very simple misunderstanding as well.
- 7) Threatening behaviour can also be self-directed.

How to Handle Threatening Behaviour?

Find out and understand the cause of that behaviour

Factors Causing Threatening Behaviour?

- family structure relationships with others work or school environment
- societal or socioeconomic factors
- individual characteristics
- health conditions
- psychiatric issues
- life experiences
- Threatening in children

Threatening Behaviour in Children

- Often a by-product of poor parenting, biological factors, or a lack of relationship skills.
- Threatening can also be a result of the inability to deal with emotion, especially frustration.
- Children with attention-deficit hyperactivity disorder (ADHD) or other disruptive disorders may show lack of attention, lack of understanding, or impulsiveness.
- The consequences can be viewed as threatening behaviours, especially if they disrupt social situations.

Threatening Behaviour in Adults

- Threatening behaviour can develop from negative life experiences or mental illness.
- People who suffer from depression, anxiety, or post-traumatic stress disorder (PTSD) unintentionally exhibit aggressive behaviours as a result of their condition.
- Sometimes it is a response to frustration.
- It can also occur when someone stops caring about others or the consequences of their behaviour.

Asserting yourself

- Asserting- standing up for yourself and not letting anyone take advantage of you.
- Lack of assertiveness can lead to depression
- Assertiveness is a valuable coping tool in dealing with anger.
- The aim of assertiveness is to set limits and boundaries on the actions of people and/or to ask for our needs to be met.

Why Don't People Assert Themselves?

- They think they don't have a right.
- They mistakenly believe that their feelings and wants don't count and that other people's needs are more important than their own.

Activity

Name four situations where assertiveness is useful.

1874 NASINU SANGAM PRIMARY SCHOOL

Year 7

BASIC SCIENCE

Weekly Home Study Package 4

LESSON NOTES

Sub Strand 2.2 Materials

3.2.1 Pure Substances, Mixtures and Solutions

1. What are Pure Substances?

*Elements or compounds that cannot be physically separated.

*Examples: hydrogen , carbon monoxide, oxygen

2. What are Mixtures?

*Made up of two or more substances but are not chemically combined.

*They can be separated physically.

*Examples: soil, sugar, water

3. What is a Solution?

*It consists of a solute and a solvent.

*Example: SOLUTE + SOLVENT = SOLUTION

SALT + WATER = SALT SOLUTION

What is a solute and solvent?

*A SOLUTE IS A SOLID WHICH IS DISSOLVED.

*A SOLVENT IS THE LIQUID THAT DOES THE DISSOLVING.

The different types of solutions.

1. Dilute solution is a solution that contains only a small amount of solute.

2. Concentrated solution is a solution that has a relatively large amount of dissolved solute.

3. Saturated solution is a solution that has so much solute that no more can be dissolved.

Exercise

Pure Substances, Mixtures and Solutions.

A) Copy and Complete

A solution is made when one substance known as the _____ is dissolved in another known as the _____.

In a cup of coffee, the coffee beans are the _____ and the water is _____.

B) Name some solutions you know.

C) A concentrated solution _____.

D) A dilute solution _____.

Experiments *The experiment will be conducted in school thus the result will be entered then.

3.2.2 WHICH LIQUIDS ARE SOLUTIONS?

Copy and Complete the table below.

Liquid	What did you see and smell?	Was the liquid a solution?	Name of the solid in solution
A	A white powder No smell	yes	salt
B			
C			

Give one word for:

a) A liquid turning into vapour _____

b) The material left after evaporating a solution _____

We see many liquids evaporating at home, outside and in school. Here are two examples. Can you give others?

a) Perfume in bottle evaporates when the top is left off.

b) Perspiration(sweat) on our faces evaporates.

c) Methylated spirit evaporates when left in the measuring cylinder.

UNIT 3: PLACE AND ENVIRONMENT

Where Are We Located?

When we talk about islandness, we are referring to things that make us unique as Pacific Islanders and different from others in the world. Some of these special **characteristics** are:

- white sandy beaches
- deep blue seas
- smiling faces
- friendliness
- surrounding and ecosystem
- culture

Our environment in the Pacific is unique which has really influenced our way of life.

Our white sandy beaches and deep oceans provide us with food from the sea, our physical environment, land and its relief provide us with places to plant and collect food and so is our community where we find help and seek assistance from whenever we need it.

This has given us an identity of ***“islandness”***.

Also our culture is unique that many outside the Pacific always love to follow and observe.

Our location in the world map is also an advantage because it allows us to interact with the outside world.

Almost all Island countries are made up of other smaller islands which really affect how people live.

Many people travel by punt, fibre or walk from their home or village to other parts of the islands for services that might not be found in their homes or for emergency purposes.

Even though we belong to the Pacific, we are very much part of the global world.

The world influences how we do things and also how we see things.

ACTIVITY

- 1) List down some of the disadvantages of living in smaller islands
- 2) Describe two important services that people need while living in the island
- 3) Pacific island countries are also far from each other.
Describe some of the advantages and some of the disadvantages of their geographical locations
- 4) You can collect pictures which represent our Pacific Island culture and paste it in your books



NASINU SANGAM SCHOOL
WEEKLY HOME STUDY PACKAGE 4
HINDI YEAR7

नीचे दिए गए बोधन को ध्यान से पढ़िए ।

संस्कृति और सभ्यता

- विवेक : दादाजी प्रणाम!
- दादाजी : खुश रहो, बेटा विवेक!
- विवेक : दादाजी, आप कहाँ जा रहे हैं?
- दादाजी : बेटा, मैं बाहर टहलने के लिए जा रहा हूँ।
- विवेक : दादाजी, मैं भी आपके साथ चलना चाहता हूँ।
- दादाजी : बड़ी अच्छी बात है बेटा, आओ, हम धूमते हुए मन्दिर तक चलेंगे।
- विवेक : ठीक है दादाजी, वहाँ आप मुझे कुछ अच्छी बातें बतलाएंगे न।
- दादाजी : क्यों नहीं, देखो! वह मन्दिर आगया, आओ हम यहाँ बैठेंगे।
- विवेक : दादाजी, आज आप मुझे संस्कृति और सभ्यता के बारे में बतलाइए।
- दादाजी : देखो बेटा! संस्कृति और सभ्यता का गहरा सम्बन्ध मनुष्य के समाजिक जीवन से होता है। एक जाति में रहकर एक व्यक्ति जो आचार-विचार, कला-कौशल सीखता है वह उसकी संस्कृति कहलाती है। रहन-सहन, पहनावा, और उसका खान-पान सभ्यता कहलाती है। संस्कृति और सभ्यता के द्वारा एक व्यक्ति समाज में रहने का ढंग सीखता है। संस्कृति से मनुष्य की पहचान होती है।
- विवेक : दादाजी, अभी आपने कहा कि सभ्यता और संस्कृति से मनुष्यों की पहचान होती है, इसका क्या मतलब है?

- दादाजी : बेटा, भगवान ने सभी मनुष्यों को एक समान बनाया है लेकिन अलग-अलग लोगों की सभ्यता और संस्कृति का उनके आचार-विचार, कला-कौशल, खान-पान, रहन-सहन पर ऐसा प्रभाव पड़ता है कि उनकी पहचान अलग-अलग हो जाती है। इसलिए हम किसी भी व्यक्ति को देख कर पहचान जाते हैं कि वह किस देश, या किस जाति का व्यक्ति है।
- विवेक : दादाजी, आप यह बतलाइए कि हम अपनी संस्कृति के बारे में कैसे जानकारी प्राप्त कर सकते हैं।
- दादाजी : बेटा, सबसे पहले एक बच्चा इन बातों को अपने माता-पिता और परिवार के बड़े-बूढ़ों से सीखता है। बच्चा बड़ा होने पर अपनी मातृभाषा के द्वारा अपनी संस्कृति और सभ्यता को सीखता है। इसलिए सभी बच्चों को अन्य विषयों की पढ़ाई के साथ-साथ अपनी मातृभाषा का अध्ययन भी जरूर करना चाहिए।
- विवेक : दादाजी यह बतलाइए कि संस्कृति और सभ्यता का पालन करने से क्या फायदा होता है।
- दादाजी : संस्कृति और सभ्यता से हमारे चरित्र में निखार आता है। बच्चे के अन्दर अच्छे गुण आ जाते हैं। वह समाज में सम्मान पाता है। सभी लोग उसकी प्रशंसा करते हैं और वह देश का श्रेष्ठ नागरिक बन जाता है।
- विवेक : और क्या फायदा होता है, दादाजी?
- दादाजी : जब हम अपने पूर्वजों के जीवन चरित्र और उनके जीवन की आदर्श घटनाओं के विषय में पढ़ते हैं तो उनसे हमें प्रेरणा मिलती है और हम अपने जीवन में अच्छे-बुरे का फैसला कर सकते हैं। हमारी भारतीय संस्कृति का साहित्य भण्डार विशाल है। बेटा, यदि तुम अभी से छोटी-छोटी कहानियाँ पढ़ना शुरू कर दोगे तो इससे तुम्हारा मनोरंजन भी होगा और अच्छी-अच्छी बातें भी सीखने को मिलेंगी।
- विवेक : धन्यवाद दादाजी, आपकी बात मुझे बहुत अच्छी लगी।
- दादाजी : तो ठीक है, अब घर चलें।
- विवेक : जी हाँ दादाजी!

अभ्यास कार्य

१.

पाठ के अनुसार वाक्य पूरा कीजिए।

क. संस्कृति और सभ्यता का गहरा सम्बन्ध _____ ।

ख. रहन-सहन, पहनावा और उसका _____ ।

ग. अपनी मातृभाषा के द्वारा अपनी _____ ।

घ. _____ हमारे चरित्र में निखार आता है।

२.

इन शब्दों के विपरीत अर्थ वाले शब्द लिखिए।

गुण - _____

दादाजी - _____

फायदा - _____

सभ्य - _____

Lesson Notes

Wase 11 Ko Tinaqu

1. Veivosa me Nanumi

voravora	: kaukauwa ka levu na kena leqa
yatusorosorotaka	: vosataki se vakavulici vakawasoma
vakawale gusu	: vosataki se vakavulici vakawasoma
veivakamenemenei	: na veika me vakaraitaka na loloma kei na veinanumi levu
sikimadrata	: vakamawe yava ka soso
vakavanutaki	: veiqaravi ka cabo na iyau ni lakovi ka tarogi na yalewa me vakawatitaki
vakamaluataki	: na itavi ka vakayacori tarava nisa ciqomi ka kacivi oti na tabua,yaqona Se kakana
isakisaki	: matau ka dau cibitaka
qevaka	: kelivaka wavoki

2. Na Vosavosa vaka Viti

- a) Na i coricori ni salusalu : nai tavi vakaveiganeni nei yalewa me corita e dua na salusalu nei na ganena ni caka e dua na soqo se solevu.
- b) Na ucu ni vatu na kena vilivili : e dua na ka eda vinakata vakalevu ka rawa ni da mavoa ni sa saga yani.Na vivili e ka kamikamica,ia kevaka ko tacaqe , cumuta se bale e veivatu,ko sa na mavoa.
- c) Tawa mada ga nomudou dela ni yavu : qo na masu vakavanua ena veicabocabori ena solevu ni vakamau se dua tale na veiqaravi.Me tubu na kawa.
- d) Na katikati : na vosa vakavanua ni veiwekani ka okati ira kina na yalewa, tagane,cauravou, gone yalewa kei ira na gone ni dua na iwase ni tamata-itokatoka,maraqali se yavusa sara.

3. Na Veika Vaka Viti

Na Bati – tamata i valu

- sega ni via rogoca ni dua e vosacataka na nona turaga.

- dau yadrava na turaga.

-era dau bole mera colata na cakacaka kevaka era sa vakasuka na vo ni yavusa.

Na Vosa ibalebale vata - Vola na vosa e tautauvata na kena i balebale vata kei na vosa e vakarautaki.Sa saumi oti na imatai ni vosa.

a) Veisotari - veikidavaki , veitavaki

b) Veiqati - _____

c) Ravuta - _____

d) Balata - _____

e) Veidredreti - _____

4. **Taro**

Sauma na veitaro era vakarautaki koto era:

a) Na cava beka era dau vakawale gusu kina na tagane?

b) Na cava soti tale ra qarava na tina ena vanua ko tiko kina me ikuri ni nodra cakacaka e vale?

c) Na cava e vinaka kina ni tukuni meda dolea na veiqaravi ka dredre nida sauma na dinau ni veiqaravi?

d) Na itovo cava ko na cakava me vakaraitaka na nomu kauwaitaki tinamu?