



# MADHUVANI SANGAM PRIMARY SCHOOL

## WEEKLY HOME STUDY PACKAGE 2 COVID- 19 (EXTENDED SCHOOL BREAK)

|                |                |                |          |
|----------------|----------------|----------------|----------|
| <b>SUBJECT</b> | <b>ENGLISH</b> | <b>YEAR</b>    | <b>7</b> |
| <b>NAME</b>    |                | <b>ADDRESS</b> |          |

|                          |                                                                                                                                            |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strand</b>            | <b>Listening and speaking</b>                                                                                                              |
| Sub strand               | Socio cultural context and situations                                                                                                      |
| Content learning outcome | At the end of the lesson, the students should be able to:<br>Examine and demonstrate appropriate oral genres in a range of informal texts. |

### Mid Year Holiday – Marilyn Kodoloke

The day I heard my friends say  
Holiday! Holiday!  
For me it was sad day  
My home is far away  
And there is no commercial transport there

I watched the girls and boys  
Carry their luggage to the wharf  
And off they went  
Lie birds flying into the air

I was sad, oh so sad

I wish I were a bird  
So that it too  
Could fly away  
To my beloved home

### Summary

This poem reflects both the joy and sadness of mid-year holiday. On one hand where majority of students are filled with joy and are excited as they are making their way home, the poet is upset and her heart is filled with sorrow as she is not able to go to her home for holiday as her home is far way with no commercial transportation. As she watches others making their way to wharf with their luggage, her heart get filled with sorrow and grief. Remembering her home the poet wishes if she was a bird so she could fly to her home. This poem also reflects that no matter which part of the country or world we may be in but our heart will always be with our home village and homeland. This poem beautifully reflects the life of boarding students who leave their home back and move to boarding institution In order to get better education .This poem greatly reflects the sacrifice of the boarding students and their parents as it's the case of the poet in this poem.

**Theme / Message**

- There's no place like home
- No matter where we may be in life but our heart and soul remains with our homeland

**Activity**

1. Why was poet upset?

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2. Why couldn't poet go to her home for holidays?

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3. Have you been ever away from home? If yes then for how long?

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4. Why do you think that poet wished if she could be a bird?

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5. How did you feel after reading this poem? Explain your answer.

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6. Describe the setting of the poem?

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7. Who is the main character in the poem?

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8. What is the poem about?

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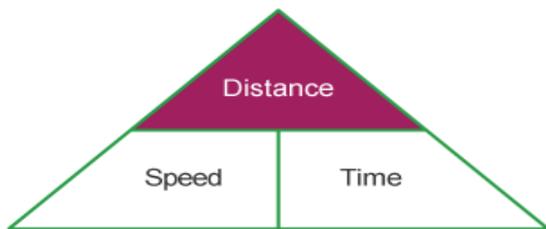
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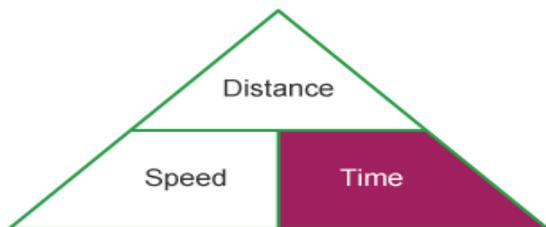
|                |                    |                |          |
|----------------|--------------------|----------------|----------|
| <b>SUBJECT</b> | <b>MATHEMATICS</b> | <b>YEAR</b>    | <b>7</b> |
| <b>NAME</b>    |                    | <b>ADDRESS</b> |          |

|                          |                                                                                                                                                                      |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strand</b>            | <b>Measurement</b>                                                                                                                                                   |
| Sub strand               | Time                                                                                                                                                                 |
| Content learning outcome | At the end of the lesson, the students should be able to:<br>Identify and use the standard units of time, including days, weeks, months and years to solve problems. |

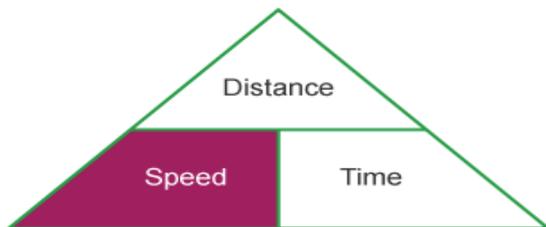
### SPEED, TIME AND DISTANCE



$$\text{Distance} = \text{Speed} \times \text{Time}$$



$$\text{Time} = \frac{\text{Distance}}{\text{Speed}}$$



$$\text{Speed} = \frac{\text{Distance}}{\text{Time}}$$

### EXAMPLE

1. The distance from Suva to Sigatoka is 120km. It took a car 2 hour travel the distance. What is the average of the car?

Distance = 120km

Time = 2 hours

$$\text{Speed} = \frac{\text{Distance}}{\text{Time}}$$

$$= \frac{120}{2}$$

2

$$= \underline{\underline{60 \text{ km/hour}}}$$

### ACTIVITY

| QUESTION                                                                                                                                                           | WORKING | ANSWER |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------|
| 1. The distance from Suva to Lautoka through Kings Road is 280km. A sunbeam bus takes 4 hours to cover the distance. At what speed the bus is travelling?          |         |        |
| 2. A Vatukoula express bus travels at 80 km/ hour. How long will it take to travel 480km?                                                                          |         |        |
| 3. A Fiji Airways plane leaves Nadi at 7.00am and reaches Brisbane at 10.00am. it travels at a speed of 300km/hour. What is total distance travelled by the plane? |         |        |



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|                |                       |                |          |
|----------------|-----------------------|----------------|----------|
| <b>SUBJECT</b> | <b>HEALTHY LIVING</b> | <b>YEAR</b>    | <b>7</b> |
| <b>NAME</b>    |                       | <b>ADDRESS</b> |          |

|                          |                                                                                                                                                              |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strand</b>            | <b>Safety</b>                                                                                                                                                |
| Sub strand               | Community safety                                                                                                                                             |
| Content learning outcome | At the end of the lesson, the students should be able to:<br>Outline the roles and assistance of relief and voluntary organizations during natural disaster. |

### Community Wellness

- Community wellness is about the ability and willingness of people to act together.
- Healthy communities are built on the relationships that we nurture and the efforts that we make to work through the problems we encounter along the way.

### Community Safety

- Everyone should contribute to the safety of our communities by looking after everyone caring for one another.
- Community safety is not just an issue for police and fire and rescue authorities. Town Councils contribute in a variety of ways.

### Voluntary Organizations

- Enable the individuals to learn the basics of groups and political action through participation in the governing of their private organizations.
- Voluntary organizations are non-governmental organizations
- These organizations are made up of members who are willingly and voluntarily offer their services to the organization without any financial gain. These group of people are called **Volunteers**

### ACTIVITY

#### 1. SHORT ANSWER QUESTIONS

a.) What is community wellness?

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b.) Why are emergency plan important at home or schools?

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c.) What are some of the contributions made by town councils for public in Fiji?

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d.) Name two voluntary organizations in Fiji and state what they provide to people?

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**2. PICTURE STUDY**

Use the picture given below to answer question 1-2.



a.) What does the above picture show?

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b.) What can you do to keep Fiji clean?

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c.) How to dispose rubbish?

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|                |              |                |          |
|----------------|--------------|----------------|----------|
| <b>SUBJECT</b> | <b>HINDI</b> | <b>YEAR</b>    | <b>7</b> |
| <b>NAME</b>    |              | <b>ADDRESS</b> |          |

|                                 |                                                                                                                                            |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strand</b>                   | <b>Listening and speaking</b>                                                                                                              |
| <b>Sub strand</b>               | Socio cultural context and situations                                                                                                      |
| <b>Content learning outcome</b> | At the end of the lesson, the students should be able to:<br>Examine and demonstrate appropriate oral genres in a range of informal texts. |

अ. नीचे दिए गए बोधन खण्ड को ध्यान से पढ़कर प्रश्नों को हल कीजिए ।

### संगति का असर

संगति का अर्थ है साथ । जीवन में अच्छे या भले लोगों का साथ होना बहुत जरूरी है । माना जाता है कि इन्सान जैसा संगत करता है, वैसा ही बन जाता है । अच्छी संगत से हमें लाभ और बुरी संगत से हानि ही होती है ।

५ संगति का असर हमारे जीवन पर अवश्य पड़ता है । बच्चों को हमेशा अच्छी संगत में रहने की सलाह दी गई है । जैसे - अच्छे लोगों के साथ रहने से हम अच्छे विचार को पाते हैं और दूसरों के अच्छे कामों से सीख भी मिलती है । यही नहीं **उनके** साथ रहने से अपनी आदतों में सुधार भी होता है । कहा जाता है कि जहाँ एक अच्छा दोस्त हमें दुख में मदद करता है तो दूसरी ओर एक बुरा दोस्त दुख आने पर भाग जाता है ।

१० अगर हम बुरे लोगों का साथ देंगे तो हम भी बुरे बन जाएँगे । यदि संगति ठीक न हो तो ज्यादा समय बेकार की बातों में बीत जाती है । धीरे-धीरे अपने अच्छे गुण भी समाप्त हो जाते हैं । एक कहावत है कि **बस्ते में एक सड़ा आलू** बाकी आलुओं को भी खराब कर देता है । इसलिए दोस्त बनाते समय सावधान रहना चाहिए ।

याद रहे, कभी-कभी संगत इन्सान की पहचान बन जाती है । सदा यही कोशिश करनी चाहिए कि हम अच्छे लोगों के साथ रहें ताकि समाज में आदर पा सकें ।

कुसुम चन्द

प्रत्येक प्रश्न के चार उत्तर दिए गए हैं। बोधन खण्ड के अनुसार उत्तर पुस्तिका में दिए गए सही जवाब के बगल वाले अक्षर पर **गोलाकार** निशान बनाइए।

**प्रश्न**

१. पाठ के अनुसार संगति का अर्थ क्या है ?

- क. साथ
- ख. असर
- ग. अच्छा
- घ. इन्सान

**कृपया पृष्ठ उलटिए**

२. बुरी संगत का फल \_\_\_\_\_ होता है।

- क. बुरा
- ख. सड़ा
- ग. मीठा
- घ. अच्छा

३. हम अच्छे विचार कैसे पा सकते हैं ?

- क. काम करके
- ख. ज्यादा बातें करके
- ग. खुद को बड़ा समझ कर
- घ. अच्छे लोगों का साथ देकर

४. पंक्ति नं. ६ में आए उनके शब्द, \_\_\_\_\_ लोगों के लिए आया है।

- क. बुरे
- ख. हम
- ग. अच्छे
- घ. अपने

५. एक अच्छा दोस्त कैसा होता है ?

- क. हम पर हक जताता है।
- ख. दुख में मदद करता है।
- ग. बुरे लोगों का साथ देता है।
- घ. दुख आने पर भाग जाता है।



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|                |                       |                |          |
|----------------|-----------------------|----------------|----------|
| <b>SUBJECT</b> | <b>SOCIAL SCIENCE</b> | <b>YEAR</b>    | <b>7</b> |
| <b>NAME</b>    |                       | <b>ADDRESS</b> |          |

|                          |                                                                                                                      |
|--------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Strand</b>            | <b>Place and environment</b>                                                                                         |
| Sub strand               | Features of places                                                                                                   |
| Content learning outcome | At the end of the lesson, the students should be able to:<br>Investigate characteristics of being an island country. |

### SOLOMON ISLAND

The history of the Solomon Islands begins with the first settlement many thousands of years ago from New Guinea. They represented the furthest expansion of humans into the Pacific Ocean until the expansion of Austronesian-language speakers through the area around 4000 BCE, bringing new agricultural and maritime technology. Most of the languages spoken today in the Solomon Islands derive from this era, but some thirty languages of the pre-Austronesian settlers survive (see East Papuan languages). Ships of the Spanish explorer Álvaro de Mendaña de Neira first sighted Santa Isabel Island in 1568. Finding signs of alluvial gold on Guadalcanal, Mendaña believed he had found the source of King Solomon's wealth, and named the islands "The Islands of Solomon". In 1595 and 1605 Spain again sent several expeditions to find the islands and establish a colony, however these were unsuccessful. In 1767 Captain Philip Carteret rediscovered Santa Cruz and Malaita. Later, Dutch, French and British navigators visited the islands; their reception was unfriendly.

### ACTIVITY

1. Name the first person to sight the solomon island?

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2. Who named the island and why was that name given to that island?

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3. Name the major islands of the Solomon?

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4. In which island they found signs of alluvial gold?

---

5. Who rediscovered Santa Cruz and Malaita island?

---

---

6. In which two years Spain sent several expeditions to find the islands and establish a colony?

---

---

7. What is the capital of Solomon Island?

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8. What is the main religion in Solomon Island?

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**MAPPING**

Use the map given below and name the parts of the Solomon Island.

**WORDLIST**

|             |        |         |          |         |
|-------------|--------|---------|----------|---------|
| Guadalcanal | Isabel | Malaita | Cholseul | Honiara |
|-------------|--------|---------|----------|---------|





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| <b>SUBJECT</b> |  | <b>YEAR</b>    | <b>7</b> |
| <b>NAME</b>    |  | <b>ADDRESS</b> |          |

### Matana: Volavola kei na Bulibuli

**Matana Lailai:** Na veivanua e vakayagataki kina na vosa – vanua ni vakau itukutuku, veivosaki e veisiga, vosa vakayagatakiena vakacacali.

### Na Veika Me Rawati

Ni oti na lesoni oqo, e ra na kila na gone na cava na I Serekali.

### Na Vakacacali- Na I Serekali

Na I serekali e ra dau vakayatuyatutaka e dua na tamata me I talanoa ka ra seretaka tale tiko ga.

Koto e ra e dua na I Serekali. Wilika nai Serekali ka sauma mai na taro e ra.

#### **Na i Bole**

Saravalivali e rui qaqa  
Na ucunivatu e vakatawa  
Draki vinaka se na draki ca  
Roba na ua ena toka ga  
Ni ua na vanua se di na mati  
Ruru na vanua se laba na cagi  
Qiqi mai na ua mai takali  
Ena ucunivatu ni saravalivali  
Na i bole oqori e wananavu  
3Ni sega ni dro na meca, me samu  
Na i bole oqori e kena i cavu  
Dui mate ga ena nona ucunivatu  
Na itaukei ena gauna nikua  
Na i bole oqo meda taura matua  
Meda valataka na noda vanua  
Meda cola vata na kena i vua.

Vola: S.T. Bulicokocoko, Na Vakacacali, A I karua,

1. Vola e **rua** na ka e vakaraitaka ni manumanu qaqa na saravalivali.

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2. Vola e **dua** na i tovo ko taleitaka me baleta na saravalivali.

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3. Na cava e da vakauqeti kina na iTaukei?

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4. Vola e **rua** na vosa rorogo vata e vakayagataki ena serekali.

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B. Biuta na [] ena ruku ni i yatu vosa dodonu kei na [] ena ruku ni naba ni i yatu vosa e cala.

1. E tini na i kau vudi sa dua na bewa.
2. Na bou e tiki ni waqa vakaviti.
3. Na i coco e dau tevu e loma ni vale.
4. Na bikabika e dau caka ena gauna ni somate.
5. O Masau e liuliu ni mataqali Mataisau.



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|                |                      |                |          |
|----------------|----------------------|----------------|----------|
| <b>SUBJECT</b> | <b>BASIC SCIENCE</b> | <b>YEAR</b>    | <b>7</b> |
| <b>NAME</b>    |                      | <b>ADDRESS</b> |          |

|                          |                                                                                                                                                                                 |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strand</b>            | <b>Energy</b>                                                                                                                                                                   |
| Sub strand               | Energy source and transfer.                                                                                                                                                     |
| Content learning outcome | At the end of the lesson, the students should be able to:<br>Investigate and illustrate the different energy sources and classify them into renewable and non-renewable energy. |

| <b>RENEWABLE ENERGY</b> | <b>NON-RENEWABLE ENERGY</b> |
|-------------------------|-----------------------------|
| SUN                     | AUTOMOBILES                 |
| WIND                    | SHIPS                       |
| WATER                   | AIRCRAFT/SPACECRAFT         |
| WOOD-BIOMASS            | OTHER MACHINES              |

- The sun is the main source of energy.
- Other sources of energy are wind and water.
- Fossil fuels like oil, gas and coal are sources of energy that are smaller in supply now.
- Energy is what puts things into action.
- Different sources of energy is used in different jobs.

### ACTIVITY

#### 1. SHORT ANSWER QUESTIONS

- a.) Why do we need fuels for our bodies?

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- b.) Much of our food comes from the plant we eat. But where do plants get the energy to make their food?

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**2. FILL IN THE BLANKS**

Fill in the blanks using the words in the boxes given below.

**WORD LIST**

|             |          |             |         |
|-------------|----------|-------------|---------|
| animals     | Energy   | batteries   | Schools |
| electricity | millions | replacement | Survive |

Coal, oil, and gas are sources of energy called **Fossil Fuels**. These sources of energy take \_\_\_\_\_ of years to be formed and so \_\_\_\_\_ is difficult. Energy is used in all areas affecting life and movement. People in the world need energy to \_\_\_\_\_ and likewise plant and \_\_\_\_\_. We use different sources of \_\_\_\_\_ in our villages, cities, towns, homes, schools. Schools in our towns and cities use electricity for lighting, cooking and heating. However, some \_\_\_\_\_ may use wood for cooking and kerosene lamp or benzene lamp for lighting. In towns and cities people use \_\_\_\_\_ to power radios but in villages' \_\_\_\_\_ are used.

**3. MATCHING**

Match the statements in column 1 with the correct terms in column 2.

| <b>COLUMN 1</b>                              |  | <b>COLUMN 2</b> |
|----------------------------------------------|--|-----------------|
| 1. The light is being powered through        |  | A. Work         |
| 2. Car and boat runs from                    |  | B. Sun          |
| 3. Calculators are also powered by           |  | C. Energy       |
| 4. Power tools only work that have source of |  | D. Gasoline     |
| 5. Humans invented machines to do            |  | E. Electricity  |

**4. ILLUSTRATION**

Draw and color four types of renewable energy.

|                    |                     |
|--------------------|---------------------|
| <b>SUN ENERGY</b>  | <b>WATER ENERGY</b> |
| <b>WIND ENERGY</b> | <b>WOOD ENERGY</b>  |