

**1077 RAVIRAVI SANGAM SCHOOL**  
**WEEKLY HOME STUDY PACKAGE**

**YEAR: 7**

**SUBJECT: English**

<b>STRAND:</b>	<b>EN3 – Writing and Shaping</b>	
<b>SUB-STRAND:</b>	<b>EN3.1 – Language features and rules</b>	
<b>CONTENT LEARNING OUTCOME:</b>	<i>Concepts, Skills and Attitudes:</i>	Explore and discuss the diverse ways texts present their ideas.

**LESSON NOTES**

**ADJECTIVES**

Adjectives are words that describe the qualities or states of being of nouns: enormous, silly, yellow, fun.

**TYPES OF ADJECTIVES**

<b>Types</b>	<b>Definition</b>	<b>Examples</b>
<b>Proper Adjectives</b>	A proper adjective is one derived from a proper noun.	“The <i>English</i> language.” “The <i>Indian</i> Ocean.” “The <i>Fijian</i> food.”
<b>Descriptive, Qualitative or Attributive Adjective</b>	A descriptive, qualitative or attributive adjective is one that shows the kind and quality of a person or thing.	“A <i>brave</i> person.” “A <i>beautiful</i> child.” “A <i>careful</i> mother.”
<b>Quantitative Adjective</b>	A quantitative adjective is one that shows how much (quantity) of a thing is meant.	“I did not eat <i>any</i> apple.” “He ate <i>much</i> bread.” “You drink <i>little</i> milk.”
<b>Numeral Adjective</b>	A numeral adjective is one that shows the number or serial order of persons or things.	( <i>One, two, ...</i> ) ( <i>First, second, ...</i> ) ( <i>Single, double,</i> ) ( <i>all, some, enough, none, many, few,</i> etc.)
<b>Demonstrative Adjective</b>	A demonstrative adjective is one that points out which person or thing is meant.	“... <i>this</i> boy” “... <i>that</i> person” “... <i>those</i> men”
<b>Distributive Adjective</b>	A distributive adjective is one that refers to each one of a number.	They are four in number; <i>each, every, either, neither.</i>
<b>Interrogative Adjective</b>	An interrogative adjective is used to ask a question.	“ <i>Whose</i> pen is this?” “ <i>What</i> book is that?” “ <i>Which</i> flower do you like best?”
<b>Possessive Adjective</b>	A possessive adjective is used before a noun to show ownership.	“ <i>my, our, your, his, her, its, their,</i> etc.”

**ACTIVITIES / EXERCISES**

Choose the correct adjective from the Word List and write them in the Answer Booklet.

1. Sitiveni lives in Fiji and follows the \_\_\_\_\_ culture.
2. Cinderella was a \_\_\_\_\_ girl who was ill-treated.
3. There was \_\_\_\_\_ food for everyone at the party.
4. Do you know where \_\_\_\_\_ women live?
5. The children completed \_\_\_\_\_ work on time.

**WORD LIST**

*enough*  
*their*  
*Fijian*  
*those*  
*beautiful*

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**SUBJECT: *Mathematics***

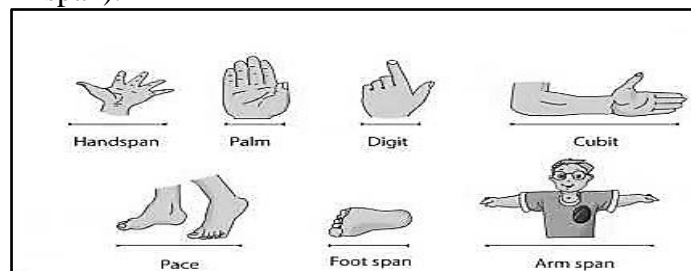
<b>STRAND:</b>	<b>M3 – Measurement</b>	
<b>SUB-STRAND:</b>	<b>M3.1 – Length / Area</b>	
<b>CONTENT LEARNING OUTCOME:</b>	<i>Concepts, Skills and Attitudes:</i>	Calculate and use appropriate metric units to calculate length, distance, area and perimeter of 3D shapes.
	<i>Suggested MiLO:</i>	Using metric units calculate, length distance, distance area and perimeter of 3D shapes.

**LESSON NOTES**

**UNITS OF MEASUREMENT**

**Imperial and Metric units of Length.**

Imperial units were used before the metric units. Example - Imperial units are foot, steps, span, pace, digit, cubit and fathom (arm span).

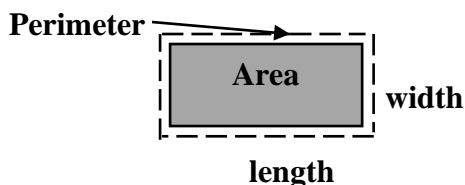


Metric units are, kilometre, meter, centimetre, and millimetre.

<b>Metric Measures of Length</b>		
1 centimetre	=	10 millimetres
1 metre	=	100 centimetres
1 kilometre	=	1000 metres

**PERIMETER AND AREA**

What is the difference between perimeter and area? Perimeter is the sum of distance around an object while the area is the amount of space inside the boundary of a flat (2-dimensional) object.



$$\text{Perimeter of Rectangle} = 2 \times (l + w)$$

$$\text{Area of Rectangle} = \text{length} \times \text{width}$$

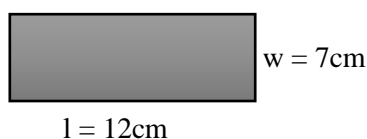
**ACTIVITIES / EXERCISES**

1. Convert the following:

- (a) 2.5m = \_\_\_\_\_ cm  
(c) 3.7km = \_\_\_\_\_ m

- (b) 150mm = \_\_\_\_\_ cm  
(d) 4927cm = \_\_\_\_\_ m

2.



- (a) Calculate the perimeter.  
(b) Calculate the area.

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**SUBJECT: Healthy Living**

<b>STRAND:</b>	<b>H2 – Building Healthy Relationships</b>	
<b>SUB-STRAND:</b>	<b>H2.2 – Resilience and proactive behaviour.</b>	
<b>CONTENT LEARNING OUTCOME:</b>	<i>Concepts, Skills and Attitudes:</i>	Explore and state skills needed to prevent harmful situations.
	<i>Suggested MiLO:</i>	Provide accurate strategies for resolving conflicts without violence.

**LESSON NOTES**

**PROACTIVE BEHAVIOUR**

Proactive behaviour refers to self-initiated behaviour that endeavours to solve a problem before it has occurred. Proactive behaviour involves acting in advance of a future situation, rather than reacting.

A proactive behaviour is acting in advance in a future situation rather than just reacting. Instead of waiting for something to happen, you take control and make it happen. A proactive behaviour can change what is about to happen to you or to the people around you.

Being proactive allows you to dictate your particular position and supplies a sense of control over whatever situation you may be facing. Essentially, your proactivity will enable you to be more prepared. When you are proactive you are able to think and act ahead before your circumstances change.

	<b>Proactive</b>	<b>Reactive</b>	<b>Inactive</b>
Perspective when facing difficulties	Embraces new situations. Sees them as challenges and learning opportunities.	Sees new situations as problems. Takes action to solve them and goes back to comfort zone.	Hates new situations. Too stressful. Avoids them and cannot cope.
Feelings	Feels confident, strong and in control.	Feels stressed, lost and reluctant to act.	Feels overwhelmed and in denial.
Action Zone	Stretch zone	Comfort zone ↔ Panic zone	Comfort zone
Personal Outcome	Gets closer to the purpose in life. Feels in control, stronger, more confident and happier.	Feels safer but aimless.	Feels stressed, weak and powerless with low self-esteem.



**ACTIVITIES / EXERCISE**

1. Explain ‘**proactive behaviour**’ in your own words.
2. How does a proactive person **feel** when put into a difficult situation?
3. What **type** of person are you? Support your answer with examples.

**1077 RAVIRAVI SANGAM SCHOOL**  
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**SUBJECT: Hindi (हिन्दी)**

<b>STRAND:</b>	<b>H3 – लिखना एवं निर्माण करना</b>	
<b>SUB-STRAND:</b>	<b>H3.2 – भाषा की विशेषताएँ एवं नियम</b>	
<b>CONTENT LEARNING OUTCOME:</b>	<i>Concepts, Skills and Attitudes:</i>	वाक्य संरचनाओं व शुद्ध विरामदि चिह्न के प्रयोग से विविध विषय ग्रंथ उत्पन्न करना।

**LESSON NOTES**

**वचन (Number)**

शब्द के जिस रूप से एक या अधिक का बोध हो उसे वचन कहते हैं।

वचन के दो भेद हैं □

- 1 **एक वचन (Singular):** जो शब्द एक का ज्ञान कराए।  
जैसे – लड़का □ पुस्तक □ फल □ स्त्री आदि।
- 2 **बहुवचन (Plural):** जो शब्द एक से अधिक का ज्ञान कराए।  
जैसे – लड़का रोता है। — लड़के रोते हैं।

**लिंग (Gender)**

शब्द के जिस रूप से स्त्री या पुंलिंग का बोध हो उसे लिंग कहते हैं।

लिंग के दो भेद हैं □

- 1 **स्त्रीलिंग (Feminine):** जो शब्द स्त्री जाति का बोध कराता है।  
जैसे – लड़की □ स्त्री □ रानी □ गाय आदि।
- 2 **पुंलिंग (Masculine):** जो शब्द पुंलिंग जाति का बोध कराता है।  
जैसे – लड़का □ पुंलिंग □ राजा □ बैल आदि।

**ACTIVITIES/EXERCISES**

उचित वचन या लिंग द्वारा नीचे दिए गए वाक्यों को पूरा कीजिए।

- |   |                               |                        |
|---|-------------------------------|------------------------|
| 1 | _____ गाना गा रहा है।         | □ लड़का □ लड़के □      |
| 2 | _____ चूहे पकड़ती हैं।        | □ बिल्ली □ बिल्लियाँ □ |
| 3 | मेरी _____ रोटियाँ पकाती है।  | □ पिताजी □ माताजी □    |
| 4 | साहिल का _____ एक अध्यापक है। | □ चाचा □ चाची □        |
| 5 | _____ घास खा रहे हैं।         | □ धोड़ा □ धोड़े □      |

**YEAR: 7**

**SUBJECT:** Social Science

<b>STRAND:</b>	<b>SS3 – Place and Environment</b>	
<b>SUB-STRAND:</b>	<b>SS3.1 – Features of Places</b>	
<b>CONTENT LEARNING OUTCOME:</b>	<i>Concepts, Skills and Attitudes:</i>	Examine strategic positions of Pacific Islands in the world, and discuss their attributes as part of the Global village.
	<i>Suggested MiLO:</i>	Study and describe the advantages and disadvantages of the location of the Pacific islands in relation to the world.

## LESSON NOTES

## **Our Rules, Rights and Responsibilities**

## **Citizenship: Rules, Rights and responsibilities**

A citizen is a member of a community, state or nation. Citizens have rights and responsibilities as family members, as students in a classroom or school and members of their communities, state and nation. Being a good citizen means

- following rules and laws
- being responsible and respectful
- helping others

### At Home:

**Rights:** Children have the right to basic needs, e.g. food and shelter and clothing. They have the right to live in a safe home where they are protected and can receive love, comfort and care.

**Rules:** Families set their own rules for the protection and wellbeing of each member of the family.

**Responsibilities:** Being a responsible member means knowing and following family rules

### In your Community, State or Nation

**Rights:** All people are given certain rights by the country's Constitutions Bill of Rights that cannot be taken away.

**Rules and Laws:** Everyone has to follow rules and obey laws. Laws give fairness and protect the health and safety of people.

**Responsibilities:** Being informed citizen about our government and community is an important responsibility. Voting election is one responsibility of a good citizen. Volunteering to help in the community is another example of being a good citizen.



## ACTIVITIES / EXERCISES

1. Who is a citizen?
2. Name **one** duty of a citizen?
3. What is **one** of your responsibilities at home?
4. Discuss **one** right you have as the citizen of Fiji.

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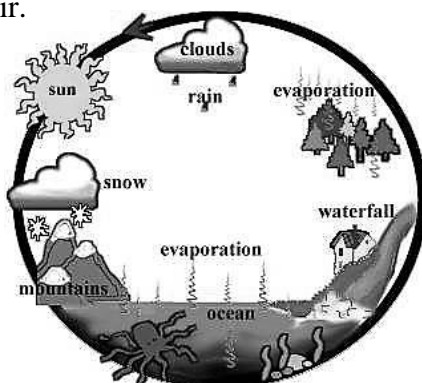
**SUBJECT: *Basic Science***

<b>STRAND:</b>	<b>S2 – Matter</b>	
<b>SUB-STRAND:</b>	<b>S2.3 – Reactions</b>	
<b>CONTENT LEARNING OUTCOME:</b>	<i>Concepts, Skills and Attitudes:</i>	Investigate the changes when matter reacts and differentiate between reversible and irreversible reaction.
	<i>Achievement Indicator</i>	Identify and explain the differences between physical (temporary) and chemical (permanent) changes.

**LESSON NOTES**

**2.3.2 The Water Cycle**

Heat from the sun causes water to evaporate from seas, rivers and streams. The vapour rises, cools and condenses to form tiny water droplets. The water droplets form clouds. The clouds get carried along by air. They cool and droplets join to form larger drops. These fall as rain when the water droplets become too heavy to be supported in the air.



**2.3.3 Physical Change v/s Chemical Change**

<b>Physical Change</b>	<b>Chemical Change</b>
<ul style="list-style-type: none"><li>• The substance changes state but the particles are not changed in any way – they are simply arranged differently.</li><li>• Can be reversed</li><li>• the change is temporary</li><li>• <b>Example:</b> when a substance is melted it can be cooled again to form a solid.</li></ul> <p>Melting: Note that heat is taken in to make this happen.</p> <p>Boiling: Note that energy is taken in as heat.</p>	<ul style="list-style-type: none"><li>• A new substance called is formed.</li><li>• Change is stable</li><li>• It is not reversible</li><li>• The change is permanent</li><li>• Example; when burning paper, ash is formed and the paper cannot be brought back.</li><li>• When substances are set on fire, it is a chemical reaction since the substance burning is reacting with oxygen.</li></ul> <p>Trees are engulfed in flames in a bush fire.</p>

**ACTIVITIES / EXERCISES**

1. How does the water from the sea evaporate?
2. Where does the rain come from?
3. Discuss why the name “**cycle**” is given to the rain system.
4. State the difference between a physical change and a chemical change.
5. Give **one** example of a physical change.
6. Give **one** example of a chemical change.