

UCIWAI SANGAM SCHOOL
WEEKLY HOME STUDY PACKAGE: 5

SUBJECT : ENGLISH

YEAR / LEVEL: 7

STRAND : 1. Listening & Speaking

SUB STRAND : 1.1 Writing Process

C.L.O : At the end of this lesson the students will be able to identify and differentiate preposition in its usage.

Part A : Spelling List - New words to learn this week

1. Condor	6. Despondency
2. Characterize	7. Tapirs
3. Signify	8. Congruent
4. Indifferent	9. Insists
5. Sovereign	10. Suspense

Use the dictionary to find the meaning of the words listed below

1. Condor –	6. Despondency-
2. Characterize –	7. Tapirs -
3. Signify–	8. Congruent-
4. Indifferent–	9. Insists -
5. Sovereign -	10. Suspense -

Part B : SUBJECT – VERB AGREEMENT

All sentences have a **SUBJECT** and a **VERB**. A subject-verb agreement refers to the rule in English that **A Verb Must Agree with Its Subject At All Times.**

1. When the Subject is singular, the Verb is singular

For Example

She is a police officer.

That boy sings well.

It licks its paw gently.

2. When the Subject is plural, the Verb is plural

For Example

They are police officers.

Those boys sing well.

Most people like chocolates.

3. When there are two or more singular Subjects joined by ‘and’, the Verb is plural

For Example

Tomasi and Demi are police officers.

John, Mere and Sita sing well.

Naomi and Wati have come to school today.

4. When a singular Subject is joined to other subjects by ‘with, as well as, together with, in addition to, no less’, the Verb is singular

For Example

My son, as well as my daughter, likes reading.

Marion, together with her sister, is going to Suva.

The gate, in addition to the wall, was painted bright yellow.

5. When Subjects are separated by ‘all but, both, and’, the Verb is plural

For Example

All but Harry have left.

Both Jane and Anna enjoy singing.

6. When two or more Subjects are preceded by ‘each’ and ‘every’ the Verb is singular

For Example

Each adult and child has to pay to enter the movie.

Every boy and girl likes present.

7. ‘Either, neither and many a’ must be followed by a singular Verb

For Example

Neither of the men was very strong.

He asked me whether either of the applicants was suitable.

8. Two or more singular Subjects connected by ‘or’ ‘nor’ **require a singular Verb**

For Example

No nook or corner was left unexploded.

Either the cat or the dog has been here.

- 9. When one of the subjects joined by 'or' and 'nor' is plural, the Verb must be plural, and the plural Subject should be placed nearest the Verb**

For Example

Neither the Chairman nor the Directors are present.

- 10. When the Subjects joined by 'or' 'nor' are of different persons, the Verb agrees with nearer**

For Example

Either he or I am mistaken.

Neither you nor he is to blame.

- 11. When two singular Subjects refer to the same person or thing, the Verb is singular**

For Example

Wendy, my good friend and neighbour, is a musician.

Mr Brown, my boss and guide, has taught me how to be a good person.

- 12. When two Subjects are used to express one idea, the Verb may be singular**

For Example

Bread and butter is all I take for breakfast.

Time and tide waits for no man.

- 13. Where a sentence begins with 'it', the Verb is always singular**

For Example

It is the cat that ate the fish.

It is the Kumars.

- 14. Indefinite pronouns like 'anybody', 'anyone', 'everybody', 'no one' and 'somebody' require a singular Verb.**

For Example

Is anyone feeling cold here?

Everybody loves Jagdish.

Somebody has taken my bag.

- 15. When a sentence begins with 'there' or 'here', the Verb agrees with the following Subject, not the introductory word.**

For Example*Here is your pen.**Here are the drinks.**There is no body in the library.***16. A collective nouns takes a singular Verb when it means a group****For Example***The team wins every time.**The committee is going to decide.***17. Titles of books, magazines, movies and newspapers or plays take a singular Verb****For Example***'The Treasure Island' is a classic play.**'Little Women' has been read by millions of people.***18. Plural numbers take a singular Verb when they are used in a phrase to mean a sum or unit****For Example***A million dollars is a lot of money.**Three years is a long time.***19. Some nouns are plural in form but singular in meaning, they usually take a singular Verb****For Example***Mathematics bores me to death.**No news is good news.***Fill in the blanks in the following sentences, with the right form of verb.**

1. They _____ a grand party today.
2. Neither my sister nor my brother _____ Hindu.
3. Jone and his friend Kula _____ going on a trip.
4. Both my father and my mother _____ books every night before they sleep.
5. Not Rita but her sisters' _____ interested in watching the Olympics.

6. A handful of seeds _____ all the farmer needed.
7. The boy, like his father, _____ very tall.
8. Each student _____ given a certificate.
9. _____ anybody seen my pen?
10. The gang of thieves _____ escaped.

Passive and Active Voices Exercises: Change the following sentences into their passive voice form. *The first is done for you!*

11. Filo painted this picture.
This picture was painted by Filo.

12. They threw away the old newspapers.

13. John is writing a book.

14. They carried the injured player out safely.

15. I was writing a letter when the bell rang.

16. Who will take the cat to the vet?

17. I had done the project myself.

18. Will you be watering the plants later?

19. Can they create a new plan?

20. You have to write an apology.

UCIWAI SANGAM SCHOOL
WEEKLY HOME STUDY PACKAGE 5

SUBJECT : MATHEMATICS	YEAR / LEVEL: 7
STRAND : 1. Numbers & Numeration	
SUB STRAND : 1.3 Fractions	
C.L.O : At the end of this lesson the students will be able to read and show fractions as part of a whole, dollar, a percentage and a quantity.	

Lesson Notes : *(Please read the lesson notes carefully)*

A. What is a Fraction?

- A way of representing division of a whole
- It is when an object is divided into **equal parts**
- Each **equal part** is called a fraction
- For example; it has a **numerator** and **denominator**
 - NUMERATOR Numerator is the number of parts chosen
 - DENOMINATOR Denominator is the total number of parts

B. Fraction Types

- There are 3 different types of fractions:

Proper Fraction	Improper Fraction	Mixed Fraction
Numerator \leq Denominator	Numerator \geq Denominator Numerator = Denominator	Mixed Fractions have a whole number plus a fraction Eg. $2\frac{1}{5}$ or $125\frac{18}{20}$
Proper Fractions have the numerator part smaller than the denominator part. Eg. $\frac{2}{5}, \frac{1}{5}, \frac{4}{7}$ or $\frac{19}{20}$	Improper fractions have the numerator part greater or equal to the denominator part. Eg. $\frac{6}{6}, \frac{7}{2}, \frac{63}{8}$ or $\frac{10}{2}$	

Activity 1: Colour all the PROPER FRACTIONS 'red', colour all the IMPROPER FRACTIONS 'blue' and colour all the MIXED FRACTIONS 'green'.

$$\frac{54}{6}$$

$$\frac{80}{190}$$

$$3\frac{1}{4}$$

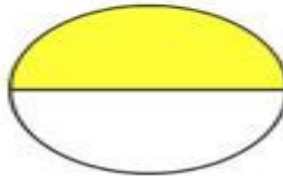
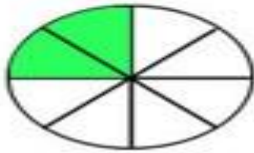
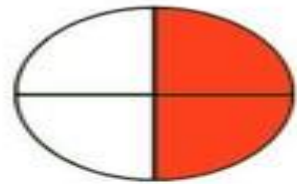
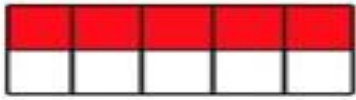
$$45\frac{6}{10}$$

$$\frac{7}{90}$$

$$\frac{6}{12}$$

$$\frac{8}{4}$$

Activity 2: What fraction of each figure is shaded?



Activity 3: Converting an Improper Fraction to Mixed Fraction

STEPS

1. Divide the numerator with the denominator
2. Find the Remainder
3. Arrange the numbers.
 Remainder \longrightarrow Numerator,
 Denominator \longrightarrow Remains the same,
 Quotient \longrightarrow Whole Number

EXAMPLE : Improper Fraction to Mixed Number

$$\begin{array}{r}
 2 \rightarrow \text{Whole Number} \\
 5 \overline{) 13} \\
 \underline{-10} \\
 3 \rightarrow \text{Remainder}
 \end{array}
 \quad
 \left.
 \begin{array}{l}
 \frac{13}{5} \\
 \\
 \end{array}
 \right\}
 2\frac{3}{5}$$

Denominator remains the same $\rightarrow 5$

Activity 4: Converting Mixed Fraction to an Improper Fraction**STEPS**

1. Multiply the denominator of the mixed fraction with the whole number.
2. Add the numerator to the product of **step 1**
3. Write improper fraction with the sum from **step 2**
4. Denominator will remain the same

EXAMPLE : Mixed Number to Improper Fraction

$$2\frac{4}{5}$$

$$\begin{array}{l}
 2 \times 5 = 10 \\
 10 + 4 = 14
 \end{array}
 \left.
 \begin{array}{l}
 \\
 \end{array}
 \right\}
 \frac{14}{5}$$

Denominator remains the same

Activity 5: Finding the Common Denominator

$$\frac{3}{3} \times \frac{5}{6} \quad \text{and} \quad \frac{2}{3} \times \frac{6}{6}$$

$$\begin{array}{r}
 15 \times 3 = 45 \\
 \hline
 6 \times 3 = 18
 \end{array}$$

$$\begin{array}{r}
 2 \times 6 = 12 \\
 \hline
 3 \times 6 = 18
 \end{array}$$

Now the common denominator is 18

Activity 6: Addition of Fractions**STEPS:**

1. Find the common denominator
2. If the denominator is the same, then directly add the numerator (the denominator remains the same, do not add them)
3. If the denominator is different, then find the common denominator

EXAMPLE:

$$\frac{1}{5} + \frac{3}{5} = \frac{4}{5}$$

$$\frac{1}{5} + \frac{3}{4} = \text{COMMON DENOMINATOR} = 20$$

$$\frac{4}{20} + \frac{15}{20} = \frac{19}{20}$$

Activity 7: Subtraction of Fractions**STEPS:**

1. Find the common denominator
2. If the denominator is the same, then direct subtract the numerator (the denominator remains the same, do not subtract them)
3. If the denominator is different, then find the common denominator, subtract the numerators.

EXAMPLE:

$$\frac{4}{8} - \frac{2}{8} = \frac{2}{8}$$

$$\frac{3}{6} - \frac{1}{3} = \text{COMMON DENOMINATOR} = 18$$

$$\frac{9}{18} - \frac{6}{18} = \frac{3}{18}$$

Activity 8: Addition of Mixed Numbers**STEPS:**

1. Convert the mixed number to an improper fraction
2. Check if the denominator are the same
3. If yes, add the numerator and write the results
4. If the denominator are not the same; **find out the common denominator** and make it the same
5. Once the denominators are the same, add the numerators only.

EXAMPLE:

$$1\frac{1}{2} + 2\frac{1}{2}$$

$$\frac{3}{2} + \frac{5}{2} = \frac{8}{2} = 4$$

EXERCISES: Please refer to the notes above to answer the following questions.

1. Write each mixed number as an improper fraction

a. $2\frac{4}{9}$

c. $7\frac{2}{4}$

b. $5\frac{5}{8}$

d. $3\frac{2}{6}$

2. Write each improper fraction as a mixed number

a. $\frac{19}{9}$

c. $\frac{11}{4}$

b. $\frac{23}{8}$

d. $\frac{21}{6}$

3. Find a common denominator for each pair of fractions.

a. $\frac{1}{4}$ and $\frac{1}{3} =$

b. $\frac{5}{6}$ and $\frac{1}{4} =$

c. $\frac{7}{8}$ and $\frac{2}{3} =$

4. Add

a. $\frac{1}{5} + \frac{3}{5} =$

c. $\frac{4}{5} + \frac{1}{3} =$

b. $\frac{2}{3} + \frac{4}{9} =$

d. $\frac{2}{9} + \frac{3}{5} =$

5. Subtract

a. $\frac{7}{12} - \frac{5}{12} =$

b. $\frac{5}{3} - \frac{7}{8} =$

6. Add

a. $6\frac{2}{5} + 1\frac{1}{5} =$

c. $1\frac{4}{7} + 8\frac{1}{2} =$

b. $2\frac{3}{4} + 5\frac{1}{8} =$

d. $3\frac{3}{5} + 3\frac{1}{4} =$

7. If a pie is cut into 7 pieces,

i. What fraction is that?

ii. If $\frac{5}{7}$ of the pie is eaten, how much is remaining?

8. Find the missing fraction to make the equation true.

$$\frac{1}{6} + \text{---} = \frac{7}{12}$$

$$\text{---} - \frac{2}{5} = \frac{1}{10}$$

UCIWAI SANGAM SCHOOL

YEAR 7 – हिन्दी HINDI

WEEKLY HOME LEARNING PACKAGE NO. 5

तत्त्व २	पढ़ना एवं सर्वेक्षण करना
उप-तत्त्व	सामाजिक व सांस्कृतिक संदर्भ और परिस्थितियाँ
विषय के अधिगम परिणाम	विभिन्न सामाजिक परिस्थितियों, उद्देश्यों व दर्शकों से संबद्ध पाठ में आए विचारों, जानकारी व घटनाओं की व्याख्य व चर्चा करना

इस कविता को ध्यान से पढ़िए :

विभिन्नता में एकता

हैं भिन्नता अनेक, पर हम सब एक हैं ।

हम सब एक.....

रंग भी हैं अनेक, रूप भी हैं अनेक ।

पर प्राणी-मात्र की, आत्मा तो एक है ।

हम सब एक.....

जातियाँ भी हैं अनेक, रीतियाँ भी हैं अनेक ।

पर प्राणी-आत्मा का, आवा-गमन एक है ।

हम सब एक.....

भाषाएँ हैं अनेक, बोलियाँ भी हैं अनेक ।

पर बोलने का, स्वर-यन्त्र एक हैं ।

हम सब एक.....

आकार भी हैं अनेक, भाव भी हैं अनेक ।

पर रंग खून का, हम सब का एक है ।

हम सब एक.....

खान-पान हैं अनेक, स्वाद भी हैं अनेक ।

पर पाचन क्रिया का, रंग-ढंग एक है ।

हम सब एक.....

धर्म-कर्म हैं अनेक, प्रभु गुण हैं अनेक ।

सूर्य चाँद एक है, देते सब संदेश हैं ।

हम सब एक.....

डाल-पात, फल-फूल, चाहे भिन्न- भिन्न हैं ।

पर एकता प्रकृति की, देती यह संदेश है ।

हम सब एक.....

देश यह हमारा है, हम सब हैं देश के ।

यही भाव विभिन्नता में, एकता का एक है ।

हम सब एक.....

मनीषा रामरक्खा

शब्दार्थ

विभिन्नता

अलग-अलग

आवा-गमन

जन्म-मरण

रीतियाँ

रीति-रिवाज

स्वर-यन्त्र

बोलने, बात-चीत करने के अंग

पाचन

खाना पचाने की क्रिया

सृष्टि

संसार, दुनिया

सृष्टि कर्त्ता

भगवान, ईश्वर

रंग-ढंग

तरीका

क. कविता से सही शब्द चुनकर नीचे लिखे वाक्यों में जितने रिक्त स्थान हैं, उतने शब्दों से वाक्य को पूरा कीजिए ।

१. समस्त प्राणियों की आत्मा ----- -।

२. भाषाएँ, बोलियाँ अनेक हैं, -----
-----।

३. ----- प्रकृति की एकता का संदेश देते हैं ।

४. जातियाँ अनेक हैं, पर आत्मा का -----।

५. देश यह हमारा है, -----
-----।

ख . सही शब्दों का मेल करो ।

१. स्वर	कर्म
२. आवा	गुण
३. रंग	यन्त्र
४. धर्म	गमन
५. प्रभु	ढंग

भाषा अभ्यास

क. कोष्ठक में दिए गए शब्दों में से सही शब्द को चुनकर नीचे दिए गए वाक्यों को पूरा कीजिए ।

१. ----- हमेशा पाठशाला आती है । (लड़के/ बच्चे/लड़की)
२. ----- मीठे स्वर में गा रही हैं । (चिड़ियाँ/लड़का/कोयल)
३. इस समय ----- कक्षा आठ में पढ़ रहा है । (रानी/सुधीर/गुन्जन)
४. खेल खत्म होने पर ----- मैदान से चले गए । (लड़का/स्त्रियाँ/लोग)
५. कल शाम को ----- भी सिनेमा देखने चलेंगे । (पिताजी/छोटा भाई/ माँ)

ख . निम्नलिखित वाक्यों के रिक्त स्थानों में कोष्ठक में दी गई क्रिया के सामान्य वर्तमान काल रूप भरिए ।

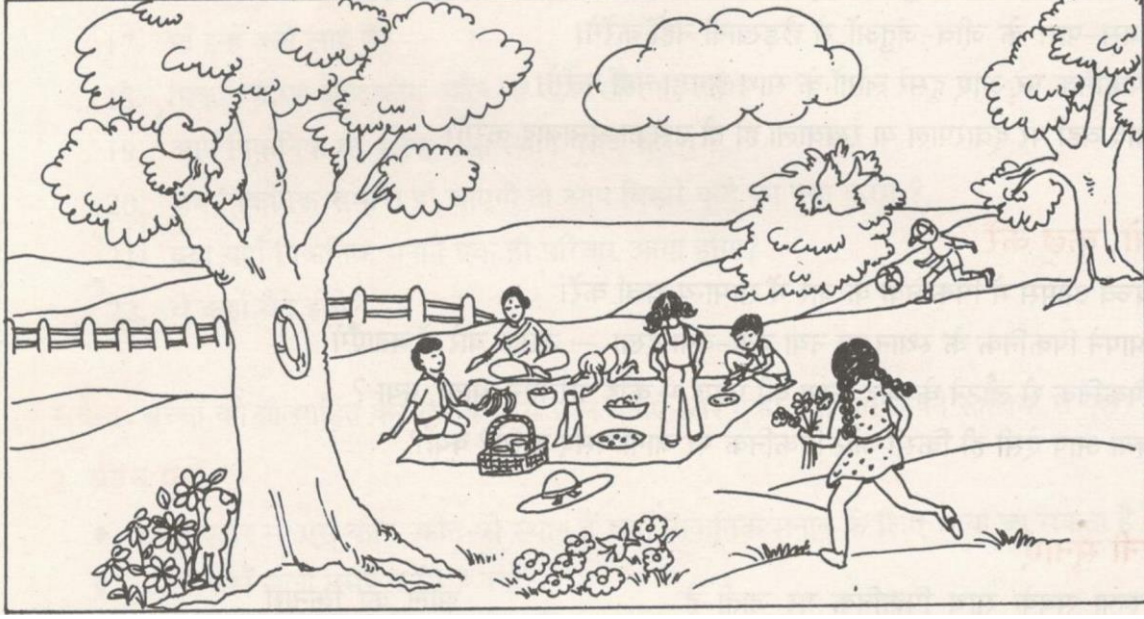
उदाहरण: दिपिका खूब अच्छी हिन्दी ----- है । (बोलना)

दिपिका खूब अच्छी हिन्दी बोलती है ।

१. अतुल बहुत अच्छा गीत----- है । (गाना)
२. लड़कियाँ रोज नदी में स्नान ----- हैं । (करना)
३. ये लड़के रोज क्लास में शोर ----- हैं । (मचाना)
४. गाय मैदान में घास ----- है । (चरना)
५. वह दूकानदार सामान बहुत सस्ता ----- है । (बेचना)

निबन्ध लेखन

नीचे दिए गए चित्र पर एक निबन्ध लगभग १५० शब्दों में लिखिए ।



1078 UCIWAI SANGAM SCHOOL

CAKACAKA LAVAKI NI YABAKI 7-NA VOSA VAKA-VITI

NA VAKACACALI

I. NA SEREKALI -Wilika na serekali e ra ka sauma na taro e rukuna.

1. Veigauna sa dau divi
Na i vakarau ni bula e Viti
Rui lagilagi qai kilikili
E rui totoka qai uasivi
2. Na i tovo ni bula rui lagilagi
Sa kena yavu na veilomani
Duavata kei na veiyagani
Qaravi na cakacaka ena solesolevaki
3. O ira na tukada era sa yali
Ra veirokorokovi, ra veilomani,
Veicakacaka kece e qaravi
Qaravi ga na solesolevaki
4. Veika lelevu kece ra rawata
Da sa qoroya na nodra cakacaka
Isa! ra rawata beka vakacava
Sa rawa ga ena duavata
5. Nodra teitei ra solevaka
Maraudaki na kena i cakacaka
Era veiwali dredre ka lasa
Na kena oco ra kania vata
6. Veivale e vakaitamera
Era sautu ka levu na kedra
Sega na dravudravua ka sega na leqa
Sa dodonu meda liaci keda

Vurevure ni Serekali: Na Vakacacali , (A imatai) Bulicokocoko. S; 2010

Sauma na veitaro e ra ena vanua vakarautaki .

1. Na cava e serekalitaki tiko ena serekali qo?

2. Na i tovo cava era dau kilai tani kina na tukada ra sa yali?

3. Vakamacalataka na i balebale ni vosa na oco.

4. Na cava na vuna meda liaci keda kina ena i otioti ni qaqana?

B NA I TOVO KEI NA I VAKARAU VAKAVANUA [20 na maka]

I. Wirina na i sau ni taro ko sa digitaka.

1. Na i yau cava e vakatokai me ulu ni yau vaka-Viti?

- | | |
|---------|-----------|
| A. ibe | C. tabua |
| B. masi | D. yaqona |

2. Na **moto** e dau vakayagataki ena meke

- | | |
|----------|----------------|
| A. dabe. | C. seasea. |
| B. wesi. | D. vakamalolo. |

3. Na **burua** e dau vakayacori ena gauna ni

- | | |
|--------------|------------------|
| A. somate. | C. vakamau. |
| B. tevutevu. | D. sucu ni gone. |

4. **Veitalia ga na kacabote** e i bole nei ra

- | | |
|----------|------------|
| A. boto. | C. lairo. |
| B. qari. | D. kalavo. |

5. Ena i wiliwili Vaka-Viti, ni **tini** na vai sa dua na

- | | |
|----------|----------------|
| A. bi. | C. tabakau |
| B. dali. | D. kumakumare. |

6. Na kamunaga se yaqona ka vakaraitaki kina ni sa vakarau na lesu tale e

- A. i tatau. C. i qaloqalovi.
B. i sevusevu. D. i vakatoka yaca.

7. Na i coco, vakabati kei na i davodavo e ratou mataqali

- A. ibe. B. masi.
C. i wau. D. kakana.

8. Na derua e ta mai na

- A. kau B. bitu.
C. qa ni niu. D. kaukamea.

9. Vakaturaga ki Nabukebuke vua na

- A. Tui Bua. B. Tui Tavuki.
C. Tui Namosi. D. Tui Mabua.

10. Ni tini na i kau vudi sa dua na

- A. wai. B. rara. C. bewa. D. vakasoso.

II. Vola e dua na i toqa (✓) kevaka e donu na i yatuvosa e soli era se korosi (X) kevaka e cala ena vanua vakarautaki .

1. Na i vana e tiki ni vale Vaka-Viti. _____
2. Na derua e dau vakayagataki ena meke. _____
3. E dau tuberi na tabua me i qaloqalovi. _____
4. Na tunudra e dau caka ena gauna ni somate. _____
5. Ko Tunimata e liuliu ni mataqali Matanivanua. _____
6. Na kidroto e rorogo ni voce e wai. _____
7. Na dinu e magiti ni vakarau na i valu. _____
8. Ki Namuka vata ga nikua e i bole nei Ra Belo. _____

9. E ravu na vosa ena i valu vosa._____

10. Na solosoloivi na i tuvaki ni bula ni gone ni sa dolo._____

III. Vola na yacadra na veika era vakaraitaki e na i yaloyalo e koto e ra.



UCIWAI SANGAM SCHOOL

WEEKLY HOME STUDY PACKAGE 5

Name :

SUBJECT : BASIC SCIENCE	YEAR / LEVEL: 7
TOPIC : THE IMPORTANCE OF BIODIVERSITY	
STRAND : 1 . Livings Things & the Environment	
SUB-STRAND : 1.3 Biodiversity, Change and Sustainability	
C.L.O : At the end of this lesson , students will be able to identify, list and differentiate the importance of biodiversity.	

Lesson Notes *(Please read the notes carefully)*

What is Biodiversity?

- It is the variety of life
- It is the number of different species in a given area
- This is all the variety of life that can be found on Earth
- Everything you can find in a habitat (plants, animals, fungi and micro-organisms)
- Biodiversity is also the amount of diversity between different plants, animals, and other species in an area

Why is Biodiversity Important?

- It's important to humans for many reasons
- It provides – functioning ecosystems because **without biodiversity** an ecosystem will die.
- Biodiversity is important because it supports and gives life to all of the organisms on our planet.
- We cannot survive without a healthy ecosystem- our future depends on it
- It is important for our health, the food we eat, the water we drink and the air we breathe
- Organisms like insects, plants, animals and human being need **biodiversity for**
 1. Supply Oxygen – plants and animals in a biodiversity exchange gases, supplying oxygen for humans and humans supplying carbon dioxide for plants.
 2. Supply clean air & water – the trees and the cycle of water is balanced providing us clean air and water
 3. Pollination of plants – insects responsible for pollination like bees, wasps
 4. Acts as a Natural Pest Control – animals like mynah birds eat worms and bugs that can be a pest in farming, ladybugs also eat small organisms that can be a pest.
 5. Food & Nutrition – wide variety of food selection and healthy nutrition from animals to plants
 6. Energy
 7. Medicines

Human Activity on the Ecosystem and its Effects

1. Natural Resources for example – humans build or recreate national parks like Kula Eco Park
2. Marine Eco Parks
3. Replanting Hedgerows
4. Afforestation
5. Recycling Waste
6. Hunting
7. Pollution
8. Climate Change
9. Overharvesting
10. Clearing of lands for building (deforestation)

Methods of Pest Control

1. Natural or Biological Control
2. Chemical Control
3. Physical Control

What are Pests?

- Are organisms that damage plants in our farm fields
- They are organisms that damage homes
- Pests may transmit disease
- Pests may harm water quality or animal life
 - For example
 - 1. Plants (weeds)
 - 2. Bird, tick, bedbugs, snail
 - 3. Worm, pathogen (bacteria)
 - 4. Other unwanted organisms
- **Natural or Biological Control**
 - They are safe to use because it does not cause harm to humans, crops and other organisms
 - Natural control uses other organisms like plants and insects to control pests in farming
 - For example
 - 1. Planting corns with sugarcane farm to draw away insects from the main crops
 - 2. Chickens and birds feeds on worms and insects that may damage leafy plants

Advantage of Biological Control

- It does not harm the environment
- It does not emit harmful toxins
- It does not damage the ozone layer
- It does not harm other organisms
- Effective for a long time
- Sufficient and cost-effective (easy and cheaper)

Disadvantages of Biological control

- They take a long time to produce results
- Can be very expensive

- **Chemical Pest Control**

- Many people have been using this method for a very long time.
- It is the using of chemicals to kill weeds and harmful pests
- It is harmful both to humans and animals living within the area
- Must be used with caution. Follow all the instruction for safety reasons

For example

- | | |
|------------|------------------|
| 1. Mortein | 3. Paraquat |
| 2. Hit | 4. Mosquito coil |

Advantage of using Chemical Control

- | | |
|----------------------|-----------------------------|
| 1. Less expensive | 4. Instant results |
| 2. Readily available | 5. Help farming grow faster |
| 3. Very easy to use | |

Disadvantage of Chemical Control

- | | |
|---|-----------------------------------|
| 1. Can be harmful to the environment | 3. Dangerous to children's health |
| 2. Releases harmful toxins to the surrounding | 4. Can cause cancer and diseases |

- **Mechanical or Physical Control**

- Kills a pest directly
- Not suitable for the environment

For example

- | | |
|---|--|
| 1. Setting traps for rats | 4. Sticky hanging traps for flies |
| 2. Fences for cattle (cows, goats) | 5. Burning and grazing to help control weeds |
| 3. Screens to keep birds or insects out | 6. Electric fences |

Conservation of the Environment and Sustainability

- **What is conservation?**

- It protects endangered species
- It protects habitats
- It assist in the breeding of extinct species
- To restore ecosystem which are dying
- It educates people to make wise decision

For example

1. Traditional Method of Farming
 - Using bullocks instead of tractors to plough the soil
 - Weeding using cane knives and man power instead of using weedicides like spraying chemical to kill unwanted grasses.
 - Man power in cutting sugar canes instead of using machines
2. Modern Method of Farming
 - Growing plants using minerals in water without soil
 - In Suva, there's a farm that grow vegetables and food without soil instead they use mineral solutions in water.
3. Mangrove Reforestation
 - Replanting mangroves
 - Propagules : mangrove seedlings, this is used to plant mangroves
4. Legal and Illegal fishing Methods
 - To help conserve the marine organisms
 - Taboo periods to avoid overharvesting

Activity: Read the notes carefully and understand to help answer the questions below.

PLEASE DO NOT COPY ANSWERS FROM THE INTERNET. IF YOU ARE USING INTERNET TO HELP YOU UNDERSTAND READ AND WRITE IN YOUR OWN WORDS. DO NOT DIRECTLY COPY FROM THE INTERNET.

1. What is conservation?

2. What are the 3 ways to conserve?

- i.

- ii.

- iii.

3. What is Sustainability?

4. How is Sustainability different from Conservation?

5. Do you think conservation or sustainability is more important? Explain your answer.

6. Name the three pest control methods

- i.

- ii.

- iii.

7. List down two examples of Biological Control

- i.

- ii.

8. What are the advantages of Chemical Pest Control?

9. Write down one disadvantage of Mechanical Pest Control

10. What is Biodiversity?

11. Why is Biodiversity important?

12. Do you think biodiversity is important to human? Why?

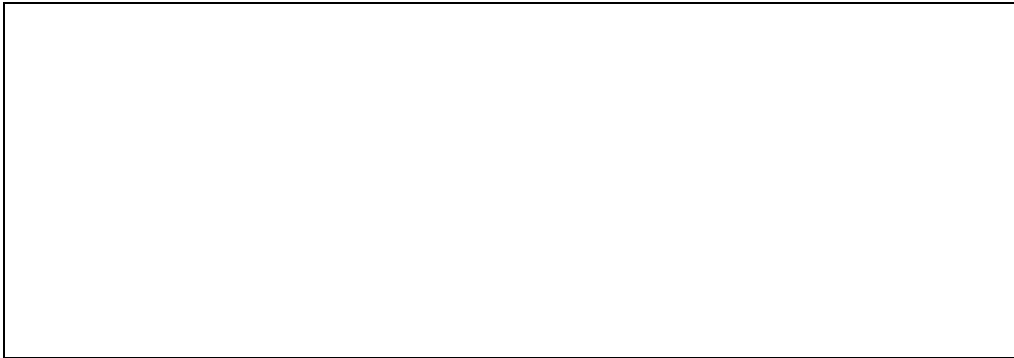
13. How does human activity destroy the biodiversity?

14. Explain the following terms in your own words

- a. Overharvesting - _____
- b. Afforestation - _____
- c. Deforestation - _____

15. Do you understand this sentence 'a healthy ecosystem provides us with clean air and water, the food we eat, the water we drink, and the air we breathe'?

16. From question 15, Draw, colour and label what you understand by that sentence.



17. If you can use water wisely at home, then you can use water wisely in school. For this question, write down all the **ways you can use water wisely** at home. Use at least 80 -100 words to explain.
