1077 RAVIRAVI SANGAM SCHOOL
WEEKLY HOME STUDY PACKAGE
SET: 6

YEAR: 7 **SUBJECT:** *English*

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

LESSON NOTES

Pronoun

A pronoun is a word that is used instead of a noun or noun phrase. Pronouns refer to either a noun that has already been mentioned or to a noun that does not need to be named specifically. The most common pronouns are the personal pronouns, which refer to the person or people speaking or writing (first person), the person or people being spoken to (second person), or other people or things (third person). Like nouns, personal pronouns can function as either the subject of a verb or the object of a verb or preposition: "She likes him, but he loves her." Most of the personal pronouns have different subject and object forms.

	as subject		**as object**	
	singular	***plural***	***singular***	***plural***
1st person	I	We	Me	Us
2nd person	You	You	You	You
3rd person	He, She, It	They	Him, Her, It	Them

There are a number of other types of pronouns. The **interrogative pronouns**—particularly *what, which, who, whom,* and *whose*—introduce questions for which a noun is the answer, as in "*Which do you prefer*?"

Possessive pronouns refer to things or people that belong to someone. The main possessive pronouns are *mine, yours, his, hers, its, ours,* and *theirs.*

The four **demonstrative pronouns**—*this, that, these,* and *those*—distinguish the person or thing being referred to from other people or things; they are identical to the demonstrative adjectives.

Relative pronouns introduce a subordinate clause, a part of a sentence that includes a subject and verb but does not form a sentence by itself. The main relative pronouns are *that, which, who, whom, what,* and *whose.*

Reflexive pronouns refer back to the subject of a sentence or clause and are formed by adding *-self* or *-selves* to a personal pronoun or possessive adjective, as in myself, herself, ourselves, and itself.

Indefinite pronouns, such as *everybody, either, none,* and *something*, do not refer to a specific person or thing, and typically refer to an unidentified or unfamiliar person or thing.

The words it and there can also be used like pronouns when the rules of grammar require a subject but no noun is actually being referred to. Both are usually used at the beginning of a sentence or clause, as in "*It was almost noon*" and "*There is some cake left*." These are sometimes referred to as **expletives**.

ACTIVITIES / EXERCISES

Rewrite the following sentences in your Answer Booklet, using the correct pronouns.

Eg: **Mary** bought **bread** from the shop.
She bought *it* from the shop.

1. **Grandma** wants to see **Anna**.
2. **Sally** loves **the dog** very much.
3. **Those children** are teasing **Ben**.
4. **Charlie** repaired **the car** today.
5. **Jerry** is a great captain for Fiji.
6. **The girls** took **Ajay** to **Ajay's** house.

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WEEKLY HOME STUDY PACKAGE
SET: 6

YEAR: 7 **SUBJECT:** *Mathematics*

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

LESSON NOTES

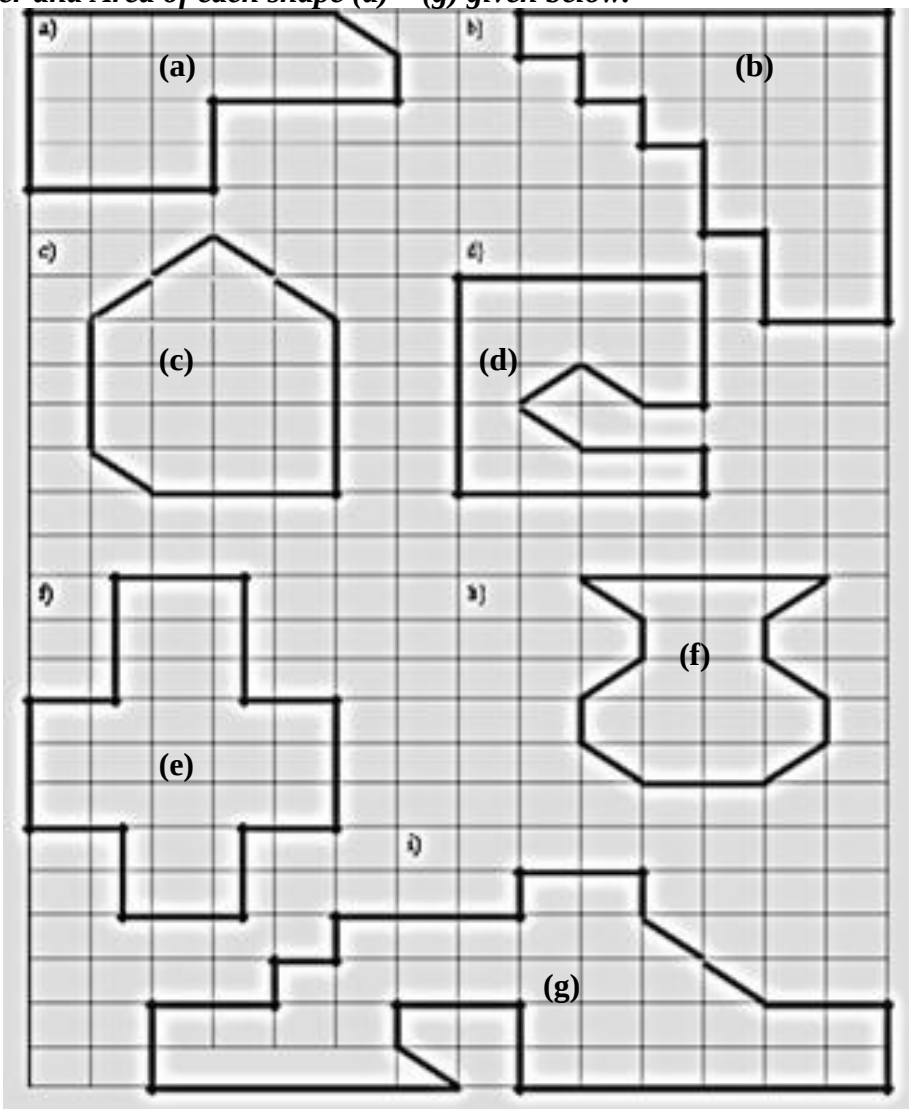
PERIMETER AND AREA

How To find the Perimeters and Areas of Irregular Shapes

1. For perimeter, count the total number of squares around the outline of the shape and write down as **cm** or **units**.
2. For area, count the total number of squares inside the shape and write down as **cm^2** or **units^2**. Two half squares will eventually make one whole unit.

ACTIVITIES / EXERCISES

Find the Perimeter and Area of each shape (a) – (g) given below.



1077 RAVIRAVI SANGAM SCHOOL
WEEKLY HOME STUDY PACKAGE
SET: 6

YEAR: 7 **SUBJECT:** *Healthy Living*

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

LESSON NOTES

PREVENTING HARMFUL SITUATIONS FROM OCCURRING

Those with bad behaviour and attitudes always find themselves in harmful situations. When a harmful situation occurs, everyone involved in it (families, community) will feel its impact. We should take all necessary action to prevent harmful situations to occur- whether in school, in our community or homes.

How can we prevent harmful situations?

- Always be aware of behaviours and situations that signal danger.
- Isolate yourself from dangerous situations Stay away from bullies.
- Always talk things over.
- Avoid stirring up trouble with those who like trouble.

EFFECTS OF SUICIDE

The effects of suicidal behaviour or completed suicide on friends and family members are often disturbing. Individuals who lose a loved one to suicide are more at risk for becoming preoccupied with the reason for the suicide, wondering if they could have prevented it. Together with this there are so many other detrimental effects of suicide on the families, friends and the community at large.

Why Students Commit Suicide?

They think that they do not have an alternative because no one:

- *listened to them.*
- *wants to listen to them.*
- *was there to share their problem*
- *Because of peer pressure*

WAYS TO GET AWAY FROM THINKING ABOUT SUICIDE

- Talk to your School Counsellor/Friend or Parents
- Refocus
- Get involved in Physical Activity or Sports
- Talk to a spiritual leader.
- Find a support group.
- Realize that you can make fresh choices for change every day
- Be bold and change the situations that are making you unhappy. Change schools.

ACTIVITIES / EXERCISE

1. Mention **two** ways in which you can prevent harmful situations.

2. Discuss **two** reasons why students commit suicide.

3. Write down **two** ways of getting away from suicidal thoughts.

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WEEKLY HOME STUDY PACKAGE
SET: 6

YEAR: 7 **SUBJECT:** *Hindi* (**हिन्दी**)

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

LESSON NOTES

काल (Tense)

किया के जिस रूप से उसके होने या करने के समय का बोध हो उसे काल कहते हैं। काल के तीन भेद होते हैं:

1 **वर्तमानकाल (Present Tense)** – जैसे – ललिता पढ़ती है।

2 **भूतकाल (Past Tense)** – जैसे – ललिता पढ़ती थी।

3 **भविष्यकाल (Future Tense)** – जैसे – ललिता पढ़ेगी।

Tense	Formation	Sentence Type
Present	Is/Am/Are + to	करना है, जाने को हूँ, जाने वाला हूँ
	Has / Have + to	करना है, करना पड़ता है (विवशता या मजबूरी)
Past	Was/Were + to	करना था, करने को था, करने वाला था
	Had + to	करना था, करना पड़ा, करना पड़ता था
		Compulsion (विवशता या मजबूरी)
Future	Will be + to	करना होगा
	Will have + to	करना होगा, करना पड़ेगा (विवशता या मजबूरी)
Having To किसी काम को करना पड़ रहा है		
Present	Is/Am/Are+having to	कुछ करना पड़ रहा है
Past	Was/were + having to	कुछ करना पड़ रहा था
Future	Will be + having to	कुछ करना पड़ रहा होगा

ACTIVITIES/EXERCISES

नीचे दिए गए वाक्यों को भूतकाल में लिखिए ।

1 सुनील नदी में नहा रहा है।

2 वर्माजी गाना गाएंगे।

3 मालती नान्दी जाएगी।

4 किसान खेत में काम कर रहा है।

5 अनीता आम चूस रही है।

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YEAR: 7 **SUBJECT:** *Social Science*

STRAND:	**SS7.3 – Place and Environment**	
SUB-STRAND:	**SS7.3.2 – People and Care of Places.**	
CONTENT LEARNING OUTCOME:	***Concepts, Skills and Attitudes:***	Analyse pollution problems in the Pacific; discuss their effects and ways of alleviating the problems.
	Suggested MiLO:	Study and describe the causes, extent and the examples of pollution problems common in the Pacific.

LESSON NOTES

Pollution in the Pacific

Sewage

Sewage is the term used for wastewater that often contains faeces, urine and laundry waste. Untreated sewage water in such areas can contaminate the environment and cause diseases such as diarrhoea. Sewage in developed countries is carried away from the home quickly and hygienically through sewage pipes.

Sewage is the most common source of marine pollution in the Pacific region. Nearly every Pacific Island nation has identified serious environmental and public health problems due to improper sewage disposal. These include damage to coral reefs, contaminated drinking water wells and outbreaks of diseases such as cholera. The causes of this pollution are the overflowing latrines, water seal toilets, septic systems, sewage treatment plants as well as the lack of sanitation facilities in some places.

Globally, sewage contributes to marine pollution, from land-based activities, which contributes to three-quarters of all pollutants entering the world's oceans. Land-based sources of marine pollution are the main cause of the decline in the health of the world's marine ecosystems and their ability to provide for human needs. Sewage and other forms of pollution from land activities is the main cause for the decline or drop in fisheries and tourism in the Pacific. Sewage pollution has become a serious threat to people's health in many regions around the world.

ACTIVITIES / EXERCISES

1. Define **sewage** in your own words.
2. Name **two** diseases that are caused by water contamination.
3. What are **two** causes of sewage pollution?
4. Discuss **two** ways of preventing sewage pollution.

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YEAR: 7 **SUBJECT:** *Basic Science*

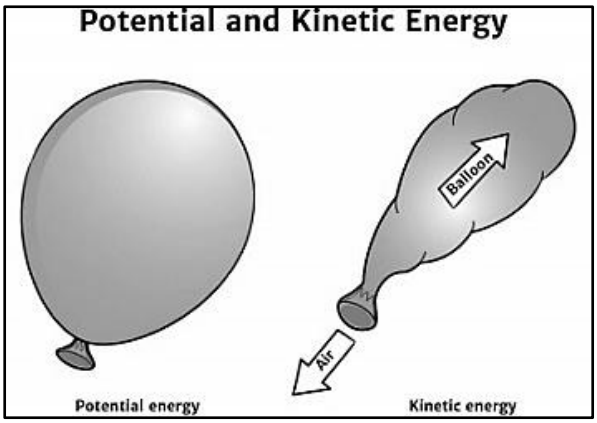
STRAND:	**S3 – Energy**	
SUB-STRAND:	**S3.1 – Energy Source and Transfer**	
CONTENT LEARNING OUTCOME:	***Concepts, Skills and Attitudes:***	Investigate, and illustrate the different energy sources and their uses and classify them into renewable and non-renewable.
	Achievement Indicator	Research on different sources of energy and their uses. Define and list examples of renewable and non-renewable energy sources.

LESSON NOTES

Energy Source and Transfer

The world we live in is full of energy: light, heat, electricity and sound are some of the forms that energy takes. Energy is needed for movement and life. Most energy comes from the sun which provides heat and light for plants to grow, to keep you warm and let you see. Even fuels, such as oil and gas were made from plants that absorbed the sun's energy as they grew millions of years ago.

Potential and Kinetic Energy



Food you eat and petrol in a motorbike are forms of stored energy that can be used to make you or the motorbike move. These are both "POTENTIAL ENERGY" and they change to "KINETIC ENERGY" when things move. In other words Potential Energy is the stored energy and Kinetic Energy is the energy due to motion. For example, the food you eat contains chemical energy, and your body stores this energy until you use it when you work or play.

Light and heat energy which comes from the sun is known as solar energy. Energy coming from water enables hydro-power. Likewise wind energy can power windmills that can generate electricity. There are other sources like oil, gas, coal, and even atoms, (the tiny particles that makes up all matter in the universe). Coal, oil, and gas are sources of energy called Fossil Fuels. These sources of energy take millions of years to be formed and so replacement is difficult.

We get energy from the sun, wind and water. We also get energy from oil, coal and gas. The sun, wind and water are natural sources of energy. These sources give life to plants and animals and also cause changes in their patterns of survival. Trees grow, animals live and grow, and both plants and animals die. Other changes took place over a lengthy period and in later stages become sources of energy.

Energy from the sun, wind and water is non-perishable as they remain active all the time. On the other hand sources of energy like oil, coal, and gas become perishable when over used and cannot be replaced. This shows us that there are two categories in which energy is classified and we can address them as Renewable and Non-Renewable energy sources.

ACTIVITIES / EXERCISES

1. What are the **four** sources of energy?
2. List **four** objects/machines that are powered by fossil fuel.
3. Name **two** sources of energy that are becoming short in supply.