	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 5</b> <b>COVID- 19 (EXTENDED SCHOOL BREAK)</b>		
<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>
<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: Examine and demonstrate appropriate oral genres in a range of informal texts.

## LETTER WRITING

Your name is Bill Bold if you are a boy or Michelle Mighty if you are a girl. You attend Datsun Middle School, Muanirewa. Your class is planning a visit to The Fiji Broadcasting Corporation in Suva to broaden your knowledge for your English Mass Media Class. As the student council representative of your class, you are required to write to the Chief Executive Officer, Fiji Broadcasting Corporation, 69 Gladstone Road, Suva, informing him of the planned field trip visit. In your letter, include the following details:

- the reason for your visit;
- the date and time of your visit;
- the number of students and teachers visiting;
- any other information your class will need to know before the trip.

## ACTIVITY – WEEK 6

Read and understand the plan, sentence structure and the type of words used in letter writing. After understanding the example try to write-up in your spare book.

### PLAN

- The visit to the Fiji Broadcasting Corporation for the English Mass Media Fieldtrip;
- Date of Visit is \_\_\_\_\_ and the time is \_\_\_\_\_
- No. of students and \_\_\_\_\_ teachers will be visiting-(specify here)
- Other information like what are the future plans in channels, types of programmes, screening times, career paths available;

Datsun Middle School  
Muanirewa  
28 th February 2018



**Your address**

**MISS A LINE**

The Chief Executive Officer  
Fiji Broadcasting Corporation  
69 Gladstone Street  
Suva



**Inside Address**

**MISS A LINE**

Dear Sir

**Greeting/Salutation**

**MISS A LINE**

Re: Request for Fiji Broadcasting Corporation Visit  
**can be in the centre too**



**Regarding-**

**MISS A LINE**

On behalf of our class, I am writing to seek permission for a visit to Fiji Broadcasting Corporation as part of our Mass Media English Fieldtrip.

**MISS A LINE BETWEEN PARAGRAPHS**

The visit is requested for 1st July, 2018 from 9am to 12 Noon with 60 students and 4 teachers who will be our English Teacher, Mrs May Seas, our Head Teacher, Mr Pil Stone, our two class teachers, Mr Neuron and our Social Science Teacher, Mrs Mandarin.

**MISS A LINE**

In our visit, **we would like to know how the Fiji Television** programmes are aired. We would also like to know the TV Personality's role and powers, some issues in the programmes that have been repeated in telecast longer than usual, the various personalities who belong there and anything else that is interesting about the day to day running and what we could do to join as attaches there too since we will be completing Year 8.

**MISS A LINE**

I humbly hope this request will receive your most just consideration. Thanking you sincerely.

**MISS A LINE**

Yours faithfully

B Bold/ M Mighty

Bill Bold/ Michelle Mighty

(Student Council)



**Complementary close**

## **ACTIVITY – WEEK 7**

Your name is Simione Komai if you are a boy or Grace Singh if you are a girl. You attend Delainabu Primary School, Vimada. Your class is planning a visit to the Parliament of Fiji in Suva as part of your Social Science

field trip. As the class prefect, you are required to write to the Secretary General, Parliament of Fiji, Government Building, Suva, informing her of the planned field trip visit.

In your letter, include the following details:


- (i) the reason for your visit
- (ii) the date and time of your visit (iii)
- (iii) the number of students and teachers visiting (iv)
- (iv) any other information your class will need to know before the trip.

PLAN (1 mark) \_\_\_\_\_

[illegible]

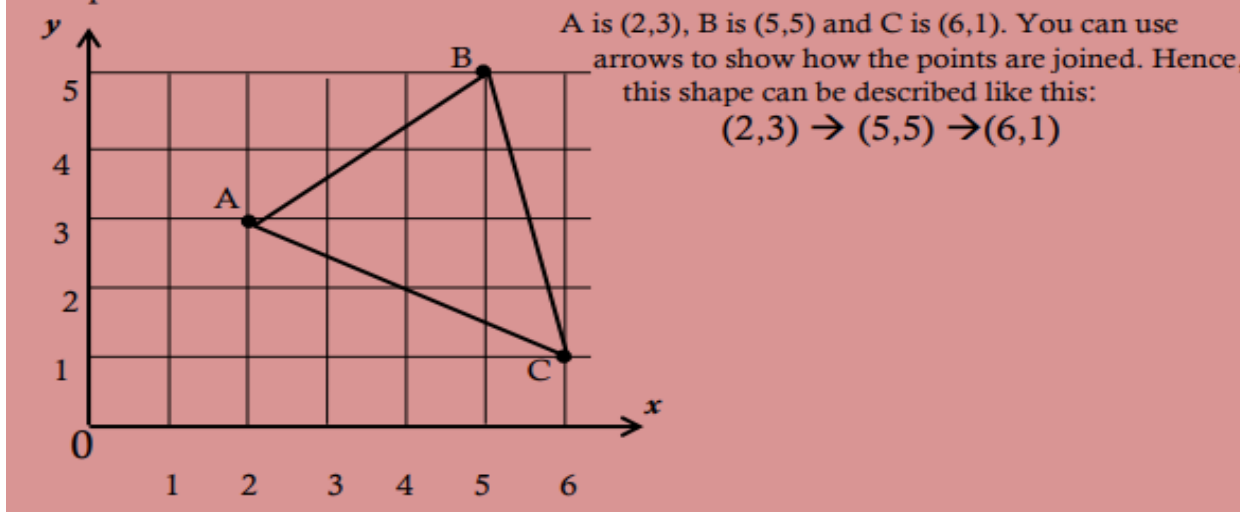
START WRITING \_\_\_\_\_

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 5</b> <b>COVID- 19 (EXTENDED SCHOOL BREAK)</b>		
<b>SUBJECT</b>	<b>MATHEMATICS</b>	<b>YEAR</b>	<b>7</b>
<b>NAME</b>		<b>ADDRESS</b>	

<b>Strand</b>	<b>Geometry</b>
Sub strand	Coordinates
Content learning outcome	At the end of the lesson, the students should be able to: Identify the x and y axis. Determine and plot coordinates of any given point.

Coordinates can also be used to name each corner of a particular shape. Now study the given example.



### ACTIVITY – WEEK 6

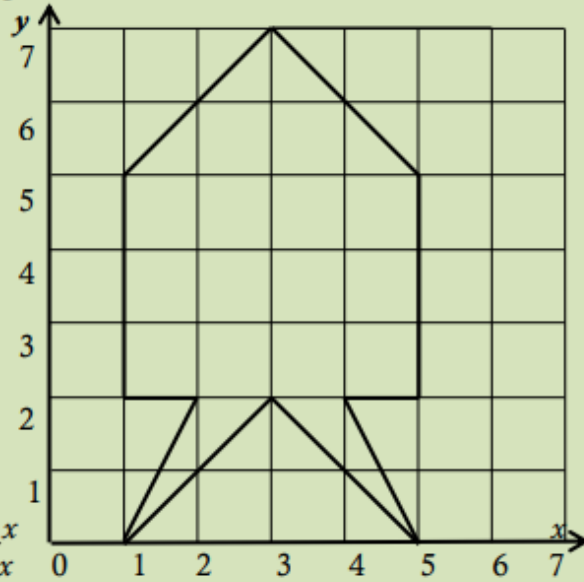
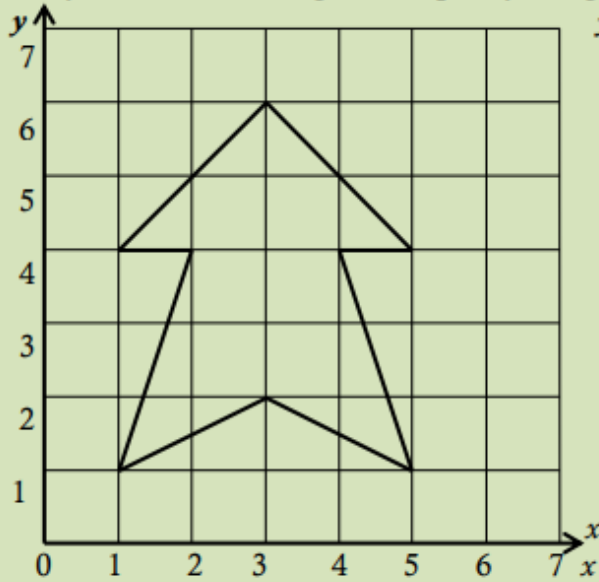
Draw X and Y axis and plot the following coordinate points on the plane. Join the points and name the shape it forms.

a.  $(1,4) \rightarrow (2,9) \rightarrow (6,2) \rightarrow (1,4)$

b.  $(1,3) \rightarrow (8,3)$


## ACTIVITY – WEEK 7

1. Study and describe the given shapes by using coordinates.



2. Draw X and Y axis and plot the following coordinate points on the plane. Join the points and name the shape it forms.

- a.  $(1,2) \rightarrow (2,3) \rightarrow (3,3) \rightarrow (4,2) \rightarrow (3,1) \rightarrow (2,1)$

	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 5</b> <b>COVID- 19 (EXTENDED SCHOOL BREAK)</b>		
<b>SUBJECT</b>	<b>HEALTHY LIVING</b>	<b>YEAR</b>	<b>7</b>
<b>NAME</b>		<b>ADDRESS</b>	

Strand	Personal and Community Health
Sub strand	Personal Hygiene and Sanitation
Content learning outcome	At the end of the lesson, the students should be able to: Relate and discuss hygiene practices in homes to prevent diseases.

### Air Borne diseases

Air borne diseases are basically spread through air where infected germs droplets are released into the air through coughing, sneezing or talking.

### Types of Air Borne Diseases

TB, Flu or common cold, Influenza, Measles

### Prevention of Air borne diseases

- Always cover your mouth and nose when coughing or sneezing
- Stay in bed when you are sick
- Keep windows open to allow air to move in and out freely
- Do not spit on the ground. If you have to spit, spit in the toilet or in a drain, or the hand basin where the sputum can be washed away
- A sick person should spit into a container which contains disinfectant
- Keep your body healthy by eating good food and exercising regularly.

### ACTIVITY – WEEK 6

#### SHORT ANSWER QUESTIONS

Answer all questions in the spaces provided.

1. Give reasons why spitting is bad?

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2. Name some common air borne diseases.

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3. Describe how these air borne diseases are spread?

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4. State how these diseases can be prevented from spreading?

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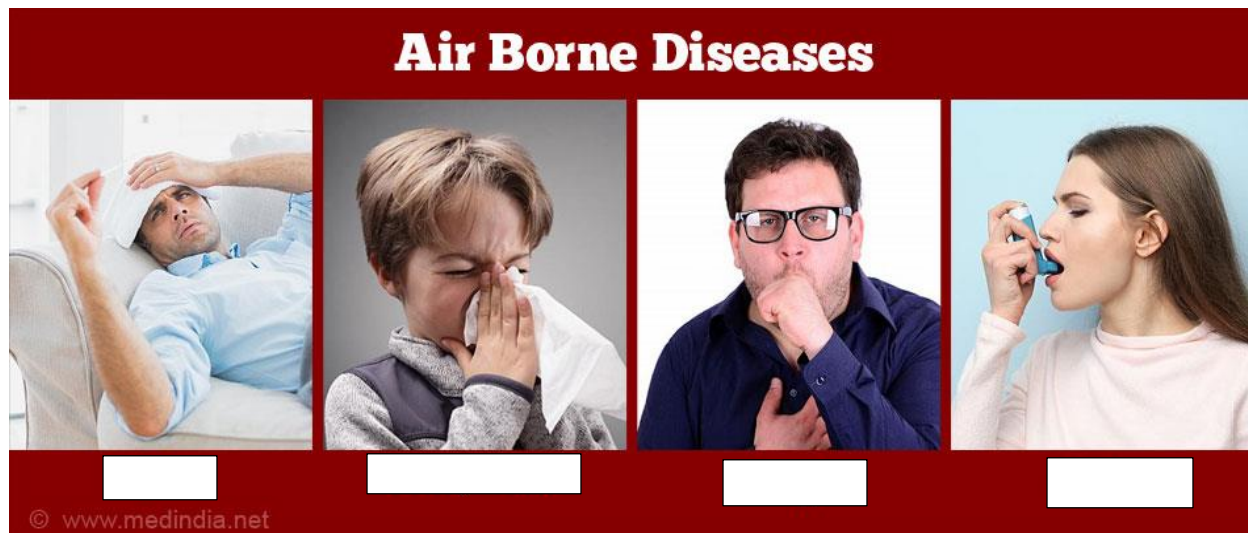
### **ACTIVITY – WEEK 7**

#### **LABELLING**

Label the different types of air borne diseases.

#### **WORDLIST**

asthma	cough	Stuffy nose	fever
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1. How does air borne diseases are transmitted from one person to another.

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2. One of your friend has a bad cough. He is been going around coughing all day and spitting around the school compound. What would you tell him and why?

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	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 5</b> <b>COVID- 19 (EXTENDED SCHOOL BREAK)</b>		
<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>	<b>Socio cultural context and situations</b>
<b>Content learning outcome</b>	At the end of the lesson, the students should be able to: Examine and demonstrate appropriate oral genres in a range of informal texts.

इन के साथ ओ की मात्रा का प्रयोग होता है । ( इन-बच्चों, ये- बच्चे )

- इन/उन - बच्चों
- ये/वि - बच्चे

#### एक वचन

उस/इस  
 उसे/इसे  
 उसके/इसके  
 यह/वह  
 है/था

#### बहु वचन

उन/इन  
 उन्हें/इन्हें  
 उनके/इनके  
 ये/वि  
 है/थे

#### नोट :

- पुल्लिंग शब्द के लिए 'आ' की मात्रा का प्रयोग होता है । जैसे : लड़का
- स्त्रीलिंग शब्द के लिए 'ई' की मात्रा का प्रयोग होता है । जैसे : लड़की
- बहु वचन में 'ए' की मात्रा का प्रयोग होता है । जैसे : लड़के



## ACTIVITY – WEEK 6

१. बच्चे गेंद खेल \_\_\_\_\_ हैं ।

- |    |      |
|----|------|
| क. | रहे  |
| ख. | रहा  |
| ग. | रही  |
| घ. | रहीं |

२. किसी को गाली देना बात है ।

- |    |       |
|----|-------|
| क. | बुरे  |
| ख. | बुरीं |
| ग. | बुरा  |
| घ. | बुरी  |

३. नीचे दिए गए शब्दों में से किस शब्द की वर्तनी सही है ?

- क. किशान  
ख. किसान  
ग. कीशान  
घ. कीसान


## ACTIVITY – WEEK 7

❖ ♫ ■   ♫ ♪ ● & □   ❖ ☯ 😊 🖱   ♫ ■ ☯ ☯ ☯ ☯

1.               

2.            

3.    

	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 5</b> <b>COVID- 19 (EXTENDED SCHOOL BREAK)</b>		
<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: Investigate characteristics of being an island country.

### **Vanuatu**

1. In the history of Vanuatu, from archaeological evidence said that those people speaking Austronesian languages first came to the islands some 4,000 to 6,000 years ago.
2. Pottery fragments have been found dating back to 1300 BC.
3. What little is known of the pre-European contact history of Vanuatu has been collected from oral histories and legends.
4. One important early king was Roy Mata, who united several tribes, and was buried in a large mound with several retainers.
5. The first island in the Vanuatu group discovered by Spaniards was Espiritu Santo when, in 1606, the Portuguese explorer, Pedro Fernández de Quirós, spied what he thought was a southern continent.
6. Europeans did not return until 1768, when Louis Antoine de Bougainville rediscovered the islands.

### **ACTIVITY – WEEK 6**

#### **SHORT ANSWER QUESTIONS**

**Answer all questions in the space provided.**

1. Which language came first in Vanuatu?  
\_\_\_\_\_
2. Who united several tribes and was buried in a large mound with several retainers?  
\_\_\_\_\_
3. The first island in Vanuatu was discovered by \_\_\_\_\_.
4. Name the person who rediscovered the Vanuatu islands?  
\_\_\_\_\_

5. What does the name Vanuatu means?

---

6. Which country did Vanuatu gained independence from?

---

### **ACTIVITY – WEEK 7**

#### **MATCHING**

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

	COLUMN 1		COLUMN 2
1.	A citizen of Vanuatu is known as		a. New Hebrides
2.	Vanuatu belongs to		b. Port Vila
3.	Vanuatu is formerly known as		c. Tallis Obed Moses
4.	Vanuatu's capital city		d. Bob Loughman
5.	Flag of Vanuatu was designed by		e. In Bislama – Long God Yumi Stanap
6.	Motto: In God We Stand		f. Kalontas Malon
7.	Vanuatu's Prime Minister		g. Melanesia
8.	Vanuatu's President		h. Ni – Vanuatu

**Draw and colour the flag of Vanuatu.**





Vurevure ni tukutuku : Fateful Voyage:Australian Reader's Digest Saumi Taro.

1. Na cava e talanoataki tiko e na i talanoa ogo ?

---

2. Na cava na cere ni ua ka tukuni tiko eke ?

---

3. A kilai vakacava mai vanua na leqa e yaco e waqa ?

---

4. Na tiki ni waqa cava e a vakacacani ka vakavuna na vodo ni wai?

---

5. E ra vakadewataki vakacava ki vanua na pasidia?

---

6. Na cava e veivakakurabuitaki e na nodra vueti taucoko na pasidia mai na waqa ko ya?


---

7. E wasei vakacava na nodra vueti na pasidia ?

---

8 . Vola e rua na ka e vakadeitaki ira e na bogi vakadomobula ko ya ?

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	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 5</b> <b>COVID- 19 (EXTENDED SCHOOL BREAK)</b>		
<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: Investigate and illustrate the different energy sources and classify them into renewable and non-renewable energy.

### The Auditory System

Our ear is one of the most delicate and important sense organs in our body. The human ear or the auditory system is divided into three parts, outer ear, middle ear, inner ear.

The **outer ear** – is like a cone or funnel. That is part of the ear that can be seen. It collects the sound and directs it to a tube called the **ear canal** and then to the **ear drum**. The vibrating air makes the ear drum vibrate.

The **middle ear** – is made up of ear drum and three tiny ear bones called ossicles. Ossicles send the eardrum vibration to the inner ear.

The **inner ear** – part of the inner ear is coiled up like a seashell. This is called the cochlea. It contains tiny hairs which pick up the vibrations from the liquid and pass them to the **auditory nerves**. This becomes an electrical signal. The auditory nerves carry the electrical signals to your brain, and you hear the **sound**.

### ACTIVITY WEEK 6 - SHORT ANSWER QUESTIONS

Answer all questions in the space provided.

1. Define supersonic and give an example of it.

---



---

2. What is the function of ear canal?

---



---

## FILL IN THE BLANKS

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

### WORDLIST

Vibrate	sound	voice	pitches	larynx	muscles	controlled	produce
---------	-------	-------	---------	--------	---------	------------	---------

Sound makes air \_\_\_\_\_. The vibrating air travels from place to place. When the vibrations reach your ears, you hear the \_\_\_\_\_. We also produce sound in a similar way. Our \_\_\_\_\_ can make sounds of different \_\_\_\_\_. This takes place in the \_\_\_\_\_ or **voice box**. The voice box contains **vocal cords** or pieces of \_\_\_\_\_ which vibrate when air passes over them. The tightness of the vocal cord can be \_\_\_\_\_ and that is how we \_\_\_\_\_ high and low pitched sound.

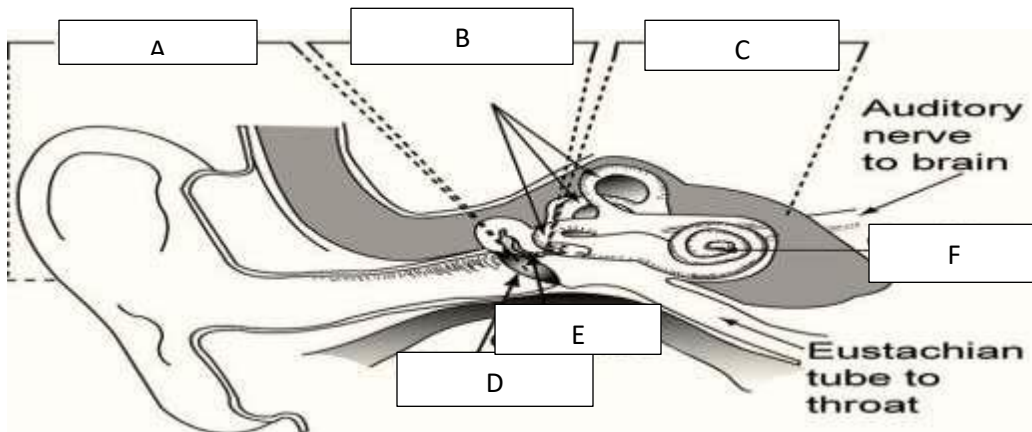
## ACTIVITY WEEK 7

### LABELLING

Label the parts of the ear.

### WORDLIST

Outer ear	Middle ear	Inner ear
Ear drum	Ossicles	Cochlea



- A - \_\_\_\_\_
- B - \_\_\_\_\_
- C - \_\_\_\_\_
- D - \_\_\_\_\_
- E - \_\_\_\_\_
- F - \_\_\_\_\_