

WEEKLY HOME STUDY PACKAGE SET 5**YEAR: 7****SUBJECT: Mathematics**

STRAND:	M2 – Algebra	
SUB-STRAND:	M2.2 - Equations	
CONTENT LEARNING OUTCOME:	<i>Concepts, Skills and Attitudes:</i>	Demonstrate and solve statements of mathematical patterns to write equations using pronumerals.
	<i>Suggested MiLO:</i>	Write equations using pronumerals to solve mathematical patterns.

LESSON NOTES**ALGEBRAIC EXPRESSIONS****Constant**

Constant is a quantity which has a fixed value.

Terms of Expression

Parts of an expression which are formed separately first and then added are known as terms. They are added to form expressions. Example: Terms $4x$ and 5 are added to form the expression $(4x + 5)$.

Coefficient of a term

The numerical factor of a term is called coefficient of the term. Example: 10 is the coefficient of the term $10xy$ in the expression $10xy + 4y$.

Writing Number patterns and rules related to them

- i) If a natural number is denoted by n , its successor is $(n + 1)$. Example: Successor of $n=10$ is $n+1 = 11$.
- ii) If a natural number is denoted by n , $2n$ is an even number and $(2n+1)$ an odd number. Example: If $n=10$, then $2n = 20$ is an even number and $2n+1 = 21$ is an odd number.

Like terms

Terms having same algebraic factors are like terms. Example: $8xy$ and $3xy$ are like terms.

Unlike terms

Terms having different algebraic factors are unlike terms. Example: $7xy$ and $3b$ are unlike terms.

ACTIVITIES/EXERCISES

1. Find the values of each expression if m is replaced by 6 .
 - a) $3m$
 - b) $4m + 1$
 - c) $m - 3$
 - d) $m \div 2$
 - e) $8 + 3m$
 - f) $6m \div 3$
2. If $p = 2$ and $q = 4$, find the values of:
 - a) pq
 - b) $p + q$
 - c) $q - q$
 - d) $2p + 2q$
 - e) $10p \div 4$
 - f) $(6 + q) \div p$

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YEAR: 7

SUBJECT: English

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

LESSON NOTES

NOUNS

A noun is a part of speech that is used to name a person, place, thing, quality, or action. A noun can function as a subject, object, complement, appositive, or object of a preposition. Nouns can be singular or plural.

Types of Nouns

1. **Common nouns** are used to name a general type of person, place or thing. (table, book, window...)
2. **Proper nouns**, however, refer to the name of a single person, place or thing (John, Joseph, London...)
3. **Countable nouns** have a singular and a plural form - they can be counted. (friends, chairs, houses, boys...)
4. **Uncountable nouns**, however, can only be used in singular. They can't be counted. (money, bread, water)
5. **Compound nouns** refer to two or more nouns combined to form a single noun (sister-in-law, schoolboy)
6. **Abstract nouns** name an idea, event, quality, or concept (freedom, love, courage...)
7. **Concrete nouns** name something recognizable through the sense (table, dog, house...)
8. **Collective nouns** describes a group of things or people as a unit (school of fish, flock of birds...)

ACTIVITIES/EXERCISES

month	picnic	Steven	sidewalk	ladybug	pants
fireman		Donkeys	post office	frame	

Complete the sentences using nouns from list given above.

1. Bob walked to the _____ to send some letters.
2. If a _____ lands on you, count its spots.
3. The picture on the wall has a beautiful golden _____.
4. My _____ had a hole that my mother covered with a patch.
5. Jenny packed everything for the _____ in a basket.
6. _____ look like horses but they are smaller.
7. My favourite _____ is the one with my birthday.
8. We play hopscotch on the _____ in front of our house.
9. The _____ rescued the cat that was stuck in a tree.
10. _____ puts sugar on his oatmeal at breakfast time.

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YEAR: 7

SUBJECT: Basic Science

STRAND:	S2 – Matter	
SUB-STRAND:	S2.1 – Properties of Matter	
CONTENT LEARNING OUTCOME:	<i>Concepts, Skills and Attitudes:</i>	Investigate and categorize the differences in the physical properties of matter.
	<i>Suggested MiLO:</i>	Recognize the differences in the physical properties of matter.

LESSON NOTES

PROPERTIES OF MATTER

Matter is recognized by their properties. An object can be identified and classified according to its properties. Common physical properties of matter which are clearly observed include colour, shape, and size. Others include strength, hardness, solubility, density, melting point and heat conductivity.

SOLUBILITY

Salt is soluble in water meaning that salt can dissolve in water. However if you put several heaped teaspoonful of salt in a test tube half full of water, will all the salt dissolve? The answer is that some salt will dissolve in water, but there is a limit to the amount you can dissolve. This limit is called the solubility of the substance. Some substances are insoluble in water but are soluble in other solvents. Nail polish is soluble in nail polish remover or acetone; methylated spirit will dissolve biro ink, drying cleaning fluid dissolve grease. Two liquids that mix are known as miscible liquids. Two liquids that cannot mix are known as immiscible liquids.

SOLUBLE AND INSOLUBLE SUBSTANCES

Many substances will dissolve in water. These substances may be described as water soluble. A soluble substance is one that can dissolve in another substance. Substances which do not dissolve in water are called water insoluble substances. Insoluble substances do not dissolve. For example:

- (a) Grease on your skin can be removed with petrol. The grease dissolves in the petrol.
- (b) Paint can be removed with kerosene. The paint dissolves in the kerosene.

COMPARING DENSITIES

If you pick up a rock and a piece of wood that are of the same size, which would be heavier? If you placed them in water, which one would sink and which one would float? Even though they are the same size, the rock is heavier than the wood and would sink in water. Density is the concentration of matter in a substance.

ACTIVITIES/EXERCISES

1. Write down **three** common physical properties of matter.
2. Discuss what you understand by the term 'solubility'.
3. Define these two terms with examples:
 - (i) miscible liquids
 - (ii) immiscible liquids

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SUBJECT: Social Science

STRAND:	SS2 – Time, Continuity and Change	
SUB-STRAND:	SS2.2 – Continuity and Change	
CONTENT LEARNING OUTCOME:	<i>Concepts, Skills and Attitudes:</i>	Critique the types of leaderships in the Pacific.
	<i>Suggested MiLO:</i>	Analyse and comment on the various leadership types practiced in the Pacific.

LESSON NOTES

COMMON LEADERSHIP STYLES

1. Autocratic Style

An autocratic leader believes that he or she is the smartest person at the table and knows more than others. They make all the decisions with little input from team members. ("Do as I say.")

2. Authoritative Style

The authoritative leadership style is the mark of confident leaders who map the way and set expectations, while engaging and energizing followers along the way. ("Follow me.")

3. Democratic Style

Democratic leaders share information with people about anything that affects their work responsibilities. They also seek people's opinions before approving a final decision. ("What do you think?")

4. Coaching Style

A leader who coaches views people as a reservoir of talent to be developed. The leader who uses a coach approach seeks to unlock people's potential. ("Consider this" approach.)

TYPES OF LEADERSHIP IN THE PACIFIC

Decisions are made for us by the leaders of our communities. In some cases leaders are elected by members and others like traditional chiefs are inherited. Leaders whether elected or inherited are important. Leaders have the power to influence or control the lives of people. We all belong to many groups with different levels of leadership in the Pacific.

Almost all the countries in the Pacific had traditional forms of leadership, traces of which still remains today during special occasions. In traditional leadership, a leader inherits his/her position as a leader in the society. However, we have moved to modern and democratic leadership whereby our leaders are selected through a general election.

ACTIVITIES/EXERCISES

1. Choose a Pacific Island country that you have studied and find out the following:
 - name of two leaders (one political and one traditional)
 - how were they selected.
2. Which leadership style is present in Fiji today?

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SUBJECT: *Healthy Living*

STRAND:	H2 – Building Healthy Relationships	
SUB-STRAND:	H2.2 – Resilience and proactive behaviour.	
CONTENT LEARNING OUTCOME:	<i>Concepts, Skills and Attitudes:</i>	Recognizes the evils of threatening behaviour and identify ways of asserting oneself in such scenarios.
	<i>Suggested MiLO:</i>	Adopt systematic approaches to eradicating threatening behaviours.

LESSON NOTES

THREATENING BEHAVIOUR

Occasional outbursts of threatening are common and even normal. Threatening behaviour is a problem because it occurs frequently or in a pattern. Generally speaking, threatening behaviour stems from an inability to control behaviour or from a misunderstanding of what behaviours are appropriate.

Threatening behaviour can be reactive, or in retaliation. It can also be proactive, as an attempt to provoke a victim. It can be either overt or secretive. Threatening behaviour can also be self-directed. The key to handling threatening behaviour is to understand what the cause is.

What Causes Threatening Behaviour?

A variety of factors can influence threatening behaviour, including:

- family structure / individual characteristics
- relationships with others
- work or school environment
- societal or socioeconomic factors
- health conditions
- psychiatric issues
- life experiences

Children

Threatening behaviour in children is often a by-product of poor parenting, biological factors, or a lack of relationship skills. In many cases, the child is exposed to aggression or violence and imitates that behaviour. A child might receive attention for it from parents, teachers or peers. When parents ignore the behaviour or unknowingly reward it, they can further encourage it.

Threatening can also be a result of the inability to deal with emotion, especially frustration. If they become frustrated, they may be unable to rectify or express the situation effectively. Children with ***attention-deficit hyperactivity disorder*** (ADHD) or other disruptive disorders may show lack of attention, lack of understanding, or impulsiveness. The consequences can be viewed as threatening behaviours, especially if they disrupt social situations.

ACTIVITIES/EXERCISES

1. Write down **three** factors that may influence threatening behaviour.
2. Discuss **two** causes of threatening behaviour in children.

WEEKLY HOME STUDY PACKAGEYEAR: 7SUBJECT: Hindi (हिन्दी)

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

LESSON NOTESविराम चिह्न (Punctuation)

हम बोलते समय आवाज़ करते या पढ़ते समय जब रुकते हैं उसे विराम कहते हैं। सही स्थान पर विराम चिह्न का प्रयोग आवश्यक है। नहीं तो गलत अर्थ निकल सकते हैं।

	विराम	चिह्न
अल्प विराम	Comma	,
अर्द्ध विराम	Semi Colon	;
अपूर्ण विराम	Colon	:
पूर्ण विराम	Full Stop	।
प्रश्न बोधक	Question Mark	?
विस्मयादि बोधक	Exclamation Mark	!
उद्धारण चिह्न	Inverted Commas	“ ”
कोष्ठक	Brackets	()
योजक चिह्न	Hyphen	-
निर्देशन चिह्न	Dash	—

संज्ञा (Noun)

किसी वस्तु, समय, प्राणी के नाम या भाव को संज्ञा कहते हैं। जैसे – आदमी, छोड़ा, पुस्तक, स्थान।

संज्ञा के भेद (Types of Nouns)

संज्ञा के तीन भेद होते हैं।

- 1 व्यक्तिवाचक संज्ञा (Proper Noun) – जैसे – महात्मा गान्धी, माधवी, फीजी आदि।
- 2 जातिवाचक संज्ञा (Common Noun) – जैसे – बालक, घर, झड़ी आदि।
- 3 भाववाचक संज्ञा (Abstract Noun) – जैसे – सुन्दरता, बुढ़ापा, लिखावट आदि।

ACTIVITIES/EXERCISES

नीचे दिए गए वाक्यों में से संज्ञा शब्दों को चुनकर अपनी उत्तर पुस्तिका में लिखिए।

- | | |
|----------------------------------|----------------------------|
| 1 वह घर मेरा है। | 2 सुमन की माँ बीमार है। |
| 3 मोहन तेज़ दौड़ता है। | 4 फीजी की राजधानी सुवा है। |
| 5 पिताजी खेत में काम कर रहे हैं। | 6 विमला कपड़े धो रही है। |