



# MADHUVANI SANGAM PRIMARY SCHOOL

## WEEKLY HOME STUDY PACKAGE 4

COVID- 19 (EXTENDED SCHOOL BREAK)

<b>SUBJECT</b>	<b>ENGLISH</b>	<b>YEAR</b>	<b>7</b>
<b>NAME</b>		<b>ADDRESS</b>	

<b>Strand</b>	<b>Writing and shaping</b>
Sub strand	Language features and rules
Content learning outcome	At the end of the lesson, the students should be able to: Explore and show desire to use language appropriately.

### PREFIXES AND SUFFIXES

1. Prefixes are added to the beginning of a base word. They change the meaning of the base word.  
Example: Happy – **Un**happy (Un is the prefix used).
2. Suffixes are added to the end of a base word. They change the meaning of the word. Example: Wonder – **ful** (ful is the suffix used).

### ACTIVITY WEEK 4

#### ADD THE FOLLOWING PREFIXES TO FORM OPPOSITES

in	un	dis	im	il	ir	mis	non
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___literate	___relevant	___polite	___legal
___advantage	___logical	___loyal	___numerable
___correct	___moral	___active	___honest
___regular	___safe	___real	___perfect
___believable	___lucky	___legible	___appear
___respect	___management	___information	___soluble
___solvent	___stability	___valid	___reversible
___controversial	___citizen	___sense	___standard


## **ACTIVITY WEEK 5**

### **PICK THE RIGHT SUFFIX FOR EACH OF THE ROOT WORDS**

Example: Power	ful / est / ly	Powerful
Child	ment / al / hood	
Educate	sion / tion / cian	
Comfort	able /ible /ly	
Friend	y /ship /ary	
Employ	al /ly / ment	
Music	sion / cian / tion	
Accident	al / ary /ed	
Describe	ary /al / tion	
harm	ly / ful /al	
Manage	ment /al /ion	
Freeze	less / est / ing	
Origin	ly /al / ary	
Produce	tion / sion / cian	
ignore	al / cy / ance	
discover	ly / y / less	

**Use a prefix or a suffix to make a new word out of the word in brackets. Complete the sentence with it.**

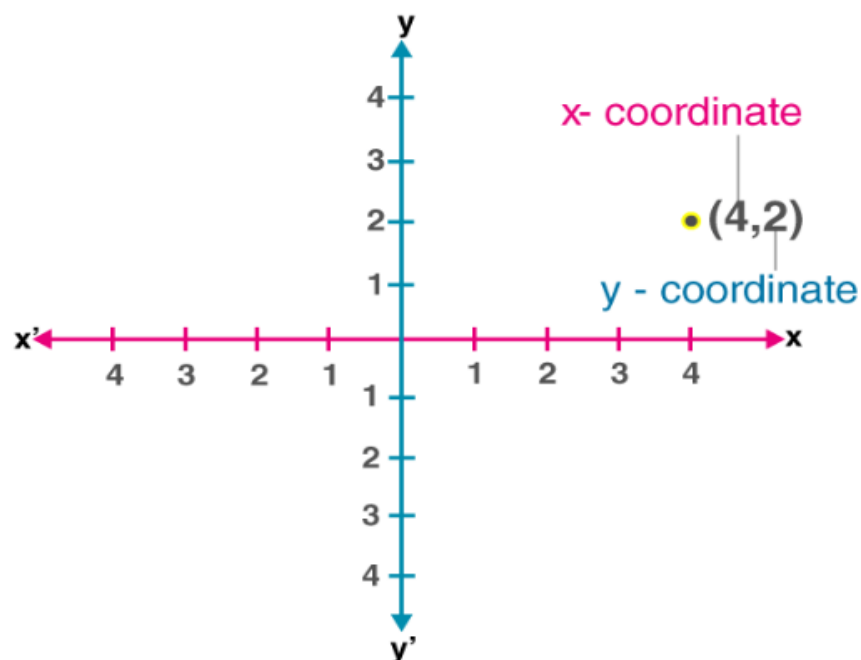
1. I can't answer this question. It's \_\_\_\_\_. (possible)
2. Don't stand near the water. It's too \_\_\_\_\_. (danger)
3. If you have a haircut it will change your \_\_\_\_\_. (appear)
4. Stealing other people's money is \_\_\_\_\_. (honesty)
5. Our science \_\_\_\_\_ is very young. (teach)
6. Lusiana didn't think the book was very \_\_\_\_\_. (interest)
7. I like this town. The people are very \_\_\_\_\_. (friend)
8. I don't think you're right. I \_\_\_\_\_ with you completely. (agree)
9. A million pounds was given to the hospital by a \_\_\_\_\_ person. (known)
10. Thank you for your advice. You have been very \_\_\_\_\_. (help)

	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 4</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.

1. Coordinates are ordered pairs of values usually in numbers to show position. Points are plotted on a Cartesian or coordinate plane with the x and y axis; similar to two number lines intersecting at the corner called the origin.
2. The X-axis is the horizontal line (across) direction.
3. The Y-axis is the vertical line (up-down) direction.

EXAMPLE



### **ACTIVITY**



**1. Draw your 6 x 6 coordinate plane and plot the following points.**


A (3,2)                      B (1,4)                      C (3,6)

- a.) Plot point D so that ABCD is a square.
- b.) What is the centre point of the square? \_\_\_\_\_
- c.) How many more squares can be drawn inside ABCD? \_\_\_\_\_

### **ACTIVITY WEEK 5**

**2. Draw your x-y axis and plot the following coordinate points on the plane. Join the points and name the shape it forms.**

(2,3)  (5,5)  (6,1)

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	<b>WEEKLY HOME STUDY PACKAGE 4</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>	

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

### **Water borne diseases and preventing water borne diseases**

1. Water borne diseases are basically spread by drinking dirty or contaminated water.
2. In Fiji water borne diseases rises rapidly after any natural disaster such as cyclone or flooding.

### **Examples of water borne diseases**

Diarrhea, Cholera, Typhoid, Dysentery

### **Prevention of water borne diseases**

1. Boil all water before drinking.
2. Avoid using water from contaminated or dirty water source such as creeks and rivers.
3. Use water filter to clean water before drinking.



### **ACTIVITY WEEK 4**

1. What are water-borne diseases?

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2. List names of common water-borne diseases?

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3. What are some causes of water borne diseases?

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4. How does it spread?

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5. State some preventative measures you can practice to avoid anyone in your household from water borne diseases?

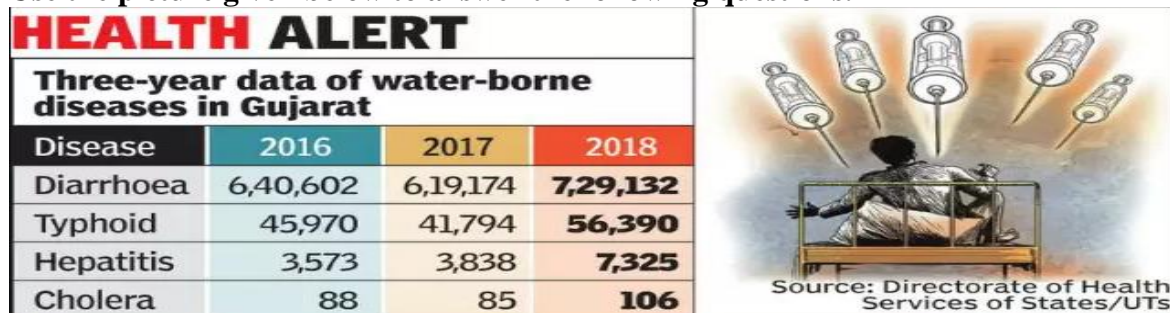
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### **ACTIVITY WEEK 5**

Use the picture given below to answer the following questions.



1. Name the disease that is most widely spread in Gujarat. \_\_\_\_\_

2. Name the disease which continuously increased year by year. \_\_\_\_\_

3. What causes diarrhea?

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4. What are the symptoms of diarrhea?

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5. What cures diarrhea fast?


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6. Which organs in the body is affected by typhoid?

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7. How is cholera spread from one person to another?

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<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>
Sub strand	Socio cultural context and situations
Content learning outcome	At the end of the lesson, the students should be able to: Examine and demonstrate appropriate oral genres in a range of informal texts.

### पत्र लेखन

आपका नाम दीप/आरती है । आप साई पाठशाला, नौसोरी में पढ़ते/पढ़ती हैं ।

इस साल आपको पाठशाला का सबसे अच्छा छात्र/अच्छी छात्रा का इनाम मिला ।

अपनी पाठशाला के मुख्य अध्यापक, श्री जय मोहन को पत्र लिखकर धन्यवाद कीजिए । साथ में यह भी बताएँ कि ऐसे इमान को पाने के लिए अन्य बच्चों को कैसे बढ़ावा मिल सकता है ?

### औपचारिक पत्र - ब्लॉक फॉर्मट

साई पाठशाला  
नौसोरी  
१५ अक्टूबर २०१८

एक पंक्ति को छोड़िए

सेवा में  
मुख्य अध्यापक  
साई पाठशाला  
नौसोरी

एक पंक्ति को छोड़िए

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**एक पंक्ति को छोड़िए**

**विषय :** पाठशाला का सबसे अच्छा छात्र/ अच्छी छात्रा का इनाम

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**एक पंक्ति को छोड़िए,**

पत्र लिखने का मुख्य कारण यह है कि ऊपर दिए गए विषय पर धन्यवाद करना है ।

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**एक पंक्ति को छोड़िए**

अति प्रसन्नता है कि इस वर्ष का सबसे अच्छा छात्र/ अच्छी छात्रा का इनाम मुझे मिला है ।

अतः पुनः आपको धन्यवाद

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**एक पंक्ति को छोड़िए**

अन्य बच्चों को बढ़ावा देने के लिए, मैं यह बताना चाहता/चाहती हूँ कि कड़ी मेहनत व त्याग के द्वारा हम ऐसे इनामों को जीत सकते हैं । यही नहीं पढ़ाई के साथ-साथ अन्य प्रतियोगिताओं में भी भाग लेना चाहिए । साथ-साथ समय पर रोजाना पाठशाला जाना, अध्यापकों का कहना मानना व पाठशाला के नियमों का पालन करना । हमें सही समय पर सही कार्य को करना चाहिए ।

आशा है कि आप मेरे धन्यवाद के चन्द्र शब्द को स्विकार करेंगे ।

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**एक पंक्ति को छोड़िए**


आपका छात्र/आपकी छात्रा  
दीप/आरती

आपका नाम सूरज/वानी है । आप जय हिन्द पाठशाला, लम्बासा में पढ़ते/पढ़ती हैं ।

आपकी पाठशाला के पुस्तकालय में हिन्दी पुस्तकों की कमी है ।

नव ज्योति संस्था, सूवा के मालिक, श्री राम वीर को पत्र लिखकर मदद की माँग कीजिए । साथ में यह भी बताएँ कि कितनी पुस्तकें चाहिए और किस कक्षा के लिए चाहिए ।



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	<b>WEEKLY HOME STUDY PACKAGE 4</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.

### **Tuvalu**

1. The history of Tuvalu dates back to 1,000 years when it was discovered and settled by Polynesians.
2. The origins of the people of Tuvalu said that they spread out of Southeast Asia; from Taiwan, via Melanesia and across the Pacific islands to create Polynesia.
3. During pre-European-contact times there was frequent canoe voyaging between the islands using double-hull sailing canoes or outrigger canoes.
4. Eight of the nine islands of Tuvalu were inhabited; thus the name, Tuvalu, means "eight standing together" in Tuvaluan.
5. The pattern of settlement that is believed to have occurred is that the Polynesians spread out from the Samoan Islands into the Tuvaluan atolls, with Tuvalu providing a stepping stone to migration into the Polynesian communities in Melanesia and Micronesia.
6. In 1568 Spanish navigator Álvaro de Mendaña sailed through the islands sighted Nui during his expedition in search of Terra Australis.
7. In 1819 the island of Funafuti was named Ellice's Island.
8. The islands came under Britain's sphere of influence in the late 19th century, when each of the Ellice Islands was declared a British protectorate by Captain Gibson R.N.
9. The Ellice Islands were administered as British protectorate from 1892 to 1916 as part of the British Western Pacific Territories (BWPT), and later as part of the Gilbert and Ellice Islands colony from 1916 to 1974.
10. Tuvalu became fully independent within the Commonwealth in October 1978.
11. In September 2000 Tuvalu became the 189th member of the United Nations.

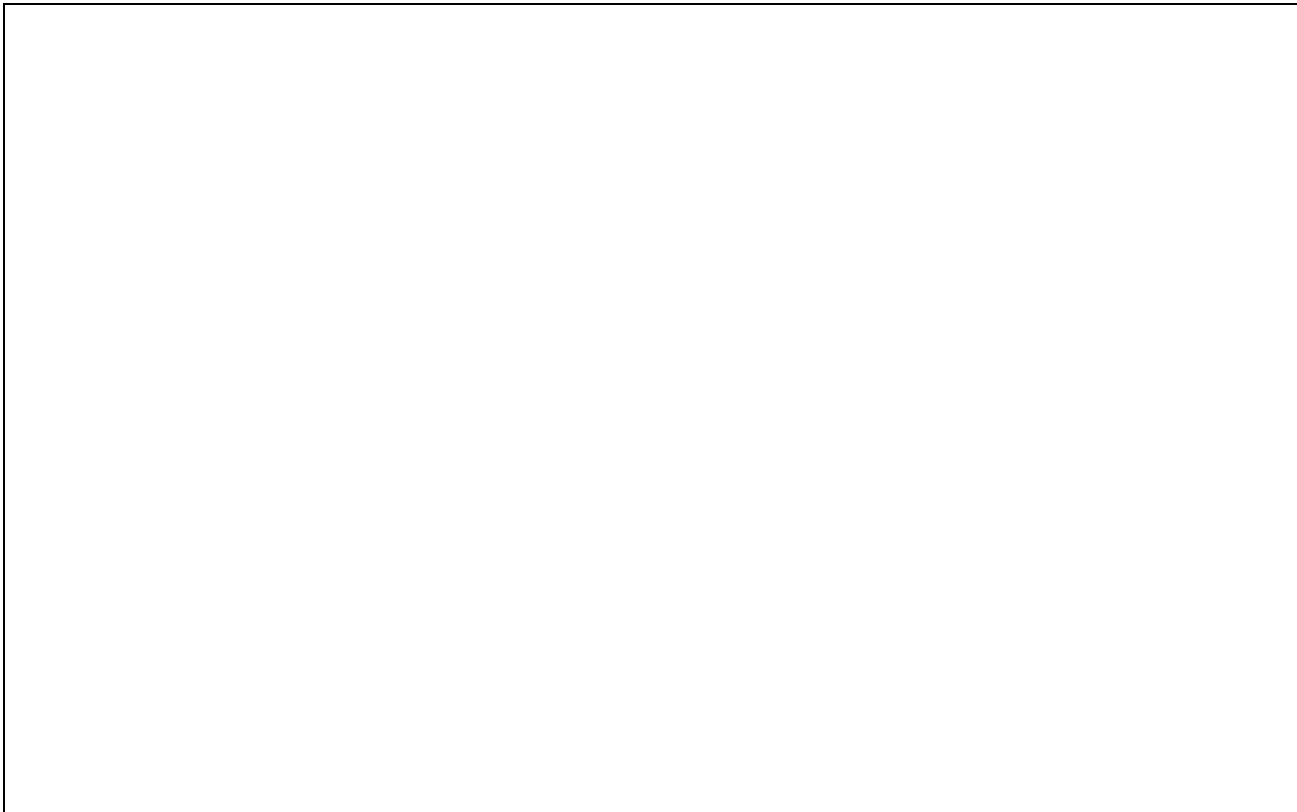
#### **ACTIVITY WEEK 4**


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

	<b>COLUMN 1</b>		<b>COLUMN 2</b>
1.	Eight of nine islands of Tuvalu were		A. Polynesia
2.	Eight standing together means		B. September 2000
3.	In 1819 the island of Funafuti was named as		C. October 1978
4.	Ellice island was declared a British Protectorate by		D. Inhabited
5.	Tuvalu became fully independent in		E. Tuvalu
6.	Tuvalu became the 189 <sup>th</sup> member of the United Nations in		F. Captain Gibson R,N.
7.	Tuvalu was discovered and settled by		G. Ellice island

#### **ACTIVITY WEEK 5**

**Draw the map of Tuvalu Island**



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<b>SUBJECT</b>	<b>Vosa Vaka Viti</b>	<b>YEAR</b>	<b>7</b>
<b>NAME</b>		<b>ADDRESS</b>	

**NA VEIKA VAKA-VITI**

**NA I CAVUTI VAKAVANUA**

➤ **E tolu na Matanitu Vanua ena noda Vanua**

Matanitu	Kubuna	Burebasaga	Tovata
	Tailevu Naitasiri Lomaiviti Ra Dua na wase kei Ba	Rewa Namosi Serua Nadroga/Navosa Kadavu Dua na Wase kei Ba	Lau Cakaudrove Bua Macuata

➤ **E 14 na yasana Vakaturaga ena noda Vanua.**

	YASANA	I CAVUTI VAKA-VANUA
1	Tailevu	Kubuna na Vunivalu na Tui Kaba
2	Naitasiri	Matanikutu na Qaranivalu
3	Ra	Tui Navitilevu
4	Lomaiviti	Kubuna I Wai, Turaga na Vunivalu
5	Rewa	Marama Bale na Roko Tui Dreketi
6	Namosi	Nabukebuke na Tui Namosi
7	Serua	Korolevu na Tui Serua
8	Nadroga/Navosa	Na Turaga Na Ka Levu
9	Kadavu	Nacolase na Tui Tavuki
10	Ba	Va Momo vua na Tui Ba
11	Cakaudrove	Lalagavesi, Tui Cakau na Aisokula
12	Bua	Cakaunitabua na Tui Bua
13	Macuata	Caumatalevu na Tui Macuata
14	Lau	Vuanirewa , Tui Nayau na Tui Lau

**DIGIDIGI SAUMI TARO**

Wirina na matanivola ni sau ni taro ko sa digitaka.

1. E rakorako na \_\_\_\_\_ e loma ni vale.

A. cici

B. tagi

C. lolou

D. mauwe

2. Na wa ni tabua e rawa ni tali mai na \_\_\_\_\_.

A. walai.

B. sinucodo.

C. magimagi.

D. kaukamea.

3. A cava na labolabo kanace?

A. E dua na mataqali ika.

B. E dua na mataqali qoli.

C. E kakana dina vaka-Viti.

D. E qito makawa vaka-Viti.

4. Na i yatuvosa cava e vakamacalataka na tatavu ika?

A. Ni sa lauta se tavulaki na ika.

B. Na kena laukana droka na ika.

C. Na kena vakabutari na ika e dela ni qilaiso waqa. D. Me vari, tuna, vakasavasavataki ka vakaririgi na ika.

5. E davo koto ki na ceva na yanuyanu ko Kadavu.

Na vosa cava e dusia na matanicagi?

A. ceva

B. davo

C. Kadavu

D. yanuyanu

### **Wilika na Aleni Kotameni. (WASE 9-10)**

#### **WASE 9: E NA LOMA NI QELE**

YAVU: - E na loma ni qele / qara.

TUVAKI NI VANUA: Loma ni qara / rarama vakalailai kuitaki tiko ga.

GAUNA : Lomaloma ni siga.

IRA E RA VAKAITAVI:

☐ ☐ Aleni Kotameni, Kavetani Jone Qutu, Sa Anare Ketesi, Asilopokasi, Alivonisi

VEIKA E YACO:

☐ ☐ Kuitaki tiko / loma taqaya.

☐ ☐ Kaci tiko o Alivonisi e na levu ni nona domobula.

☐ ☐ E ratou kana ka veitalanoa se ratou na yaco ki vei.

☐ ☐ Yalo lailai ko JQ ka veivakayaloqataki ko SA e na vuku ni nodratou i lakolako.

☐ ☐ Toso tale na i lakolako ka ulia na waqa JQ.

VAKAVUVULI:

☐ ☐ Me da dau yalodei e na gauna ni leqa.

**WASE 10: NA SE NI JIALE BUKAWAQA**

YAVU: - E na loma ni qele / qara.

TUVAKI NI VANUA: Loma ni qara / levu na katakata.

GAUNA : Siga levu tutu kin a yakavi.

IRA E RA VAKAITAVI:

☐ ☐ Aleni Kotameni, Kavetani Jone Qutu, Sa Anare Ketesi, Asilopokasi, Alivonisi

VEIKA E YACO:

☐ ☐ Toso tiko na voce ka ratou curuma yani e dua na gusu ni qara.

☐ ☐ Ni tekivu curu kina qara e se batabata na cagi.

☐ ☐ Toso yani ki loma sa tekivu sotavi na cagi kei na wai e katakata.

☐ ☐ Luva kece na nodratou i sulu e na levu ni katakata / Kama na vuti ni yagodratou.

☐ ☐ Laurai na bukawaqa ni vaka e dua na se ni jiale levu ni waqa tu mai.

☐ ☐ Veivuke uli ko AK.

☐ ☐ E ratou veicibati veitaravi na lewe ni lakolako.

☐ ☐ Uli duadua tiko e na vosota ko AK me yacova na gauna e qai cibati koya kina.

VAKAVUVULI:

☐ ☐ Na i liuliu vinaka e dau yalo dei ka qaqa e na gauna kece ga.

**WASE 11: KO IRA NA TEVORO LOALOA**

YAVU: E na tai ka dua ni qara.

TUVAKI NI VANUA: Batabata na cagi kei na wai / raici na matasawa kei na bari ni savu levu.

GAUNA : Rarama na siga.

IRA E RA VAKAITAVI:

☐ ☐ Aleni Kotameni, Kavetani Jone Qutu, Sa Anare Ketesi, Asilopokasi, Alivonisi

VEIKA E YACO:

☐ ☐ Basika ki tuba ka ratou vakaraica na vanua e ratou sa yaco kina.

☐ ☐ E ratou sobu ka gunu wai ka savata na yagodratou ka kama e na katakata.

☐ ☐ Vakacegu e vanua ka kana.

☐ ☐ Basika mai e so na lairo lelevu ka vakadomobula na kedra i rairai.


☐ ☐ Taya e dua ko Asilopokasi ni via kania na kedratou.

☐ ☐ Boica vakalevu ka ra veivala vaka i ira ga ni via kania tale na nodra i tokani.

☐ ☐ E ratou vodo tale ka toso na i lakolako.

VAKAVUVULI:

☐ ☐ Na vosota e dau kauta mai na vakacegu.

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	<b>WEEKLY HOME STUDY PACKAGE 4</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.

### Uses of Sounds We Hear (Energy form)

1. Sound is very important in our world. It is useful, sometimes it gives us pleasure and sometimes it is a nuisance.
2. In this unit we will find out about what sound is, how it is produced and how it travels.
3. We will also be looking at how we hear sounds and taking care of our ears.
4. Scientists use an oscilloscope, which looks like a small television to see the patterns that sound makes.
5. Sound vibrations are changed to electrical vibrations inside a microphone and these are used to make wave shapes appear on the screen.
6. There are different kinds of energy in Sound called **electromagnetic energy**.
7. The more waves on the screen, the higher the frequency, and the higher the pitch of the sound.
8. Things that vibrate fast have a higher pitch.
9. The taller the waves, the louder the sounds. (Note: frequency means the number of waves passing per second).

### Vibration and Sound

1. What is it that causes sound? In this lesson we will see that sound is made when an object vibrates or when moves backwards and forwards very quickly.
2. The vibrations pass through the air until they reach our ears.
3. A pendulum is a heavy object tied to a string which swings forward and backward.
4. The frequency of the pendulum depends on the length of the string.

**ACTIVITY WEEK 4**  
**FILL IN THE BLANKS**

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

**WORDLIST**

vacuum	air	reflected	absorbed
travel	matter	solids	sound

Sound can \_\_\_\_\_. Sound travels through \_\_\_\_\_. Sound travel at different speed through \_\_\_\_\_, liquids and gases. However, \_\_\_\_\_ cannot travel through a **vacuum**. A \_\_\_\_\_ is an empty space without \_\_\_\_\_. When sound meets a solid object, some of the sound is reflected and the rest is \_\_\_\_\_. Materials that absorb the sound “soak it up” and stop it being \_\_\_\_\_.

**ACTIVITY WEEK 5**  
**TRUE AND FALSE**

Write true or false against the number of each statement.

1. Sounds does not give us pleasure. \_\_\_\_\_
2. Scientists use an oscilloscope, to see the patterns that sound makes. \_\_\_\_\_
3. The lower waves on the screen, the lower the frequency, and the higher the pitch of the sound. \_\_\_\_\_
4. Things that vibrate fast have a higher pitch. \_\_\_\_\_
5. The taller the waves, the louder the sounds. \_\_\_\_\_
6. The vibrations pass through the solid until they reach our ears. \_\_\_\_\_
7. A pendulum is a heavy object tied to a string which swings forward and backward. \_\_\_\_\_
8. The frequency of the pendulum depends on the width of the string. \_\_\_\_\_