



# MADHUVANI SANGAM PRIMARY SCHOOL

## WEEKLY HOME STUDY PACKAGE 6 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>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.

### WEEK: 8

#### Expository Style Essay Structure

- **Introduction:** Contains a General Statement, Topic Sentence and reasons for the side chosen (one reason for the other side)
- **Content:** Linking words with reasons for side chosen followed by explanations, examples, statistics and sub-conclusions. This part needs 5 ideas.
- **Conclusion:** Summary of points discussed, reiterate the side chosen and close with a powerful quote, fact, etc.
- The Plan therefore can contain a line each as part of the Intro/Content/Conclusion.

#### IMPORTANCE OF FRUITS AND VEGETABLES

For years it has been said that it is important to increase the intake of fruits and vegetables. While there are so many reasons to include these nutritional powerhouses into daily diet, here are a few other reasons worth mentioning.

To begin with, the rise in obesity is at an all-time high and it's largely the result of being overfed and undernourished coupled with a sedentary lifestyle. Instead of choosing low calorie, low fat and high quality foods, many of us are eating nutrient void, calorically dense "sub-foods" which are loaded with fat, sugar, calories and chemicals. These foods do little to fuel and support us while causing us to gain weight at rapid speed. What's the solution? A whole foods, plant based, nutrient rich diet with quality protein sources as well.

Moreover, these healthy foods contain essential vitamins, minerals, and fiber that help protect you from chronic diseases, which can be painful, debilitating and even fatal in some cases. Fruits and vegetables have been shown to help protect against heart disease, stroke, and certain types of cancer, gastrointestinal issues, high blood pressure, eye disease and more.

Furthermore, the fiber coming from many fruits and vegetables helps to fill us up without the filling us out. Also, we want to see a plate that's full and when it's filled with unhealthy choices, the calories add up quickly. Adding bulk to our plate in the form of a salad, cooked vegetables and more gives us the satisfaction of having more and feeling satisfied without the downside of eating too much of foods that don't provide us with the nutrients we need.





# MADHUVANI SANGAM PRIMARY SCHOOL

## WEEKLY HOME STUDY PACKAGE 6 COVID- 19 (EXTENDED SCHOOL BREAK)

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

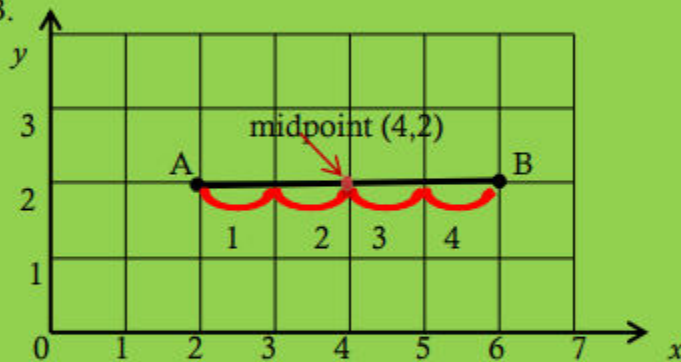
<b>Strand</b>	<b>Geometry</b>
Sub strand	Coordinates
Content learning outcome	At the end of the lesson, the students should be able to: Identify the x and y axis. Determine and plot coordinates of any given point and solve any problem on the x-y axis.

### Finding the mid-point:

The point halfway between the endpoints of a line segment is called the *midpoint*. In other words it divides a line segment into two equal segments. You can calculate the midpoint by adding the x and y coordinates individually then dividing by 2.

### Example:

Point A is located at (2,2) and point B is located at (6,2). Find the midpoint of the line segment AB.



#### Method 1

Count the number of units between AB  
= 4 units  
→ then divide by 2 since midpoint is halfway  
=  $4/2$   
= 2 (it is 2 units in between then mark it in)  
→ = name its coordinates

Mid-point = (4,2)

#### Method 2

$$\frac{x_1 + x_2}{2} \qquad \frac{y_1 + y_2}{2}$$

$$\frac{2 + 6}{2} \qquad \frac{2 + 2}{2}$$

$$\frac{8}{2} \qquad \frac{4}{2}$$

$$4 \qquad 2$$

Midpoint = ( 4 , 2 )

### ACTIVITY – WEEK 8

Draw your x-y axis and plot the given points. Join the points to form the line segment AB then work out its midpoint length. Solve using method 1 then confirm it by using the formula shown by method 2.

A – (6,9)      B – (8,1)

Method 1	Method 2
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### ACTIVITY – WEEK 9

Solve using the formula shown by method 2.

C – (4,4)      D – (0,4)	E – (3,5)      F – (5,7)
G – (8,3)      H – (2,5)	I – (2,8)      J – (4,2)



# MADHUVANI SANGAM PRIMARY SCHOOL

## WEEKLY HOME STUDY PACKAGE 6 COVID- 19 (EXTENDED SCHOOL BREAK)

<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>	People and Food
<b>Content learning outcome</b>	At the end of the lesson, the students should be able to: Analyze effects of food preservatives, additives and genetically modified foods.

### WEEK 8

#### Nutrients in food

1. **Carbohydrates** – are the main energy source for the brain without which body would not function properly.
2. **Protein** - is required for the building and repair of the body tissue.
3. **Fat** – is an energy source that when consumed, increases the absorption of fat soluble vitamins including Vitamin A, D, E and K
4. **Vitamins** – Vitamin C is necessary for the structure of blood vessels, bones and ligaments. Rich source include citrus fruits strawberries, pepper and vegetables
5. **Minerals** – sodium helps to maintain fluid volume outside of the cells and helps cells to function normally.
6. **Potassium** - maintains fluid inside and outside of the cells and prevents the excess rise of the blood pressure with increased sodium intake.
7. **Calcium** - helps to build strong bones and teeth.
8. **Water** - helps to maintain homeostasis in the body and transport nutrients to cells. It also assists in removing waste products from the body. Adult should consume 2 to 3 litres of water per day.

#### ACTIVITY

Write down examples of nutrients in foods.

<b>Carbohydrates</b>	<b>Protein</b>	<b>Vitamin C</b>	<b>Potassium</b>	<b>Calcium</b>
Kumala	Fish	Strawberries	Banana	Milk

## **WEEK 9**

### **Food Preservatives**

Food preservative are used to ensure the safety of the food stuff available for consumption

### **Food Additives**

**Food additives** are substances added to food to preserve flavor or enhance its taste, appearance, or other qualities.

### **Genetically Modified Food (GMF)**

Genetically modified food is where genes in plants have been changed or enhanced to make better food. If genetically modified food is safe for our consumption, then our ecosystem can be altered by introducing new species and animals could be endangered.

<b>Advantage of GMF</b>	<b>Disadvantage of GMF</b>
We can create bigger crops and crops that can be higher in vitamins	Some disadvantages of using modified foods are the unknowns.

## **ACTIVITY**

### **SHORT ANSWER QUESTIONS**

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

1. Write down the purpose of food additives.

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2. Write down 5 examples of Genetically Modified Foods.

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3. What is Genetically Modified Food?

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4. Differentiate between food additives and food preservatives?

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5. Write down one advantage of Genetically Modified Food?

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# MADHUVANI SANGAM PRIMARY SCHOOL

## WEEKLY HOME STUDY PACKAGE 6 COVID- 19 (EXTENDED SCHOOL BREAK)

<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.

### WEEK 8

नीचे दी गई कविता को ध्यान से पढ़िए ।

#### पानी

पानी बिना चले न जीवन, पानी की ऐसी है कहानी ।  
धरती पर जीव-जन्तु, पेड़-पौधों की जरूरत है पानी ॥

पानी हमेशा अपना रास्ता खुद बनाता है ।  
बुझाता दूसरों की प्यास, खुद बहता जाता है ॥

गम्भीर वर्षा बनकर नदियों में बाढ़ भी लाता है पानी ।  
तेज बहाव, पेड़-पत्थर, सब कुछ बहा ले जाता है पानी ॥

बेवजह, पानी बहाना, अच्छी नहीं एक बुरी आदत है ।  
पानी की कीमत को समझना, यही हमारी जरूरत है ॥

कुसुम चन्द

प्रश्नों का उत्तर पूरे वाक्यों में अपनी उत्तर पुस्तिका में लिखिए ।

१. हम पानी बिना क्यों नहीं रह सकते हैं ?

२. जीवन में पानी की जरूरत किस को है ?
३. पानी का तेज बहाव कैसे हानि पहुँचाता है ?

## WEEK 9

नीचे दी गई कविता को ध्यान से पढ़िए ।

### **सूरज**

सूरज निकला मिटा अन्धेरा,  
देखो बच्चों हो गया सवेरा ।

जागो, खोलो आँखें, अब नहीं सोओ,  
जाना है पाठशाला, चलो जल्दी उठो ।

दिन सोते बीता तो बस पछताना है,  
गया समय फिर वापस नहीं आना है ।

सुन ! माँ की बात जो मानोगे,  
तो सूरज जैसा जीवन ही पाओगे ।

### **कुसुम चन्द्र**

प्रश्नों का उत्तर पूरे वाक्यों में अपनी उत्तर पुस्तिका में लिखिए ।

१. कविता के अनुसार अन्धेरा कैसे दूर होता है ?
२. बच्चों को क्यों उठने को कहा गया है ?





# MADHUVANI SANGAM PRIMARY SCHOOL

## WEEKLY HOME STUDY PACKAGE 6 COVID- 19 (EXTENDED SCHOOL BREAK)

<b>SUBJECT</b>	<b>SOCIAL SCIENCE</b>	<b>YEAR</b>	<b>7</b>
<b>NAME</b>		<b>ADDRESS</b>	

<b>Strand</b>	<b>Time, Continuity and Change</b>
Sub strand	Understanding the Past
Content learning outcome	At the end of the lesson, the students should be able to: Investigate 'colonization' in the Pacific and its effects on the different countries in the Pacific.

### HISTORY

- everything that has happened in the past.
- like a bridge, connecting the past with the present and pointing to the future
- record of our past prepared by historians
- understanding one's identity , customs and traditions
- record of the changing lives of people through time.

All Pacific Island Countries have history that their people like to talk about. Some of them have common history that makes them have similar features, characteristics and identity. Many of the Pacific Island Countries like Fiji were once ruled by another country. For instance, Fiji and Kiribati were once ruled by the British, Samoa was also looked after by Britain and New Zealand and Cook Island by New Zealand. *When a country is taken over and ruled by another country, it is called colonization.*

The Republic of the Fiji Islands is a multicultural island nation with cultural traditions of Oceanic, European, South Asian, and East Asian origins. Immigrants have accepted several aspects of the indigenous culture, but a national culture has not evolved. Commercial, settler, missionary, and British colonial interests imposed Western ideologies and infrastructures on the native peoples and Asian immigrants that facilitated the operation of a British crown colony.

The indigenous name of the islands is Viti, an Austronesian word meaning "east" or "sunrise." Ethnic Fijians call themselves Kai Viti ("the people of Viti") or i Taukei ("the owners of the land"). Until the advent of colonial rule in 1873, the population of Viti Levu, the principal island of the Fiji group, was divided into hierarchically organized coastal peoples and more egalitarian highland peoples in the interior.

## **ACTIVITY – WEEK 8**

### **SHORT ANSWER QUESTIONS**

Answer all questions in the space provided.

1. Define colonization.

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2. Why is history important?

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3. The people of 'Viti' are known as \_\_\_\_\_.

4. Complete the table.

<b>Countries</b>	<b>Once ruled by another country</b>
Fiji	British
Kiribati	
Samoa	
Cook Island	

## **ACTIVITY – WEEK 9**

1. Write down the names of Presidents of Fiji since 1987.

<b>Date</b>	<b>President</b>
5 <sup>th</sup> December 1987 – 15 <sup>th</sup> December 1993	
18 <sup>th</sup> January 1994 – 29 <sup>th</sup> May 2000	
13 <sup>th</sup> July 2000 – 30 <sup>th</sup> July 2009	
30 <sup>th</sup> July 2009 – 12 November 2015	
12 November 2015	

2. Name the first Prime Minister of Fiji. \_\_\_\_\_

3. Name the fourth Prime Minister of Fiji. \_\_\_\_\_

4. Name the current Prime Minister of Fiji. \_\_\_\_\_

5. Name the Prime Minister who lasted only for few minutes in the parliament?

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# MADHUVANI SANGAM PRIMARY SCHOOL

## WEEKLY HOME STUDY PACKAGE 6 COVID- 19 (EXTENDED SCHOOL BREAK)

<b>SUBJECT</b>	<b>VOSA VAKA VITI</b>	<b>YEAR</b>	<b>7</b>
<b>NAME</b>		<b>ADDRESS</b>	

<b>Strand:</b>	Vakarorogo kei na cavuti ni vosa
<b>Sub strand:</b>	Na vakayagataki vakadodonu ni vosa vosataki me vakadewataki kina na vakasama kei na kilaka ena vanua donu me vakayagataki kina.
<b>Content learning Outcome:</b>	Na vakacacali

### NA VAKACACALI

#### NA SEREKALI

Wilika na serekali e ra ka sauma na taro e rukuna.

#### Na Vuli

“Dou vuli vei au ni’u sa yalo malua”  
Qori na vosa ni noda i **Vakabula**  
Taura dei ko na yalomatua  
Na **mataniciva**, isa! Kua ni vakalutuma.

**Dau Kaulotu** era kauta mai  
Me sa noda i yau ka i sasabai tu e dai  
Veisau ni draki ni bula sa veirawai  
Kawa i Taukei me kua na yalowai.

**Veikawa tamata e Viti** e veisisivi  
Vakatagedegede ni vuli cecere me sauvi  
Veiliutaki e veivanua ni cakacaka me yacovi  
E dodonu me vakavure vakasama ni vakacagau na vuli.

Isa lei gauna ni bau lesu tale mai!  
Meu mai vuli tale mada la vakalailai  
Domomuni memela ni la’ki voqa yawa mai  
Sa moce na wekaqu, kua na yalowai.

**Vola ko:** V.Sukanatabua

**Sauma na veitaro e ra, ena yadua na i yatu vosa.**

1. E vakaibalebaletaki vei cei na i **Vakabula**?

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2. Na cava era kauta mai na **Dau Kaulotu**?

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3. Vola e **rua** na vosa rorogo vata.

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4. Vola e **dua** na laini ka tukuna na veivutuni.

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5. Vola e **dua** na i vakasala e cauraki tiko ena serekali.

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<b>Strand:</b>	Vakarorogo kei na cavuti ni vosa
<b>Sub strand:</b>	Na vakayagataki vakadodonu ni vosa vosataki me vakadewataki kina na vakasama kei na kilaka ena vanua donu me vakayagataki kina.
<b>Content learning Outcome:</b>	Na vakacacali

**ALENI KOTAMENI**

**Wilika na tiki ni talanoa e rua e vakarautaki ka sauma na kena veitaro.**

**“O kemuni ka lako vakayawa mai, moni drotaka yani na yaloqu me nomuni taudua ga.”**

1. O cei e cavuta na vosa e cake? \_\_\_\_\_

2. E vosa tiko vei cei? \_\_\_\_\_

3. Na cava na vuni kena cavuti na I yatu vosa oqo? \_\_\_\_\_

**Au kaci yani vua, “Ko iko oqori, Kara? Oqo ko au, Makumasani. Kusa rawa, vakatotolo! Tukuna vua na yadra me yadra mai ka dolava na matamata”.**

1. O cei ko:

a) Kara?

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b) Makumasani?

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2. Na cava na vuna me dola kina na matamata?

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# MADHUVANI SANGAM PRIMARY SCHOOL

## WEEKLY HOME STUDY PACKAGE 8 COVID- 19 (EXTENDED SCHOOL BREAK)

<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	Forces
Content learning outcome	At the end of the lesson, the students should be able to: Investigate and demonstrate force, the effect of opposing forces on objects and demonstrate ways of minimizing these forces.

### WEEK 8

#### **What is Force?**

We live in a world full of **motions** or movement. Vehicles move; the moon moves around the earth; the earth moves around the sun; ships rock with waves. Wherever you look, there is movement.

#### **Forces at Work**

When something is being pushed, pulled or twisted, there is force acting on it. We also learnt that we had to push, pull or twist things to make them move. In this lesson, we will watch forces at work. We want to find out how forces work on different shaped objects. We will also look at what happens when we apply forces to moving object.

### ACTIVITY

#### FILL IN THE BLANKS

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

#### WORDLIST

gases	force	object	push	move	direction	world
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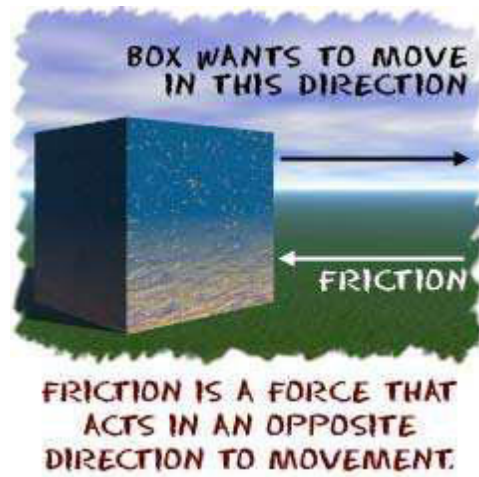
Pressure is the effect of forces at work on solids, liquids and \_\_\_\_\_. A \_\_\_\_\_ is a pull or push applied to a \_\_\_\_\_. A force cannot be seen, but its effects can be seen. For example, when we \_\_\_\_\_ a trolley along the ground, we are applying a force to the trolley. Pressure and force can make things \_\_\_\_\_. It can change the \_\_\_\_\_ and the speed of an object. We will discover the effect of forces and pressure on solids, liquids and gases thus help us to understand the \_\_\_\_\_ around us better.

## WEEK 9

### **Friction**

Friction is a force between two surfaces that are sliding, or trying to slide, across each other. It is a force that opposes motion. Friction always slows a moving object down. Air resistance is a type of friction.

Example:



### ACTIVITY

#### FILL IN THE BLANKS

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

#### WORDLIST

force	skidding	friction	sliding	Ice	skating	oil	streamlined
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Friction can be a useful \_\_\_\_\_ because it prevents our shoes slipping on the pavement when we walk and stops car tires \_\_\_\_\_ on the road. When you walk, friction is caused between the tread on shoes and the ground. This \_\_\_\_\_ acts to grip the ground and prevent \_\_\_\_\_.

\_\_\_\_\_ causes very little friction, which is why it is easy to slip over on an icy day. However this is a good thing for ice \_\_\_\_\_ and sledging. Sometimes we want to reduce friction. For example, we use oil to reduce the friction between the moving parts inside a car engine. The \_\_\_\_\_ holds the surfaces apart, and can flow between them. The reduced friction means there is less wear on the car's moving parts, and less heat produced. Some shapes, known as **streamlined** shapes, cause less air resistance than others. Airplanes and cars are \_\_\_\_\_, so that they move through the air as easily as possible.