	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 7</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>Reading and Viewing</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.

### **MAKING GOOD**

#### **Chapter 11 – Ghosts**

Scrope and his second mate chased George who climbed on the top of the village manaeba (meeting house) and started throwing coconuts at Scrope and his mate. They became scared, thinking that ghosts were throwing coconut at them. They returned to Mr. Glover’s house and lay down to wait for dawn.

#### **Chapter 12 & 13 - The Fight on the Shore & the Reef**

The next morning Mr. Glover offered to fight Scrope and second mate to George. At first Mr., Glover was winning but he let Scrope go. Scrope started to choke him and the second mate was happy. Mr. Glover managed to get free and he pushed Scrope into the sea. The second mate was too scared to fight and Scrope and his crew left. They had lot of difficulty getting through reef passage and George hoped Gypsy’s prophecy “Death to the man with Emerald Ring” would come true. The boat made it however and the Trade Wind left Maiana without her cabin boy.

#### **Chapter 14 – Hard Work**

George was very happy with Glover family even though Mr. Glover was very strict. Mrs. Glover fed him well and gave him shark liver oil twice a day. After six months he was much better even a bit fat Tebutinnang (movement of clouds), the Glover’s eldest daughter became his good friend.

After eight months Mr. Glover started to teach George to read and calculate arithmetic. George learnt arithmetic by working in the shop and he did very well. George was now sixteen years old. Mr. Glover was very pleased with him and asked him to keep living with his family. George was very happy about this and he was also very sad because he had not heard from his mother, even though he had sent money to her. Mr Glover said that the letter might come next time when the Trading boat comes.

#### **Chapter 15– The Shark**

Mr. Glover was right. George received a nice letter from his mother, the next time the trading ship called in. Mrs McBride advised George to stay in Maiana as life was probably better there. George went tiger shark fishing with Bobo. He almost caused disaster when he put his bleeding hand into the water. Bobo used a fishing line made from sinnet, a trace made from hair and wooden clip. He baited the line and threw the line into the water. It was not long when a shark took the bait and got caught on the hook. The shark pulled the canoe all over the lagoon but eventually got tired. Bobo pulled it in and killed it by hitting it on the nose with a club.

## **Chapter 16 – Capsized**

One day during another fishing trip, their sailing boat capsized in the rough sea. Bobo made a bag from a canvass and George and Tebu got inside it, then Bobo began to swim ashore to get help bit there were sharks in the water around the boat. While Bobo was swimming the Sharks began circling him but he was not afraid.

### **ACTIVITY – WEEK 10**

#### **Short Answer Questions**

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

1. What made Scrope and his mate scared?

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---

2. Why didn't Mr. Glover wait for Scrope to regain his breath?

---

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3. Who said these to whom? But I know he is going to drown.

---

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4. Who offered these to whom? Who gave shark liver oil to whom?


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### **ACTIVITY – WEEK 11**

**Write True or False against the number of each statement.**












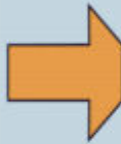


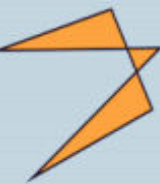




1. For the first time in his life George was really sad. \_\_\_\_\_
2. Mr. Glover was strict with his children. \_\_\_\_\_
3. Nobody looked after George's health \_\_\_\_\_
4. Tebutinnang means movement of clouds \_\_\_\_\_
5. Mrs Glover started to teach George and learn arithmetic. \_\_\_\_\_
6. Mr Glover was very pleased with George. \_\_\_\_\_
7. George did not heard from his mother for so long. \_\_\_\_\_
8. George used fishing line made from sinnet. \_\_\_\_\_
9. Bobo killed the shark by hitting on the nose. \_\_\_\_\_
10. George and Tebu were inside the canvas bag. \_\_\_\_\_

	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 7</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	Shapes & solids – angles and directions.
Content learning outcome	At the end of the lesson, the students should be able to: Construct different solids.




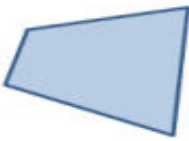

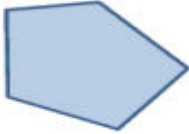


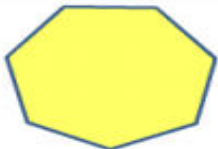

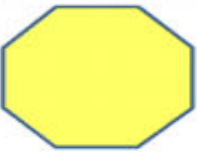
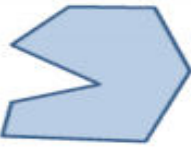
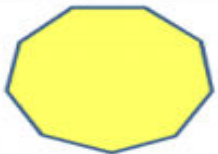
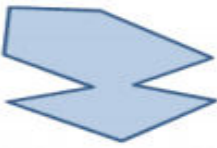
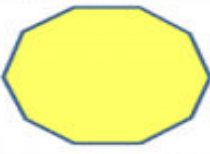

### WEEK 10 - SHAPES

**Identifying Polygons**

<i>A polygon can have three or more sides.</i>	3 sides Triangle	4 sides Quadrilateral	5 sides Pentagon	6 sides Hexagon	7 sides Heptagon	8 sides Octagon	
<b>Regular Polygons</b> <i>all sides are equal length and all internal angles are equal</i>							
<b>Examples of Irregular Polygons</b> <i>any polygon that is not regular</i>							
<b>Concave Polygons</b> <i>have at least one internal angle greater than 180°</i>			<b>Convex Polygons</b> <i>have no internal angles greater than 180°. All regular polygons are convex.</i>			<b>Complex Polygons</b> <i>have a line that crosses another line (normal polygon rules may not apply)</i>	
<b>Examples of shapes that are Not Polygons</b>	Circles 	Any shape that includes a curve 	Any shape that isn't 'closed' 	Three-dimensional objects 			

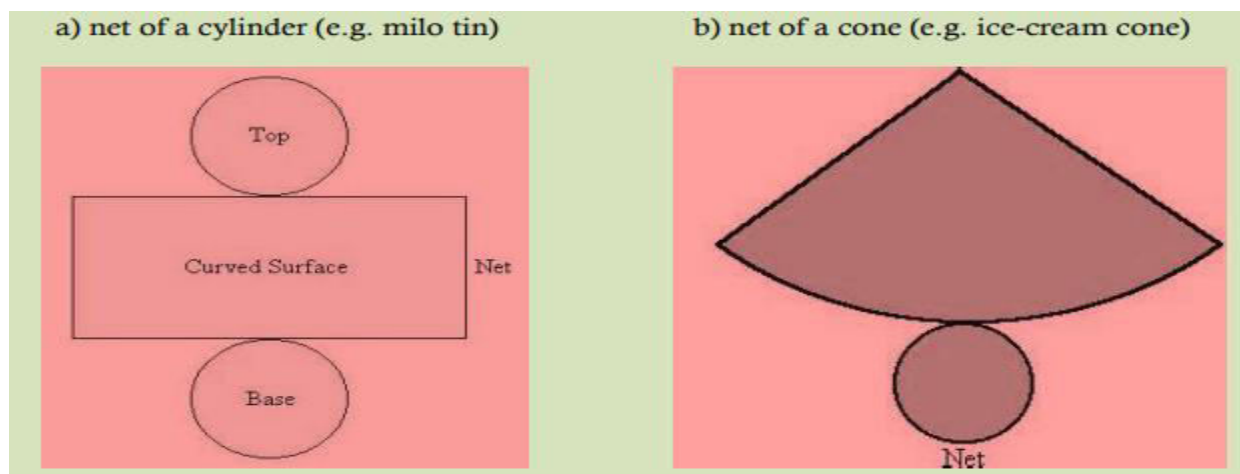
## ACTIVITY WEEK 10

State if the polygon is regular or irregular.

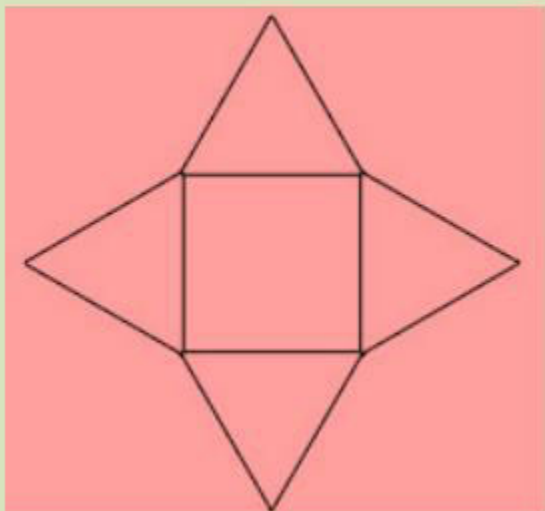
			
			
			
			

## WEEK 11 – SOLIDS, ANGLES AND DIRECTION

Geometry net is a 2-dimensional shape that can be folded to form a 3-dimensional shape or a solid.




Net of a pyramid



### ACTIVITY

Construct the 3D shapes of these 2D shapes.

Cylinder	Cone	Square pyramid

	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 7 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>
Sub strand	Disease Prevention
Content learning outcome	At the end of the lesson, the students should be able to: Outline the need for a backyard garden to promote wellness

### **WEEK 10**

Gardens are important to the planet because despite being human-made, they represent a natural environment. Plants and trees grow there, taking in carbon and releasing oxygen. The roots of these plants stabilize the soil and filter water.

Growing your own food has many health benefits:

- It helps you eat more fresh fruits and vegetables.
- You decide what kinds of fertilizers and pesticides come in contact with your food.
- It lets you control when to harvest your food. Vegetables that ripen in the garden have more nutrients than some store-bought vegetables that must be picked early.

It's a great way to relieve stress, to set goals for yourself, and to nurture something. On top of all that, growing your own produce is a great way to become more sustainable at home and to reduce your **environmental impact**.

### **ACTIVITY**

#### **SHORT ANSWER QUESTIONS**

Answer all questions in the spaces provided.

1. Why is gardening important to the environment?

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2. What are the advantages of gardening?

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3. Write down two health benefits of gardening?

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<b>Strand</b>	<b>Personal and Community Health</b>
Sub strand	Civic Pride
Content learning outcome	At the end of the lesson, the students should be able to: Recognize and display helpful ways to look after environment.

### **WEEK 11**

Civic pride is defined as having pride in your city, but it's much more than just that. Civic pride brings a community together and makes us feel good about where we live.

Ultimately, it's people who are at the heart of a vibrant, dynamic city, so encouraging civic pride in our community is essential for achieving the quality of life desired by residents and the creation and maintenance of a healthy city.

Civic pride means different things to different people. It could be as simple as sweeping a sidewalk, volunteering for a local organization, discouraging litter and graffiti, buying a box of Persians to share with friends, saying no to negative comments, shopping in the Waterfront District, helping someone in need, posting a picture of the iconic Sleeping Giant sunrise on Facebook, maintaining your yard — it's about appreciating the existing community and the need for wanting it to improve.

It's about recognizing traditions and what makes the community unique, and working together to make it better.

### **ACTIVITY**

#### **SHORT ANSWER QUESTIONS**

Answer all questions in the spaces provided.

1. Why is civic pride important?

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2. How do you show civic pride?

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3. What are some examples of public amenities?

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4. Why public amenities are provided?

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5. Describe ways to look after public amenities?


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	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 7</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.

### **WEEK 10**

### **क्रिया विशेषण**

जो शब्द क्रिया की विशेषता बताते हैं, उन्हें क्रियाविशेषण कहते हैं ।

उदाहरण : अभी, कहाँ, कल, बहुत, झटपट, हमेशा, दूर आदि ।

### **लघु परीक्षा**

ऊ. नीचे दिए गए वाक्यों को अपनी अभ्यास पुस्तिका में लिख कर क्रियाविशेषण शब्द को रेखांकित कीजिए ।

जैसे : आजी धीर-धीर चलती है ।

१. तुम बैठो हम अभी आते हैं ।

२. नल में पानी जोर से गिर रहा है ।

३. मौसी जल्दी ही रोने लगती है ।

४. कल रात सिमरन ने कम भोजन किया था ।

५. पाटी में तान्वी ने बहुत अच्छा नाच दिखाई थी ।

६. तुम ध्यान से हमारी बातों को सुनो ।

७. अमितेश कहाँ दौड़ रहा है ?

८. आज कल राहुल अधिक खाने लगा है ।

## WEEK 11

उ. क्रिया के सही रूप से रिक्त स्थानों की पूर्ति कीजिए ।

जैसे - मन्जू----- रही है । (रोना)

मन्जू रो रही है ।

१. अध्यापक ----- रहा है । (पढ़ना)
२. कुत्ते माँस ----- हैं । (खाना)
३. बालक गेंद ----- रहा है । (खेलना)
४. हलवाई मिठाई ----- है । (बनाना)
५. दूकानदार फल ----- है । (बेचना)
६. छोटी फिल्म ----- है । (देखना)
७. हवाई जहाज़ तेज़ी से ----- है । (उड़ना)
८. आभा चाय ----- है । (पीना)
९. हमें सड़क पर नहीं ----- चाहिए । (खेलना)
१०. मैं एक पत्र ----- चाहता हूँ । (लिखना)



# MADHUVANI SANGAM PRIMARY SCHOOL

## WEEKLY HOME STUDY PACKAGE 7

### 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>Place and Environment</b>
Sub strand	Features of places
Content learning outcome	At the end of the lesson, the students should be able to: Examine strategic positions of Pacific islands in the world and discuss their attributes as part of the global village.

### WHAT ARE SPECIAL PLACES AND SPACES?

Many times when your younger sisters and brothers are at play, they imagine special places for them. Behind the cupboard can be a playground, the corner of the room might be a shop, and the veranda of the hospital. To them these places are very special and are filled with life, imagination and fun. If these places are disturbed they may become very upset. Have you ever thought about how some places are special to you for different reasons?

You have special feeling about these particular places. They might be the white sandy beach back at the village where you usually played with your friends when you were young, the river or creek beside your home that you swim in after school or the church building where you attended your Sunday school.

### Where Are We Located?

When we talk about *islandness*, we are referring to things that make us unique as Pacific Islanders and different from others in the world. Some of these special **characteristics** are: white sandy beaches, deep blue seas, smiling faces, friendliness, surrounding and ecosystem culture. In the Pacific, our environment is unique which has really influenced our way of life. Our white sandy beaches and deep oceans provide us with food from the sea, our physical environment, land and its relief provide us with places to plant and collect food and so is our community where we find help and seek assistance from whenever we need it. This has given us an identity of “*islandness*”. Also our culture is unique that many outside the Pacific always love to follow and observe.

Our location in the world map is also an advantage because it allows us to interact with the outside world. Almost all Island countries are made up of other smaller islands which really affect how people live. Many people travel by punt, fibre or walk from their home or village to other parts of the islands for services that might not be found in their homes or for emergency purposes.

### Our Rules, Rights and Responsibilities

#### Citizenship: Rules, Rights and responsibilities

A citizen is a member of a community, state or nation. Citizens have rights and responsibilities as family members, as students in a classroom or school and members of their communities, state and nation. Being a good citizen means; following rules and laws, being responsible and respectful, helping others.

#### At Home:

**Rights:** Children have the right to basic needs, e.g. food and shelter and clothing. They have the right to live in a safe home where they are protected and can receive love, comfort and care.

**Rules:** Families set their own rules for the protection and wellbeing of each member of the family.

**Responsibilities:** Being a responsible member means knowing and following family rules

#### In your Community, State or Nation

**Rights:** All people are given certain rights by the country's Constitutions Bill of Rights that cannot be taken away.

**Rules and Laws:** Everyone has to follow rules and obey laws. Laws give fairness and protect the health

*Sangam Education Board – Online Resources*

and safety of people.

**Responsibilities:** Being informed citizen about our government and community is an important responsibility. Voting election is one responsibility of a good citizen. Volunteering to help in the community is another example of being a good citizen.

### **WEEK 10**

#### **SHORT ANSWER QUESTIONS**

Answer all questions in the spaces provided.

1. Differentiate between special places and special spaces?

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2. List down two characteristics of islandness that makes it unique.

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3. Write down some special places in Fiji you like visiting?

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4. List down some advantages of living in smaller islands?

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### **WEEK 11 – ACTIVITY**

#### **SHORT ANSWER QUESTIONS**

Answer all questions in the spaces provided.

1. Define the term citizen.

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2. What can you do to be a good citizen of Fiji?

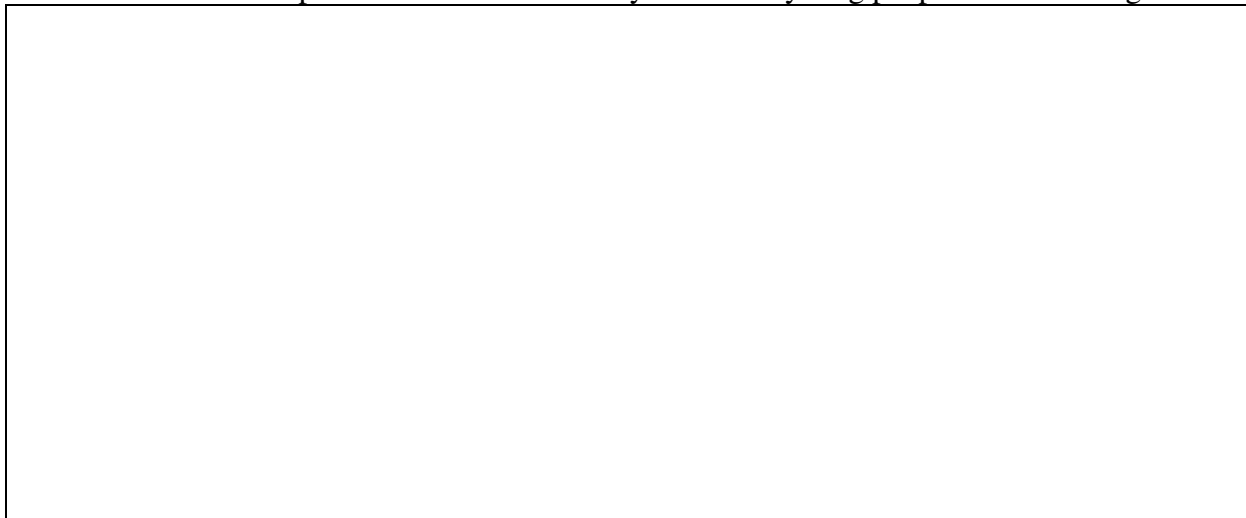
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3. Explain some rules, rights and responsibilities of being a student in your classroom.

Rules	Rights	Responsibilities

4. Draw and label some pictures to show some ways in which young people can become good citizens.





# MADHUVANI SANGAM PRIMARY SCHOOL

## WEEKLY HOME STUDY PACKAGE 7 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>	

Kalasi: 8

Lesoni: Na Vosa Vaka-Viti

Tiki ni Siga: 02- 06 ni Okosita

Matana	Na I Vakarau Vakavanua
Matana Lalai	Vanua kei na Veika Bula
Nanamaki ni lewe ni vuli	*cavuta e so na I wiliwili Vaka-Viti *Tukuna Na vula vaka-Viti *veiduitaitaka na veiwekani ni veika bula era tu wavoliti ira.

### AI KALIMA I MACAWA - NA VOSAVOSA VAKAVITI

1. Tabu siga – e dua e tiko voli ga e vale (vakalevu ga na yalewa) e na maroroi yago.
2. Rai vakamoturiki – na rai ni dua e toka vuni mai me rawa ni veivakalaboci kina.
3. Na veilesavi – na nona cudruvi ka vosataki e dua mai vua na turaga.
4. Sa mamada ko ka – sa vakasucu e dua.
5. Solosolo vakaverata – sega na ka e lutu e na vakarautaki ni i yaya ni dua e vakarau lako.
6. Sa kala na nona siga – sa qase mai ka sa yali na kaukauwa ke tiko vua.
7. E vaka na ivana ni rogovoka – e dua e balavu, dodonu ka rairai vinaka.
8. Vakacolaua e uciwai – e dua e laki vakacakacakai koya e na kedra maliwa ka ra veiyawaki vakavuli, kaukauwa se vakauilavo beka.
9. Na cicivi ni turaga – na veitau cici me sosomitaka na turagaveiluitaki ko koya e liu.
10. Na vosa mana – na kaukauwa e tiko e na nona vosa e dua e vakaitutu.
11. Vakavakaotaki – na qolou kei na kaila nio vakaraitaki e dua na veisisivi.
12. Sa laki tei tarawau ko ka – sa mate.

### CAKACAKA LAVAKI

1. ***Vukica na yatuvosa ogo me vakaibalebaletaki kina lewe tolu.***  
Keimami sa saqara na ika ena neimami kuro ni koro.
2. ***Vola na yavu ni vosa ka volai toka oqori.*** Veivakamocetaki - \_\_\_\_\_
3. ***Vola e dua na na i yatuvosa me rau curu koto kina na veivosa ogo.***  
bolebole, rerevaka
4. ***Vakasavuya na i tukutuku ka koto oqori.*** “Drau waraki au,” a kailavaka ko Semiti.
5. ***Vola na vosa a cavuta ko Manasa.***  
E a tarogi Jese ko Manasa se ko cei a butukoca na nona bulumakau.
6. ***Vola vakadodonu na i yatuvosa ka koto oqori e ra.*** e i  
tokani dredre nei elenoa ko makarina
7. ***Vola na i balebale ni vosavosa Vaka-Viti.*** Bera na sauriva -
8. ***Vola na vosa e veiganiti e na vanua e lala koto.***  
E a la’ki \_\_\_\_\_ duruka ko Naomi ka rau la’ki \_\_\_\_\_ ota mai  
ko Mere kei Seini.
9. ***Vola na vosa e vakaraitaka na i balebale ni vosa ka rau toqai toka e na yavu ni vosa.***

E **maroroya** ko Nau na i sulu e na **sova**.


Matana	Na I Vakarau Vakavanua
Matana Lalai	Vanua kei na Veika Bula
Nanamaki ni lewe ni vuli	*cavuta e so na I wiliwili Vaka-Viti *Tukuna Na vula vaka-Viti *veiduitaitaka na veiwekani ni veika bula era tu wavoliti ira.

**AI KA ONO NI MACAWA – NA I CAVUTI NI NODA VANUA**

<u>MATANITU</u>	<u>VANUA/YASANA</u>	<u>ICAVUTI</u>	<u>TURAGA</u>
KUBUNA	Tailevu	Kubuna	Na Vunivalu na Tui Kaba
	Naitasiri	Matanikutu	Na Qaranivalu
	Ra	Nakorotubu	Na Masau
BUREBASAGA	Rewa	Burebasaga	Na Vunivalu na Roko Tui Dreketi
	Kadavu	Nacolase	Na Tui Tavuki
	Namosi	Nabukebuke	Na Tui Namosi
	Serua	Korolevu	Na Vunivalu
	Nadroga	Nakuruvakarua	Na Ka Levu
	Ba	Na Jio	Na Momo na Tui Ba
TOVATA	Cakaudrove	Lalagavesi	Na Tui Cakau
	Bua	Cakaunitabua	Na Tui Bua
	Macuata	Caumatalevu	Na Tui Macuata
	Lau	Vuanirewa	- Na Tui Nayau -Na Tui Lau -Na Sau ni Vanua ko Lau

***Digitaka na i sau ni taro vinaka duadua ko sa digitaka e na nomu I Vola Ni Saumi Taro.***

1. Na vula o June e Vula i \_\_\_\_\_
2. E a la'ki \_\_\_\_\_ vudi mai ko Saini kei Taunyavu.
3. Kevaka ko vakanamata tiko ki na Ra, ko na vakanadaku ki na \_\_\_\_\_
4. E sa la'ki tei \_\_\_\_\_ ni dalo ko Tevita kei Delai.
5. Ni 30 na lairo sa 3 na \_\_\_\_\_
6. Na qito vaka-viti cava e dau vakayagataki kina na ulutoa kei na gasau?
7. Na cava na i cavuti ni vanua vakaturaga ko Rewa?
8. Na \_\_\_\_\_ e tali mai e na drau ni niu ka ra dau vakayagataka na marama e na qoli.
9. Ko \_\_\_\_\_ e dua vei ira na yanuyanu e kilai tani e na samu masi.
10. E veitacini na tamai Jone kei na tinai Livai. E rau \_\_\_\_\_ ko jone kei Livai.

	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 7</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>Earth and beyond</b>
<b>Sub strand</b>	<b>Earth and solar system</b>
<b>Content learning outcome</b>	At the end of the lesson, the students should be able to: Investigate and gather information on the planets in our solar system and describe why earth is able to support life.

## WEEK 10

### WHAT IS THE SOLAR SYSTEM?

The Solar System is a very great space that consists of the Sun, planets, the moons, **comets**, **asteroids**, minor planets, dust and gas. The most significant element of the Solar System is the Sun. Everything in the Solar System **orbits** or revolves around the Sun. The Sun contains 98% of all material in the Solar System. The Sun is so large so its gravity is so huge that it attracts all other objects in the solar system towards it. At the same time these objects tries to fly away so they are trapped half way in between. This is the reason why they orbit or revolve around the Sun. They are balanced between flying towards the Sun and escaping into space, they spend eternity orbiting around it. The planets are some of these objects and they are ball like shapes that contains gases, minerals, liquid, ice and rocks.

### THE PLANETS

Before, it used to be known that there were nine planets in our Solar System. But according to the latest study or discovery **Astronomers** decided that the smallest planet, Pluto, is too ‘dwarf’ to be called as a planet. There are now 8 large planets of in the Solar System. The inner four planets are called **Terrestrial planets**–Mercury, Venus, Earth, Mars because all their surfaces are all rocky. The outer planets Jupiter, Saturn, Uranus and Neptune are called ‘**Jovian Planets**’.

### The Characteristics of the Planets

**Mercury** is the smallest place. It is a dry, barren planet. **Venus** is the brightest planet in the sky. The atmosphere in Venus is mostly of carbon dioxide. There are also liquid, water and oxygen. **Earth** is the only planet that has living things. It is mostly made up of Oxygen and Nitrogen. The Earth is a rocky planet. Mars is similar to Earth. Its atmosphere is made up of clouds and ice caps. It contains only a small amount of oxygen. **Jupiter** is the largest planet. It is made up of gas, liquid, Hydrogen and Helium. **Saturn** has a hot, solid inner core of iron and rocky material. Seven rings circle around it and they consist of ice particles. **Uranus** does not have an internal source of heat. It has 11rings surrounding it. **Neptune** is also the smallest planet. It is a solid planet that is mostly made up of rocky material and ice.

### ACTIVITY

Write (T) for True and (F) for False for the following statements in the spaces provided.

1. The solar system consists of the sun only. \_\_\_\_\_
2. There are nine planets altogether. \_\_\_\_\_
3. There are 365 days in a year. \_\_\_\_\_

4. Jupiter is the smallest planet. \_\_\_\_\_
5. Wind is not a component of weather. \_\_\_\_\_
6. Earth is the only planet that has living things. \_\_\_\_\_
7. The most significant element of the Solar System is the Sun. \_\_\_\_\_
8. Venus is the second planet from the sun. \_\_\_\_\_
9. The major cause of weather is the Sun. \_\_\_\_\_
10. Neptune is surrounded with 11 rings. \_\_\_\_\_
11. Mercury, venus, earth and mars are jovian planets. \_\_\_\_\_
12. The smallest planet pluto is 'too dwarf'/ \_\_\_\_\_

### **WEEK 11**

**Earth** – has a mass  $5.98 \times 10^{24}$ . It takes 365.4 days or 1 and a quarter year to orbit the sun. On the fourth year on Earth is 366 days because the quarterly cycle of each year is rounded up thus we call the fourth year a **Leap Year!!!!**

**The Sun** - has a powerful bright golden colour. Everything that gives out light and heat is powered from the Sun through heat energy and solar light energy. It is our natural gift!!

### **WHAT IS WEATHER?**

Heat from the sun is needed for water to evaporate and the air must cool for water to condense. Weather is the condition of the atmosphere over a certain place in a short period of time. Weather is always changing and is different in places around a country, region and around the world. It may be warm and sunny in one place and cold in another.

### **Importance of Weather to People**

Weather is very important to people because it determines the kind of activities that we do. It determines the type of clothing that we may wear and the also the type of places that we wish to travel to. For example, you may want to wear your cardigan on a very cold day and you would wear light clothes on a hot sunny day. On a bright sunny day we may choose to go out for a picnic but on a raining day we might choose to stay indoors or go for a rain bath or fly kites on a windy day. Our earth consists of living things, mankind, plants and animals that are interdependent on one another which are also dependent on the occurrences of the different weather patterns that nature has to offer.

i. *The raining weather* is very important to people and other living things because rain is the water source that every living things use in order to live. Rain makes minerals soluble in soils for plants to absorb and for which we get our food from. Rain is the basic source of water for mankind, which is a necessity for life.

ii. *The sunny weather* is important to us because the sun is the main source of light and energy. During the sunny weather people get complete brightness and are able to do and move about without the assistance of artificial light. The heat of the sun's rays during the day kills microorganisms in clothes and bedding. Also the heat of the sun makes it possible for our body to be warmed up when it's very cold and also kills the bacteria on it. The heat is very important to our internal organs as well.

iii. *The windy weather* is very important because it helps in moving the air which is around so that there can be constant flow of oxygen, plants need the wind for pollination, and it is also important for moving weather to different regions.

Some components of weather or parts of weather are **temperature, precipitation, humidity atmospheric pressure and wind**. These elements work together to make weather happen.

### **ACTIVITY**

### **SHORT ANSWER QUESTIONS**

Answer all questions in the spaces provided.

1. Define the term weather.

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2. Explain why weather is important to people?

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3. Give another name for precipitation?

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4. The people who make weather forecasts are called \_\_\_\_\_.

5. Explain the causes of the weather?

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6. What activities can be done during sunny weather?

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7. When will be the next leap year?

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